



AGENDA

- A – 1 **Opening**
(a) Roll Call
(b) Declaration of Conflict of Interest
(c) In Camera Session (**6:30 p.m.**)
 (i) Personnel Matters
 (ii) Legal Matters]
(d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
(e) Memorials
 (i) Winnifred (Winnie) Jacobs, Paris District & Tollgate Technological T. Waldschmidt
(f) Agenda Additions/Deletions/Approval
(g) In Camera Report
(h) Presentations - Student Recognition Awards
(i) Delegations
- B – 1 **Approval of Minutes**
* (a) August 28, 2017 (Regular Board)
* (b) September 11, 2017 (Committee of the Whole)
- C – 1 **Business Arising from Minutes and/or Previous Meetings**
- D – 1 **Director's Report**
(a) Patti McCleister Memorial Award
(b) Leadership Video
- E – 1 **Student Trustee Report**
- F – 1 **Committee Reports**
* (a) Committee of the Whole – September 11, 2017 T. Waldschmidt
- G – 1 **New Business**
* (a) Major Construction Projects – Final Report R. Wyszynski
* (b) Annual Operating Plans – School Year 2017-18
 i. Well-Being L. Thompson
 ii. Technology D. Abbey
 iii. Community B. Blancher
 iv. Equity W. Baker
 v. Environment R. Wyszynski
(c) Contract Award – Fairview Avenue Redevelopment R. Wyszynski
- H – 1 **Other Business**
* (a) Summary of Accounts – August 2017 R. Wyszynski
* (b) Special Education Advisory Committee Minutes – June 1, 2017 L. Thompson
* (c) Joint Occupational Health & Safety Committee Minutes – June 2017 R. Wyszynski

SUCCESS for Every Student



Regular Board Meeting
 Monday, September 25, 2017
 Board Room, Education Centre

- * (d) Joint Occupational Health & Safety Committee – Safety Audit Tracking Report (Summer 2017) R. Wyszynski
- * (e) Audit Committee Minutes (Draft) – September 19, 2017 R. Wyszynski
- * (f) Compensatory Education Steering Committee Minutes – May 4, 2017 L. Thompson

I – 1 **Correspondence**

J - 1 **Adjournment**

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

Chairs' Committee	September 25, 2017, 5:45 p.m.	Norfolk Room
Board Meeting	September 25, 2017, 7:15 p.m.	Board Room
Committee of the Whole Board	October 16, 2017, 7:15 p.m.	Board Room
Special Education Advisory Committee	October 19, 2017, 6:00 p.m.	Board Room
Student Trustee Senate	October 24, 2017, 10:30 a.m.	Board Room
Grand Erie Parent Involvement Committee	October 26, 2017, 6:30 p.m.	Board Room
Chairs' Committee	October 30, 2017, 5:45 p.m.	Board Room
Board Meeting	October 30, 2017, 7:15 p.m.	Board room
Student Transportation Services Brant Haldimand Norfolk	October 31, 2017, 1:00 p.m.	Norfolk Room
Compensatory Education Committee	November 1, 2017, 1:00 p.m.	Dogwood Room Norfolk SSC
Committee of the Whole Board	November 13, 2017, 7:15 p.m.	Board Room
Special Education Advisory Committee	November 16, 2017, 6:00 p.m.	Board Room
Audit Committee	November 21, 2017, 4:00 p.m.	Brant Room
Chairs' Committee	November 27, 2017, 5:45 p.m.	Board Room
Board Meeting	November 27, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	November 28, 2017, 9:00 a.m.	Pauline Johnson Collegiate

SUCCESS for Every Student

In Memoriam

Winnifred (Winnie) Jacobs

It is with great sadness that I share with you the passing of Winnie Jacobs on Friday September 1st at the age of 63. Winnie began her career with Grand Erie in 2001. She was a much loved and respected library technician at Paris District and Tollgate Technological High School. Her passing is a great loss to our school communities.

Winnie was the loving wife to Gary Jacobs for 40 years. She also leaves behind her son John, daughter Amanda, son-in-law Adam and beloved grandchildren Caitlin, Josh, Mercy and Kaiyah. She was a proud grandmother and always spoke affectionately about her family.

Winnie had an infectious smile and laugh. She was kind-hearted, thoughtful and generous with her time for both staff and students. Her concern for others was genuine. She made the library at both schools a welcoming and inviting place for students of all backgrounds.

Winnie made a significant impact in her career. She will be dearly missed by colleagues and students.

As we grieve her loss, we extend our sincere condolences to her family and friends.

Respectfully and sincerely submitted,

Lindsay Allen, Teacher Librarian and English Teacher
Paris District High School



MINUTES

Present: Board Chair D. Dean, Board Vice-Chair G. Anderson, R. Collver, B. Doyle, A. Felsky, J. Harris, J. Richardson (via teleconference), K. Sandy, C.A. Sloat, D. Sowers, T. Waldschmidt, J. Hsiao (Student Trustee), L. Kelly (Student Trustee)

Administration: Director - B. Blancher; Superintendents – D. Abbey, W. Baker, L. De Vos, D. Martins, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees: Nil
Administration: Nil

A – 1 Opening

(a) Roll Call

The meeting was called to order by Chair, D. Dean at 6:30 p.m. for the purpose of conducting the Open Session. D. Dean welcomed the 2017-2018 Student Trustees to their first meeting and congratulated them on their election.

(b) Declaration of Conflict of Interest
Nil

(c) In Camera Session

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the Board move into In Camera Session to discuss personnel, legal and property matters at 6:30 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, D. Dean at 7:20 p.m.

(e) Memorials

Nil



(f) **Agenda Additions/Deletions/Approval**

Presented as printed. T. Waldschmidt requested the following item be added to the agenda.

E-1-e: Trustee Caucus Topics

Moved by: J. Harris

Seconded by: D. Sowers

THAT the Agenda be approved as amended.

Carried

(g) **In Camera Report** – moved to the end of the agenda

(h) **Presentations**

Nil

(i) **Delegation**

Nil

B – 1 **Approval of Minutes**

(a) **Regular Board Meeting – June 26, 2017**

Presented as printed. C.A. Sloat noted two corrections:

Items F-1-a should read June 12, 2017;

Item G-1- should read May 11, 2017

Moved by: G. Anderson

Seconded by: A. Felsky

THAT the Minutes of the Regular Board Meeting, held June 26, 2017 be approved, as amended.

Carried



C – 1 Business Arising from Minutes and/or Previous Meetings

(a) Multi-Year Plan Communication Evaluation

B. Blancher asked G. Rousell, System Research Leader to the table. B. Blancher referred to the Multi-Year Plan Communication Evaluation report and informed Trustees that as per Section 169.1 (1) of the Education Act, a Board must annually review the Multi-Year Plan. B. Blancher noted that under the leadership of the Grand Erie System Research Leader and the Manager of Communications and Community Relations, nine focus groups were held beginning in April 2017 for the purpose of assessing the 2016-2020 Multi-Year Plan Implementation and evaluating the level of staff understanding of and connections to the plans. Focus group participants included teachers, school administrators and CUPE members. An online survey was conducted with DECEs, PSSP and GEMST staff.

B. Blancher noted while there are some positive results coming out of the evaluation, the results also show that there is work to do and provided a brief overview on the next steps to ensure the Multi-Year Plan is a driver for positive change in Grand Erie.

C.A. Sloat noted on page 5, responses from PSSP but nothing from DECE. G. Rousell responded DECEs are included and that was an oversight.

A. Felsky expressed that this report is very helpful for her understanding of how the Multi-Year Plan is understood across the system.

J. Harris noted that part of this seems to highlight a communication issue on what has been received and how staff connect to the Multi-Year Plan. B. Blancher agreed and stated that she would be working with our new Manager of Communications, and at this time welcomed our new Manager of Communications, K. Newhouse, who will assist with new strategies around communicating the Multi-Year Plan. B. Blancher noted that one of the things the report revealed is that structures like our Annual Operating Plans which support the goals of the Multi-Year Plan are not shared with the system. She believes that sharing these items would help staff understand better how the goals of the Multi-Year Plan are put into operation on an annual basis.

R. Collver thanked everyone who participated in the focus groups and surveys. They provided good feedback and she believes that we need to improve our communication of the Strategic Plan. R. Collver noted that we need to ensure we are all on the same page on how to communicate. B. Blancher responded that once she has the opportunity to review this with K. Newhouse a report on our Multi-Year Plan communications for this year will be brought back to Board.



Moved by: R. Collver

Seconded by: J. Harris

THAT the Grand Erie District School Board request a report from Sr. Administration on the Communication Plan for the Multi-Year Plan at the October 30, 2017 Board Meeting.

Carried

Moved by: D. Sowers

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the report, Multi-Year Plan Communication Evaluation.

Carried

(b) **Proposed Brant/Brantford Secondary ARC**

Moved by: C. A. Sloat

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve reintroducing the motion that approved the Pupil Accommodation Review for Brant/Brantford Secondary Schools in accordance with Bylaw 5, Section 14.

Carried

B. Blanche referred to the Proposed Brant/Brantford Secondary ARC report and provided a brief overview on the memorandum received from the Ministry of Education on June 28, 2017 outlining the Ministry plan to strengthen rural and northern education. B. Blanche further noted the Ministry's plan to review its Pupil Accommodation Review Guidelines (PARG). Due to the proposed revisions, the Ministry states that "school boards will not start new Pupil Accommodation reviews until the reviewed PARG is complete...". Based on this direction, the recommendation is for Trustees to suspend the approved April 10, 2017 Committee of Whole meeting motion.

C.A. Sloat also noted that the Ministry of Education provided some funding for rural schools. B. Blanche responded that the June 28th memorandum did refer to additional funding and Grand Erie has received \$583,173 to fund initiatives in rural schools. Due to the timing of the information, no decisions have been made on how to spend this fund. The Senior Administration will be discussing how best to use the funding.

Moved by: G. Anderson

Seconded by: J. Harris

THAT the Grand Erie District School Board suspend the motion to hold a Pupil Accommodation Review of Brant/Brantford Secondary schools approved by the Board on



Regular Board Meeting

August 28, 2017

Education Centre, Board Room

April 10, 2017 due to a Ministry of Education moratorium on Pupil Accommodation Reviews, until such time as clear direction to proceed is provided by the Ministry.

Carried

C.A. Sloat asked for an update on the Confidentiality Agreement noted on the June 2, 2016 Privacy Information Management Meetings. L. De Vos responded that it is in the process of being completed and will be going live very soon.

D – 1 Director's Report

Director's highlights:

- Introduced R. Wyszynski, Superintendent of Business & Treasurer
- Director's Kick off meeting will take place on Aug 29 at McKinnon Park Secondary
- Grand Erie Website - D. Abbey noted it has gone live and is AODA compliant. The Staff portal to be migrated by mid-September.
 - C.A. Sloat asked if there are items that need to be put back on, who are these directed to? D. Abbey responded they should be forwarded to Graphic Designer – Website Coordinator.
 - J. Harris asked as the transition period is mid-September, are we still working with the vendor. D. Abbey responded that we continuing to work the vendor. J. Harris further asked as we transition off the vendor support, are we staffed to support. D. Abbey that we have staff trained but will require a web designer
- Camp SAIL – offered this summer at 7 elementary schools; two programs have finished and the other 5 wrap up this week. There has been a great deal of social media coverage of these programs.
- Welcome to Secondary School – Grade 9 registration events are scheduled this week
- Focus on Youth – 32 Grand Erie students took part in the Focus on Youth summer employment program
- Ministry of Education Additional funding received. Requested D. Martins to provide Trustees with an update – Grand Erie applied for funding under the Ensuring Equitable Access to Post-Secondary Education Initiative and we are pleased to announce that we received funding for a Post-Secondary Education Navigation for Indigenous Students. The funding will be used for this position and field trips for students to visit post-secondary institutions and learn more about the various pathways available after secondary school. We also received additional funding for Achieving Excellence in Applied Courses which will allow us to expand our Renewed Math Strategy professional learning – have identified 3 schools to be involved which are SCC, BCI, McKinnon Park.



(a) **Multi-Year Video**

B. Blancher shared with Trustees two videos that will be presented at the Director's Kick Off Meeting to highlight our continued implementation of our 2016-2020 Multi-Year Plan.

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Director's Report of August 28, 2017 as information.

Carried

E – 1 **New Business – Action / Decision Items**

(a) **Approval of the 2017-2018 Committee of the Whole and Regular Board Proposed Schedules of Items**

B. Blancher referred to the Committee of the Whole Board and Regular Board Proposed Schedule report.

R. Collver liked the change of the look of this report. C.A. Sloat indicated the Director's Annual Report should be included in the December schedule. C.A. Sloat further noted S02 states an annual report is to be brought to the Board and asked when will Trustees see that report. B. Blancher responded she will look in this and report back.

Moved by: D. Sowers

Seconded by: J. Harris

THAT the Grand Erie District School Board approve the Proposed Schedules for the 2017-2018 Committee of the Whole Board and Regular Board Meetings.

Carried

(b) **OPSBA Membership Fee for 2017-2018**

Presented as printed.

B. Doyle noted his concern with the fee increase.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the 2017-2018 OPSBA Membership Fee of \$65,691.42 plus HST for payment.

Carried



(c) **Capital Priorities Project Funding Submissions**

R. Wyszynski referred to the Capital Priorities Project Funding Submissions report and informed Trustees that as per Memorandum 2017:B7 Requests for Capital Priorities Project Funding Submissions, the Ministry has requested Board to submit business cases identifying their urgent and pressing pupil accommodations needs. Guided by the Boar Long Term Accommodation Plan – March 2017, R. Wyszynski reviewed the recommended business cases that be submitted:

1. Priority One – New School Project for the Southwest Brantford area to accommodate the current and future enrolment and would eliminate the portable classrooms in use now and in future school-years at Walter Gretzky and Ryerson Heights schools.
2. Priority Two – New Joint Elementary School Project for Caledonia with the Brant Haldimand Norfolk Catholic District School Board to serve the new Avalon (McClung Road) development.

C.A. Sloat asked how did we come up with the Caledonia Joint Elementary School Project and when was this approved. B. Blancher responded that the combined schools were very clear during the boundary review.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the School Consolidation Capital Priorities for submission to the Ministry of Education.

Carried

(d) **Contract Award – Pauline Johnson Hospitality Program**

R. Wyszynski referred to the Contract Award – Pauline Johnson Hospitality Classroom report and provided the Trustees with a brief overview on the Tender 2017-247-T process to interior renovations for Multiple Handicapped Classroom and Hospitality Classroom at Pauline Johnson Collegiate and Vocational School. R. Wyszynski noted 12 companies attended the mandatory site meeting and 6 companies submitted bids. Due to the end of June timing for the bid submissions, the Director and Superintendent of Business approved the award of the contract to Abcott Construction in July, as per Procedure F107- Purchasing, section 3.5.

C.A. Sloat noted the contract award came in above budget, leaving only \$50,000 for equipment. B. Blancher responded it has and that Superintendent Abbey and Martins will be speaking with the staff regarding the reduced amount for equipment.



C.A. Sloat asked did the Chair or the Vice chair sign the contract as per BL13? B. Blancher responded that past practice has been that the Chair and Vice Chair have not signed when the request to tender is brought to the Board for approval.

J. Harris noted if that is the case, what do we need to do to bring BL13 out of cycle to reflect the correct process. C.A. Sloat responded this impacts BL13, F6 and F107. J. Harris recommends this be put back to the Secretary of the Board to review and bring back recommendation.

Moved by: G. Anderson

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the report on the Contract Award – Pauline Johnson Hospitality Classroom.

Carried

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the Grand Erie District School Board send Bylaw 13: Signing Authorities of the Board, Policy F6: Purchasing and Procedure F107: Purchasing back to Sr. Administration to review.

Carried

(e) **Trustee Caucus**

T. Waldschmidt indicated there was discussion at Chairs meeting regarding the issue on Privacy. B. Blancher reminded Trustees that a consultant was hired to complete a Privacy Audit. The audit has been completed and we have received the report. B. Blancher believes this is something that needs to come back to Trustee sooner than later and it was suggested that a Trustees Caucus occur on September 18th to review the report in detail.

C.A. Sloat asked for clarification on this proposal. B. Blancher responded that the Trustees need more time to discuss the report that may not occur during a Board meeting.

Moved by: J. Harris

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve a Trustee Caucus on Monday, September 18, 2017 to review the Privacy Audit report.

Carried



E – 2 New Business – Information Items

(a) Major Construction Update (FT2)

R. Wyszynski provided a status update for the 2016-2017 Major Construction Project Process as follows:

Thompson Creek Addition: Create (4) new classrooms to facilitate the consolidation of Anna Melick Memorial School Students effective September 1, 2017:

- While masonry repair was underway, large quantities of asbestos containing vermiculite were discovered. Services of asbestos consultant were engaged and it was determined a type 3 outdoor removal method using asbestos abatement contractor was required. Asbestos removal has been completed.
- Deterioration of the foundation - Engineer instructed the Board to install shoring on both floors to strengthen the wall and in addition, weeping tile was added to redirect water
- Project timeline – on schedule
- Capital Priority Grant Budget for the addition is expected within the approved budget, however wall/foundation deterioration and asbestos removal will result in an additional cost of \$500,000 and will be funded from School Condition Improvement

B. Doyle is very pleased to see that the asbestos has been removed. C.A. Sloat asked if occupancy in the four classrooms will occur on September 5. L. De Vos responded that the occupancy will not occur and the plan has been communicated. L. De Vos noted hoping occupancy to occur the week of September 18th. B. Doyle suggested that communication by a letter home to parents be sent the first week of school.

Fairview Avenue Redevelopment: construction of new elementary school to accommodate the consolidation of Fairview Avenue PS and Grandview Central PS and will included child care and child and family program spaces.

- Tender was issued on August 25, 2017
- Capital Priority Grant approval \$10,619,020 has been received from the Ministry of Education

R. Collver requested clarification of why Fairview has taken so long to go to tender. B. Blancher responded that we submitted our plan and it was pushed back to us and we resubmitted. B. Blancher also noted this is the first time construction has included the child care facility.



R. Collver requested confirmation that other than the timeline change were there any changes to the design. B. Blancher confirmed the original design was approved.

Pauline Johnson Collegiate Hospitality Program: renovate space at Pauline Johnson Collegiate to accommodate a new Hospitality and Tourism Program

- Tender was closed on June 29, 2017
- Work has commenced and is expected to be completed by 2nd week of September

C.A. Sloat asked that this construction included a multi handicapped room and will it be ready for occupancy on September 5th. B. Blancher responded it will.

C.A. Sloat asked for an update on Elgin Ave rebuild. B. Blancher responded that the Request for Proposal is in the works.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

Carried

(b) **2015-2016 Energy Consumption / Conservation Report**

R. Wyszynski explained that this annual report is provided with assistance from Katie Hashimoto, Supervisor of Energy & Environmental Conservation and Facility Services. He provided highlights from background, report data and variables, energy demand and conservation and summary.

J. Harris asked on page 4 there is breakdown on energy, what is it that the new schools are using the same amount of energy as 25-year-old school? B. Blancher responded that our newer schools have air conditioners and the older schools do not and could explain the reason why. C.A. Sloat asked if there is anything else we are planning to do to reduce energy usage. B. Blancher responded that this is answered on page 5 under occupant behaviours.

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the 2015-2016 Energy Consumption/Conservation Report as information.

Carried



F – 1 Other Business

(a) Summary of Accounts – June 2017

Presented as printed.

Moved by: G. Anderson

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Summary of Accounts for the months of June 2017 in the amount of \$11,627,042.74 as information.

Carried

(b) Summary of Accounts – July 2017

Presented as printed.

Moved by: C.A. Sloat

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Summary of Accounts for the months of May 2017 in the amount of \$7,038,765.87 as information.

Carried

(c) Audit Committee Minutes (Draft) – June 27, 2017

Presented as printed.

Moved by: G. Anderson

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Audit Committee Minutes (Draft) – June 27, 2017 as information.

