



AGENDA

- A – 1 **Opening**
 (a) Roll Call
 (b) Declaration of Conflict of Interest
 (c) In Camera Session
 i. Personnel Matters
 ii. Legal Matters
 iii. Property Matters
 (d) Welcome to Open Session (7:15 p.m.)
 (e) Agenda Additions/Deletions/Approval
 (f) In Camera Report
- B – 1 **Business Arising from Minutes and/or Previous Meetings**
- C – 1 **Director's Report**
- D – 1 **New Business — Action/Decision Items**
 * (a) Secondary Class Size S. Sincerbox
 * (b) International Students – Fee Structure J. Gunn
 * (c) Mileage Remuneration Review J. Gunn
 * (d) Pauline Johnson Collegiate Hospitality Program Report J. Gunn
 * (e) Facility Renewal Plan 2016-2017 J. Gunn
 * (f) Quality Accommodations Update (BL8) J. Gunn
 * (g) Design Approval to Tender – New Fairview School J. Gunn
 * (h) Proposed Boundary Change J. Gunn
 * (i) Bylaw 8 Committees of the Board B. Blancher
- D – 2 **New Business — Information Items**
 * (a) Educational Technology Initiative Update D. Abbey
 * (b) Data Report – E-Learning Annual Report D. Martins/D. Abbey
 * (c) Summer School Report D. Martins
 * (d) Annual School Effectiveness Framework Report L. De Vos/D. Martins
 * (e) Trustees' Expenses Report (F3) J. Gunn
 * (f) Education Week 2017 B. Blancher
 * (g) Before and After School Programs 2017-2018 L. De Vos
 * (h) Partnering Together for Healthy Schools Protocol L. Thompson
- E – 1 **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- E – 2 **Procedure Consideration — Information Items**
- F – 1 **Other Business**



Committee of the Whole Board

Monday, April 10, 2017
Board Room, Education Centre

- G – 1 **Correspondence**
- * (a) Waterloo Region District School Board letter to Ministry of Education – February 10, 2017
 - * (b) Waterloo Region District School Board letter to Ontario Universities Application Centre – February 27, 2017
 - * (c) Friends of Simon Wiesenthal Centre for Holocaust Studies Letter – March 20, 2017

H – 1 **Adjournment**

Future Meetings (held at the Education Centre unless noted otherwise)

Native Advisory Committee	April 11, 2017, 1:00 p.m.	Joseph Brant Learning Centre
Privacy Information Management	April 21, 2017, 9:00 a.m.	Norfolk Room
Chairs' Committee	April 24, 2017, 5:45 p.m.	Norfolk Room
Regular Board	April 24, 2017, 7:15 p.m.	Board Room
Student Senate	April 20, 2017, 10:30 a.m.	Board Room
Education Week Gala	April 27, 2017, 11:30 a.m.	Sanderson Centre
Compensatory Education Steering Committee	May 4, 2017, 1:30 p.m.	Dogwood Room Norfolk SSC
Special Education Advisory Committee	May 4, 2017, 6:30 p.m.	Board Room
Committee of the Whole	May 8, 2017, 7:15 p.m.	Board Room
Audit Committee	May 9, 2017, 6:00 p.m.	Dogwood Room Norfolk SSC
Budget Review Meeting	May 10, 2017, 5:30 p.m.	Board Room
Grand Erie Parent Involvement Committee	May 11, 2017, 6:30 p.m.	Dogwood Room Norfolk SSC
Budget Review Meeting	May 17, 2017, 5:30 p.m.	Board Room
Budget Review Meeting	May 24, 2017, 5:30 p.m.	Board Room
Chairs' Committee	May 29, 2017, 5:45 p.m.	Norfolk Room
Regular Board	May 29, 2017, 7:15 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk	May 30, 2017, 1:00 p.m.	Norfolk Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Scott Sincerbox, Superintendent of Education
RE: **Secondary Average Class Size**
DATE: April 10, 2017

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve an increase to the average aggregate Secondary School Class Size to 22 for 2017-2018.</p>

Background:

- 1.1 Class size legislation was introduced in 1997 as an amendment to the Education Act. The legislation allowed a maximum average class size of 22 in the Board's secondary schools.
- 1.2 In June 2000, the legislated maximum was reduced to 21 for the 2000-2001 school year. In June 2001, Boards were allowed to increase their average aggregate secondary school class size to 22 by Board resolution.
- 1.3 On an annual basis, Boards are required to pass a resolution if they intend to increase the average aggregate secondary school class size up to 22.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Jamie Gunn, Superintendent of Business & Treasurer
 RE: International Students –Fee Structure
 DATE: April 10, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the 2017-2018 Tuition Fees for International Students.

Rationale

Grand Erie receives a number of applications from students outside of Canada to attend our schools each year. International student enrolment at Grand Erie secondary schools over the past five years is detailed in the table below.

International Tuition Fees - Summary of Students Enrolled 2012-2016

School Year	Secondary Tuition Fee	ADE - School Year Enrolment							Total by Year
		PDCS	PJCVS	NPCVS	SCS	BCI	PDHS	CSS	
2012-13	12,305	-	1.0	2.0	-	-	0.5	-	3.5
2013-14	12,305	-	2.0	2.0	1.0	-	1.0	-	6.0
2014-15	12,305	-	-	1.0	0.5	4.0	-	1.0	6.5
2015-16	12,655	-	-	2.0		1.0	1.0		4.0
2016-17	12,655	-	1.0	-		2.0	1.0		4.0
Total by school over 5 years		0.0	4.0	7.0	1.5	7.0	3.5	1.0	24.0

Budget Implications/Funding Source(s)

Fee structure should be set to ensure that additional supports required for international students are considered and funded without taking resources from the funding provided by the Ministry for the pupils of the Board. The \$275 non-refundable portion of the fee provides some revenue to offset the costs of administrative support to prepare the required letters of acceptance for applicants. Additional costs to provide ESL, initial assessment and other required supports for international students have been considered when setting the fees.

For comparison, the fee per pupil provided by the tuition agreement for 2016-17 is \$11,128 (\$11,023 in 2015-16). We expect this fee to increase in 2017-18 by 1.5% to account for labour settlements. Keeping in line with the comparable tuition agreement fees year over year, the International Student Tuition Fees for 2017-18 will be increased accordingly as indicated.

Elementary fees are proposed to approximate the estimated per pupil provided by Provincial Grants for pupils of the Board plus an administration fee of \$275.

The full proposed fee schedule for 2017-18 is as follows:

Secondary	Base Fee		Application Fee		Total 2017-18 Fee	2016-17 Fee
a) Full School Year (two semesters – 8 credits)	\$12,565	+	\$275*	=	\$12,840	\$12,655
b) Half School Year (one semester – 4 credits)	\$ 6,285	+	\$275*	=	\$ 6,560	\$ 6,465
c) Summer School (July – 1 credit)	\$ 1,775	+	\$100*	=	\$ 1,875	\$ 1,850
d) Additional credits (one credit to complete requirements)	\$ 2,235	+	\$100*	=	\$ 2,335	\$ 2,300
e) Additional credits (two/three credits to complete requirements)	\$ 5,585	+	\$275*	=	\$ 5,860	\$ 5,775
f) ESL Program (non-credit – Joseph Brant Learning Centre)	\$42 per class					
Elementary						
a) International Student <small>*(non-refundable application fee)</small>	\$ 9,795	+	\$275*	=	\$10,070	\$ 9,925

Communication Plan

Agencies that facilitate International Student placements will be informed of the fee change for 2017-18. The new fee table will be posted on the Board’s website.

Respectfully submitted

Jamie Gunn,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Jamie Gunn, Superintendent of Business & Treasurer
 RE: **Mileage Remuneration Review**
 DATE: April 10, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the current mileage rate of \$0.45 per kilometer increased to increased \$0.54 per kilometer for the first 5,000 kilometers, and \$0.48 per kilometer thereafter effective September 1, 2017, subject to final budget approval.

1.0 Background

1.1 The Board's mileage rate is to be reviewed each year, for budgeting purposes, in accordance with a motion of the Board.

1.2 The last change to the mileage rate was effective September 1, 2012 when the Board approved an increase from \$0.46 to \$0.47 per kilometer.

2.0 Additional Information

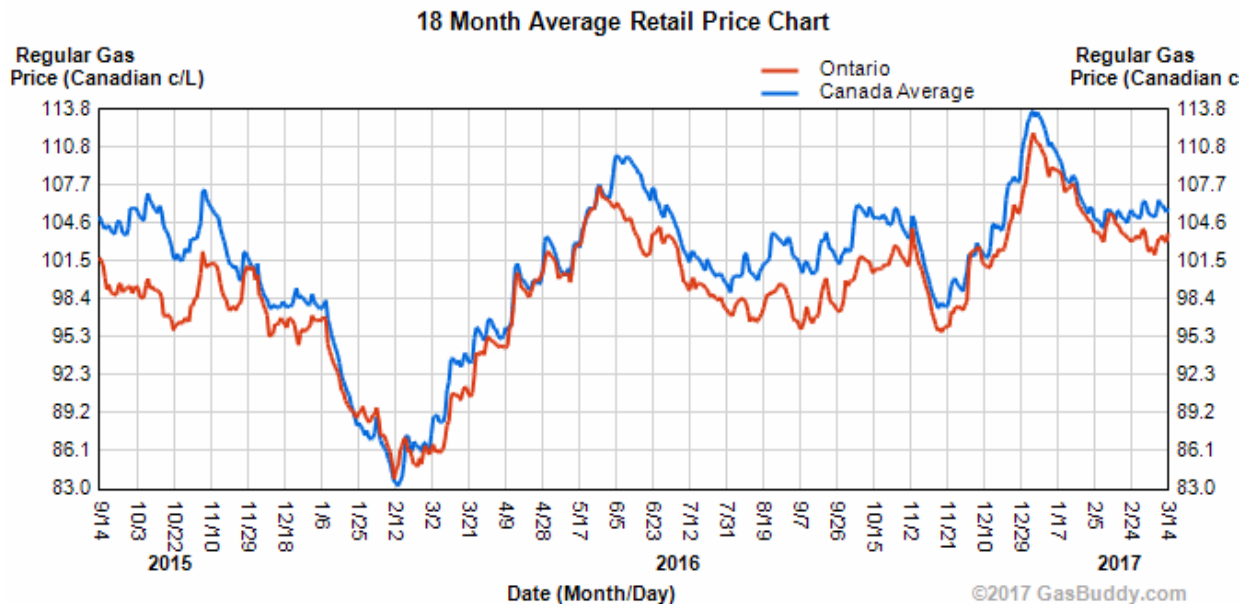
The Ministry of Energy and Infrastructure data indicates the annual average cost in Southern Ontario for regular unleaded gasoline in 2015 was \$0.990 per litre, a decrease of \$0.057 per litre from \$1.047 per litre from the same period in 2014. First quarter prices for 2017 are substantially higher at \$1.081 per litre due in part to the implementation of carbon tax on gasoline in 2017.

Recent prices for gasoline in Ontario are shown in the table below.

Source: Ontario Ministry of Energy (<http://www.energy.gov.on.ca/en/fuel-prices>)

Ontario Regular Unleaded Gasoline Prices - 2016 (cents/litre)						
Date	Ottawa	Tor W	Tor E	Windsor	London	Southern Ont Average
1Q16	86.6	93.6	92.1	83.8	84.5	90.3
2Q16	102.3	105.2	104.0	96.8	102.5	103.5
3Q16	98.4	101.5	100.2	94.2	100.7	100.0
4Q16	101.1	104.3	102.7	100.1	99.2	102.8
Full Year	97.1	101.2	99.8	93.7	96.7	99.0
1Q17	105.6	109.5	108.8	105.5	108.3	108.1

The following table show the 18-month trend in the Average Retail price of regular gasoline in Canada and Ontario.



In the past, the Board used the CAA published driving costs as a reference for the remuneration rate. The CAA no longer publishes these costs.

Canada Revenue Agency (CRA) considers a reasonable automobile allowance rate for 2017 to be 54¢ per kilometer for the first 5,000 kilometers, and 48¢ per kilometer thereafter. The rates were the same in 2016. Following recent audits of school boards, the CRA found mileage reimbursements to be “unreasonable” and considered reimbursements to be taxable if they did not match the CRA values. Paying any other rate would cause us to pay all travel reimbursements through payroll and of course cause the employee to pay tax at source for the mileage payment.

3.0 Budget Implications

3.1 Travel remuneration in 2016-17 accounts for \$522,155 in the operating budget. Every \$0.01 incremental increase or decrease in the remuneration rate changes the total budget by \$11,603.

3.2 Data presented in section 2 above suggests that the Board rate be set equal to the CRA rate and that the current reimbursement rate of \$0.45 be increased to \$0.54 per kilometer for the first 5,000 kilometers, and 48¢ per kilometer thereafter for the 2017-18 school year.

Respectfully submitted

Jamie Gunn,
Superintendent of Business & Treasurer

**GRAND ERIE DISTRICT SCHOOL BOARD**

TO: Brenda Blancher, Director of Education
FROM: Jamie Gunn, Superintendent of Business & Treasurer
RE: **Pauline Johnson Collegiate – Hospitality and Tourism Program**
DATE: April 10, 2017

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the plans to renovate space at Pauline Johnson Collegiate to accommodate a new Hospitality and Tourism Program for September 2017 subject to final approval of the Facility Renewal Plan for 2017-18.</p>

Background:

The Board contracts for the provision of cafeteria food services at most of its secondary schools, however, the current contractor withdrew cafeteria services from Pauline Johnson Collegiate (PJC) because of declining sales and only services the school through vending machine offerings. In McKinnon Park, Hagersville Secondary and Tollgate Tech, the cafeteria food service is provided by the students through the Hospitality and Tourism Program.

Additional Information:

With the withdrawal of contracted service comes the opportunity to consider expanding the programming for students at PJC to include a Hospitality and Tourism Program. The program was listed in the PJC calendar of course offerings for 2017-18 with 139 students selecting the program on their options sheets submitted for the 17-18 school year.

Hospitality and tourism is one of the top fields for employment in Brantford. Hospitality and tourism courses meet the needs and pathways of the students at Pauline Johnson Collegiate & Vocational School. The Hospitality program will provide both a hands-on and a theoretical approach to learning about the various sectors in the field. Students will have opportunities to develop essential food preparation and presentation skills; will learn about event planning and marketing, study customer relations and culinary techniques, as well as learn about health and safety standards. The program will build employability skills and experience in the field. The program will also offer opportunities for sector specific certifications such as SmartServe and First Aid. Careers in the hospitality and tourism industry will be explored.

The Hospitality and Tourism program at Pauline Johnson C.V.S. will be offered through grades 9 to 12. The positive impact of this program will filter through the entire school community:

- Healthy and affordable cafeteria service will be available to students and staff.
- Opportunities for our Special Needs classes to participate in program and build life skills
- Community opportunities with the creation of a bistro
- Partnership with Conestoga College – dual credit and scholarship opportunities
- Possible senior course offerings for the S.O.A.R. program

Renovations Required:

The kitchen space used by the contractor at PJC to service the cafeteria is not adequate to serve as a working classroom and cafeteria kitchen. A special education classroom is adjacent to the current

kitchen and could serve nicely to support the proposed program with renovations. If the program were to expand into the special education space, then other classroom space at the school would need to be renovated to serve the special education program being displaced.

Architectural drawings have been developed with input from the school administration and staff. The proposed creation of the Hospitality and Tourism Program space would include a service area for students to pick up and pay for lunches, a teaching kitchen/classroom where students would work at prep tables and in the production kitchen area and a small, separate Bistro area that could also serve as classroom space when not performing hands on preparation of food. Of course, there would be new equipment and kitchen tools to be acquired to complete the program requirements.

The special education class being displaced would be accommodated by converting two smaller classrooms to create a multi-handicapped classroom with in-class washroom facilities and a small snozelen room. This space would be adjacent to an existing MH classroom at the school.

Project schematic designs were provided to cost consultants who have reviewed the renovation requirements and provided the following estimated cost of construction for the work.

MH Classroom	\$228,100
Hospitality Classroom	\$465,600
Kitchen equipment & small wares	<u>\$100,000</u>
Total Investment	<u>\$793,700</u>

The budget for the project would be funded from the Board's allocation for School Condition Improvement and will be included in the listing of projects for approval for 2017-18 under a separate report.

Concept plans for the Hospitality and the Multi Handicapped spaces are attached.

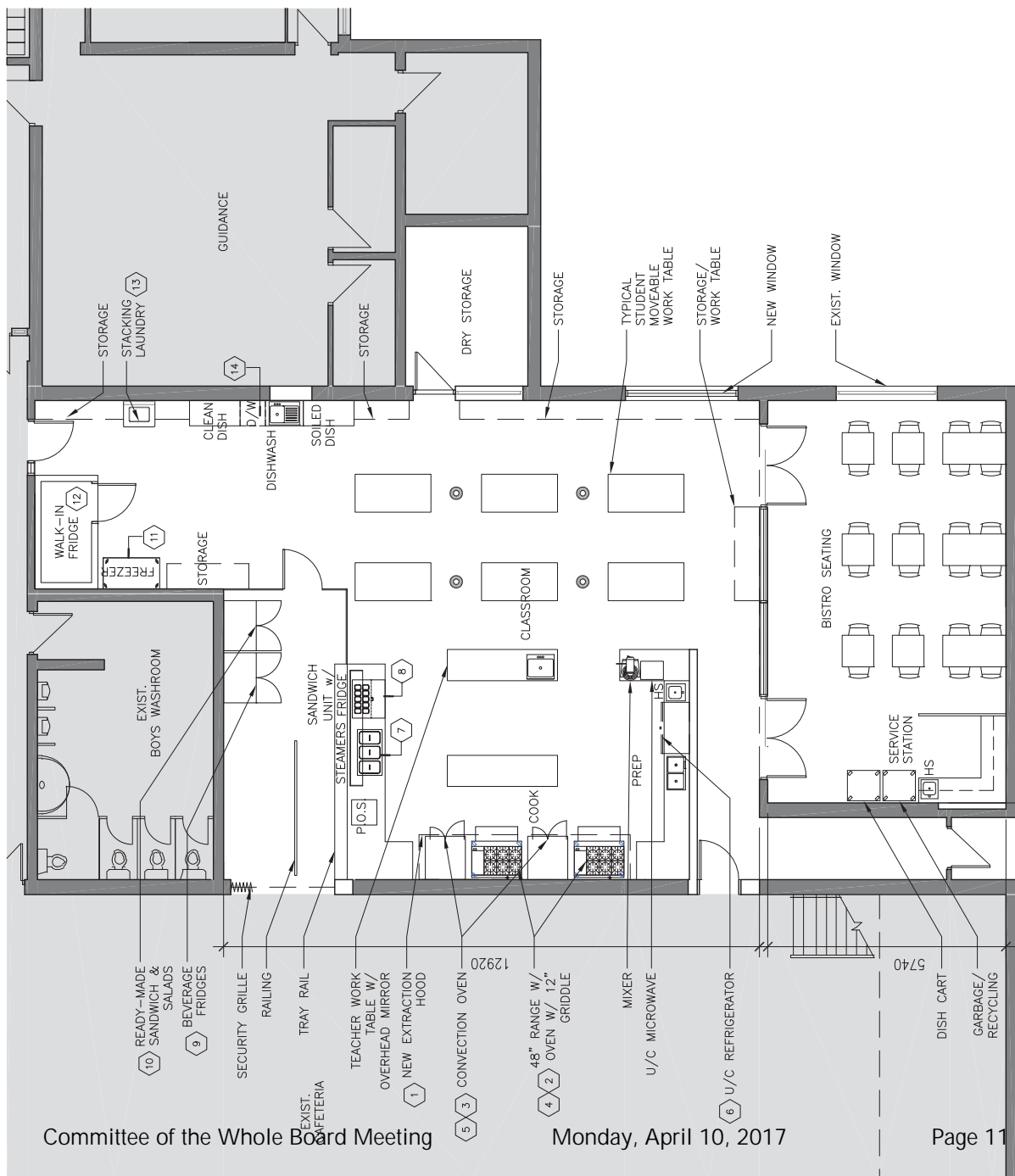
Timelines and future programming:

Pending Board approval, project tender and award could be finalized in May 2017 and work could commence on the conversion of the new MH classroom space in June. The renovations would be complete for the startup of the 2017-18 school year.

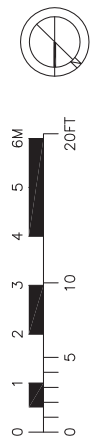
There has been some interest expressed by Conestoga College in partnering in some programming either during the school day (dual credit) or after school hours for and adult credit program. Administration will continue to pursue this partnership possibility.

