



AGENDA

- A – 1 Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (iii) Property Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Memorials
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Delegations
- B – 1 Approval of Minutes**
- * (a) June 26, 2017 (Regular Board)
- C – 1 Business Arising from Minutes and/or Previous Meetings**
- * (a) Multi-Year Plan Communication Evaluation B. Blancher
 - * (b) Proposed Brant/Brantford Secondary ARC B. Blancher
- D – 1 Director's Report**
- (a) Multi-Year Video
- E – 1 New Business – Action / Decisions Items**
- * (a) Approval of 2017-2018 Committee of the Whole and Regular Board Proposed Schedules of Agenda items B. Blancher
 - (i) Committee of the Whole and Regular Board Meetings
 - (ii) Bylaw, Policies and Procedure Review Schedule
 - * (b) OPSBA Membership Fee for 2017-2018 R. Wyszynski
 - * (c) Capital Priorities Project Funding Submissions R. Wyszynski
 - * (d) Contract Award – Pauline Johnson Hospitality Program R. Wyszynski
- E – 2 New Business – Information Items**
- * (a) Major Construction Update (FT2) R. Wyszynski
 - * (b) 2015-2016 Energy Consumption/Conservation Report R. Wyszynski
- F – 1 Other Business**
- * (a) Summary of Accounts – June 2017 R. Wyszynski
 - * (b) Summary of Accounts – July 2017 R. Wyszynski
 - * (c) Audit Committee Minutes – June 27, 2017 R. Wyszynski



Regular Board Meeting

Monday, August 28, 2017
Board Room, Education Centre

G – 1 Correspondence

- * (a) Peel District School Board Letter – June 20, 2017
- * (b) Brantford Police Service Letter – July 7, 2017
- * (c) Ministry of Children and Youth Services Letter – July 31, 2017

H - 1 Adjournment

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

Committee of the Whole	September 11, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	September 12, 2017, 9:00 a.m.	McKinnon Park Secondary
Special Education Advisory Committee	September 14, 2017, 6:00 p.m.	Board Room
Audit Committee	September 19, 2017, 4:00 p.m.	Board Room
Compensatory Education Committee	September 21, 2017, 1:00 p.m.	Dogwood Room, Norfolk SSC
Chairs' Committee	September 25, 2017, 5:45 p.m.	Norfolk Room
Board Meeting	September 25, 2017, 7:15 p.m.	Board Room
Committee of the Whole Board	October 16, 2017, 7:15 p.m.	Board Room
Special Education Advisory Committee	October 19, 2017, 6:00 p.m.	Board Room
Student Trustee Senate	October 24, 2017, 10:30 a.m.	Board Room
Grand Erie Parent Involvement Committee	October 26, 2017, 6:30 p.m.	Dogwood Room, Norfolk SSC
Chairs' Committee	October 30, 2017, 5:45 p.m.	Board Room
Board Meeting	October 30, 2017, 7:15 p.m.	Board room
Student Transportation Services Brant Haldimand Norfolk	October 31, 2017, 1:00 p.m.	Norfolk Room

SUCCESS for Every Student



MINUTES

Present: Board Chair D. Dean, Board Vice-Chair G. Anderson, R. Collver, A. Felsky, J. Harris, J. Richardson, K. Sandy, C.A. Sloat, D. Sowers

Administration: Director - B. Blancher; Superintendents – D. Abbey, W. Baker, L. DeVos, J. Gunn, D. Martins, S. Sincerbox, L. Thompson; Recording Secretary – D. Fletcher

Regrets:

Trustees: B. Doyle, T. Waldschmidt, E. Marr (Student Trustee), B. Newman (Student Trustee)

Administration: Nil

A – 1 Opening

(a) Roll Call

The meeting was called to order by Chair, D. Dean at 6:30 p.m. for the purpose of conducting the Open Session.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: G. Anderson

Seconded by: A. Felsky

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, D. Dean at 7:15 p.m.

(e) Memorials

(i) Ben Morrison, Pauline Johnson Collegiate & Vocational School

The memorial statement was read by C.A. Sloat. The Trustees and Senior Administration took a moment of silence to honour Ben.



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

Presented as printed.

Moved by: G. Anderson
Seconded by: D. Sowers
THAT the Agenda be approved.
Carried

(g) **In Camera Report**

Moved by: C.A. Sloat
Seconded by: G. Anderson
THAT the Grand Erie District School Board approve the Term Appointment for an Elementary Program Coordinator from September 1, 2017 to June 30, 2021.

Moved by: G. Anderson
Seconded by: J. Richardson
THAT the Grand Erie District School Board appoint a Superintendent of Business and Treasurer with the Grand Erie District School Board, effective August 21, 2017.

Moved by: D. Sowers
Seconded by: R. Collver
THAT the Grand Erie District School Board approve D-1-b.
Carried

(h) **Presentations**

Nil

(i) **Delegation**

Nil

B – 1 Approval of Minutes

(a) **Regular Board Meeting – May 29, 2017**

Presented as printed.



Moved by: D. Sowers

Seconded by: J. Richardson

THAT the Minutes of the Regular Board Meeting, held May 29, 2017 be approved.

Carried

(b) Committee of the Whole Board – June 12, 2017

Presented as printed.

Moved by: D. Sowers

Seconded by: K. Sandy

THAT the Minutes of the Committee of the Whole Board Meeting, held June 12, 2017 be approved.

Carried

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

Nil

D – 1 Director's Report

(a) Living the Two Row Project

In the spring, both Indigenous and non-Indigenous secondary students from across Grand Erie gathered to participate in part one of a three-part conference series, Living the Two Row. Jeannie Martin, Indigenous Support & Engagement Teacher, attended Board with a sample of the students who participated in the project. Living the Two Row was a way to bring together Indigenous and non-Indigenous communities. With both communities participating, new opportunities for reconciliation can be found.

The key themes promoted in this project included the importance to students of pursuing their dreams, maintaining a healthy mind, body, and spirit, connecting through song and dance, and learning the historical implications of the first treaties.

(b) STEM Presentation

Through the STEM (Science, Technology, Engineering and Math) club at Hagersville Elementary School, Eddie Aitchison, Isla Nigh, and Ryerson Kett, all Grade 3 students at Hagersville Elementary School, collaborated on a project called the Relens. Led by their teacher Joe Archer, and two Nipissing University student teachers, Joseph Bishop and Presley Sibbick, the project was highlighted at Board.



Regular Board Meeting
June 26, 2017
Education Centre, Board Room

In April, the end product was presented to Gov. Gen. David Johnston and Tom Jenkins, co-authors of the book, *Ingenious: How Canadian Innovators Made the World Smarter, Smaller, Kinder, Safer, Healthier, and Happier*, the main inspiration for the Relens project.

Director's highlights:

- June 13th - Community Hubs Memo
- Provincial H&S Committees and MOL questions – Enhanced initiative on Workplace Awareness in Schools
- ECO Schools – congratulations to 39 Grand Erie schools that are officially certified
- June commencements include Brant Area Special Education (June 23, 2017), GELA (June 28, 2017), McKinnon Park SS (June 30, 2017)
- June 29, 2017 is the last day of school for students
- June 30, 2017 is a professional activity day

Presentation to Student Trustees

D. Dean acknowledged student trustees E. Marr and B. Newman and on behalf of trustees wished them all the best.

C.A. Sloat acknowledged C.A.G.E. (Council of Athletics for Grand Erie) and commended W. Baker and his team on the successful track and field event held Friday June 23, 2017.

Moved by: C.A. Sloat

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the Director's Report of June 26, 2017 as information.

Carried

E – 1 Student Trustees' Report
Nil

F -1 Committee Report

(a) Committee of the Whole Board – May 8, 2017

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated June 12, 2017 as follows:



1. In Camera Report

THAT the Director's Performance Appraisal has been completed for the 2016-2017 School Year.

THAT the Grand Erie District School Board approve the Resolution requiring Other-Than-Continuous-Full-Time Employees to be enrolled in the Ontario Municipal Employees' Retirement Systems (OMERS), as outlined in OMERS Resolution No. 5.

2. Compensatory Education Plan and Higher Improvements in Performance

THAT the Grand Erie District School Board received the Compensatory Education Outcomes Monitoring Report 2016-2017 as information.

THAT the Grand Erie District School Board approve the Higher Improvement in Performance Strategy in Schools Strategy for 2017-2018.

3. Response to May 29 Delegation

THAT the Grand Erie District School Board approve keeping the transportation the same.

4. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of June 12, 2017 as information.

5. Annual Review of the Special Education Plan

THAT the Grand Erie District School Board approve the Annual Review of the Special Education Plan, and the submission of two copies of the plan the Special Education Report Components Checklist to the Regional Office of the Ministry of Education.

6. 2017-18 Operating Budget Approval

THAT the Grand Erie District School Board approve the 2017-18 Operating Budget of \$306,550,241.00.

7. South West Brantford Boundary Review Report

THAT the Grand Erie District School Board approve the amended school boundaries for Ryerson Heights and Walter Gretzky Elementary Schools and the creation of a Holding School Boundary for assignment to a future elementary school effective Sept 5, 2017.



8. Caledonia Boundary Review - Elementary

THAT the Grand Erie District School Board approve the amended school boundaries for Caledonia Centennial and Seneca Central Elementary Schools with the grandfathering of current family enrollment at Seneca Central effective Sept 5, 2017.

9. Caledonia Boundary Review - Secondary

THAT the Grand Erie District School Board approve the school boundaries for the McClung Avalon Estate to Cayuga Secondary School effective Sept 5, 2017.

THAT the Grand Erie District School Board directs staff to bring back a report to initiate a boundary review for the catchment area for McKinnon Park at the September 2017 Committee of the Whole Board.

10. Contract Extension Funding – Update to Allocation of Self-Contained Classrooms for 2017-2018

THAT the Grand Erie District School Board approve the locations and number of self-contained classrooms that resulted from contract extension funding for 2017-2018 as outlined, pending budget deliberations.

11. Category III Trips (SO105)

THAT the Grand Erie District School Board receive Category III Trips report as information.

12. Implications of 2017-2018 Friday the 13th Events on Port Dover Students

THAT the Grand Erie District School Board approve closing Lakewood Elementary School to students with staff reporting to school, cancel transportation within Port Dover, and organize group stops outside town limits for Secondary Students on October 13, 2017 and April 13, 2018.

13. SO14 Equity and Inclusive Education

THAT the Grand Erie District School Board forward Policy SO14 Equity and Inclusive Education to all appropriate stakeholders for comments to be received by November 3, 2017.

14. SO18 Environmental Education and Stewardship

THAT the Grand Erie District School Board forward Policy SO18 Environmental Education and Stewardship to all appropriate stakeholders for comments to be received by November 3, 2017.



15. SO19 Privacy and Information Management

THAT the Grand Erie District School Board forward Policy SO19 Privacy and Information Management to all appropriate stakeholders for comments to be received by November 3, 2017.