Carried

G – 1 Correspondence

(a) Peel District School Board Letter – June 20, 2017

(b) Brantford Police Service Letter – July 7, 2017

(c) Ministry of Children and Youth Services Letter – July 31, 2017

C.A. Sloat commented on the Peel letter about the funding for Section 23 and does that align with our issues with Sprucedale. B. Blancher responded that we are paying close attention



to this. C.A. Sloat asked if we have heard anything further from Ministry of Children and Youth Services. B. Blancher responded we have not.

R. Collver requested for clarification, was the Ministry of Children and Youth Services part of the teleconference. B. Blancher responded they were not on the call.

Moved by: D. Sowers

Seconded by: J. Harris

THAT the Grand Erie District School Board receive correspondence as information.

Carried

D. Dean requested that Trustees submit their 2016-2017 Expenses by September 11, 2017.

Moved by: J. Harris

Seconded by: D. Sowers

THAT the Board move back into In Camera Session to discuss personnel, legal and property matters at 9:00 p.m.

Carried

Open Session resumed at 9:15 p.m. Trustee Richardson had left the meeting at 9:00 p.m.

(j) **In Camera Report**

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Director's Operational Goals for 2017-2018.

Carried

H – 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: T. Harris

THAT the meeting be adjourned at 9:17 p.m.

Carried

Board Chair, David Dean



MINUTES

Present: T. Waldschmidt – Committee Chair, G. Anderson, R. Collver, D. Dean, B. Doyle (arrived at 8:01 p.m.), A. Felsky, J. Harris, J. Richardson, K. Sandy, C.A. Sloat, J. Hsiao (Student Trustee), L. Kelly (Student Trustee)

Via Teleconference: D. Sowers

Administration: Director - B. Blancher; Superintendents - D. Abbey, W. Baker, L. De Vos, D. Martins, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees: Nil
Administration: Nil

A – 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, T. Waldschmidt at 6:30 p.m. for the purpose of conducting the In Camera Session.

(b) Declaration of Conflict of Interest

Nil.

(c) In Camera Session

Moved by: J. Richardson

Seconded by: G. Anderson

THAT the Board move into In Camera Session to discuss personnel, and legal matters at 6:30 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, T. Waldschmidt at 7:15 p.m.



Committee of the Whole Board

September 11, 2017
Education Centre, Board Room

(e) **Agenda Additions/Deletions/Approval**

Presented as printed. D. Dean requested one addition under Other Business.

F-1-a Trustee Expenses

Moved by: J. Harris

Seconded by: J. Richardson

THAT the agenda be approved as amended

Carried

(f) **In Camera Report**

Moved by: G. Anderson

Seconded by: A. Felsky

THAT the Grand Erie District School Board approve C-1-c.

Carried

B – 1 **Business Arising from Minutes and/or Previous Meetings**

(a) **Boundary Review Request for McKinnon Park Secondary**

R. Wyszynski referred to the Boundary Review – McKinnon Park Secondary School report and provided a brief overview of the background, additional information and recommendations with regards to the catchment area of McKinnon Park. R. Wyszynski noted public meetings will be held in the following communities beginning November 2017:

- Six Nations Elected Council and Education Committee,
- Mississauga of the New Credit
- McKinnon Park

D. Dean asked, as we look at the boundary review for McKinnon Park does this impact Hagersville and Cayuga communities? B. Blancher responded that it will but there is a lot of room at Hagersville and Cayuga.

J. Richardson requested clarification of who makes up the committee and does the committee meet outside of the public meeting. B. Blancher responded providing a list of as per FT119 and noted we may need to take a look if there is anyone else that we need to add and would also recommend that the committee meeting occur after the public meetings. C.A. Sloat noted FT119 is coming up for review in November and we have had a lot of recent experience to make the procedure better going forward. C.A. Sloat indicated we need



Committee of the Whole Board

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Education Centre, Board Room

to know where the Six Nations students attending McKinnon Park student are living to understand the issue. B. Blancher responded that when we take the tuition agreement back to Six Nations, we are always asked about enrolment at McKinnon Park. The Director referred back to the recommendations from the 2014 Haldimand Secondary Accommodation Review Report.

R. Collver likes that fact the Indigenous Education Team is talking to Band Council and asked what message they are sharing. B. Blancher responded that as part of the role of Native Advisor is to be the liaison between Six Nations and Grand Erie. Our Native Advisor attends Band Council Education Committee meetings and the topic of secondary school boundaries on Six Nations has surfaced several times over the past two years.

R. Collver asked is there information regarding where students on Six Nations attend secondary school. B. Blancher responded that we do have a map to identify where the Six Nation students live and which school they attend. R. Collver asked if Trustees will be provided with that map. B. Blancher responded it will be updated with current data and provided to Trustees.

G. Anderson noted that prior to amalgamation there were clear boundaries that included Six Nations and Mississaugas of the New Credit but since amalgamation, these were not enforced.

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve a Boundary Review for McKinnon Park Secondary School to begin November 2017.

Carried

(b) **Report on Extension Funding**

R. Wyszynski referred to the Extension Agreement Funding report providing a brief overview and reviewed the breakdown on how Grand Erie used the staffing allocations for each of the union groups: Elementary Teachers' Federation of Ontario (ETFO), Ontario Secondary School Teachers' Federation (OSSTF), Professional Student Services Personnel (PSSP), Canadian Union of Public Employees (CUPE) which included:

- ETFO Positions: 2.0 FTE (Full Time Employee) Elementary Program Support Staff, 6.0 FTE Teachers to Address Targeted Special Education Needs; and 2.0 FTE System Priority Funding
- OSSTF Positions: 15 teaching section provided through special education and 21 additional sections provided through the secondary programming system investment



Committee of the Whole Board

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- PSSP Positions: 1.0 FTE Support Staff
- CUPE Positions: 8.0 FTE Education Assistants, 1.0 FTE Computer Technician, pool hours for IT, clerical and 7 service departments, 1.0 FTE Maintenance Trades III and 3.85 FTE permanent pool caretakers

C.A. Sloat noted it is nice to see clarification of where the money has been spent.

R. Collver does appreciate the report to help Trustees understand where the \$2.639M has been spent and that it's important to remind the system this is only for 2 years.

Moved by: G. Anderson

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the report, Extension Agreement Funding.
Carried

(c) **Terms of Reference – Safe and Inclusive Schools Committee**

W. Baker referred to the Safe and Inclusive Schools Committee Terms of Reference report and provided a brief overview. W. Baker noted that the co-Chairs of the committee C. Bibby and H. Knill-Griesser were present.

C.A. Sloat noted 3.3 creates concern for her and would request that we come up with clear parameters around what this means. W. Baker will take this away for consideration.

D. Dean commented that he supports this but did note concern that not all safety equates to equity and inclusivity.

A. Felsky noted her delight to make this a standing committee.

G. Anderson noted his support and understands D. Dean's concerns.

Moved by: A. Felsky

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve Safe and Inclusive Schools Committee Terms of Reference.

Carried



Committee of the Whole Board

September 11, 2017
Education Centre, Board Room

C – 1 Director’s Report

The Director highlighted:

- Minor updates have been made to the Manuals to SO15 Field Trips and Excursions – updates remove some duplication and provide clarification regarding confirming insurance, requirements with water package trips, CSA approved helmets required for winter sports.
- Ministry of Education updates
 - Province announced plans for updated curriculum and new report cards which will be introduced in 2018-19.
 - Ontario’s Education Equity Action Plan – new three-year strategy to reduce systemic barriers and ensure that all Ontario students reach their full potential
- September 15 – PA Day for both Elementary and Secondary Schools
- Lynndale Heights Elementary – a letter has been sent to Mayor Luke and Norfolk County Council to request overflow use of Lynndale Park as the current plan is to put portables on Lynndale Heights to accommodate the Students from Elgin Ave during the building renovations.

D. Dean spoke about the Trustee Learning Sessions and reminded Trustees a session is scheduled on Sept 18, 2018 to review the Privacy Assessment Report. D. Dean further noted that six topics have been received to date: Privacy Management, TRC, Data Dashboard, Student behaviour, Adult Education and Equity Action Plan and would like to come to a decision on three topics. C.A. Sloat requested that we get more background information for each of the topics before Trustees decide as some of these may mean different things to each Trustee. J. Harris requested we ask the Executive Assistant to prepare a poll and send out to Trustees. T. Waldschmidt recommends the topics, the background and decision be discussed at the September 18 Trustee Caucus session.

R. Collver asked if the recent announcement on Well Being for Students is for new funding?
B. Blancher responded that we have not received any information on the funding piece to date.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Director’s Report of September 11, 2017 as information.

Carried

D – 1 New Business – Action/Decision Items

Nil



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Education Centre, Board Room

D – 2 New Business – Information Items

(a) Enrolment Update

R. Wyszynski referred to the Enrolment Update date report and reviewed the laydown data report which included enrolment projections, actual enrolment as of September 8, 2017 and the enrolment history.

C.A. Sloat asked D. Abbey if Grand Erie submitted ONSIS data on time. D. Abbey responded we did.

C.A. Sloat asked if this increase will have impact on staffing? S. Sincerbox responded not at this time but he will have a better idea within the next week or so.

B. Doyle arrived at 8:01 p.m.

R. Collver noted Quality Accommodations brought Trustees a report with the recommendation of developing a strategy to build our enrolment, which seems to be making a difference.

Moved by: G. Anderson

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Enrolment Update report as information.

Carried

(b) Data Report – Supervised Alternative Learning (SAL) Annual Report

D. Martins referred to the Data Report – Supervised Alternative Learning (SAL) report and reviewed the 2016-17 school year data which consisted of:

- Percentage of Students by Age Profile including Male to Female Ratio
- Number of Students by Activity Group
- Student Enrolment
- Credit Summary
- Cumulative Data Summary Analysis

D. Martins noted the data demonstrates continued success for the students within the SAL program and reviewed the rationale for some of the changes in current data/trends and potential changes in the future.



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G. Anderson asked if we still get the students from Houghton? D. Martins responded we had approximately six to eight Grade 8 students apply to the SAL program last year and did see success with some of them. G. Anderson asked what are the reasons for the declined applicants? D. Martins responded that it could be the parents who declined.

J. Harris noted having worked on this committee it is an unsung story of getting kids engaged and thanked the staff for their hard work.

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Data Report – Supervised Alternative Learning as information.

Carried

(c) **Alternative Education / Turning Point Report**

D. Martins referred to the Alternative Education Program Report and provided Trustees with an update on changes to the alternative education programs which include Indigenous Alternative Programs and Turning Point Programs.

D. Martins noted an attendance audit was completed in the Spring of 2016 by the Ministry of Finance and the recommendations from the audit were implemented in September 2016 which included:

- Additional eLearning opportunities
- Cooperative education opportunities
- Credit recovery
- Removal of independent learning courses

D. Martins noted the top three options within our Turning Point programs are:

1. Full day cooperative education learning
2. Cooperative education + e-Learning course
3. Cooperative education + credit recovery (face to face)

D. Martins reviewed the 2016-17 Student Achievement data for each of the programs and provided a brief overview on the next steps which have a direct connection between the Multi-Year Plan and the Alternative Education Programs.

R. Collver commented that she is impressed with what D. Martins and her team were able to do with this and thanked them for their efforts. R. Collver noted that we did have some



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challenges/barriers around the e-learning and asked how did we get around that barrier. D. Martins responded we found that Wi-Fi viability for iPads, laptops and tablets was an issue, we provided more desktop computers that have a hardwire connection to the network at schools and established some additional accessibility points and other satisfactory work arounds.

J. Harris thanked D. Martins for her excellent work.

J. Harris asked D. Abbey if the infrastructure changes coming into play. D. Abbey responded simultaneous moving to fibre, we also moved to broadband modernization. D. Abbey also noted we will be deploying Software Defined Wide Area Network (SD-WAN) devices to schools identified by the Ministry of Education to increase network access that cannot be reached by fibre service providers.

Moved by: R. Collver

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Alternative Education Program report as information.

Carried

E – 1 Bylaw/Policy/Procedure Consideration - Action/Decision Items

(a) SO20 Assessment, Evaluation and Reporting

D. Martins noted Policy SO20 Assessment, Evaluation and Reporting has been identified for review. D. Martins noted this policy will be going out for comment and referred to the minor revisions.

Moved by: J. Harris

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board forward Policy SO20 Assessment, Evaluation and Reporting to all appropriate stakeholders for comments to be received by December 1, 2017.

Carried

(b) HR107 Maintaining Employee Safety while Working with Identified Exceptional Students

L. Thompson noted Procedure HR107 Maintaining Employee Safety while Working with Identified Exceptional Students has been identified for review. L. Thompson noted this procedure will be going out for comment and referred to the minor revisions.



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R. Collver seeking clarification if this will be going out with “Exceptional”. J. Harris recommends it goes around as is and wait for comments. R. Collver believes we should be sending out to stakeholders what the Board believes it should read. The consensus was to remove “Exceptional”.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board forward Procedure HR107 – Maintaining Employee Safety While Working with Identified Exceptional Students to all appropriate stakeholders for comments to be received by December 1, 2017.

Carried

(c) **HR121 Injury/Incident/Disease Investigation and Reporting**

R. Wyszynski noted Procedure HR121 Injury/Incident/Disease Investigation and Reporting has been identified for review. R. Wyszynski noted this procedure will be going out for comment and referred to the minor revisions.

Moved by: J. Harris

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Procedure HR121 – Employee Injury/Incident/Disease Investigation and Report Procedures to all appropriate stakeholders for comments to be received by December 1, 2017.

Carried

(d) **P106 Home Instruction**

L. De Vos noted Procedure P106 Home Instruction has been identified for review. L. De Vos noted this procedure will be going out for comment and referred to the minor revisions.

G. Anderson asked if we keep of list of staff who can do home instruction or is it fluid. S. Sincerbox noted it is fluid.

Moved by: G. Anderson

Seconded by: K. Sandy

THAT the Grand Erie District School Board forward Procedure P106 Home Instruction to all appropriate stakeholders for comments to be received by December 1, 2017.

Carried



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(e) **F4 Trustee Honoraria**

R. Wyszynski referred to comments received and revisions made.

Moved by: G. Anderson

Seconded by: J. Harris

THAT the Grand Erie District School Board approve Policy F4 Trustee Honoraria Process.

Carried

E – 2 **Procedures Consideration – Information Items**

(a) **HR118 Occasional Teacher Performance Appraisal**

S. Sincerbox referred to comments received and revisions made.

Moved by: J. Harris

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive Procedure HR118 Occasional Teacher Appraisal as information.

Carried

F– 1 **Other Business**

(a) **Trustee Expenses**

D. Dean shared that it has come to our attention that we need to make some changes to the expense claim. D. Dean requested L. Howells provide a brief overview on the proposed process with respect to Trustee Expenses. There was much discussion and the Trustees support this new process.

G – 1 **Correspondence**

(a) **OSPBA Letter – June 23, 2017**

R. Collver asked do we need to have conversation, take any action, push this forward if OSPBA continues to increase fees. C.A. Sloat responded there is a new Executive Director and he has new ideas.

Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive correspondence as information.

Carried



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H – 1 Adjournment

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the meeting be adjourned at 9:15 p.m.

Carried

Committee of the Whole Board Chair, Tom Waldschmidt



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Tom Waldschmidt, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: September 25, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated September 11, 2017 as follows:

1. In Camera Report

THAT the Grand Erie District School Board approve C-1-c.

2. Boundary Review Request for McKinnon Park Secondary

THAT the Grand Erie District School Board approve a Boundary Review for McKinnon Park Secondary School to begin November 2017.

3. Report on Extension Funding

THAT the Grand Erie District School Board receive the report, Extension Agreement Funding.

4. Terms of Reference – Safe and Inclusive Schools Committee

THAT the Grand Erie District School Board approve Safe and Inclusive Schools Committee Terms of Reference.

5. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of September 11, 2017 as information.

6. Enrolment Update

THAT the Grand Erie District School Board receive the Enrolment Update report as information.

7. Data Report – Supervised Alternative Learning (SAL) Annual Report

THAT the Grand Erie District School Board receive the Data Report – Supervised Alternative Learning as information.

8. Alternative Education / Turning Point Report

THAT the Grand Erie District School Board receive the Alternative Education Program report as information.

9. SO20 Assessment, Evaluation and Reporting

THAT the Grand Erie District School Board forward Policy SO20 Assessment, Evaluation and Reporting to all appropriate stakeholders for comments to be received by December 1, 2017.

10. HR107 Maintaining Employee Safety while Working with Identified Exceptional Student

THAT the Grand Erie District School Board forward Procedure HR107 – Maintaining Employee Safety While Working with Identified Exceptional Students to all appropriate stakeholders for comments to be received by December 1, 2017.

11. HR121 Injury/Incident/Disease Investigation and Reporting

THAT the Grand Erie District School Board forward Procedure HR121 – Employee Injury/Incident/Disease Investigation and Report Procedures to all appropriate stakeholders for comments to be received by December 1, 2017.

12. P106 Home Instruction

THAT the Grand Erie District School Board forward Procedure P106 Home Instruction to all appropriate stakeholders for comments to be received by December 1, 2017.

13. F4 Trustee Honoraria

THAT the Grand Erie District School Board approve Policy F4 Trustee Honoraria Process.

14. HR118 Occasional Teacher Performance Appraisal

THAT the Grand Erie District School Board receive Procedure HR118 Occasional Teacher Appraisal as information.

15. Correspondence

THAT the Grand Erie District School Board receive correspondence as information.

Respectfully submitted,

Tom Waldschmidt, Chair
Committee of the Whole Board

F-1-a Committee of the Whole Report

Bylaw 8 – Committees of the Board

Safe and Inclusive Schools Committee

Terms of Reference

1.0 Mandate

1.1 The Safe and Inclusive Schools Committee promotes and supports policies, programs and practices that create safe and inclusive learning environments for all.

- The Committee coordinates interventions at the Board and community level to promote healthy social climates in schools, which are naturally less inclined to support bullying behaviours.
- The Committee provides ongoing equity and inclusion training for staff and students.
- The Committee uses its expertise to help guide decision-making in schools.

1.2 The Committee shall meet a minimum of five times per year to review Board policies, address current equity issues, and coordinate training sessions.

2.0 Committee Composition

Membership of the Safe and Inclusive Schools Committee includes, but is not limited to:

- 2.1 One Trustee (and alternate)
- 2.2 Superintendent of Education responsible for Safe and Inclusive Schools
- 2.3 Elementary administrator(s)
- 2.4 Secondary administrator(s)
- 2.5 Safe Schools Social Worker
- 2.6 Safe Schools Child & Youth Worker
- 2.7 Elementary teacher(s)
- 2.8 Secondary teacher(s)
- 2.9 Mental Health and Well-being Lead
- 2.10 Professional Support Services representative
- 2.11 Teacher Consultant – English Language Learner
- 2.12 Teacher Consultant - Indigenous Education
- 2.13 Human Resources representative

Resource personnel for consultation purposes:

F-1-a Committee of the Whole Report

- * Information Technology
- * Transportation
- * Parents
- * Union representatives
- * Crown Attorneys
- * Police Services
- * Community partner agencies
- * Student Success
- * Elementary Program

3.0 Committee Operating Procedures and Scope

- 3.1 The committee will review all Grand Erie policies and procedures out for comment through an Equity and Inclusion lens.
- 3.2 The committee will consult with school administrators in the development of practices that ensure safety and promote equity and inclusivity.
- 3.3 The committee will review the profiles of student applications to the Brant Community Response Table, the Haldimand Norfolk Community Mobilization and the Six Nations High Risk Committee.
- 3.4 The committee will use stakeholder feedback to determine appropriate training sessions and strive to be inclusive in offering training opportunities.
- 3.4 The committee will monitor and address human rights issues.
- 3.5 The committee, through the Superintendent of Education, will provide minutes of meetings to the Board.
- 3.6 The committee will have co-chairs, one being a school administrator and the other being a member of the Safe Schools Team.
- 3.7 Committee decision-making will be based on a consensus model.
- 3.8 The committee will review annually the Violence Threat/Risk Assessment protocol, police protocol, and representation on the community mobilization tables.
- 3.9 The committee will vet funding applications related to equity, inclusion and student safety.