Respectfully submitted,

Jamie Gunn
Superintendent of Business & Treasurer



PLAN LEGEND	
[Grey Box]	EXISTING
[White Box]	DEMOLITION
[Thick Line]	NEW WALL
[Arrow]	EXISTING DOOR TO REMAIN
[Curved Arrow]	NEW DOOR
[Circle with X]	OVERHEAD POWER OUTLET PULL DOWN

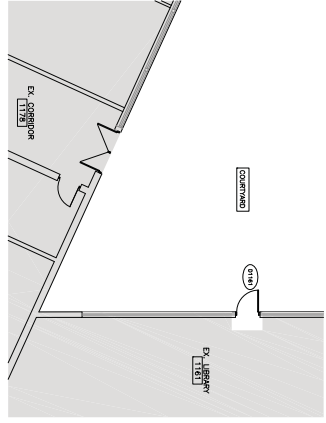


TCA
 THIER-CURRAN ARCHITECTS INC.
 118 AVON STREET, 20TH FLOOR, SUITE 301, HAMILTON, ONTARIO L8N 2R7
 TEL: 905-572-0883
 FAX: 905-572-0884

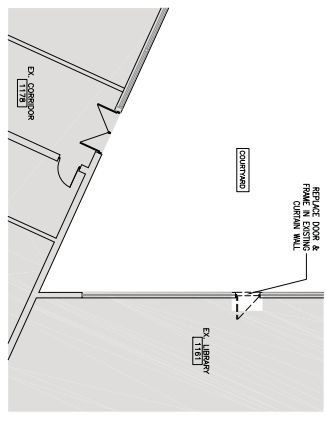
HOSPITALITY CLASSROOM CONCEPT PLAN

March 03, 2017

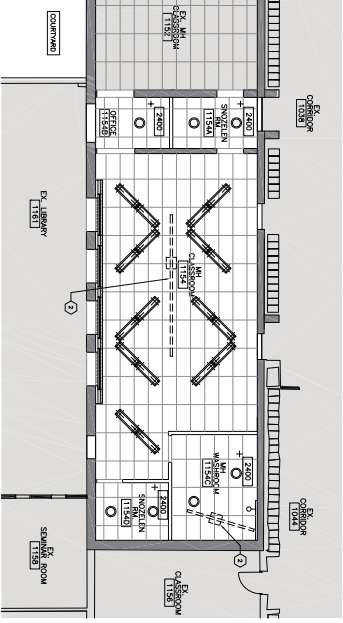
Renovations to
Pauline Johnson Collegiate & Vocational School
 Hamilton, Ontario
 Grand Erie District School Board



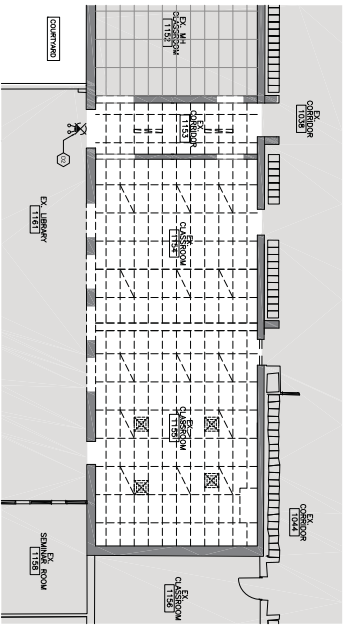
6 PARTIAL PROPOSED FLOOR PLAN - FIRE EXIT
A2.0/1:100



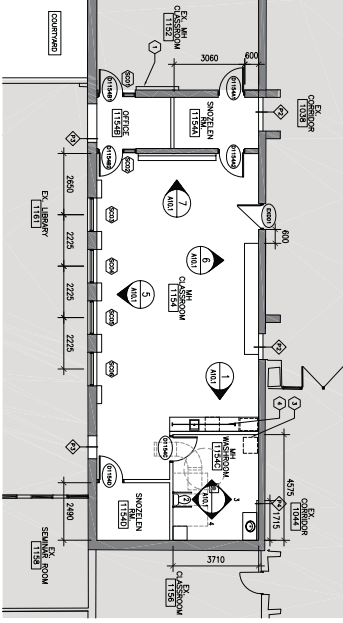
5 PARTIAL DEMOLITION FLOOR PLAN - FIRE EXIT
A2.0/1:100



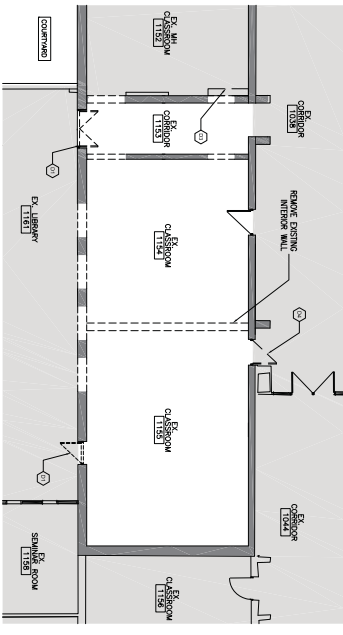
4 PARTIAL PROPOSED RCP - MH CLASSROOM
A2.0/1:100



3 PARTIAL DEMOLITION RCP - MH CLASSROOM
A2.0/1:100



2 PARTIAL PROPOSED FLOOR PLAN - MH CLASSROOM
A2.0/1:100



1 PARTIAL DEMOLITION FLOOR PLAN - MH CLASSROOM
A2.0/1:100

DEMOLITION NOTES
1. MAKE GOOD ALL EFFECTED SURFACES.

PLAN NOTES
1. ALL PARTITIONS ARE UNLESS OTHERWISE NOTED.
2. WALL UNLESS NOTED OTHERWISE SHALL REMAIN IN PLACE.
3. UNLESS OTHERWISE NOTED OTHERWISE SHALL REMAIN IN PLACE.

PLAN LEGEND
 [Symbol] DEMOLITION
 [Symbol] NEW WALL
 [Symbol] NEW CONSTRUCTION
 [Symbol] EXISTING DOOR TO REMAIN
 [Symbol] NEW DOOR
 [Symbol] ENTRY OF WALL TO BE REMOVED TO INTERIOR ELEVATIONS FOR HEIGHTS OF FLOOR FINISH
 [Symbol] AUTOMATIC DOOR OPERATOR

NOTE: - ALL KEYNOTES MAY NOT BE USED
 DEMOLITION KEYNOTES
 (1) REMOVE DOOR FRAME TO REMAIN
 (2) REMOVE DOOR FRAME AND SUSPENSION LIGHTS
 (3) REMOVE DOOR FRAME AND SUSPENSION LIGHTS TO BE RELOCATED AS INDICATED BY FRAME
 (4) REMOVE DOOR & FRAME
 (5) REMOVE DOOR & FRAME

PLAN KEYNOTES
 (1) EX. SWAYT BOARD TO REMAIN
 (2) STAIN UP, RELOCATED FROM EX. MH
 (3) MONITOR, N.C.
 (4) REMOVE WALLS LIGHT

RCP LEGEND
 [Symbol] 30X120 SUSPENSION LED LIGHT
 [Symbol] SURFACE MOUNTED LIGHT
 [Symbol] FLUORESCENT STRIP LIGHT
 [Symbol] WALL SOUNE
 [Symbol] 1. EMERGENCY LIGHT (SINGLE OR DOUBLE)
 [Symbol] 2. EXIT LIGHT W/ EMERGENCY LIGHTS
 [Symbol] 3. FALL STATION
 [Symbol] 4. FIRE ALARM
 [Symbol] 5. FIRE ALARM W/ SMOKE
 [Symbol] 6. 10 X 1250 AC CEILING
 [Symbol] 7. 2100 X 4' F. LINO
 [Symbol] 8. ELEVATION TAG
 [Symbol] 9. DRIVER

TCA
THIER-CURRAN ARCHITECTS INC.
 thoughtful buildings + interiors
 TEL: 905.997.0863
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 1181

NOTES:
 1. ALL DIMENSIONS ARE TO FACE UNLESS OTHERWISE NOTED.
 2. ALL DIMENSIONS ARE TO FACE UNLESS OTHERWISE NOTED.
 3. ALL DIMENSIONS ARE TO FACE UNLESS OTHERWISE NOTED.
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 10. ALL DIMENSIONS ARE TO FACE UNLESS OTHERWISE NOTED.

NO.	DATE	REVISIONS
1	2017-02-27	ISSUED FOR PERMITS
2	2017-02-27	ISSUED FOR PERMITS
3	2017-02-27	ISSUED FOR PERMITS

Renovation to
GEDSB - Pauline Johnson
MH Classroom
 Brantford, Ontario
 Monday, April 10, 2017

Partial Demolition, Fire Plans, Reflected Ceiling Plan

Committee of the Whole Board Meeting

A2.0

DATE: -
 PROJ. NO.: 10008
 SCALE: As Shown
 DATE: JUN. 24 2017



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Jamie Gunn, Superintendent of Business & Treasurer
RE: **Facility Renewal Plan 2016-17**
DATE: April 10, 2017

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Facility Renewal Plan for 2016-17.</p>
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Background:

In the Boards Multi-Year Plan our objective is to “ensure that students and staff have a safe and welcoming environment in which to learn and work.” Facility Services maintains a building condition inventory that identifies building components that may need repair or replacement. The Facility Services team reviews and prioritizes these needs guided by the objectives of the Multi-Year Plan

Renewal Plans for 2016-17

The following plan for capital related work has been developed by Facility Services to address high and urgent renewal needs and other commitments. The 2016-17 capital project plans for the board have been summarized in the **Table 1** below.

Proposed 2016-17 Projects total **\$21,859,203** funded by Facility Renewal (FRG), School Condition Improvement (SCI) and Community Hubs (Hub) allocations including \$10,247,810 carried forward from prior years. Previously approved allocations for Building and Grounds budgets, Pride of Place, Community Partnership Incentive Projects and School/Program Improvement Fund Projects are included as well as confirmation of funds previously committed for a three year plan to replace lighting in our schools with energy efficient LED fixtures.

Table 1

2016-17 Capital Projects

Capital Project Category	2016-17 Committed	Funding Source		
		Facility Renewal	School Condition Improvement	Community Hubs - Retrofit & Accessibility
Funding Available				
Balance Forward	\$10,247,810	\$428,733	\$9,819,077	\$0
2016-17 Grants	\$19,857,698	\$5,749,229	\$13,166,152	\$942,317
Total Available	\$30,105,508	\$6,177,962	\$22,985,229	\$942,317
Principal Building and Grounds	135,000	135,000		
Pride of Place	650,000	650,000		
Community Partnership Incentive Program	264,374	264,374		
School/Program Improvement Fund	1,230,212		1,230,212	
Capital Projects Identified by Facilities	17,119,617	2,271,600	13,905,700	942,317
LED Lighting Retrofit	1,000,000	1,000,000		
Committed Capital and Other	1,460,000	1,460,000		
Total Allocated	21,859,203	5,780,974	15,135,912	942,317
Unallocated	8,246,305	396,988	7,849,317	\$0

Principal Building and Grounds

This budget is allocated to all schools to provide principals with a budget to address small facility related issues in their building. B&G projects would include the installation of an electrical outlet or some shelving or millwork.

Pride of Place

These allocations address facility features that contribute to a more welcoming environment for staff, students and the school community. Projects for 2016-17 have been prioritized and reviewed by facilities staff as set out in Policy FT 13 Pride of Place and Community Partnership Incentive Programs. Detail listing of the projects recommended for approval is attached in **Appendix A**.

Community Partnership Incentive Plan

We are pleased to present this year's summary of the 2016-17 Community Partnership Incentive Plan (CPIP) applications submitted by our schools for Board approval. This year is the thirteenth consecutive year for this program and the Board allocated \$200,000 from the Facility Renewal funding to match money raised by schools up to \$10,000 for projects submitted and approved. This year we received 36 applications with a total estimated project value of \$545,620.

Proposed projects had to meet the normal qualifications for work that is undertaken by the annual Facility Renewal Grant budget process. The installation of creative playground equipment, swings, climbing equipment etc. is not funded through Facility Renewal budgets therefore money raised for playground equipment would not be eligible for CPIP matching funds. However, other outside work such as basketball standards, backboards and nets, baseball backstops and field upgrades would be eligible.

Applications were received from school Principals up to and including the January 9, 2017 deadline. The applications were reviewed to ensure that all projects met the CPIP criteria and that all required information was submitted as required. Facility services staff prepared a project estimate, ensured building code compliance and reviewed other regulatory requirements. Schools that had not previously received CPIP funding were given higher priority than schools which have benefited from the program over the past few years. Compensatory schools were also taken into consideration having to contribute one third of the overall estimated cost of the project compared to one half for all other schools.

Attached you will find a summary report of applications received for this budget year in **Appendix B** attached. The summary has been divided into five sections breaking out applications from schools that have not received funding in the previous three years from those that have received funding on one or more of the past three years.

Due to the large number of applications received, we are recommending approval of an additional \$62,374 in FRG funding for a total of **\$262,374** so that all school requests and projects can be supported. This can be accommodated from within the available FRG funds. Alternatively, projects could be denied starting with those that have received funding support in each of the last three years to reduce the approved project total to \$200,000.

Pending Board approval, Facility Services will notify all applicants of the approvals.

School/Program Improvement Fund

In the 2015-16 Budget, the Board allocated \$750,000 of its School Condition Improvement funding to a special fund intended to address emerging needs across the system to make improvements to learning spaces. The fund would provide capital resources to make changes to teaching and learning spaces with the intention of bringing them up to current standards. In 2015-16, one project was undertaken to create the SOAR program space in Pauline Johnson Collegiate at a cost of \$269,788 leaving \$480,212 to be allocated to future projects. In the 2016-17 Budget, the Board allocated another \$750,000 to the fund bringing the total available to **\$1,230,212**.

A focus group has been meeting since the beginning of the school year to examine options for application of the funds. Criteria used by the focus group include:

- Projects should be those that can be implemented at all or almost all Grand Erie Schools
- Funds can only be applied to create added value to a building. This is because the funding source that is being used requires that expenditures create added depreciable tangible capital asset value.

- Projects should be scalable so that small and large schools can benefit.
- Projects should benefit both elementary and secondary schools.

The group has identified two project streams for the application of these funds.

- The conversion of library spaces in schools to create a learning commons and;
- The upgrade of kindergarten classrooms to bring those that did not receive capital support during the implementation of full day kindergarten up to the same standard as those that did.

Learning Commons Projects:

As not all of the components required to complete the learning commons conversion qualify as capital expenditures, schools will need to augment the project with school budget funds to purchase durable goods such as furniture and equipment. We are recommending that two pilot projects be undertaken to convert the libraries at Waterford District High School and Bellview School into learning commons. These conversions would be more capital intensive than may be the case and other schools and will serve to help guide future conversions. The estimated costs for these projects is **\$325,000**.

A catalogue of learning commons components and estimated costs is being developed and an application process for schools interested in applying to source the funds to make the conversion at their schools will be shared in the near future. We recommend that an allocation of **\$755,212** be earmarked for work at other selected schools.

Kindergarten Upgrades:

The focus group identified the following components as critical to a positive kindergarten learning environment:

- A minimum of one washroom that children are able to independently access that is within or accessible directly from the classroom space.
- A minimum of one designated storage area where materials can be neatly stored away and out of sight for future use.
- Large windows to allow in natural daylight and encourage observation of the outdoors.
- Direct access from the classroom to the outdoors where possible.
- Adequate space for children to change boots and shoes and hang their coats and backpacks. There should be one storage cubby available per child that is directly accessible from the classroom.

We surveyed all kindergarten rooms that did not receive any conversion capital funding during year 1 and year 2 of the full day kindergarten (FDK) implementation. A listing of the schools that require upgrades to meet the standards above is attached as **Appendix C**. These projects would require an investment of **\$150,000** from the fund. We recommend that future allocations be prioritized to serve the remaining schools in the board beginning with year 3 of FDK implementation and moving through the year 4 and 5 schools next to bring all board kindergarten facilities up to the improved standard.

Community Hubs Capital Funding

The Ministry announced capital funding to support the expansion of community hub use in schools (2016: B18 – October 14, 2016). This funding is to be used to retrofit available space in schools into community hub space and to improve the accessibility of schools to allow greater opportunities by the community. Grand Erie's allocation is **\$942,317**. Boards were encouraged to work with their community partners to explore mutually advantageous opportunities to share space in schools that would benefit both the Board and the broader community. The B memo reminds us that the

community partners are still expected to fully cover the operating and administrative costs to the board of the space occupied by the partner.

Since the funding announcement there have been several meetings with our consolidated municipal services managers and other staff from Brant/Brantford and Haldimand/Norfolk to look for matches between surplus school space and demand for program across the communities of Grand Erie. In many cases, neighbourhoods identified as needing program space did not have schools with surplus space to commit. We did identify the need to improve accessibility at Major Ballachey to improve access to the current Hub and agreed that an elevator would be a high priority for this capital allocation. In Haldimand/Norfolk, surplus space at Hagersville Secondary School was identified as a possible location for an early years parenting centre/hub.

Further discussions with the City of Brantford lead us to the Central School neighbourhood as one that would benefit greatly from the creation of a community Hub. Unfortunately, Central does not have available space but the site is large enough to accommodate an addition if one could be funded. The City of Brantford Manager, Community Partnerships, spoke to the Special Advisor to the Premier on Community Hubs and suggested that more leeway be given to the use of the funding allocation to permit an addition at Central. The feedback was positive and it has been suggested that we submit a request to the Ministry in writing for approval of the plan to use some of the funds to add a Hub to Central School.

Discussions with the Ministry of Education-Capital Branch about the proposed priority project at Elgin School in Simcoe lead to the request that the Board consider using some of the Hub funding to support the accessibility modifications (elevator and ramping) proposed for this project.

With the above issues and discussions in mind, it is administrations recommendation that the following projects be considered for allocation of the Community Hubs Capital Funding in 2017.

Major Ballachey	Elevator	\$200,000
Elgin Avenue	Elevator/Accessibility	\$250,000
Central Pubic School	Hub Addition	\$392,317
Hagersville SS	Renovations	<u>\$100,000</u>
		<u>\$942,317</u>

Capital Projects Identified by Facilities

Proposed building renewal projects address renewal needs in four major categories;

- Major building components that are identified for replacement by the facility condition data base and annual building audits by facility personnel. These components ensure that the learning environment is warm, dry, well light and comfortable for staff and student. Examples are roofing, windows and doors, heating and electrical systems
- Life Safety, Intercom and Security Systems are critical to keeping our buildings safe for occupants. Because failure of these systems would likely result in the closure of a building, they are tested and monitored on a regular basis and when appropriate, identified for upgrade or replacement.
- Health and Safety upgrades, hazardous material removal including systematic removal of asbestos containing materials and underground storage tanks when appropriate and issues identified in monthly inspections.
- Accessibility Upgrades are considered any time a renovation or addition is made to a building

- Program Upgrade Fund – this budget was established from School Condition Improvement funding to support systematic change of the physical learning environment.

Projects recommended for approval are set out in **Appendix D**.

Committed Capital and Other

This group represents repayment of debt incurred in prior years for capital related projects, software licensing, permits and fees. The energy retrofit project is an example of committed capital.