16. SO26 Events Planning and Organization

THAT the Grand Erie District School Board approve Policy SO26 – Events Planning and Organization.

17. Bylaw 8 – Committees of the Board

THAT the Grand Erie District School Board approve Bylaw 8 – Committees of the Board.

18. Bylaw 8 – Committees of the Board – Compensatory Education Steering Committee

THAT the Grand Erie District School Board approve the amendment of the Terms of Reference for Compensatory Education Committee, as amended.

19. FT101 Smoke-Free Environment

THAT the Grand Erie District School Board receive Procedure FT101 – Smoke-Free Environment.

20. HR102 Working with Blood Borne Infections

THAT the Grand Erie District School Board receive Procedure HR102 – Working with Blood Born Infections as information.

21. Correspondence

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

C.A. Sloat requested that Recommendations No. 7, 8, and 9 be separated from the main report.

A vote was taken on Recommendations No. 1-6 and 10-21

Carried

C.A. Sloat proposed “Effective September 5, 2017” be added at the end for No. 7, 8 and 9 (First motion).

C.A. Sloat requested clarification for the second motion for No. 9 in terms of boundaries for McClung estates or other boundaries. B. Blancher explained that any students living in those homes being built in the McClung estates will attend Cayuga Secondary School.

A vote was taken on amended motions to Recommendations No 7, 8, and 9.

Carried



G – 1 New Business

(a) Quarterly Budget Report (F2)

B. Blancher reviewed the Quarterly Budget report for the nine months ended May 31, 2017.

Moved by: D. Sowers

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Quarterly Budget Report for the nine months ended May 31, 2017 as information.

Carried

(b) Grand Erie Parent Involvement Annual Report (GEPIC)

B. Blancher reviewed the GEPIC Annual Report.

Moved by: G. Anderson

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) Annual Report as information.

Carried

H – 1 Other Business

(a) Summary of Accounts – May 2017

Presented as printed.

Moved by: J. Richardson

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Summary of Accounts for the months of May 2017 in the amount of \$8,600,155.67 as information.

Carried

(b) Special Education Advisory Committee Notes – April 6, 2017

Presented as printed.

Moved by: D. Sowers

Seconded by: C.A. Sloat



THAT the Grand Erie District School Board receive the Special Education Advisory Committee Notes – April 6, 2017 as information.

(c) **Special Education Advisory Committee Minutes – May 4, 2017**

Presented as printed.

Moved by: R. Collver

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – May 4, 2017 as information.

(d) **Joint Occupational Health & Safety Committee Minutes – May 18, 2017**

Presented as printed.

Moved by: J. Richardson

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – May 18, 2017 as information.

Carried

(e) **Native Advisory Committee Minutes (Draft) – June 6, 2017**

Presented as printed.

In response to R. Collver, B. Blancher explained that in terms of the Tuition Agreement Update, the agreement is currently being finalized. Meetings have occurred with government representatives and committee representatives and we are awaiting some final revisions provided from the Six Nations representative. Details will be provided in the fall.

Moved by: R. Collver

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Native Advisory Committee Minutes (Draft) – June 6, 2017 as information.

Carried



(f) **Student Transportation Services Brant Haldimand Norfolk Minutes (Draft) – May 30, 2017**

Presented as printed.

Moved by: G. Anderson

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk Minutes (Draft) – May 30, 2017 as information.

Carried

(g) **Privacy Information Management (Draft) – June 2, 2017**

Presented as printed.

L. De Vos noted the grammatical error for Item #6. It should read “On hold until after Audit”.

In response to C.A. Sloat, L. De Vos explained that the confidentiality agreement is currently being worked on with IT; the plan in September to have all staff sign off on the agreement with plans to have it signed off annually at the same time as the offence declaration.

A consultant has been hired, the privacy beach process will be addressed by this person.

J. Harris added that he is pleased with the great strides L. De Vos and the committee has made very quickly.

Moved by: J. Harris

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Privacy Information Management Committee Minutes (Draft) – June 2, 2017 as information.

Carried

(h) **Grand Erie Parent Involvement Committee Minutes (Draft) – May 4, 2017**

Presented as printed.

Moved by: G. Anderson

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee Minutes (Draft) – May 4, 2017 as information.

Carried



(i) **OPBSA Report**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the OPSBA Report as information.

Carried

I – 1 **Correspondence**

(a) Canada and Ontario 150 Citizenship Nomination Information

(b) Waterloo Region District School Board Letter – May 31, 2017

(c) Rainy River District School Board Letter – June 1, 2017

(d) Thank you Note from Retiree

Moved by: J. Harris

Seconded by: J. Richardson

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

Carried

J – 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the meeting be adjourned at 8:30 p.m.

Carried

Board Chair, David Dean



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Multi-Year Plan Communication Evaluation**
DATE: August 28, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report, Multi-Year Plan Communication Evaluation.

Background

In May 2016, Trustees approved the 2016-2020 Grand Erie Multi-Year Plan and the plan was officially launched in August 2016.

Section 169.1 (1) of the Education Act states that a Board must annually review the Multi-Year Plan. Beginning in late April, under the leadership of the Grand Erie System Research Leader working in collaboration with the Manager of Communications and Community Relations a series of nine focus groups, for the purpose of assessing the 2016-2020 Multi-Year Plan implementation in its first year, were held in each region of the board. Participants in the focus groups included teachers, school administrators and CUPE members. Members of the Professional Student Services Personnel (PSSP), Designated Early Childhood Educators (DECEs) and the GEMST group were invited to participate in an online survey. The purpose of the first annual review of the 2016-2020 Multi-Year Plan was to evaluate the level of staff understanding of and connection to the plan.

Additional Information

The attached report provides an analysis of the Multi-Year Plan review.

Recommendations

Considering that a school board's multi-year strategic plan is an important document that provides a vision and sets direction for the board, it is crucial that the plan is well-known across the system and that staff see themselves in the plan. During our development process for the Multi-Year Plan from January to April 2016, the team spent a great deal of time reflecting on the proposed indicators and the "we will" statements paying attention to the need for all staff to find connections in plan.

While there are some positive results coming out of the evaluation, the results of the review show that there is work to do, both on building awareness and understanding of the plan, and in helping staff connect to the plan. The results also highlight that the work done annually to support the overarching goals of the Multi-Year Plan through Annual Operating Plans and the Board Improvement Plan for Student Achievement. is not well understood by the system.

Next steps to ensure that our Multi-Year Plan is a driver for positive change in Grand Erie include the following:

1. Work with school administrators and service department managers to provide supports to ensure that all staff are aware of the vision and the direction of the Board as stated in the Multi-Year Plan.
2. Create a higher profile around Annual Operating Plans and the BIPSA to support understanding across the system that these annual plans are the operational pieces of the Multi-Year Plan.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



Multi Year Plan – Communication Evaluation Spring 2017

Prepared by: Greg Rousell, System Research Leader

SUCCESS for Every Student

Introduction

As part of the ongoing monitoring and evaluation of Grand Erie's Multi-Year Plan staff are being consulted about their understanding of and opinions about the plan. The current plan centers on the goal of *Success for Every Student* with a focus on students and staff. The board will achieve this goal through a culture of high expectations. Grand Erie has identified six indicators that will support the vision.

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

Each indicator is accompanied with a theory of action statement and specific goals.

Methodology

There were two types of data collection. A series of nine focus groups were conducted across all three regions in Grand Erie to allow staff from all across the board to provide their voice. (See Appendix B for the list of questions.) Within each region, three focus groups were conducted to include:

1. Teachers
2. Administrators (principals and vice-principals)
3. Members of CUPE (Educational assistants, secretaries and custodians).

An audio recording of each session was created, and then transcribed.

The second phase of data collection consisted of an online survey with Professional Student Services Personnel (PSSP), Grand Erie Management Support Team (GEMST) and Early Childhood Educators (ECEs). This consisted of four open-ended questions (See Appendix A).

Qualitative analyses on the data was broken into three different segments – exploratory analyses, sentiment analysis and thematic analysis.

Exploratory Analyses consisted of exploring the relationship and patterns of responses (based on word combinations).

Sentiment Analysis explores the emotional content of the comments. ¹

Thematic Analysis uncovers the recurring themes (both explicit and implicit) across all the comments. ²

¹ Silge, J., Robinson, D. (2017). Text Mining with R. <http://tidytextmining.com/>

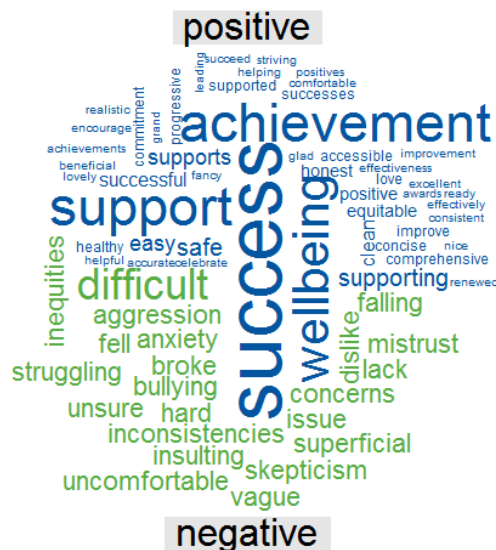
² Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The psychologist*, 26(2), 120-123.

Exploratory and sentiment analysis were conducted using R version 3.4.0³ and the tidytext package⁴. Thematic analyses were conducted using the RQDA package⁵

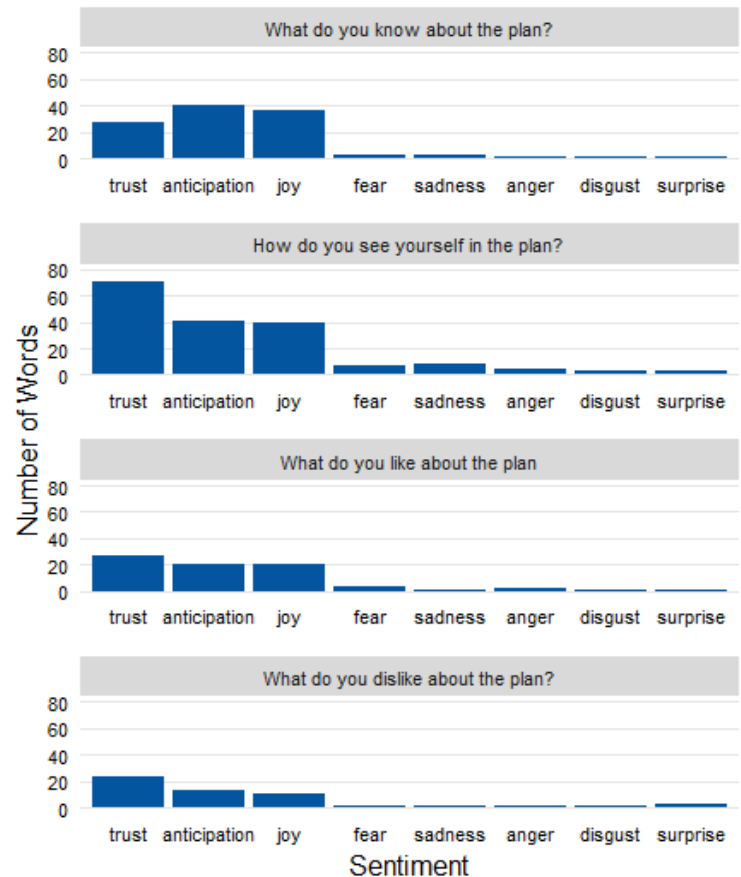
Results

*Professional Student Services Personnel
Grand Erie Management Support Team
Early Childhood Educators*

Responses from these employee groups contained more positive than negative words. Examining the individual questions and the related emotions⁶, these respondents used words associated with **trust** (i.e. understanding, honest), **anticipation** (i.e. vision, strive) and **joy** (i.e. improve, excellent) the most often.



