



Committee of the Whole Board

Monday, April 9, 2018
Board Room, Education Centre

H – 1 **Adjournment**

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

Grand Erie & Six Nations Ad Hoc Comm	April 17, 2018, 6:00 p.m.	Cayuga Secondary
Special Education Advisory Committee	April 19, 2018, 6:00 p.m.	Board Room
Chairs' Committee	April 23, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	April 23, 2018, 7:15 p.m.	Board Room
Indigenous Education Advisory Committee	April 24, 2018, 6:00 p.m.	Board Room
Student Trustee Senate	April 26, 2018, 10:30 a.m.	Board Room
Compensatory Education Committee	April 26, 2018, 1:00 p.m.	Dogwood Room, Norfolk SSC
Budget Review Meeting	April 30, 2018, 5:30 p.m.	Board Room
Native Advisory Committee	May 1, 2018, 9:00 a.m.	Cayuga Secondary
Grand Erie & Six Nations Ad Hoc Comm	May 1, 2018, 3:30 p.m.	Emily C General School
Education Week Gala	May 3, 2018, 1:00 p.m.	Sanderson Centre
Grand Erie Parent Involvement Committee	May 10, 2018, 6:30 p.m.	Dogwood Room, Norfolk SSC
Committee of the Whole	May 14, 2018, 7:15 p.m.	Board Room
Privacy & Information Management Comm	May 15, 2018, 3:00 p.m.	Norfolk Room
Budget Review Meeting	May 15, 2018, 5:30 p.m.	Board Room
Safe and Inclusive School Committee	May 17, 2018, 1:00 p.m.	Board Room
Special Education Advisory Committee	May 17, 2018, 6:00 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	May 22, 2018, 9:00 a.m.	Norfolk Room
Budget Review Meeting	May 22, 2018, 5:30 p.m.	Board Room
Chairs' Committee	May 28, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	May 28, 2018, 7:15 p.m.	Board Room
Native Advisory Committee	May 29, 2018, 9:00 a.m.	Brantford Collegiate Institute
Committee of the Whole	June 11, 2018, 7:15 p.m.	Board Room
Special Education Advisory Committee	June 14, 2018, 6:00 p.m.	Board Room
Chairs' Committee	June 25, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	June 25, 2018, 7:15 p.m.	Board Room
Indigenous Education Advisory Committee	June 26, 2018, 1:30 p.m.	Alexandra Room, TRC
Audit Committee	June 27, 2018, 3:30 p.m.	Board Room

SUCCESS for Every Student

Delegation Submission by Aaron Berta

Esteemed members of the Grand Erie District School Board,

I come before you this evening to present a delegation speaking to the decline in available Norfolk County based, Grand Erie District School Board French Immersion kindergarten entry spots over the last academic year. This has occurred despite efforts of the board to expand the program from one to two locations. I would also like to speak to the disadvantages the current boundaries have created towards students in the Lakewood Elementary catchment, while possibly endangering Walsh's needed enrollment to grow, expand or simply maintain a healthy French Immersion program. The disadvantages of the current boundaries can be immediately rectified by permitting out of area students who are able to provide their own transportation to attend special choice programming when those spots are not initially filled by students within the catchment area.

Despite the growing demand for French Immersion across the board, as well as trustee and superintendent assurance the program is expanding, I learned, upon examining publicly available data, the number of spaces in French Immersion for new kindergarten registrants in Norfolk County Grand Erie schools has dropped by 13% (5 spots) since last year¹. The decline of spots for an increasingly popular program has led to a chronic waitlist issue for one school, Lakewood Elementary. However, the other location Walsh Public School, has suffered a dramatic decline in French Immersion enrollment in the past year. For Lakewood catchment children, waitlists mean that for the first time since its inception in 2011, a significant number of students in Norfolk County are being denied public, French Immersion education while spots within the county remain open. Lakewood initially had seven students on the waitlist for the 2017-2018 academic year. It went down to 5², however not because additional people were accepted into the program, but rather possibly chose to seek out other French education options that have become available in Norfolk County outside of the Grand Erie in the recent years. For the next academic year, there are at least 13 students on the waitlist at Lakewood. I am not certain of the exact numbers as I was informed they are for internal use only and could not be released, however other parents with students on the waitlist have contacted me through social media. In contrast, Walsh has been publicly advertising on social and in print media that they still have spaces available for French Immersion and have continued to extend their enrollment deadline repeatedly. French Immersion is a highly sought after education choice, usually immediately reaching enrollment caps across all schools offering FI in Grand Erie. This leads me to deduce there is ample space at Walsh Public School. What this boils down to is that the students in the

¹ B-1b Report of the South East Norfolk Elementary ARC, September 2016 Committee Whole Package

http://www.granderie.ca/application/files/9415/0575/0747/CW_Package_Sept_12_2016.pdf and Additional Information Table sent via email attachment from Brenda Blanchard to Aaron Berta titled "French Immersion Program Capping" November 13th, 2017

² Table 1, November 2016 Committee Whole Package

http://www.granderie.ca/application/files/8615/0111/0761/CW_Package_November_14_2016.pdf

Delegation Submission by Aaron Berta

Lakewood catchment have a “chance” of receiving the highly desired French Immersion education, whereas students in the Walsh catchment are “guaranteed” all the advantages fluency in a second language can bring. I can appreciate that it is impossible to predict exact numbers. It was impossible to predict Lakewood catchment parents would sign up in higher numbers once that location was offered. It was impossible to predict that the rural catchment area of Walsh would have such a significant decline as it is impossible to predict the future. However, if there are spaces available in specialty programs such as French Immersion in a particular year, that should be taken into account to allow out of area students to attend.

While I understand the need for boundary policies, part of what separates Norfolk County from Brantford is its population. Brantford is an urban centre with a growing youth population³. Norfolk County is a rural area with an increasing aging population⁴. There are fewer and fewer students each year in Norfolk County schools which has led to the closure of several Grand Erie sites such PDCS, Windham Centre, Nixon and as of next year, West Lynn. What that means is the problems for Walsh lie within the future. With such a small kindergarten enrollment, sustaining French instruction later on becomes more and more difficult. As French Immersion cohorts go through school, more and more students switch over to the English stream. Studies show enrollment in French Immersion without special needs drops 20% by Grade 3, then further dropping to under 50% by Grade 9⁵. This highlights the need for a robust JK/SK year to ensure adequate numbers throughout the elementary and into secondary French Immersion programs. By offering the open spaces at Walsh to out of area students, these numbers will remain at a level that will support that program in the future.

When the Grand Erie French Immersion program first started in Norfolk County in 2011, it was the only one of it’s kind. The only other French language education program in Norfolk County was École Ste. Marie, which was geared towards Catholic French First Language speakers and therefore would not infringe on Anglophone parents seeking French education for their children. Now however, École Ste. Marie has relaxed their policy requiring at least one French First Language speaker in the home. The principal and administrative assistant have expressly informed me they are more than happy to communicate in English with parents. The Brant-Haldimand-Norfolk Catholic School Board has recognized the demand for French education and started their own French Immersion program at St. Joseph’s in Simcoe. 2016-2017, the first year, St. Joseph’s program began with a large JK-SK class. Within one year, they have expanded to a large class of JK-SK with a teacher and an ECE, a small class of JK-SK with a teacher and an SK-Grade 1 class with a teacher⁶. The program has doubled in size within the

³ Canadian Census website <http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3529006&Geo2=CD&Code2=3529&Data=Count&SearchText=Brantford&SearchType=Begins&SearchPR=01&B1=All&TABID=1>

⁴ <http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3528052&Geo2=CD&Code2=3528&Data=Count&SearchText=Norfolk%20County&SearchType=Begins&SearchPR=01&B1=All&TABID=1>

⁵ See attached graph

⁶ Personal conversations with administration and parents

Delegation Submission by Aaron Berta

span of a year in order to accommodate the demand for enrollment, including the enrollment of non-Catholic students.

Which brings me to my own personal cause. This year, my son was placed #5 on the waitlist at Lakewood for French Immersion. My partner is Francophone and my father-in-law is a French First Language Speaker. We are staunch believers that religion should not guide education principles. We believe wholly in Grand Erie's support of the LGBTQ community, teachings of inclusiveness, equality, gender diversity and acceptance as well as their commitment to anti-bullying. These are the foundations upon which we have raised our child. You might say "These important foundations are also found in our English language program." And you are right. However, parents such as myself, are looking ahead, looking to give their children every advantage possible in order to lead the way into a better future. Part of giving our children the opportunity to do so, includes giving them fluency in both of Canada's official languages. We are capable and willing to drive our son to Walsh Public School each day, at no extra cost to the board, to ensure he gets the advantage of public French Immersion. I have spoke with other parents who were waitlisted at Lakewood and they are also willing send their children to Walsh to ensure a public French education. These parents are Chantel Knapp, Jessi Foreman and Jodi Ouwendy-Nobes. These are only the parents who reached out to me over social media, however if a formal invitation from Grand Erie was extended, I am certain there would be many more parents who would willingly do so.

Norfolk families desiring the advantages of French education are leaving Grand Erie. They are choosing Brant-Haldimand-Norfolk Catholic School Board and École Ste. Marie. They are being forced to prioritize giving their children a second language over their fundamental beliefs. And with that priority of language over fundamental beliefs, they are taking the funding that comes with them. According to the Government of Ontario's education funding model⁷, if Grand Erie loses just two students each year to Catholic French language education, that is over \$22 000 per year. By the time those students are in Grade 8, that equals roughly a quarter million dollars. We cannot afford to lose more students to the Catholic board or the French Catholic board, especially if there is space within Grand Erie programs, at no additional cost to the school board. Parents who are denied public French Immersion education and who strongly believe FI is truly the best option for their children will quietly sign up for one of the other school boards, taking their funding with them

I believe public French Immersion education is worth the effort. Here I am presenting a solution that is good for Grand Erie and good for families who desire French language education. Thank you for your time.

Respectfully yours,

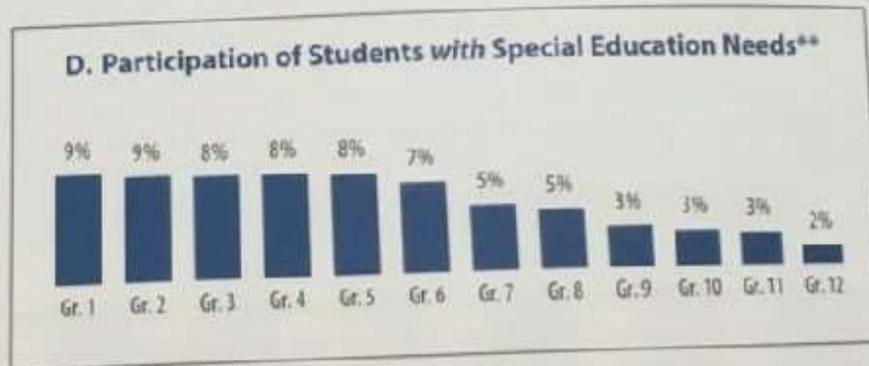
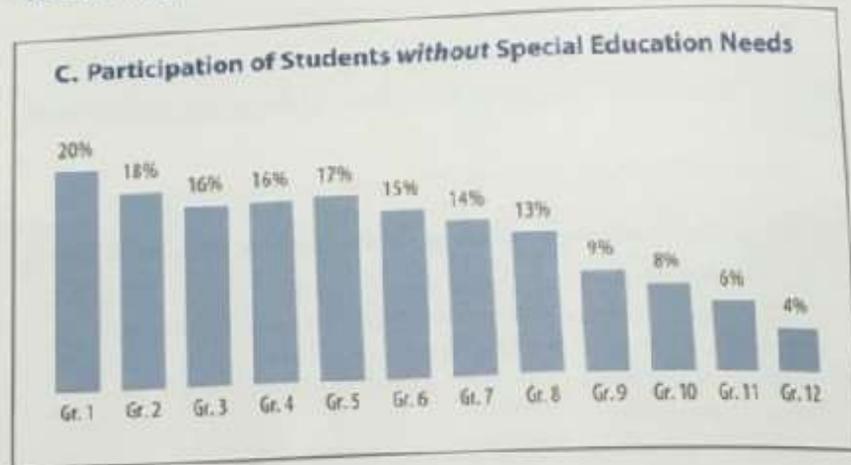
Aaron Berta

⁷ http://www.edu.gov.on.ca/eng/funding/1718/2017_18_guide_grant_student_needs_en.pdf

Delegation Submission by Aaron Berta

18 • Including Students with Special Education Needs in French as a Second Language Programs

Participation of Students in French Immersion and Extended French Programs, Grades 1-12, 2012-13*



* Data used in these graphs are specific to the purposes of *Including Students with Special Education Needs in FSL*, and are not strictly comparable to other figures published by the Ministry of Education.

** Calculations related to "students with special education needs" in these graphs are based on the number of students who receive special education programs and/or services.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Multi-Year Financial Recovery Plan 2017-18 to 2019-20**
DATE: April 9, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Multi-Year Financial Recovery Plan 2017-18 to 2019-20 for submission to the Ministry of Education.

Background

As reported at the March 26, 2018 Board Meeting, Grand Erie is required to submit a new Multi-Year Financial Recovery Plan to the Ministry of Education for the approval of the Minister of Education.

The plan, based on a Ministry template, must contain the following sections:

- The current financial picture
- Major factors the contributed to the deficit
- Strategies to achieve success
- A financial summary and three-year outlook
- An impact of the assessment of savings measures and cost pressures
- The risks associated with the proposed plan

Additional Information

The Grand Erie Financial Recovery Plan for 2017-18 to 2019-20 is attached as Appendix A.

Next Steps

Once the plan is approved by the Board it will be submitted to the Ministry for approval.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

Grand Erie DSB

FINANCIAL RECOVERY PLAN 2017-18 to 2019-20

Submission to the Ministry of Education

Executive Summary

The Current Financial Picture

- Approved Multi-Year Financial Plan (“MYFRP”) for 2013-14 and 2014-15
- MYFRP extended until the 2016-17 school year to achieve 1 percent of the board’s in-year operating allocation. Extension targets were not met.
- Current key financial data
 - Accumulated Surplus as of August 31, 2017: **397,887 or 0.14 %**
 - 2017-18 Operating Allocation: **\$288,258,829**
 - Target Accumulated Surplus to achieve MYFRP [1.00%] = **\$2,882,588**
 - Surplus accumulation required: **\$2,484,701**
 - 2017-18 In-year Surplus: **\$1,025,001**
 - Latest forecasted Surplus [Feb 2018]: **\$921,000**
- Capital Debt
 - Unsupported Capital as per Education Financial Information System’s (EFIS) Schedule 5.3
 - Pre August 31, 2010 - \$12,688,243
 - Post August 31, 2010 - \$6,347,449
 - Total Unsupported: \$19,035,692

Major Factors that Contributed to the Deficit

- 2014-15
 - Targets were not achieved as an in-year deficit was reported
 - 2014-15 Enrolment projections were overestimated resulting in over-spending.

2014-2015	14-15 Estimates	14-15 Revised	14-15 Financials
Revenue	304,425,153	302,336,682	303,865,875
Expenses	302,737,621	300,749,564	304,608,968
Surplus (Deficit)	1,687,532	1,617,118	(743,093)

- 2015-16
 - Capital deficit – Grand Erie DSB identified future operational savings as a source of revenue for its unsupported capital spending
 - Board faced with enrolment audit – negative results
 - Phase-out of top-up funding

2015-2016	15-16 Estimates	15-16 Revised	15-16 Financials
Revenue	304,731,420	304,171,440	310,066,899
Expenses	303,570,802	304,973,516	309,818,829
Surplus (Deficit)	1,160,618	(802,076)	248,070

Executive Summary

o 2016-17

- Under-budgeted utilities and supply teaching triggered deficits in those envelopes for which the board did not anticipate
- Prior year adjustment for enrolment decreased revenue (\$132,000)
- Loss of \$182,000 due to changes in definition of a school for enhanced top-up purposes
- As evident by the table below for 2016-17, the surplus the board was forecasting during the year did not materialize. Although, the board's Superintendent of Business retired in June, the cost overruns in utilities and supply teaching could have been mitigated by curtailing spending in other areas during the fourth quarter where possible. The absence of monitoring throughout the summer months coupled with the unanticipated loss in revenues mentioned above resulted in a preventable deficit of \$464,530.