Respectfully submitted,

Jamie Gunn
Superintendent of Business & Treasurer

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Facility # 126

Name:

Agnes Hodge

Priority	Component Description	Component Deficiency	Estimate
1	Flooring, ebase # 139, 140 & 142	old carpet, worn out	\$ 6,100.00
2	Repair / replace 50 lockers, 2nd floor	lockers damaged, broken	\$ 7,063.00
3	Roller blinds, ebase # 161, 204 & 205	curtains damaged, beyond repair	\$ 4,600.00

Facility # 157

Name:

Banbury Heights

Priority	Component Description	Component Deficiency	Estimate
1	Blinds for the following rooms: Portapac room 106 Ebase 139, 206, 209, 210, 211, 213, 230, 235, 237	Old and worn out	\$ 3,000.00
2	carpet in 206 (upstairs LRT office) replaced with vinyl laminate	Old and worn out	\$ 3,000.00
3	Scrap stucco and paint ,replacement in main foyer paint on door trim, hall paint	Stucco is dirty and stained doors and trim is worn and dirty	Maintenance

Facility # 101

Name:

Bellview

Priority	Component Description	Component Deficiency	Estimate
1	Locks, re-key interior doors	different locks throughout the school, make same	\$ 2,200.00
2	Two more doors for pod	complete prior project, improve lockdown plan	\$ 7,600.00
3	Roller blinds, pod area and doors	improve lockdown	\$ 2,875.00
4	Cameras, DVR, high priority areas	security (approx. 6 cameras)	\$ 15,300.00

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Facility # 512

Name: Bloomsburg

Priority	Component Description	Component Deficiency	Estimate
2	Paint classroom, #8	needs painting	\$ 2,300.00
3	Acrylic school lettering	existing ones bad shape, wooden , rotting	\$ 650.00

Facility # 513

Name: Boston

Priority	Component Description	Component Deficiency	Estimate
1	Ceiling fans, ebase # 32 & 33	last 2 classrooms in school without fans	\$ 1,130.00
2	Painting offices, ebase # 42 & 43	walls require patching and painting	\$ 2,000.00

Facility # 156

Name: Branlyn

Priority	Component Description	Component Deficiency	Estimate
2	Replace the flooring in the library. Ebase number 2024	Old and worn out	\$ 10,000.00

Facility # 106

Name: Brier Park

Priority	Component Description	Component Deficiency	Estimate
1		NO SUBMISSION	
2		Painting	\$ 2,000.00

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Facility # 104

Name: Burford

Priority	Component Description	Component Deficiency	Estimate
1	Repair plaster and paint hallways outside of classroom areas first and second floors	Plaster on walls is chipped and continues to erode	Maintenance
2	Paint in gym	Blackboards, bulletin boards and Velcro strips have been removed and relocated	\$ 5,000.00
3	Replace taps to metered style in upstairs Boys Washroom	Taps have been left on with plugged drains	Maintenance
4	Level floor and replace flooring in room # 108 Ebase 1059	The floor has a significant bump in it which is a trip hazard	\$ 7,000.00

Facility # 713

Name: Caledonia Centennial PS

Priority	Component Description	Component Deficiency	Estimate
2	Main floor corridors	Old paint	\$ 4,200.00
3	Remove VAT and replace flooring room 5	Old VAT floor	\$ 5,400.00

Facility # 108

Name: Cedarland

Priority	Component Description	Component Deficiency	Estimate
		NO SUBMISSION	
		Painting	\$ 2,000.00

Facility # 109

Name: Centennial Grandwoodlands

Priority	Component Description	Component Deficiency	Estimate
1	Paint all washrooms/stalls (including staff	Looking dingy, not well cared for by students/staff	\$ 3,000.00
2	Paint/repair all door frames and doors.	Uniformity, cleanliness. Does not presently look good	\$ 3,000.00
3	Repair/replace asphalt in back of school.	Breaking/cracking/uneven pavement.	Capital

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Facility # 110

Name: Central Brantford

Priority	Component Description	Component Deficiency	Estimate
1	Walls, stair components - Stair 116	Worn, peeling paint, stairs in poor condition	\$ 1,000.00
2	Paint 1st and 2nd floor doors and frames	Worn, peeling paint	Maintenance

Facility # 161

Name: Cobblestone

Priority	Component Description	Component Deficiency	Estimate
2	would like to add cupboards with doors above the cubbies in the kindergarten rooms	Additional storage space	\$ 1,000.00

Facility # 539

Name: Courtland

Priority	Component Description	Component Deficiency	Estimate
1	Exterior doors in vestibule # 30	frame rotted, doors not functioning properly	Capital

Facility # 543

Name: Delhi Public

Priority	Component Description	Component Deficiency	Estimate
1	Painting, hallways, trim	paint chipped, peeling, needs refreshing	\$ 10,000.00
2	Roller blinds, ebase # 38, 59, 65, P-8086	old verticals broke, not functioning	\$ 4,475.00

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Facility # 114

Name: Dufferin

Priority	Component Description	Component Deficiency	Estimate
	NO SUBMISSION		
	Painting		\$ 2,000.00

Facility # 115

Name: Echo Place

Priority	Component Description	Component Deficiency	Estimate
1	New Sign read-o-graph	Old one falling apart - unrepairable	\$ 1,200.00

Facility # 164

Name: Ecole Confederation

Priority	Component Description	Component Deficiency	Estimate
1	Gate and fence to enclose Kindergarten end of yard	The area alongside Ewing drive is currently open. This is the area where our Kindergarten students play at recess	\$ 6,000.00
2	Build shelving in gym storage room	There is currently no shelving in the gym storage room	\$ 2,000.00
3	Reface/repaint lockers in Jr./Intermediate hallway	Many locker door hinges have rusted off and the doors cannot be reinstalled	\$ 3,000.00
4	Renovate kitchen to accommodate space for fridges	Current space will not accommodate a full size appliance	Maintenance

Facility # 103

Name: GELA Rawdon

Priority	Component Description	Component Deficiency	Estimate
1	2 security cameras	Need more	\$ 3,600.00
2	Office and classroom blinds	Old drapery	\$ 1,000.00

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Facility # 119

Name: Glen Morris

Priority	Component Description	Component Deficiency	Estimate
2	Corner play area needs to be removed	This area is farthest from the school, not allowing quick access to students during unsafe situations	Maintenance
3	Painting of doors and frames	Patches of chipped paint on all door frames	\$ 5,000.00

Facility # 120

Name: Graham Bell

Priority	Component Description	Component Deficiency	Estimate
1	Paint classrooms and cloakrooms first floor / second floor	Paint is old and peeling	\$ 5,000.00
2	Paint main office secretary / Principals	Colour needs to be more inviting	\$ 1,000.00
3	Repair window sills throughout the school	Sills are crumbling	Capital
5	Repair exterior eavestroughs and down spouts	Down spouts are old ,rusted paint is peeling	\$ 3,000.00

Facility # 121

Name: Grandview

Priority	Component Description	Component Deficiency	Estimate
2	Paint Gym (ebase 137) and ebase 125	Gym paint starting to flake off	\$ 8,000.00

Facility # 123

Name: Greenbrier

Priority	Component Description	Component Deficiency	Estimate
2	Paint all doors and door frames in main building	To clean up the school making it more inviting	\$ 5,000.00
3	Re-Paving outside from front to back	Current pavement is broken up	Capital

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Facility # 722

Name: HAGERSVILLE ES

Priority	Component Description	Component Deficiency	Estimate
1	Sidewalk to crossing at Parkview	Old half complete asphalt sidewalk	\$ 3,000.00
2	Front yard	Needs new topsoil, grass	Maintenance
3	Paint Rooms 11,15	Old paint	\$ 1,500.00
4	Ceilings Rooms 11,14	Need to be cleaned	\$ 1,000.00

Facility # 538 Name: Houghton

Priority	Component Description	Component Deficiency	Estimate
1	Asphalt driveway, parking lot	extremely bad condition	Capital
2	Two swipe access cards	support safe school, control supervision	\$ 5,600.00
3	Painting, frames, doors, ebase 26 & 42	complete last section of school	\$ 6,700.00

Facility # 125 Name: James Hillier

Priority	Component Description	Component Deficiency	Estimate
1	Install changeroom doors (Girls and Boys) and signage.	Currently there are no changeroom doors on either the Girls or Boys changerooms	\$ 4,000.00

Facility # 718 Name: Jarvis

Priority	Component Description	Component Deficiency	Estimate
1	Paint Classrooms	Old faded, dated paint	\$ 6,000.00
2	Boys and Girls WR's 37,45	Replace old stalls, counters, sinks, paint	\$ 3,000.00

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Facility # 719

Name: JL Mitchener

Priority	Component Description	Component Deficiency	Estimate
1	New blinds in various rooms	New blinds to replace old curtains	\$ 3,000.00
2	Area rugs - 1064,1065	Replace dirty ones	\$ 500.00
3	Repaint Staff Room 1052 and Boys WR 1048	Refresh paint	\$ 2,000.00

Facility # 129

Name: King George

Priority	Component Description	Component Deficiency	Estimate
1	New blinds in rooms	Old drapery	\$ 1,500.00
2	Flooring	Replace carpeted classroom floor	\$ 4,600.00

Facility # 542

Name: Lakewood

Priority	Component Description	Component Deficiency	Estimate
1	Flooring, ebase # 1104, 1105, 1108 & 1109	large gaps, floor separating	\$ 11,413.00
3	Ceiling fans, 2nd. Floor	there isn't any, help with air circulation	\$ 7,000.00

Facility # 534

Name: Langton Public

Priority	Component Description	Component Deficiency	Estimate
1	Painting, ebase # 29 & 51	peeling paint, numerous areas to patch	\$ 4,600.00
2	Flooring, ebase #46	needs replacing, poor shape	\$ 1,350.00

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Facility # 130

Name: Lansdowne

Priority	Component Description	Component Deficiency	Estimate
1	Remove fencing and install a ramp to sidewalk	Safe access to footpath and sidewalk when exiting the playground next to the loop.	\$ 3,000.00
2	Install Roller Blinds in ebase 06 and 29	Existing blinds are broken No blind in place in some rooms	\$ 1,500.00
3	Replace Windows in Kindergarten ebase 48	Seals are gone and windows were to be replaced in original Kindergarten rebuild, but was not done	Capital
4	Replace Kindergarten Entry Door	Original old style door does not seal	Capital
5	Replace window seating in Kindergarten ebase 52	Seating is worn and can no longer be cleaned properly	Maintenance

Facility # 52Z

Name: Lynndale Hts.

Priority	Component Description	Component Deficiency	Estimate
1	Fencing	contain runners	\$ 4,700.00
2	Washroom renovation, ebase #70	walls, floor in poor shape, countertop	\$ 6,875.00
3	Ceiling fans, ebase #4, 7, E18 & E26	continuation of fans throughout the school	\$ 2,260.00

Facility # 132

Name: Major Ballachey

Priority	Component Description	Component Deficiency	Estimate
1	Blinds for library area rooms 113,114,115	Old, damaged aluminum blinds	\$ 4,000.00
2	Paint gym front facade	Old paint	\$ 1,000.00
3	Paint basement corridor doors, frames	Old paint	\$ 2,000.00
4	paint stairway components Stairwell 127	Old paint	\$ 2,000.00

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Facility # 134

Name: Mt. Pleasant

Priority	Component Description	Component Deficiency	Estimate
1	The eaves at the front of the school	They are old, dirty and dysfunctional and not draining properly	\$ 3,000.00
2	Paint the stage	The stage has several different colours and is dirty and dingy	\$ 6,000.00
3	Paint the staff room	Paint is worn and dirty looking	\$ 1,000.00

Facility # 136

Name: North Ward

Priority	Component Description	Component Deficiency	Estimate
2	Replace ceiling tiles and recess the lights in foyer 18.	Tiles are cracked, lifted and stained	\$ 2,000.00
3	Paint corridor 75 and 76.	This would complete the painting of the whole school	\$ 5,000.00

Facility # 148

Name: Oakland - Scotland

Priority	Component Description	Component Deficiency	Estimate
		NO SUBMISSION	
		Painting	\$ 2,000.00

Facility # 121

Name: Oneida Central

Priority	Component Description	Component Deficiency	Estimate
1	West exit doors - Vestibule 08	Old doors need to be replaced	Capital
2	Swipes/ electronic latch, Vestibule 08, Corridor 15	Don't exist	\$ 4,500.00
5	Window coverings - primary classrooms	Old drapery	\$ 1,500.00

Facility # 139

Name: Onondaga Brant

Priority	Component Description	Component Deficiency	Estimate
1	Painting of various areas of school	Old, faded paint	\$ 10,000.00

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Facility # 140 Name: Paris Central

Priority	Component Description	Component Deficiency	Estimate
1	Paint Library ebase 122	Has not been painted in over 20 years old and worn	\$ 6,000.00
2	Replace carpeting in main office ebase 104,105,106,108	First impression is not positive, carpet worn and stained	\$ 6,000.00

Facility # 537 Name: Port Rowan

Priority	Component Description	Component Deficiency	Estimate
1	Repair piping in staff washroom	Falling apart	Maintenance
2	Replace windows, rooms # 10, 11 & 12	seals gone	Capital
3	Replace counter tops, # 10, 11 & 12	old , needs replacing	\$ 4,800.00

Facility # 142 Name: Prince Charles

Priority	Component Description	Component Deficiency	Estimate
1	Security Cameras and communications	School is vandalized on a regular basis	\$ 10,000.00
2	2 tetherball nets for the students on the yard	We continue to give options to our students to be active	\$ 1,500.00

Facility # 143 Name: Princess Elizabeth

Priority	Component Description	Component Deficiency	Estimate
2	Roller blinds, ebase # 24, 50, 53, 56 & 60	none , need for lock down	\$ 2,600.00
3	Flooring, ebase #05, # 60	bamboo, bad shape	\$ 2,900.00
4	Paint staff room, replace sink & counter top	paint peeling, sink, top in bad shape	\$ 4,320.00

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Facility # 723

Name: _____ Rainham

Priority	Component Description	Component Deficiency	Estimate
1	Replace windows, Rooms 27,27A,28	Old original windows	Capital
2	Gym wall logo or inspirational quotes	Doesn't exist	\$ 4,000.00

Facility # 733

Name: _____ River Heights

Priority	Component Description	Component Deficiency	Estimate
1	Floors - Boys WR 024, Girls WR 017	Floor badly stained and smells	\$ 7,500.00
2	Staff/Visitors WR's	need upgrading	\$ 4,000.00
3	Front concrete paver sidewalk	need upgrading	Capital
5	New sidewalks and asphalt	Old, uneven	Capital
6	West end stairwell floors	Old landings, treads	\$ 5,000.00
8	Window coverings room 10	Old drapery	\$ 1,200.00

Facility # 146

Name: _____ Russell Reid

Priority	Component Description	Component Deficiency	Estimate
1	Replace front entrance doors and the three side doors	Doors are 52 years old and not very efficient. Lock doesn't work	Capital
2	Painting classrooms and hallway, ebase 23, 24, 25 and 228	Walls are marked, scratched, not pleasing to the eye.	\$ 5,000.00

Facility # 160

Name: _____ Ryerson His

Priority	Component Description	Component Deficiency	Estimate
		NO SUBMISSION	
		Painting	\$ 2,000.00

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Facility # 724 Name: Seneca Central

Priority	Component Description	Component Deficiency	Estimate
1	School sign (unit)	Old sign worn and in disrepair	\$ 5,000.00
3	Ceiling fans in some classrooms	Don't exist	\$ 4,000.00

Facility # 150 Name: St. George - German

Priority	Component Description	Component Deficiency	Estimate
1	Replace old tile/carpet floors in staff room 71.	Carpet is stained and old	\$ 4,500.00
2	Paint doors and frames in hallway/office areas	Painting is chipped and peeling	\$ 10,000.00

Facility # 519 Name: Teeterville

Priority	Component Description	Component Deficiency	Estimate
1	cabinet, sink, new countertop	old, falling apart	\$ 2,400.00
2	Roller blinds	there isn't any	\$ 1,900.00
3	Painting, staff washrooms	paint peeling, chipped	\$ 960.00

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Facility # 715

Name: Thompson Creek

Priority	Component Description	Component Deficiency	Estimate
1	Fans for top floor classrooms	Too hot	\$ 2,500.00
2	Projection screen - gym	Old, torn	\$ 2,000.00
3	Remove and replace VAT Floor in room 205	Old VAT, lifting up	\$ 6,000.00
6	Classroom 11 receptacles	Not enough	Maintenance
7	Gym folding doors	Vinyl peeling, needs repairs	Capital
8	Classroom cabinetry	veneer peeling - eye sore	Maintenance

Facility # 726

Name: Walpole North

Priority	Component Description	Component Deficiency	Estimate
1	Corridor ceiling system	Old, rusty	\$ 5,000.00
2	Breezeway doors - vestibules 11 and 17	Old, wood doors	Capital
3	Paint Classroom 14	Old paint	\$ 1,500.00
4	Paint Classroom 19	Old paint	\$ 1,500.00

Facility # 529

Name: Walsh

Priority	Component Description	Component Deficiency	Estimate
1	Painting, classrooms	painting flaking, needs refreshing	\$5,000.00
2	Ceiling tiles, lighting	needs brightening up	\$8,000.00

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Facility # 162

Name: Walter Gretzky

Priority	Component Description	Component Deficiency	Estimate
1	Fencing	non there	\$9,040.00

Facility # 516

Name: Waterford Public

Priority	Component Description	Component Deficiency	Estimate
1	Outdoor lighting	provide better lighting for playground	\$ 1,000.00
2	Gym panels, exterior	panels in rough condition, asbestos bearing	Capital

Facility # 154

Name: Woodman

Priority	Component Description	Component Deficiency	Estimate
1	More fence along east boundary	Doesn't exist	\$ 6,500.00
2	Blind on FDK doors	Lockdown	\$ 150.00
3	Painted asphalt playground games	Old and faded	\$ 1,500.00
4	Security camera	Improved security	\$ 1,800.00

Facility # 271

Name: BCI

Priority	Component Description	Component Deficiency	Estimate
1	Lockers Tech Hall	The lockers are the original lockers from 1963. Many are broken or nailed shut.	\$10,000.00

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Facility # 729

Name: _____

CSS

Priority	Component Description	Component Deficiency	Estimate
2	Stage floor	Needs refinishing	\$ 8,500.00
3	Concrete patio	Concrete cracked, breaking up	\$ 10,000.00

Facility # 505

Name: _____

DelhiDSS

Priority	Component Description	Component Deficiency	Estimate
1	Painting, classrooms, hallway	paint peeling, very outdated	\$ 13,927.00
2	New shower heads, lighting	dingy, dark,	\$ 3,200.00
3	Paving, circular drive	needs widening, add more parking	Capital

Facility # 730

Name: _____

DunvilleSS

Priority	Component Description	Component Deficiency	Estimate
1	Existing library shelving	Relocate within library	\$ 2,500.00
2	HCP door opener on accessible WR	Doesn't exist	Capital
3	Classroom curtains	Old curtains	\$ 1,100.00
4	Gym Walls	Old paint	\$ 6,000.00

Facility # 731

Name: _____

HSS

Priority	Component Description	Component Deficiency	Estimate
1	Front yard old pea stone - replace with concrete	Area is an eyesore	\$ 5,000.00
2	Upper wood paneling main gym walls	Wood is dark and finish deteriorating	\$ 4,000.00
3	Lockers - Corridor 1041	Reface - refinish	\$ 10,000.00

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Facility # 732

Name: _____

MPSS

Priority	Component Description	Component Deficiency	Estimate
1	Blinds for library	Old curtains	\$ 2,500.00
2	Blinds for portable 13	Old curtains	\$ 500.00
3	Paint doors 1057,1058,1065	Paint old	\$ 300.00
4	Paint daycare foyer 1173	Paint old	\$ 1,500.00
5	Blinds in back hall (3) 1175	No curtains - security camera glare	\$ 2,000.00
6	Paint doors on second floor	Paint old	\$ 1,500.00
7	Paint Rooms 2051,2054,2055	Paint old	\$ 4,000.00

Facility # 274

Name: _____

NPCVS

Priority	Component Description	Component Deficiency	Estimate
1	Replace tile flooring upstairs and downstairs at NPC with poured epoxy flooring, also (Ebase 1150)	Work deferred due to projects scheduled during summer break	

Facility # 275

Name: _____

PDHS

Priority	Component Description	Component Deficiency	Estimate
2	Bring the small gym mezzanine railing up to code by adding a bar to the railing.	The railing isn't currently to code and we are unable to use the mezzanine	\$ 6,000.00
3	Reflective window film on the 3rd floor science classrooms with southern exposure facing the courtyard	The temperature gets very hot in these rooms from the southern exposure	\$ 1,000.00
4	Replace the ceiling tiles and repair and paint the ceiling in the 100's hall from Phys Ed to COOP	The ceiling is very old, dirty and decrepit. This is one of the major public entrances into the school	\$ 5,000.00
5	Replace the carpeting in the main offices and the guidance offices	The carpet is very old, dirty and worn.	\$ 5,000.00
6	Top Dress the Football Field and do maintenance to the sprinkler system	Field is uneven and has pits and holes. The sprinkler didn't work properly this summer	\$ 5,000.00

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Facility # 276 Name: PJCVS

Priority	Component Description	Component Deficiency	Estimate
2	Stage Floor	Needs refinishing	\$ 9,000.00
3	Stage drapery	Old, stained	\$ 7,000.00

Facility # 501 Name: SCS

Priority	Component Description	Component Deficiency	Estimate
1	Flooring, various classrooms	old ,worn out, some are asbestos bearing	\$ 11,340.00
2	Painting, various classrooms, mural	paint peeling, needs refreshing	\$ 12,390.00
3	Roller blinds, various classrooms	existing in disrepair, need replacing	\$ 7,500.00