Sentiment Analysis by Question



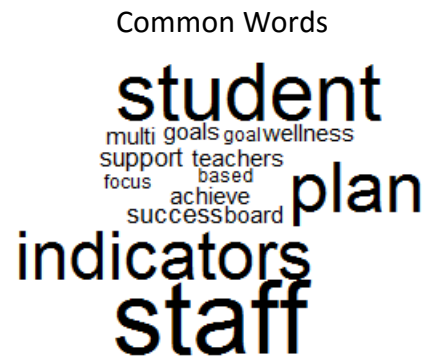
³ R Core Team (2017). R: A language and environment for statistical computing. R Foundation for Statistical Computing, Vienna, Austria. URL <https://www.R-project.org/>.

⁴ Silge J and Robinson D (2016). "tidytext: Text Mining and Analysis Using Tidy Data Principles in R." *JOSS*, 1(3).

⁵ HUANG Ronggui (2016). RQDA: R-based Qualitative Data Analysis. R package version 0.2-8. <http://rqda.r-forge.r-project.org/>

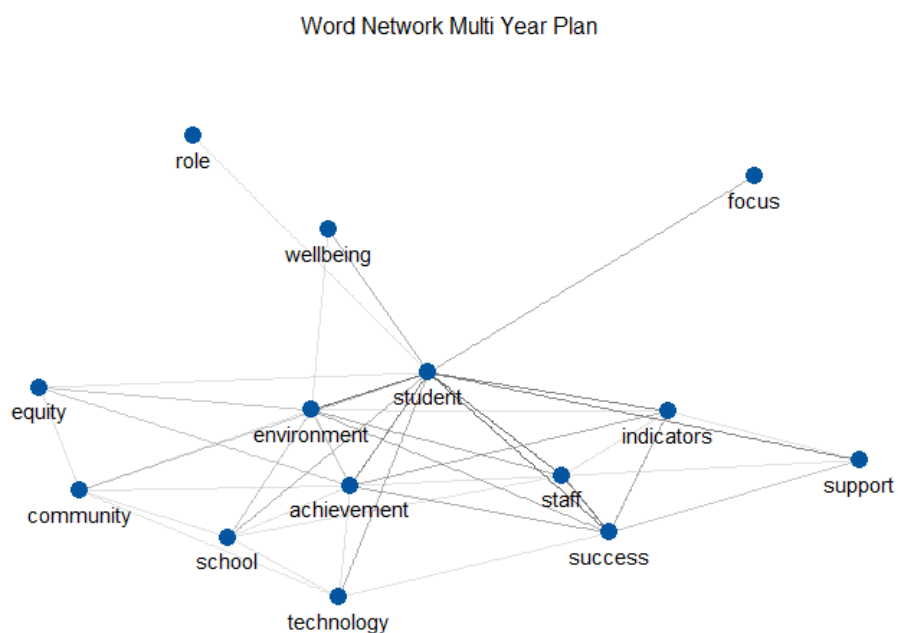
⁶ Based on the NRC Word-Emotion Association Lexicon: <http://saifmohammad.com/WebPages/NRC-Emotion-Lexicon.htm>

There were commonalities across all four questions. **Staff**, **student**, **indicators** and **plan** appeared with the highest frequency.



Word Network

Specific words appear in relationship to other words. The word network shows the co-occurrence of words within the text. The darker the line, the more often the words appear together. In this word network **student** is in the center and connected to all other words. **Staff**, **achievement** and **environment** are also closely related to the rest of the network.



Thematic Analyses

Question 1: “What do you know about the Multi Year Plan?”

In total 38 PSSP staff responded to the survey. Of these, 29 (76%) indicated that they had some awareness of the Multi-Year Plan. Responses ranged from a vague awareness (“There are focus areas including well-being”) to more detailed answers explaining that it is the strategic direction for the board, is focused on success for every student and listed the indicators. Nine respondents specifically listed “success for every student” in their answer.

Question 2: “How do you see yourself in the plan?”

The majority of respondents (32, 84%) indicated that they do see themselves in the plan. Respondents that didn’t see themselves in the plan also indicated that they were not aware of the plan. Of PSSP staff that see themselves in the plan, responses tended to be role-specific:

“I see myself as one of the participants to help the board to achieve that goal. I feel that I help to provide a safe clean learning environment for the staff and students”

“Being in the technology field our group can certainly help with getting infrastructure systems updated and working to their full potential”

Question 3: “What do you like about the plan?”

There was a broad range of responses that ranged from “positive and progressive” to very detailed explanations of what PSSP employees liked about the plan. The three main themes that emerged from the survey were:

1. A focus on staff as well as students
 - *“it includes all staff not just the staff located in the schools”*
 - *“indicators are for staff and students - including support staff”*
2. The fulsome definition of “Success for Every Student”
 - *“Success looks different for every student so I think it is beneficial to have several different measures”*
 - *“The plan...strives to be providing opportunities for all students to be successful in ways that work best for them”*
3. The plan is easy to understand
 - *“the six indicators are clearly defined”*

Question 4: What don’t you like about the plan?

There were fewer answers when asked what they disliked about the plan. 11 people did not provide an answer while another 8 people specifically stated they could not find anything they did not like (i.e. “I don’t see anything I do not like”; “Nothing that I can think of”). Of the people that did provide criticisms, two related themes emerged – better communication and a lack of specifics in the plan.

1. Better communication is required in order to effectively implement the plan:
 - *“Goals and indicators of the plan are not being ingrained into us very often, e.g. not discussed at staff meetings”*
 - *“While I see goals I don’t see how this will be measured and what advances we should expect to see in each of the years of the plan”*
2. Lack of specifics
 - *“I would like to see more concrete plans on how the goals will be achieved”*
 - *“The plan should take the goals and drill down to offer some suggested deliverables”*

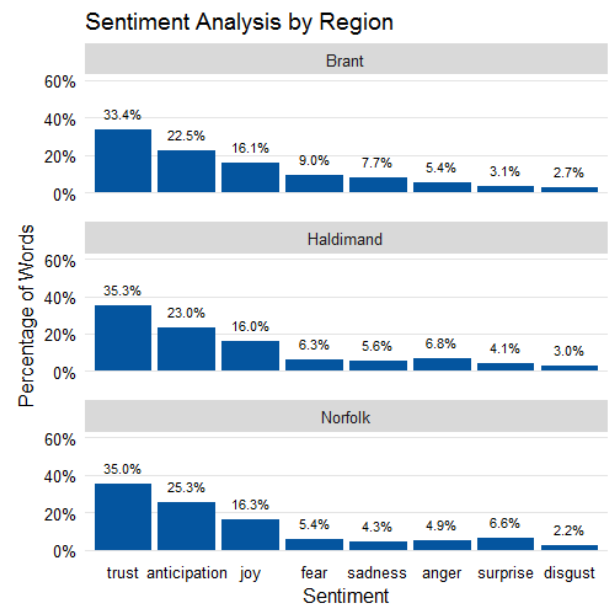
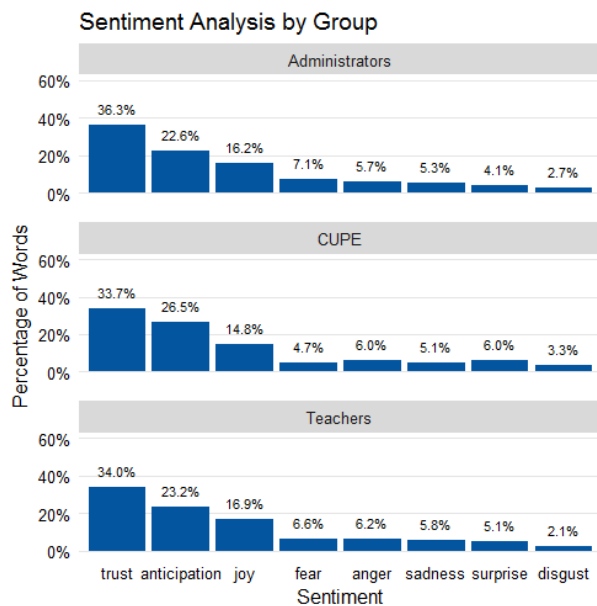
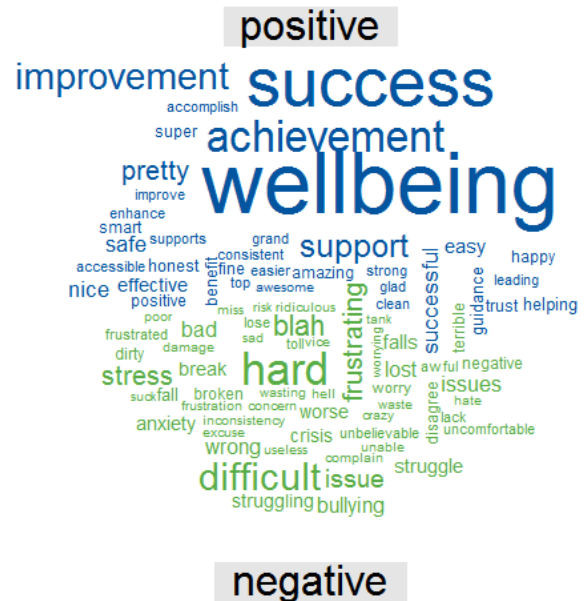
MYP Communication Evaluation – Spring 2017

Online Survey

Focus Groups – Administrators, Teachers and CUPE

Responses from the focus groups contained more positive than negative words. The most frequently occurring words included **wellbeing**, **success** and **achievement**.

Similar to the PSSP respondents, the most prominent sentiments were **trust**, **anticipation** and **joy**. Employee groups and regions were examined and there were no notable differences. Bar charts show the percentage of words associated with various sentiments disaggregated by employee group and region.



Thematic Analyses

Question 1: Can anyone tell me about the Multi-Year Plan?

The majority of participants in the focus groups were aware of the Multi-Year Plan, however there were differences between employee groups. Administrators demonstrated the greatest knowledge and awareness of the plan: *“to me the new domains kind of incorporate not just academics but the whole student”*.