2016-2017	16-17 Estimates	16-17 Revised	16-17 Financials
Revenue	309,836,766	309,526,192	312,083,891
Expenses	308,223,164	307,915,945	312,563,792
Surplus (Deficit)	1,613,602	1,625,618	(464,530)

Strategy to Achieve Success

In order to achieve the one percent (1.00%) target for the accumulated surplus balance by August 31, 2019 the Board has identified the following items as critical in ensuring the plan is successful:

2017-18

- Hiring freeze for any positions that are not dependent on enrolment (i.e. The only additions that will be approved will be ones that are required to maintain ratios as identified by Ministry's pupil-to-teacher requirements, through collective agreements or as required for safety purposes)
- Reduction of unsupported amortization from \$1,147,947 at 16-17FS to \$807,197 at 17-18RE, an annual in-year savings of \$340,750 resulting from reallocating \$890,000 from the School Renewal Grant and \$2,100,000 from Proceeds of Disposition (POD). This utilization of POD for this purpose would require Ministry approval under this plan. This also moderately addresses the unsupported capital deficit of \$19m.
- While elementary enrolment increased over estimates, there were zero additional elementary teachers hired due to the utilization of all hold-back teachers in the budget allowing the board to use the increased revenue to mitigate under-budgeted supply and utility costs; while creating a realistic in-year surplus.
- While secondary enrolment decreased over estimates, there were no mechanisms to reduce staff as the date to initiate this had lapsed. However, twelve sections were collapsed through attrition and six sections were offset by the utilization of the Rural and Northern Education Funds (RNEF) producing savings of \$240,000 and \$120,000 respectively.
- Increased internal quarterly monitoring with all levels of management including providing updated forecasts, variance explanations, and the incorporation of stop measures should unfavourable variances emerge in high pressures areas such as:

Executive Summary

- Higher than anticipated utilization of supply teachers, Educational Assistants (EAs) and Early Childhood Educators (ECEs)
- Utilities (both consumption and commodity cost)
- Legal (grievances and other collective bargaining costs)
- Snow removal
- Emergency repairs and maintenance
- Increased monthly monitoring of all budget lines across the board to ensure the costs are trending in the direction in which the finance team is anticipating
- Budget spending is stopped when fully expended
- Complete utilization of grants (EPOs) to ensure expenditures are captured and that grants do not produce deficits
- Involvement of Director and Trustees and Senior Administration in MYFRP

2018-19

- Projected Enrolment Changes:
 - Elementary: Average Daily Enrolment (ADE) decrease resulting in an approximate **\$1,161,000** reduction of grants
 - Secondary: Average Daily Enrolment (ADE) decrease resulting in an approximate **\$3,051,000** reduction of grants
- Reduction of staff in areas which are sensitive to decreases in enrolment [**Savings: \$5,012,000**]
- Hiring freeze for any positions that are not dependent on enrolment
- Absorption of majority of RNEF grant to support current rural expenses [**Savings: \$483,000**]
- Increased funding for special education expenses incurred by students on a tuition agreement. [**Savings: \$212,000**]
- Absorption of EPOs to offset expenditures in Special Education and Curriculum areas: [**Savings: \$250,000**]
- Anticipated increase in Board Administration to offset Executive Compensation [**Savings: \$50,000**]
- Reduction to Information Technology budget [**Savings: \$50,000**]
- Reduction to Facilities budget [**Savings: \$50,000**]
- Reduction to Classroom Resources budget [**Savings: \$50,000**]
- Reduction to other operating budgets [**Savings: \$50,000**]
- Absorption of Capacity Planning Grant into operations [**Savings: \$81,000**]
- Increased Tenant Revenue [**Savings: \$35,000**]
- Budget spending is stopped when fully expended

2019-20

- Continued hiring freeze for any positions that are not dependent on enrolment
- Funding for special education expenses incurred by students on a tuition agreement. [**Savings: \$212,000**]
- Continued reduction to Information Technology budget [**Savings: \$50,000**]
- Continued reduction to Facilities budget [**Savings: \$50,000**]

Executive Summary

- Continued reduction to Classroom Resources budget [**Savings: \$50,000**]
- Continued reduction to other budgets [**Savings: \$50,000**]
- Continued absorption of Capacity Planning Grant into operations [**Savings: \$81,000**]
- Tenant Revenue [**Savings: \$35,000**]
- Budget spending is stopped when fully expended

Financial Summary

The 2017-18 opening accumulated surplus: \$397,887

	2017-18	2018-19		2019-20		2020-21	
		Incremental	Total	Incremental	Total	Incremental	Total
Opening Accumulated Deficit / Surplus	0.398		1.318		3.004		4.157
In-Year Surplus/(Deficit) – Before Measures	1.025		1.025		1.025		1.025
Measures to Balance (Negative is a savings)							
1. Transportation Grant	0.135		0.135	(0.200)	(0.065)	(0.200)	(0.265)
2. Anticipated increase in Board Admin Grant	(0.084)	(0.050)	(0.134)	-	(0.134)	-	(0.134)
3. Reduction in School Operations Grant	0.013	-	0.013	-	0.013	-	0.013
4. Secondary Sections Attrition	(0.240)	-	(0.240)	-	(0.240)	-	(0.240)
5. Secondary Sections savings through RNEF	(0.120)	-	(0.120)	-	(0.120)	-	(0.120)
6. Absorption of existing costs into RNEF	-	(0.483)	(0.483)	-	(0.483)	-	(0.483)
7. Reduction of staff	-	(5.012)	(5.012)	(5.012)	(10.024)	(5.012)	(15.036)
8. Additional Revenue Tuition Agreements	-	(0.212)	(0.212)	(0.212)	(0.424)	(0.212)	(0.636)
9. Reduction to IT Budgets	-	(0.050)	(0.050)	(0.050)	(0.100)	(0.050)	(0.150)
10. Reduction to Facilities Budgets	-	(0.050)	(0.050)	(0.050)	(0.100)	(0.050)	(0.150)
11. Reduction to Classroom Resources Budgets	-	(0.050)	(0.050)	(0.050)	(0.100)	(0.050)	(0.150)
12. Reduction to other Budgets	-	(0.050)	(0.050)	(0.050)	(0.100)	(0.050)	(0.150)
13. Absorption of 50% Capacity Planning Grant	-	(0.081)	(0.081)	(0.081)	(0.162)	(0.081)	(0.243)
14. Increased Tenant Revenue	-	(0.035)	(0.035)	(0.035)	(0.070)	(0.035)	(0.105)
15. Use of EPOs to cover current expenses	-	(0.250)	(0.250)		(0.250)		(0.250)
Total Measures	(0.296)	(6.323)	(6.619)	(5.740)	(12.359)	(5.740)	(18.099)
Cost Pressures							
1. Supply Teaching + Absences	0.477	0.200	0.677	0.200	0.877	0.200	1.077
2. Increased EA costs	0.068	-	0.068	-	0.068	-	0.068
3. Decreased ECE costs	(0.183)	-	(0.183)	-	(0.183)	-	(0.183)
4. Decreased School Office Costs	(0.066)	-	(0.066)	-	(0.066)	-	(0.066)
5. Principal and VP Leave Replacement Costs	0.238	-	0.238	-	0.238	-	0.238
6. Increased Coordinator Costs	0.041	-	0.041	-	0.041	-	0.041
7. Lower Teaching Costs	(0.328)	-	(0.328)	-	(0.328)	-	(0.328)
8. Executive Compensation	0.048	0.050	0.098	-	0.098	-	0.098
9. Legal + Grievances	0.198	0.100	0.298	0.100	0.398	0.100	0.498
10. School Operations Budget	(0.080)	-	(0.080)	-	(0.080)	-	(0.080)
11. Other	(0.012)	-	(0.012)	-	(0.012)	-	(0.012)
12. Impact of Minimum Wage on Transportation	-	1.100	1.100	1.100	2.200	1.100	3.300
12. Decrease Funding due to lower Enrolment	-	4.212	4.212	4.212	8.424	4.212	12.636
Total Pressures	0.401	5.662	6.063	5.612	11.675	5.612	17.287
In-Year Surplus/(Deficit) – After Measures	0.920		1.686		1.153		1.153
Ending Accumulated Surplus/(Deficit)	1.318		3.004		4.157		5.310
Surplus as a % of Allocation	0.46%		1.04%		1.44%		1.84%

Impact Assessment of Measures / Cost Pressures

Measure / Cost Pressure	Impact/Comments	FTE Impact
1. Reduction in staff	<ul style="list-style-type: none"> Due to declining enrolment, there are positions that are impacted which will necessitate reductions in staff 	52.0
2. Enrolment	<ul style="list-style-type: none"> Declining enrolment from 2017-18 to 2018-19 is expected to reduce \$4.2 million in funding from the Ministry 	
3. Transportation	<ul style="list-style-type: none"> The new minimum wage is anticipated to have close to a \$1.1 million impact on the transportation envelope as driver shortages are causing school bus operator costs to increase Zero additional funding 	0.0
4. Other savings	<ul style="list-style-type: none"> Utilization of Rural and Northern Education funding to support current costs rather than initiate new ones (\$483,000) \$200,000 total reduction to IT, Facilities, Classroom Resources and reductions in other lines Absorption of EPOs and Capacity Planning Grants into operational budget (\$250,000 and \$81,000 respectively) Increased tenant revenue (\$35,000) Increased funding for special education expenses incurred by students on a tuition agreement. 	0.0
5. Other Pressures	<ul style="list-style-type: none"> Legal and Grievances (\$100,000) Absence Supply Costs (\$200,000) 	0.0

- The total potential FTE reduction of these measures is \$5,012,000.

Impact Assessment of Measures / Cost Pressures

Description of Risks

- Absence usage continues to increase, triggering supply teachers, EAs and ECEs
- Utilities – commodity cost pricing is uncontrollable variable, harsh winter and/or hot spring could cause high utility consumption to pressure budget
- Snow removal; budget based on average winter (Considering flat-fee contracts for future)
- Enrolment projections
- Legal and grievances costs are difficult to predict
- WSIB costs can be uncontrollable and significant in face of changing regulations
- Increases in costs without increases in funding, especially in transportation
- Changes in government

Next Steps

- We request the approval of the plan as presented.
- Business Services will be implementing tighter and more frequent budget monitoring to ensure a successful Multi-Year Financial Recovery Plan.
- Quarterly reports to Board will continue to be consistent with the Ministry recommended Interim Financial Reporting format to ensure that the elimination of the accumulated deficit and accumulation of the appropriate surplus is on track.
- Monthly year-to-date forecast reports will be submitted to the Ministry.
- The Board will continue to maximize the School Renewal Grant, available Proceeds of Disposition and ultimately any savings above and beyond the necessary 1% to eliminate the Unsupported Capital Debt and reduce the annual unsupported amortization to zero. The underlying factor will also be to ensure that all capital projects are within budget and supported using Ministry Capital Funding streams.

Respectfully submitted,

Rafal Wyszynski,
Superintendent of Business and Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **Secondary Average Class Size**
DATE: April 9, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve an increase to the average aggregate Secondary School Class Size to 22 for 2018-19.

Background:

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: **International Students – Fee Structure**
 DATE: April 9, 2018

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the 2018-19 Tuition Fees for International Students.

Background

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

International Tuition Fees - Summary of Students Enrolled [2013-14 to 2017-18]

School Year	Secondary Tuition Fee	ADE - School Year Enrolment							Total by Year
		PDCS	PJCVS	NPCVS	SCS	BCI	PDHS	CSS	
2013-14	\$12,305	-	2.0	2.0	1.0	-	1.0	-	6.0
2014-15	\$12,305	-	-	1.0	0.5	4.0	-	1.0	6.5
2015-16	\$12,655	-	-	2.0	-	1.0	1.0	-	4.0
2016-17	\$12,655	-	1.0	-	-	2.0	1.0	-	4.0
2017-18	\$12,840	-	2.0	2.0	1.0	4.0	-	0.5	9.5
Total by school		-	5.0	7.0	2.5	11.0	3.0	1.5	30.0

Budget Implications/Funding Source(s)

It is recommended that the fee structure for international students be developed to ensure that additional supports required for these students are considered and funded without redirecting resources from the funding provided by the Ministry for the pupils of the Board. The \$275 non-refundable portion of the fee provides some revenue to offset the costs of administrative support to prepare the required letters of acceptance for applicants. Additional costs to provide English as a Second Language (ESL), initial assessments and other required supports for international students have been considered when setting the fees.

For comparison, the secondary fee per pupil as calculated in *“Appendix B – Calculation of Fees”* for 2017-18 is \$11,170 (\$10,813 in 2016-17). We expect this fee to increase in 2018-19 by 1.5% to account for labour settlements. Keeping in line with the comparable tuition agreement fees year over year, the International Student Tuition Fees for 2018-19 will be increased accordingly as indicated.

Elementary fees are proposed to approximate the estimated per pupil provided by Provincial Grants for pupils of the Board plus an administration fee of \$275. The elementary fee per pupil as calculated in *“Appendix B – Calculation of Fees”* for 2017-18 is \$10,312 (\$9,822 in 2016-17).

The full proposed fee schedule for 2018-19 is as follows:

Secondary	Base Fee	Application Fee*	Total 2018-19 Proposed Fee	2017-18 Fee
a) Full School Year (two semesters – 8 credits)	\$12,755	\$ 275	\$13,030	\$12,840
b) Half School Year (one semester – 4 credits)	\$ 6,380	\$ 275	\$ 6,655	\$ 6,560
c) Summer School (July – 1 credit)	\$ 1,800	\$ 100	\$ 1,900	\$ 1,875
d) Additional credits (1 credit to complete requirements)	\$ 2,270	\$ 100	\$ 2,370	\$ 2,335
e) Additional credits (2/3 credits to complete requirements)	\$ 5,670	\$ 275	\$ 5,945	\$ 5,860
f) ESL Program fee per class (non-credit – Joseph Brant Learning Centre)	\$ 43	\$ -	\$ 43	\$ 42

**(non-refundable application fee)*

Elementary	Base Fee	Application Fee*	Total 2018-19 Proposed Fee	2017-18 Fee
a) International Student	\$10,465	\$ 275	\$10,740	\$10,070

**(non-refundable application fee)*

Next Steps

Agencies that facilitate International Student placements will be informed of the fee change for 2018-19. The new fee table will be posted on the Board's website.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will monitor, measure and reflect on our outcomes.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: **Mileage Remuneration Review**
 DATE: April 9, 2018

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the current mileage rate of \$0.54 per kilometer for the first 5,000 kilometers, and \$0.48 per kilometer thereafter effective September 1, 2018.

Background

1. The Board’s mileage rate is to be reviewed each year, for budgeting purposes, in accordance with a motion of the Board.
2. The last change to the mileage rate was effective September 1, 2017 when the Board approved an increase from \$0.47 to \$0.54 per kilometer and incorporated the 5,000 kilometer tiered threshold.
3. The Canada Revenue Agency’s Automobile allowance rates are as follows:

The automobile allowance rates for 2018* are:

- 55¢ per kilometre for the first 5,000 kilometres driven
- 49¢ per kilometre driven after that

The automobile allowance rates for 2016* and 2017 *were:

- 54¢ per kilometre for the first 5,000 kilometres driven
- 48¢ per kilometre driven after that

*In the Northwest Territories, Yukon, and Nunavut, there is an additional 4¢ per kilometre allowed for travel.

Additional Information

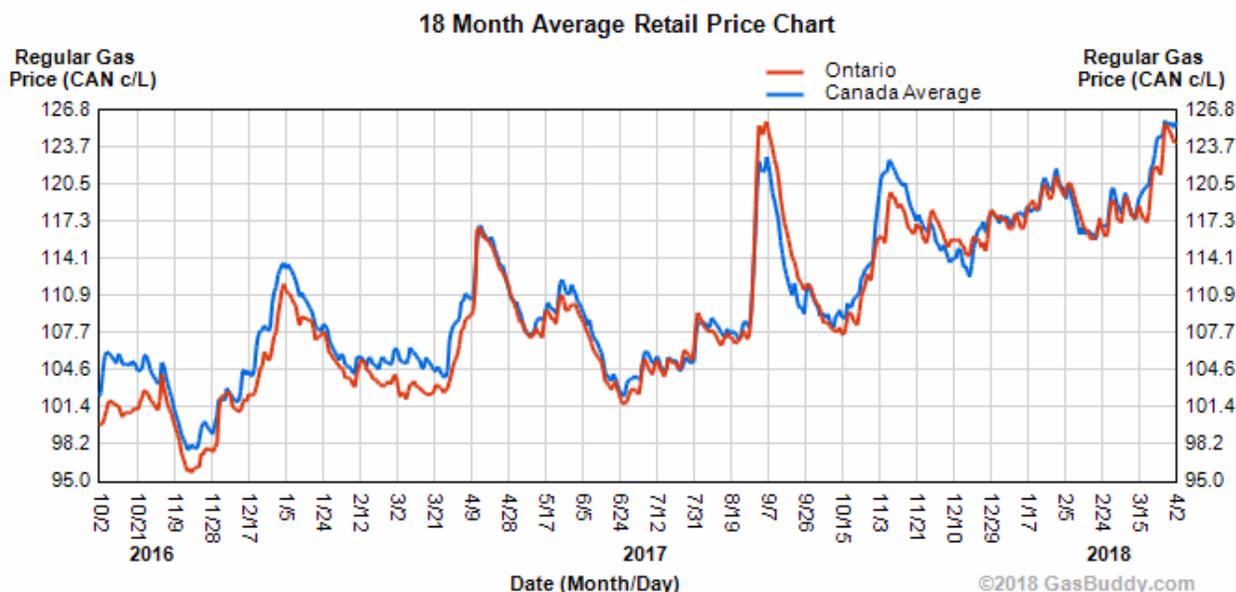
The Ministry of Energy and Infrastructure data indicates the annual average cost in Southern Ontario for regular unleaded gasoline was 112.2 cents per litre in 2017 and 99.0 cents per litre in 2016. First quarter prices for 2018 are higher at 123.2 per litre.

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

Date	Ottawa	Toronto West	Toronto East	Windsor	London	Southern Ont. Avg.
2017 - Q1	104.35	109.25	108.48	104.01	106.95	107.47
2017 - Q2	111.15	112.28	111.16	105.73	111.91	111.28
2017 - Q3	108.35	113.72	112.97	108.14	111.18	111.81
2017 - Q4	118.15	119.50	118.61	110.02	118.71	118.32
2018 - Q1	121.76	124.68	123.98	113.91	123.88	123.20

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

The following table depicts the 18-month trend in the Average Retail price of regular gasoline in Canada and Ontario as per <http://www.GasBuddy.com>



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

Canada Revenue Agency (CRA) considers a reasonable automobile allowance rate for 2018 to be 55 cents per kilometer for the first 5,000 kilometers, and 49¢ per kilometer thereafter. The rates are a slight increase from 2017.

Budget Implications

Travel remuneration in 2017-18 accounts for \$651,153 in the operating budget. Every \$0.01 incremental increase or decrease in the remuneration rate changes the total budget by \$12,058.

Respectfully submitted,

Rafal Wyszynski
 Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Facility Renewal Plan 2017-18**
DATE: April 9, 2018

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Facility Renewal Plan for 2017-18.

Background

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

Renewal Plans for 2017-18

The following plan for capital related work has been developed by Facility Services to address high and urgent renewal needs and other commitments. The 2017-18 capital project plans for the board have been summarized in **Table 1** below.

Proposed 2017-18 Projects total **\$18,945,354** funded by Facility Renewal (FRG), School Condition Improvement (SCI) and Community Hubs (Hub) allocations including \$16,260,397 carried forward from prior years. Previously approved allocations for Building and Grounds budgets, Pride of Place, Community Partnership Incentive Projects and School/Program Improvement Fund Projects are included as well as confirmation of funds previously committed for a three-year plan to replace lighting in our schools with energy efficient LED fixtures.