Facility # 273 Name: TTSC

Priority	Component Description	Component Deficiency	Estimate
1	Replace ceiling tiles Main Hall & Paint the ceiling areas	Tiles are old and stained	\$ 8,000.00

Facility # 509 Name: VHSS

Priority	Component Description	Component Deficiency	Estimate
1	Pave driveway	existing is in poor condition, large pot holes	Capital
2	Privacy partitions	request from male students, want privacy	\$ 3,600.00
3	Roller blinds	existing in poor condition, not working	\$ 12,000.00
4	Flooring	various areas in bad shape	\$ 6,000.00
5	Painting, classrooms, ebase#129, 220, 228	flaking paint, requires patching	\$ 7,200.00

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Facility # 50Z Name: _____ WDHS

Priority	Component Description	Component Deficiency	Estimate
1	Cameras	update cameras on first and second floor	\$ 8,447.00
2	Roller blinds	none there	\$ 2,260.00
3	Painting, library	needs brightening up	\$ 2,875.00
5	Upgrades, small gym	where students work, doesn't look aesthetic	\$ 6,000.00

Total \$650,000.00

Community Partnership Incentive Plan 2017

The list of schools below have not received funding under the CPIP program in previous years

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Banbury Heights	Improvements to outdoor KP area	\$10,000	\$5,000	\$5,000	Proceed with project as defined
Boston Public	Library enhancement project	\$10,000	\$5,000	\$5,000	Proceed with project as defined
Burford Elementary	Improve stage area to include drapes, sound system, lighting	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Cedarland	Kindergarten play area improvements	\$20,340	\$10,340	\$10,000	Proceed with project as defined
Ecole Confederation	Kindergarten play area improvements	\$14,000	\$7,000	\$7,000	Proceed with project as defined
Glen Morris	Add awards wall and signage in main hallway	\$3,000	\$1,500	\$1,500	Proceed with project as defined
Graham Bell Victoria	New A/V equipment for gym including projector and screen	\$15,000	\$5,000	\$10,000	Proceed with project as defined
Houghton	Outdoor Classroom and greening improvements	\$20,000	\$10,000	\$10,000	Proceed with project as defined
James Hillier	LED school sign and entry upgrade	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Jarvis	Outdoor Classroom and greening improvements	\$20,000	\$10,000	\$10,000	Proceed with project as defined
JL Mitchener	Library Enhancement Project adding white boards and projector	\$3,580	\$1,790	\$1,790	Proceed with project as defined
Lakewood	Outdoor Classroom and greening improvements	\$20,000	\$10,000	\$10,000	Proceed with project as defined
McKinnon Park	Additional security to new entry system	\$2,500	\$1,250	\$1,250	Proceed with project as defined
North Park	New signage facing Gretzky Centre and rear towards turf field	\$20,000	\$10,000	\$10,000	Proceed with project as defined
North Ward	Painting of JK room	\$4,000	\$2,000	\$2,000	Proceed with project as defined
Onondaga Brant	Installation of sound fields in 3 classrooms	\$9,000	\$4,500	\$4,500	Proceed with project as defined
Pauline Johnson River Heights	Refinish gymnasium floor LED School Sign	\$25,200 \$20,000	\$15,200 \$10,000	\$10,000	Proceed with project as defined Proceed with project as defined
Tollgate	Weight Room Improvements	\$6,000	\$2,000	\$4,000	Proceed with project as defined
Valley Heights	LED School Sign	\$25,000	\$15,000	\$10,000	Proceed with project as defined
Walter Gretzky	LED School Sign	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Total				\$152,040	

The list of schools below received CPIP funding in 2016

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Brantford Collegiate	LED scrolling school sign - Pending Heritage Committee Approval Process	\$15,000	\$7,500	\$7,500	Proceed with project as defined
Centennial Brantford	Kindergarten play area improvements	\$9,000	\$4,500	\$4,500	Proceed with project as defined
Paris District	Additional security cameras	\$7,000	\$3,500	\$3,500	Proceed with project as defined
Paris District	Painting of gym walls, doors and athletic area	\$10,000	\$5,000	\$5,000	Proceed with project as defined
Princess Elizabeth	School ground greening project	\$15,000	\$5,000	\$10,000	Proceed with project as defined
St George German	School playground renewal including new courts, benches and trees	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Waterford Elementary	Projector and screen for gymnasium	\$9,000	\$4,500	\$4,500	Proceed with project as defined
Total				\$45,000	

The list of schools below received CPIP funding in 2015 and 2016

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Rainham Central	Window coverings in classrooms, staff room, office and library	\$5,000	\$2,500	\$2,500	Proceed with project as defined
Simcoe Composite	Electronic Scoreboard for Outdoor Field	\$50,000	\$40,000	\$10,000	Proceed with project as defined
Total				\$12,500	

Community Partnership Incentive Plan 2017

The list of schools below received CIP funding in 2013, 2015 and 2016

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Lansdowne-Costain	Kinder pen improvements	\$7,000	\$3,500	\$3,500	Proceed with project as defined
Waterford District	New screen and projector	\$16,000	\$8,000	\$8,000	Proceed with project as defined
Total				\$11,500	

The list of schools below received CIP funding in 2014, 2015 and 2016

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Dunnville Secondary	LED school sign	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Total				\$10,000	

The list of schools below received CIP funding in 2013, 2014, 2015 and 2016

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Grandview	New A/V equipment for gym including projector, screen, mics	\$20,000	\$6,666	\$13,334	Proceed with project as defined
Hagersville Elementary	Playground revitalization	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Hagersville Secondary	Revitalize front entry way	\$15,000	\$5,000	\$10,000	Proceed with project as defined
Total				\$33,334	
Total for all projects			\$281,246	\$264,374	

* Schools highlighted in yellow are compensatory and only need to contribute 1/3 to overall cost of project.

Appendix C

Kindergarten Rooms - 2017 needs assessment

Name of School	Bathroom inside learning space	Storage	FDK Year	Status	Notes	Scope of required work	Budget
Bellview	Yes (currently 2)	yes	1	OK	3 classes, one has ensuite shared with rm across hall, one uses ensuite in Gr 1 class across hall (???)		
Caledonia	one of 3	no	1	Priority	all 3 rooms could use storage upgrade; rm 115 has good adjacent space in use for cubbies where a w/r could be added to create ensuite. The school seems happy with rm 110 using the ensuite in the Gr 1 classroom across the hall rather than switching rooms???	Washroom, Cubbies and Storage	\$ 31,000
Central (Brantford)	yes	yes	1	OK			
Elgin			1	N/A	Full Reno planned with consolidation		
Graham Bell-Victoria	Yes but need upgrade	old cabinets need renewal	1	Priority	Adjoining rooms, with two washrooms but 2nd washroom has no sink. May need to lose closet space to add sink in WR. Neither space has direct access to outdoors (not possible at this site).	Sink for WRm ; replace cabinet & sink; Storage	\$ 4,000
Langton	Yes	not in rm 42	1	Priority	Rm 47 Need cubbies and door on "cubbie room"	Door for Rm 47; Cubbies & Storage	\$ 5,000
Major Ballachey	yes	yes	1	OK			
Prince Charles	yes (2 rooms)	yes	1	OK	Visited School. Has two purpose built classes with full amenities		
Agnes Hodge	yes	yes	2	OK			
Burford	Yes	yes	2	OK			
Centennial-Grand Woodlands	Yes (2 rooms)	yes	2	OK	Visited School. Has two purpose built classes with full amenities		
Grandview	Yes in one / no in basement rm	Yes in one / no in basement rm	2	Priority	Main floor room is a purpose built KG. Has a few cubbies but mostly hooks	Cubbies & Storage	\$ 5,000

Appendix C

Kindergarten Rooms - 2017 needs assessment

Name of School	Bathroom inside learning space	Storage	FDK Year	Status	Notes	Scope of required work	Budget
Houghton	Yes in 1/second not ensuite		2	Priority	Current rm 41 undersized, using WR across hall, insufficient cubbies or storage	Reno Rm 25 to facilitate swap w/ Early Years	\$ 5,000
J.L. Mitchener	Yes	only open storage	2	Priority	Good purpose built KG rms with ensuite, exit to playground	Upgrade cubbies & storage	\$ 5,000
Jarvis	Yes in 1, shared with second	Not adequate	2	Priority	Current rm 47 & 48 share w/rs in rm 48	Upgrade cubbies & storage	\$ 5,000
King George	Yes in 2/ No in 3rd classroom	needs upgrading	2	Priority	If school goes to 3 classes, will need to retrofit & create ensuite in adjoining resource/office space (rm 41&42) or using computer lab	New KG Space - WR, Cubbies, Storage	\$ 35,000
Lansdowne-Costain	yes	yes	2	OK	Two purpose built classrooms with direct outdoor access and washrooms. Need to look at cubbie upgrades (mix of hooks & cubbies) and added closed storage (possibly above cubbies)	Reno to facilitate swap w/ Early Years (WRm, cubbies & storage)	\$ 35,000
West Lynn			2	N/A	ARC Recommended closure		
Contingency							\$ 20,000
Total Value of Recommended Upgrades							\$ 150,000

Grand Erie District School Board
2016-17 Capital Projects

Project Type	Projected Cost	Funding Source		
		Renewal	School Condition Improvement	Hub Retrofit & Accessibility
Community Partnership Incentive Program	\$ 264,374.00	\$ 264,374.00	\$ -	\$ -
Pride of Place	\$ 650,000.00	\$ 650,000.00	\$ -	\$ -
School program improvement fund	\$ 1,230,212.00	\$ -	\$ 1,230,212.00	\$ -
Accessibility Upgrades	\$ 500,000.00	\$ -	\$ 500,000.00	\$ -
Asbestos Removal	\$ 450,000.00	\$ -	\$ 450,000.00	\$ -
Building Automation System Upgrades	\$ 400,000.00	\$ -	\$ 400,000.00	\$ -
Buildings and Grounds	\$ 135,000.00	\$ 135,000.00	\$ -	\$ -
Chiller	\$ 450,000.00	\$ -	\$ 450,000.00	\$ -
Cooling tower	\$ 150,000.00	\$ 150,000.00	\$ -	\$ -
Electrical Upgrades	\$ 200,000.00	\$ -	\$ 200,000.00	\$ -
Elevator	\$ 450,000.00	\$ -	\$ 250,000.00	\$ 200,000.00
Fire Alarm Upgrades	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -
Geothermal / Upgrade	\$ 280,000.00	\$ -	\$ 280,000.00	\$ -
Gym Curtains	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -
Heating line upgrades	\$ 250,000.00	\$ 250,000.00	\$ -	\$ -
Hospitality / Spec Ed Renovation	\$ 793,700.00	\$ -	\$ 793,700.00	\$ -
HVAC	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -
Hydro Upgrade	\$ 435,000.00	\$ 400,000.00	\$ 35,000.00	\$ -
LED Lighting Replacements	\$ 1,000,000.00	\$ 1,000,000.00	\$ -	\$ -
Masonry	\$ 3,075,000.00	\$ -	\$ 3,075,000.00	\$ -
PA Upgrades	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -
Paving	\$ 2,210,000.00	\$ -	\$ 2,210,000.00	\$ -
Renovation / School renewal	\$ 2,210,000.00	\$ -	\$ 1,960,000.00	\$ 250,000.00
Roofing	\$ 2,652,000.00	\$ -	\$ 2,652,000.00	\$ -
Secondary Change rooms	\$ 200,000.00	\$ 200,000.00	\$ -	\$ -
Skylight Replacement	\$ 200,000.00	\$ -	\$ 200,000.00	\$ -
Well water upgrade	\$ 60,000.00	\$ 60,000.00	\$ -	\$ -
Window / Door Upgrades	\$ 411,600.00	\$ 211,600.00	\$ 200,000.00	\$ -
New Portables	\$ 350,000.00	\$ 350,000.00	\$ -	\$ -
Debt Repayment & Software Licencing	\$ 1,460,000.00	\$ 1,460,000.00	\$ -	\$ -
Contingency	\$ 992,317.00	\$ 250,000.00	\$ 250,000.00	\$ 492,317.00
Grand Total	\$ 21,859,203.00	\$ 5,780,974.00	\$ 15,135,912.00	\$ 942,317.00



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Jamie Gunn, Superintendent of Business & Treasurer
 RE: **Quality Accommodations Committee Report**
 DATE: April 10, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the Quality Accommodations Committee Report as information.

1.0 Background:

Guided by its purpose *"To develop and maintain a Quality Accommodations Plan that maximizes benefits for all"* and the Board Multi-Year Plan-Environment goal to *"Make the best use of space in Board Schools"*, the Quality Accommodations Committee has completed a review of accommodation, projected enrolment and building condition data and presents the following report with recommendations for consideration by the Board of Trustees.

The Board engaged Watson and Associates to assist the committee with the preparation of long term enrolment forecasts and review of possible future accommodation scenarios for consideration. The committee met on several occasions to receive, review and discuss the information provided by Watson.

2.0 Summary of Information Presented:

The capacity of Grand Erie's schools, current enrolment and other related statistics summarized in the table below clearly demonstrate that, although Grand Erie has done a lot of work through Accommodation Review Committees resulting in school consolidations and closures that have reduced our available student capacity, we have more work to do.

	Capacity (pupil spaces)	Current Enrolment	Surplus Pupil Spaces	Utilization Rate	5-Year Renewal costs (\$ millions)	% of total Renewal Needs	Average Age of Schools
Elementary Schools	20,964	17,694	3,270	84.4%	\$ 95.3	50.7%	67 years
Secondary Schools	11,919	8,956	2,963	75.1%	\$ 92.5	49.3%	57 years
Total	32,883	26,650	6,233	81.0%	\$ 187.8	100.0%	

Recent decisions have been confirmed by the Board to consolidate elementary schools in Haldimand East and South East Norfolk. Pending capital funding approval, these two decisions will close three schools, renovate two others and build one new school for a net decrease of 442 surplus pupil spaces and eliminate close to \$10 million in 5 year renewal needs. While these

decisions will improve the statistics presented above, significant pupil space surplus and deferred renewal need will remain.

The three year phase in of the elimination of top up funding to support underutilized schools will be complete in 2017-18. Once fully implemented, this funding change will reduce facilities operations and maintenance grants by \$1,650,000 annually. Recognizing elementary schools that are more than 10 km from other schools in the Board and secondary schools that are greater than 20 km from another Board secondary school, the ministry continues to provide enhanced top up funding for the following 13 schools.

Elementary	Secondary
<ul style="list-style-type: none"> • Burford • Courtland • Glen Morris • Houghton • Lakewood • Oakland-Scotland • Port Rowan • Rainham Central • Seneca Central • Teeterville • Walsh 	<ul style="list-style-type: none"> • Dunnville District • Valley Heights

While this enhanced funding is certainly welcome and helpful in maintaining these schools, it should not be relied upon as the sole reason for keeping a school facility open and operating. There may well be situations where it still makes the best sense for program or other reasons to consolidate a school regardless of its enhanced top up status.

The following components were carefully analyzed and provided the basis for identified issues and related accommodation strategies reviewed and considered by the committee:

- 15 year enrolment projections by each elementary and secondary school
- Board-wide and planning area specific demographic trends
- Identified school renewal needs and condition
- Review school operations costs relative to actual operations revenues
- Review historical and projected school utilization rates
- Review size of school populations
- Other factors (site restrictions, environmental hazards etc.)

3.0 Demographic Trends:

Population in the Board's jurisdiction grew by 4.5% between 2001 and 2006 and grew by a further 2.0% between 2006 and 2011. This is below the provincial and national trends. More importantly, the population of the elementary school (4-13 years) population declined by 5.8% between 2001 to 2006, and declined an additional 8.5% between 2006 and 2011 – an absolute loss of more than 4,365 people between 2001 and 2011. The secondary school aged (14-18 years) population had no change between 2001 and 2006, but decreased by 3.1% between 2006 and 2011.

Another important segment of the population, females between 25 and 44 years, are a group that are watched by school boards as they can provide insight into the rate of future births and school aged children. The population of females aged 25-44 declined by 5.1% between 2001 and 2006 and declined by a further 6.4% between 2006 and 2011.

Table 1.1: Board-wide Demographic Trends

Population Data	2001 Census	2006 Census	2011 Census	2001-2006		2006-2011	
				Absolute Change	% Change	Absolute Change	% Change
Total Population	222,505	232,480	237,165	9,975	4.5%	4,986	2.0%
Pre-School Population (0-3)	9,780	9,980	10,035	150	1.5%	105	1.1%
Elementary School Population (4-13)	31,480	29,640	27,115	-1,840	-5.8%	-2,525	-8.5%
Secondary School Population (14-18)	16,855	16,855	16,335	0	0.0%	-520	-3.1%
Population Over 18 Years of Age	164,390	176,055	183,680	11,665	7.1%	7,625	4.3%
Females Aged 25-44	30,920	29,355	27,465	-1,565	-5.1%	-1,890	-6.4%

4.0 Enrolment Share

Important to Grand Erie is the proportional share of school aged population that attends Grand Erie schools. In elementary schools 65.7% of the 2001 elementary aged population attended Grand Erie schools. In 2006, the participation rate had dropped to 63.6% and in 2011, the rate had increased to 65.2%. The trend shows stability for the elementary panel.

For secondary schools the participation rates were 72.1% in 2001, 65.7% in 2006 and 62.7% in 2011. The trend here is cause for concern and would suggest further analysis is warranted to discover the root cause(s) for the decline and develop strategies to improve the participation rates.

The tables below show details for the participation rates by area.

Enrolment Share Analysis – Elementary

Brant County Elementary					
	2001	2006	2011	Diff 01-06	Diff 06-11
Total Elementary Enrolment	2,583	2,476	2,507	-107	31
Total Elementary Aged Population	3,935	3,929	3,649	-6	-280
Elementary Participation Rate	65.6%	63.0%	68.7%	-2.6%	5.7%

City of Brantford Elementary					
	2001	2006	2011	Diff 01-06	Diff 06-11
Total Elementary Enrolment	8,104	7,690	7,554	-414	-136
Total Elementary Aged Population	12,656	12,132	11,622	-524	-510
Elementary Participation Rate	64.0%	63.4%	65.0%	-0.6%	1.6%

Haldimand County Elementary					
	2001	2006	2011	Diff 01-06	Diff 06-11
Total Elementary Enrolment	4,517	4,006	3,547	-511	-459
Total Elementary Aged Population	6,686	6,168	5,301	-518	-867
Elementary Participation Rate	67.6%	64.9%	66.9%	-2.6%	2.0%

Norfolk County Elementary					
	2001	2006	2011	Diff 01-06	Diff 06-11
Total Elementary Enrolment	5,487	4,691	4,065	-796	-626
Total Elementary Aged Population	8,202	7,412	6,545	-790	-867
Elementary Participation Rate	66.9%	63.3%	62.1%	-3.6%	-1.2%

Grand Erie Elementary					
	2001	2006	2011	Diff 01-06	Diff 06-11
Total Elementary Enrolment	20,691	18,863	17,673	-1,828	-1,190
Total Elementary Aged Population	31,479	29,641	27,117	-1,838	-2,524
Elementary Participation Rate	65.7%	63.6%	65.2%	-2.1%	1.5%

Enrolment Share Analysis – Secondary

Brantford/Brant Secondary					
	2001	2006	2011	Diff 01-06	Diff 06-11
Total Secondary Enrolment	5,783	5,405	4,940	-378	-465
Total Secondary Aged Population	8,775	8,740	8,765	-35	25
Secondary Participation Rate	65.9%	61.8%	56.4%	-4.1%	-5.5%

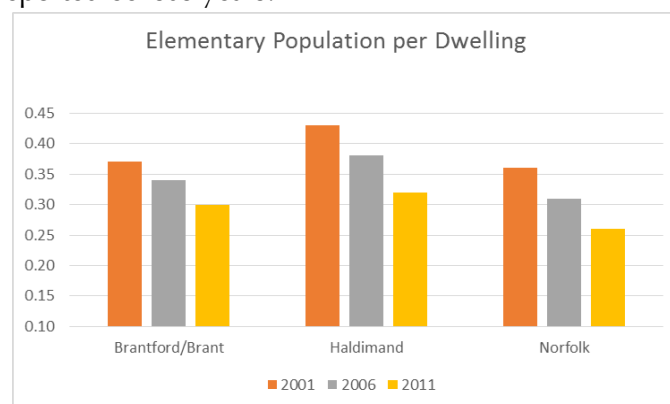
Haldimand Secondary					
	2001	2006	2011	Diff 01-06	Diff 06-11
Total Secondary Enrolment	3,038	2,903	2,556	-135	-347
Total Secondary Aged Population	3,436	3,503	3,376	67	-127
Secondary Participation Rate	88.4%	82.9%	75.7%	-5.5%	-7.2%

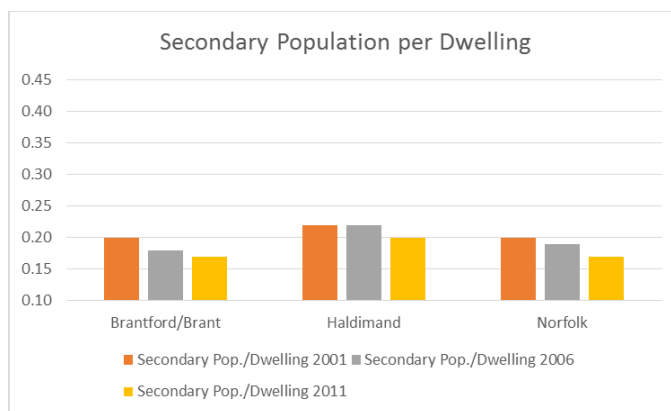
Norfolk Secondary					
	2001	2006	2011	Diff 01-06	Diff 06-11
Total Secondary Enrolment	3,339	2,770	2,744	-569	-26
Total Secondary Aged Population	4,644	4,612	4,194	-32	-418
Secondary Participation Rate	71.9%	60.1%	65.4%	-11.8%	5.4%

Grand Erie Secondary					
	2001	2006	2011	Diff 01-06	Diff 06-11
Total Secondary Enrolment	12,160	11,078	10,240	-1,082	-838
Total Secondary Aged Population	16,855	16,855	16,335	0	-520
Secondary Participation Rate	72.1%	65.7%	62.7%	-6.4%	-3.0%

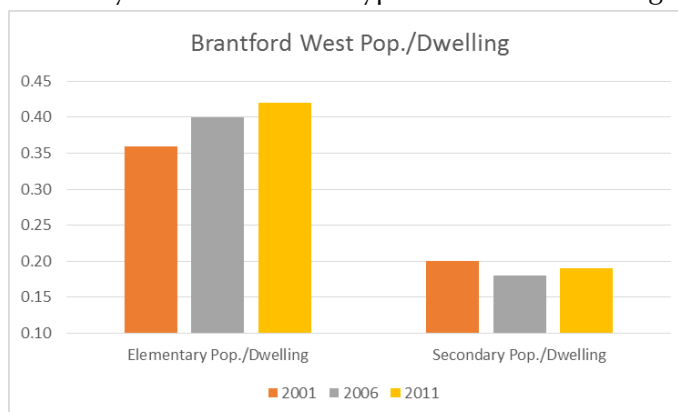
5.0 Population per Dwelling:

Another predictor of future school enrolment is the number of school aged students per dwelling. When new dwelling units are planned and build, schools can expect that they would house more students for the area schools. While there has been residential development in many areas across Grand Erie, the trend is for there to be fewer school aged students per occupied dwelling. See the following charts representing the value of the school aged population per dwelling at each of the last three reported census years.