Teachers demonstrated they were aware of the plan; however, they did not show the same depth of understanding as administrators:

- *“I think we are in year three. I could be wrong - I think the plan for this year has been the focus on mental wellness”*
- *“My understanding was the main focus was intermediate”*

Some employees from the CUPE group had knowledge of the plan (*“as a secretary I handed it out to all stakeholders”*) however many of them were unaware of the board’s Multi Year Plan. (*“I can honestly say that I have not ever seen this or looked through it”*).

One consistent idea from staff that were aware of the plan is that the six indicators are seen as separate initiatives and often as an add-on versus being incorporated into their work.

- *“When I read through it, I can see there are board initiatives that they’ve started for every one of these six domains”*
- *“Six domains come to me in six different initiatives”*
- *“It seems disjointed, right? You’re doing your thing and then all of a sudden once every six weeks or so that’s the tagline for today or the pillar that were talking about. So, I don’t see any every day connection between whatever the pillar of the year is to what we’re doing in the classroom”*
- *“The action that you do seems very discreet it falls in each of domains and again there’s more initiatives. They all have an initiative.”*

Question 2: What do you think of the tagline?

While employees from all groups and regions had a positive view of the tagline there was some confusion about the actual text. When asked about the tagline some respondents indicated that it was “Success For All”. However, most participants saw “Success for Every Student” in a positive light and commented about the inclusiveness and simplicity of the statement:

- *“I think it speaks to the fact that success doesn’t have to be specific curriculum based at the need at a grade level of the child but it’s just success overall”*
- *“Short and simple and really easy to identify both within the board and for the public at large”*

Dissenting views tended to be related to specific issues with students where people felt the board was not responding appropriately. A common theme among teachers was the lack of resources to address “Success for Every Student”: *“They’re so big on inclusiveness and equality yet the funding for EAs is disappearing”*.

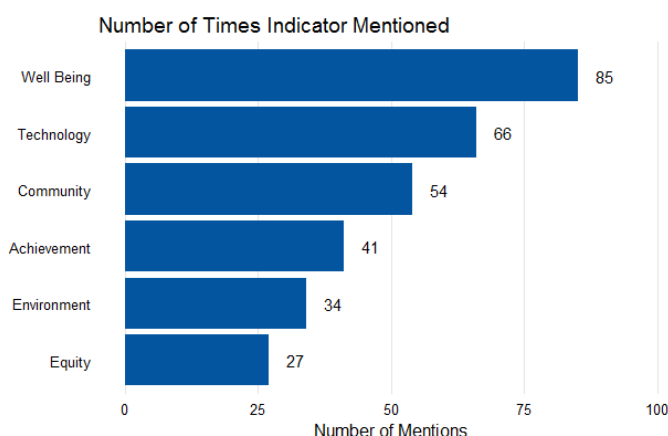
Question 3 - Tell me what you think about the Multi Year Plan?

Overall participants had a very positive view of the Multi Year Plan. Two main themes emerged from the analyses and were consistent across staff groups and regions:

1. Inclusion of both staff and students. (*"I love that it says a focus on student and staff."*)
2. Goals and indicators that focus on more than just achievement. (*"I like that it's not just focused on academics, there's more than that"; "In order for every student to be successful, we're not just looking at one or two things, were looking at lots of different things"*)

Of the six indicators Well Being was mentioned the most often, followed by Technology and Community.

There was a tendency for administrators to focus on one or two indicators (mostly Well Being and Achievement) when discussing how it related to their school plan and expressed difficulty incorporating the other indicators.



- *"I guess there's a place in my school improvement plan to articulate how the achievement piece and the wellbeing piece is going to look in my building, but really not a place in my school improvement plan to articulate the rest"*
- *"...achievement, and well-being is kind of our top ring. That's where our school plan has been"*

While technology had a high number mentions, many of them were in a negative context. This was consistent across all employee groups and regions. Comments included inability to access technology, use of board funds and the adverse effect on the classroom.

- *"There is a lack of trust in technology within the board"*
- *"...so many millions of dollars being spent on technology that we can't use."*
- *"It's frustrating for people who are trying to take this technology and put it into the classroom because then they spend the whole time dealing with issues and not the pedagogy"*
- *"We were asked to join a project but because our technology is so bad we had to back out"*
- *"It's safe in saying that it's worse than it's ever been"*

Question 4 – How do you see yourself in the plan?

Some administrators viewed themselves incorporating all the indicators in their daily work (*"We do, all six of them every day"*) while others emphasized only a few areas (*"My school improvement plan focuses on two of these pillars formally, achievement and wellbeing."*)

CUPE members and teachers were more specific about how they see themselves in the plan:

- *"I think what we do goes towards the success of the students because if we don't keep the place clean, then attitudes can change"*
- *"Well-being is a big one I think, specifically to my role"*

However, there were some CUPE members that did not see themselves in the plan and felt separate from the school community. When asked about the plan one individual responded *"I clean toilets"*. Others expressed similar sentiments such as *"We're there to clean the school. We have nothing to do with the students."* CUPE members also described specific incidents where they were excluded: *"She (the principal) will tell you. Oh, we're having a staff meeting. You don't need to come."*; *"The principal doesn't even know you by name"*

Question 5 – What do you like about the plan?

The three most common responses were

1. The tagline *"Success for Every Student"*
2. The use of accessible language
3. The focus on both staff and students.

Other comments about what people like in the plan include:

- *"It's broad enough that they can just say, 'now were going to focus a little bit here'"*
- *"Clear goals for each domain"*
- *"Glad that they added wellbeing"*
- *"Can incorporate it into everything and anything we're doing"*
- *"Every stakeholder in this system was involved in the creation of the plan"*

Question 6 – What don't you like about the plan?

Criticisms of the Multi-Year Plan tended to fall into two categories – ambiguity of the goals and skepticism about the implementation of the plan.

1. Comments related the ambiguity of the plan included:
 - *"Goals are pretty general, they're not really specific"*
 - *"Smart goals and timelines would be nice"*
 - *"I don't like it when it doesn't give me tangible stuff to use or implement in the classroom"*
2. There were many comments from across all groups expressing skepticism about the ability to effectively implement the plan.

- *“Looks great on paper”*
- *“It sounds good in theory but to implement it to make it work everybody has to be on board and I don’t believe everybody is there”*
- *“It’s on paper but I don’t see it being put into real solid action”*
- *“There is a lot of red tape around what you can and can’t do in your school”*
- *“Every page its always we will do something. Who is ‘we’ exactly? Is that all of us? Is that the board? Is that the principals? Is that a shared thing?”*

Question 7 - Of all the things we discussed, what is the most important?

Three themes emerged from this question – the belief that the main focus of the plan was on well-being and achievement (specifically mathematics); money/resources spent on developing the plan and lack of communication.

1. The focus on well-being and achievement was highlighted by comments such as *“when they asked us for a school improvement plan they say just give us math and safety”* and *“we’re turning our attention toward achievement and wellbeing”*. While participants acknowledged the existence of all indicators, there was difficulty being able to include them in school improvement planning. *“There’s a place for achievement and well-being, but really not a place in my school improvement plan to articulate the rest of this”*.
2. Several participants expressed concern over the cost and resources allocated to developing and implementing the Multi-Year Plan.
 - *“All I can think when I sit here and look at this, as an employee is how much did it cost the board to put this together?”*
 - *“The money that they spent on that when I sat through negotiations and fought for every single little thing that we needed or wanted to make all of these things happen on a daily basis”*
 - *“The amount of money that’s spent to put this into a book and bind it and yet we fight for every single dime from the board to do our job”*.
3. Communication was also mentioned prominently where staff felt that information about the plan was not being communicated effectively.
 - *“Communication comes to my mind and because sometimes we don’t communicate as well as we could”*
 - *“Making sure that everybody is aware of the multiyear plan and making sure that you know it’s okay if they don’t know about the multiyear plan it’s never too late to learn”*
 - *“Communication and technology are the two biggest things that don’t happen”*

Other Observations

At the end of the focus groups some staff expressed that they were apprehensive to attend however stated that they were glad to have the opportunity to participate and appreciated to be able to provide their voice.

- *"I didn't know how this is going to go but I enjoyed it"*
- *"I hope they take information from these focus groups and that everybody has you know something to say and that they take it seriously"*
- *"I think something that I like about today is the chance to sit around the table with people I don't normally get to work with and kick around some ideas about the Multi-Year Plan"*
- *"I felt like we actually had voice today"*
- *"Thanks for hearing us"*
- *"I appreciate the opportunity"*

Appendix A: PSSP, DECE and GEMST Online Survey

1. What do you know about the Multi Year Plan?
2. How do you see yourself in the plan? Is there anything you do in your role that would help support any of the six indicators?
3. What do you like about the plan?
4. What don't you like about the plan?

Appendix B: Focus Group Questions

1. Can anyone tell me about the Multi-Year Plan? What is the tagline?
2. What do you think of the tagline?
3. Tell me what you think about the Multi Year Plan?
4. How do you see yourself in the plan?
5. What do you like about the plan?
6. What don't you like about the plan?
7. Of all the things we discussed, what is the most important?



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education
RE: **Proposed Brant/Brantford Secondary ARC**
DATE: August 28, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve reintroducing the motion that approved the Pupil Accommodation Review for Brant/Brantford secondary schools in accordance with Bylaw 5 Section 14.

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board suspend the motion to hold a Pupil Accommodation Review of Brant/Brantford Secondary schools approved by the Board on April 10, 2017 due to a Ministry of Education moratorium on Pupil Accommodation Reviews, until such time as clear direction to proceed is provided by the Ministry.

Background:

At the Committee of the Whole Meeting held on April 10, 2017, Trustees passed the following motion:

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board approve Pupil Accommodation review for completion in 2017-18 of Brant/Brantford Secondary schools (BCI, North Park, Pauline Johnson, Tollgate and Paris). The scope of review to include possible redistribution of specialty programming among schools and boundary revisions to balance enrolment across all schools in the review.

Additional Information

On June 28, 2017 Directors of Education received a memorandum from the Ministry of Education outlining the Ministry plan to strengthen rural and northern education. On page 5 of the memorandum, attached as Appendix A, information is provided on the Ministry's plan to review its Pupil Accommodation Review Guideline (PARG) in order to create a more collaborative process that both better promotes the well-being of students and better recognizes the impact of school closures on rural and northern communities. Due to the proposed revisions to the PARG, the memorandum states that "school boards will not start new PARs (Pupil Accommodation Reviews) until the revised PARG is complete. . ."

The memorandum outlines that the Ministry review will begin in the early fall and once the revised PARG and supporting resources have been released, school boards will then revise their local policies and consult on these for several months prior to approving them.

Based on this direction, the recommendation is for Trustees to suspend the approved motion as noted.