4.0 Role of the Board

- 4.1 Appoint Trustee representatives to the Safe and Inclusive Schools Committee.
- 4.2 Receive minutes of committee meetings as information.



Maintaining Employee Safety While Working with Identified Exceptional Students

Board Received: June 23, 2014

Review Date: September 2017

Accountability:

- 1. Frequency of Reports - As needed
2. Severity Threshold - As needed (e.g., Lost workdays due to injury; work refusal.)
3. Criteria for Success - Active roles in supporting staff to develop strategies to preventing violence are present.
- Clear communications with employees and parents.

Procedures:

INTRODUCTION

Grand Erie District School Board recognizes its responsibility, in partnership with pupils, their families, staff and the community, to provide a safe, positive learning and working environment for staff working with identified exceptional students.

The main purpose of this procedure is to provide schools with direction in dealing with situations in which the behaviour of students accessing special education programs and services has resulted in injury to a Board employee.

It is recognized that enhanced measures for staff working with identified exceptional students who display violent or aggressive behaviours may be required while delivering special education services.

It is recognized that identified exceptional students may, at times, exhibit some aspects of behaviours that may be considered aggressive. This may be due to cognitive or developmental level, or as part of the nature of their exceptionality as a student who has special needs. As well, the behaviours are not necessarily intended to harm others and take place due to limited control over their actions or changes in their environment that can adversely affect them.

The Board recognizes that, despite the challenges presented by the behaviour of identified exceptional students, every precaution reasonable will be taken in the circumstances for the protection of a worker, to maintain a safe working environment. The safe working environment may be achieved through protective equipment and/or effective educational programming to address exceptionality student - specific needs, staff training, and effective incident response procedures.

1.0 BACKGROUND

Principals, Vice Principals, regular education and special education teachers, educational assistants, early childhood educators and support staff provide instructional programs and

services to ~~identified exceptional~~ students. As well, secretaries and custodians are also involved in supporting ~~identified exceptional~~ students.

On occasion, aggressive behaviour may be directed toward staff members resulting in significant physical or emotional trauma to the Board employee.

The Board will take all reasonable precautions to ensure the safety of staff for anticipated and unanticipated acts that result in physical or emotional injury to staff due to the behaviour of ~~identified exceptional~~ students.

The Board is committed to working with staff and ~~identified exceptional~~ students to plan proactively to minimize occurrences of injury and to respond effectively when unsafe situations arise.

2.0 AUTHORITY

Under the Occupational Health and Safety Act, and applicable regulations, The Board is required to take every precaution reasonable for the protection of a worker. Under Regulation 857, the Principal and Vice Principal are supervisors, and are therefore responsible for taking reasonable precautions when dealing with students in our schools.

Also, under the Education Act, Part 13, Behaviour, Discipline, and Safety, the Principal has a duty to ensure that a student's behaviour does not affect the safety of staff, students and others. In exercising this duty, the Principal or Vice Principal may exclude a student from attending school pending a review of safety precautions.

The Board's Code of Conduct outlines the expectations for ensuring a safe environment, student behaviour expectations, and consequences for failure to meet these expectations.

3.0 RESPONSIBILITIES

Board staff have varying responsibilities depending on their role. However, all staff must work together to respond appropriately to incidents that occur. It is the responsibility of:

- a) The Principal to respond to concerns about staff safety, to investigate and develop follow up plans regarding incidents and to communicate this procedure to staff.
- b) ~~Board staff to report safety concerns that are generated by identified exceptional students (Safety Concern Form – Appendix A) to the principal and the site health and safety representative.~~
- c) All staff to follow instructions for safety procedures in the school, and to follow procedures outlined in Individual Education Plans and safety and behaviour plans for ~~identified exceptional~~ students if these are in place.
- d) The Family of Schools Superintendent in consultation with the Superintendents responsible for Special Education and/or Safe Schools (or designates) to oversee program adjustments and staff or resource needs that may be required to provide for the learning needs of ~~identified exceptional~~ students that demonstrate violent or aggressive behaviour and the safety of staff.

- e) The Joint Occupational Health and Safety Committee (JOHSC) to monitor and review concerns regarding the implementation of this Administrative Procedure and consider training when necessary.
- f) The Superintendent of Education with responsibilities for Human Resources to assist with procedures for employee support, deployment, and response to concerns.

4.0 GENERAL PROCEDURES TO PREVENT OCCURRENCES OF VIOLENCE AGAINST STAFF

Wherever possible, preventative planning should take place to be prepared for situations where risk may occur.

The application of consequences may be mitigated and/or modified to meet the needs of some ~~identified~~ exceptional students based on information contained in the student's Individual Education Plan. Responses will be handled consistently, and in compliance with the policies and procedures of the Board and legislation found in the Education Act, Occupational Health and Safety Act, and other legislative statutes governing residents of Ontario.

The following information outlines areas that need to be addressed:

- a) At the initiation of the principal, an individualized safety plan will be developed for an ~~identified exceptional~~ student whose behaviour is known to pose ongoing risk to staff or others.
- b) The Principal and Teachers will participate in the development of the safety plan and will gather input from educational assistants, and other staff and parents, as appropriate. All involved staff will receive copies of safety plans for those ~~identified exceptional~~ students with whom they directly work. These plans are to be stored in a secure location.
- c) Parents/guardians are to be involved in the development of the safety plan with the appropriate staff. Changes to any plan will be documented and shared with the Principal and other appropriate staff members. The plan will be reviewed at least annually.
- d) The review of the safety plan will be used to identify and facilitate staff training and orientation appropriate for staff assigned to that ~~identified exceptional~~ student.

The Principal is responsible for informing all staff including supply staff, of existing or new safety plans.

5.0 STAFF TRAINING

Staff training is an essential part of effective planning and programming for ~~identified exceptional~~ students with challenging behaviours.

In addition, enhanced training measures may be required for staff dealing with ~~identified exceptional~~ students with known high levels of needs.

~~The following~~ A variety of training materials and methods will form the basis of ongoing training, and are reviewed regularly. ~~These materials will be reviewed regularly, and additions or revisions will be made as appropriate to this list.~~ Some examples are:

- Behaviour Management Systems
- Principles of Applied Behaviour Analysis
- Workplace violence reporting
- Tribes
- Schools Attuned
- Roots of Empathy

Other appropriate training as deemed necessary by Human Resources or the Superintendents with responsibilities for Special Education and/or Safe Schools will be provided for staff as required.

Employees will be expected to undertake training where it is deemed necessary, to deal effectively and proactively with identified exceptional students demonstrating challenging behaviour. The Board will provide opportunities for training as required by the Occupational Health & Safety Act. For staff routinely working with identified exceptional students who have challenging behaviours, the level of training will need to be in accordance with the level of behaviour presented by the students.

6.0 SPECIFIC INCIDENT PROCEDURES TO ADDRESS INJURY OR ASSAULT TO VIOLENCE TOWARD A STAFF MEMBER

The following guidelines are intended to support school staff in dealing with a behavioural situation involving the injury or assault of a staff member that results from aggressive behaviour of identified exceptional students.

Immediate Actions:

Employees will immediately report to the principal or principal designate:

- an assault a violent incident or a serious threat by an identified exceptional student.
- any situation in which an employee requires medical, emotional, or other assistance

The Principal will conduct a preliminary investigation to assess the seriousness of the incident and immediate responses needed. Also refer to Administrative Procedure HR123 Policy HR8 Workplace Violence and follow if appropriate.

It is the responsibility of all staff to ensure that the safety and physical well-being of the identified exceptional student(s) and employee(s) involved are attended to immediately.

The Principal (or designate) will ensure that all persons involved are safely and securely situated and will determine whether any person is in need of emergency first aid, emotional, or other immediate assistance.

The appropriate Superintendent will be notified as soon as possible for any serious incident.

The Parent/guardian of the identified exceptional student (if the student is under 18) will be notified. If 18 years of age or older the student will be notified directly.

The Principal will make a determination of whether the identified exceptional student should be suspended or excluded from school pending the completion of the investigation and follow-up measures by the Principal. This decision will be communicated to the parents by the Principal.

The emergency contact/family member of the employee may be notified depending on the seriousness of the incident and employee wishes.

The Principal will make a determination regarding police involvement. In circumstances where the Principal has chosen not to involve the police, the affected employee will be informed of her/his right to notify the police.

If the employee feels that the situation endangers her/his health or safety, and indicates a refusal to work due to this concern, the “Work Refusal Process” (See Appendix B A) agreed upon through the Joint Occupational Health and Safety Committee will be followed. The Superintendent responsible for Special Education and/or Safe Schools (or designates) and the Family of Schools Superintendent should be advised as soon as possible if a work refusal is initiated. ~~Refer to Board Administrative Memo 27 – Right to Refuse Unsafe Work.~~

Follow Up Actions:

Investigation:

The principal will investigate the circumstances surrounding the incident. Investigation will include the review of:

- The details of the incident including interviewing of witnesses, examination of the incident site, medical treatment required, etc.
- Current work practices employed and student responses to same;
- Previous history and documentation to date;
- Current Individual Education Plan and safety plan (if in place for the student) and adherence to the strategies contained in each

The Principal shall follow appropriate disciplinary procedures with respect to the Board’s Code of Conduct and individual student Individual Education Plans and safety plans. Also refer to ~~Administrative Procedure HR123~~ Policy HR8: Workplace Violence regarding investigation.

Documentation:

If an employee is injured:

An *Employee Report of Injury/Incident/Disease Form* (Appendix C B) ~~which is available through E-~~

~~Centre~~ must be used to document the circumstances relating to the injury or incident. The Board’s ~~Administrative Procedure HR121~~ Employee Injury/Incident/Disease Investigation and Reporting Procedures ~~Injury/Incident/Disease Reporting~~ outlines the requirements for notification and investigation of the incident. If this falls within the definition of workplace violence, then follow ~~Administrative Procedure HR123~~ Policy HR8 Policy HR8 and complete the Workplace Violence Report Form.

Support of staff:

The school principal may arrange other support of the staff as determined in consultation with Board staff (Family of Schools Superintendent, Superintendent with responsibilities for Special Education and/or Safe Schools (or designates), Special Education, Safe Schools and Human Resources Departments). This support may be required to meet:

- Physical needs (medical assessment or treatment, recuperation)
- Emotional needs (counselling, Employee Assistance Plan)
- Risk management needs (assistive devices, additional support staff, and training, Violence Threat Risk Assessment).

Prevention of Recurrence:

Based on the findings of the above investigation, the principal will recommend appropriate actions to avoid a recurrence.

Short-term and long-term responses may include:

- Review of the Individual Education Plan and/or safety and/or behaviour plan, with revisions as needed
- Violence Threat Risk Assessment
- Environmental modifications
- Changes in work procedures
- Additional staff training
- Personal protective equipment (as identified in AM38)
- Counselling, timeout, suspension
- Modified school attendance;
- Police intervention or CAS intervention
- Other intervention deemed appropriate

Student Re-entry Plan

The re-entry of an ~~identified exceptional~~ student after an aggressive incident must be well planned in order to avoid further difficulties.

The Principal will make the determination of the appropriateness and timing of the ~~identified exceptional~~ student's return to school. In cases of any significant injury or safety concern, a ~~identified exceptional~~ student may need to be suspended or excluded from school until the necessary actions have been taken to address the safety concerns and prevent further incidents.

Written communication should be sent to the parent following notification of the status of the identified exceptional student that has taken place in the immediate response phase. This notification would generally consist of one of the following:

- Notice of concern about student behaviour
- Modifications to the work environment or procedures for the student may require an extended period of absence of the student from the class or school
- Suspension, Suspension Pending Expulsion, or Exclusion letters

The following steps must be taken prior to the return of the ~~identified exceptional~~ student:

- The Principal will schedule a case conference with parent/guardian, appropriate school, board and/or community personnel (see 2.0 Proactive/Preventative Action) to prepare for the transition back to school for the student
- The Principal will support the preparation and/or review of Prepare a safety and/or behaviour plan or a Student Action Plan or review the effectiveness of an existing safety plan and modify where necessary.
- Short- and long-term responses may include:
 - Environmental modifications
 - Staff training as needed
 - Involvement of community agencies to support the school in meeting the identified exceptional student's needs (e.g., counselling)
 - Modified school day
 - Review and modify the Individual Education Plan, safety and/or behaviour plan as appropriate
 - Other interventions which the Principal may deem appropriate

7.0 MONITORING

The monitoring of employee incidents of injury and concerns about the behaviour of identified exceptional students is necessary to minimize further occurrences, and to develop plans where needed for training and other preventative measures.

It is the responsibility of all staff and system partners within the Board to support and promote prevention of incidents resulting from the behaviour of identified exceptional students.

The following steps will be taken annually to monitor the area of employee injury due to the behaviour of an identified exceptional student:

- All Employee Report of Injury/Incident/Disease Forms will be forwarded to the Human Resources Department.
- Reports identifying aggressive behaviour will be reported to the Joint Occupational Health and Safety Committee.
- The Health and Safety Office will provide to Executive Council monthly reports identifying aggressive behaviour and injury trends with recommendations to reduce the level of aggressive behaviour.

Monthly reports will be provided to the Joint Occupational Health and Safety Committee to monitor the implementation of this procedure and make the necessary recommendations to the employer.



GRAND ERIE DISTRICT SCHOOL BOARD

OCCUPATIONAL HEALTH AND SAFETY CONCERN FORM

School/Workplace: _____

SECTION I

This section must be completed by the employee within five days after identifying a concern and be submitted to the Supervisor/Principal.

Description of concern		Date first reported	
Signature of Employee		Date	
Reported to		Date	

SECTION II

The Supervisor/Principal must complete this section and forward copies as indicated within 2 working days.

Corrective Actions/Recommendations

Resolved at local/school level	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Requires further action/investigation	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Explain

Supervisor/Principal Signature		Date	

Distribution: Employee, Supervisor/Principal, Worker Safety Representative

SECTION III

The worksite safety representative completes this section if further action is required.

Response			
Signature		Date	

~~Distribution: Employee, Supervisor/Principal, Health and Safety Officer, JOHSC Secretary~~



GRAND ERIE DISTRICT SCHOOL BOARD

WORK REFUSAL PROCESS

As per The Occupational Health and Safety Act and Regulations for Industrial Establishments Regulations 851, Section 43.

The Right to Refuse Unsafe Work

A worker has the right to refuse unsafe work that he/she has reason to believe may endanger him/herself or another worker.

The right to refuse unsafe work applies to all those covered under the Occupational Health and Safety Act. Certain workers who have a responsibility to protect public safety cannot refuse work that is in the normal course of their duty, i.e.: firefighters, police, ambulance etc.

LIMITATIONS:

Teachers employed under the Education Act and governed by the Teaching Profession Act have a "limited" right to refuse work. Teachers may not exercise the right if the life, health or safety of a student is placed in imminent jeopardy (RRO 1990 Reg. 857). It should be noted however, that teachers have always had the right to refuse to use unsafe equipment. Refer to Administrative Memo 27 – Right to Refuse Unsafe Work.

From the Occupational Health and Safety Act

Refusal to work

(3) A worker may refuse to work or do particular work where he or she has reason to believe that,

- (a) any equipment, machine, device or thing the worker is to use or operate is likely to endanger himself, herself or another worker;
- (b) the physical condition of the workplace or the part thereof in which he or she works or is to work is likely to endanger himself or herself;
 - (b.1) workplace violence is likely to endanger himself or herself; or
- (c) any equipment, machine, device or thing he or she is to use or operate or the physical condition of the workplace or the part thereof in which he or she works or is to work is in contravention of this Act or the regulations and such contravention is likely to endanger himself, herself or another worker. R.S.O. 1990, c O.1, s. 43 (3).

***Note:** Due to the complexity of the refusal process, a principal/supervisor should contact the Health and Safety Officer immediately and in the meantime the employee should not be required to undertake the work that he or she considers unsafe.

The Occupational Health and Safety Act describes the exact process for refusing dangerous work and the responsibilities of the supervisor, JOHSC member designated to handle work refusals, and the refusing worker.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
 FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
 RE: **Major Construction Project Report**
 DATE: September 25, 2017

Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

Background:

Following is a final update for the 2016-17 Major Construction Projects.

Thompson Creek Addition:

Scope:

Create (4) new classrooms to facilitate the consolidation of Anna Melick Memorial School students with Thompson Creek.

Timeline:

Dates	Description	Status
February 2017	Complete design phase and seek approval to issue tender	Completed
March 2017	Seek Board approval to award contract work	Completed
April to Aug 2017	Complete project work	Completed
September 2017	New space occupied by staff and students	Completed

Status:

Flooring was completed to allow for occupancy on first day of school. There is some minor masonry and clean-up work that should be completed by September 24th. It is expected that the completion of this work will not have an impact to staff or students once school commences. The playground paving should also be completed by September 24th.

Budget:

Capital Priorities Grant approval has been received from the Ministry of Education and the addition project is anticipated to conclude within the approved budget. The wall/foundation replacement and subsequent asbestos removal resulted in an additional cost of approximately \$500,000; this additional amount will be funded from School Condition Improvement.

Fairview Avenue Redevelopment:**Scope:**

Construction of a new elementary school to accommodate the consolidation of Fairview Avenue PS and Grandview Central PS on the existing Fairview Avenue PS site. The new construction will include child care and child and family program spaces. The current school will be demolished following occupancy of the new elementary school.

Timeline:

Dates	Description	Status
February 2017	Seek Board approval to appoint a project architect.	Completed
Feb-Apr 2017	Complete schematic design phase and seek approval to issue tender	Completed
May – Jun 2017	Complete all drawings and tender documents.	Completed
Aug 2017	Issue Tender	Completed
Sept 2017	Close tender and seek Board approval to award contract work.	In Progress
Oct 2017-Aug 2018	Complete project construction work.	
Sept 2018	New school occupied by staff and students.	
Sept-Oct 2018	Old school demolished and site restored	

Status:

Tender closed on September 19, 2017.

Budget:

Capital Priorities Grant approval of \$10,619,020 has been received from the Ministry of Education for this project.

Pauline Johnson Collegiate Hospitality Program Report:**Scope:**

Renovate space at Pauline Johnson Collegiate to accommodate a new Hospitality and Tourism Program and relocate Self-Contained Multi-Handicap (MH) Room.

Status:

Work was originally scheduled to be repaired by mid-September but construction and equipment delays have pushed the operational occupancy to first week in October.

- MH Room
 - Movement of classroom resulted in equipment installation delays; vendor to complete work by 1st week in October
- Cafeteria
 - Flooring completed
 - Door install in progress
 - Cafeteria to be ready by 1st week in October

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Annual Operating Plans – School Year 2017-18**
DATE: September 25, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board received the Annual Operating Plans of Senior Administration for the school year 2017-18.</p>
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Background

The Senior Administration and staff of the Board have prepared the Annual Operating Plans to guide their work and the work of the system. These plans address the components of Grand Erie's Multi-Year Plan. To align with the indicators of the Multi-Year Plan, there are five Annual Operating Plans – Well-Being, Technology, Community, Equity and Environment.

Grand Erie's Achievement Plan: Success for Every Student, which will be presented to the Board on October 30, covers all the achievement areas, including Special Education and Compensatory Education. It also serves as the Annual Operating Plan for the Achievement indicator in Grand Erie's Multi-Year Plan.

Based on Trustee discussion at the May 29, 2017 Board Meeting regarding the timing of the presentation of the Annual Operating Plans, a change was made to allow for the plans to be presented at the September Board Meeting annually instead of August.

These plans are in no way meant to represent all of the work that is done in the Board. They are intended to set out, at a fairly high level, a clear direction for Senior Administration and our schools. The plans for this year, which are attached to this report, include:

- Community
- Environment
- Equity
- Technology
- Well-Being

Additional Information

The Annual Operating Plans have been created to focus on the indicator statements and anticipated outcomes of our Multi-Year Plan. These plans are the basis for the work, and include specific actions as well as the means by which we will assess our progress.