Table 1

2017-18 Capital Projects				
Capital Project Category	2017-18 Committed	Funding Source		
		Facility Renewal	School Condition Improvement	Community Hubs - Retrofit & Accessibility
Funding Available				
Balance Forward	\$ 16,260,397	\$ 530,781	\$ 14,787,299	\$ 942,317
2017-18 Grants	\$ 16,690,443	\$ 5,579,613	\$ 10,129,110	\$ 981,720
Total Available	\$ 32,950,840	\$ 6,110,394	\$ 24,916,409	\$ 1,924,037
Planned Projects				
Principal Building and Grounds	\$ 135,000	\$ 135,000	\$ -	\$ -
Pride of Place (POP)	\$ 650,000	\$ 650,000	\$ -	\$ -
Community Partnership Incentive Program (CPIP)	\$ 230,825	\$ 230,825	\$ -	\$ -
School/Program Improvement Fund	\$ 1,230,212	\$ -	\$ 1,230,212	\$ -
Capital Projects Identified by Facilities	\$ 14,239,317	\$ 800,000	\$ 12,497,000	\$ 942,317
LED Lighting Retrofit	\$ 1,000,000	\$ 1,000,000	\$ -	\$ -
Committed Capital and Other	\$ 1,460,000	\$ 1,460,000	\$ -	\$ -
Total Allocated	\$ 18,945,354	\$ 4,275,825	\$ 13,727,212	\$ 942,317
Total Unallocated	\$ 14,005,486	\$ 1,834,569	\$ 11,189,197	\$ 981,720

Principal Building and Grounds

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

Pride of Place

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

Community Partnership Incentive Plan

We are pleased to present this year's summary of the 2017-18 Community Partnership Incentive Plan (CPIP) applications submitted by our schools for Board approval. This year is the fourteenth consecutive year for this program and the Board allocated \$200,000 from the Facility Renewal funding to match money raised by schools up to \$10,000 for projects submitted and approved. This year we received 37 applications with a total estimated project value of \$1,290,750.

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

Applications were received from school Principals up to and including the January 12, 2018 deadline. The applications were reviewed to ensure that all projects met the CPIP criteria and that

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

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

Due to the large number of applications received, we are recommending approval of an additional \$30,825 in FRG funding for a total of **\$230,825** so that all school requests and projects can be supported. This can be accommodated from within the available FRG funds. Alternatively, projects could be denied starting with those that have received funding support in each of the last three years to reduce the approved project total to \$200,000.

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

School/Program Improvement Fund

In the 2015-16 Budget, the Board allocated \$750,000 of its School Condition Improvement funding to a special fund intended to address emerging needs across the system to make improvements to learning spaces. The fund would provide capital resources to make changes to teaching and learning spaces with the intention of bringing them up to current standards. In 2016-17, one project was undertaken to convert the library at Waterford District High School. In the 2016-17 Budget, the Board allocated \$750,000 to the fund bringing the total available to **\$1,230,212**. Although the costs have not yet been finalized for the conversion for the Waterford learning commons, the recommendation is to replenish the fund to the \$1,230,212 amount and earmark the funds for future learning commons projects.

As not all of the components required to complete the learning commons conversion qualify as capital expenditures, schools will need to augment the project with school budget funds (or other funding sources) to purchase durable goods such as furniture and equipment. A process is being finalized that will support the creation of learning commons spaces on a board-wide application basis. Schools will submit proposals based on capital requirements, design, and availability of supporting funding. The facilities team, in collaboration with Information Technology services, will review the cost of each proposal and select the successful projects.

Community Hubs Capital Funding

The Ministry announced capital funding to support the expansion of community hub use in schools (2016: B18 – October 14, 2016). This funding is to be used to retrofit available space in schools into community hub space and to improve the accessibility of schools to allow greater opportunities by the community. Grand Erie's allocation was **\$942,317** and **\$981,720** for the 2016-17 and 2017-18 school years respectively. Boards were encouraged to work with their community partners to explore mutually advantageous opportunities to share space in schools that would benefit both the Board and the broader community. The B memo reminds us that the community partners are still expected to fully cover the operating and administrative costs to the board of the space occupied by the partner.

In March 2018, work began at Major Ballachey to improve access to the current Hub by installing an elevator that would enhance the current structure by improving accessibility to the school. This project is expected to be completed by June 2018 and will support the growing need for after-school community use.

In Haldimand/Norfolk, surplus space at Hagersville Secondary School was identified as a possible location for an early years parenting centre/hub; however, discussions with potential partners have not yet resulted in any projects being undertaken.

Finally, Central Public School was again reviewed to explore possibilities to enhance the current library, gymnasium and access to the school to allow for better programming and community involvement. Currently the facilities team is reviewing options to maximize the value of the funding by incorporating a renovation that would satisfy the Community Hub requirements and convert the school's after-hours into a vibrant hub for the community.

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

With the above issues and discussions in mind, administration recommends that the following projects be considered for allocation of the Community Hubs Capital Funding in 2017-18.

Major Ballachey	Elevator	\$200,000
Elgin Avenue	Elevator/Accessibility	\$250,000
Central Pubic School	Hub Addition	\$392,317
Hagersville SS	Renovations	\$100,000
Unallocated		<u>\$981,720</u>
		<u>\$1,924,037</u>

The Community hub funding can only be deferred for one year so any expenditures short of \$942,317 will have to be returned to the Ministry if not expended by August 31, 2018.

The board has not yet initiated discussions regarding the 2017-18 allocation of \$981,720 but the plan will be to fully expend the funds by August 31, 2019.

Capital Projects Identified by Facilities

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

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

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

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

Committed Capital and Other

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

Grand Erie Multi-Year Plan

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

APPENDIX A

PRIDE OF PLACE 2018

Facility # 126 Name: Agnes Hodge

Priority	Component Description	Component Deficiency	Estimate
2	Painting, ebase 211 & ebase 215	needs painting	\$1,585.00
3	Replace 76 lockers	remaining lockers are in bad condition- to complete	\$12,430.00

Facility # 15Z Name: Banbury Heights

Priority	Component Description	Component Deficiency	Estimate
1	PA System Upgrades	Older, inadequate system in need of replacement	\$6,900.00
2	Blinds in one class	Lockdown procedures	\$1,000.00
3	DVR Repairs	DVR not recording	\$8,000.00

Facility # 101 Name: Bellview

Priority	Component Description	Component Deficiency	Estimate
1	Cameras	complete cameras, approx. 7 outside, 3 inside	\$17,346.00

Facility # 512 Name: Bloomsburg

Priority	Component Description	Component Deficiency	Estimate
1	Painting, ebase 45 ,46 ,62 & 63	peeling paint, needs to be cleaned up,	\$5,000.00
2	Roller blinds	existing needs replacing	\$500.00

Facility # 513 Name: Boston

Priority	Component Description	Component Deficiency	Estimate
1	New school lettering at main entrance	existing is deteriorated, looks bad	\$1,800.00
2	Painting, kindergarten room, ebase 24	paint flaking, needs to be freshened up	\$4,100.00

Facility # 156

Name: Branlyn

Priority	Component Description	Component Deficiency	Estimate
1	Painting of upstairs hallways and downstairs hallways	Paint is old, fading	\$10,000.00
2	Replace/Renew upstairs washrooms	Washrooms are getting older and run down, price estimate is for new stalls and basins	\$10,000.00

Facility # 106

Name: Brier Park

Priority	Component Description	Component Deficiency	Estimate
1	Paint the outside of the doors, window frames, posts and any trim outside	Paint is old and faded	\$10,000.00

Facility # 104

Name: Burford

Priority	Component Description	Component Deficiency	Estimate
1	Classrooms keyed to 104 M- 1019, 1051, 2002 and 104 C- 1022, 1015, 1011, 1072, 1059, 2006, 2005, 2014, 2004	Various different locks throughout the school make it difficult for lockdowns, and occasional teachers	\$4,600.00
2	Ceiling Fans For Classrooms 1005, 1011, 1009, 1075, 1076, 1073, 1056, 1069, 1068, 1067, 1062, 2015, 2013	BDES does not have AC and rooms get hot in the summer and circulation would improve air quality in the winter as well	\$6,000.00

Facility # Z13

Name: Caledonia Centennial PS

Priority	Component Description	Component Deficiency	Estimate
1	New blinds - main office	Old failing drapery - in process	\$2,425.00
2	New Floor WR's Room 6	Urine smell	\$2,000.00
3	PA System Upgrade	System failed and needs to be replaced	Capital
4	Repair Stair Treads	Failing grit strips	Maintenance

Facility # 108 Name: Cedarland

Priority	Component Description	Component Deficiency	Estimate
	No Submission		
	Painting		\$2,000.00

Facility # 102 Name: Centennial Grandwoodlands

Priority	Component Description	Component Deficiency	Estimate
1	Paint staff washrooms, kindergarten washrooms, rooms 17, 18, 19, and offices	New paint required	\$7,500.00
3	Playground painting	Student activities	\$2,500.00

Facility # 110 Name: Central Brantford

Priority	Component Description	Component Deficiency	Estimate
3	Paint library and doors	Old Paint	\$2,000.00
4	Paint upper hall	Old Paint	\$2,000.00
5	Paint stairwell	Old Paint	\$1,000.00
6	Paint WRs	Old Paint	\$1,000.00

Facility # 161 Name: Cobblestone

Priority	Component Description	Component Deficiency	Estimate
1	Cabinets for library	Add additional cabinets to the library to create a better use of space, remove existing desk	\$5,000.00
2	Paint upstairs bathrooms	Current paint is not adequate	\$3,250.00

Facility # 539 Name: Courtland

Priority	Component Description	Component Deficiency	Estimate
1	Flooring, painting	replace carpet on stage worn with LVT,	\$3,270.00
2	Painting, Library, back drop on stage	needs freshening up	\$4,805.00

Facility # 543 Name: Delhi Public

Priority	Component Description	Component Deficiency	Estimate
1	Painting, hallways	finish painting remaining hallways	\$10,570.00

Facility # 114 Name: Dufferin

Priority	Component Description	Component Deficiency	Estimate
2	Replace floor in two washrooms by gym	VAT floor needs replacement	\$5,000.00
3	Replace floor in LRT office	Carpet is becoming deteriorated	\$3,000.00

Facility # 115 Name: Echo Place

Priority	Component Description	Component Deficiency	Estimate
1	2 security cameras in main hallway	Don't exist - nothing	\$8,000.00
2	New blinds	Old vertical blinds	\$3,400.00

Facility # 164 Name: Ecole Confederation

Priority	Component Description	Component Deficiency	Estimate
2	Locker Refacing	Original lockers from coronation, many do not close	\$10,000.00
3	Installation of upper cabinets in OSR Room	This area is used to store office supplies, requires better organization	\$1,000.00

Facility # 103 Name: GELA Rawdon

Priority	Component Description	Component Deficiency	Estimate
2b	Outdoor basketball systems (asphalt)	Asphalt renewal at this site	Capital
3	Drinking fountain replacement	Install new water filling station	\$2,500.00

Facility # 119 Name: Glen Morris

Priority	Component Description	Component Deficiency	Estimate
1	Install Outdoor School Camera	This past school year there have been incidents that have been discriminatory, unhealthy and unsafe. They would like a camera to ensure the safety of the school.	\$6,000.00
3	Blinds for kindergarten room	Lockdown procedures	\$1,000.00

Facility # 120 Name: Graham Bell

Priority	Component Description	Component Deficiency	Estimate
1	New IP Camera System	Increased security	\$12,100.00
2	Change flooring in rooms 3 and 4	Floor is damaged and cracking	\$2,000.00

Facility # 121 Name: Grandview

Priority	Component Description	Component Deficiency	Estimate
1	Security Cameras	School has had a series of break ins	\$9,500.00
2	Blinds in rooms 124 and 128	Safety for lockdowns	\$2,000.00
4	Bell on outside wall	Current bell cannot be heard	\$500.00

Facility # 123 Name: Greenbrier

Priority	Component Description	Component Deficiency	Estimate
		No Submission	
		Painting	\$2,000.00

Facility # 122 Name: HAGERSVILLE ES

Priority	Component Description	Component Deficiency	Estimate
1	Replace library flooring - 118, 119	Old carpet	\$11,000.00
2	Paint Girls WR	Old paint	\$1,000.00

Facility # 538 Name: Houghton

Priority	Component Description	Component Deficiency	Estimate
1	line painting, games, basketball court	area was repaved, needs to be lined	\$1,100.00
2	Painting, ebase 06, 07 & 44	paint flaking, last 3 rooms to be painted	\$5,930.00
4	Roller blinds, ebase 02, 05 & 64	existing falling apart, needs replacing	\$1,600.00

Facility # 125 Name: James Hillier

Priority	Component Description	Component Deficiency	Estimate
		No Submission	
		Painting	\$2,000.00

Facility # Z18 Name: Jarvis

Priority	Component Description	Component Deficiency	Estimate
2	Paint gym	Old paint	\$5,000.00

Facility # Z19 Name: JL Mitchener

Priority	Component Description	Component Deficiency	Estimate
1	Swipe	Accessibility from playground	\$2,515.00
2	Stage drape fire retardant treatment	Do not pass fire inspections	\$2,300.00
3	New floor Autism Room	Old carpet and VAT	\$6,000.00

Facility # 129 Name: King George

Priority	Component Description	Component Deficiency	Estimate
1	New gates on playground openings	Contain children to playground	\$3,200.00
2	New floor library	Old carpet	\$11,000.00
3	Paint library	Old paint	\$2,000.00

Facility # 542 Name: Lakewood

Priority	Component Description	Component Deficiency	Estimate
2	Renovations, front foyer & gym	painting, padding mats for gym	\$5,000.00

Facility # 534 Name: Langton Public

Priority	Component Description	Component Deficiency	Estimate
1	Painting, ebase 23 & 28	in desperate need of painting	\$3,650.00
3	Carpentry, ebase 29	countertop rotted around faucet	\$2,600.00

Facility # 130 Name: Lansdowne

Priority	Component Description	Component Deficiency	Estimate
1	Paint all corridors, student bathrooms and Room 6	Paint is poor condition and room 6 will be soon back in use	\$10,000.00
2	Install Roller Blinds in 02, 59 and Library Window by door	Lockdown procedures	\$1,500.00

Facility # 52Z Name: Lynndale Hts.

Priority	Component Description	Component Deficiency	Estimate
1	Flooring, ebase 55 & 56	old and worn carpet, needs replacing with LVT	\$4,682.00
2	Painting, doors throughout school, gym wall	require painting, needs cleaning up	\$4,000.00

Facility # 132 Name: Major Ballachey

Priority	Component Description	Component Deficiency	Estimate
2	Ceiling fans for 10 classrooms	Rooms are hot and can't get AC	\$6,000.00
3	Paint change room	Old paint	\$500.00

Facility # 134

Name:

Mt. Pleasant

Priority	Component Description	Component Deficiency	Estimate
1	Paint hallways by learning commons	Needs painted	\$3,000.00
2	Refinish Stage	Stage floor is in rough shape	\$6,500.00

Facility # 136

Name:

North Ward

Priority	Component Description	Component Deficiency	Estimate
1	Replace 25 year old carpet in the library with laminate	The existing original carpet is worn and stained	\$12,000.00

Facility # 148

Name:

Oakland - Scotland

Priority	Component Description	Component Deficiency	Estimate
1	Painting, front hall, doors and frames	paint chipped, needs refreshing	\$2,875.00
2	Roller blinds, ebase 24, 30, 32, 36 & 20A	existing in poor condition	\$2,000.00
3	Flooring, ebase 35 & 36	existing worn out, cracked	\$4,735.00

Facility # 221

Name:

Oneida Central

Priority	Component Description	Component Deficiency	Estimate
1	New concrete shed	old one (metal) destroyed in wind storm	\$6,000.00
2	Ceiling fans for 10 classrooms	Rooms hot	\$6,000.00

Facility # 139

Name:

Onondaga Brant

Priority	Component Description	Component Deficiency	Estimate
1	Gym kitchen upgrades	Floors,cabinets,ceiling,paint,range hood,add receptacles,counter	\$6,000.00
2	Paint hallway door frames	Chipping	\$2,000.00

Facility # 140 Name: Paris Central

Priority	Component Description	Component Deficiency	Estimate
1	New HVAC System In Gym	Current system is very noisy and has to be turned off for events and does not supply sufficient heat	Capital
2	Window Blinds for SK, Grade3, 1/2 and LRT Office	Western exposure windows which become uncomfortable to the eyes and warm in the summer	\$4,500.00
3	Office Area Painted	Has not been painted in many years	\$1,000.00

Facility # 53Z Name: Port Rowan

Priority	Component Description	Component Deficiency	Estimate
1	Outdoor aesthetics / landscaping	make main entrance more welcoming	\$3,600.00
2	Roller blinds, ebase 15 & 16	existing need to be replaced	\$2,240.00

Facility # 142 Name: Prince Charles

Priority	Component Description	Component Deficiency	Estimate
1	Drapery Cleaning and Treatment	Do not comply with standards	\$1,000.00
2	One set of youth soccer nets	To promote physical activity	\$2,000.00
3	Cleaning of front sign/aluminum covering,aluminum covering of exposed wood	Improve the looks of the front of the school	\$5,000.00

Facility # 143 Name: Princess Elizabeth

Priority	Component Description	Component Deficiency	Estimate
1	Cameras	have none	\$8,600.00
2	Ceiling fans, various rooms	extremely hot rooms, need air movement	\$2,000.00

Facility # 723

Name:

Rainham

Priority	Component Description	Component Deficiency	Estimate
1	New flooring in rooms 23, 33	Old floor falling apart	\$7,600.00
2	Window film on room 21	Rooms are still hot with fans and blinds	\$1,500.00

Facility # 733

Name:

River Heights

Priority	Component Description	Component Deficiency	Estimate
1	Paint stairs, classrooms, corridors	Old paint	\$10,000.00
2	Window blinds	Old drapes	\$2,000.00