While there are differences in the population yields by area, the common thread is a general rate of decline in all areas. There is one area of the Board where the trend has been noticeably different. In Brantford West (Ryerson, Gretzky, AG Hodge) the elementary population per dwelling has been rising and the secondary has remained relatively stable (see the chart below). This example may be representative of the kind of population yields the Board could experience in the new McClung residential development underway in Caledonia as there are many similarities to the types and mix of housing being planned there.



6.0 Priority Recommendations:

The Quality Accommodations Committee reviewed the analysis provided by Watson & Associates with respect to each of the review areas in the Board and considered a number of specific recommendations on an area by area and school by school basis to address issues identified in each review area. Understanding the magnitude of the work required to follow each of the proposed recommendations in the report, the committee has prioritized the recommendations for short term action into three categories. 1. Boundary reviews, 2. Accommodation reviews for completion in the next year and 3. Accommodation reviews for completion in the short term.

The Quality Accommodations Committee recommends three boundary reviews for immediate consideration to take affect for the 2017-18 school year and four pupil accommodation reviews to be completed in 2017-18, 2018-19 and 2019-20. In the past the Board has approved a recommended action to deal with the immediate priority reviews and tabled the balance of the reviews for consideration and confirmation by the committee in future school years.

The Board should consider recommended actions to support items 6.1 and 6.2 below and consider items 6.3 later in the 2017-18 school year if confirmed as priorities by the Quality Accommodations Committee in 2017-18.

6.1 Boundary Reviews for immediate consideration:

- a) Conduct an Elementary School boundary review to assign the new McClung development in Caledonia to Caledonia Centennial School.
- b) Conduct an Elementary School boundary review to assign residential areas under development in Southwest Brantford that are currently assigned to Walter Gretzky PS to Ryerson Heights PS as a temporary holding school until a new school is constructed.
- c) Conduct a Secondary School boundary review to direct students residing in the new McClung development in Caledonia to Cayuga Secondary School.

6.2 Priority 1 – Accommodation Review for completion in 2017-18:

- a) Complete a Pupil Accommodation Review of Brant/Brantford Secondary schools (BCI, North Park, Pauline Johnson, Tollgate and Paris). Scope of review to include possible re-distribution of specialty programming among schools and boundary revisions to balance enrolment across all schools in the review.

6.3 Priority 2 – Accommodation Review for completion in 2018-19 and 2019-20:

- a) Complete a Pupil Accommodation Review of Haldimand North & Haldimand South Elementary Schools including:
Seneca Central, River Heights, Oneida Central, Caledonia Centennial and JL Mitchener.
- b) Complete a Pupil Accommodation Review of Brantford Central Elementary Schools including:
Graham Bell-Victoria, Grandview, James Hillier, Lansdowne-Costain and Prince Charles.
- c) Complete a Pupil Accommodation Review of Brantford North Elementary Schools including:
Centennial-Grand Woodlands, Brier Park, Greenbrier, Cedarland

Respectfully submitted

Jamie Gunn,
Superintendent of Business & Treasurer

**GRAND ERIE DISTRICT SCHOOL BOARD**

TO: Brenda Blancher, Director of Education
FROM: Jamie Gunn, Superintendent of Business & Treasurer
RE: **Approval to Tender New Fairview School**
DATE: April 10, 2017

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the design of the New Fairview School for release of tender documents.</p>
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Background:

The Ministry of Education approved Capital Priorities Grant funding and Child Care capital funding for a total of \$11,518,529 to complete the consolidation of Haldimand East Schools. This allocation is intended to fund the total project budget for the Thompson Creek additions and the new school to replace Fairview Avenue School, Dunnville including the cost of Consulting Fees, Permits, and Construction.

In accordance with Policy FT1 – Major Construction Projects, the Project Committee was struck and has met on two occasions to develop schematic plans and proposed scope of work for the new Dunnville school for Board consideration. The plans were developed with consideration of input provided through the ARC Report, Policy FT10 Green School Construction and with regard to the funding level provided.

Proposed Project Features:

New 45,230 sq. ft. two story school to be constructed on the Fairview Avenue site which includes:

- 14 regular classrooms
- 3 kindergarten classrooms
- 1 special education classroom including a snoezelen room
- Early years centre
- Elevator
- Library/Learning Commons
- 4,474 sq. ft. gymnasium with fold down stage and separate access for community use.

Site Alterations to include:

- Development of a parent drop off and bus loop on the west side of the site and staff and visitor parking areas

The building is designed to include central air conditioning to all spaces, LED lighting and high efficiency mechanical systems. A green/living roof is being contemplated on the lower roof area on the west side of the building subject to available funding.

Schematic Drawings Attached:

Floor plans – Level 1 & 2
Site Plan

Budget Implications:

Hanscomb Cost Consultants were engaged to review the plans and provide a cost estimate to ensure Ministry requirements are met. Their cost estimate was developed in conjunction with the schematic drawings provided by the project architect (Salter Pilon Architecture).

Estimated project costs are within the Ministry approved allocation as follows.

Construction Estimate –	
School and related site work	\$ 8,363,900
Early Years Centre	<u>630,600</u>
Total Construction Estimate	\$ 8,994,500
Allowance for design, permits, project management, Commissioning and contingency	\$ 1,400,000
HST net of rebate	\$ <u>224,520</u>
Total estimated project cost	<u>\$10,619,020</u>

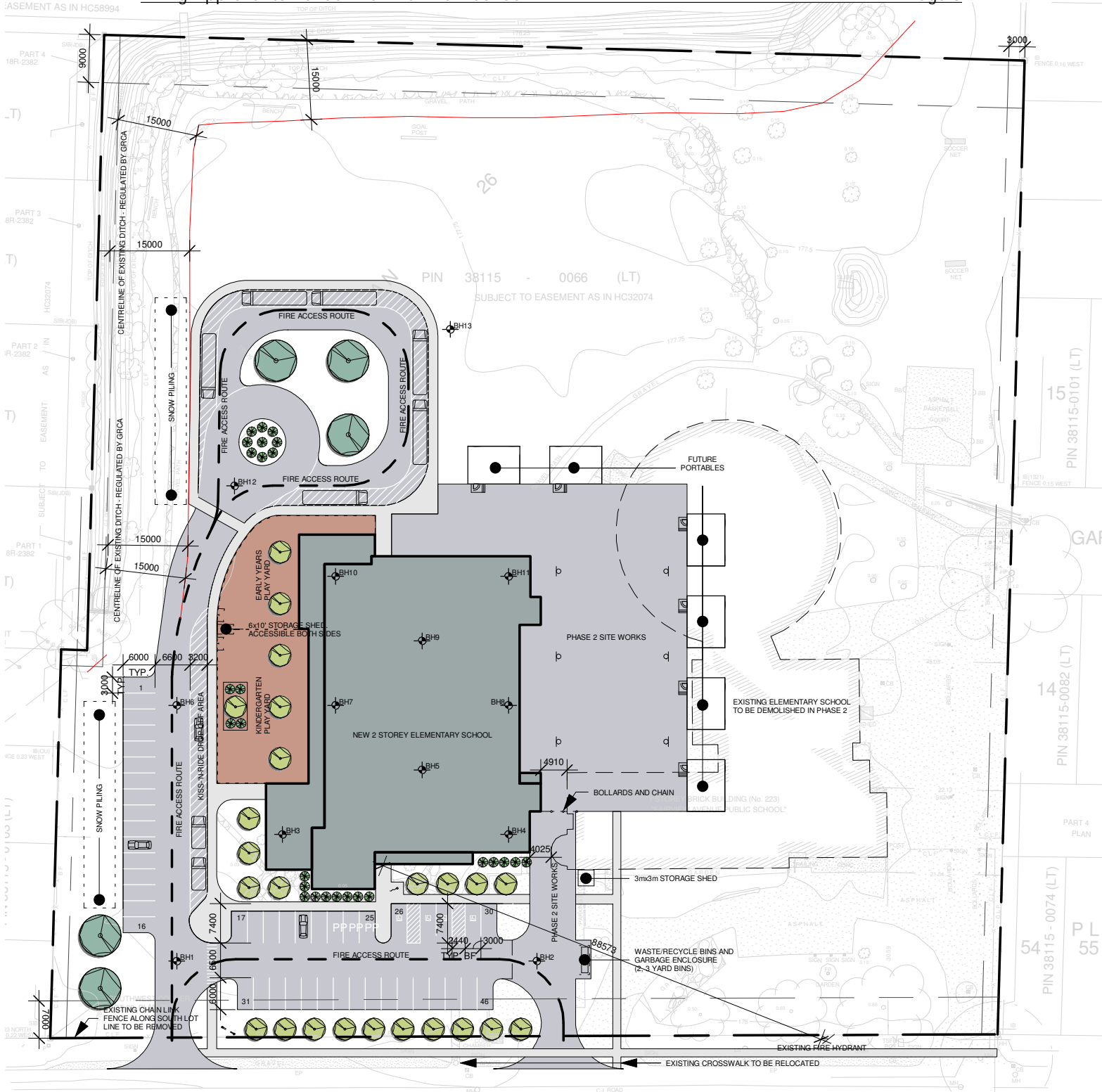
Project Schedule:

Pending Board approval of the proposed project scope of work, Ministry approval to release the project tender will be requested. The proposed design will be shared with the school community at an open house to be held at Fairview Avenue School on April 13th from 4:30 p.m. to 6:00 p.m. The schedule below would see the project complete and ready for occupancy by staff and students for September 2018. This is a very tight schedule, especially at the current design phase to the point of breaking ground. Any changes coming from the site plan review and approval process may influence the timing of completion of design and tender posting and award.

Schematic Design and Stakeholder consultation:	Schematic Design Complete Open House Apr 13/17
Site Plan Review and Agreement (discussions already underway)	Mid-April to Mid-July 2017 (3 mos. process)
General Contractor Tender Posting	June 1 2017 (3 wks.)
General Contractor Tender Award	Week of June 26, 2017
Break Ground / Commence Construction Phase	week of July 3, 2017
Occupancy:	August 2018

Respectfully submitted,

Jamie Gunn
Superintendent of Business & Treasurer



PARKING:
 ELEMENTARY SCHOOLS REQUIRE 2 PARKING STALLS PER CLASSROOM (19 CLASSROOMS) = 38 PARKING STALLS REQUIRED
 DAY CARES REQUIRE 1 PARKING STALL PER 40sm FLOOR AREA (224sm) = 6 PARKING STALLS REQUIRED
 TOTAL PARKING STALLS REQUIRED = 44
 PARKING STALLS PROVIDED = 46
 REQUIRED BF PARKING IS 1 BF SPACE PER 20 REQUIRED SPACES (44) = 3 BF SPACES REQUIRED
 5% (3 SPACES) OF TOTAL SPACES HAVE BEEN DESIGNATED PREFERRED PARKING FOR CARPOOL VEHICLES.

SETBACKS:
 FRONT YARD SETBACK: 7m
 INTERIOR SIDE YARD SETBACKS: 3m
 REAR YARD SETBACK: 9m
 15m SETBACK IS ENFORCED FROM THE CENTRELINE OF THE DESIGNATED GRCA AREA (EXISTING DITCH)

salterpilonarchitecture

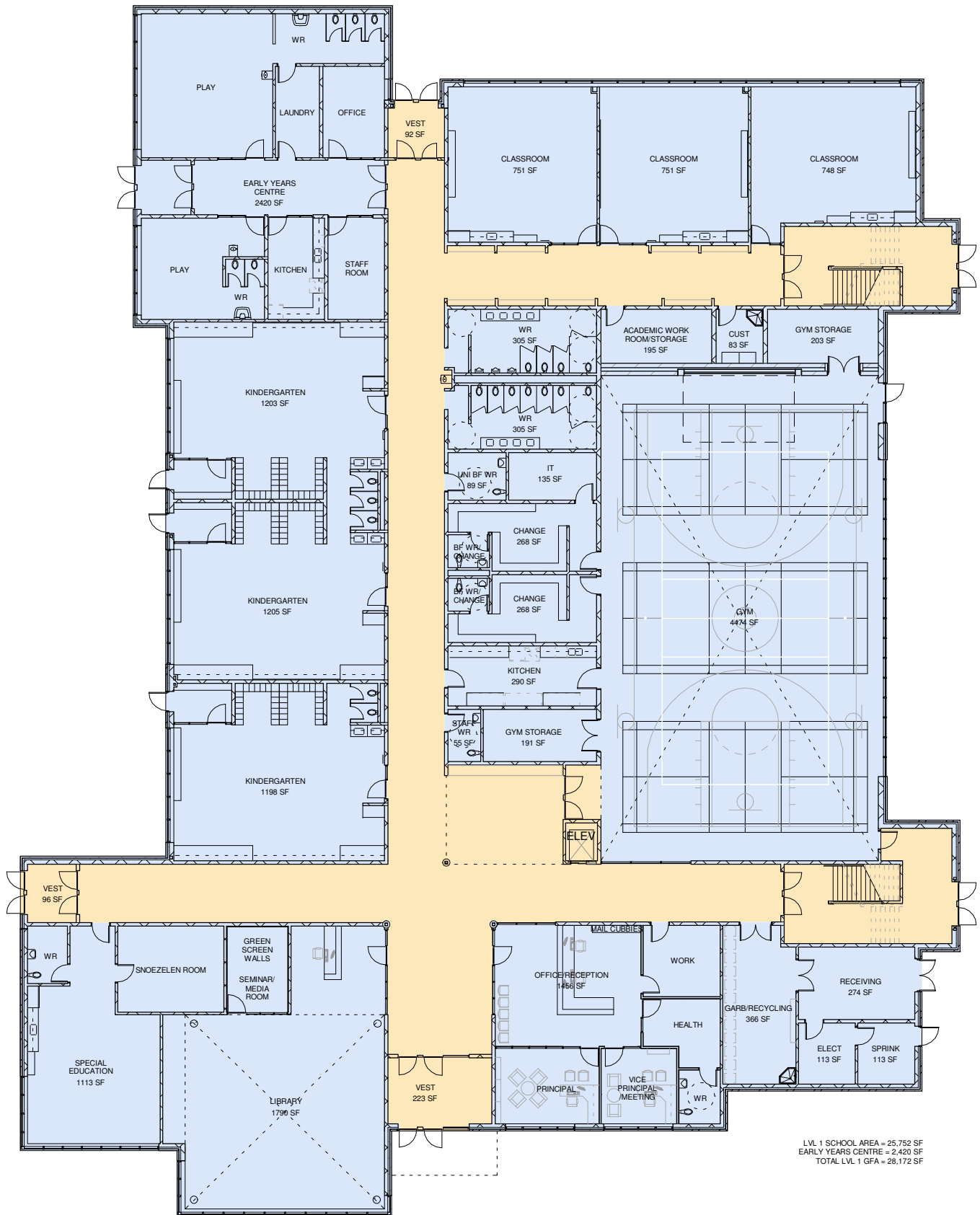
151 Ferris Lane, Suite 400, Barrie, Ontario L4M 6C1
 salterpilon.com t: 705.737.3530

Project	Fairview Public School			Drawing Reference
Drawing Title	Site Plan			Drawing No
Scale	1:1000	Project No	17006	Date
No.	Revisions	Date		

Monday, April 10, 2017

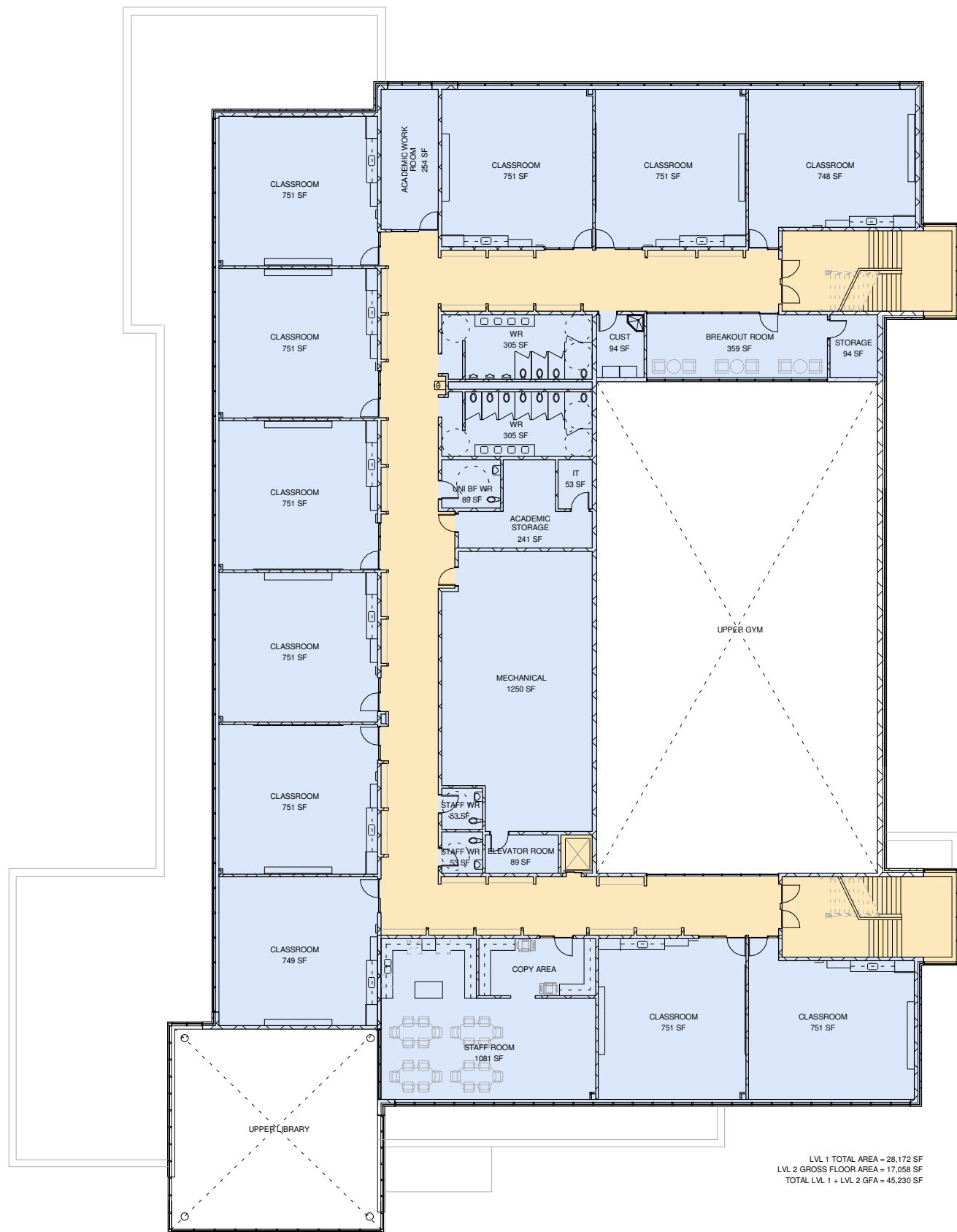
Page 55 of 97

A01



LVL 1 SCHOOL AREA = 25,752 SF
 EARLY YEARS CENTRE = 2,420 SF
 TOTAL LVL 1 GFA = 28,172 SF

Drawing Reference	
Drawing No	
No.	Revisions
	Date



LVL 1 TOTAL AREA = 28,172 SF
 LVL 2 GROSS FLOOR AREA = 17,058 SF
 TOTAL LVL 1 + LVL 2 GFA = 45,230 SF

Drawing Reference		
Drawing No		
A03		
No.	Revisions	Date

**GRAND ERIE DISTRICT SCHOOL BOARD**

TO: Brenda Blancher, Director of Education
FROM: Jamie Gunn, Superintendent of Business & Treasurer
RE: **Boundary Review – Major Ballachey/Princess Elizabeth**
DATE: April 10, 2017

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Boundary revision to assign a portion of the Princess Elizabeth catchment area to Major Ballachey effective September 1, 2017.</p>
--

Background:

The board maintains defined boundaries or catchment areas for its schools to define attendance areas for students, manage accommodation needs and determine entitlement for transportation to and from school.