We are always conscious of the fact that new Ministry initiatives may be directed to Boards during the school year. While we must do these things, we will try to keep our focus on the planning objectives we have set for ourselves and the system.

Budget Consideration

The funding associated with these plans is reflected in the approved 2017-18 budget.

Next Steps

- These plans will be shared with both elementary and secondary principals, managers and union presidents
- Plans will also be posted electronically.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



Annual Operating Plan Well-Being – 2017-18

G-1-b i

We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of staff and students

Goal: Staff, students and parents will promote health and well-being and will know how to access supports when needed.

Staff Wellness (Responsibility: S. Sincerbox)

Strategies (What will we do?)	<p>Assess and reflect on the status of employee wellness and create responsive wellness programs in Grand Erie.</p> <ul style="list-style-type: none"> • Consult with all departments and employee groups (e.g., focus groups conducted, employee survey distributed) • Arrange sessions (Wellness Wednesdays) open to all Grand Erie staff in identified areas (e.g., mental, physical, and social well-being). • Introduce staff well-being challenge to self-assess current state of lifestyle choices and raise awareness of the benefits of healthier living (e.g., healthier eating, stress management techniques, improved strategies to support building and maintaining relationships).
Evidence of Progress (How well did we do it?)	<p>Staff actively engaged in activities that enhance organizational well-being.</p> <ul style="list-style-type: none"> • Focus groups, consisting of representative stakeholders, conducted to validate plans and inform future direction aligned with Multi-Year Plan • Representation from a variety of employee groups attending the Wellness Wednesday sessions • A majority of Grand Erie staff complete the Grand Erie Wellness Bingo Card between October and May and confirmation of this is determined by participant survey.
Status (Is anyone better off? How do we know?)	

Goal: Create and promote an enabling environment where all students can participate fully in their education.

Student Wellness (Responsibility: L. Thompson, P. Bagchee)

<p>Strategies (What will we do?)</p>	<p>Implementation of evidence-based mental health promotion and prevention programming</p> <ul style="list-style-type: none"> • Implement an evidence-based Social-Emotional curriculum to primary-grade students (grade 1)
<p>Evidence of Progress (How well did we do it?)</p>	<p>Implementation of evidence-based mental health promotion and prevention programming</p> <ul style="list-style-type: none"> • Implement an evidence-based Social-Emotional curriculum to primary-grade students <ul style="list-style-type: none"> o Grand Erie Child and Youth Workers will be trained in the Promoting Alternative Thinking Strategies (PATHS) curriculum o The PATHS curriculum will be implemented in Grade 1 classrooms o Students will use skills learned in PATHS to regulate their behaviour
<p>Status (Is anyone better off? How do we know?)</p>	

<p>Goal: Accessible work sites and programs will be available to students, staff and families.</p>	
<p>Student Wellness (Responsibility: L. Thompson, W. Baker, P. Bagchee, C. Bibby)</p>	
<p>Strategies (What will we do?)</p>	<p>Supporting specific populations</p> <ul style="list-style-type: none"> • Work in partnership with the Safe Schools department to provide supports and resources to staff members to build awareness, knowledge and sensitivity to issues and concerns related to Indigenous, Newcomer and LGBTQ2S student populations • Provide support and resources to Indigenous, Newcomer and LGBTQ2S student populations • Provide supports and resources to staff members to continue to build awareness and knowledge to program effectively for students with learning disabilities in the math classroom
<p>Evidence of Progress (How well did we do it?)</p>	<p>Supporting specific populations</p> <ul style="list-style-type: none"> • Work in partnership with the Safe Schools department to provide supports and resources to staff members to build awareness, knowledge and sensitivity to issues and concerns related to Indigenous, Newcomer and LGBTQ2S student populations <ul style="list-style-type: none"> o Presentations and workshops will be provided for staff to build awareness and sensitivity o Resources, strategies and tools will be shared with school staff to promote the success of students • Work in partnership with the Safe Schools department and community agencies to provide support and resources to Indigenous, Newcomer and LGBTQ2S student populations <ul style="list-style-type: none"> o ‘Safe spaces’ will be created and supported in secondary and elementary schools o Presentations will be made to students to build awareness and sensitivity • Provide supports and resources to staff members to continue to build awareness and knowledge and to program effectively for students with learning disabilities in the math classroom <ul style="list-style-type: none"> o Special Education support staff will continue to learn alongside the K-12 Program team and, participate in the Renewed Math Strategy implementation
<p>Status (Is anyone better off? How do we know?)</p>	



Annual Operating Plan Technology – 2017-18

G-1-b ii.

We will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.

Goal: Increase staff knowledge of the technology available for teaching, learning and workplace applications.

Focus on Computational Thinking (Responsibility: Superintendent of Education (D. Abbey), Educational Technology Team)

Strategies (What will we do?)	Provide workshops and planning sessions with school and system staff to increase awareness and knowledge of Computational Thinking to support the 21 st Century competencies. Note: Computational Thinking is the process involved in formulating a problem and expressing its solution(s) in such a way that a computer (human or machine) can effectively implement.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Consultation with other School Boards and stakeholders around effective learning and teaching in the area of Computational Thinking (Fall 2017) • Design, prepare, and implement professional learning opportunities for: <ul style="list-style-type: none"> ○ Program Teams ○ Administrators ○ Digital Lead Learners ○ Students • Appearance of strategies supporting Computational Thinking in schools (classrooms, Learning Commons, MakerSpaces) • Collect data with participants using tools developed 2016 17 to measure degree of implementation and impact on instructional practices • Connections to Computational Thinking & Problem Solving in Ed Tech Projects. (Fall Spring 2017 18) • Development of a Computational Thinking/Coding continuum connected to curriculum and Revised Math Strategy (RMS). (2018 19)
Status (Is anyone better off? How do we know?)	

Focus on leveraging technology tools and resources to promote learning and communication.
 (Responsibility: Superintendent of Education (D. Abbey), Educational Technology Team)

<p>Strategies (What will we do?)</p>	<p>Design and deploy a new Education Technology website for the purposes of hosting content that supports learning and teaching with technology as well as promotes communication and sharing with various stakeholders.</p>
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • Work with IT and Communication department to develop an intuitive and user friendly website which can support staff in use of technology. (Fall 2017) • Import, build, and publish content for the Education Technology website. • Continue to create new content, as needed, in support of learning and teaching around the 21st Century Competencies. • Based on feedback from stakeholders improve effectiveness of site to support users.
<p>Status (Is anyone better off? How do we know?)</p>	

Goal: Optimize our data systems to ensure that information is accurate, reliable, and easily accessible.

Focus on developing a plan for secure communication and learning environments for parents and students.

(Responsibility: Superintendent of Education (D. Abbey), Information Technology Services Management Team)

<p>Strategies (What will we do?)</p>	<p>Development Parent and Student Portal Plan.</p>
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • Establish design components for both Parent and Student Portals. • Identify a platform needed to support functionality. (January 2018) • Pilot usage of the Parent Portal with a small group of Digital Lead Learners. (Spring 2018) • Develop an Implementation timeline and training for rollout 2018 19. (Spring 2018) • Create resources on best practices using the Parent Communication Portal. (Spring 2018) • Deployment of the Parent Portal. (2018 19)
<p>Status (Is anyone better off? How do we know?)</p>	

Focus on Data Integration of LITE with PowerSchool

(Responsibility: Information Technology Services Management Team)

<p>Strategies (What will we do?)</p>	<p>Integrate our special education system (LITE) with the boards student information system PowerSchool. This integration will eliminate manual updating of special education student data speeding up ONSIS reporting period and eliminating transposition errors by school admin staff.</p>
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • Module for Special Ed Lite installed. (October 2017) • Special Education identify key fields needed to be aligned with PowerSchool and ONSIS. (September 2016) • PowerSchool migrated from the cloud to on premise. (November 2017) • Revised batch process to update the data in place. (October, 2017) • Fully implemented and tested. (November, 2017) • Identify list of other processes that can benefit from PowerSchool Data Integration. • Prioritize implementation plan data integration.
<p>Status (Is anyone better off? How do we know?)</p>	

Goal: Provide an up-to-date technology infrastructure that meets the needs of classrooms, administration and departments

Focus on building back up servers to allow continuity of the boards primary services hosted on our servers.

(Responsibility: D. Abbey and J. Ecklund)

Strategies (What will we do?)	Create Disaster Recovery and Business Continuity capacity for our student and business systems.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Install back up servers at alternative location to our current data centre. • Test the systems to ensure they can operate from a remote location without the loss of data.
Status (Is anyone better off? How do we know?)	

Focus on providing up-to-date Technology Infrastructure to remote areas of the board not served by the Bell Fibre network

(Responsibility: D. Abbey and J. Ecklund)

Strategies (What will we do?)	Deploying Software Defined Wide Area Network (SD-WAN) devices to schools identified by the Ministry of Education as schools that can benefit by increased network access. Deploying SD-WAN devices to schools that could not be reached by our fibre service provider to increase network access.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Implementation so SD-WAN devices at schools identified by the Broadband Modernization Wave 1 & 2 initiative. • Survey of schools after SD-WAN devices deployed to see if the connectivity network speed is more stable and proves faster access to the internet.
Status (Is anyone better off? How do we know?)	



Annual Operating Plan Community – 2017-18

G-1-b iii.

We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.

Goal: Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home.

Supporting Strategies for Family Involvement (Responsibility: B. Blancher and K. Newhouse)

Strategies (What will we do?)	<p>Follow-up on the Supporting Your Child – Strategies for Literacy, Numeracy and Well-Being resource created last year through the combined efforts of the Elementary and Secondary Program Teams and Special Education Team, ensure that families are able to access the guide and are finding it useful to support learning at home.</p> <p>Work with the Grand Erie Parent Involvement Committee to identify strategies/resources that support family involvement and begin the process of creating a resource guide for School Councils to support increased involvement of families in schools.</p> <ul style="list-style-type: none"> • Survey of schools (through a Family of Schools model) will be conducted to determine how they are using and communicating the Supporting Your Child resource • Follow-up surveys for School Councils will be conducted and reviewed in time to get an idea of the value of the resource to families • Based on results of the surveys, revisions will be made to the Supporting Your Child resource, as necessary, to increase its effectiveness for families • A resource guide of strategies to support family involvement in our schools will be available in print and online to Administrators and School Councils.
Evidence of Progress (How well did we do it?)	
Status (Is anyone better off? How do we know?)	

Goal: Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.

Educational Partnerships (Responsibility: B. Blancher and K. Newhouse)

<p>Strategies (What will we do?)</p>	<p>Continue working on the draft partnership guide developed in the spring of 2017. Create a communications plan for the guide, along with strategies to foster and maintain partnerships and begin implementation.</p>
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • Draft will be presented to elementary and secondary administrators to gather feedback on the guide • Exec Council will review the draft and revisions will be made, as necessary • A partner survey from each of the Higher Improvement in Performance (HIP) Schools will lead to the creation of a template of service providers that can be shared with all schools, so that schools with similar community needs can have equal access to partners • A communications plan aimed at highlighting the guide, as well as an overview presentation, will be developed to support awareness and learning • A review of a sample of schools across the system, will be conducted to evaluate and monitor the process of integrating and celebrating partners
<p>Status (Is anyone better off? How do we know?)</p>	



Annual Operating Plan Equity – 2017-18

G-1-b iv.

We will create equitable environments for all Grand Erie students.

<p>Goal: To identify systemic barriers to students feeling a sense of belonging</p>	
<p>Identifying Barriers to Sense of Belonging (Responsibility: W. Baker and the Safe and Inclusive Schools Committee)</p>	
<p>Strategies (What will we do?)</p>	<p>Using the Ontario Education Equity Action Plan as a model, we will create an action plan that identifies gaps in, and develops strategies for improving, outcomes in student achievement and sense of belonging.</p> <ul style="list-style-type: none"> • Methods of collecting accurate identity-related demographic information are developed in order to facilitate analysis of student data to identify and address system disparities. • Working with the Program and Special Education Teams, we will establish methods to identify achievement and inclusion gaps in Grand Erie student populations. • Targeted strategies and interventions are developed to address achievement and inclusion gaps for specific student groups, e.g., students living in poverty, newcomers, LGBTQ, Indigenous, students with disabilities. • Targeted equity training (e.g., Islamophobia, transphobia, White Privilege, Truth & Reconciliation) is provided for Grand Erie staff, students, parents and communities to increase understanding of identified subgroups. • Methods of monitoring baseline data with respect to indicators of achievement and inclusion are developed.
<p>Evidence of Progress (How well did we do it?)</p>	
<p>Status (Is anyone better off? How do we know?)</p>	



Annual Operating Plan Environment – 2017-18

G-1-b v.

We will ensure that the students and staff have a safe and welcoming environment in which to learn and work

Goal: Ensure continuity of services and programs.

Business Continuity Planning (Responsibility: R. Wyszynski, System Managers and Leaders)

Strategies (What will we do?)	Continue to develop the comprehensive, integrated system-wide Disaster Recovery / Business Continuity Master Plan through the collaborative work of the Business Continuity Committee. Update action plans and determine short-term and long-term operating plans for all business functions affected. The templates will be further enhanced by an internal audit anticipated to be completed during 2017-2018 that will focus on best practices.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Each functional area of the organization is analyzed to determine the potential consequence and impact associated with several disaster scenarios. • A template for use by each service area in developing response plans for identified risks and levels of interruption of services has been developed and refined and each identified risk will contain a disaster recovery action plans • Feedback from internal audit will key in determining how GEDSB plan measures up to best practices • Goal is to produce a reviewable document
Status (Is anyone better off? How do we know?)	

Goal: Improve on Energy and Environmental Conservation at all Grand Erie sites.

Energy Conservation Measures (Responsibility: R. Wyszynski, Facility Services Management Team)

<p>Strategies (What will we do?)</p>	<p>Continue to implement energy conservation measures at all Grand Erie Schools. Conversion of lighting to LED enters year three of three-year project. Replace worn fixtures with low flow fixtures and metered flow faucets. Leverage all available incentive programs from local independent electricity system operators.</p>
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • Utility consumption per capita has decreased.
<p>Status (Is anyone better off? How do we know?)</p>	

Increase Eco Awareness (Responsibility: T. Oldham , K. Hashimoto)

<p>Strategies (What will we do?)</p>	<p>Increase Eco awareness for all building occupants (students, staff and community users). Provide project funding assistance (\$2,000 per school) to schools endeavouring to achieve higher Eco Schools ratings. Continue the annual Environmental Youth Symposium alternating between elementary and secondary panels each year. Distribute electricity consumption awareness kits during new Climate Change Awareness Seminar</p>
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • The number and ranking of Eco Schools increases year over year • Survey results from schools before and after seminars to gauge awareness impact
<p>Status (Is anyone better off? How do we know?)</p>	

Goal: Make the best use of space in Board Schools.

Capital Plan (Responsibility: R. Wyszynski, Facility Services Management Team)

<p>Strategies (What will we do?)</p>	<p>Modify multi-year capital plan to include new 2016 census data and meet with Quality Accommodations Committee to review new information to inform next steps and make revisions as necessary to the Quality Accommodations Plan presented to the Board in April 2017.</p>
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • A Multi-Year capital plan is reviewed by the Quality Accommodations Committee and presented to the Board for approval.
<p>Status (Is anyone better off? How do we know?)</p>	

Facility Partnerships (Responsibility: R. Wyszynski)

<p>Strategies (What will we do?)</p>	<p>Continue to market and engage community partners to utilize surplus space</p>
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • Partners are engaged, leases signed and surplus space is occupied.
<p>Status (Is anyone better off? How do we know?)</p>	

Goal: Create learning spaces to reflect current teaching and learning needs.

School Improvement (Responsibility: Superintendent of Business, Executive Council and Facilities Management Team)

<p>Strategies (What will we do?)</p>	<p>Use information collected from teachers and principals to explore and define the ideal learning space with respect to Learning Commons and Kindergarten Learning Spaces.</p>
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • Potential projects to improve learning spaces to meet the newly defined standard are identified. • Report on projects completed and dollars invested
<p>Status (Is anyone better off? How do we know?)</p>	

Goal: Build a culture of care and respect in all schools and workplaces.

Staff Development/ Customer Service Coaching (Responsibility: R. Wyszynski, System Managers and Leaders)

<p>Strategies (What will we do?)</p>	<p>Meet with service area leaders to enhance the staff development program to bring service area staff together to develop a customer service focus and culture of care and respect. This will be communicated to staff throughout the year. The goal is to distribute strategies, gather information, conduct monitoring and identify gaps in order to develop professional development that is relevant</p>
<p>Evidence of Progress (How well did we do it?)</p>	<ul style="list-style-type: none"> • Participation rates in professional development day • Professional development survey are conducted and results assessed
<p>Status (Is anyone better off? How do we know?)</p>	



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
 FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
 RE: **Contract Award – Fairview Avenue Elementary School, Dunnville**
 DATE: September 25, 2017

Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the award General Contracting Services for the Fairview Avenue Elementary School in Dunnville project as set out in tender 2018-6-T to JR Certus Construction Co. Ltd. in the amount of \$10,652,000 plus HST.

Background:

Tender 2018-6-T for General Contracting services for the Fairview Avenue Elementary School in Dunnville project was issued on August 25, 2017 and closed on September 19, 2017 at 2:00 p.m.

Bids were received from 5 firms and opened on September 19, 2017.

The results are listed in the table below:

Proponent	Stipulated Bid Price (\$, Excl. HST)	Completion Schedule
Pre-Eng Contracting Ltd.	\$10,625,000	68 Weeks
JR Certus Construction Co. Ltd.	\$10,652,000	46 Weeks
TRP Construction General Contractors, a Division of 1014542 Ontario Limited	\$11,055,000	59 Weeks
Devlan Construction Ltd.	\$11,243,000	58 Weeks
Reid & Deleye Contractors Ltd.	\$11,504,572	60 Weeks
Struct-Con Construction Ltd.	No Bid	

Additional Information:

J.R. Certus Construction Co. Ltd. is the lowest and only compliant Bid received.

The Bid Document states in Section 00 41 13 Stipulated Price Bid Form article 7.2, the work is to “be Substantially Performed no later than August 15, 2018.” This timing is crucial for the operations in the Fall at the beginning of the school year and is a requirement of the tender. The tender documents have allotted a 45-day acceptance period from this tender’s closing date of September 19, 2017, for consideration of tenders and the award of this contract by the Grand Erie District School Board and the Ministry of Education.

Assuming two (2) weeks until tender award, the Bid from Pre-Eng Contracting Ltd. reflects a mid-January 2019 completion date. The bid from J.R. Certus Construction Co Ltd. has agreed to meet the schedule required by the Board.

The Bid Document states that it is the Board’s intent to have the school ready for occupancy by September 2018. The documents also clearly note that all bidders acknowledge and accept those terms. The documents further state that the Board reserves the right to accept or reject any and all bids and to accept any part of any one bid.

The budget for the project would be funded entirely by the Ministry through an Approval to Proceed letter received August 23, 2017 from the Capital and Business Support Division.

Proposed Schedule: Fairview Avenue Elementary School

- Recommend to Board for Approval September 25, 2017
- Contract signing Week of September 25, 2017
- Contract work to commence October 1, 2017
- Occupancy September 1, 2018

Respectfully submitted,

Rafal Wyszynski,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – August 2017**
DATE: September 25, 2017

<p>Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of August 2017 in the amount of \$8,700,589.12 as information.</p>

Rationale/Background:

The summary of accounts for the Grand Erie District School Board for each month is provided to the Board.