Respectfully submitted,

Brenda Blancher
Director of Education

APPENDIX A

Ministry of Education

Mowat Block
Queen's Park
Toronto ON M7A 1L2
Telephone (416) 325-2600
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Ministère de l'Éducation

Édifce Mowat
Queen's Park
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**2017: B09**

MEMORANDUM TO: Directors of Education
Secretary/Treasurers of School Authorities

FROM: Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

Cathy Montreuil
Assistant Deputy Minister
Student Achievement Division

DATE: **June 28, 2017**

SUBJECT: **Plan to Strengthen Rural and Northern Education**

We are writing to inform you of the province's Plan to Strengthen Rural and Northern Education, which includes an in-year enhancement to the Grants for Student Needs (GSN) funding for the 2017-18 school year, effective September 2017.

NOTICE:

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Lieutenant Governor in Council under the Education Act. Such regulations have not yet been made. Therefore the content of this memo should be considered to be subject to such regulations, if and when made.

The plan responds to feedback received during the government's recent rural engagement and comprises process improvements and funding enhancements designed to better support:

- Quality rural education;
- Sustainable use of school space in rural communities; and
- Decision-making around school closures.

Page 1 of 14

This memorandum provides details about the rural engagement and the ministry's five policy responses, namely to:

- Introduce a new Rural and Northern Education Fund;
- Further incentivising boards to share space;
- Improve planning among school boards and community partners;
- Strengthen the pupil accommodation review guideline (PARG); and
- Develop new pedagogical supports for instructional practice in small schools.

Rural Engagement

From April 21st to June 9th, the province hosted a province-wide rural engagement to seek input from parents, students, communities, municipal governments and school boards on how to strengthen education in rural and northern communities in Ontario.

Public and stakeholder engagement sessions were held in 10 rural and northern communities across the province:

- | | |
|-----------------|----------------|
| - Amherstburg | - Merrickville |
| - Honey Harbour | - Nipigon |
| - Lakefield | - Picton |
| - Markdale | - Thedford |
| - Markstay | - Wawa |

Based on these sessions, as well as the online surveys and written submissions, the province is pleased to announce the Plan to Strengthen Rural and Northern Education which will:

- Strengthen processes that school boards use to plan with their communities and make decisions about school closures; and
- Enhance funding available to school boards to support rural and northern education.

Details of the government's five initiatives to support rural students and communities now follow.

Rural and Northern Education Fund (RNEF)

Starting in September 2017, the ministry is investing an additional \$20 million through the RNEF as an enhancement to the GSN. This funding will be dedicated for school boards to further improve education for students from rural communities.

Funding will be allocated to school boards based on the number of rural students and two factors measuring the density of rural student enrolment in the board (see Appendix B for further details on the RNEF methodology).

The RNEF will represent an average increase of about \$55 per rural student in 2017-18 (see Appendix A for the board by board allocations of the RNEF). This would be in addition to the \$432 or 3.7% estimated average increase in per pupil funding that the

government is providing to all students across Ontario in the 2017-18 school year. School boards will use the funding for rural education based on local needs and report publicly on how the funding is used, such as:

- Improving programming and support services in rural schools (e.g., French immersion, arts education and guidance counselling);
- Continuing the operation of rural schools; or
- Enhancing student transportation options such as late bus runs and mobile e-learning through tablets or Wi-Fi.

School boards will be able to spend funding allotted to the board using a preliminary school list from the ministry. The list is comprised of schools in which at least half of their students are from rural communities (the list of rural schools for each school board will be communicated directly to directors of education by the end of June). This list can be modified, however, through board motion based on the following parameters:

- Where the school is the last one in the community served by the board.
- There are no other public services in the community (such as a hospital, library, etc.).
- It is remote from other schools of the board and the board has determined it to be an unreasonable distance to travel.
- Where the board has determined that rural students make up a large portion of the student population of that school.

Boards will be required to publicly post details of RNEF expenditures as well as those schools in which RNEF funding was spent.

Incentivising Boards to Share Space (Joint-use Schools)

The ministry will supplement its current joint-use school incentives by:

- Doubling existing funding for the Joint-Use School Seed Funding Program to support school boards to explore and develop joint-use opportunities.
 - o Proposals involving rural and northern schools will be prioritized.
 - o Upon approval, each board involved in the joint use school proposal will receive an allocation of \$20,000 to support costs associated with exploring the potential for a joint-use school such as legal, consulting and facilitation services.
- Providing \$1 million in operational funding for project management services.
 - o Once a joint-use school project is approved through the ministry's Capital Priorities process, boards may request \$100,000 from the ministry to fund one joint-use project manager per ministry approved joint-use school project.
 - o The project manager could be tasked with coordinating all aspects of the planning, design and construction of the joint-use school on behalf of all participating boards.

- Allowing a greater portion of ministry capital funding to be allocated to joint-use school projects. Rather than fund each joint-use school based on its combined student population, this incentive would treat each school board's student population as two or more component schools and thereby increase the total capital funding allocation generated according to ministry capital construction benchmarks.
 - o For example, if two boards submit Capital Priorities requests for one new 500 pupil place joint-use school, comprising 250 pupil places from each board, a capital funding allocation equivalent to 250 pupil places would be generated for each board, rather than one shared capital funding allocation for a 500 pupil place school.
 - o This additional capital funding will enable boards to include features unique to joint-schools, such as separate entrances or innovative joint-use spaces, in joint-use school buildings.
- Encouraging all school boards to consider collaborative capital project arrangements between school boards. This includes maximizing the opportunities of co-location, particularly in rural and northern communities. The ministry will be reviewing all capital proposals submitted by boards for ministry funding for new schools, additions or consolidation projects to ensure joint-use opportunities between boards have been explored before funding is granted. Further details can be found in memorandum 2017: B7 *Request for Capital Priorities Project Funding Submissions*.

Planning among School Boards and Community Partners

Working with partner ministries and key stakeholders, the ministry will support improved co-ordination of community infrastructure planning by:

- Building upon the Ministry of Municipal Affairs' ongoing integrated local planning work to better facilitate local relationships and partnerships, including between school board and municipal governments, particularly in rural and northern communities.
- Revising its Community Planning and Partnerships Guideline (CPPG) in order to encourage joint responsibility for integrated community planning, with a focus on communication between school boards, municipal governments and community partners about boards' capital plans; highlighting the potential for community use of open and underutilized schools.
 - o In early fall 2017 the ministry will engage with key stakeholders to seek input on a revised version of its CPPG and how it can align with integrated local planning efforts.
 - o The ministry will require school boards to revise their CPP policies as soon as possible after the revised CPPG is complete.
- Continuing its ongoing work with the Ministry of Infrastructure to support delivery of recommendations in *Community Hubs in Ontario: A Strategic Framework and Action Plan*. For example, the ministry has already improved opportunities for

community partners to buy or lease surplus schools via amendments to Ontario Regulation 444/98 *Disposition of Surplus Real Property* and has provided additional capital funding for school boards to promote community use of schools.

Strengthening the Pupil Accommodation Review Guideline

The ministry will revise its Pupil Accommodation Review Guideline (PARG) to create a stronger, more collaborative process that better promotes the well-being of students and better recognizes the impact of school closures on rural and northern communities.

The aim of the revised PARG is to promote inclusion of community impact alongside the focus on student achievement and well-being. The ministry will achieve this by:

- Considering amendments to introduce: longer minimum timelines; more recommended pupil accommodation options; clear roles for school board trustees and municipal governments; and an increased student voice.
- Providing a new toolkit and resources for school boards to standardize and validate data.
- Providing templates for community partners to engage school boards.

In early fall 2017 the ministry will engage with key stakeholders (including partner ministries, school board and municipal sector representatives) to seek input on a revised version of its PARG. Once the revised PARG and supporting resources have been released, school boards will revise their PAR policies and consult on these revised PAR policies for several months before approving them.

School boards will not start new PARs until the revised PARG is complete, unless PARs are required to support a joint-use school initiative between two school boards. For PARs that are already underway, a board may either continue with the PAR process initiated under its existing PAR policy or wait until the ministry releases the revised PARG to continue. School boards will not have to reconsider past decisions.

New Pedagogical Supports for Instructional Practice

Combined classrooms in rural and northern schools can be complex environments with a larger volume of curriculum expectations. That environment presents an opportunity to promote and explore student-centred, differentiated learning that promotes global competencies, such as collaboration and critical thinking.

In order to support the learning experience for rural students, the ministry will:

- Work collaboratively with school boards to identify, support and promote products and tools that enable deep learning for students in multi-grade classrooms;
- Strengthen technology-enabled learning opportunities; and
- Support the sharing effective practices from pilots with the province.

Background

There are currently a number of existing GSN supports that particularly aim to support rural and northern education. These include:

- *The School Foundation Grant*, which provides funding for principals, vice-principals, office support staff and office supplies, recognizes that remote schools require a higher level of funding support than other schools;
- *The School Operations and Renewal Grant*, which supports the costs of operating, maintaining and repairing school facilities, recognizes that remote schools require additional funding to maintain underutilized space;
- *The Geographic Circumstances Grant*, which provides higher levels of teacher staffing support for remote schools and provides additional funding to recognize the additional costs in small, disperse and remote boards; and
- *The Differentiated Special Education Needs Amount of the Special Education Grant*, which recognizes the need for higher levels of funding for small, disperse and remote boards.

We will also continue supporting the following initiatives:

- Improving access to e-learning and a minimum broadband speed of 1 Megabit per second per student in rural and northern schools across Ontario, over the next 4 years, through new and updated network infrastructure and improved network capacity.
- Enhancing access to dedicated support for students with special education needs in rural and northern Ontario, including more mental health and behavioural support professionals.
- Expanding experiential learning opportunities for rural and northern students working with local industries such as agriculture, food processing, mining and forestry through the Career Kick-Start Strategy, including growing the percentage of grade 11 and 12 students participating in Specialist High Skills Major (SHSM) programs from 14 per cent% to 25 per cent% over the next three years.

If you require further information about these changes, please contact:

Subject	Contact	Telephone and E-Mail
Capital Policies and Programs	Colleen Hogan	(416) 325-1705 colleen.hogan@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 med.ahmadoun@ontario.ca
Operating Funding	Andrew Bright	(416) 325-2037 andrew.bright@ontario.ca
Pedagogical Supports - Curriculum	Shirley Kendrick	(416) 325-2576 shirley.kendrick@ontario.ca
Pedagogical Supports – Program Implementation	Sandra Bickford	(416) 325-2564 sandra.bickford@ontario.ca
Student Transportation	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca
Broadband	Carm Scarfo	(416) 325-1488 Carm.Scarfo@ontario.ca

When rural students are provided with opportunities for an excellent education, communities thrive.

That is why we are taking immediate action to improve the process that school boards use when engaging with community partners around their capital plans and investing in significant new supports for rural and northern students that will be tailored to the unique needs of their communities. Our government is committed to working with school boards and communities to make changes that best support all of our students.

The collaboration and input from all our education partners were key elements in developing the plan to strengthen rural and northern education. Your contributions are deeply valued and we are confident that, working together, we will ensure equity for students in rural and northern communities by providing them with high-quality services and programs.