Facility # 146

Name:

Russell Reid

Priority	Component Description	Component Deficiency	Estimate
		No Submission	
		Painting	\$2,000.00

Facility # 160

Name:

Ryerson Heights

Priority	Component Description	Component Deficiency	Estimate
1	Painting, main and upper floors, areas in gym	paint peeled, make more appealing	\$5,000.00

Facility # 724

Name:

Seneca Central

Priority	Component Description	Component Deficiency	Estimate
1	Paint WR's	Old paint	\$2,500.00

Facility # 150 Name: St. George - German

Priority	Component Description	Component Deficiency	Estimate
2	New carpets in computer lab /stage/library area	20 years old and needs replacing	\$10,000.00
3	Paint canopy, entry area	Paint peeling needs freshening up	\$3,000.00

Facility # 519 Name: Teeterville

Priority	Component Description	Component Deficiency	Estimate
1	Roller blinds, numerous rooms	continuation to complete remainder of school	\$5,000.00
2	New cabinets, counter & sink	existing in bad shape, needs replacing	\$3,875.00

Facility # 715 Name: Thompson Creek

Priority	Component Description	Component Deficiency	Estimate
2	Path to track	Doesn't exist	\$1,500.00
3	Plywood base at bottom of accordion walls for sound	Walls are permanently closed	\$1,000.00
4	Paint gym	Old paint	\$6,000.00
5	Paint stairwell components	Old paint	Maintenance
9	New sandpit	Doesn't exist	\$750.00

Facility # 726 Name: Walpole North

Priority	Component Description	Component Deficiency	Estimate
1	Corridor ceiling replacement	Replace old ceiling	\$7,000.00
2	Paint 2 classrooms	Old paint	\$3,000.00

Facility # 529 Name: Walsh

Priority	Component Description	Component Deficiency	Estimate
1	Painting, various areas	paint peeled, has not been painted for a while	\$5,000.00
2	Roller blinds, throughout the school	existing in poor condition	\$5,000.00

Facility # 162 Name: Walter Gretzky

Priority	Component Description	Component Deficiency	Estimate
1	Camera, back of school, gym	monitor activity of portables	\$3,600.00

Facility # 516 Name: Waterford Public

Priority	Component Description	Component Deficiency	Estimate
2	Painting, addition hallway	clean up, paint chipped	\$7,240.00

Facility # 524 Name: West Lynn

Priority	Component Description	Component Deficiency	Estimate
		No Submission	
		Painting	\$2,000.00

Facility # 154 Name: Woodman

Priority	Component Description	Component Deficiency	Estimate
1	Outdoor camera	Doesn't exist	\$2,000.00
2	Kitchen reno staff room	Old cabinets, fixtures and counter	\$4,000.00

Facility # 271

Name:

BCI

Priority	Component Description	Component Deficiency	Estimate
1	Lockers In Tech Hall	Lockers are original from 1963. Many are broken or nailed shut. Repair/replace as many as possible.	\$10,000.00
2	Masonry work heritage doors	The masonry work around our heritage doors has been patched in the past and continues to deteriorate.	Capital

Facility # 229

Name:

CSS

Priority	Component Description	Component Deficiency	Estimate
1	Paint large and small gyms (new HM doors)	Old paint	\$20,000.00

Facility # 505

Name:

DelhiDSS

Priority	Component Description	Component Deficiency	Estimate
1	Grounds, landscaping	create a more attractive, inviting environment	\$3,600.00
2	Additional cameras	improve school security	\$3,000.00

Facility # 230

Name:

DunnvilleSS

Priority	Component Description	Component Deficiency	Estimate
2	New blinds 211, 210, 111, 112	Old drapes	\$4,500.00
3	Remote electronic door opener	Doesn't exist on door	Capital
4	Install ramp upper gym mezzanine	Doesn't exist	Capital

Facility # 231

Name:

HSS

Priority	Component Description	Component Deficiency	Estimate
1	New NVR and cameras	Unreliable	\$8,500.00
2	Paint 2nd, 3rd floor corridors/doors	Old paint	\$3,127.00
3	replace counters cosmetology room	Chipped, water damaged	\$5,000.00

Facility # 732

Name:

MPSS

Priority	Component Description	Component Deficiency	Estimate
1	Paint corridor 1099	Old paint	\$300.00
2	Paint WR's 1038, 1039, 1040, 1041	Old paint	\$3,600.00
3	New blinds 2044	Old drapes	\$1,200.00
4	New LVT 1148, 1149, 1150, 1151	Old carpet	\$3,500.00

Facility # 274

Name:

NPCVS

Priority	Component Description	Component Deficiency	Estimate
1	Front office flooring	Replace old carpet	\$10,000.00

Facility # 275

Name:

PDHS

Priority	Component Description	Component Deficiency	Estimate
1	Interior painting of halls, doors, stairwells, railing	Continuation of last year	\$10,000.00

Facility # 276

Name:

PJCVS

Priority	Component Description	Component Deficiency	Estimate
1	Cafeteria floor replacement	Old flooring	\$18,000.00

Facility # 501

Name:

SCS

Priority	Component Description	Component Deficiency	Estimate
2	Hallways	repair heat covers, old clocks, stairwells	\$10,000.00

Facility # 273

Name:

TTSC

Priority	Component Description	Component Deficiency	Estimate
1	Stage Curtains Cleaned and Fire-Proofed	Curtains failed fire-proofing test	\$3,600.00
2	Inside and outside of all school entrances painted the same color and repaired	Some doors are in rough shape and don't feel secure. This would improve the overall look of the school if they all were black or dark brown	Capital
3	Blinds In Classrooms, starting with 2nd floor	Window coverings need upgrading	\$5,000.00

Facility # 502

Name:

VHSS

Priority	Component Description	Component Deficiency	Estimate
1	Painting/library, ebase 1077,2013 & 1029	walls need refreshing, clean up	\$14,600.00
2	Flooring, library stairs	carpet worn, needs replacing	\$5,000.00

Facility # 50Z

Name:

WDHS

Priority	Component Description	Component Deficiency	Estimate
1	New locker doors, first floor, main entrance	existing in poor condition	\$5,400.00
2	Cameras, second floor	continuation of cameras	\$5,300.00
4	Roller blinds, various rooms	continuation of roller blinds	\$6,000.00

Total

\$650,000.00

CPIP 2018

The list of schools below have never received funding under the CPIP program in previous years

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Bloomsburg	Continuation of outdoor classroom area	\$12,000	\$6,000	\$6,000	Proceed with project
Bramlyn	Replace blinds on main floor	\$6,600	\$3,300	\$3,300	Proceed with project
Caledonia Centennial	Outdoor greening	\$739,000	\$0	\$0	Insufficient funding
Cayuga Secondary	Stage lighting and sound system	\$14,000	\$7,000	\$7,000	Proceed with project
Dufferin	Improve drainage	\$20,000	\$10,000	\$10,000	Proceed with project
Dunnville Secondary	Locker refacing	\$20,000	\$10,000	\$10,000	Proceed with project
Langton	School playground renewal including new courts, benches and trees	\$20,000	\$10,000	\$10,000	Proceed with project
MT Pleasant	Outdoor storage shed	\$10,000	\$5,000	\$5,000	Proceed with project
Paris Central	Outdoor classroom and playground	\$20,000	\$10,000	\$10,000	Proceed with project
River Heights	Ceiling fans for classrooms	\$20,000	\$10,000	\$10,000	Proceed with project
Walpole	New A/V equipment for gym including projector, screen, mics	\$16,000	\$8,000	\$8,000	Proceed with project
				\$79,300	

The list of schools below received CPIP funding in 2017

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Boston Public	Project to be determined in conjunction with parent council	\$4,000	\$2,000	\$2,000	Proceed with project
Burford Elementary	Completion of gymnasium matting at stage	\$12,000	\$6,000	\$6,000	Proceed with project
Cedarland	Soundproofing walls between open air classes	\$20,000	\$10,000	\$10,000	Proceed with project
Jarvis	New A/V equipment for gym including projector, screen, mics	\$16,000	\$8,000	\$8,000	Proceed with project
JL Mitchener	Baseball diamond renovation	\$5,300	\$2,650	\$2,650	Proceed with project
Lakewood	New A/V equipment for stage including projector, screen, mics	\$20,000	\$10,000	\$10,000	Proceed with project
Mckinnon Park	additional security cameras	\$5,600	\$2,800	\$2,800	Proceed with project
North Park	Upgrade fitness room flooring	\$20,000	\$10,000	\$10,000	Proceed with project
Onondaga	improve softball diamond, soccer area, fencing in field	\$20,000	\$10,000	\$10,000	Proceed with project
Pauline Johnson	Bleachers for portion of gym	\$17,500	\$7,500	\$10,000	Proceed with project
Walter Gretzky	Kindergarten play area upgrades	\$20,000	\$10,000	\$10,000	Proceed with project
				\$81,450	

The list of schools below received CPIP funding in 2016

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Brantford Collegiate	Refurbishment of Back field	\$60,000	\$10,000	\$10,000	Insufficient funding
Paris District High	increase cameras in school	\$10,000	\$5,000	\$5,000	Proceed with project
Paris District High	Upgrade music room	\$10,000	\$5,000	\$5,000	Proceed with project
Princess Elizabeth	Installation of security	\$3,000	\$1,500	\$1,500	Proceed with project
St George German	playground upgrades in primary area	\$20,000	\$10,000	\$10,000	Proceed with project
				\$31,500	

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

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Rainham	Outdoor classroom and playground	\$20,000	\$10,000	\$10,000	Proceed with project
Simcoe Comp	Awards display cabinet	\$7,000	\$3,500	\$3,500	Proceed with project
Simcoe Comp	Bicycles and helmets	\$1,600	\$800		Does not meet CPIP criteria
				\$13,500	

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

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Lansdowne	New school sign	\$10,000	\$5,000	\$5,000	Proceed with project
Waterford District	Outdoor classroom	\$6,150	\$3,075	\$3,075	Proceed with project
Waterford District	Replace treadmills	\$6,000	\$3,000		Does not meet CPIP criteria
Waterford District	Mascot Costume	\$4,000	\$2,000		Does not meet CPIP criteria
				\$8,075	

The list of schools below received CPIP funding in 2013, 2014, 2015, 2016 and 2017

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
GrandView Brantford	snoezelen room	\$46,000	\$5,010		Insufficient funding
Hagersville Elementary	School shed, basketball net and benches	\$14,000	\$7,000	\$7,000	Proceed with project
Hagersville Secondary	Outdoor solar light standards around track	\$15,000	\$5,000	\$10,000	Proceed with project
				\$17,000	
				\$230,825	
			Total for all projects		

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

APPENDIX C

Grand Erie District School Board - 2017/18 Capital Projects				
Project Type	Projected Cost	Funding Source		
		Renewal	School Condition Improvement	Hub Retrofit & Accessibility
Community Partnership Incentive Program	\$ 230,825	\$ 230,825	\$ -	\$ -
Pride of Place	\$ 650,000	\$ 650,000	\$ -	\$ -
School Program Improvement Fund	\$ 1,230,212	\$ -	\$ 1,230,212	\$ -
Accessibility Upgrades	\$ 500,000	\$ -	\$ 500,000	\$ -
Asbestos Removal	\$ 515,000	\$ -	\$ 515,000	\$ -
Building Automation System Upgrades	\$ 400,000	\$ -	\$ 400,000	\$ -
Buildings and Grounds	\$ 135,000	\$ 135,000	\$ -	\$ -
Electrical Upgrades	\$ 200,000	\$ -	\$ 200,000	\$ -
Elevator	\$ 200,000	\$ -	\$ -	\$ 200,000
Fire Alarm Upgrades	\$ 100,000	\$ 100,000	\$ -	\$ -
Gym Curtains	\$ 100,000	\$ 100,000	\$ -	\$ -
HVAC	\$ 1,280,000	\$ -	\$ 1,280,000	\$ -
Hydro Upgrade	\$ 100,000	\$ -	\$ 100,000	\$ -
LED Lighting Replacements	\$ 1,000,000	\$ 1,000,000	\$ -	\$ -
Masonry	\$ 2,760,000	\$ -	\$ 2,760,000	\$ -
PA Upgrades	\$ 100,000	\$ 100,000	\$ -	\$ -
Paving	\$ 1,600,000	\$ -	\$ 1,600,000	\$ -
Renovation	\$ 2,892,317	\$ 250,000	\$ 2,000,000	\$ 642,317
Roofing	\$ 1,212,000	\$ -	\$ 1,212,000	\$ -
Secondary Change Rooms	\$ 80,000	\$ -	\$ 80,000	\$ -
Window / Door Upgrades	\$ 1,600,000	\$ -	\$ 1,600,000	\$ -
Debt Repayment & Software Licencing	\$ 1,460,000	\$ 1,460,000	\$ -	\$ -
Contingency	\$ 600,000	\$ 250,000	\$ 250,000	\$ 100,000
Grand Total	\$ 18,945,354	\$ 4,275,825	\$ 13,727,212	\$ 942,317



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Quality Accommodations Committee Report**
DATE: April 9, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Quality Accommodations Committee Report as information.</p>
--

Background

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

In 2017, the Board engaged Watson and Associates to assist the committee with the preparation of long term enrolment forecasts and review of possible future accommodation scenarios for consideration. In 2018, the Board received updated demographic information for each geographic region within the Board based on data collected in the 2016 census.

Ministry capital funding was approved for school consolidations in Haldimand East and South East Norfolk. In Haldimand East, three schools were closed or approved for closure (Anna Melick Memorial School, Grandview Central Public School, and Fairview Avenue Public School), one school received funding to build an addition, Thompson Creek Elementary School, and a new build on Fairview Avenue Public School's site was approved. In South East Norfolk, one school will close (West Lynn Public School) and Elgin Avenue Public School will be extensively renovated. While these decisions improve the capacity utilization statistics for the Board, significant pupil space surplus and deferred renewal need will remain.

Once the approved capital projects are completed an estimated utilization of 87% is expected in the elementary panel as the direct result of school consolidations.

The three-year phase in of the elimination of top up funding to support underutilized schools will be complete in 2017-18. Once fully implemented, this funding change will have reduced facilities operations and maintenance grants by \$1.65 million annually. Recognizing elementary schools that are more than 10 km from other schools in the Board and secondary schools that are greater than 20 km from another Board secondary school, the ministry continues to provide enhanced top up funding for 12 Grand Erie schools. A recent Ministry of Education review of Valley Heights Secondary School has removed its status for the enhancement. The twelve schools that still qualify for the enhancement are summarized below:

- Burford District Elementary School
- Courtland Public School
- Glen Morris Central Public School
- Rainham Central School
- Lakewood Elementary School
- Oakland-Scotland Public School
- Port Rowan Public School
- Walsh Public School

- Seneca Central Public School
- Teeterville Public School
- Dunnville Secondary School

Pupil Accommodation Reviews (PAR)

In June 2017, Ontario launched its Plan to Strengthen Rural and Northern Education. The feedback received from school boards, municipal and community partners was central to the development of this plan. The focal point of this plan was to overhaul the pupil accommodation review process over the next twelve months. School boards will not be able to begin any new accommodation reviews while the process is being revised, though boards were encouraged to continue to pursue joint-use projects between school boards.

Revisions to the process would give consideration to:

- impact on communities and student well-being
- longer timelines
- more accommodation options
- clearer roles for students as well as staff and elected officials from both school boards and municipal governments.

In February 2018, the Ministry released Draft Revised Pupil Accommodation Review Guidelines (PARG) based on consultation that occurred between October and December 2017. The consultation included an online survey, in-person engagement sessions during the Ministry's fall education funding symposia and a meeting of the Minister's Reference Group on Community and Education Planning and Partnerships. The Minister's Reference Group included representatives from the education and municipal sectors and an academic. Its mandate is to advise the Minister of Education on effective ways to improve co-ordination of community infrastructure planning from a public education perspective. The key changes are summarized below:

- Initial Staff Reports
 - Must contain at least three options to address the accommodation issue(s): a recommended option, an alternative option and a status quo option
 - Must address the following four areas of impact:
 - Impact on student programming;
 - Impact on student well-being;
 - Impact on school board resources; and
 - Impact on the local community
- Public Meetings
 - Minimum of three meetings
 - Minimum period of 60 business days between the first and final public meetings
 - For all standard and modified PARs, if a new school closure is introduced as part of any option in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report. If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- Final Staff Report
- Modified Pupil Accommodation Reviews
- Administrative Review Process

The ministry plans to release a final revised PARG in spring 2018, after which school boards will be expected to amend their existing PAR policies. As part of this process, the Ministry expects school boards to undertake extensive community consultations to promote understanding of PAR processes. Only once revised PAR policies have been approved by trustees can any new PARs be started, unless PARs are required to support a joint-use school initiative between two school boards.

In the 2017 Quality Accommodations Committee report, a number of recommendations were approved; however, their implementation was halted by the Ministry's plan mentioned above.

Summary of Information Presented

The committee met twice during the 2017-18 school year and focused on the 2017 Quality Accommodations Committee report as a foundation for establishing a plan for 2018-19 with considerations for both the capacity and utilization data for the Board and the pending formalization of the Ministry's PARG. The recommendations in that 2017 Quality Accommodations Committee report were:

Priority 1 – Accommodation Review for completion in 2017-18

- a) Complete a Pupil Accommodation Review of Brant/Brantford Secondary schools (Brantford Collegiate Institute & Vocational School, North Park Collegiate & Vocational School, Pauline Johnson Collegiate & Vocational School, Tollgate Technological Skills Centre and Paris District High School). Scope of review to include possible re-distribution of specialty programming among schools and boundary revisions to balance enrolment across all schools in the review.

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

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

The capacity of Grand Erie's schools, current enrolment and other related statistics demonstrate that, although Grand Erie has completed extensive work through Accommodation Review Committees resulting in school consolidations and closures that have reduced our available student capacity, we have more work to do.