Additional Information:

A recent request for out of area attendance of a kindergarten student at Major Ballachey has highlighted an issue with a portion of the Princess Elizabeth School catchment area that should be assigned to Major Ballachey. The area in question is in the north east corner of Princess Elizabeth School's catchment area and outlined in the attached map.

There are currently no Grand Erie students residing in this area. East Ave on the north end of the area in question is the only street in the area with residential housing. The balance of the area is populated with commercial/industrial uses. Students who would be resident on East Ave in the area defined would be closer to Major Ballachey School and more than 1.6 km from Princess Elizabeth School. Under the currently defined catchment area, transportation would need to be provided to students attending Princess Elizabeth School from this section of East Ave.

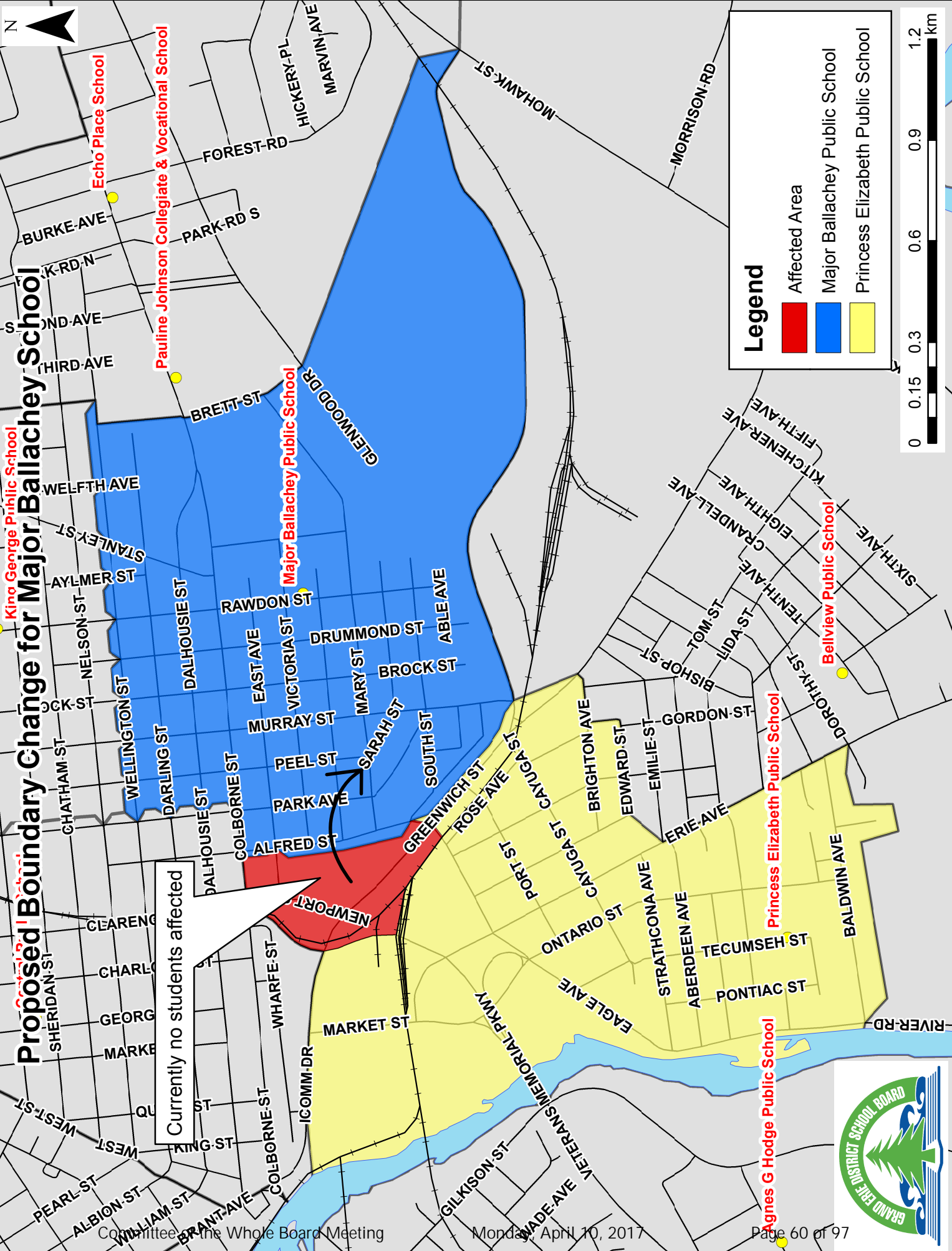
Recommendation:

Administration recommends the amendment of the catchment areas for Major Ballachey and Princess Elizabeth to reassign the area highlighted on the attached map to be part of the Major Ballachey catchment area effective for the 2017-18 school year.

Because there are currently no students in the area that would be affected by this change, senior administration requests a temporary suspension of procedure FT119 – Boundary Reviews to permit this house keeping change without the requirement for referral to a working group for stakeholder feedback and input.

Respectfully submitted,

Jamie Gunn
Superintendent of Business & Treasurer



Proposed Boundary Change for Major Ballachey School

Currently no students affected

Kino George Public School

Echo Place School

Pauline Johnson Collegiate & Vocational School

Major Ballachey Public School

Bellview Public School

Princess Elizabeth Public School

Agnes G Hodge Public School





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education
RE: **Bylaw 8 – Committees of the Board**
DATE: April 10, 2017

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the establishment of an Ad Hoc subcommittee to review Bylaw 8 – Committees of the Board.</p>

Background

Bylaw 8 – Trustee Expenses was approved by the Board in November 2016. Emerging issues around the addition of other committees to the Bylaw 8 list, i.e., Safe and Inclusive Schools and the reporting mechanism for committees that are not statutory or standing have suggested that a full review of the Bylaw needs to take place.

Additional Information

The proposed subcommittee will meet 3 to 4 times to review the current Bylaw and suggest revisions. The goal is to bring a revised Bylaw 8 to the June 12th Committee of the Whole meeting.

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: David Abbey, Superintendent of Education
RE: **Education Technology Plan Update**
DATE: April 10, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Education Technology Plan Update as information.

Background

On November 14th, 2016, a report outlining Phase 7 of the Educational Technology Plan was presented to Trustees. At that time, the Educational Technology Team shared details on Professional Development plans designed to positively impact student learning by enhancing teacher use of technology in the classroom. The Team was also working with the board's System Research Lead to develop measurements to better understand the impact of the plan.

At this point in the school year, those new Professional Development plans are well underway as are some new measurements to help understand impact as we head into the final 3 months of the school year.

This report provides details of the current status of implementation of the plan and next steps.

Additional Information

1. Hardware

1.1 Teacher Devices

- All LTO and new contract teachers received tablets in the fall (or as they were hired throughout the year)

1.2 Student Devices

- All remaining netbook classrooms will be refreshed to new HP ProBook 2-in-1 Convertible touch screen PCs through the spring:
 - Elementary FSL and Self-Contained Special Education classes.
 - Secondary Canadian & World Studies, Science, and Self-Contained Special Education classes
- Whiteboards, Projectors and Device Charging Units already exist in all classrooms and are being replaced as needed once they are no longer operable

2. Professional Development

2.1 Digital Lead Learners (DLL's)

- 45 classroom teachers (including some Support Staff) who are using Educational Technology tools in innovative ways to support learning and teaching
- Currently supporting Demonstration Classes, Educational Technology Projects, After School Workshops, EdTech Student Crew, and other Educational Technology General Professional Development

- DLLs completed Microsoft Innovative Educator Training Academy in the fall and will meet for a final co-learning & sharing session in May

2.2 Demonstration Classes

- 10 Demonstration Classes were hosted by Digital Lead Learners to date and 4 more are still available throughout the remainder of 2016/17
- Demonstration Classes host 5-8 teachers as they participate in classroom observations and discussions as well as hands-on practical experiences that help prepare them for implementing new learning in their classes immediately
- Demonstration Classes have been highly attended (most with waiting lists) and have become highly recommended by Observer Teachers
- 96% of Observer Teachers report the session was both useful to them and applicable to their job. Before attending the Demonstration Class 12% indicated they had a good understanding of the resources and strategies – after attending it was 87%.
- Observer Teachers plan on implementing a variety of technology, including OneNote, Office Mix and Skype
- When asked the impact on student learning, teachers report:
 - *"I think they will be more engaged and therefore, more willing to participate in math. I don't think they will feel as threatened if they do not understand something and will be more willing to attempt questions."*
 - *"Students will benefit from my new knowledge by having an alternative method of learning."*
 - *"It will help students become more confident, independent and interactive learners."*
 - *"I really like the fact that after the students complete the question, they have to watch/listen to what they have done. This will provide them with an opportunity to reflect on their thinking and improve their metacognition skills."*
 - *"I think this will impact student learning as I can now implement a new wave of learning linking both elementary and secondary which was formerly a great divide - now it's not so divided and we can work together to learn and enhance deeper understanding!!"*
- Observer Teachers were asked about the connections to 21st Century Skills:
 - *"Students can use their new found knowledge of independent technology use to trouble-shoot problems, collaborate with other students and think critically about what they are learning."*
 - *"All of the tools, apps, programs presented at this workshop will help students develop their problem solving/critical thinking skills through the exercises/reflecting on their work"*

See *Appendix A: Demonstration Classes*

2.3 Educational Technology Projects

- 25 schools are participating in 16 projects. All of these projects involve the use of digital tools to support learning and teaching around the 21st Century Competencies (see *Appendix D: 21st Century Competencies*).
- Members of each project received up to 3 days of release time, support from Educational Technology Team and Digital Lead Learners, as well as some funding for project resources
- Projects are well underway with many project participants reporting increases in engagement around new learning opportunities for students

See *Appendix B: Educational Technology Project*

2.4 After School Workshops

- 16 one-hour workshops designed for Grand Erie staff to support learning, teaching, and productivity with technology – hosted by the Educational Technology Team and Digital Lead Learners
- Attendees have the opportunity to join face-to-face or online via Skype webinar – these webinars are recorded and hosted on Office 365 Video
- 60% of participants from the After School Workshops report that the session was useful to them. 73% indicated the session was applicable to their job. Before attending the workshop 20% indicated they had a good understanding of the digital resources. After attending the workshop 53% indicated they had a good understanding.

See *Appendix C: After School Workshops*

2.5 EdTech Student Crew

- 9 schools that participated in the EdTech Student Crew (ESC) pilot in 2015/16 returned in November, 2016, to continue their learning and planning
- 12 new schools joined the EdTech Student Crew in March, 2017, where the pilot schools joined the Educational Technology Team and Digital Lead Learners to support the new ESC teams
- ESC teams are available in their respective schools to share ideas with both students and staff around technology use to support learning and teaching
- The Educational Technology Team continues to develop the Student Learning Corner (a Brightspace/D2L course) for the ESC teams where students can learn about new digital resources and earn badges as they become proficient to support others in their schools

2.6 Educational Technology General Professional Development

- NTIP Educational Technology Training took place in October 2016 and March 2017
- An Educational Technology Event for GEDSB Support Staff took place in November, 2016
- The Educational Technology Team is planning some future professional learning around SMART Technologies and Brightspace/D2L

2.7 Support Staff & Program Team Connections

- The Educational Technology Team met with various Support Staff and Program Team members including Elementary Program, Student Success, and Special Education teams to collaborate and align goals

2.8 Principals and Vice-Principals

- School administrators have an open invitation to participate in all Educational Technology Professional Development opportunities
- Professional Development schedules, highlights and introduction to the six 21st Century Competencies are presented at monthly Director's meetings

3. Educational Technology Initiative Evaluation

3.1 Data collection continues to be incorporated into the various Educational Technology Professional Development opportunities, in consultation with the Board System Research Lead

3.2 The focus of the measures is on Results Based Accountability and the 21st Century Competencies (see *Appendix D: 21st Century Competencies*) – specifically focused on the competencies of “Critical Thinking & Problem Solving” and “Collaboration”

3.3 Creation of data collection instruments and analysis of data collected is ongoing with the

support of the Board System Research Lead and an external research team

- A comprehensive survey is in progress with all those who participated in Demonstration Classes, Ed Tech Projects, and EdTech Student Crew
- A series of Program Evaluation Questions will be answered through interviews, review of program documents, data collected and observations gathered at Ed Tech events (Demo Classes, Educational Technology Project Meetings, EdTech Student Crew learning sessions), district-level professional development surveys

4. Next Steps

As we move toward the end of this school year, the Educational Technology Team will begin planning for the fall. Key points in the action plan are as follows:

- 4.1 Review of the Phase 7 processes to determine what should change for implementation of Phase 8 and beyond – adjust as needed based on feedback from stakeholders
- 4.2 Review and update current data collection processes to ensure all needs are met
- 4.3 Plan for software purchases for Phase 8 teachers and classrooms, as needed
- 4.4 Update plans with existing Digital Lead Learners and invite new membership
- 4.5 Plan Professional Development rollout for Phase 8 including NTIP teachers, Support Staff, Demonstration Classes, Educational Technology Projects, EdTech Student Crews, and After School Workshops
- 4.6 Define communication plans for updating various stakeholders including Trustees as the initiative continues
- 4.7 Continue to plan with System Research Lead to develop our measures for assessing impact of Educational Technology Initiative on engagement and accelerating learning

5. Budget Implications

- 5.1 Phase 6-10 budget proposal for the Educational Technology Plan was approved by Trustees in Spring 2015 with the understanding that each phase of the initiative would need budget approval on an annual basis. Funding for Phase 8 will be part of the budget deliberations this spring
- 5.2 Incorporate in 2017/18 Board budget process changes to the Educational Technology Plan to address IT infrastructure needs
- 5.3 As we move into Phase 8 of the initiative it is requested that the two Itinerant Teacher positions continue to be funded as the need for support will continue

6. Communication Plan

- 6.1 The Educational Technology Team worked with the Communications Department in November/December to share details with system and community around how technology is used to support learning in Grand Erie – these 4 main articles can be found here:
 - [Digital Lead Learner Pamela Rooney-Hofland engages students using robotics](#)
 - [Digital Lead Learners Krista King and Joe Archer Make it Grand](#)
 - [Paris DHS teacher Mike Parsons leads to inspire students and colleagues](#)
 - [Digital Lead Learner Jane Hirst shines with the EdTech Student Crew](#)
- 6.2 Educational Technology Updates will continue to be provided to the Trustees throughout the implementation of this plan
- 6.3 Information will be shared with school administrators at Director's Meetings and messaging will be reinforced through Family of Schools Meetings

Respectfully submitted,

David Abbey
Superintendent of Education

Appendix A: Demonstration Classes

School	Demonstration Class Teacher	Curriculum Support Teacher	Topic
Courtland Public School	Michelle Box	Jeff Dumoulin	Getting Students Started - Office 365
St. George German Public School	Melissa Schroeder-Hribal	Jeff Dumoulin	Teacher & Student Documentation
Onondaga-Brant Public School	Lisa Fleming & Shannon White	Norma Bingham	Learning Buddies Kindergarten & Grade 4/5
Delhi Public School	Cynthia Gozzard	Sarah Purdy	Elementary Learning Commons
Langton Public School	Cole Schaeffer	Ashley Sullivan	Guided Math
Hagersville Elementary School	Joe Archer	Norma Bingham	Elementary/Secondary Science Collaboration
Hagersville Secondary School	Jennifer Faulkner	Chris Bates	Elementary/Secondary Science Collaboration
Brantford Collegiate	Kate Johnson-McGregor	Sarah Purdy	Secondary Learning Commons
Paris District Secondary School	Mike Parsons	Chris Bates	Flipped & Blended Learning

Appendix B: Educational Technology Projects

School		Ed Tech Rep	Lead Teacher(s)	Project
TBD	1	Jeff Dumoulin	None	iPad Pilot
E-West Lynn	2a	Jeff Dumoulin	Pam Rooney	MakerSpaces
E-Houghton	2b		Braden Murray	MakerSpaces
E-Port Rowan	3a	Norma Bingham	Heather Chwastiak	Learning Commons
E-St. George German	3b		Christine Sellar Melissa Schroeder-Hribal	Learning Commons
E-Walter Gretzky	4	Norma Bingham	Jackie Poulin	Disaster Zone
E-Walsh	5	Jeff Dumoulin	Stacey DeSmedt	LiveScribe Pens - Documenting Student Feedback
E-River Heights	6	Sarah Purdy	Megan Cowan	D2L for Leaps and Bounds
E-Seneca	7	Norma Bingham	Caitlin McVean	De'Coding' Canadian History
E-Lakewood&Delhi	8	Norma Bingham	Cynthia Gizzard Dustin Carson	Makerfaire
E-Lansdowne	9	Sarah Purdy	Miriam Lapeare	STEM Robotics
E-Bellview	10	Jeff Dumoulin	Erica Lapage Angela Papineau	VEX Robotics at Bellview
E-Banbury Heights	11a	Norma Bingham	Leslie Butler	Primary Lego Robotics
E-Mt Pleasant	11b		Jenn Henderson	Primary Lego Robotics
E-King George	12	Chris Bates	Mark Finocchio VP	Green Screen and Coding Fun
Sec-BCI	1	Sarah Purdy	Bonie Currie	ACE Goes Digital - BrightSpace
Sec-BCI-TTS	2	Chris Bates	Jenna Tsuchida Kyle Geerlings	Digital Citizenship: 21st Century Competencies Pathway
Sec-NPC	3	Chris Bates	Richard Humpartzoomian	VEX Robotics at North Park and Feeder Schools
Sec-MCK	4	Chris Bates	Jeff Steinback	Civic Mirror Implementation