Original signed by

Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

Original signed by

Cathy Montreuil
Assistant Deputy Minister
Student Achievement Division

Copy: Superintendents of Business and Finance

Appendix A

2017-18 Board-by-board Allocations of Rural and Northern Education Fund (RNEF)

2017-18 Rural and Northern Education Fund			
Index	DSBNo	DSB Name	Allocation
1	1	District School Board Ontario North East	\$ 462,149
2	2	Algoma District School Board	\$ 237,909
3	3	Rainbow District School Board	\$ 335,564
4	4	Near North District School Board	\$ 485,660
5	5.1	Keewatin-Patricia District School Board	\$ 376,072
6	5.2	Rainy River District School Board	\$ 267,133
7	6.1	Lakehead District School Board	\$ 141,570
8	6.2	Superior-Greenstone District School Board	\$ 159,711
9	7	Bluewater District School Board	\$ 1,116,127
10	8	Avon Maitland District School Board	\$ 838,666
11	9	Greater Essex County District School Board	\$ 128,264
12	10	Lambton Kent District School Board	\$ 610,142
13	11	Thames Valley District School Board	\$ 647,850
14	12	Toronto District School Board	\$ -
15	13	Durham District School Board	\$ 49,086
16	14	Kawartha Pine Ridge District School Board	\$ 667,149
17	15	Trillium Lakelands District School Board	\$ 1,190,514

18	16	York Region District School Board	\$	56,574
19	17	Simcoe County District School Board	\$	546,330
20	18	Upper Grand District School Board	\$	523,404
21	19	Peel District School Board	\$	54,884
22	20	Halton District School Board	\$	29,622
23	21	Hamilton-Wentworth District School Board	\$	40,087
24	22	District School Board of Niagara	\$	135,855
25	23	Grand Erie District School Board	\$	583,173
26	24	Waterloo Region District School Board	\$	42,508
27	25	Ottawa-Carleton District School Board	\$	189,525
28	26	Upper Canada District School Board	\$	1,389,862
29	27	Limestone District School Board	\$	538,885
30	28	Renfrew County District School Board	\$	440,056
31	29	Hastings and Prince Edward District School Board	\$	609,395
32	30.1	Northeastern Catholic District School Board	\$	137,633
33	30.2	Nipissing-Parry Sound Catholic District School Board	\$	83,775
34	31	Huron-Superior Catholic District School Board	\$	80,733
35	32	Sudbury Catholic District School Board	\$	84,003
36	33.1	Northwest Catholic District School Board	\$	141,396
37	33.2	Kenora Catholic District School Board	\$	57,372
38	34.1	Thunder Bay Catholic District School Board	\$	47,245

39	34.2	Superior North Catholic District School Board	\$	78,256
40	35	Bruce-Grey Catholic District School Board	\$	304,729
41	36	Huron Perth Catholic District School Board	\$	284,852
42	37	Windsor-Essex Catholic District School Board	\$	139,990
43	38	London District Catholic School Board	\$	169,603
44	39	St. Clair Catholic District School Board	\$	246,613
45	40	Toronto Catholic District School Board	\$	-
46	41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	\$	293,964
47	42	York Catholic District School Board	\$	95,290
48	43	Dufferin-Peel Catholic District School Board	\$	119,848
49	44	Simcoe Muskoka Catholic District School Board	\$	353,928
50	45	Durham Catholic District School Board	\$	41,296
51	46	Halton Catholic District School Board	\$	52,902
52	47	Hamilton-Wentworth Catholic District School Board	\$	65,727
53	48	Wellington Catholic District School Board	\$	98,835
54	49	Waterloo Catholic District School Board	\$	42,324
55	50	Niagara Catholic District School Board	\$	118,715
56	51	Brant Haldimand Norfolk Catholic District School Board	\$	222,381
57	52	Catholic District School Board of Eastern Ontario	\$	677,094

58	53	Ottawa Catholic District School Board	\$ 182,649
59	54	Renfrew County Catholic District School Board	\$ 237,118
60	55	Algonquin and Lakeshore Catholic District School Board	\$ 339,237
61	56	Conseil scolaire de district du Nord-Est de l'Ontario	\$ 123,552
62	57	Conseil scolaire de district du Grand Nord de l'Ontario	\$ 40,735
63	58	Conseil scolaire Viamonde	\$ 47,037
64	59	Conseil des écoles publiques de l'Est de l'Ontario	\$ 182,296
65	60.1	Conseil scolaire de district catholique des Grandes Rivières	\$ 431,947
66	60.2	Conseil scolaire de district catholique Franco-Nord	\$ 184,019
67	61	Conseil scolaire de district catholique du Nouvel-Ontario	\$ 150,623
68	62	Conseil scolaire de district catholique des Aurores boréales	\$ 34,519
69	63	Conseil scolaire catholique Providence	\$ 205,036
70	64	Conseil scolaire de district catholique Centre-Sud	\$ 95,134
71	65	Conseil scolaire de district catholique de l'Est ontarien	\$ 576,381
72	66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	\$ 234,603
		Provincial Total	\$ 19,997,115

Appendix B

RNEF Methodology

Funding through the RNEF is allocated to school boards based on the number of rural students and two factors measuring the density of rural student enrolment in the board.

$$\text{Allocation} = \text{number of rural students} \times \$116.28 \times \left[\frac{\text{rural density factor} + \text{rural density ratio}}{2} \right]$$

Number of Rural Students:

For funding purposes, “rural” students are defined as living in rural areas or population centres with a 2016 Census population less than 10,000.

A population centre is defined by Statistics Canada as a community with a population of at least 1,000 and a population density of at least 400 people per square kilometre.

A rural area is defined by Statistics Canada as an area that lies outside of a population centre, that is, the area does not meet the thresholds noted.

Students are mapped to population centres and rural areas using student postal code information from ONSIS and the Postal Code Conversion File from Statistics Canada.

In the RNEF formula, density is measured in two ways and reflected in the density based weighting factor as follows:

Rural Density Factor:

The rural density is first calculated by dividing the rural enrolment of the board by the rural area of the board. The rural area of the board is determined by taking the area of the board that lies outside the geographic boundaries of the population centres with a 2016 Census population of 10,000 or more.

The rural density factor is then calculated such that:

- (a) If the rural density is less than 0.1 the rural density factor is 1.
- (b) If the rural density is more than 4 the rural density factor is 0.
- (c) A non-linear scaling function is used to map rural density between these values. The scaling function is set so that boards with a rural density near the provincial average receive a density factor of about 0.5.

The rural density factor is inversely related to the rural density – boards with a lower rural density (i.e. a smaller number of students dispersed over a larger area) receive a higher rural density factor -- except where the minimum and maximum limits are reached).

Rural Density Ratio:

This measures the rural density relative to the total density of the board. This ratio is between 0 and 1 for all boards.

$$\text{Formula: } \frac{\text{Rural enrolment} / \text{Rural area (sq. km)}}{\text{Total enrolment} / \text{total area (sq. km)}}$$



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education and Secretary
RE: **Committee of the Whole Board and Regular Board Proposed Schedule**
DATE: August 28, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board approved the Proposed Schedules for the 2017-2018 Committee of the Whole Board and Regular Board Meetings.

Background:

The agendas for Committee of the Whole Board and Regular Board meetings are initiated primarily by the Board's Multi-Year Plan.

Over the last number of years, the Board has systematically reviewed all its By-Laws and numerous policies. There are a number of policy reviews that will come to the Board during the 2017-2018 year.

The review of both Policy and Procedures requires a 60-day period of community consultation. Administration will bring a revised draft Policy or Procedure with a request to circulate to stakeholder groups. At the end of the 60-day period, administration will consider the input received and bring the revised Policy (for approval) or Procedure (for information) back to a Committee of the Whole Meeting.

The attached proposed schedules set out the regular reports and overview reports that the trustees would expect to see over the course of the year. There are always other reports that are added to the agendas as Ministry of Education direction is received and as the regular work of the Board progresses.

Respectfully submitted,

Brenda Blancher
Director of Education

2017-2018
Agenda Schedule for the Committee of the Whole Board and Regular Board Meeting

Meeting date	Meeting	Report Name	Owner(s)
August 28, 2017	Board	Major Construction Update (FT2)	R. Wyszynski
		Approval of Next Year's CW and Board Schedules of Agenda Items	B. Blancher
		OPSBA Membership Fee for (upcoming school year)	R. Wyszynski
		Energy Conservation Consumption Report (previous school year)	R. Wyszynski
		Summary of Accounts - June 2017	R. Wyszynski
		Summary of Accounts - July 2017	R. Wyszynski
		OPSBA Report	OPSBA Trustee
	Board IC	<i>Director's Operational Goals for 2017-2018 Report (In Camera) (BL25)</i>	<i>B. Blancher</i>
		<i>Legal Updates</i>	<i>S. Sincerbox</i>
		<i>Superintendent Performance Appraisal Report</i>	<i>B. Blancher</i>
September 11, 2017	CW	Data Report - SAL Annual Report (P104)	D. Martins
		Enrolment Update	R. Wyszynski
		Alternative Education / Turning Point Report	D. Martins
		OPSBA Report	OPSBA Trustee
September 25, 2017	Board	Major Construction Projects – Final Report	R. Wyszynski
		Annual Operating Plans - School Year (Next Year)	
		• Well Being	L. Thompson
		• Technology	D. Abbey
	Board IC	• Community	B. Blancher
		• Equity	W. Baker
		• Environment	R. Wyszynski
		Summary of Accounts - August 2017	R. Wyszynski
October 16, 2017	CW	<i>Legal Updates</i>	<i>S. Sincerbox</i>
		Data Report - Voluntary Aboriginal Self- Identification (SO16)	B. Blancher
		Enrolment Update	R. Wyszynski
		Primary Class Size Report	R. Wyszynski
		2017-18 Board Action Plan on First Nations Metis Inuit (FNMI) Board Action Plan	B. Blancher
		Public Consultation Plan for Special Education Annual Review	L. Thompson
		Compensatory Education Plan 2017-2018	L. Thompson
		OPSBA Report	OPSBA Trustee
		Social Media Guidelines	B. Blancher
October 30, 2017	Board	2017-2018 Draft Board Improvement Plan for Student Achievement	L. De Vos/ L. Thompson/ D. Martins
		2016-2017 Board Improvement Plan for Student Achievement Goals & EQAO Board Results	L. De Vos/ L. Thompson/ D. Martins
		Summary of Accounts - September 2017	R. Wyszynski
	Board IC	<i>Legal Updates</i>	<i>S. Sincerbox</i>
		<i>President's Council Report - October 12, 2017</i>	<i>Board Chair</i>
November 13, 2017	CW	Data Report - Student Expulsion Report (SO7)	W. Baker
		Data Report - Student Suspension Report (SO6)	W. Baker
		Draft Annual Update, Multi-Year Accessibility Plan 2012-17	L. Thompson
		Educational Technology Update	D. Abbey
		GELA Annual Report	D. Martins
		Parenting and Family Literacy Centres Update	L. De Vos
		Trustee Honoraria (F4) [in non-municipal election years]	R. Wyszynski
		Trustees' Travel and PD Expenses (F3)	R. Wyszynski
		Health and Safety Annual Report 2016-2017	R. Wyszynski
		Grand Erie Parent Involvement Committee (GEPIC) Membership 2017-2018	B. Blancher
		OPSBA Report	OPSBA Trustee
	CW IC	<i>Final Stage Grievances – Summary Report (In Camera) (BL7)</i>	<i>S. Sincerbox</i>
November 27, 2017	Board	Enrolment Update	R. Wyszynski
		Major Construction Update (FT2)	R. Wyszynski
		Organizational Board Meeting — Set Date, Time and Place	B. Blancher
		Preliminary Year End (F2)	R. Wyszynski
		Report to INAC (Indigenous and Northern Affairs Canada) and Six Nations of the Grand River	B. Blancher
		Workforce Report	S. Sincerbox
		Technology Infrastructure Review	D. Abbey
		Summary of Accounts - October 2017	R. Wyszynski
	Board IC	<i>Legal Updates</i>	<i>S. Sincerbox</i>
		<i>President's Council Report - November 16, 2017</i>	<i>Board Chair</i>