Respectfully submitted,

Raf Wyszynski
Superintendent of Business & Treasurer



MINUTES

- A-1 Call to Order K. O'Donnell
- (a) Welcome and Introductions
- Chair O'Donnell called the meeting to order and welcomed committee members and guests.
- (b) Roll Call
- Present: P. Bagchee, B. Caers, C. Clattenburg, R. Collver (V-C), L. DeJong, M. Falkiner, C. Hofbauer, C. McGregor, K. Mertins, K. O'Donnell (C), L. Scott, C.A. Sloat, S. Sloat, K. Smith, R. Smith, L. Thompson, J. White, R. Winter.
- Absent: K. Anderson, L. Boudreault, L. Boswell, M. Carpenter, P. Curran (RS), D. Werden.
- Guests: T. Borghese, K. Byers, A. High, M. Macdonald, S. Roberts.
- B-1 Agenda Additions K. O'Donnell
- None.
- C-1 Information Items K. O'Donnell
- (a) Timed Items T. Borghese
- i. Simcoe Composite Cheer Stars – Inclusion in Action
- A Co-ed team who positively impacts the entire school climate.
 - Volunteers from every area of the school are involved.
 - Have performed at the Norfolk County Fair.
 - Performing at SCS Open House June 7/17
 - Confidence gained from participation often translates into other areas of students' school life.
 - May be unique to SCS; Cheer Stars require a passionate coach and special needs students who are able to follow the program.
- D-1 Business Arising from Minutes and/or Previous Meetings K. O'Donnell
- (a) Ratification of Minutes May 4, 2017 SEAC Meeting
- Re G-1 (d) Updates – Special Education In-service Day
 - C. A. Sloat requested the entry be corrected to read "On April 13th, Diane Dupuis, founder of the Famous Players theatre spoke to staff about the presentations that include performers with special needs."
- MOVED: C. Hofbauer
SECOND: R. Winter
- "THAT the minutes of SEAC 16-09, held May 4, 2017 be approved as amended."

CARRIED



Special Education Advisory Committee SEAC 16-09

Education Centre – Board Room

June 1, 2017 6:30 p.m.

- (b) Suspension Data – Special Education Students L. Thompson
- Students with IPRC are included in this data.
 - Important to remember suspension is a strategy which can be effective for special needs students who need an opportunity to deescalate in a different setting.
- E-1 Standing Items K. O'Donnell
- (a) Special Education News
- i. Social Emotional Learning (SEL) P. Bagchee
- Grand Erie is exploring the purchase of 3 SEL programs, “Paths”, “Social Decision Making” and “Friends for Life”, through Casel using a small grant received this year. <http://www.casel.org/faqs/>
 - Plan is to purchase a unit for each Child / Youth Worker (CYW)
 - Ms. Bagchee confirmed a parent training component is included.
- (b) Special Education Plan
- i. Appendix K Program Standards for Gifted Students J. White
- Currently, the Board is limited to Canadian Cognitive Abilities Test (CCAT) for assessing students for programs, but will consider exploring external assessments for enrichment / gifted abilities.
 - Committee members felt there should be more ‘education’ around having a ‘gifted’ child in a classroom.
- ii. Appendix L Exceptionalities K. Mertins
- This standard outlines how a board defines exceptionalities.
 - A working group including principals, Learning Resource Teachers and support staff updated the Appendix which outlines categories of exceptionalities for IPRC purposes.
- iii. Special Education Plan Review – Final Plan for Submission to Ministry L. Thompson
- Superintendent Thompson highlighted the changes since the Committee last saw the draft plan.
 - Some minor changes are pending.

MOVED: R. Winter

SECOND: R. Smith

“THAT the Grand Erie DSB Annual Review of Special Education Plan July 31, 2017 previously received by committee members be amended as proposed and approved.”

In Favour: 12

Opposed: 2

CARRIED



Special Education Advisory Committee SEAC 16-09

Education Centre – Board Room

June 1, 2017 6:30 p.m.

F-1 New Business

- (a) Transition of Students with a History of Risk, Violent or Aggressive Behaviours L Thompson
- This document and its title arose from a mandate of the Elementary Teachers Federation of Ontario (ETFO) collective agreement.
 - Process is the same for all students with the described behaviour.
 - School Resource Officers are included in the process.
- (b) Individual Education Plan (IEP) Audit J. White
- Members will receive a copy of the results later this year.
- (c) Contract Extension Funding – Update L. Thompson
- Additional funding has been provided for a 2-year period which will be used to increase staff who work with students.
 - Plan is to open 4 new self contained classes, increase secondary LRT support, create a Lead EA for complex needs, hire 7 permanent pool Educational Assistants to support backfills and increase Behaviour and Speech Language Pathology staff.

F-1 Other Business K. O'Donnell

- (a) Policy/Procedures – None up for review K. Mertins
- (b) Updates – Special Needs Strategy L. Thompson/K. Mertins
- Steering committee co-chairs were invited to participate in a 2- day Family Centered Planning Workshop, May 15-16, 2017. Work of the committee will continue throughout the summer.
- (c) Updates – Special Education Website Work K. O'Donnell
No change.
- (d) 2017-2018 SEAC Meeting Schedule K. O'Donnell
- Members agreed to change the start time to 6:00, schedule meetings for the third week of the month and move the December meeting back one week.
- (e) Ministry of Education – Education Accessibility Standard Engagement K. Mertins
- Ms. Mertins distributed an Engagement Guide Questionnaire and requested members return completed forms to P. Curran by Mid-June.
- (f) Minister's Advisory Council on Special Education Survey L. Thompson
- Superintendent Thompson requested members complete the Collaborating with the Community questionnaire and return it to P. Curran by June 5, 2017.



Special Education Advisory Committee SEAC 16-09

Education Centre – Board Room

June 1, 2017 6:30 p.m.

- G-1 Correspondence K. O'Donnell
- (a) Ltr - R. Tramutola-Sigsworth May 15, 2017
- Although the situation had not previously gone through proper board channels it has been resolved.
 - Parents are encouraged to work through situations with the teacher, principal or superintendent and not to contact SEAC directly.
- H-1 Information Items K. O'Donnell
- (a) Community Updates
- i. Council for Exceptional Children Awards
- Several Grand Erie staff and students were recognized.
- ii. Grand Erie Games – Update J. White
- Secondary Wednesday, May 31/17 at Cayuga Secondary School
 - Elementary Monday June 5/17 at Cayuga Secondary School
- (b) Regional Special Education Council (RSEC) – Update L. Thompson
- Conference highlighted secondary school inclusive models, modified days, renewed math strategy and special education supports, safe working environments and Educational Assistant allocations.
- (c) SB 11 Memo – 2017-18 Special Education Funding May 19, 2017 L. Thompson
- Committee was presented with the highlights.
- I-1 Next Meeting K. O'Donnell
- September 14, 2017 | Grand Erie DSB – Board Room | 6:00 p.m.
- J-1 Adjournment K. O'Donnell
- Chair O'Donnell adjourned the meeting at 9:05 p.m.



H-1-c Joint Occupational Health and Safety Committee

June 15, 2017

Joseph Brant Learning Centre- Pine Tree Room

MINUTES

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member)
Rebecca Jago	Human Resources (Certified Member) (<i>Chair</i>)
Tom Krukowski	Facility Services
Cheryl Innes	Elementary School Administration (Certified Member)

Employee Representatives:

George Wittet	Secondary Occasional Teachers (Certified Member) (<i>Co-Chair</i>)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Andrea Murik	Secondary Teachers (Certified Member)
Jennifer Orr	Elementary Teachers (Certified Member)
Jim Clayton	CUPE Facility Services (Certified Member)
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Amanda Baxter	Elementary Occasional Teachers (Certified Member)
Jennifer Faulkner	CUPE Clerical/Technical (Certified Member)
Laura Mels	Non-Union (Certified Member)
Dan McDougald	Professional Student Services Personnel (Certified Member)

Resources:

Hilary Sutton	Health and Safety Officer
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Recording Secretary:

Mandy DePlancke	Human Resources Assistant
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Regrets:

Griffin Cobb	Secondary School Administration (Certified Member)
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SUCCESS for Every Student



H-1-c Joint Occupational Health and Safety Committee

June 15, 2017

Joseph Brant Learning Centre- Pine Tree Room

2.0 Minutes of Last Meeting

The draft minutes for May 18th, 2017 were reviewed.

3.0 Approval of Last Meeting Minutes (May 18th, 2017)

The minutes were approved.

4.0 Agenda Additions

None

5.0 Unfinished Business – Discussion

5.1 Annual Health and Safety Inspection Schedule: 2017-18

The revised inspection schedule was provided to the committee. This item will be removed from the next agenda.

5.2 Storage of Naloxone

May 2017: A committee member brought forward a question regarding the storage of naloxone, which can be used for emergency treatment of a known or suspected opioid overdose. The Division Manager of Operations and Health and Safety will follow up on what information and training has occurred to date. This item will remain on the next agenda.

June 2017: The Division Manager of Operations and Health and Safety provided clarification to the committee regarding personal protective equipment and administering Naloxone. PPE is not required to administer the drug, however, it is advised that the first aider should always follow the universal precautions when providing first aid. This item will be removed from the next agenda.

5.3 Health and Safety Concern Form- McKinnon Park Secondary School- April 20, 2017

May 2017: A health and safety concern form was submitted by staff in regards to a concern of a roof leak and possible mould growth. The area is block and concrete which cannot support mould growth. The ceiling tiles have been removed and will be replaced, and the leak has been identified by maintenance and repairs will be completed shortly. This item can be

SUCCESS for Every Student



H-1-c Joint Occupational Health and Safety Committee

June 15, 2017

Joseph Brant Learning Centre- Pine Tree Room

removed from the next agenda.

June 2017: A request was made by a committee member to reopen this agenda item to be provided with an updated on repairs etc. Repairs have been completed on the roof and work orders have been submitted to replace the ceiling tiles and re-install the solar panels. This item will be removed from the next agenda.

New Indoor Air Quality Reports

5.4 Indoor Air Quality Report- Brantford Collegiate Institute VS- eBase 318

Testing was completed to ensure air quality had increased after repairs and cleaning were done to the HVAC unit that supplies fresh air to the 300 level classrooms. Test results were within acceptable levels. This item will be removed from the next agenda.

6.0 New Business

6.1 Ministry of Labour Field Report- Greenbrier Public School- May 19, 2017

The committee was provided with the Ministry of Labour field report following a visit to Greenbrier Public School in relation to a work refusal. One order was issued. This item will be removed from the next agenda.

6.2 Annual Workplace Violence Survey Summary

Committee members received copies of the Workplace Violence Survey summary. The findings were discussed. The Division Manager of Operations and Health and Safety will follow up with locations that noted concerns with light levels in parking areas/walkways, and those that answered "no" to the question "Has the Policy and Workplace Violence forms been discussed with staff this year", and those that stated they have emergency devices in place but do not do daily testing. There were no other recommendations made by the committee. This item will be removed from the next agenda.

6.3 Ministry of Labour- Response to Workplace Violence

A committee member shared copies of two letters they recently received.

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Joseph Brant Learning Centre- Pine Tree Room

One was a joint letter from the Ministry of Labour and Ministry of Education, that was sent to members of a provincial working group on health and safety. The other was from the OSSTF sent to their presidents and members. Both letters outlined an initiative announced by the Ministers regarding workplace violence in the Education Sector. The information highlighted initiatives that the Ministry hopes to develop in order to address workplace violence in schools. This item will be removed from the next agenda.

7.0 Information Items

7.1 Bulk Sample Report- Dunnville Secondary School- eBase #1032,1112

Bulk samples were analyzed from eBase #1032 and #1112 for determination of asbestos content. The samples were found not to be asbestos-containing. This item can be removed from the next agenda.

7.2 Bulk Sample Report- Hagersville Secondary School- eBase #115

Bulk samples were analyzed from eBase #115 for determination of asbestos content. The samples were found not to be asbestos-containing. This item can be removed from the next agenda.

7.3 Bulk Sample Report- River Heights Public School- eBase #204

Bulk samples were analyzed from eBase #204 for determination of asbestos content. The samples were found not to be asbestos-containing. This item can be removed from the next agenda.

7.4 Bulk Sample Report- Grandview Public School- eBase #102 & 116

Bulk samples were analyzed from eBase #204 for determination of asbestos content. The samples were found not to be asbestos-containing. This item can be removed from the next agenda.

7.5 Limited Designated Substance Survey Site Report- Paris District High School- e-Base #1044, 1045, 1052

A limited designated substance survey was conducted to identify possible hazardous building materials that may be disturbed during renovations. This item can be removed from the next agenda.

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Joint Occupational Health and Safety Committee

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June 15, 2017

Joseph Brant Learning Centre- Pine Tree Room

7.6 Asbestos Abatement- Thompson Creek Elementary School- eBase #119A and Exterior

Sections of brick were removed from the interior and exterior of the building that were suspected to contain vermiculite. A visual inspection and air testing was completed. No concerns were observed. This item will be removed from the next agenda.

7.6 Asbestos Abatement- Valley Heights Secondary School- eBase #1088

A section of drywall ceiling, including the associated asbestos-containing drywall joint compound and cement pipe fittings were removed. A visual clearance was conducted and no concerns were observed. This item will be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – May 2017 Workplace Safety and Insurance Board Reportable – May 2017 Student Aggression Summary Table for May 2017

All reports were reviewed as distributed.

8.2 Status of Workplace Inspections including Non-Academic sites – May 2017

Reports were made available to the committee for review.

8.3 Health and Safety/Facility Services Review Committee Meeting Minutes

The next meeting is scheduled for June 20, 2017.

8.4 Critical Injuries

There have been 63 student critical injuries and 2 employee critical injuries for the 2016-17 school year to date.

8.5 Focus Group

The next meeting is scheduled for October 26, 2017.

8.6 Review of On-going Project Items

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Joseph Brant Learning Centre- Pine Tree Room

See chart.

8.7 Work Orders

Work order details were made available to the committee for review.

9.0 Health and Safety Training

Health and Safety Training dates for 2017-18 school year:

First Aid:

- Emergency First Aid - September 15, 2017
- Standard First Aid- November 15-16, 2017
- Emergency First Aid- April 13, 2018
- Emergency First Aid- May 10, 2018

Health and Safety Training:

- Recertification- October 20, 2017
- Basic Certification- November 8-10, 2017
- Hazard Specific- November 30-December 1, 2017
- Basic Certification (Facility Services)- March 12-14, 2018
- Hazard Specific (Facility Services)- March 15-16, 2018
- Recertification (Facility Services)- April 13, 2018
- Recertification (Joint Occupational Health and Safety Committee)- March 23, 2018

10.0 Recommendations to Executive Council

None

11.0 Adjournment / Next Meeting(s):

The meeting was adjourned at 11:21 am.

The next JOHSC meeting will be held on September 21, 2017 –Education Centre – Board Room.

SUCCESS for Every Student



H-1-c
Joint Occupational Health and Safety Committee
 June 15, 2017
 Joseph Brant Learning Centre- Pine Tree Room

As of May 2017

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2013	Annual Workplace Violence Survey	2017 –June	Results were reviewed by the committee. The annual survey will be sent out again in 2018.	
April 2017	Terms of Reference Review	2017- May	The Terms of Reference Review document has been submitted to the Ministry of Labour. Awaiting response from the Ministry.	
April 2017	Health and Safety Concern Form-Grandview Public School	2017- June	Repairs have been made to the system. The issue has been resolved. This item will be removed from the next agenda.	

Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Pavement Improvements	2018- May - Update to be provided to Committee	

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Joint Occupational Health and Safety Committee
 June 15, 2017
 Joseph Brant Learning Centre- Pine Tree Room

Policy/Procedure Review:

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	October 2019	September 2017	Reviewed by committee
HR8 – Workplace Violence		Board for approval January 2015	February 2019	September 2017	Reviewed by committee
HR5 – Harassment		Board approved September 2015	October 2019	September 2017	Reviewed by committee

Grand Erie D.S.B.

Safety Audit Tracking Report

2016-2017
School Year

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1	Agnes G. Hodge	X	X	X	X	XX	X	X	X	X	X
2	Anna Melick	X	X	X	X	XX	X		X*	X	X
3	Banbury Heights	X	X	X	X	XX	X	X	X	X	X
4	Bellview	X	X	X	XX	X	X	X	X	X	X
5	Bloomsburg	X	X	XX	X	X	X	X	X	X	X
6	Boston	X	X	X	X	X	X	XX	X	X	X
7	Branlyn Community	X	X	X	X	X	X	X	X	X	XX
8	Brier Park	X	X	X	X	X	X	XX	X	X	X
9	Burford District Elementary	X	X	X	X	X	X	XX	X	X	X
10	Caledonia Centennial	X	X	X	X	XX	X	X	X	X	X
11	Cedarland	X*	X	X	X	X	X	X		XX X*	X
12	Centennial-Grandwoodlands	X	X	X	X	X	X	X	XX	X	X
13	Central P.S.	X	X	XX	X	X	X	X	X	X	X
14	Cobblestone Elementary	X	X	X	X	X	X	X	XX	X	X
20	Confederation (Fr Imm)	X	X	X	X	X	XX	X	X	X	X
15	Courtland	X	X	XX	X	X	X	X	X	X	X
16	Delhi	X	X	XX	X	X	X	X	X	X	X
17	Dufferin	X	X	X	X	XX	X	X	X	X	X
18	Echo Place	X	X	X	X	X	X	X	XX	X	X
19	Elgin Ave.	X	X	X	XX	X	X	X	XX	X	X
22	Fairview Ave.	X	X	X	X	X	XX	X	X	X	X
23	Glen Morris	X	X	X	X	X	XX	X	X	X	X
24	Graham Bell	X	X	X	X	X	X	X	XX	X	X
25	Grandview	X	X	X	X	X	X	X	X	XX	X
26	Grandview Central(Dunnville)	XX	X	X	X	X	X	X	X	X	X
27	Greenbrier	X	X	X	X	X	X	X*	X	X*	X
28	Hagersville Elementary	X	X	X	X	X	X	X	X	XX	X
29	Houghton	X	X	XX	X	X	X	X	X	X	X
30	J.L. Mitchener	X	XX	X	X	X	X	X	X	X	X

****Please note that XX** indicates that an annual JOHSC inspection should take place.
****Please note that** indicates that monthly inspection was not completed
****Please note that X*** indicates that two inspections have been completed as a result of a missed inspection

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
31	James Hillier	X	X	X	X	X	XX	X	X	X	X
32	Jarvis	X	X	X	X	X	X	X	X	XX	X
33	King George	X	X	X	X	XX	X	X	X	X	X
34	Lakewood	X	X	XX	X	X	X	X	X	X	X
35	Langton	X	X	XX	X	X	X	X	X	X	X
36	Lansdowne-Costain	X	X	X	X	XX	X	X	X	X	X
37	Lynndale Heights	X	X	X	X	XX	XX	X	X	X	X
38	Major Ballachey	X	X	X	X	XX	X	X	X	X	X
39	Mt. Pleasant	X	X	X	X	XX	X	X	X	X	X
40	North Ward	X	X	X	X	X	X	XX	X	X	X
41	Oakland-Scotland	X	X	X	X	X	X	XX	X	X	X
42	Oneida Central	X	XX	X	X	X	X	X	X	X	X
43	Onondaga-Brant	X	X	X	X	X	XX	X	X	X	X
44	Paris Central	X	X	X	X	X	X	XX	X	X	X
45	Port Rowan	X	X	X	X	X	X	X	X	XX	X
46	Prince Charles	X	X	X	X	X	XX	X	X	X	X
47	Princess Elizabeth	X	X	X	XX	X	X	X	X	X	X
48	Rainham	X	XX	X	X	X	X	X	X	X	X
49	River Heights	X	X	X	XX	X	X	X	X	X	X
50	Russell Reid	X	X	X	X	XX	X	X	X	X	X
51	Ryerson Heights	X	X	X	X	X	X	XX	X	X	X
52	Seneca Central	X	X	XX	X	X	X	X	X	X	X
53	St. George-German	X	X	X	X	X	XX	X	X	X	X
54	Teeterville P. S.	X	X	XX	X	X	X	X	X	X	X
55	Thompson Creek	X	X	XX	X	X	X	X	X	X	X