	Capacity (pupil spaces)	Current Enrolment (Oct 31, 2017)	Surplus Pupil Spaces	Utilization Rate
<i>Elementary Schools</i>	20,929	17,829	3,100	85.2%
<i>Secondary Schools</i>	11,850	8,415	3,353	71.0%
Total	32,779	26,244	6,453	80.1%

The committee further narrowed its focus on the areas mentioned in those recommendations and reviewed the capacity and enrolment as depicted by the tables below:

Brantford/Brant Secondary	On-The-Ground Capacity	16/17 Enrolment	16/17 Capacity
Brantford CI & VS	1260	1283	102%
North Park Collegiate & VS	1386	1134	82%
Paris District High School	927	830	90%
Pauline Johnson Collegiate & VS	1353	816	60%
Tollgate Tech Skills Centre	684	304	44%
GELA (Grand Erie Learning Alternatives)	269	139	52%
Total	5,679	4,506	79%

Haldimand Secondary	On-The-Ground Capacity	16/17 Enrolment	16/17 Capacity
Cayuga Secondary School	927	543	59%
Dunnville Secondary School	999	418	42%
Hagersville Secondary School	861	476	55%
McKinnon Park Secondary School	558	812	146%
Total	3,345	2,249	67%

Brantford Central Elementary	On-The-Ground Capacity	16/17 Enrolment	16/17 Capacity
Graham Bell-Victoria Public School	305	151	50%
Grandview Public School	288	211	73%
James Hillier Public School	314	306	97%
Lansdowne-Constain Public School	328	251	77%
Prince Charles Public School	300	198	66%
Total	3,345	2,249	67%

Brantford North Elementary	On-The-Ground Capacity	16/17 Enrolment	16/17 Capacity
Banbury Heights School	469	399	85%
Branlyn Community School	426	310	73%
Brier Park Public School	363	319	88%
Cedarland Public School	348	269	77%
Centennial-Grand Woodlands School	326	235	72%
Greenbrier Public School	303	216	71%
Russell Reid Public School	377	311	82%
Total	2,612	2,059	79%

Demographic Trends

Population in the board's jurisdiction grew by 5.3% between 2006 and 2011 and declined by 0.23% between 2011 and 2016. The growth experience between 2006 and 2011 was below the provincial and national trends. More importantly, the population of the elementary school aged (4-13 years) population has been steadily declining since the 2001 census, with a loss of more than 3,560 people between 2001 and 2016. The secondary school aged (14-18 years) population had minimal changes between 2001 and 2011, but decreased by 13.8% between 2011 and 2016.

Another important segment of the population, females aged between 25 and 44 years, are a group that are observed by school boards as it provided insight into the rate of future births and school aged children. The population of females aged 25-44 declined by 3.7% between 2006 and 2011 and declined by a further 1.8% between 2011 and 2016.

Table 1.1 Board-wide Demographic Trends

Population Data	2001		2006		2011		2016	
	Census	Share Of Total						
Total Population	223,155		232,900		245,155		244,590	
Pre-School Population (0-3)	9,890	4%	9,900	4%	10,605	4%	10,410	4%
Elementary School Population (4-13)	31,485	14%	29,540	13%	28,430	12%	27,925	11%
Secondary School Population (14-18)	16,985	8%	17,100	7%	16,980	7%	14,630	6%
Population Over 18 Years of Age	164,795	74%	176,360	76%	189,140	77%	191,625	78%
<i>Females Aged 25-44</i>	31,020	14%	29,515	13%	28,420	12%	27,920	11%

Enrolment Share

Important to Grand Erie is the proportional share of school aged population that attends Grand Erie schools. In elementary schools 65.5% of the 2001 elementary aged population attended Grand Erie schools. In 2006, the participation rate had dropped to 63.7% and in 2011, the rate had increased to 65.0% and then decreased to 63.8% in 2016. With minor fluctuations over the last four census periods; Grand Erie's proportional share does show a stable trend for the elementary panel.

For secondary schools the participation rates were 72.0% in 2001, 66.6% in 2006, 61.6% in 2011 and 62.2% in 2016. The trend here a concern and would suggest further analysis is warranted to discover the root cause(s) for the decline and develop strategies to improve the participation rates.

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

Enrolment Share Analysis – Elementary

Brant County Elementary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Elementary Enrolment	2583	2476	2507	2471	-107	31	-36
Total Elementary Aged Population	3934	3934	3631	3730	0	-303	99
Elementary Participation Rate	65.7%	62.9%	69.0%	66.2%	-2.7%	6.1%	-2.8%

City of Brantford Elementary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Elementary Enrolment	8104	7690	7554	7755	-414	-136	201
Total Elementary Aged Population	12656	12126	11732	12385	-530	-394	653
Elementary Participation Rate	64.0%	63.4%	64.4%	62.6%	-0.6%	1.0%	-1.8%

Haldimand County Elementary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Elementary Enrolment	4517	4006	3547	3404	-511	-459	-143
Total Elementary Aged Population	6814	6172	5250	5119	-642	-922	-131
Elementary Participation Rate	66.3%	64.9%	67.6%	66.5%	-1.4%	2.7%	-1.1%

Norfolk County Elementary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Elementary Enrolment	5487	4691	4065	4092	-796	-626	27
Total Elementary Aged Population	8195	7363	6569	6563	-832	-794	-6
Elementary Participation Rate	67.0%	63.7%	61.9%	62.3%	-3.2%	-1.8%	0.5%

Grand Erie Elementary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Elementary Enrolment	20691	18863	17673	17722	-1828	-1190	49
Total Elementary Aged Population	31599	29595	27182	27797	-2004	-2413	615
Elementary Participation Rate	65.5%	63.7%	65.0%	63.8%	-1.7%	1.3%	-1.3%

Enrolment Share Analysis – Secondary

Brantford/Brant Secondary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Secondary Enrolment	5783	5405	4940	4557	-378	-465	-383
Total Secondary Aged Population	8775	8740	8777	8135	-35	37	-642
Secondary Participation Rate	65.9%	61.8%	56.3%	56.0%	-4.1%	-5.6%	-0.3%

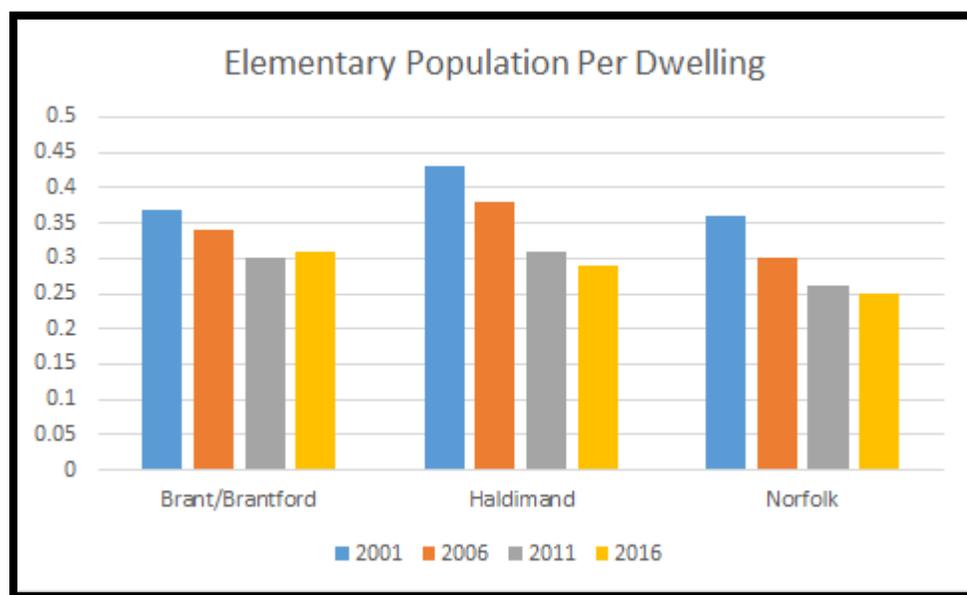
Haldimand Secondary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Secondary Enrolment	3038	2903	2556	2274	-135	-347	-282
Total Secondary Aged Population	3441	3474	3356	2864	33	-118	-492
Secondary Participation Rate	88.3%	83.6%	76.2%	79.4%	-4.7%	-7.4%	3.2%

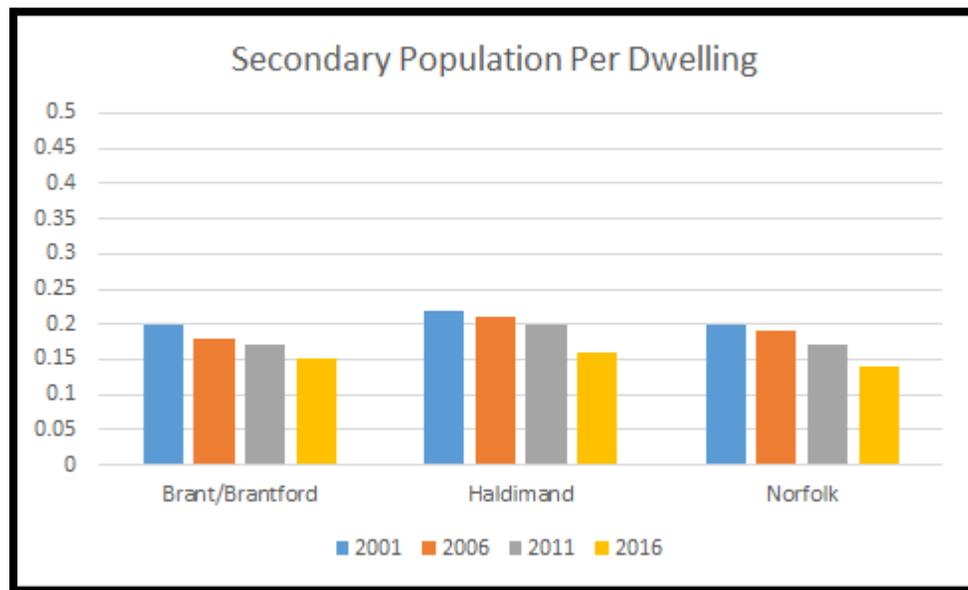
Norfolk Secondary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Secondary Enrolment	3339	2903	2556	2226	-436	-347	-330
Total Secondary Aged Population	4666	4631	4189	3552	-35	-442	-637
Secondary Participation Rate	71.6%	62.7%	61.0%	62.7%	-8.9%	-1.7%	1.7%

Grand Erie Secondary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Secondary Enrolment	12160	11211	10052	9057	-949	-1159	-995
Total Secondary Aged Population	16882	16845	16322	14551	-37	-523	-1771
Secondary Participation Rate	72.0%	66.6%	61.6%	62.2%	-5.5%	-5.0%	0.7%

Population per Dwelling

Another strong predictor of future school enrolment is the number of school aged students per dwelling. When new dwelling units are planned and built, school boards can expect that they would yield more students for area schools. While there has been residential development in many areas across Grand Erie, the trend is indicating that there are far fewer school aged students per occupied dwelling. The following charts illustrate the trend of school aged population per dwelling at each of the last four censuses.





While there are differences in the population yields by area, the common pattern is a rate of decline in all geographic areas. There is one area of the Board where the trend has been noticeably different. In Brantford West (Ryerson Heights Elementary School, Walter Gretzky Elementary School, Agnes G. Hodge Public School) the elementary population per dwelling has been rising and the secondary has remained relatively stable. This example may be representative of the kind of population yields the Board could experience in the new McClung residential development currently being constructed in Caledonia as there are many similarities to the types and mix of housing being planned there.

Priority Recommendations

As mentioned above, the province has placed a moratorium on Accommodations Reviews and the updated PARG is expected to be released in the coming weeks by the Ministry of Education. Once the new guidelines are released, the Board will be required to update Policy FT5 before any Accommodation Reviews can proceed.

Understanding the magnitude of the work required to follow each of the proposed recommendations in the report, the committee has prioritized the recommendations for short term action into three categories once a revised policy FT5 is approved.

The Quality Accommodations Committee recommends one programming review for immediate consideration to take effect for the 2018-19 school year and four pupil accommodation reviews to be completed over 2018-19, 2019-20 and 2020-21. In the past the Board has approved a recommended action to deal with the immediate priority reviews and tabled the balance of the reviews for consideration and confirmation by the committee in future school years.

The Board should consider recommended actions to support the items listed in Priority 1 below and consider the items in Priority 2 for the 2019-20 & 2020-21 school years if confirmed as priorities by the Quality Accommodations Committee in 2018-19.

Priority 1 – Accommodation Review for completion in 2018-19

- a) Complete a Pupil Accommodation Review of Brantford Secondary schools (Brantford Collegiate Institute & Vocational School, North Park Collegiate & Vocational School, Pauline Johnson Collegiate & Vocational School, Tollgate Technological Skills Centre and Grand Erie Learning Alternatives (GELA). Scope of review to include possible re-distribution of

specialty programming among schools and boundary revisions to balance enrolment across all schools in the review.

Priority 2 – Accommodation Review for completion in 2019-20 and 2020-21

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

Programming Recommendation

The Quality Accommodations Committee reviewed the current growing French Immersion enrolment at Caledonia Centennial Public School and continued regular program growth with the McClung development. The Committee is recommending that the French Immersion program be split between Caledonia Centennial Public School and River Heights School. The split will be determined by space available at each school; likely JK-3 at Caledonia Centennial Public School and grades 4-8 at River Heights School. This would eliminate adding additional portables at Caledonia Centennial Public School to accommodate development growth from McClung for the 2018-19 school year.

The table below illustrates the impact of moving grades 4 to 8 from Caledonia Centennial Public School to River Heights School effective September 2018.

Current Scenario					
Caledonia Centennial			River Heights		
Capacity	366		Capacity	668	
Portables	2		Portables	0	
	Enrolment	Utilization		Enrolment	Utilization
Oct 2017	334	91.3%		531	79.5%
Oct 2018	387	105.7%		518	77.5%
Oct 2019	404	110.4%		482	72.2%
Oct 2020	430	117.5%		452	67.7%
Oct 2021	450	123.0%		443	66.3%
Oct 2022	462	126.2%		414	62.0%

Proposed Scenario					
Caledonia Centennial			River Heights		
	Enrolment	Utilization		Enrolment	Utilization
Oct 2017	334	91.3%		531	79.5%
Oct 2018	317	86.6%		588	88.0%
Oct 2019	308	84.2%		578	86.5%
Oct 2020	318	86.9%		564	84.4%
Oct 2021	325	88.8%		568	85.0%
Oct 2022	329	89.9%		547	81.9%

Grand Erie Multi-Year Plan

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Educational Services Agreement – Grand Erie District School Board and Mississaugas of the New Credit First Nation (MNCFN)**
DATE: April 9, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the 2018-21 Tuition Agreement with Mississaugas of the New Credit First Nation for signature by the Board signing authorities.

Background

Upon the request of Mississaugas of the New Credit First Nations (MNCFN) Education Director Amanda Sault, we began to meet to develop an Educational Services Agreement between Grand Erie and MNCFN. This is the first formal agreement to be developed with MNCFN in a considerable number of years.

Members of the Grand Erie negotiating team included; B. Blancher (Director of Education), J. Gunn (Former Superintendent of Business), R. Wyszynski (Superintendent of Education), S. Sawyer (Indigenous Education Lead). The MNCFN team included A. Sault, (Director of Education) and K. Elson (Legal Counsel).

Additional Information

We are pleased with the three-year tentative agreement reached in March 2018. The draft Educational Services Agreement is attached as Appendix A.

Features of the agreement include:

- Full funding as per provincial Grants for Student Needs (GSN).
- Funding for a .5 FTE (3 sections) native language teacher for the Ojibway language
- Information sharing processes to support student achievement and to build the partnership with the Mississaugas of the New Credit Education Director

Next Steps

Once the agreement is approved, Director Blancher will communicate with the MNCFN Education Director regarding signing. Principals will receive a copy of the agreement as appropriate.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes. This report also supports the Equity indicator and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

Mississaugas of the New Credit First Nation

Education Services Agreement

MNCFN-The Grand Erie District School Board



2018-2021

Contents

A. INTERPRETATION AND DEFINITIONS 2

B. ELIGIBILITY FOR ENROLMENT 3

C. RESPONSIBILITY FOR FEES 3

D. SCHEDULE OF INVOICES AND PAYMENTS 4

E. REPORTING 4

F. SERVICES TO STUDENTS 5

G. GRAND ERIE STAFF 5

H. MNCFN STAFF 6

I. PROGRAM PLANNING 6

J. MNCFN PARTICIPATION 7

K. INFORMATION SHARING 8

L. NOTICES 9

M. TERM & TERMINATION 10

DRAFT

EDUCATION SERVICES AGREEMENT

THIS AGREEMENT MADE THIS _____, 2018

BETWEEN

THE MISSISSAUGAS OF THE NEW CREDIT FIRST NATION
(hereinafter referred to as the "MNCFN")

AND

THE GRAND ERIE DISTRICT SCHOOL BOARD
(hereinafter referred to as "the Board")

WHEREAS pursuant to subsection 188(1) and (1a) of the *Education Act* 1992, R.S.O. 1990, c.E2, as amended, The Board may enter into an agreement with the MNCFN for the provision of accommodation, instruction and special services for MNCFN students.

THEREFORE, THIS AGREEMENT WITNESS that the parties hereto covenant and agree with each other to the terms and conditions as follows:

A. INTERPRETATION AND DEFINITIONS

1. *Education Act* means the *Education Act* RSO 1990, Chapter E.2 as amended and all regulations thereunder.
2. ADE means Average Daily Enrolment.
3. FTE means Full-Time Equivalent student.
4. IPRC means Identification, Placement and Review Committee as per Ontario Regulation 181/98.
5. Minister means the Minister of the Indigenous and Northern Affairs Canada representing the Crown.
6. MNCFN Education Director means an employee of the MNCFN who acts as the administrative liaison between the MNCFN and The Board in relation to the matters addressed by this agreement.
7. Unless the context of this agreement otherwise requires, a MNCFN Student means a student who is resident on the MNCFN reserve and who is:
 - a) A member of MNCFN as defined by the Indian Act; and/or
 - b) Included in the Nominal Roll submitted by the MNCFN and eligible for inclusion in the Nominal Roll.