Meeting date	Meeting	Report Name	Owner(s)
December 11, 2017	Board	Audit Committee Annual Report	Audit Chair
		Borrowing Authority	R. Wyszynski
		Review of Borrowing Bylaws not on Board's Review Schedule	R. Wyszynski
		Revised Budget Estimates	R. Wyszynski
		Signing Officers	R. Wyszynski
		Consolidated Financial Statements - August 31, 20xx	R. Wyszynski
		Summary of Accounts - November 2017	R. Wyszynski
		OPSBA Report	OPSBA Trustee
	Board IC	<i>Appointment to the Elementary Principal and Vice-Principal Pool</i>	<i>S. Sincerbox</i>
		<i>Appointment to the Secondary Principal and Vice-Principal Pool</i>	<i>S. Sincerbox</i>
		<i>Elementary and Secondary Principal and Vice-Principal Placements</i>	<i>S. Sincerbox</i>
		<i>Legal Updates</i>	<i>S. Sincerbox</i>
January 15, 2018	CW	Category III Trips	B. Blancher
		Enrolment vs Capacity by School Report	R. Wyszynski
		Schedule of Pre-Budget Consultation Meetings	R. Wyszynski
		OPSBA Report	OPSBA Trustee
	CW IC	<i>Final Stage Grievances — Summary Report (In Camera) (BL7)</i>	<i>S. Sincerbox</i>
January 29, 2018	Board	Major Construction Update (FT2)	R. Wyszynski
		Quarterly Budget Report (F2)	R. Wyszynski
		Summary of Accounts - December 2017	R. Wyszynski
	Board IC	<i>Legal Updates</i>	<i>S. Sincerbox</i>
		<i>President's Council Report - January 18, 2018</i>	<i>Board Chair</i>
February 12, 2018	CW	Data Report – Levelled Literacy Intervention (LLI) and Empower Reading	L. Thompson / L. DeVos
		Employee Assistance Program Annual Report (HR112)	S. Sincerbox
		OPSBA Report	OPSBA Trustee
		Draft Proposed School Year Calendar 20XX-20XX	W. Baker
February 26, 2018	Board	Workforce Report	S. Sincerbox
		Summary of Accounts - January 2018	R. Wyszynski
	Board IC	<i>Director's Interim Performance Appraisal Report (BL25) (In Camera)</i>	<i>Board Chair</i>
		<i>Legal Updates</i>	<i>S. Sincerbox</i>
March 5, 2018	CW	Board Approved Transportation Review	R. Wyszynski
		Information Technology Services Annual Report	D. Abbey
		Transportation Consortium Annual Report	R. Wyszynski
		Allocation of Self-Contained Classrooms for 2018– 2019	L. Thompson
		Compensatory Education Action Plan	L. Thompson
		(i) Compensatory Action Plan	
		(ii) School Selection	
		(iii) Funding Direction Report	
		Strategic Communication Plan	B. Blancher
March 26, 2018	Board	OPSBA Report	OPSBA Trustee
		<i>Final Stage Grievances — Summary Report (In Camera) (BL7)</i>	<i>S. Sincerbox</i>
March 26, 2018	Board	Major Construction Update (FT2)	R. Wyszynski
		Schedule of Budget Review Meetings (F2)	R. Wyszynski
		Board Improvement Plan for Students Achievement Mid-year Update (from October 30, 2016)	L. De Vos/ L. Thompson/ D. Martins
		Summary of Accounts - February 2018	R. Wyszynski
		<i>Legal Updates</i>	<i>S. Sincerbox</i>
	Board IC	<i>President's Council Report - March 1, 2018</i>	<i>Board Chair</i>
April 9, 2018	CW	Secondary Class Size	S. Sincerbox
		International Students — Fee Structure	R. Wyszynski
		Mileage Remuneration Review	R. Wyszynski
		Educational Technology Initiative Update	D. Abbey
		Data Report - e-Learning Annual Report	D. Martins / D. Abbey
		Summer School Report	D. Martins
		Annual School Effectiveness Framework Report	L. De Vos / D. Martins
		Trustees' Expenses Report (F3)	R. Wyszynski
		Education Week 2017	B. Blancher
		Quality Accommodations Update (BL8)	R. Wyszynski
		Before and After School Programs 2018 - 2019	L. De Vos
		OPSBA Report	OPSBA Trustee
		Facility Renewal Plan 2018-2019	R. Wyszynski
		<i>Term Appointments — Teachers Central Support (In Camera) (HR105)</i>	<i>S. Sincerbox</i>
	CW IC		

Meeting date	Meeting	Report Name	Owner(s)
April 30, 2018	Board	Enrolment Update	R. Wyszynski
		Quarterly Budget Report (F2)	R. Wyszynski
		Workforce Report	S. Sincerbox
		Summary of Accounts - March 2018	R. Wyszynski
	Board IC	Appointment to the Elementary Principal and Vice-Principal Pool	S. Sincerbox
		Appointment to the Secondary Principal and Vice-Principal Pool	S. Sincerbox
		Elementary and Secondary Principal and Vice-Principal Placements	S. Sincerbox
		Secondary Summer School Principal and Vice-Principal Placements	S. Sincerbox
		Legal Updates	S. Sincerbox
		President's Council Report - April 12, 2018	Board Chair
May 14, 2018	CW	2018-2019 Committee/Board Meeting Schedule	B. Blancher
		Allocation of Educational Assistants	L. Thompson
		Community Planning and Facility Partnerships – Annual Facility Status Report (FT11)	R. Wyszynski
		OPSBA Report	OPSBA Trustee
		Student Senate Report	B. Blancher
		Student Trustee Selection (BL29)	B. Blancher
		Data Report - Learner Intervention Tracking for Excellence (LITE) – Referrals for Professional Development	L. Thompson
		MISA Update	B. Blancher
May 28, 2018	Board	2016-2020 Multi Year Plan Update	B. Blancher
		Major Construction Update (FT2)	R. Wyszynski
		Annual Operating Plan (2017-2018)	
		• Well Being	L. Thompson
		• Technology	D. Abbey
		• Community	B. Blancher
	Board IC	• Equity	W. Baker
		• Environment	R. Wyszynski
		Summary of Accounts - April 2018	R. Wyszynski
		Legal Updates	S. Sincerbox
		Self-Funded Leaves	S. Sincerbox
June 11, 2018	CW	Compensatory Education Plan	L. Thompson
		OPSBA Report	OPSBA Trustee
		Annual Review of the Special Education Plan	L. Thompson
		2018-2019 Operating Budget	R. Wyszynski
		Category III Trips (SO105)	B. Blancher
		Implications of 2018-19 Friday the 13th Events on the Lakewood Elementary School	W. Baker
	CW IC	Final Stage Grievances — Summary Report (In Camera) (BL7)	S. Sincerbox
June 25, 2018	Board	GEPIC Annual Report (Bylaw 8)	B. Blancher
		Quarterly Budget Report (F2)	R. Wyszynski
		Summary of Accounts - May 2018	R. Wyszynski
	Board IC	Director's Performance Review Report (In Camera at 6:00 p.m. (BL25))	Board Chair
		Legal Updates	S. Sincerbox
		President's Council Report - June 14, 2018	Board Chair

Items at all Meetings

Special Education Advisory Committee Minutes
 Joint Occupational Health and Safety Committee Minutes
 Director's Report
 Student Trustees' Report

Items as Required

1. Audit Committee
2. Grand Erie Parent Involvement Committee Minutes
3. Privacy and Information Management Committee Minutes
4. Native Advisory Committee Minutes
5. Quality Accommodations Committee Minutes
6. Student Transportation Services of Brant Haldimand Norfolk (STSBHN) Minutes
7. Compensatory Education Committee Minutes

2017 - 2018
Bylaws, Policies and Procedures Review Schedule

Review Date	Type	#	Item	SR. Admin	Comments Due	Approved at Board
February 27, 2017	Policy	F02	Budget Development Process	R. Wyszynski	May 5, 2017	October 2017
March 24, 2017	Policy Procedures	F04 HR118	Trustee Honoraria Occasional Teacher Performance Appraisal	R. Wyszynski S. Sincerbox	June 2, 2017 June 2, 2017	September 2017 September 2017
June 26, 2017	Policy Procedures	SO14 SO18 SO19 SO136	Equity and Inclusive Education Environmental Education and Stewardship Privacy and Information Management Equity and Inclusive Education - rescind	W. Baker R. Wyszynski L. DeVos W. Baker	November 3, 2017 November 3, 2017 November 3, 2017 November 3, 2017	January 2018 January 2018 January 2018 January 2018
September 23, 2017	Policy Procedures	SO20 HR107 HR121 P106	Assessment, Evaluation and Reporting Maintaining Employee Safety While Working With Identified Exceptional Students Injury/Incident/Disease Investigation and Reporting Home Instruction	D. Martins L. Thompson R. Wyszynski L. DeVos	December 1, 2017 December 1, 2017 December 1, 2017 December 1, 2017	January 2018 January 2018 January 2018 January 2018
October 29, 2017	Policy Procedures	F05 HR02 F102 F103 FT112	Advocacy Consideration of Employee Concerns Purchasing Card Program Travel and Expense Claims Disposal of Surplus Furnishings and Equipment	R. Wyszynski S. Sincerbox R. Wyszynski R. Wyszynski R. Wyszynski	January 12, 2018 January 12, 2018 January 12, 2018 January 12, 2018 January 12, 2018	February 2018 February 2018 February 2018 February 2018 February 2018
November 20, 2017	Policy Procedures	SO27 FT114 FT119 HR112 HR124	Acceptable Use of Information Technology Employee Use of Board-Owned Property and Equipment Boundary Reviews Employee Assistance Program (EAP) Principal/Vice Principal Performance Appraisal	D. Abbey R. Wyszynski R. Wyszynski S. Sincerbox S. Sincerbox	February 9, 2018 February 9, 2018 February 9, 2018 February 9, 2018 February 9, 2018	March 2018 March 2018 March 2018 March 2018 March 2018



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business & Treasurer
RE: **OPSBA Membership Fee for 2017-2018**
DATE: August 28, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the 2017-2018 OPSBA Membership Fee of \$65,691.42 plus HST for payment.