Appendix C: After School Workshops

	Topic/Description	Tools	Competency	Date	Location
1	Organizing Your Classroom	OneNote Class Notebooks	Collaboration	Wed Oct 26	HSSC Haldimand Room
2	Sharing Files & Coauthoring	OneDrive	Collaboration	Tues Nov 8	Jo Brant Grand River Hall
3	Capturing Student Thinking	Snip & Office Mix	Self-Aware Learning, Communication	Thurs Nov 24	NSSC Dogwood
4	Introduction to Programming & Robotics	TBD	Innovation, Creativity	Thurs Dec 6	TRC Alexandra
5	Communication & Organization	Outlook Email & Calendars	Communication	Tues Dec 20	NSSC Dogwood
6	Assistive Technology	WordQ, Kurzweil, MS Speak, Dragon	Self-Aware Learning, Communication	Wed Jan 18	JB Pine Tree
7	Pedagogical Documentation	OneNote app, phone, tablet camera, SNIP	Communication, Collaboration, Self-Aware Learning	Wed Feb 1	HSSC Haldimand Room
8	Social Media to support learning in classroom	Twitter / Remind / Social Media	Communication, Collaboration, Global Citizenship	Wed Feb 15	TRC Alexandra
9	Self-Directed Learning	www.education.microsoft.com	Self-Directed Learning	Wed Mar 8	NSSC Dogwood
10	Effective Assessment & Student Feedback	Office Forms, Kahoot	Learning To Learn, Self-Aware Learning	Wed Mar 22	TRC Alexandra
11	Supporting Group Work and Projects	Office 365 Groups	Collaboration & Communication	Wed Apr 5	HSSC Haldimand Room
12	Enrich Your Research: Digital resources in Student Inquiry	Board & OSAPAC Resources	Critical Thinking	Wed Apr 19	JB Thay Room
13	Global Citizenship	Skype For Business, Skype in the Classroom, VROC	Global Citizenship	Wed May 3	NSSC Dogwood
14	Sway; sharing student learning	Sway	Communication, Collaboration	Thurs May 18	TRC Alexandra
15	Revitalize your PowerPoint	Office Mix	Collaboration, Communication	Wed May 31	HSSC Haldimand Room
16	OneNote in the Classroom and Staff Collaboration	OneNote	Collaboration	Wed June 14	JB Thay Room

Appendix D: 21st Century Competencies

56 ♦ 21st Century Competencies

December 2015 – Draft for Discussion

<p>Critical Thinking and Problem Solving </p> <ul style="list-style-type: none"> Solves meaningful, real-life, complex problems (1), (6) Takes concrete steps to address issues Designs and manages projects Acquires, processes, interprets, and analyses information to make informed decisions (critical and digital literacy) Engages in an inquiry process to solve problems (1) Makes connections and transfers learning from one situation to another (1), (6) 	<p>Innovation, Creativity, and Entrepreneurship </p> <ul style="list-style-type: none"> Contributes solutions to complex problems (3) Enhances a concept, idea, or product Takes risks in thinking and creating Makes discoveries through inquiry research (1) Pursues new ideas to meet a need of a community (3), (6) Leads and motivates with an ethical entrepreneurial spirit (1), (3) 	<p>Learning to Learn / Self-Aware & Self-Directed Learning </p> <ul style="list-style-type: none"> Learns the process of learning (metacognition) (1),(3),(4),(5),(7) Believes in the ability to learn and grow (growth mindset) (1), (4), (5) Perseveres and overcomes challenges to reach a goal (1), (5) Self-regulates in order to become a lifelong learner (1), (4), (5), (7) Reflects on experience to enhance learning (1), (7) Cultivates emotional intelligence to understand self and others (1), (2),(4) Adapts to change and shows resilience to adversity (1), (5) Manages various aspects of life – physical, emotional (relationships, self-awareness), spiritual, and mental well-being (5) 				
<p>Collaboration </p> <ul style="list-style-type: none"> Participates in teams; establishes positive relationships Learns from, and contributes to, the learning of others (1) Co-constructs knowledge, meaning, and content (1) Assumes various roles on the team Manages conflict Networks with a variety of communities/groups Respects a diversity of perspectives (2), (3) 	<p>Communication </p> <ul style="list-style-type: none"> Communicates effectively in different contexts in oral and written form in French and/or English Asks effective questions to acquire knowledge (6) Communicates using a variety of media (1), (5) Selects appropriate digital tools according to purpose (1) Listens to understand all points of view (2), (3), (6) Gains knowledge about a variety of languages (2), (6) Voices opinions and advocates for ideas 	<p>Global Citizenship </p> <ul style="list-style-type: none"> Contributes to society and the culture of the local, global, and digital community in a responsible, accountable, and ethical manner (2), (6) Engages in local and global initiatives to make a difference (6) Learns from and with diverse people (2), (5), (6) Interacts safely and responsibly within a variety of communities (5), (6) Creates a positive digital footprint Relates to the environment and is mindful of the importance of all living things (2), (3) 				
<p>GLOBAL COMPETENCIES DRAFT SCOPING PLAN AND RELATED CMEC AREAS</p>						
<p>(1) Teaching and Learning</p>	<p>(2) Aboriginal Education</p>	<p>(3) Education for Sustainable Development</p>	<p>(4) Early Childhood Education and Development</p>	<p>(5) Wellness and Mental Health</p>	<p>(6) Experiential Learning</p>	<p>(7) Assessment</p>

Source: *21st Century Competencies – Foundation Document for Discussion*, Ministry of Education, p. 56 <http://bit.ly/21stcomp>



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Denise Martins, Superintendent of Education
Dave Abbey, Superintendent of Education
RE: **Data Report – eLearning Annual Report**
DATE: April 10, 2017

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Data Report – eLearning Annual Report as information.</p>

Background:

Grand Erie eLearning offerings are in partnership with the Ontario eLearning Consortium (OeLC). The OeLC is a group of 21 school boards who share eLearning courses and students for the purposes of increasing access to eLearning. Additionally, the virtual learning environment is used to support student learning through: Homework Help, Career Cruising, Credit Recovery, Blended Learning, Summer School, Continuing Education and Adult Education.

In June 2011, the Ministry updated their Provincial eLearning strategy. This significantly altered the virtual learning environment in Grand Erie and across the province. New opportunities arose that allowed teachers to utilize blended learning, or what is now known as technology enabled learning, in their teaching practice. Technology enabled learning is the use of the virtual learning environment and other technology to deliver curriculum and learning activities to students in a face-to-face classroom.

Current eLearning Programs:

1. Consortium-Based Asynchronous eLearning

In this delivery model, students and their teachers do not work simultaneously.

In 2015-16 Semester 2, Grand Erie teachers delivered eight asynchronous eLearning courses. 139 Grand Erie students took eLearning courses offered by Grand Erie teachers. Additionally, 58 Grand Erie students were placed in courses offered by other school boards within the OeLC. As well, Grand Erie accepted 33 students from other consortium school boards into its eLearning courses. The Semester 2 success rate for students enrolled in Grand Erie eLearning courses was 90%.

Consortium-Based Asynchronous Success Rates – Semester 1, 2015-16

Course	Count Date	Full Disclosure Date (5 days after midterm report)	Course End	Success Rate
CHY4U World History Since the Fifteenth Century	19	13	12	77% 10/13
ENG4U English	30	25	21	76% 19/25
HHS4C/U Families in Canada	28	24	22	88% 21/24
HRT3M World Religions and Belief Traditions	28	25	25	100% 25/25
HSB4U Challenge and Change in Society	25	24	23	92% 22/24
HZT4U Philosophy: Questions and Theories	24	19	19	100% 19/19
ICS3U Introduction to Computer Science	34	34	33	97% 33/34
PPZ3C Health for Life	23	16	16	88% 14/16

During 2016-17 Semester 1, Grand Erie teachers delivered eight asynchronous eLearning courses. 133 Grand Erie students took eLearning courses offered by Grand Erie teachers, while 76 Grand Erie students were placed in courses offered by other school boards. In addition, Grand Erie accepted 60 students from other consortium school boards into its eLearning courses. The Semester 1 success rate for students enrolled in Grand Erie eLearning courses was 94%.

Consortium-Based Asynchronous Success Rates – Semester 1, 2016-17

Course	Count Date	Full Disclosure Date (5 days after midterm report)	Course End	Success Rate
BOH4M Business Leadership	28	27	27	100% 27/27
CGR4M The Environment and Resource Management	26	20	18	90% 18/20
EMS3O Media Studies	23	23	23	96% 22/23
ENG3U English	31	29	26	90% 26/29
EWC4U The Writer's Craft	28	27	27	100% 27/27
HSB4U Challenge and Change in Society	28	27	27	96% 26/27
HSP3U Introduction to Anthropology, Psychology, Sociology	32	31	30	84% 26/31
SES4U Earth and Space Science	20	16	15	94% 15/16

2. Continuing Education and Summer School

Continuing Education, through GELA Adult Education, offers a variety of eLearning courses. On March 10, 2017, there were 707 active Grand Erie adult student registrations in Continuous Intake eLearning courses. In 2016, 964 students enrolled in Summer School eLearning courses offered by Grand Erie.

3. Turning Point Asynchronous eLearning Courses

This year, Turning Point locations have piloted an eLearning consortium between all twelve sites. Continuous intake eLearning courses allow flexibility for Turning Point students who have coop placements and may not otherwise be able to attend school full-time. During Semester 1, twenty eLearning courses were offered by Turning Point teachers. Fourteen courses are being offered for Semester 2.

Ontario eLearning Consortium (OeLC):

The OeLC is a partnership of Ontario School Boards who, since 2001, have worked together to deliver online courses, develop resources, tools and procedures, perform quality assurance, support teachers, and increase learning opportunities for students.

The OeLC is comprised of a collective of Ontario School Boards, each of which has entered into mutual agreement to open their eLearning courses to all students within member boards, without a

course fee. The Consortium shares a registration system, known as the Student Success eSolution (SSeS), to which all member boards have access. Currently, the Consortium supports 21 member boards, both Public and Catholic, representing students who reside in both urban and rural areas throughout Ontario.

OeLC member boards meet several times a year to discuss best practices in delivering eLearning courses and to make decisions regarding the SSeS that meet the needs of all members.

NOTE: There is an expectation that school boards will have a student traffic difference of “zero” (accept the same number of students from other boards as we send to them). As of February 2017, Grand Erie was a double digit negative number, hence currently not equitably contributing to the consortium.

Grand Erie eLearning Website:

This website is accessible under the ‘Students’ tab at granderie.ca. Students, parents, and guidance counsellors can find information about Grand Erie’s eCourse offerings, quizzes to determine if students are suited for eLearning, technical requirements to take an eLearning course, and access to the virtual learning environment.

Role and Responsibilities of the Technology Enabled Learning and Teaching Contact (TELTC):

The Technology Enabled Learning and Teaching Contact is a position that is funded through the Ministry of Education. It is the vision of the Ministry that the TELTC, as a leader of technology enabled learning and teaching, will foster co-learning and collaboration. The Ministry has provided the following areas of focus for the person in this role:

- **Capacity Building** - The TELTC will build the individual and collective capacity of educators through ongoing professional learning within the school board.
- **Learning Resources** - The TELTC will facilitate the development of resources in the school board to support technology enabled learning and teaching.
- **Learning and Teaching Expertise** - The TELTC will provide the leadership needed for classroom educators, school and system leaders, and professional learning facilitators to better understand and embrace the enabling role of technology in expanding what, how, when, and where learning takes place.
- **Infrastructure** - The TELTC will support the use of the provincially licensed virtual learning environment for student and professional learning.
- **Operations** - The TELTC will work collaboratively with the Ministry in order to inform and guide work related to technology enabled learning and teaching in the school board and across the province.

Considerations and New Developments Moving Forward:

- Revise and further implement the use of eLearning at Alternative Education sites including Turning Point.
- Continue to support the asynchronous eLearning program, which includes promotion of the program, communication with principals and guidance departments, professional development for teachers, and support for students.
- Continue to ensure alignment between the Education Technology Initiative and eLearning.

- Continue to ensure alignment between Adult Education, Continuous Education and Alternative Education models and eLearning.
- Continued support is provided to teachers and students. This support will include online content and activities, communication with parents, and monitoring student learning.
- eLearning Commons at Waterford DHS
- Expansion of the number of eLearning courses offered

Budget Implications / Funding Sources:

For the 2016-17 school year, \$52 550 was provided through the Grand Erie budget process to support the eLearning initiative. The budget was used to support:

- Registration site licensing fee and OeLC operation expenses.
- Teacher training and professional development for both eLearning and technology enabled learning teachers.
- OeLC Board of Director Meetings (4 times per year involving the Superintendent of Education, Principal of eLearning and program staff).
- Laptops and other required hardware for eTeachers.

Communication Plan:

1. An annual report will be submitted to the Board each April.
2. Discussion regarding teaching sections occurs at secondary staffing committee meetings with OSSTF and Human Resources in March/April.
3. The eLearning Principal regularly communicates updates with other principals at the monthly Secondary Principal Directors meeting.
4. The District eLearning Contact (DeLC) regularly communicates with guidance counsellors through email and at the Guidance Heads meetings.
5. DeLC and ePrincipal liaise with Grand Erie committees and other stakeholders.
6. Regular attendance at OeLC and Ministry of Education meetings by the Superintendent, ePrincipal, DeLC and TELTc to maintain a provincial perspective.
7. The DeLC and TELTc communicate with principals and teachers to support technology enabled learning.

Respectfully submitted,

Denise Martins, Superintendent of Education

Dave Abbey, Superintendent of Education

**GRAND ERIE DISTRICT SCHOOL BOARD**

TO: Brenda Blancher, Director of Education
FROM: Denise Martins, Superintendent of Education
RE: **Summer School Report**
DATE: April 10, 2017

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summer School Report as information.</p>
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Background:

In 2017, Summer School will be held in two locations: Brantford Collegiate Institute (BCI & VS) and Hagersville Secondary School (HSS). Both locations will offer full credit, reach ahead credit, credit recovery and eLearning courses. Full credit courses will also be available to students through eLearning.

Summer School programs offer students the opportunity to make up for unsuccessful credit attempts in regular day school or to upgrade their mark. In addition, Summer School provides an opportunity for students to achieve additional credits on their path to graduation.

Key Elements of 2017 Program:

1. A Principal has been hired to oversee the Summer School Program. Three Vice-Principals will be hired to administer Summer School. Vice-Principals will be assigned to BCI&VS, HSS, and eLearning.
2. eLearning courses will be offered to students again this summer. In 2017, students will have a choice of no more than 50 courses available at the time of registration. eLearning courses are able to run with smaller numbers than face-to-face classes, allowing students to take courses they may not have access to in day school.
3. Passion courses during Summer School will be made available in 2017.
4. Coop will again be offered in all areas within Grand Erie. As well, a two credit coop will be offered to support students enrolled in the Specialist High Skills Major program who have difficulty acquiring their coop requirement.
5. Summer School will offer Literacy & Numeracy Programs for Grade 6, 7, and 8 students at sites in Brantford, Hagersville, and Simcoe.
6. Dual Credit opportunities will be identified for 2017 once the number of available Dual Credit seats is determined. It is anticipated that the Hair and Aesthetics course and the Construction course will be available for students.

Summer School Challenges:

1. Summer School registration happens in a short time frame and the creation of classes and hiring of teachers generally takes place in two to three days. Although prospective teachers are interviewed in the spring, finalized enrollment and staff requirements is not known until a few days before Summer School begins. Several reasons for unknown enrollment numbers include: the outcome of June exams, students who pre-register but do not attend, students register at the last minute, and/or students attend without registering.
2. Summer School staff will again be using PowerSchool as their Student Information System. Continued support from the Information Technology (IT) department will be necessary to identify and problem solve issues as they arise. IT will delay their PowerSchool shutdown until after Summer School administrative tasks are completed and report cards are mailed.
3. Initial indications from our coterminous board is that they will be offering a limited number of eLearning courses this summer: Civics and Citizenship (CHV2O), Career Studies (GLC2O), World Religions: Beliefs, Issues, and Religious Traditions (HRT3M), and English (ENG4U). As such, it is anticipated that this will impact our enrollment numbers in these areas.
4. Students from the Brant Haldimand Norfolk Catholic District School Board will again enroll in our regular Summer School and eLearning courses. This supports communication between both boards.

Summer School Sites:

Summer School sites are selected using various criteria. Centrally located sites are preferred to serve many students and minimize busing costs. Ideally, sites that are air-conditioned are chosen to facilitate the comfort of students and staff. Sites that are not under-going repairs or renovations are also preferred so that Summer School does not impede the progress of these projects.

Summary:

In 2016, Summer School students experienced a high level of success as 90% of attempted credits were achieved. This may be attributed to students' intense focus on one course over the span of a day. As well, there may be increased student motivation due to the commitment made to a course during the summer.

Summer School 2016 continued to see growth in eLearning registrations. They outnumbered in-class registrations. There were 971 eLearning credits attempted compared to 513 in-class credit attempts. This indicates that students appreciate the flexibility that eLearning offers.

The focus of Summer School is no longer entirely on secondary school-aged students recovering failed credits; Summer School is now designed to meet various student needs, including transition supports for intermediate students. Summer School provides both interest-based and needs-based educational opportunities to support more students as they progress toward graduation.

Respectfully submitted,

Denise Martins, Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Linda DeVos, Superintendent of Education
Denise Martins, Superintendent of Education
RE: **Annual School Effectiveness Framework Report**
DATE: April 10, 2017

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Annual School Effectiveness Framework Report as information.</p>
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Background:

The *School Effectiveness Framework* (SEF) revised by the Ministry of Education in 2013 and implemented in the 2013-2014 school year includes a process for systematic school reviews. It was developed as a resource to assist schools to plan for and undertake precise and intentional school improvement focused upon the achievement of all students. It also guides the process whereby schools examine the implementation of their strategies for school improvement to determine areas of strength and identify next steps for refinement.

The School Effectiveness Framework (K-12) is an important tool instrumental to ensuring that high quality instructional and program practices are implemented in all elementary and secondary schools within the Grand Erie District School Board. The process of District Support Visits also serves to provide capacity building experience for administrators and is contributing to the establishment of effective collaborative professional learning in Grand Erie. *As we continue to implement the School Effectiveness Framework it is the intention to seek similar ways to align the process from Kindergarten to Grade 12.*

Additional Information:

In Grand Erie, under the leadership of Marion Kline, Principal Leader for School Effectiveness and Leanne Smith, Principal Leader for Student Success we have developed a revised process for conducting district support visits.

At the October 24, 2016 Board Meeting, a revision to the Elementary process and schedule of visits was shared, as Grand Erie District School Board had been invited by the Ministry of Education to pilot the "Supported School Self-Assessment". Administrators were provided with an update at Administrator's Meetings in November and February.

Elementary Process

The goal of this support is focused on the School Self-Assessment portion of the School Effectiveness Framework. There are three meetings this year with the principal who will engage in reflective dialogue with the Principal Leader for School Effectiveness and a Student Achievement Officer about the connections between the: School Improvement Plan and the Renewed Math Strategy; documentation of learning from RMS; principal and staff voice; School Effectiveness Framework indicator chosen in the School Improvement Plan; and, the self assessment by school of four stages of implementation (awareness, beginning, partial, full).

The focus of the discussions includes building the skills of reflection, while also enhancing understanding of both the process and product of educator learning at the school and district level, as it relates to:

1. understanding the problem of practice/urgent student learning need and resulting educator learning need (needs assessment planning)
2. understanding and implementing research based and practice informed teaching and learning strategies (act).
3. understanding and monitoring impact for all, some, few and individual students, and the fidelity of implementation of the teaching strategy (observe/reflect)
4. building a vision of student mathematical success (reflect)

While we examine the new school self-assessment process over the year the specific learning hypothesis is as follows:

If we build increased capacity in our school teams to self-reflect deeply on their own learning (process), as well as the students' achievement and well-being (product), then we will see enhanced depth, spread, sustainability and ownership of improvement initiatives and learning within the school.

Since it is a pilot, the number of schools that will be supported in this process has been scaled back significantly so that we can be intentional, and monitor and measure as intended.

There are five schools in the Supported School Self Assessment Pilot.

2016-2017 Supported School Self-Assessment
Bellview
Centennial Grand Woodlands
Houghton
Major Ballachey
Prince Charles

All other elementary schools will complete the newly revised SEF Self-Assessment Questionnaire and submit to their Family of Schools Superintendent. On the April 28th PD Day, school teams will be examining the impact of the SEF indicator in the School Improvement Plan and, identifying next steps for School Improvement, while completing the questionnaire.

Secondary Process

The process includes the following components:

- District Support Teams
 - District Support Visits are conducted by the Student Success Lead, Superintendents of Schools and teams consisting of Principal Leaders, Principals and Vice-Principals, and OSSTF representation.
- District Support Visits
 - Schools are visited in a three- year cycle. All the visits are half day visits.