8. MNCFN has the same meaning as Band or Band Council as defined by subsection 2(1) or section 74 of the *Indian Act* and in this agreement refers to the Band Council of the Mississaugas of the New Credit First Nation.
9. Special Service means an educational service provided solely for MNCFN students, pursuant to subsection 188 (4) of the *Education Act*, which is supplementary to services and the program of studies of the Province of Ontario and the cost of which is not calculated as part of the Tuition Fee.
10. Tuition Fee means a per student fee, payable to the Board for each MNCFN student residing on the MNCFN enrolled in the NewStart program or any other alternative education program, and/or secondary school operated under the jurisdiction of the Board, which is calculated in accordance with regulations made pursuant to the *Education Act*.

B. ELIGIBILITY FOR ENROLMENT

11. The Board agrees to accept MNCFN Students for enrolment in its schools, subject to this agreement.
12. The MNCFN will advise the Board of anticipated MNCFN student registration as follows:
 - a) On or before January 15th of each year the MNCFN shall provide to the relevant school principal, a list of MNCFN students expected to enroll in the schools of the Board in the next academic year indicating potential grade placements and will confirm, where applicable, any new enrolments for the second semester.
 - b) On or before June 15th of each year the MNCFN shall provide to the relevant school principal of the Board in writing an updated list to that submitted under section a).
 - c) Any increases or decreases in the number of MNCFN students identified by subsection 2. a) and b) will be provided to the relevant school principal, in writing, as they become known to the MNCFN.
13. The MNCFN will verify the eligibility of each MNCFN Student for tuition fee purposes upon receipt of a list of MNCFN Students which shall be provided by the Board prior to issuing of invoices according to the schedule outlined in Schedule of Invoices and Payments.

C. RESPONSIBILITY FOR FEES

14. The MNCFN shall make payment to the Board, for each MNCFN Student authorized by the MNCFN for enrolment in a Board secondary school, a Tuition Fee which is calculated in accordance with regulations made pursuant to the *Education Act*, shall exclude any additional capital charges or a Student Accommodations Charge where subsection 1 (b) of the Ontario Regulation, Calculation of Fees for Students applies.

15. The costs of special education support and services are included in the regular Tuition Fee calculated in accordance with the *Education Act* and regulations. MNCFN will not be responsible for any fees for special education supports and services above what the Board would receive from the province for a student with equivalent needs living off reserve.

D. SCHEDULE OF INVOICES AND PAYMENTS

16. The Board will invoice the MNCFN to coincide with their fiscal year. The fiscal year begins April 01 and ends March 31 as follows:
- a) On or about November 15, an interim tuition fee invoice is prepared by the Board by multiplying the October 31 FTE by fifty percent (50%) and then by the per-pupil cost identified in the "*Calculation of Fees*" report provided by the Board.
 - b) On or about April 15, a second interim tuition fee invoice is prepared by the Board by multiplying the March 31 FTE by fifty percent (50%) and then by the per-pupil cost identified in the "*Calculation of Fees*" report provided by the Board.
 - c) On or about December 15, an adjustment invoice or credit note will be prepared by the Board to reflect the actual per-pupil cost as calculated in the "*Calculation of Fees*" from Appendix B in the Board's audited financial statements multiplied by the ADE of the October and March count dates.
17. the Board will provide the MNCFN with a copy of the Ministry of Education Appendix B – Calculation of Fees for the Board's Revised Estimate with the Invoice.
18. The MNCFN shall make payment to the Board for tuition fees within 30 days of receipt of invoice less any fees for students identified by the MNCFN Education Department as defined by the Eligibility for Enrolment.
19. In the event of any labour dispute which results in the disruption in provision of services to MNCFN Students, fees will be adjusted accordingly

E. REPORTING

20. The Board agrees, in consideration of payments made on behalf of MNCFN students by the MNCFN, to the following:
- a) To publish as part of its audited financial statement payments made under the terms of this agreement by the MNCFN.
 - b) To provide a copy of the Board's audited financial statement for the year ending August 31st and a copy of the current year estimates.

F. SERVICES TO STUDENTS

21. The Board shall provide MNCFN Students:
 - a) Access to the full range of educational services offered by the Board and ongoing program placement assessment;
 - b) Access to supports and/or programs as a result of the First Nation, Métis and Inuit (FNMI) Education Policy Framework; and
 - c) At least the same level and quality of services it provides its resident pupils, including special education services.
22. The Board shall endeavour to its best effort to involve MNCFN STUDENTS in all aspects of school activities.
23. The Board agrees that there shall continue to be no segregation by reason of race, colour or creed in its schools.
24. The Board shall take the appropriate steps and provide the required services to meet the two primary goals set out in the Ministry of Education's FNMI Education Policy Framework as they relate to MNCFN students enrolled in the Board schools: "to improve achievement among First Nation, Métis, and Inuit students and to close the gap between Indigenous and non-Indigenous students in the areas of literacy and numeracy, retention of students in school, graduation rates, and advancement to postsecondary studies" (Ministry of Education, *Ontario First Nation, Métis, and Inuit Education Policy Framework*, 2007, p. 5).

G. GRAND ERIE STAFF

25. The Board shall encourage its teachers who provide instruction to MNCFN students to participate in appropriate Indigenous Studies courses or programs offered through University and Ministry of Education courses.
26. The Board shall, when feasible, grant leave to representative members of its staff to attend MNCFN and MNCFN Education Department sponsored educational courses or conferences which relate to the education of MNCFN children as part of the ongoing planned professional development activities of the Board.
27. The Board shall provide, with the advice and assistance of the MNCFN, in-service training for new teachers to better prepare them working with MNCFN students and provide them a better understanding of native culture and heritage.
28. The Board agrees to make every effort to recruit teachers who are of Native ancestry or are familiar with teaching in First Nations in filling teaching vacancies, provided that the qualifications and ability of the Native Teacher is judged by the Board to be equal to those of other applicants and provided that such staffing does not contravene any of the Board's collective agreements and agrees to report on the efforts thus made.

29. The Board agrees to forward external postings for positions at schools with MNCFN Students to the MNCFN Education Director for distribution in appropriate venues.

H. MNCFN STAFF

30. MNCFN may hire staff persons to work in the Board's schools with MNCFN Students to provide additional academic, social, cultural, or other support to MNCFN Students ("MNCFN Staff"). Examples of such MNCFN Staff include First Nations Education Counsellors, Social Counsellors, Mental Health Workers, elders, and social workers.
- a) MNCFN and the Board will come to an agreement, which may be recorded via email, regarding the responsibilities of the MNCFN Staff, including regarding appropriate supervision and lines of reporting. Assistance from MNCFN Staff shall be completely voluntary for students and parents may choose to opt out.
31. The Board will ensure that MNCFN Staff:
- a) Have access to MNCFN Students at the schools during school hours;
- b) Have direct access to MNCFN Student's OSR's (subject to current Ontario Student Record Guidelines and consent from the parent or guardian, which may be provided on the school registration form);
- c) Are given the opportunity to attend all IPRC meetings regarding MNCFN Students and to advocate for the student at those meetings (subject to the necessary consent from the parent or guardian, which may be provided on the school registration form); and
- d) Are treated with respect and included in school events, meetings, and committees as appropriate.
32. The Board will endeavour to provide a meeting space in schools with MNCFN Students for use by MNCFN Staff to provide support to MNCFN Students.

I. PROGRAM PLANNING

33. The Board shall endeavour to encourage and promote the planning, development and implementation of educational programs suited to the needs of MNCFN students.
34. With the approval of the principals of the schools enrolling MNCFN students, representatives of the MNCFN may assist in the planning, development and adaptation of Indigenous studies and cultural education programs.
35. The Board agrees to offer Ojibway language courses at Hagersville Secondary School that reflect MNCFN values, tradition and culture, subject to finding a qualified Ojibway language teacher. The Board agrees to run an Ojibway language course if there are at least 6 expected students for the course. Where it appears that the threshold will not be met, The Board will

endeavour to meet the threshold by promoting the course among students, combining grades, or taking other steps. MNCFN agrees to assist in recruitment and selection of a qualified instructor for these courses. MNCFN shall make payment to the Board for 50% of the cost of providing a teacher's salary for the number of sections required to teach Ojibway language for the purpose of seeding the language program. The Board will attempt to hire a certified teacher and where that is not possible will make all reasonable efforts to hire a non-certified teacher following the approval processes included in PPM147 – Applications for Letters of Permission.

36. The Board shall provide education facilities and programs of study suited to the cultural and native linguistic needs of MNCFN STUDENTS enrolled at Hagersville Secondary School.
37. The Board will provide the opportunity for MNCFN to appoint a representative on any committees which relate to:
 - a) The planning, development, and implementation of education programs aimed at the needs of First Nation pupils;
 - b) The development or review of curriculum related to First Nation language, history or culture; and
 - c) Any other issues affecting the First Nation students.
38. The Board will provide notice of the date and time of meetings of said committees to the MNCFN Education Director.
39. The Board will provide MNCFN an opportunity to provide input on draft FMNI action plans and provide a copy of the final approved FNMI action plans.

J. MNCFN PARTICIPATION

40. The Board agrees to encourage maximum feasible interaction between the schools enrolling MNCFN Students and the MNCFN.
 - a) The Board will continue to involve and encourage the participation of parents of MNCFN Students in the education of their children.
 - b) The Board agrees that authorized delegates of the MNCFN may visit the school from time to time to review with the principal the progress of the MNCFN STUDENTS covered by this agreement.
 - c) Nothing in this agreement shall confer to the MNCFN or the MINISTER any right of supervision over the curriculum, courses of studies, instructional methodology and materials, teaching personnel, or school administration which are deemed to be the sole responsibility of the Board.

41. The Board will provide an opportunity for MNCFN to appoint a representative on the Special Education Advisory Committee (SEAC). Representation will be as a "member at large" and the appointment will coincide with the regular election dates for SEAC positions.
42. The Board will provide an opportunity for MNCFN to appoint a representative on the the Board Indigenous Education Advisory Committee.
43. The Board will inform the MNCFN of the time and date of any IPRC process relating to a MNCFN Student, allow a designate of MNCFN to participate and advocate for a child's interest in any IPRC process, and will notify the MNCFN of any IPRC decisions, all subject to the parent or guardian having provided the appropriate consent.
44. On request from the parent, the Board will initiate a review regarding the identification or placement of a MNCFN Student.

K. CONSENT OF PARENT / GUARDIAN

45. The Board school board registration forms for MNCFN Students will include authorization for the Board to share student information with the MNCFN; notify MNCFN about IPRC processes; allow MNCFN to participate in IPRC meetings and advocate on a student's behalf; and allow the First Nation to initiate a review of a student's identification and placement, all subject to a parent or guardian's right to opt-out of involvement of MNCFN in relation to each of these items on the registration form or an addendum to that form.

L. INFORMATION SHARING

46. The Board agrees to complete and submit statistical and program reports to the MNCFN Education Department as follows:
 - a) The annual Nominal Roll Report for all MNCFN students enrolled in the schools of the Board and the monthly attendance record at the MNCFN as such requests such times by the Fifth working day of each month of the academic year.
 - b) Reports related to Special Services I.P.R.C. and student placement reports, as such are requested by the MNCFN.
47. The Board agrees to an annual review meeting conducted with MNCFN on or before the anniversary date, or supplementary meetings held at such times as may be requested by any of the parties to this agreement, for the purpose of discussing any matters relating to the education and wellbeing of MNCFN Students.
48. Subject to consent from the parent of the child in question, the Board agrees to share the following information with the MNCFN Education Director on request, including:
 - a) Individual and aggregate attendance records

- b) Individual and aggregate suspensions
 - c) Secondary school credit counseling summaries
 - d) Individual student test scores from EQAO for grades 9 and 10;
 - e) Reports on individual student lates
 - f) Individual report card marks
 - g) Individual IEPs
 - h) IPRC notices and decisions with parent/guardian authorization
49. The Board agrees to share aggregated data with the MNCFN Education Director on request, including:
- a) Aggregated attendance records
 - b) Aggregated suspension totals
 - c) Secondary school credit tallies by grade
 - d) Aggregated student test scores from EQAO for grades 9 and 10;
 - e) Aggregated student lates
 - f) Aggregated student absences
 - g) Aggregated IEP data on number of IEPs by exceptionality
50. The Board agrees to share the above aggregated data for items (b), with the MNCFN Education Director on a board-wide basis for the purpose of comparing the average results of MNCFN students with the average results of other students of the board. The MNCFN and the Board will work together to agree on a reporting format for aggregate data.
51. The MNCFN will ensure that it complies with all relevant legislation in its management of information provided to it by the Board.

M. NOTICES

52. All notices or communication required to be given or sent that pertain to the terms of this Agreement shall be deemed sufficiently given when submitted in writing or sent by electronic mail telegram, facsimile, courier or registered mail to the recipient parties.

N. TERM & TERMINATION

- 53. THIS AGREEMENT SHALL come into force on SEPTEMBER 1, 2018 and shall remain in force until AUGUST 31, 2021. It shall continue in force from year to year thereafter from the 1st day of September each year, until both parties agree to terms for renewal.
- 54. Despite the foregoing, the terms of this agreement may be reviewed if requested by either of the parties by giving notice in writing to the other party by January 1st with renegotiations to be completed by May 1st of the then current year; amendments are to be by mutual consent.
- 55. Despite the foregoing, this agreement may be terminated by either party in which case notices shall be given in writing to the other party to this agreement by January 1st with termination to be effective as of June 30th of the year following.
- 56. Despite the foregoing, this agreement may be terminated by either party where cause exists, immediately, provided that notice has been given by the party alleging cause to the other specifying the complaint and the remedial action necessary to address such complaint, and a period of 30 days has elapsed following such notice, without such remedial action having occurred and this agreement shall terminate accordingly.

IN WITNESS WHEREOF, THIS AGREEMENT BEEN SIGNED BY THE PARTIES HERETO

 Brenda Blancher, Director of Education
 Grand Erie District School Board

Date

 Greg Anderson, Chair
 Grand Erie District School Board

Date

 Chief R. Stacey LaForme
 The Mississaugas of the New Credit
 MNCFN

Date

 Cynthia Jamieson, Executive Director
 The Mississaugas of the New Credit
 MNCFN

Date



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: David Abbey, Superintendent of Education
 RE: **Educational Technology Plan Update**
 DATE: April 9, 2018

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Educational Technology Plan Update as information.

Background

On April 10, 2017, a report summarizing Phase 7, and next steps heading into Phase 8, of the Educational Technology Plan was presented to Trustees. At that time, the Educational Technology Team shared details on Professional Development plans designed to positively impact student learning by enhancing teacher use of technology in the classroom.

This report provides details of the current status of implementation of the Phase 8 plans as well as next steps heading into Phase 9 (2018/19).

Additional Information

1. Hardware

1.1 Teacher Devices

- All LTO and new contract teachers received devices in the fall (or as they were hired throughout the year)
- Approximately 600 teacher devices were refreshed to HP ProBooks from older Dell Venues in order to provide replacement Dell Venue tablets in classroom to keep class sets full outside of warranty

1.2 Student Devices

- All new classrooms were backfilled with new HP ProBooks in the fall
- No mass refresh of devices took place this year as funds were directed towards system wide IT infrastructure upgrades to improve WiFi and bandwidth in schools
- Whiteboards, Projectors and Device Charging Units already exist in all classrooms and are being replaced as needed once they are no longer functional

1.3 Hardware Refresh Update – Phase 9-10

	Elementary	Secondary
Phase 9 2018/19	Self-Contained Spec Ed Classrooms Teacher Venue 11 Devices ELK Classrooms – replace with iPads Grade 1-2 Classrooms	Self-Contained Spec Ed Classrooms Teacher Venue 11 Devices English Classrooms
Phase 10 2019/20	Teacher Venue 10 Devices Grade 3-4 Classrooms	Teacher Venue 10 Devices All Remaining Classrooms

1.4 Hardware Refresh Strategy Highlights - The above Updated Hardware Refresh Strategy was developed under consideration of many factors.