** Please note that XX indicates that an annual JOHSC inspection should take place.

** Please note that indicates that monthly inspection was not completed

** Please note that X* indicates that two inspections have been completed as a result of a missed inspection

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
56	Walpole North	X	X	X	XX	X	X	X	X	X	X
57	Walsh	X	X	X	XX	X	X	X	X	X	X
58	Walter Gretzky Elementary School	X	X	X	X	XX	X	X	X	X	X
59	Waterford Public	X	XX	X	X	X	X	X	X	X	X
60	West Lynn	X	XX	X	X	X	X	X	X	X	X
61	Woodman-Cainsville	X	X	X	X	X2	X	X	XX	X	X
	Secondary Schools										
62	B.C.I. & V.S.	X	X	XX	X	X	X	X	XX	X	X
63	Cayuga Secondary S.(incl. TP - 28 Cayuga St. N., Cayuga)	X	X	XX	X	X	X	X	XX	X	X
64	Delhi District Secondary S.(incl. TP - 169 Wellington Ave, Delhi)	X	X	XX	X	X	X	X	XX	X	X
65	Dunnville Secondary S. (incl. TP - 237 Chestnut St., Dunnville)	X	XX	X	X	X	X	XX	X	X	X
66	G.E.L.A. Brantford (Rawdon)	XX	X	X	X	X	XX	X	X	X	X
67	G.E.L.A. - CareerLink Eaton Market Square	XX	X	X	X	X	XX	X	X	X	X
68	G.E.L.A. - Simcoe	XX	X	X	X	X	XX	X	X	X	X
69	Hagersville S.S.(incl. HSSC and TP - 12 Almas St. Unit 2, Hagersville)	XX	X	X	X	X	X	X	XX	X	X
70	McKinnon Park S.S.(incl. TP - 174 Caithness St., Caledonia, and 3201 Second Line Rd., Hagersville)	X	X	XX	X	X	X	X	X	XX	X
71	North Park C. & V.S.	X	XX	X	X	X	X	X	X	XX	X
72	Paris District H.S. (incl. TP - 2 Elm St., Paris)	X	X	XX	X	X	X	X	X	XX	X
73	Pauline Johnson C.V.S. (incl. TP - 410 Colborne St., Brantford)	XX	X	X	X	X	XX	X	X	X	X
74	Simcoe Composite School (incl. TP - 39 Kent St N Unit 4, Simcoe)	X	XX	X	X	X	X	X	X	X	XX
75	Sprucedale Secondary School	X	X	X	X	X	X	X	X	X	X
76	Tollgate Tech. Skills Centre	X	X	XX	X	X	X	XX	X	X	X
77	Valley Heights S.S. (includes Houghton Annex & TP on site)	X	X	XX	X	X	X	X	X	XX	X
78	Waterford District High School (incl. NSSC and TP site - Camp Trillium)	X	X	XX	X	X	X	XX	X	X	X
No.											
79	H.E. Fawcett Teacher Resource Centre (TRC)	X		X	X	XX	X	X	X	X	X
80	Joseph Brant (including GELA - ESL, Woodland Cultural Ctr)	X	X	X	X	X	X	X	X	X	XX
81	Head Office	X	X	X	X	X	X	X	XX	X	X
82	Head Office - Facility Services	X	X	X	X	X	X	X	XX	X	X

XX indicates that an annual JOHSC inspection should take place.

XX indicates that monthly inspection was not completed

X* indicates that two inspections have been completed as a result of a missed inspection

X TP indicates a Turning Point Location will be done as part of school inspection.

<u>Storage Facilities - Done by school staff as portion of school in monthly inspect. & Inspected twice a year by JOHSC</u>	<u>Sept.</u>	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>	<u>Jan.</u>	<u>Feb.</u>	<u>Mar.</u>	<u>Apr.</u>	<u>May</u>	<u>June</u>
Storage Building Burford Bus Barn, 35 Alexander St., Burford	X	X	X	XX	X	X	XX	X	X	X
Storage Building Langton Bus Barn, 23 Albert Street, Langton	X	X	XX	X	X	X	X	X	X	XX
Storage Building Walsh Bus Barn, 93 Regional Road #3, Walsh	X	X	X	XX	X	X	X	X	X	XX

XX indicates that an annual JOHSC inspection should take place.
XX indicates that monthly inspections were not completed
X* indicates that two inspections have been completed as a result of a missed inspection
X2 Two inspections completed due to missing prior month inspection

No.	Elementary School	July	August
4	Bellview	N/A	X
13	Central Brantford	N/A	X
16	Delhi	N/A	X
32	King George	N/A	X
36	Lynndale Heights	N/A	X
37	Major Ballachey	N/A	X
54	Thompson Creek	N/A	X

No.	Secondary Schools	July	August
61	B.C.I. & V.S.	X	N/A
69	Hagersville S.S.(incl. HSSC and TP)	X	N/A

	Support Locations	July	August
79	H.E. Fawcett Teacher Resource Centre		
80	Joseph Brant (including GELA - ESL)	X	X
81	Head Office	X	X
82	Head Office - Facility Services	X	X

Indicates the monthly inspection was completed

Indicates that an annual JOHSC inspection should take place.

Indicates that a monthly inspection was not completed

Indicates two inspections completed due to a missed inspection

X

XX

X*



MINUTES

COMMITTEE MEMBERS PRESENT:

Rita Collver, Chair
Carol Ann Sloat, Trustee
Diane Sowers, Trustee
William Lovekin, Volunteer
Christine Woodley, Volunteer

RESOURCE STAFF PRESENT:

Brenda Blancher, Director of Education
Rafal Wyszynski, Superintendent of Business and Treasurer
Cindy Smith, Manager of Business Services
Kathryn Underwood, Recording Secretary
Suk Bedi, Internal Auditor, PwC
Christopher O'Conner, Internal Auditor, PwC
B Schell, External Auditor, MRR
Jeff Gilbert, External Auditor, MRR

1. Call to Order and Welcome and Introductions

The Chair welcomed the committee members and resource staff, round table introductions were made. The meeting was called to order at 4:00 p.m.

2. Declaration of Conflict of Interest

The Chair reminded the committee to declare any conflicts of interest in writing, as per 4.14 in the terms of reference. No declarations of conflicts of interest were received.

3. Review September 19, 2017 Agenda

B Blancher requested that a memo from the Ministry of Education on Engagement on governance supports be added to agenda under New Business.

Moved by: D Sowers

Seconded by: CA Sloat

“That the Audit Committee approve the agenda of September 19, 2017 as amended.”

CARRIED.

4. In Camera Session-there were no in camera items



5. Minutes

5.1. Approval of June 27, 2017 minutes.

It was noted that Blaine Schell was present at the meeting.

The committee questioned 7.2, Audit Committee Validation Report, requesting S Bedi to report on trends of other audits from other boards. In response, S Bedi explained that there are still two Boards with pending audit plans and that the findings of trends will be shared at the upcoming School Board Officials meeting.

Moved by: D Sowers

Seconded by: CA Sloat

"That the Audit Committee approve the minutes of June 27, 2017 as amended."

CARRIED.

6. Business Arising from Previous Minutes

6.1. Policy F2 Budget Development Process

R Wyszynski reviewed the draft policy with revisions and the Budget Planning, Development and Control Audit Report was included as a reference. R Wyszynski had reviewed the Budget Development Audit and made proposed changes to the policy as presented. No other amendments were suggested. It was discussed that the draft would be reviewed at the October Committee of the Whole meeting.

7. Internal Audit

7.1. Internal Audit Findings Status

S Bedi reviewed the report and presented the information on the summary of open and delayed audit recommendations, details of the closed finding and the RIAT's finding Rating Guideline. In reference to the Audit, Terminations, Retirements and Succession Planning, the finding of Date Stamp on User Account Update was deferred to a future date and are waiting on a confirmation on a revised due date.

C Smith informed the committee that this is a catch up exercise and that going forward the findings will be completed in a timelier manner.

The committee appreciated the new format of the internal audit findings status.



7.2. 2017/18 Internal Audit Plan

S Bedi presented the plan and highlighted the proposed audits. The plan has taken the various inputs and gathering information and have come up with a three-year rolling plan. It was requested that the audit plan be approved with any amendments and the priority of the plans. In the spring the Audit Committee will review the plan and discuss any potential changes based on changed risks.

S Bedi confirmed that the values on the summary table of proposed audits is hours.

C O'Conner reviewed the different types of audits and that each Board Audit is very unique.

The committee discussed the timing of the Assist-Business Continuity Planning Audit and Attendance Support and Employee Assistance Programs and the concern of the work plan. C Smith brought up the concern of the timing of the audits and working with the various departments to ensure an appropriate time to complete the audits.

The committee discussed the allocation of the number of audits and the hours spend at each board.

C Woodley asked if the Internal Audit Activity by Audit Type was based on the three-year plan and questioned why the validate audit was lower than the planned target hours as established with a survey from a prior audit committee meeting. And further, asked if it takes more resources to complete a validation audit over a assist audit. In response, C O'Conner responded that assist audits often require more staff hours due to the need for more technical staff.

The committee clarified language in the Other Sources of Assurance and reviewed the specialists/consultants.

Moved by: D Sowers
Seconded by: W Lovekin

"That the Audit Committee recommends the 2017/18 Internal Audit Plan as presented."

CARRIED.

8. External Audit

8.1. External Auditor Audit Plan and Fee Estimates

Audit Committee

September 19, 2017
Education Centre, Board Room



B. Schell highlighted the Audit Plan and Fee estimates as distributed. B. Schell highlighted the external audit plan for the 2017-18 school year including the process, plan materiality, significant changes, internal control, significant risks, uncorrected misstatements and timing.

In response to a questions, B Schell clarified that the significant risks are reviewed annually.

In responses to a question in regards to the fees, B Schell indicated that the fee has not increased and that the external auditor looks for efficiencies annually in order to keep the costs the same.

C Smith reported that after each audit, there is a debriefing meeting to review and see where improvements can be made for the following year.

Moved by: B Lovekin
Seconded by: CA Sloat

“That the Audit Planning and Fee Estimates be approved as presented.”

CARRIED.

8.2. Audit Engagement Letter

B Schell highlighted the engagement letter, identifying the responsibilities of the external auditor, Use and Distribution of the report, Reproduction of the Auditors Engagement Report, Preparation of the Schedules, File Inspections, Governing Legislation, dispute resolution, Indemnity, Fees, Communications, Confidentiality and Management’s Responsibilities.

9. New Business

9.1. Ministry Memo, September 13, 2017 Engagement on governance supports.

B Blancher highlighted the memo’s and explained the five areas of discussion and the request for the Audit Committee to complete the questions in each area.

B Blancher informed the committee that with the timing of receiving the memo and the deadline that she requested to have an extension in order for the Audit Committee to complete the task at the November Audit Committee meeting.

It was requested that the Audit Committee members review the discussion questions and be prepared to present at the November Audit Committee meeting. The recording secretary will provide a format to the Audit Committee members to complete the questions.



H-1-e
Audit Committee

September 19, 2017
Education Centre, Board Room

B Blancher identified that the GEDSB has a Trustee Code of Conduct. It was noted that if any audit committee member had questions that they could forward them to the Chair.

10. Consent Items

10.1. Consolidated Due Diligence Report

The committee received the due diligence report as of September 12, 2017.

11. Future Meeting Dates:

- Tuesday, November 21, 2017 | Education Centre | Brant Room | 4:00 pm
- Tuesday, December 5, 2017 | Education Centre | Brant Room | 4:00 pm
- Tuesday, March 27, 2018 | Education Centre | Brant Room | 4:00 pm
- Tuesday, May 8, 2018 | Education Centre | Brant Room | 4:00 pm

11. Adjournment-Chair

Moved by: D Sowers

Seconded by: CA Sloat

That the Audit Committee of September 19, 2017 adjourn at 5:28 p.m.

CARRIED.

2017-18 Internal Audit Plan

Grand Erie District School Board

*Three Year Rolling
Plan*

September 19, 2017



This document has been prepared only for Grand Erie District School Board and solely for the purpose and on the terms agreed with you. This document may contain our confidential commercial, financial or other proprietary information, the disclosure of which may prejudice us. We accept no liability (including for negligence) to anyone else in connection with this document, and it may not be provided to anyone else, without prior written consent from PricewaterhouseCoopers LLP.

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1. Executive Summary

The Strategic Priorities of Grand Erie District School Board (“GEDSB”) established six foundational strategic commitments: (1) Achievement; (2) Well-Being; (3) Technology; (4) Community; (5) Equity; and (6) Environment.. When considering the risks requiring a fair portion of management’s attention, the top four risk categories impacting these foundational priorities include Financial and Funding, People and Organization, Student experience, Strategy, Governance & Leadership, and Capacity & Availability of Services.

This three-year risk based Internal Audit Plan sets out the planned projects from September 1, 2017 to August 31, 2020 considering the Regional Internal Audit funding available to the ten school boards in the South Region. The plan is intended to be updated/validated annually to reflect the current environment. The Internal Audit Plan was developed using PricewaterhouseCoopers LLP’s (“PwC”) Internal Audit Framework.

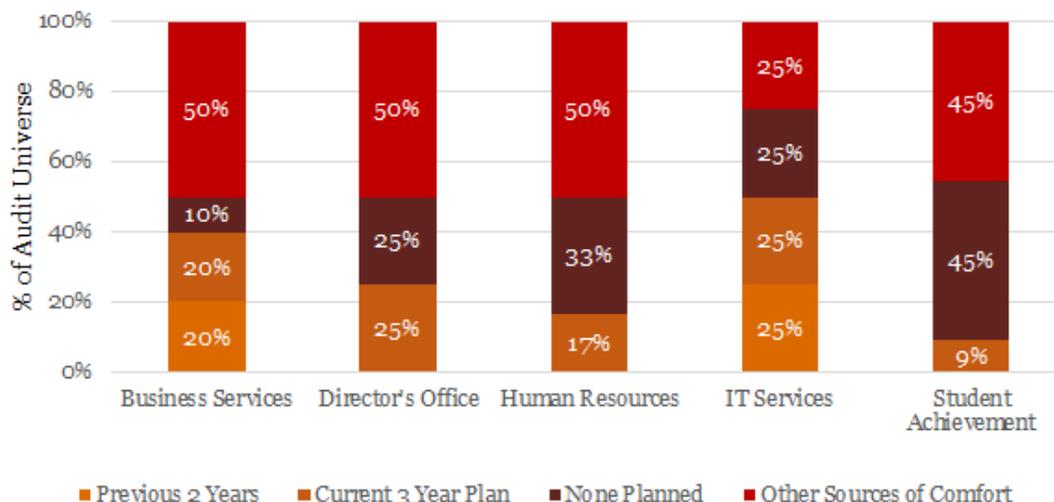
The Internal Audit Plan does not purport to address all key risks identified across the audit universe (in a three-year cycle) as part of the risk assessment process. Accordingly, the level of internal audit activity represents a deployment of limited internal audit resources and in approving the risk assessment and Internal Audit Plan, the Audit Committee recognizes this limitation. The “top-down” risk assessment was performed by discussing enterprise risks which impact the attainment of strategic objectives as measured by the amount of attention required on risk treatment by management. The “bottom-up” risk assessment approach considers key processes in the audit universe and rates each process by inherent risks as well as control strength; which is evaluated based on various inputs. The coverage of enterprise risks are noted in Section 3 of this plan.

The following table provides an overview of the three-year proposed Internal Audit Plan and the level of effort planned for the GEDSB.

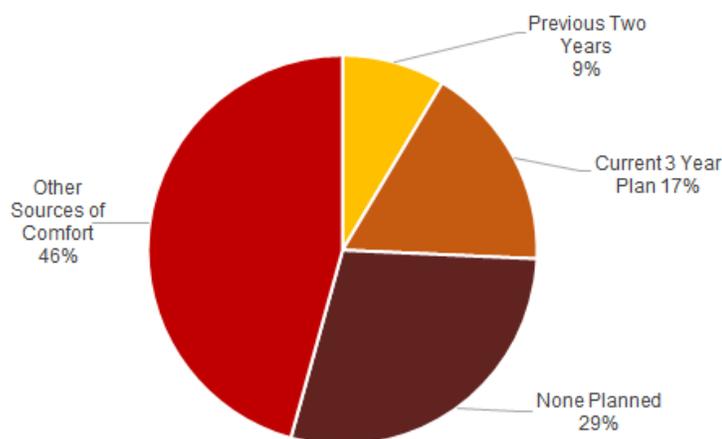
Ref	Internal Audit Project Name	2017/18	2018/19	2019/20
1	Assist-Business Continuity Planning	180		
2	Assist-Attendance Support & Employee Assistance Programs	180		
3	Assist-Fraud Risk Management (incl Fraud Risk Assessment Exercise)		220	
4	Validate-Special Education-Workflow/Capacity Planning		170	
5	Validate-Crisis Management			180
6	Appropriateness-Procurement & Payables			200
7	Validate-Recurring: Annual Finding Status and Resolution Review	60	60	60
8	Compliance-Annual Validation of Risk Assessment and Internal Audit Plan	30	30	30
9	Compliance-Audit Committee Reporting and Project Oversight	10	10	10
Total Effort		460	490	480

1. Analysis of Risk Areas Planned for Coverage

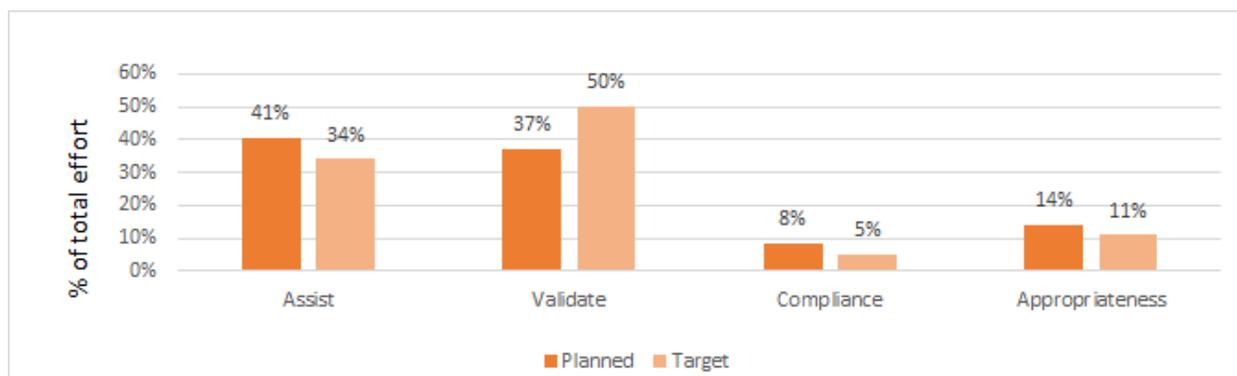
Coverage by Major Process Domain



Audit Universe Coverage



2. Internal Audit Activity by Audit Type

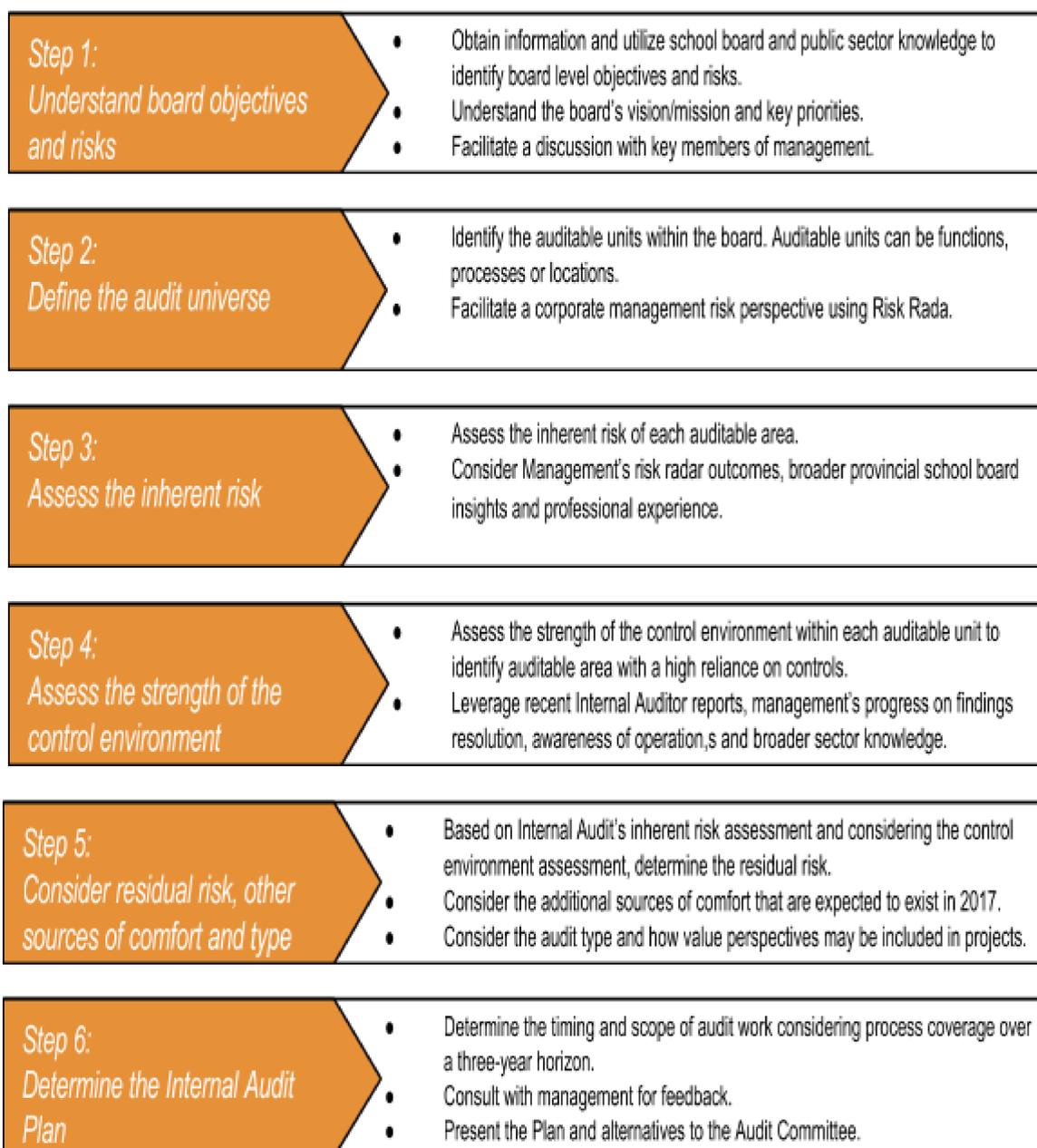


2. Introduction and Approach

This document sets out the risk assessment and our Internal Audit Plan for the GEDSB.