There are six components within the School Effectiveness Framework, within each component there are a set of specific “indicators”. The focus of the district support visit is to collect data and observations to be analyzed by team members. Below is a list of three of the six components that will be the focus of our visits moving forward:

- Assessment for, as and of Learning
- Student Engagement
- Curriculum Teaching and Learning

The revised District Support Visit will be comprised of three parts:

Pre-Visit

A pre-visit occurs by the Principal Leader with the principal and school team to review the recommendations made from the previous district support visit to assess the depth of implementation and continued areas of focus. From this discussion, the school team will define the focus of the district support visit by self-identifying the components and “indicators” from the three focus areas identified in *School Effectiveness Framework 2013*. This focus should be connected directly to their School Improvement Plan (SIP) and the Board Improvement Plan for Student Achievement (BIPSA).

District Support Visit

At the end of each district support visit, verbal feedback is given to the staff by the Superintendent of Education so that staff have time to reflect upon and discuss plans collaboratively.

Post-Visit

The Principal Leader will provide a written report with further details and recommendations during the post-visit with the principal. This feedback will help to inform next steps, plan for capacity-building and develop actions that will guide the cycle of ongoing improvement in the identified areas.

Schedule of Visits – Secondary

2016-17		2017-2018
Semester 1*	Semester 2*	
Brantford CI &VS	Dunnville SS Valley Heights SS	Paris DHS Pauline Johnson CVS Simcoe Composite School Tollgate Technological Skills Waterford DHS

In the first semester, one District Support visit was completed at Brantford CI under the previous model. In semester two, Student Success will be piloting a new model of District Support Visits. Dunnville SS and Valley Heights SS will pilot this new model which will incorporate a pre-visit review, the district support visit, and a post-visit debrief. This new structure will further support Grand Erie's new Multi-Year Plan and School Improvement Planning process.

Communication Plan:

Schools involved annually in a District Support Visit will receive regular communication and support from the District Support Leads.

Members of Executive Council are kept regularly apprised of the process and are involved in the district support visits.

Recommendation:

Moving forward it is recommended that the SEF report to board be included as part of the Mid-Year BIPSA report as it aligns directly with the Multi-Year Plan, Board Plan as well as School Improvement Planning.

Respectfully submitted,

Linda De Vos, Superintendent of Education

Denise Martins, Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Jamie Gunn, Superintendent of Business & Treasurer
RE: **Trustees' Expense Report**
DATE: April 10, 2017

<p>Recommended Action: It was Moved by _____, Seconded by _____ THAT the Grand Erie District School Board receive the Trustees' Expense Report as information.</p>

Rationale:

Trustees are reimbursed for out of pocket expenses in accordance with Policy F3. The Policy requires that the expenses are reported to the Board in April and November each year.

The attached report details total expenses reimbursed for the period from September 1, 2016 to March 15, 2017.

Respectfully submitted

Jamie Gunn,
Superintendent of Business & Treasurer

Trustee Expense Report

for the period September 1, 2016 to March 15, 2017

Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson	-	573.66	636.42	1,210.08
Rita Collver	-	638.31	204.08	842.39
David Dean	710.01	1,402.28	458.09	2,570.38
Brian Doyle	-	256.30	134.23	390.53
Alex Felsky	710.01	1,262.31	934.70	2,907.02
John Harris	870.01	214.81	-	1,084.82
James Richardson	-	512.52	552.15	1,064.67
Karen Sandy	587.42	584.26	792.82	1,964.50
Carol Ann Sloat	587.42	1,095.39	142.73	1,825.54
Diane Sowers	-	469.47	396.71	866.18
Tom Waldschmidt	-	454.68	352.40	807.08
Brett Newman	-	-	-	-
Elizabeth Marr	-	-	-	-
Total All Trustees	3,464.87	7,463.99	4,604.33	15,533.19



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education
RE: **Education Week 2017**
DATE: April 10, 2017

<p>Recommended Action: It was Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Education Week 2017 Report as information.</p>
--

Background

Education Week is an annual event celebrated across the Grand Erie District School Board; this year the week is celebrated from Monday, May 1 to Friday, May 5, 2017.

The purpose of the week is to highlight the excellence in student learning across Grand Erie schools. Education Week is also held during the same week as Mental Health Week.

The theme for Education Week is aligned with Mental Health Week: *Yes I Can – Growth Mindset*.

Student Talent Show

The event will be held at no cost on Thursday, April 27, 2017 from 11:30 a.m. – 1:30 p.m. at The Sanderson Centre and will kick-off Education Week and Mental Health Week and showcase the exceptional talents of our Grand Erie students.

Hosted by Student Trustees, Brett Newman and Elizabeth Marr, the show highlights schools engaged in the performing arts.

Participating schools include: McKinnon Park Secondary School (concert band), Pauline Johnson Collegiate and Vocational School (music and song by the developmental delay and multi-handicapped classes), Central Public School (bucket drumming), Ecole Dufferin (ukulele ensemble), Walsh Public School (dance), Lansdown-Costain (choir), Agnes G. Hodge (dance), Ecole Confederation (song), Port Rowan Public School, Grandview Public School (dance), Princess Elizabeth (song and video), Major Ballachey Public School (choir), Caledonia Centennial Public School (skipping), West Lynn Public School (dance) and Simcoe Composite School (Cheer Stars).

École Confédération's Grand Opening

École Confederation will be celebrating its official grand opening and Canada 150 on Friday, May 5, 2017 during Education Week. There will be a student assembly from 12:15 p.m. – 1:30 p.m. The event will be held outside the school, 54 Ewing Drive, Brantford, rain or shine.

Bisons Alumni North Park Sports Complex's Grand Opening

The sports field with new artificial turf field and track located behind North Park Collegiate operated by the Grand Erie District School Board and the City of Brantford through the terms of the Joint Use Agreement will host its official Grand Opening on Wednesday, May 3, 2017. The event will be held on the field behind North Park Collegiate-Vocational School, 280 North Park Street, Brantford at

1:30 p.m. (tentative) prior to the start of two soccer games: Girls Soccer at 2:30 p.m. and Boys Soccer at 4:00 p.m.

Communication:

Trustees and families are welcome to attend the Student Talent Show and the grand openings of École Confédération and Bisons Alumni North Park Sports Complex during Education Week. Additional events taking place during the week will be featured on the Board's website.

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Linda DeVos, Superintendent of Education
RE: **Before and After School Programs Kindergarten – Grade 6 2017-18**
DATE: April 10, 2017

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Before and After School Programs 2017-18 as information.</p>
--

Background:

In January 2017, the Ministry of Education released *Before-and-After School Programs Kindergarten – Grade 6 Policies and Guidelines for School Boards*. This document outlines the requirements of school boards. Beginning September 2017, school boards are required to ensure the provision of before-and-after school programs in each elementary school in Ontario for students in Kindergarten to Grade 6 where there is sufficient demand and/or viability.

Before-and-After School Programs must be available on every instructional day and, may operate on non-instructional days if there is a need required by families within the community. School boards may directly operate or, they may enter into an agreement with a third party that is either:

- A licensed child care center that is eligible to receive fee subsidy payments for children enrolled in the program, and/or
- An authorized recreational and skill building program for after school programs only serving students in grade 1 – grade 6 (aged 6 or older)

To support an integrated approach to the planning and delivery of before-and-after school programs, school boards are required to consult with the following community partners to determine demand and program viability:

- Service system managers
- Any First Nation that has a tuition agreement with the board
- Operators of existing third party programs selected by the school board
- Parents with children who are enrolled/they intend to enroll in Kindergarten – Grade 6 with the school board
- Indigenous organizations that provide culturally appropriate programs and services to urban Indigenous communities.

Additional Information:

On January 12, 2017, a meeting was held with our system service managers and operators to review the changes to the guidelines and, to gather feedback. Although the regulatory requirement to survey every parent annually has been removed from regulation, school boards can continue to use the survey to inform planning discussions. In collaboration with our community partners, the decision was made to continue this process. Information on the survey was provided with all new registrations, went home on post cards, was communicated in school newsletters and on school websites and the Grand Erie website. Additionally, based on their input regarding our current RFP process, a decision was made in consultation with the Early Years Division of the Ministry and senior

administration to move to Expressions of Interest, rather than the previous Request for Proposals process.

After reviewing the survey data by school in collaboration with our system service managers, a request for submission of Expressions of Interest was sent to all providers. At this point in the process, third-party providers have expressed interest in offering programs at 46 schools as listed below. Of these 46 schools, 41 will offer Before & After School Programs; 3 will offer an authorized recreational and skill building program for students in grade 1 and up (aged 6 or older); and, 2 schools will offer both. It is important to note, however, that based on changing viability numbers there is the possibility that in collaboration with community partners a Before and After School program will not run due to low numbers between now and September.

School boards are also encouraged to work with their co-terminus school boards and other childcare agencies to ensure a consistent approach to the provision of before-and-after school care for families across the community. Ongoing joint board/local service system manager/third-party provider meetings continue to occur. Engagement with our local Indigenous partners has just begun and will continue.

Before and After School Care Programs – as of April 2017

School	Before & After School Program Third Party Provider	Recreation Third Party Provider	Offsite Provider
Agnes Hodge			Kiddy Korner Daycare (Boys and Girls' Club)
Banbury Heights	Boys and Girls' Club		
Bellview	YMCA		
Bloomsburg	Survey results indicated not viable. No Expressions of Interest requested.		
Boston	Today's Family		
Branlyn Community	YMCA		
Brier Park	YMCA		
Burford District Elementary	Burford Co-Op	County of Brant Kids Zone	
Caledonia Centennial	CYPRES		
Cedarland	YMCA		
Centennial-Grand Woodlands	YMCA		
Central, Brantford	YMCA		
Cobblestone	Paris Childcare	County of Brant Kids Zone	
Ecole Confederation	YMCA		
Courtland	Survey results indicated not viable. No Expressions of Interest requested.		
Delhi	Survey results indicated not viable. No Expressions of Interest requested.		
École Dufferin	YMCA		
Echo Place	YMCA		
Elgin Ave.	Today's Family		
Fairview Avenue	YWCA		
Glen Morris Central		County of Brant Kids Zone	

School	Before & After School Program Third Party Provider	Recreation Third Party Provider	Offsite Provider
Graham Bell-Victoria	YMCA		
Grandview Central	YWCA		
Grandview	YMCA		
Greenbrier	YMCA		
Hagersville Elementary			Koala T Care
Houghton	Survey results indicated not viable. No Expressions of Interest requested.		
J. L. Mitchener	CYPRES		
James Hillier	YMCA		
Jarvis	Parkway		
King George	YMCA		
Lakewood	Today's Family		
Langton	Survey results indicated not viable. No Expressions of Interest requested.		
Lansdowne-Costain	YMCA		
Lynndale Heights	Today's Family		
Major Ballachey		Boys and Girls' Club	
Mt. Pleasant		County of Brant Kids Zone	
North Ward	Paris Child Care		
Oakland-Scotland			Just 4 Moms & Kids
Oneida Central	Today's Family		
Onondaga-Brant	YMCA		
Paris Central		County of Brant Kids Zone	
Port Rowan			Calvary Daycare
Prince Charles	YMCA		
Princess Elizabeth	YMCA		
Rainham Central	Survey results indicated not viable. No Expressions of Interest requested.		
River Heights	CYPRES		
Russell Reid	YMCA		
Ryerson Heights	YMCA		
Seneca Central	Survey results indicated not viable. No Expressions of Interest requested.		
St. George-German			St. George Children's Centre
Teeterville	Survey results indicated not viable. No Expressions of Interest requested.		
Thompson Creek	YWCA		
Walpole North	Parkway		
Walsh	Today's Family		
Walter Gretzky	YMCA		
Waterford	Today's Family		
West Lynn	Today's Family		
Woodman-Cainsville	YMCA		

Communication Plan:

1. As outlined in regulation, school boards are required to provide information to parents in writing and on the board's website by May of each year. The Ministry recognizes that flexibility may be required this year. School boards are encouraged to post the required information by the end of your school year at the latest.
2. School Boards are required to report to the end of the Ministry by the end of each school year. The Ministry has indicated that details regarding reporting requirements and affirmations for before- and after-school program will be forthcoming

Respectfully submitted,

Linda De Vos
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
 FROM: Liana Thompson, Superintendent of Education
 RE: **Partnering Together for Healthy Schools Protocol**
 DATE: April 10, 2017

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Partnering Together for Healthy Schools Protocol as information.

Background

Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board work closely with both the Haldimand Norfolk Health Unit and Brant County Health Unit. At the center of effective school board/public health partnerships is a common understanding of each partners' respective roles and responsibilities and clearly delineated decision-making and communication procedures on health topics that impact students.

The Partnering Together for Healthy Schools Protocol outlines the declaration statement, purpose, guiding principles, approach, and the agreement of how school boards and health units will work together. The Protocol is the umbrella agreement with four working agreements to be attached as appendices. The four working agreements include: Healthy Schools Initiatives, School and Student Immunization Process, Outbreak and Pandemic Preparedness, and Student Oral Health.

To date, the Student Immunization Process is complete and the Student Oral Health is in progress. A planning team is being formed to support the Outbreak and Pandemic Preparedness working agreement and once that is complete a team will then develop the Healthy Schools Initiatives working agreement.

Communication Plan

Once approved, an official signing of the Partnering Together for Healthy Schools Protocol will be held on Tuesday, May 11, 2017 at 10:15 a.m. in the Library of Walter Gretzky Elementary School/St. Basil Catholic Elementary School. The signing will be done by the Director of Education, Brant Haldimand Norfolk Catholic District School Board, the Director of Education, Grand Erie District School Board, the Executive Director, Brant County Health Unit, and the Director, Public Health, Haldimand-Norfolk Health Unit.

Once approved, the Partnering Together for Healthy Schools Protocol and appendices will be posted on the Board's website.

Respectfully submitted,

Liana Thompson
 Superintendent of Education



**BRANT COUNTY
HEALTH UNIT**



Partnering Together for Healthy Schools Protocol

Declaration Statement

Brant Haldimand Norfolk Catholic District School Board, Grand Erie District School Board, Brant County Health Unit and Haldimand-Norfolk Health Unit commit to partner, recognizing and practicing within each organization's mission, vision and culture, in order to create and sustain healthy school environments and school communities that contribute to the well-being of children and youth in Brant, Haldimand, and Norfolk.

Purpose

The purpose of this protocol is to demonstrate the commitment of public health and education in Brant, Haldimand and Norfolk to use the potential of collaboration and collective action to positively influence the lives of children and youth.

The link between health and education is paramount. Healthy students are better learners, and education is a key determinant of health. Through collaboration between education and public health in Brant, Haldimand and Norfolk, we can achieve greater collective impact to create healthy school communities that foster student well-being and success.

Guiding Principles

The Brant Haldimand Norfolk Catholic District School Board, Grand Erie District School Board, Brant County Health Unit and Haldimand-Norfolk Health Unit are committed to:

- Respecting diversity, equity and inclusivity
- Establishing partnerships that promote sharing of expertise, knowledge and resources
- Recognizing the strengths of the child/youth to promote positive outcomes
- Being flexible to meet the needs of the child/youth and family
- Collaborating with families, school and community partners

Approach

Healthy schools will be achieved through strategic partnership and collaboration, communication, knowledge exchange, and development of supportive environments. This includes a commitment to excellence in health protection and health promotion.

Health units and school boards will address any issue following best practice of using multi-pronged strategies consistent with the Foundations for a Healthy School Framework.

Agreement

All parties agree to:

1. Delegate staff with knowledge and relevant portfolio responsibilities, to represent organizational interests (and adhere to respective board processes as appropriate) on Brant Haldimand Norfolk Healthy Schools Advisory Group.
2. Commit to an annual review, or upon request, of the Protocol including appendices to help move the partnership agenda forward; required corrections or deletions will be delegated to the appropriate staff lead.
3. Advocate for the collective understanding of the importance of health protection, promotion and wellness initiatives, at the systems, community and school levels.
4. Support collaborative research and evaluation mechanisms (e.g., data collection, monitoring, knowledge exchange and sharing, tracking progress towards intended goals).
5. All parties will adhere to the governing legislation that supports the mandates of health and education.

Signatories of the Protocol

Date: _____

Director of Education, Brant Haldimand Norfolk Catholic District School Board

Director of Education, Grand Erie District School Board

Executive Director, Brant County Health Unit

Director, Public Health, Haldimand-Norfolk Health Unit

APPENDICES

- Healthy Schools Initiatives
- School and Student Immunization Process
- Outbreak and Pandemic Preparedness
- Student Oral Health



**Waterloo Region
District School Board**

Education Centre

51 Ardelt Avenue, Kitchener ON N2C 2R5
Phone: 519 570 0003 Ext. 4111 fax: 519 570 1618
www.wrdsb.ca

February 10, 2017

Honourable Mitzie Hunter
Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Hunter:

At the January 23, 2017, Committee of the Whole meeting of the Waterloo Region District School Board, Trustees requested we write to you to express our concern at the lack of qualified, fluent French teachers in the province of Ontario.

While our board currently has enough French teachers to meet our classroom demands, it is difficult for us to find suitably qualified French-speaking teachers for our occasional teacher roster and long-term occasional list. As a result, we periodically face challenges providing consistent programming for our students when French classroom teachers are away.

To address the lack of qualified French teachers available to our system, our Human Resources department is proactively working with universities and colleges across Ontario to secure teachers before they graduate. However, we are concerned about the long-term sustainability of this approach as all school boards compete for the same limited pool of newly-qualified French teachers.

We ask the Ministry of Education to explore ways it can encourage post-secondary institutions to expand French programs to grow the number of qualified French-speaking teachers in Ontario and improve the quality of French-fluent teachers available.

Demand for French Immersion programs in Waterloo region has increased by more than 11 per cent in five years, and we believe measures are needed immediately to ensure we can continue to meet the demands of our community while continuing to ensure that students achieve their potential and we protect the well-being of our system.

Sincerely,

A handwritten signature in black ink that reads 'Scott McMillan'.

Scott McMillan
Chairperson of the Board

Cc: OPSBA
Ontario School Board Chairs



**Waterloo Region
District School Board**

Education Centre

51 Ardel Avenue, Kitchener ON N2C 2R5
Phone: 519 570 0003 Ext. 4111 fax: 519 570 1618
www.wrdsb.ca

February 27, 2017

Dave Wallace, Executive Director
Ontario Universities Application Centre (OUAC)
170 Research Lane
Guelph, Ontario N1G 5E2

Dear Mr. Wallace:

I am writing on behalf of the trustees of the Waterloo Region District School Board to express our concern with the implementation of an additional \$50.00 fee to students who wish to make changes to their OUAC applications beginning with this year's cohort of applications.

At a recent Board Meeting trustees approved the following motion:

That the Board of Trustees direct the Chairperson to draft a letter expressing concern in regard to the additional OUAC fee.

At the Waterloo Region District School Board, we support our students in their quest for post-secondary education, but we recognize that for many of our students there is a significant financial commitment required during this process and as such, we cannot support any additional costs.

On behalf of the Waterloo Region District School Board, I would strongly urge OUAC to reconsider the \$50.00 change fee for 2017-2018 applicants.

Sincerely,

Scott McMillan
Chairperson of the Board

Cc: OPSBA
Ontario School Board Chairs

Rabbi Marvin Hier
SWC Dean & Founder

Avi Benlolo
President & CEO, Canada

Samuel Belzberg, OC, OBC
Honourary Chairman

Gerald W. Schwartz, OC
Chairman

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Tom Koffler

Rabbi Meyer May
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March 20, 2017

Dave Dean
Board Chair
Grand Erie District School Board
349 Erie Ave
Brantford, ON
N3T 5V3

Dear Dave Dean,

Friends of Simon Wiesenthal Center for Holocaust Studies (FSWC) is throwing a party for Canada and wants you to be part of the celebration!

As a member of FSWC's January 27th Initiative, it is my honour to extend a personal invitation for you to be our guest at FSWC's iconic Spirit of Hope Gala on May 18, 2017 at the Metro Toronto Convention Centre in Toronto.

FSWC is a top Jewish human rights foundation committed to countering racism and antisemitism, and to promoting the principles of tolerance, social justice and Canadian democratic values through our educational programs supported by the Spirit of Hope Benefit. This year's Spirit of Hope will include a conversation between former British Prime Minister David Cameron and special guest former Canadian Prime Minister, Brian Mulroney. There will also be a special segment highlighting Canada's 150th birthday.

We expect this year's event, building on the tremendous success of the 2016 Benefit, will once again bring together more than 2,000 top Canadian business leaders, philanthropists, community and political leaders in a powerful celebration of the rights and freedoms championed by FSWC.

Thank you for your kind consideration of this request. I hope you will join us and I look forward to seeing you at the Spirit of Hope Gala. Please RSVP your attendance to Melissa Mikel at mmikel@fswc.ca or 416.864.9735 x40.

Sincerely,



Avi Benlolo
President & CEO