- During Phase 8 (2017-18), a large portion of the Ed Tech Budget was reallocated to IT in order to support infrastructure needs systemwide – this meant delaying some of the hardware refresh plans

- Refreshing self-contained special education classroom technology is targeted for Phase 9 in both Elementary and Secondary schools
- Refreshing teacher Dell Venue 11 devices (the oldest teacher devices) is targeted for Phase 9 for both Elementary and Secondary teachers
- Replacing the 4 classroom Kindergarten Venue 11 devices with 4 iPads is targeted for Phase 9 – this follows an iPad pilot in Grand Erie (2016-17) to work through physical deployment and management of iPads (something the GEDSB IT Department was not previously able to do) – iPads offer a great tactile learning environment for Kindergarten students – iPad Professional Learning will be arranged for Kindergarten educators
- Refreshing the 4 Grade 1 & 2 Venue 11 devices with 5 Windows devices is targeted for Phase 9 – the increase from 4 to 5 devices brings Grade 1 & 2 classrooms in line with Grades 3-8 – this also adds keyboards to Grade 1 & 2 devices where they are not currently available and replaces all Venue devices in cases (which have proven to decrease device performance after heavy usage)
- Refreshing Secondary Phase 4 devices (typically English classrooms) is targeted for Phase 9
- Refreshing teacher Dell Venue 10 devices is targeted for Phase 10 for both Elementary and Secondary teachers
- Refreshing Grade 3 & 4 Venue 11 devices with Windows devices in targeted for Phase 10
- Refreshing “All Remaining Classrooms” (all classrooms not refreshed in Phase 6-9) is targeted for Phase 10

2. Professional Development

2.1 Digital Lead Learners (DLL's)

- 45 classroom teachers (plus several Support Staff) who are using Educational Technology tools in innovative ways to support learning and teaching
- DLL's completed Microsoft Innovative Educator Training Academy in the fall and met for an Open Spaces Technology (bit.ly/OSTvid) event in the spring to share their experiences with each other
- DLL's commit to supporting the 4 Ed Tech Pillars (see points 2.2-2.5 below) in various ways based on their expertise
- 33% of Observer Teachers indicated they had a good understanding of the topic prior to attending a Digital Lead Learner event – following the event, this increased to 77%

2.2 Demonstration Classes

- Demonstration Classes host 5-8 teachers who participate in classroom observations and discussions as well as practical hands-on experiences that help prepare them for implementing new learning in their classes
- Demonstration Classes have been highly attended (most with waiting lists) and have become highly recommended by Observer Teachers
- 13 Demonstration Classes were supported by Ed Tech Team, Digital Lead Learners and classroom teachers this year
- 20% of Observer Teachers indicated they had a good understanding of the topic prior to attending a Demonstration Class – this rose to 80% following the workshop
- Observer Teachers reported:
 - *Thanks for the opportunity! It was great to tackle all the learning/viewing in the morning and practice in the afternoon.*
 - *I really enjoyed the number of participants. It was small enough that we could really get beneficial conversations going.*

- *It was useful to see a Learning Commons in real life- the physical structure and set up. It was also interesting to see it in action with several students, many of which who were doing different things.*
- See *Appendix A: Demonstration Classes* for further details & descriptions of the Demonstration Classes hosted this year

2.3 Educational Technology Projects

- Approximately 45 schools are participating in 30 projects, All projects involve the use of digital tools to support learning and teaching around the 21st Century Competencies (see *Appendix B: 21st Century Competencies*).
- Members of the projects received up to 2.5 days of release time, as well as support from Educational Technology Team and/or Digital Lead Learners – they also received some funding for project resources
- All projects are well underway with many project participants reporting increases in engagement around new learning opportunities for students and for staff
- Prior to attending kick off events for Ed Tech Projects, 12% of Project Team members indicated they had a good understanding of the topic – this rose to 76% following the workshop
- One Project Team reported *It was well tailored to fit our school's needs. It did not feel like a packaged day that was being applied to other schools, it felt like a genuine attempt to understand the needs of our school community. It was time well spent.*
- See *Appendix C: Educational Technology Projects* for further details and descriptions for the Ed Tech Projects from this year

2.4 EdTech Student Crew

- 7 schools that participated in the EdTech Student Crew (ESC) pilot in 2015/16 returned this year to continue their learning and planning as “3rd Year Crews”
- 9 schools that joined the EdTech Student Crew in 2016/17 returned this year to participate in “2nd Year Crew” events
- 19 new schools joined as “1st Year Crews” to begin their journey as new ESC teams – they were supported by Mentor Students from 2nd Year and 3rd Year Crew members along with Ed Tech Team and Digital Lead Learners
- There are currently over 300 staff and students involved in ESC from these 35 schools
- ESC teams are available in their respective schools to share ideas with both students and staff around technology use to support learning and teaching in the 21st Century Competencies (see *Appendix B: 21st Century Competencies*)
- The Student Learning Corner (available online to students via Brightspace, the Board Virtual Learning Environment) offers learning opportunities for many of the ways students support their school communities – it also offers opportunities for students to demonstrate their understanding and development in each of the six 21st Century Competencies
- This year students in the 1st Year Crews earned over 1200 badges in the Student Learning Corner
- Over the past 3 years, ESC students have earned over 4200 badges in their quest to demonstrate their learning and support their school communities
- New this year is the Student Coding Corner (also in Brightspace) – this helps students support their communities with Computational Thinking, Coding and Robotics support
- The Student Coding Corner is also being used to support this year’s Coding Faire at North Park on Saturday, May 12th, 2018
- The Educational Technology Team continues to develop the Student Learning Corner and the Student Coding Corner for the ESC teams where students can learn about new

digital resources and earn badges as they become proficient to support others in their schools

2.5 Professional Learning

- NTIP Educational Technology training took place in both fall and spring
- SMART Notebook training took place for 40 teachers in the fall
- Full day Minecraft: Education Edition training took place over a few days through the year for 70 teachers
- Office 365 training is planned for June – this event will be focused on supporting teachers with resources like OneNote Class Notebooks, Microsoft Teams, Microsoft Forms, etc.
- TweetMeets – Grand Erie teachers (Ed Tech Team, IT, Digital Lead Learners, Program Staff) have hosted several TweetMeets where members from GEDSB and beyond meet online for 1 hour of focused discussion – topics have included Computational Thinking, Cloud Computing (Office 365), and Integrating Minecraft
- Podcasts – the Ed Tech Team is in the early stages of recording podcasts, branded “GEDSB Talks” with various appearing on the podcast – podcast launch is planned for late spring or early fall
- School Visits – Digital Lead Learners or Microsoft Trainers along with Ed Tech Team have gone out to schools to support at Staff Meetings or full day through teacher prep time – topics include but are not limited to: OneDrive, OneNote, Sway, Microsoft Teams, Microsoft Forms, Minecraft, documentation in Kindergarten, using interactive whiteboards, and Learning Commons support
- 75% of attendees at Professional Learning events considered themselves to be “novice”
- 84% of attendees rated the content as significantly applicable to them
- Prior to attending Professional Learning events, 17% of Project Team members indicated they had a good understanding of the topic – this rose to 71% following the workshop
- Participants reported:
 - *I learned that Minecraft holds so many cross-curricular possibilities. Originally, I was wary because, although I could tie it to perimeter and area, I couldn't clearly see any other curriculum ties. Thinking about it in terms of literacy and exporting work from Minecraft, as well as different worlds already available that will unlock learning in areas such as science has completely changed my thinking.*
 - *It was well tailored to fit our school's needs. It did not feel like a packaged day that was being applied to other schools, it felt like a genuine attempt to understand the needs of our school community. It was time well spent.*
 - *Both trainers did an excellent job in showing staff how they could use these applications. We really appreciate the investment you made in our school. We hope that you can return to work with us again!*

2.6 Support Staff & Program Team Connections

- The Educational Technology Team met with various Support Staff and Program Team members including Elementary Program, Student Success, and Special Education teams to collaborate and align goals
- The Educational Technology Team is hosting a Computational Thinking event in June along with Elementary Program, Student Success, and Special Education coaches, consultants, program coordinators, and principal leaders

2.7 Principals and Vice-Principals

- School administrators have an open invitation to participate in all Educational Technology Professional Development opportunities

- Professional Development schedules, highlights and introduction to Computational Thinking were presented at monthly Director's meetings
- The Educational Technology Team will invite all principals to bring 1 teacher from their school to the 2nd annual Ed Tech Symposium in June where they will learn more about options for their schools in 2018/19

3. Educational Technology Initiative Evaluation

- 3.1 Monitoring and evaluation is embedded in Education Technology Professional Development opportunities using the Results Based Accountability framework
- 3.2 The focus of the measures is on 21st Century Competencies (see *Appendix B: 21st Century Competencies*)
- 3.3 Use of a previously created comprehensive survey is in progress with all those who participated in Demonstration Classes, Ed Tech Projects, EdTech Student Crew, and Professional Learning – analysis of data collected is ongoing with the support of the Board System Research Lead

4. Next Steps

As we move toward the end of this school year, the Educational Technology Team will begin planning for Phase 9 (2018/19), Key points in the action plan are as follows:

- 4.1 Review of the Phase 8 processes to determine what should change for implementation of Phase 9 and beyond – adjust as needed based on feedback from stakeholders
- 4.2 Review and update current data collection processes to ensure all needs are met
- 4.3 Plan for software purchases for Phase 8 teachers and classrooms, as needed
- 4.4 Update plans with existing Digital Lead Learners (re-applications) and invite new membership – June applications following Ed Tech Symposium
- 4.5 Plan Professional Development rollout for Phase 9 including NTIP teachers, Support Staff, Demonstration Classes, Educational Technology Projects, EdTech Student Crews, and Professional Learning components
- 4.6 Define communication plans for updating various stakeholders including Trustees as the initiative continues
- 4.7 Continue to plan with System Research Lead to develop measures for assessing impact of the Educational Technology Initiative on engagement and accelerating learning

5. Budget Implications

- 5.1 Phase 6-10 budget proposal for the Educational Technology Plan was approved by Trustees in Spring 2015 with the understanding that each phase of the initiative would need budget approval on an annual basis, Funding for Phase 9 will be part of the budget deliberations this spring.
- 5.2 As we move into Phase 9 of the initiative it is requested that the two Itinerant Teacher positions continue to be funded as the need for support will continue
- 5.3 Updated Budget Outline Phases 9-10

	Phase 9	Phase 10
Teachers	\$303,400	\$336,200
Students	\$1,267,200	\$1,123,200
Software	\$68,200	\$68,200
PD	\$370,624	\$370,624
TOTAL	\$2,009,424	\$1,898,224

5.4 Budget Outline Highlights - The above budget update is based on the original proposal approved by the Board in 2015, The only difference is the Projector line and Refresh line now fall under the IT budget, The unit cost of device purchased in Phase 7 allowed us to get ahead of the original schedule, In Phase 8 we paused in device refresh in order to address infrastructure needs, The impact of the infrastructure improvements, which included new access points and bandwidth upgrades, has been noticeable across the system, Despite this pause in Phase 8, we anticipate completing the 5-year refresh of devices on schedule by the end of Phase 10.

- Teachers & Students – these lines directly reflect the Hardware Refresh Strategy listed above.
- Software – this is an average of software renewal costs that were actively used in Phases 1-5.
- PD – this represents the average anticipated needs for Professional Development release funds.

6. Communication Plan

6.1 The Educational Technology Team has been sharing broadly with the system through a monthly newsletter this year – here are links to each month as they ran: [November](#), [December](#), [January](#), [February](#), [March](#), and [April](#).

6.2 The Educational Technology Team is working with the Information Technology Team and Communications Team to develop a new Ed Tech Website to be used to highlight Ed Tech resources and upcoming events

6.3 Educational Technology Updates will continue to be provided to the Trustees throughout the implementation of this plan

6.4 Information will be shared with school administrators at Director’s Meetings and messaging will be reinforced through Family of Schools Meetings

Grand Erie Multi-Year Plan:

This report supports the Technology indicator of Success for Every Student and the following statement: we will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.

Respectfully submitted,

David Abbey
Superintendent of Education

**Appendix A: Demonstration Classes
2017/18 Demonstration Classrooms**

The goal of the initiative is to provide Demonstration Classrooms connected to the use of technology in the classroom and pedagogically sound teaching practices that align with Grand Erie's Achievement Plan: Success for Every Student.

Demo Class	Location	Dates	Description	Demo Class Teacher (DCT)	Digital Lead Support (DLS)	System Curriculum Support (SCS)
Skype in the Classroom	Lakewood Elementary School	Apr 12 Apr 17	Skype in the Classroom is an online community that enables thousands of teachers to inspire the next generation of global citizens through transformative learning over Skype. Share the power of Skype through Canada 150 projects; Explore, Learn and Build with Minecraft, Skype Field Trips, Guest Speakers utilizing Math Consultants /Coaches, Mystery Skypes and Collaboration Projects around the Globe. In this demonstration classroom, teachers will visit a grade 5/6 classroom to witness Skype in the classroom first hand.	Joe Archer	Cole Schaeffer	EPSS Coach Jenn Baxter
Primary Documentation	Bellview Public School	Mar 8 Mar 29	Kindergarten teachers and DECE's continue to request to see play-based inquiry classrooms that are using various forms of technology to document but also are using the documentation to link to expectations and planning for next steps (pedagogical documentation). This demonstration classroom would showcase primary documentation. Specifically, how the documentation takes place (teacher or student created), how documentation is stored and accessed in a manageable way via different digital tools (ex. Brightspace, OneNote). These demonstration classrooms are not only using the technology to record but using the documentation to further student learning and make the explicit connection back to the conceptual understandings in the document.	Tammy Lam Sarah Bell	Sarah Purdy	Early Years Teacher Consultant Jennifer MacDonald

Demo Class	Location	Dates	Description	Demo Class Teacher (DCT)	Digital Lead Support (DLS)	System Curriculum Support (SCS)
Coding in Primary	King George School	Mar 27 Apr 11	This demonstration classroom will focus on practical ways to incorporate coding into the primary curriculum. Starting with unplugged coding and advancing to coding with robotics, the demonstration classroom teacher will provide observation teachers with practical coding resources and strategies to take back to their classroom. A large part of this day will focus on the sharing and exploring of coding and computational thinking resources.	Tara Erb	Miriam LaPeare Sarah Purdy	EPSS Coach Mike Fuss
Elementary Learning Commons	Delhi Public School	Jan 18 Mar 23	Participants will observe how the Learning Commons impacts student learning through collaboration, access to resources and technology as well as a flexible learning environment. The participants will leave with an opportunity to investigate and experience how a learning commons supports student inquiry to enhance student learning. The goal of this demonstration classroom is to provide an opportunity to explore the potential of maximizing the learning commons space across curriculum subject areas.	Sonya Devos Rebecca Hurley	Cole Schaeffer	EPSS Coach Lisa DeGraff Ed Tech Itinerant Teacher for Elementary Cynthia Gozzard
Ed Tech Crew	Walter Gretzky Elementary School	May 15 May 29	This demonstration classroom is for teachers from schools that do not have an Ed Tech Student Crew (ESC). ESCs are in-school clubs made up of students and staff advisors, who work together to provide technological support within their classrooms and school community. The purpose of ESC is to empower students to be active contributors while also providing continuous opportunities for members to advance their technical knowledge and skills. The goal of this demonstration classroom is to showcase a day in the life of an ESC. Observation teachers will get the chance to interact with ESC members, take part in various ESC activities, explore the Student Learning Corner in the Virtual Learning Environment (VLE) Brightspace. During the consolidation part of the day, observation teachers will get the chance to connect with a ESC staff advisor.	Jane Hirst	Sarah Purdy	EPSS Coach Ashley Sullivan Ed Tech Itinerant Teacher for Secondary Chris Bates

Demo Class	Location	Dates	Description	Demo Class Teacher (DCT)	Digital Lead Support (DLS)	System Curriculum Support (SCS)
Digital Classroom/ Blended Learning	Dunnville Secondary School	May 2 May 30	<p>Blended learning uses digital tools to teach and support learning in a face-to-face class. Through blended learning, K-12 students can access course materials, resources, tools, and so much more during and outside school hours. Blended learning also allows for deep collaboration between students and teachers.</p> <p>Observation and deep training will be provided on a variety of digital tools.</p> <p>For example:</p> <ul style="list-style-type: none"> • O365 • Brightspace • OSAPAC Resources <p>This demonstration classroom will be of interest to teachers who would like to take their classroom outside the four walls and into the digital world.</p>	Lynn Thomas	Mike Parsons	Secondary Student Success Jason Hall
Mathematics	Secondary School TBD	TBD	TBD	TBD	Sarah Purdy	Secondary Student Success Jason Hall

Appendix B: 21st Century Competencies

56 ♦ 21st Century Competencies

December 2015 – Draft for Discussion

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

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

Appendix C: Educational Technology Projects

School	Topic
Agnes G. Hodge Public School	MakerSpace Ministry Grant
Waterford District High School	BYOD 1:1 - Grade 9 Pinot
Onondaga-Brant Public School - TLLP Grant	STEM TLLP Grant
Ministry PKE Grant	Minecraft: Education Edition
J.L. Mitchener Public School	Digital Ink Pilot
Walter Gretzky Elementary School	HP Sprout
North Park Collegiate Vocational School	Coding Faire
Delhi District Secondary School	Microsoft Imagine Academy
St. George-German PS & Burford District ES	Brightspace ePortfolio Pilot Project
Cobblestone Elementary School	Documentation of Ongoing Assessment in Math Learning
Jarvis Public School	Video Announcements
Cedarland Public School	Creating Interactive Lessons
Valley Heights Secondary School	ENG1L/2L Digital Resource Development
Paris Central Public School	Brightspace and Microsoft Office 365 Integration
Bellview Public School	Office 365 Classroom
Central Public School & Bellview Public School	Transition to Learning Commons: Increasing Traffic in the School Library
Ecole Confederation	STEAM library
J.L. Mitchener Public School	JL Mitchener Learning Commons & Technology Centre
Oneida Central Public School	Oneida Central Learning Commons
Major Ballachey Public School	Major Ballachey Learning Commons
Centennial Grand Woodlands School	Awesome OSMO at CGW
Delhi Public School & Woodman Cainsville	Learning Centers with the OSMO in K-3
Mt. Pleasant School	Junior Robotics and Engineering
Cobblestone ES & Greenbrier PS	Coding and Robotics in the classroom
Walsh Public School	Lego in the Classroom
St. George-German Public School	Robotics Development
Walpole North Elementary School	Walpole SWAT (Students Working to Advance Technology)
Boston Public School	Robots in the School
Teeterville Public School	Learning with LEGO & VEX



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **eLearning Annual Report**
DATE: April 9, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the eLearning Annual Report as information.</p>
--

Background

The Grand Erie District School Board has been delivering eLearning programming since September 2002. During this time the program has expanded to include a greater number of courses in a variety of grades and pathways. Grand Erie eLearning offerings are in partnership with the Ontario eLearning Consortium (OeLC). The OeLC is a group of 22 school boards that share eLearning courses and students for the purposes of increasing access to eLearning. Additionally, the Virtual Learning Environment (VLE) is used to support student learning through: Homework Help, Career Cruising, Credit Recovery, blended learning, Summer School, Continuing Education and Adult Education.

Current eLearning Programs

1. Consortium-Based Asynchronous eLearning

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

In 2016-17 Semester 2, Grand Erie teachers delivered eight asynchronous eLearning courses. 143 Grand Erie students took eLearning courses offered by Grand Erie teachers. Additionally, 57 Grand Erie students were placed in courses offered by other school boards within the OeLC. As well, Grand Erie accepted 34 students from other consortium school boards into its eLearning courses. The Semester 2 success rate for students enrolled in Grand Erie eLearning courses was 96.4%.