Internal audit work will be delivered in accordance with the Internal Audit role for the South Region Internal Audit Team and any applicable contracts. A summary of our approach to undertaking the risk assessment and preparing the Internal Audit Plan is set out below.

The Internal Audit Plan is driven by the GEDSB's organisational objectives and priorities, and the risks that may prevent the GEDSB from meeting those objectives. A more detailed description of our approach can be found in Appendix 1.



Basis of the Internal Audit Plan

Based on the available Internal audit effort, the hours were allocated to (1) the standing annual projects and then (2) to provide coverage first for all process areas where a full scope internal audit is suggested with the objective of having a minimum of two full scope audits per school board per year.

The level of agreed resources for the internal audit service for a three-year period of September 1, 2017 to August 31, 2020 is determined by the Regional Internal Audit funding available annually to the ten school boards in the South Region. Therefore, the Internal Audit Plan does not purport to address all key risks identified across the audit universe (in a three-year cycle) as part of the risk assessment process. Accordingly, the level of internal audit activity represents a deployment of limited internal audit resources and in approving the risk assessment and Internal Audit Plan, the Audit Committee recognizes this limitation.

Other Sources of Assurance (“OSC”)

In developing our Internal Audit Risk Assessment and Plan, we have taken into account other sources of assurance and have considered the extent to which reliance can be placed upon these other sources. A summary of other sources of assurance for each auditable unit are noted below and were considered in the development of the Internal Audit Plan. The other sources of assurance for the GEDSB are as follows:

I) Ministry Oversight

- CAPT Reports;
- Ministry of Labor health and safety inspections;
- Ministry EQAO Reviews/Audits; and
- Ministry Reporting and Reviews of MISA.

II) External Auditors

- Annual audit of financial systems.

III) Specialists/Consultants

- System Research and Input into Multi-Year planning cycle for Strategy, Governance and Leadership;
- Privacy Assessment (June 2017);
- Follow-up on management actions from 2012 Communications Audit Planned for 2017/18;
- Third Party (Watson) Assessment of Facilities Condition Index;
- External Project Management (consultants) for Facility Capital Projects;
- Actuarial reports for employee services;
- External consultant report on salary grids;
- OPSPA Staffing Reviews;
- External Consultant's Job Evaluations Report;
- SBCI Reporting for Attendance and Wellness Management;
- External Consultants' school surveys;
- OSBIE Incident Reporting;
- IEP Audits on special education;
- ONSIS Audits for Alternative and Continuing Education; and
- IBM Consultant's Survey on Improving Partnerships for improving Technology in education.

We considered the coverage these other sources of assurance provides; however, Internal Audit does not intend to place direct reliance upon these in our internal audit project work.

Key contacts

Meetings have been held with the following key personnel during the internal audit planning process:

Brenda Blancher Director of Education	Rafal Wyszynski (and Jamie Gunn) Superintendent of Business	Denise Martins Superintendent of Business
Liana Thompson Superintendent of Business	Wayne Baker Superintendent of Business	Linda De Vos Superintendent of Business
Scott Sincerbox Superintendent of Business	Dave Abbey Superintendent of Business	Audit Committee

Internal Audit Value Proposition

Feedback from management and members of the Audit Committee on what Internal Audit needs to keep in mind in order to deliver on each party's perception of value is summarized below:

Top Three Focus Priorities for Internal Audit:

1. Management's adherence to and effectiveness of policies, process and controls
2. Appropriate mitigation of risk to an acceptable level
3. Identify cost savings of significance, despite the risk area

Value Perspectives

Audit Committee:	<ul style="list-style-type: none"> • Look at process, protocols or procedures and find out if they are working for the Board to meet the goals • See Grand Erie as a diverse organization doing the monitoring on behalf of the organization. • Help with a risk perspective which considers needs/limitations of processes and the impact processes have on stakeholders
Management:	<ul style="list-style-type: none"> • Focus on process improvement • Mitigate risk to an acceptable level • Look at impact and rationale while giving recommendation

3. Annual Internal Audit Plan

Risk Assessment Results

Each auditable unit has been assessed for inherent risk and the strength of the control environment, in accordance with the methodology set out in Appendix 1. The results are summarised in the table below.

Other Considerations

This Internal Audit Plan also considers timing of reviews and takes into consideration initiatives or external factors/drivers. In addition to past audits, this Internal Audit Plan also considers inflight reviews which provide coverage over some key risk areas/processes.

Internal Audit Plan by Process Area

Based on the risk assessment for each auditable process/unit, the audit requirement rating has been determined in accordance with the methodology set out in Appendix 1. The results, and the planned internal audit project titles, are summarized in the table below.

Generally, the processes in the audit universe are those identified with management as key processes designed to manage strategic and enterprise risks. As such, specific processes which have a low inherent risk rating may not be included in the audit universe.

Furthermore, the 'potential internal audit type' is an indicator of the potential focus of Internal Audit's role in the proposed audit project; however, other factors or considerations may yield a different focus or type of audit on sub-components of impacted auditable units.

Ref	Auditable unit	Inherent risk rating	Control environment indicator	Potential Internal Audit Type	Related past and projects (YY, Title, Type) and Other Sources of Comfort
A	Director's Office				
A.1	Strategy, Governance and Leadership	3.7	2.5	●	OSC: System Research and Input into Multi-Year planning cycle for Strategy, Governance and Leadership
A.2	Privacy Information & Records Management	2.7	2	●	OSC: Privacy Assessment
A.3	Communications and Community Engagement	3.2	3.1	●	2019-20: Crisis Management-Validate
A.4	Indigenous Education Team	2.2	2.5	●	None Planned

Ref	Auditable unit	Inherent risk rating	Control environment indicator	Potential Internal Audit Type	Related past and projects (YY, Title, Type) and Other Sources of Comfort
B	Business Services				
B.1	Accounting Services	3.2	0.9	●	2018-19: Fraud Risk Management-Assist
B.2	Budget Planning, Development and Control	2.9	2	●	2016-17: Budget Planning, Development & Control
B.3	Financial and Ministry Reporting	2.9	2	●	OSC: Annual audit of financial systems;
B.4	Purchasing	2.7	2.3	●	2019-20: Procurement & Payables-Appropriateness
B.5	Accommodation and Planning	3.3	1.9	●	OSC: CAPT Reports
B.6	Facility Operations and Maintenance	3	2.2	●	OSC: Third Party (Watson) Assessment of Facilities Condition Index
B.7	Facility Capital Projects	2.9	2	●	OSC: External Project Management (consultants) for Facility Capital Projects
B.8	Health & Safety	3	2.5	●	OSC: Ministry of Labor health and safety inspections
B.9	Transportation Oversight	3.3	2.1	●	None Planned
B.10	Payroll	3.3	2.1	●	2015-16: Payroll and Compensation
C	Human Resources				
C.1	Employee Services	3.7	2.4	●	OSC: Actuarial reports for employee services; External consultant report on salary grids
C.2	Leadership Development and Mentoring	2.9	0.9	●	None Planned
C.3	Elementary and Secondary School Staffing	3	2.5	●	OSC: OPSPA Staffing Reviews
C.4	Non-School Staffing	2.7	2.4	●	None Planned
C.5	Performance Management	2.9	2.4	●	OSC: External Consultant's Job Evaluations Report
C.6	Attendance & Wellness Management	3.5	1.6	●	2017-18: Attendance Support & Employee Assistance Program-Assist

Ref	Auditable unit	Inherent risk rating	Control environment indicator	Potential Internal Audit Type	Related past and projects (YY, Title, Type) and Other Sources ofr Comfort
D	IT Services				
D.1	IT Application and Database Support	3.6	2	●	2015-16: IT Service Delivery Review
D.2	IT Network & Infrastructure	3.7	2	●	2017-18: Business Continuity Planning-Assist
D.3	Student Applications	2.7	2	●	OSC: Ministry Reporting and Reviews of MISA
D.4	IT Strategy	3.4	1.7	●	None Planned
E	Student Achievement				
E.1	Elementary Program	2.9	2.5	●	None Planned
E.2	Student Safety	3.8	2.7	●	OSC: OSBIE Incident Reporting
E.3	Secondary Program/Student Success	2.9	2.5	●	None Planned
E.4	Assessment, Evaluation and Reporting	3.2	2.2	●	OSC: Ministry EQAO Reviews/Audits
E.5	Mental Health Strategy & Student Well being	3.2	2.3	●	None Planned
E.6	Safe & Inclusive Schools	3.2	2.5	●	OSC: External Consultants' school surveys
E.7	Special Education	3.7	3.1	●	2018-19: Special Education-Workflow/Capacity Planning-Validate
E.8	Compensatory Education	2.9	2.5	●	None Planned
E.9	Alternative, Adult and Continuing Education	2	2	●	OSC: ONSIS Audits for Alternative and Continuing Education
E.10	Early Years	3.7	2.6	●	None Planned
E.11	Education Technology Program	3.6	2.2	●	OSC: IBM Consultant's Survey on Improving Partnerships for improving Technology in education

Proposed Project Summary

Below we provide additional details for the scope of the planned internal audit projects.

Ref	Type - Internal Audit Project: Summary of Scope and Objectives Related Risks	'17/18	'18/19	'19/20
1	<p>Assist - Business Continuity Planning: In light of recently developed procedures and templates for managing operations post-disaster, internal audit will assess current controls and identify opportunities to improve controls pre-implementation. The focus of the review will be to:</p> <ul style="list-style-type: none"> ● Provide management with an evaluation on the board's preparedness in the event of a major business disruption ● Identify issues that may limit interim business processing and restoration of same ● Provide management with an assessment of the effectiveness of the business continuity plan and its alignment with subordinate continuity plans <p><i>Tests of operating effectiveness are not included in the scope of this project.</i></p> <p>Related Risks: Reputation, Cyber security, Disaster recovery, Management and employee information, and Crisis management.</p>	180		
2	<p>Assist - Attendance Support & Employee Assistance Programs: The objectives of this review are to assist in identifying control improvements to achieve the following objectives:</p> <ol style="list-style-type: none"> 1) Accurate and complete attendance records are maintained; 2) Effective application of the attendance support program; 3) Regular reporting on the effectiveness of the attendance support process/programs; and 4) Effective monitoring of Employee Assistance & Wellness Programs <p><i>Tests of operating effectiveness are not included in the scope of this project.</i></p> <p>Related Risks: Skilled workforce, Absenteeism, Wellbeing, Culture and behaviour</p>	180		
3	<p>Assist - Fraud Risk Management (Incl Fraud Risk Assessment Exercise): Using fraud risk management frameworks provide a current state assessment and recommended actions to enhance the Board's current position related to fraud risk management. In this context, we will review the design effectiveness of controls management has implemented for control objectives in the following review areas:</p> <ol style="list-style-type: none"> a) Fraud management policies, b) Culture and awareness, c) Risk assessment and responses, d) Investigation and remediation, and e) Reporting and monitoring. <p><i>Tests of operating effectiveness are not included in the scope of this project.</i></p> <p>Related Risks: Asset Management, Procurement, Transparency and fiduciary responsibilities, Culture and behaviour,</p>		220	

Ref	Type - Internal Audit Project: Summary of Scope and Objectives Related Risks	'17/18	'18/19	'19/20
4	<p>Validate - Special Education - Workflow/Capacity Planning: Internal audit will validate the Education Assistant's allocation processes to ensure demands for special programming and key service delivery objectives are being considered. Internal Audit will also validate whether processes are designed to optimize the mix of resources available and meet Ministry requirements.</p> <p>Related Risks: Staffing, Efficiency, Teacher unavailability, Training & Development for Special Programs and emerging issues, Delivery of Special Ed Programs</p>		170	
5	<p>Validate - Crisis Management: Validate the design and operating effectiveness of the school and board level processes and controls related to:</p> <ul style="list-style-type: none"> a) Board's definition and classification of events and criteria to assess when and how crisis management policies/procedures should be applied, b) Awareness of policies and procedures as to how staff should deal with emergency situations, c) Communications (internal and external) are handled appropriately and engage the right stakeholders or individuals depending on the nature/severity of the incident, and d) Reporting and escalation protocols are established and consistently applied. <p>Related Risks: Reputation, Cyber security, Crisis management, Political and regulatory change, Student Health & Safety, Leadership</p>			180
6	<p>Appropriateness - Procurement & Payables: Internal audit will assess the appropriateness of current controls in relation the objectives of the procurement and purchasing functions (centrally and school level), the risk profile for the organization and appetite for control optimization or automation.</p> <p>Employee expense reimbursement and purchase card programs will not be considered as part of this review.</p> <p>Related Risks: Procurement, Transparency and fiduciary responsibilities, culture and behaviour</p>			200
7	<p>Validate - Annual Finding Status and Resolution Review: Annually, Internal Audit will request an update from finding that has not been remediated and will review the Management information provided to determine if the information Management provided supports the planned resolution or retargeting of the closed and open action items for the period. <i>Note: The actual hours for this activity would vary depending on the number of findings reported.</i></p> <p>Related Risks: Various</p>	60	60	60
8	<p>Compliance - Annual Validation of Risk Assessment and Internal Audit Plan: Internal Audit will meet with Management and the Audit Committee annually to validate the planned inputs to the updated Internal Audit Plan, identify changes to the additional sources of comfort, apply professional judgment and historical information to revise, and propose an updated three-year rolling Internal Audit Plan.</p> <p>Related Risks: All</p>	30	30	30

Ref	Type - Internal Audit Project: Summary of Scope and Objectives Related Risks	'17/18	'18/19	'19/20
9	<p>Compliance - Audit Committee Reporting and Project Oversight: Attend and participate (as requested) at three Audit Committee meetings per year.</p> <p><i>This activity occurs when deliverables from the IA Plan are presented to the Audit Committee, and does not include deliverables outside of those indicated in this plan.</i></p> <p>Related Risks: Various</p>	10	10	10
	Total	460	490	480

* N.B. The hours included in table above are estimates for project execution and excludes administrative, travel, and other time.

Marginal Projects Not Included in Current Draft

The following projects were not included in the above Internal Audit Plan but were close contenders for consideration:

Ref	Type - Internal Audit Project: Summary of Scope and Objectives Related Risks	Estimated Effort
1	<p>Validate - Managing Early Years of Service Delivery An internal audit of the business processes and controls in effect to manage the service delivery of the early years program would consider:</p> <ol style="list-style-type: none"> 1. Definition and Adherence to Service Delivery Priorities and Targets 2. Performance Measurement & Reporting 3. Stakeholder Feedback <p>Related Risks: Student Health & Safety, Out of Hours programming, Student Demands, cost improvement</p>	200
2	<p>Assist - French Staffing and Capacity Planning Internal audit will assist management in identifying gaps in how the demand for french immersion is alignment of staff planning. Internal audit will also review design of processes management has implemented to optimize mix of resources available to conduct program requirements and deliver on student achievement.</p> <p><i>Tests of operating effectiveness are not included in the scope of this project.</i></p> <p>Related Risks: Skilled workforce, Staffing</p>	170
3	<p>Assist - Culture Audit: Evaluate the design effectiveness of behavioral reinforcers related to the organizational culture. Highlight fact-based observations of those reinforcers, including strengths and recommendations regarding the design and key elements which align Grand Erie's intended behaviours with its values and strategic priorities. <i>"Behavioral reinforcers" is one method to instil a desired culture.</i></p> <p><i>Tests of operating effectiveness are not included in the scope of this project.</i></p> <p>Related Risks: Culture and behavior, Defining a culture</p>	220
4	<p>Validate - Training & Development (New Programs/Regulations): Internal Audit will consider the processes to identify and communicate additions to or new student program and regulations. The review will assess controls surrounding staff development, and timely awareness and capacity building among staff groups for managing these changes</p> <p>Related Risks: Training & development for Special Programs and emerging issues</p>	150

Appendix 1: Detailed methodology

Step 1 - Understand Board Objectives and Risks

In developing our understanding of your board objectives and risks, we have:

- Reviewed the board's mission/vision, organizational structure, and results from past audits/reviews;
- Facilitated a discussion with the Audit Committee and representatives of Management to better understand the perceptions of what value Internal Audit may be able to deliver;
- Drawn on our knowledge of the education sector; and
- Met with members of the Executive Management Team.

Step 2 - Define the Audit Universe

In order that the Internal Audit Plan reflects your management and operating structure, we have identified the audit universe for the board made up of a number of auditable units. Auditable units include functions, processes, systems, products or locations. Any processes or systems which cover multiple locations are separated into their own distinct cross cutting auditable unit. This process considered how to customize the 53 generic provincial process areas into a locally relevant context. We also facilitated a discussion with Management to identify the risks which occupied the most mind space for Management currently. This results, not in an inherent risk perspective, in a view as to the risks which Management was currently having to engage with in a significant manner. It does not provide an indication of unmitigated, residual or areas of weakness but rather of areas, for various reasons, occupying a fair portion of Management's attention.

Step 3 - Assess the Inherent Risk

The Internal Audit Plan should focus on the most risky areas of the business (this considered the inherent risk of the area - i.e. before internal controls are consciously effected). As a result, each auditable unit is allocated an inherent risk rating – i.e. how risky the auditable unit is to the overall organization and how likely the risks are to arise. The inherent risk assessment is determined by:

- Listening and interpreting discussions from the Risk Radar workshops;
- Mapping the corporate risks to the auditable units;
- Our knowledge of your board and the education and public sectors; and
- Discussions with Management and the Audit Committee.

Impact Rating	Likelihood Rating		
	3	2	1
3	> or =2.5	>2 and <2.5	>1.5 and <2.0
2	>2 and <2.5	>1.5 and <2.0	>1.5 and <1.0
1	>1.5 and <2.0	>1.5 and <1.0	< or =1.0

Step 4 - Assess the Strength of the Control Environment

In order to effectively allocate Internal Audit resources, we also need to understand the strength of the control environment within each auditable unit. This is assessed based on:

- Listening and interpreting discussions from the Risk Radar workshops;
- Our knowledge of your internal control environment;
- Management's timely resolution previously raised findings;
- Information obtained from other assurance providers; and
- The outcomes of previous internal audits.

Control Strength Assessment Rating:

Rating	Rating Title	Description
1	Considerable Concerns / Ineffective	Controls evaluated are unlikely to provide reasonable assurance that risks are being managed and objectives will be met.
2	Some Concerns / Somewhat Effective	Generally, controls evaluated are expected to be adequately designed and operating effectively, providing reasonable assurance that risks are being managed and objectives will be met. Specific areas of control gaps, weakness or inefficiency are anticipated.
3	No Major Concerns / Effective/ Satisfactory	Controls expected to be adequately designed and operating effectively, providing reasonable assurance that risks are being managed and objectives are being met.

Step 5 - Consider the Residual Risk, Other Sources of Comfort and Type

The inherent risk and the control environment indicator are used to calculate the internal audit requirement rating. The matrix ensures that our internal audit work is focused on areas with high reliance on controls or a high residual risk after considering other potential sources of comfort management receives.

In addition to the audit work defined through the risk assessment process described above, we may be requested to undertake a number of other internal audit reviews such as regulatory driven audits, value enhancement or consulting reviews. These were identified separately in the annual plan based on input from Management.

Inherent Risk Rating	Control design indicator		
	1	2	3
3-4	●	●	●
2-2.9	●	●	●
0-1.9	●	●	●

Please refer to the legend in Step 6 below for additional details.

Step 6 - Determine the Internal Audit Plan

The type of internal audit and intensity of risk coverage can be determined by reviewing the risk and control profile of each auditable process noted above. The rating of risk and control is applied to determine the audit type/requirement rating and the results are assigned a type based on the legend shown below. The focus of an internal audit will vary depending on the process maturity, value perspective/consideration of the Audit Committee, and the key risks/objectives. Scope of each audit would consider the value focus and process type and prompt internal audit teams to approach the project in such a way that audit objectives can meet the value focus needs of the board.

Colour Code	IA Focus Type	Definition
●	Assist	An internal audit with the “assist” focus will aim to drive improvements within areas where Management recognizes opportunities for improvement are required. Processes reviewed under this lens contain risks that are currently not well managed, or are impacted by controls not well designed and/or the entire process is currently being faced with changes or emerging issues. Reviews will focus on process and/or control design assessments of higher risk or emerging initiatives and assist with identifying control practices which will mitigate or address specific risks/concerns of the Audit Committee or Management.
●	Validate	An internal audit with the “validate” focus will aim to confirm whether well designed processes or controls are in fact operating effectively and mitigating the appropriate risks as intended by the process or control. Reviews under this lens will examine accepted policies, procedures, protocols, directives, and regulations for processes and controls that are well established. Additionally, testing aims to assess the design and operating effectiveness of controls in place.
●	Appropriateness	An internal audit with the “appropriateness” focus will aim to identify improvement opportunities while validating appropriateness of existing management controls. Processes and controls examined under this lens typically are sufficiently controlled; however, there may be opportunities for efficiency. The processes and controls reviewed under this lens typically are not a source of significant risk to the organization.
●	Compliance	An internal audit with the “compliance” focus will aim to evaluate specific compliance or explicit targeted control attributes over a portion of a process. Processes and controls reviewed under the compliance lens typically are sufficiently well controlled but Management may require certification or attestation of compliance. Potential actions/recommendations to improve compliance rates are noted during these reviews.
●●	Special/ Advisory	Key areas of focus or area selected for Internal Audit for other factors listed.
●	N/A	No coverage required.

In some cases, it may be possible to isolate the sub-process(es) within an auditable unit which are driving the audit requirement.

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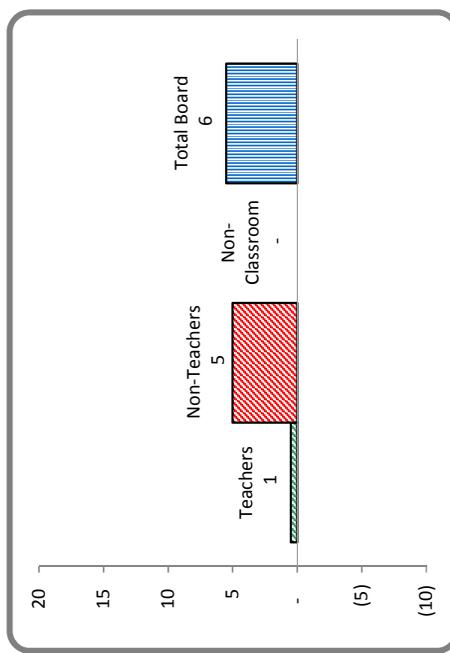
**Grand Erie District School Board
2016-17 Interim Financial Report
For the period ended May 31, 2017**

Summary of Financial Results (\$Thousands)		Estimates (Budget)		Revised Estimates		Forecast		Variance from Rev Est	
								\$	%
Revenue									
Provincial Grants	283,708	283,409	283,409	283,409	0	0.0%			
Other	12,407	12,832	12,725	12,725	(107)	-0.8%			
Total Revenue	296,115	296,241	296,134	296,134	(107)	0.0%			
Expenditures									
(Instruction)	241,884	241,804	241,804	241,804	0	0.0%			
(Administration)	7,715	7,965	8,066	8,066	101	1.3%			
(Transportation)	11,470	11,470	11,470	11,470	-	0.0%			
Pupil Accommodation	26,566	26,566	26,566	26,566	-	0.0%			
Other	6,866	6,810	6,810	6,810	-	0.0%			
Total Expenditures	294,501	294,615	294,716	294,716	101	0.0%			
In-Year Surplus (Deficit)	1,614	1,626	1,417	1,417	(208)	-			
† Prior Year Accumulated Surplus for compliance	862	862	862	862	-	0.0%			
Accumulated Surplus (Deficit) for compliance	2,476	2,488	2,280	2,280	(208)	-8.4%			

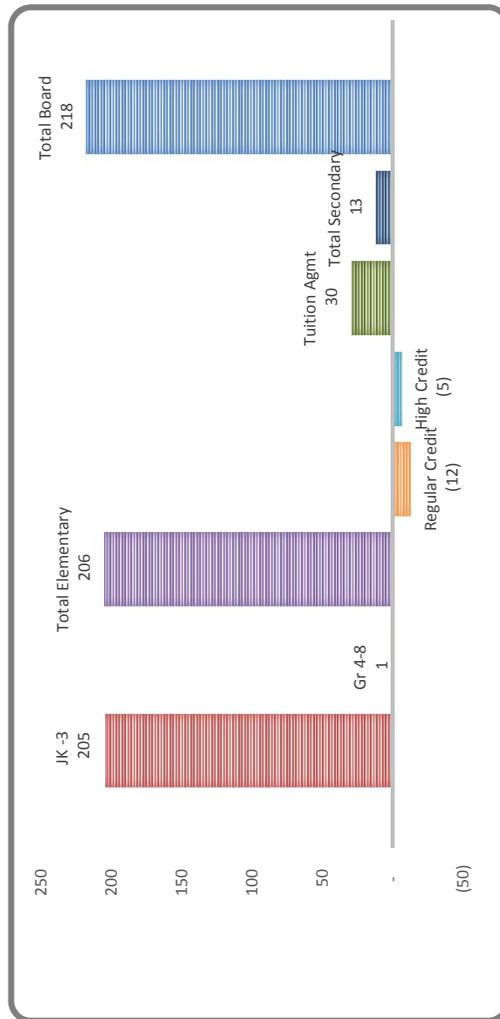
Summary of Enrolment				
ADE	Budget	Forecast	In-Year Change	%
Elementary				
JK -3	8,601	8,806	205	2.4%
Gr 4-8	8,920	8,921	1	0.0%
Total Elementary	17,521	17,727	206	1.2%
Secondary <21				
Regular Credit	7,868	7,856	(12)	-0.2%
High Credit	72	66	(5)	-7.7%
Tuition Agmt & Visa	522	552	30	5.7%
Total Secondary	8,461	8,474	13	0.1%
Total Board	25,982	26,200	218	0.8%

Summary of Staffing				
FTE	Budget	Actual	In-Year Change	%
Classroom				
Teachers	1,630	1,631	1	0.0%
Non-Teachers	570	575	5	0.9%
Total Classroom	2,201	2,206	6	0.2%
Non-Classroom				
	579	579	-	0.0%
Total	2,780	2,785	6	0.2%

Changes in Staffing: Budget v. Forecast



Changes in Enrolment: Budget v. Forecast



Grand Erie District School Board
Interim Financial Report - Revenue Summary
For the period ended May 31, 2017
(\$ thousands)

Budget Assessment						Material Variance Note
a	b	c	d = c - b	e = d/b		
2016-17						
Estimates	Revised Estimates	Forecast	Change			
			\$ Increase (Decrease)	% Increase (Decrease)		
Grant Revenues						(a)
Pupil Foundation	136,651	137,704	137,704	-	0.0%	
School Foundation	19,622	19,643	19,643	-	0.0%	
Special Education	36,264	36,465	36,465	-	0.0%	
Language	3,744	3,848	3,848	-	0.0%	
Outlying, Remote and Rural	107	107	107	-	0.0%	
Learning Opportunities	4,463	4,459	4,459	-	0.0%	
Continuing and Adult Education	1,559	1,327	1,327	-	0.0%	
Teacher Q&E	23,378	22,522	22,522	-	0.0%	
ECE Q&E	1,753	1,785	1,785	-	0.0%	
New Teacher Induction program	176	176	176	-	0.0%	
Restraint Savings	(80)	(80)	(80)	-	0.0%	
Transportation	13,428	13,428	13,428	-	0.0%	
Admin and Governance	7,524	7,556	7,556	-	0.0%	
School Operations & Community Use	27,006	26,996	26,996	-	0.0%	
Declining Enrolment	1,069	335	335	-	0.0%	
First Nation, Metis and Inuit	657	704	704	-	0.0%	
Safe Schools Supplement	482	484	484	-	0.0%	
Permanent Financing - NPF	262	262	262	-	0.0%	
Other		43	43	-	0.0%	
Total Operating Grants	278,066	277,767	277,767	-	0.0%	
Grants for Capital Purposes						
School Renewal (non TCA)	2,937	2,937	2,937	-	0.0%	
Other Capital (Minor TCA and Int on Capital)	2,705	2,705	2,705	-	0.0%	
Total Capital Purposes Grants	5,642	5,642	5,642	-	0.0%	
TOTAL ALLOCATIONS	283,708	283,409	283,409	-	0.0%	
Other Revenues						
EPO and Other Gov of Ontario	3,838	4,004	3,897	(107)	(2.7%)	
Other Boards	273	273	273	-	0.0%	
Tuition Fees & Other Gov of Canada	7,199	7,444	7,444	-	0.0%	
Community Use & Rentals	455	455	455	-	0.0%	
Miscellaneous Revenues	641	656	656	-	0.0%	
Non Grant Revenue	12,407	12,832	12,725	(107)	(0.8%)	
TOTAL REVENUES (Schedule 9)	296,115	296,241	296,134	(107)	(0.0%)	

EXPLANATIONS OF MATERIAL GRANT VARIANCES

(a) Prior Period Adjustment re 2014-15FS Review - Sch 13. Enrolment confirmation differences

ONSIS verified enrolment for Oct 31st and Mar 31st count dates indicates a positive variance of 21 ADE in enrolment from Revised Estimate values (+9 ADE Elementary and + 12 ADE Secondary). GSN and Tuition fee revenues have not been restated to reflect this increase. We will pick this adjusted revenue up when the year end financials are completed in EFIS.

**Grand Erie District School Board
Interim Financial Report - Expenditure Summary
For the period ended May 31, 2017**

(\$ thousands)

	Budget Assessment					Risk Assessment			
	a	b	c	d = c - b	e = d/b	f	g	h = g - f	
	Estimates	Revised Estimates	Forecast	\$ Increase (Decrease)	% Increase (Decrease)	Actual 2016/17	Actual 2015/16	Year-to year Increase (Decrease)	Forecast vs. Prior year YTD
OPERATING									
Classroom Instruction									
Teachers	161,192	160,490	160,490	-	0.0%	76.19%	72.69%	3.5%	
Supply Teachers	5,557	5,557	5,557	-	0.0%	85.22%	78.54%	6.7%	
Teacher Assistants and ECEs	23,452	23,670	23,670	-	0.0%	87.36%	86.01%	1.3%	
Classroom Computers	3,969	3,969	3,969	-	0.0%	44.73%	54.48%	(9.7%)	
Textbooks and Supplies	6,665	6,665	6,665	-	0.0%	64.76%	60.02%	4.7%	
Professionals and Paraprofessionals	8,462	8,519	8,519	-	0.0%	66.58%	71.28%	(4.7%)	
Library and Guidance	5,450	5,891	5,891	0	0.0%	76.33%	70.27%	6.1%	
Staff Development	660	660	660	-	0.0%	80.01%	29.68%	50.3%	
Department Heads	467	467	467	-	0.0%	73.89%	56.96%	16.9%	
Principal and Vice-Principals	14,188	14,188	14,188	-	0.0%	74.70%	66.29%	8.4%	
School Office	6,972	6,972	6,972	-	0.0%	80.73%	81.18%	(0.5%)	
Co-ordinators and Consultants	3,296	3,296	3,296	0	0.0%	84.26%	64.64%	19.6%	
Continuing Education	1,554	1,459	1,459	-	0.0%	78.09%	46.70%	31.4%	
Total Instruction	241,884	241,804	241,804	0	0.0%	76.50%	72.75%	3.7%	Forecast Pressure
Administration									
Trustees	208	208	208	0	0.0%	59.14%	70.70%	(11.6%)	
Director/Supervisory Officers	1,506	1,531	1,531	0	0.0%	71.61%	76.88%	(5.3%)	
Board Administration	6,001	6,226	6,328	101	1.7%	83.27%	77.71%	5.6%	
Total Administration	7,715	7,965	8,066	101	1.3%	80.43%	77.35%	3.1%	Forecast Pressure
Transportation									
	11,470	11,470	11,470	-	0.0%	62.90%	60.56%	2.3%	Forecast Pressure

**Grand Erie District School Board
Interim Financial Report - Expenditure Summary
For the period ended May 31, 2017**

(\$ thousands)

	Budget Assessment					Risk Assessment			
	a	b	c	d = c - b	e = d/b	f	g	h = g - f	
	2016-17		Forecast	Change		Actual 2016/17	Actual 2015/16	Year-to year Increase (Decrease)	Forecast vs. Prior year YTD
	Estimates	Revised Estimates	Forecast	\$ Increase (Decrease)	% Increase (Decrease)	% of Forecast Spent	% of Actual Spent		
Pupil Accommodation									
School Operations and Maintenance	23,629	23,629	23,629	-	0.0%	77.17%	72.50%	4.7%	
School Renewal (Non TCA)	2,937	2,937	2,937	-	0.0%	75.00%	99.99%	(25.0%)	
Total Pupil Accommodation	26,566	26,566	26,566	-	0.0%	76.93%	74.42%	2.5%	Forecast Pressure
Other									
Contingency & Non-Operating	1,743	1,743	1,743	-	0.0%	8.89%	6.17%		
Capital Expenditures and Debt	3,946	3,946	3,946	-	0.0%	93.35%	100.71%		
Net Ammortization / Deferred Capital	1,177	1,121	1,121	-	0.0%	75.00%	0.00%		
Other						0.00%	0.00%		
Total Other Expenditures	6,866	6,810	6,810	-	0.0%	68.72%	52.13%	16.6%	Forecast Pressure
TOTAL EXPENDITURES	294,501	294,615	294,716	101	0.0%	75.9%	71.99%	3.9%	Forecast Pressure

EXPLANATIONS OF MATERIAL BUDGET VARIANCES

(a) - Job Evaluation and Salary Grid review - Non Union Staff



Compensatory Education Steering Committee
 Norfolk School Support Centre – Dogwood Room
 Thursday, May 4, 2017
 School Profile 1:30 pm
 Business Session 2:00 pm

MINUTES

Chair: Liana Thompson

Recorder: Paula Curran

1. Welcome and Introductions L. Thompson
 - Superintendent Thompson welcomed everyone and introduced Principal Nicholson.
2. Profile – Elgin Avenue Public School S. Nicholson
 Elgin Avenue has 235 students, including approximately 20 enrichment students per day, housed in 10 home room classes and 3 special education classes. Additional supports include several early intervention literacy programs, Big Brother / Big Sister program, Booster Club, Homework Help, financial support for field trips and school supplies to families/students in need.

Particular challenges within the school community include a lack of readiness for school, lack of parental support in curriculum, parents with poor mental health, high number of students requiring special education support and a high number of students who have witnessed or experienced domestic violence. As well a scarcity of community resources and supports for the families who need help. Elgin Avenue staff have worked hard to overcome a negative reputation and would like to make improvements to the building to make it appear more welcoming.

School activities include “Me to We” club, School Council, Colour House, Monthly Newspaper and various extra-curricular sports. Ice cream nights gave parents an opportunity to explore math programs and older students buddied with younger students at the annual turkey dinner to help orient and make them feel welcome.

Dedicated, flexible staff create a culture of firmly established high expectations exhibited through WITS program (**W**alk away, **I**gnore, **T**alk it out, **S**eek help JK-Gr 6) and WITSLEAD program (**W**alk away, **I**gnore, **T**alk it out, **S**eek help, **L**ook and listen, **E**xplore points of view, **A**ct, **D**id it work? – Gr 7&8)

Principal Nicholson highlighted the wall murals that encourage and guide students in good citizenship. She invited committee members to visit the school and meet students and staff.

3. Presentation(s)
 - 3.1 Partnerships – Update S. McKillop
 - a) Educational Partnership Guide
 - Not yet public, the draft guide will provide definition, reciprocal benefits, guiding principles and how to form good relationships.
 - b) Community Partners in Grand Erie
 - Goal is to construct a data base for schools to access as needs arise.
 - c) Partnership Recognition Certificate
 - Most community partners would prefer the recognition be in school.

SUCCESS for Every Student

- 4. Review and Approval of MinutesL. Thompson
 - 4.1 Minutes of February 23, 2017 *
MOVED: T. Waldschmidt
SECONDED: J. Daley

“THAT the minutes of February 23, 2017 be approved as distributed.”

CARRIED

- 5. Business Arising from the MinutesL. Thompson
 - 5.1. Compensatory Education Draft Revised Terms of Reference
 - Members reviewed the draft TOR which proposes a concise focused group able to draw on people when necessary.
 - Superintendent Thompson expressed her appreciation to the members of the committee who help support principals and their teaching staff.

- 6. Reflections and Readings.....L. Thompson
 - 6.1. None

- 7. New Business.....L. Thompson
 - 7.1 Proposed Schedule of Meetings 2017-2018
 - Committee agreed to start meetings at 1:00 p.m. and to reduce the annual meetings to three, pending board approval of the revised bylaw.
 - September 21, 2017| NSSC – Dogwood Room | 1:00-3:30
 - February 23, 2018| NSSC – Dogwood Room | 1:00-3:30
 - April 26, 2018 NSSC – Dogwood Room | 1:00-3:30

- 8. Announcements / Community Information..... L. Thompson

- 9. Future Meetings
 - 9.1. Date to be determined.
 - School / Community partnerships will be profiled at each meeting.
 - September will be J. Poulimenos – Graham Bell Victoria School and R. Charbonneau-Smith – Brant County Health Unit.

- 10. Adjournment
 - The Committee adjourned at 2:45 p.m.