Table 1: Consortium-Based Asynchronous Success Rates - Semester 2, 2016-17

Course	Count Date	Full Disclosure Date (5 days after midterm report)	Course End	Success Rate
CHY4U World History Since the Fifteenth Century	24	21	21	100% 21/21
ENG4U English	32	31	27	96% 26/27
HHS4C/U Families in Canada	19	17	17	76% 13/17
HRT3M World Religions: Beliefs, Issues, and Religious Traditions	28	23	21	100% 21/21
HSB4U Challenge and Change in Society	26	23	22	95% 21/22
ICS3U Introduction to Computer Science	27	26	25	100% 25/25
MHF4U Advanced Functions	25	21	19	100% 19/19
PPZ3C Health for Life	17	15	14	100% 14/14

During 2017-18 Semester 1, Grand Erie teachers delivered nine asynchronous eLearning courses. A total of 117 Grand Erie students took eLearning courses offered by Grand Erie teachers, while 74 Grand Erie students were placed in courses offered by other school boards. In addition, Grand Erie accepted 62 students from other consortium school boards into its eLearning courses. The Semester 1 success rate for students enrolled in Grand Erie eLearning courses was 89.3%.

Table 2: Consortium-Based Asynchronous Success Rates – Semester 1, 2017-18

Course	Count Date	Full Disclosure Date (5 days after midterm report)	Course End	Success Rate
BAT4M Financial Accounting Principles	20	16	16	88% 14/16
BOH4M Business Leadership	26	24	24	96% 23/24
EMS3O Media Studies	18	17	17	71% 12/17
ENG3U English	28	27	22	95% 21/22
ENG4C English	15	12	10	100% 10/10
EWC4U The Writer's Craft	25	24	24	75% 18/24
GWL3O Designing Your Future	22	19	17	100% 17/17
HSP3U Introduction to Anthropology, Psychology, Sociology	26	26	25	96% 24/25
MAP4C Foundations for College Mathematics	17	14	14	86% 12/14

2. Continuing Education and Summer School

Continuing Education, through Grand Erie Learning Alternatives, offers a variety of eLearning courses. On March 23, 2018, there were 449 active Grand Erie adult student registrations in Continuous Intake eLearning courses. In 2017, 953 students attempted Summer School eLearning courses offered by Grand Erie with an 87% success rate.

3. Turning Point Asynchronous eLearning Courses

Turning Point locations continue as an eLearning consortium between all eleven sites. Continuous intake eLearning courses allow flexibility for Turning Point students who have coop placements and may not otherwise be able to attend school full-time. This year continued support has been provided to teachers and students. This support includes simplifying access to online content and activities, monitoring student learning as well as enhanced communication with parents. During Semester 1, 18 eLearning courses were offered by Turning Point teachers. In Semester 2, 18 courses are being offered.

Grand Erie eLearning Website

This website is accessible under the 'Secondary' then 'Programs' heading at granderie.ca. Students, parents, and guidance counsellors can find information about Grand Erie's eLearning course offerings, quizzes to determine if students are suited for eLearning, technical requirements to take an eLearning course, a student checklist for eLearning readiness, and access to the VLE.

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

The Technology Enabled Learning and Teaching Contact is a position that is funded through the Ministry of Education. It is the vision of the Ministry that the TELTC, as a leader of technology enabled learning and teaching, will foster co-learning and collaboration. The Ministry continues to provide the following areas of focus for the person in this role: i) Capacity Building ii) Learning Resources iii) Learning and Teaching Expertise iv) Infrastructure and v) Operations

Ongoing Considerations

- Review the use of eLearning at Alternative Education sites.
- Continue to support the asynchronous eLearning program, which includes promotion of the program, communication with principals and guidance departments, professional development for teachers, and support for students.
- Continue to ensure alignment between the Education Technology Initiative and eLearning.
- Continue to ensure alignment between Adult Education, Continuing Education and Alternative Education models and eLearning.
- Since 2016, eLearning began purchasing student devices for each of Grand Erie's secondary schools to be used by eLearning students. As of March 2018, Cayuga Secondary School, Delhi District Secondary School, Dunnville Secondary School, North Park Collegiate & VS, Pauline Johnson Collegiate & VS, Valley Heights Secondary School, and Waterford District High School have all received 10 eStudent devices.
- Brightspace by Desire2Learn (D2L) continues to be the provincially licenced VLE. D2L was the successful candidate of the Ministry's recent procurement process, ensuring uninterrupted access to the VLE and other integrated resources and supports for the next six years.

Budget Implications / Funding Sources

For the 2017-18 school year, \$50,000 was provided through the Grand Erie budget process to support the eLearning initiative. The budget was used to support:

- Membership, registration site licensing fee and OeLC operation expenses.
- Teacher training and professional development for eLearning teachers.
- OeLC Governing Council meetings (4 times per year involving the Principal of eLearning and program staff).
- Laptops and other required hardware for eTeachers.
- eStudent device replacement.

Communication and Action Plan

1. Discussion regarding allocation of teaching sections occurs at the secondary staffing committee meetings in March/April.
2. The eLearning Principal regularly communicates updates with other principals at the monthly Secondary Director's meetings. This year a refined eLearning registration process was devised and shared to ensure compliance.
3. The District eLearning Contact (DeLC) regularly communicates with guidance counsellors through email and at the Guidance Heads meetings with respect to operational issues and student enrolment priorities and requirements.
4. Regular attendance at OeLC and Ministry of Education meetings by the Superintendent, ePrincipal, DeLC and TELTC occur to maintain a provincial perspective and provide input into operations.
5. The DeLC and TELTC communicate regularly with principals and teachers to actively support technology enabled learning within our schools.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: "We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes."

This report supports the Technology indicator of Success for Every Student and the following statement: "We will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner."

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Summer School Report**
DATE: April 9, 2018

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summer School Report as information.

Background

In 2017, Summer School students experienced a high level of success as 89.5% of attempted credits were achieved. This may be attributed to students' intense focus on one course over the span of a day. As well, there may be increased student motivation due to the commitment made to a course during the summer.

eLearning registrations continued to outnumber in-class registrations during Summer School 2017. There were 953 eLearning credits attempted compared to 439 in-class credit attempts. This indicates that students appreciate the flexibility and variety of summer school programs provided.

In 2018, Summer School will be held in two locations: Brantford Collegiate Institute (BCI) and Hagersville Secondary School (HSS). Both locations will offer full credit, reach ahead credit, and credit recovery courses. Full credit courses will also be available to students through eLearning.

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

Key Elements of 2018 Program

1. A Principal has been hired to oversee the Summer School Program. Three Vice-Principals have been hired to administer Summer School and will be assigned to Brantford CI, Hagersville SS, and eLearning.
2. eLearning courses will be offered to students again this summer. In 2018, students will have a choice of no more than 50 courses available at the time of registration. eLearning courses are able to run with smaller numbers than face-to-face classes, allowing students to take courses they may not have access to in day school.
3. Coop will again be offered in all areas within Grand Erie. As well, a two-credit coop will be offered to support students enrolled in the Specialist High Skills Major program who have difficulty acquiring their coop requirement.
4. The Student Biz program is a community partnership between the Brantford-Brant Business Resource Centre, Brant Haldimand Norfolk Catholic District School Board, and the Grand Erie District School Board. The program is designed to provide an opportunity for students to learn skills that will enable them to be successful entrepreneurs in a hands-on learning environment.

and earn two coop credits. This program will run in conjunction with Summer School pending student interest.

5. Summer School will again offer Literacy & Numeracy Programs for Grade 6, 7, and 8 students in both Brantford and Hagersville.
6. Reach ahead opportunities will be provided to Grade 8 students who wish to acquire a secondary school credit prior to their official enrolment.
7. Dual Credit opportunities will be identified for 2018 once the number of available Dual Credit seats is determined. It is anticipated that the Hair and Aesthetics course will run in Simcoe. The Construction course would be available for students through BHNCDSB in Brantford.
8. The Focus on Youth program will once again provide students the opportunity for summer employment in partnership with various community organizations. Students will gain valuable leadership skills, make connections within their home communities, and develop employment skills. Coop credits may also be earned.

Summer School Challenges

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

Summary

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

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: "We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes."

Respectfully submitted,

Denise Martins,
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustees' Expense Report**
DATE: April 9, 2018

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

Background

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

The attached report details total expenses reimbursed for the period from September 1, 2017 to March 31, 2018.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Expense Report

For the seven months ended March 31, 2018

Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson		1,589.65	928.17	2,517.82
Rita Collver		1,260.47	649.69	1,910.16
David Dean	649.75	483.30	530.85	1,663.90
Brian Doyle		388.80	904.74	1,293.54
Alex Felsky		258.44	750.39	1,008.83
John Harris	1,867.68	945.21	568.60	3,381.49
James Richardson		1,079.79	1,080.00	2,159.79
Karen Sandy	420.94	811.74	1,079.95	2,312.63
Carol Ann Sloat	1,243.67	690.12	162.00	2,095.79
Diane Sowers		608.76	766.69	1,375.45
Tom Waldschmidt		614.52	480.00	1,094.52
Jeriann Hsiao		117.83	-	117.83
Leicia Kelly		635.90	-	635.90
Total All Trustees	4,182.04	9,484.53	7,901.08	21,567.65



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Education Week 2018**
DATE: April 9, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Education Week 2018 Report as information.</p>

Background

In 2018, Education Week will take place between Monday, May 7 and Friday, May 11.

The purpose of Education Week is to highlight student excellence in learning at all Grand Erie schools. As Education Week is held during the same week as Mental Health Week, the theme traditionally aligns, with events and activities that also focus on, and promote, mental health.

The theme for Education Week 2018 is: *Feeling Well... Mind, Body & Spirit.*

Grand Erie's annual Education Week Gala, which serves as a preview for the week-long celebration, will be hosted by Student Trustees Jeriann Hsiao and Leicia Kelly. The Gala will take place on Thursday, May 3 between 11:30 a.m. and 1:30 p.m. at the Sanderson Centre in Brantford. The Gala will feature a number of artistic performances, including: singing, dancing, musical theatre and percussion.

Schools participating in this year's Education Week Gala include:

- Agnes G. Hodge Public School – Drumming
- Caledonia Centennial Public School – Skipping
- Central Public School – Spartan Drum Crew
- Jarvis Public School – Medley of Peter Pan Songs
- King George School – School Band
- Major Ballachey Public School – Choir/Ukuleles
- McKinnon Park Secondary School – Concert Band
- Simcoe Composite School – Monologues
- St. George-German Public School – Song, Dance and Instrumental
- Valley Heights Secondary School – Musical Theatre
- Walsh Public School – Singing/Ukuleles
- West Lynn Public School – Dance

The Education Week Gala is open to anyone who may wish to attend. Grand Erie students and families make up the majority of the audience.

A complete list of Education Week activities and events will be shared at the end of April.

Grand Erie Multi-Year Plan

This report supports both the Achievement and Well-Being indicators of Success for Every Student. It supports Achievement through the following statement: "We will set high expectations for our students and staff." It also supports the following goal for Well-Being: "Staff, students and parents will promote health and well-being and will know how to access supports when needed."

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **Before & After School Programs Kindergarten – Grade 6, 2018-19**
DATE: April 9, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report on Before and After School Programs 2018-19 as information.</p>

Background

School boards are required under the Ministry of Education's *Before-and-After School Programs Kindergarten – Grade 6 Policies and Guidelines* to ensure the provision of before-and-after school programs in each elementary school in Ontario for students in Kindergarten to Grade 6 where there is sufficient demand and/or viability.

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

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

To support an integrated approach to the planning and delivery of before-and-after school programs, school boards are required to consult with community partners to determine demand and program viability. Ongoing joint board/local service system manager/third-party provider meetings continue to occur to ensure a consistent approach to the provision of before-and-after school care for families across the community.

Additional Information

Although the regulatory requirement to survey every parent annually has been removed, Grand Erie District School Board did continue to use the survey to inform planning discussions for the 2018-2019 school year. Information on the survey was provided with all new registrations, went home on post cards, was communicated in school newsletters, on school websites and, the Grand Erie website.

In collaboration with our Consolidated Municipal Service Managers, all providers were emailed to confirm their interest in continuation of current programs and, an invitation was extended to submit an Expression of Interest for schools where no program currently operates and survey results indicate viability.

At this point in the process, third-party providers have expressed interest in offering programs for 41 schools as listed below. Two school locations will offer a Before & After School Program and, an authorized recreational and skill building program for students in grade 1 and up (aged 6 or older). Five programs will be offered off site. It is important to note, however, that based on changing

viability numbers there is the possibility that in collaboration with community partners a Before and After School program will not run due to low numbers between now and September.

Before and After School Care Programs – as of April 2018

School	Before & After School Program Third Party Provider	Recreation Third Party Provider	Offsite Provider
Agnes Hodge			Kiddy Korner Daycare (Boys and Girls Club)
Banbury Heights	Boys and Girls' Club		
Bellview	YMCA		
Bloomsburg	Expressions of Interest requested.		
Boston	Today's Family		
Branlyn Community	YMCA		
Brier Park	YMCA		
Burford District Elementary	Burford Co-Op		
Caledonia Centennial	CYPRES		
Cedarland	Expressions of Interest requested.		
Centennial-Grand Woodlands	Expressions of Interest requested.		
Central, Brantford	Survey results indicated not viable. No Expressions of Interest requested.		
Cobblestone	Paris Childcare	County of Brant Kids Zone	
Ecole Confederation	YMCA		
Courtland	Survey results indicated not viable. No Expressions of Interest requested.		
Delhi	Survey results indicated not viable. No Expressions of Interest requested.		
Dunnville New Build	YWCA		
École Dufferin	YMCA		
Echo Place	Survey results indicated not viable. No Expressions of Interest requested.		
Elgin Ave.	Survey results indicated not viable. No Expressions of Interest requested.		
Glen Morris Central	Paris Childcare	County of Brant Kids Zone	
Graham Bell-Victoria	Survey results indicated not viable. No Expressions of Interest requested.		
Grandview	YMCA		
Greenbrier	YMCA		
Hagersville Elementary			Koala T Care
Houghton	Survey results indicated not viable. No Expressions of Interest requested.		
J. L. Mitchener	CYPRES		
James Hillier	YMCA		
Jarvis	Parkway		
King George	Survey results indicated not viable. No Expressions of Interest requested.		
Lakewood	Today's Family		
Langton	Survey results indicated not viable. No Expressions of Interest requested.		
Lansdowne-Costain	YMCA		
Lynndale Heights	Today's Family		
Major Ballachey		Boys and Girls Club	

School	Before & After School Program Third Party Provider	Recreation Third Party Provider	Offsite Provider
Mt. Pleasant	YMCA		
North Ward	Paris Child Care		
Oakland-Scotland			Just 4 Moms & Kids
Oneida Central	Expressions of Interest requested.		
Onondaga-Brant	YMCA		
Paris Central	Paris Childcare		
Port Rowan			Calvary Daycare
Prince Charles	YMCA		
Princess Elizabeth	YMCA		
Rainham Central	Survey results indicated not viable. No Expressions of Interest requested.		
River Heights	CYPRES		
Russell Reid	YMCA		
Ryerson Heights	YMCA		
Seneca Central	Survey results indicated not viable. No Expressions of Interest requested.		
St. George-German	Expressions of Interest requested.		St. George Children's Centre
Teeterville	Survey results indicated not viable. No Expressions of Interest requested.		
Thompson Creek	YWCA		
Walpole North	Parkway		
Walsh	Today's Family		
Walter Gretzky	YMCA		
Waterford	Today's Family		
West Lynn	Today's Family		
Woodman-Cainsville	YMCA		

Next Steps

1. Since many of our current providers survey the parents at viable locations, beginning in the 2018-2019 school year, the survey distributed Board wide, will only be distributed to school sites where programs do not exist.
2. As outlined in regulation, school boards are required to provide information to parents in writing and on the board's website by May of each year. This information can be changed at any point as viability of programs change.
3. School Boards are required to report to the end of the Ministry by the end of each school year.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.

Respectfully submitted,

Linda De Vos
Superintendent of Education



**Waterloo Region
District School Board**

51 Ardelt Avenue Kitchener ON N2C 2R5
(o) 519 570 0003 (f) 519 570 9007 www.wrdsb.ca

March 1, 2018

Hon. Indira Naidoo-Harris
Minister of Education
Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Naidoo-Harris:

I am writing to you on behalf of Trustees of the Waterloo Region District School Board to express concerns about funding for children with special education needs.

Specifically, Trustees believe a thorough review of the Special Education funding formula is required and that additional funding be provided to school boards for resources to help support students with high risk behaviours.

As elected public school Trustees, we acknowledge the generous commitment this government has made to fund public education in Ontario. However, it is our responsibility to identify what we feel is a serious gap in support for these particular vulnerable students and families.

We would be happy to provide you with further details of our concerns at your convenience.

Sincerely,

A handwritten signature in black ink that reads "Scott McMillan". The signature is written in a cursive style.

Scott McMillan
Chair of the Board
Waterloo Region District School Board

c.c.: John Bryant, Director of Education, Waterloo Region District School Board
Chairpersons, Ontario Public School Boards
Ontario Public School Boards' Association



**Waterloo Region
District School Board**

51 Ardelt Avenue Kitchener ON N2C 2R5
(o) 519 570 0003 (f) 519 570 9007 www.wrdsb.ca

February 26, 2018

Hon. Indira Naidoo-Harris
Minister of Education
Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Naidoo-Harris:

I am writing to you on behalf of Trustees of the Waterloo Region District School Board to express concerns about funding for children with special education needs.

Specifically, Trustees are concerned about the increasing occurrences of student aggression in the classroom and request further funding for supports in the classroom.

As elected public school Trustees, we acknowledge the generous commitment this government has made to fund public education in Ontario. However, it is our responsibility to identify what we feel is a serious gap in support for these particular vulnerable students and families.

We would be happy to provide you with further details of our concerns at your convenience.

Sincerely,

Scott McMillan
Chair of the Board
Waterloo Region District School Board

c.c.: John Bryant, Director of Education, Waterloo Region District School Board
Chairpersons, Ontario Public School Boards
Ontario Public School Boards' Association