Background:

The 2017-18 OPSBA Membership renewal invoice has been received requesting a total fee of \$65,691.42 plus HST (\$54,963 plus HST in 2016-17). A copy of the invoice and supporting correspondence is attached. The 2017-18 Operating Expenditure Budget approved by the Board included an estimate of \$59,794 for this fee.

In the past, the Board directed administration to bring the OPSBA membership renewal forward for approval when invoiced. Business Services is seeking approval to process the payment of the fee in September as invoiced.

Respectfully submitted,

Raf Wyszynski
Superintendent of Business & Treasurer



Ontario Public School Boards' Association
 439 University Avenue, 18th Floor
 Toronto, ON M5G 1Y8
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 Fax: (416) 340-7571
webmaster@opsba.org
www.opsba.org

Laurie French
 President

W.R. (Rusty) Hick
 Executive Director

Leading Education's Advocates

July 25, 2017

TO: David Dean, Board Chair and Brenda Blancher, Director of Education
 CC: Jamie Gunn, Superintendent of Business Services & Treasurer

GRAND ERIE DISTRICT SCHOOL BOARD

The success of the Ontario Public School Boards' Association (OPSBA) is strengthened by the commitment of our members to the value of publicly funded education. We appreciate this opportunity to share with you some highlights of our work as an Association that support you in your role and the many benefits OPSBA membership offers our member boards.

OPSBA's primary role is supporting school boards, the only democratically elected body with a specific responsibility for the education and well-being of our children and youth. Through every aspect of our work, we provide a strong collective voice for public education. We know that we represent the many divergent and unique interests of our members and, in so doing, we have demonstrated our ability to collectively influence education policy and advocate for investment in education in Ontario. As a representative organization, governed by our members, we take our lead from you and strive to support you in fulfilling your mandates to your students, parents, staff and community.

Throughout this year we have continued to make gains in many areas that are critical to supporting student achievement and well-being for all students in our care. Some of our accomplishments this year include:

- As designated employer bargaining agent under the *School Boards Collective Bargaining Act* (SBCBA), OPSBA successfully extended the existing collective agreements with CUPE, ETFO Teachers and Education Workers, the Education Workers' Alliance of Ontario, the Ontario Council of Educational Workers, and OSSTF Teachers and Education Workers from September 2, 2017 to August 31, 2019. An extension agreement has also been approved for the Principal/Vice-Principal Terms and Conditions of Employment to August 31, 2020. Between January 2016 and February 2017, OPSBA was involved in a comprehensive consultation process to review the SBCBA.
- The provincial government's legislative agenda has engaged OPSBA in a wide range of [advocacy work](#), including responses to Bill 45, *Election Statute Law Amendment Act*; Bill 65, *Safe School Zones Act*; Bill 68, *Modernizing Ontario's Municipal Legislation Act*, and Bill 114, *Anti-Racism Act*. While OPSBA's 2017-2018 Grants for Student Needs (GSN) submission to the Ministry advocated for funding to support all member boards, we are also continuing to lead in advocating for a northern strategy and adequate supports to address the region's unique needs.
- OPSBA was the founding member of the [Ontario Coalition for Children and Youth Mental Health](#). The Coalition's profile continues to grow and its ability to provide timely expert advice on issues is well-recognized throughout the province.

- In May, OPSBA was approved for an Ontario Labour Market Partnership grant by the Ministry of Advanced Education and Skills Development to lead a provincial project to answer the key research question: Why do school boards find it challenging to recruit sufficient numbers of French teachers and support staff, and what strategies can be implemented by key stakeholders to satisfy the increasing market demand?
- OPSBA's [Indigenous Trustees' Council](#) has been engaged in a number of issues, including tuition agreements and the creation of a revised mandatory curriculum featuring appropriate Indigenous material. Much of this work stems from the Calls to Action from the Final Report of the Truth and Reconciliation Commission. OPSBA is also leading the creation of a new trustee professional development module providing a review of the history of Indigenous peoples in Canada and Ontario with examples of related good work being undertaken by school boards across Ontario.
- In response to the Ministry of Education's Well-Being Engagement Paper in November 2016, OPSBA coordinated a survey of our members. This informed our well-received [summary report](#), which contained recommendations and guiding principles and was forwarded to the Ministry.
- OPSBA released a [Discussion Paper](#) on the Education Quality and Accountability Office (EQAO) and Large Scale Testing in Ontario in December 2016. The Discussion Paper summarized OPSBA member survey results, identified key themes and issues for consideration when examining the future of large scale testing and proposed a series of recommendations.
- OPSBA spearheaded the creation and led the advocacy and development work of an Executive Compensation Steering Committee comprising leadership from the four publicly funded school systems to build a provincial, sector-wide Executive Compensation Framework and posting template, in compliance with government Broader Public Sector (BPS) Legislation and Regulations. Developed with the support of Mercer (Canada) Limited, an independent consulting company that deals with Executive Compensation, the Framework and template will support all 72 publicly funded school boards in the process of creating their own draft Executive Compensation Programs as required by legislation.
- Building on the results of last year's survey of member trustees, OPSBA will continue its advocacy for trustee compensation. The Association will be recommending changes to the regulation governing honoraria in order to seek a more equitable formula that addresses the important role and work of the democratically elected school board trustee.
- Our Public Education Symposium, Education Labour Relations and Human Resources Conference, Annual General Meeting and Program and regional meetings offered trustees and school board staff a [dynamic opportunity](#) for professional learning, networking and an exchange of ideas. Work has already begun on the fifth Summit on Children and Youth Mental Health, which will be held April 12 and 13, 2018.

In addition to the items noted above, OPSBA continues to advocate for school boards on issues affecting students, trustees, school board staff and local communities. We lobbied for increased and sustained collaboration among school boards, community agencies and municipal governments, including promoting the value of schools as community hubs, where appropriate, as the provincial government rolls out its Community Hubs Strategic Framework and Action Plan. We also provided a comprehensive written response to the Ministry of Education regarding the province-wide consultation on education in rural and remote communities, focusing on the factors that best provide for student success in our rural and remote areas, including Northern Ontario.

Looking ahead, we are seeking to lead a proposed partnership with the Ministry of Education to update our suite of trustee and school board resources for the 2018 Municipal and School Board Elections, including the well-visited [elections website](#). In addition, we will be developing a communications campaign to highlight education issues leading into next year's provincial election.

The Association is represented on a number of government working tables, including two new ones that were announced in the 2017-18 GSN – the Student Transportation Working Group and the Employee Benefits Working Group. We have positive, and mutually respectful, everyday working relationships with the Minister of Education and her political staff, the Premier’s Office, and senior staff at the Ministry of Education, as well as opposition parties. These relationships allow us to represent the voice of our public school boards on the diverse range of issues that affect our students and communities and have an impact on school operations. We are mindful, as well, of the full political spectrum in our province and engage in continuing dialogue with politicians and staff from all parties. Our strong partnerships with the many education-based organizations in Ontario, and beyond, are a strategic part of providing a productive depth of service.

Our programs and services are highly cost effective. The financial benefits of membership far exceed not only the membership fee itself, but the outcomes that could be achieved by boards acting individually. Working with our partners at the Ontario Education Services Corporation, our interventions on copyright tariffs, natural gas rates and electricity rates have continued to create significant savings for all school boards and cover membership fees many times over. When this is combined with the other benefits created through our coordination and advocacy, the value of membership speaks for itself.

The 2017-2018 OPSBA membership fee for your board is \$58,134.

OPSBA is an active, solution-focused organization dedicated to serving our members. We represent an influential force in the shaping of education policy and school board governance. You are invited to review more information about the valuable services OPSBA offers your board by clicking on the Key Work and Annual Report links at www.opsba.org.

We thank you for your continued membership and valued participation in OPSBA this coming year.

Best Regards,



Laurie French
President



W. R. (Rusty) Hick
Executive Director

Examples of 2016-17 savings realized for:

GRAND ERIE DISTRICT SCHOOL BOARD

Savings in Copyright Fees: \$61,590

Savings in Energy Costs: \$68,400

Attachment: Invoice for the 2017-2018 OPSBA fees



**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

Ontario Public School Boards' Association

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Invoice to:		Grand Erie District School Board 349 Erie Avenue Brantford, Ontario N3T 5V3	
Invoice# 010-17/18	Date: September 01, 2017	HST #10780 0344 RT 0001	
QTY	DESCRIPTION		AMOUNT
	<p align="center">2017-2018 Membership Fee September 01, 2017 to August 31, 2018</p> <p>* Final Billing</p>		\$58,134.00
Please make cheque payable to:		Subtotal	\$58,134.00
Ontario Public School Boards' Association		HST @ 13%	\$7,557.42
Terms of Payment : Due upon receipt		Total	\$65,691.42

Copy 1 - Customer

Copy 2 - Accounting

Copy 3 - File



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business & Treasurer
RE: **Capital Priorities Project Funding Submissions**
DATE: August 28, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the School Consolidation Capital Priorities for submission to the Ministry of Education.

1.0 Background:

The recently released Ministry memorandum **2017:B7 Requests for Capital Priorities Project Funding Submissions** calls on Boards to submit business cases identifying their urgent and pressing pupil accommodation needs.

Capital Priority Submission Highlights/Summary Points

- The submission deadline for all capital funding requests is September 8, 2017
- The 2017 Capital Priorities projects are required to open no later than the 2020-2021 school year.
- School boards may apply for capital funding support for the creation of new or renovated licensed child care spaces and child and family program in schools as part of a larger school capital project.
- The ministry will include joint-use school participation among its criteria in reviewing all project submissions.
- School Boards are required to prioritize their requests and identify the priority on their submissions through the School Facilities Inventory System (SFIS)
- The ministry will be inviting priority submissions once per year in the future rather than twice per year as in the recent past. The ministry will continue to support both growth and school consolidation projects through its annual Capital Priorities program.

2.0 Priority Recommendations:

Guided by the Board Long Term Accommodation Plan – March 2017, we recommend that business cases be submitted for the following consolidation projects.

2.1 Priority One - New School Project for the Southwest Brantford area as follows:

- A new elementary school to accommodate the current and future enrolment from the final phases of residential development in the Wyndfield community of Southwest Brantford. This school would eliminate the portable classrooms in use now and in future school-years at Walter Gretzky and Ryerson Heights schools.
- The proposed school would include the partnership with the City of Brantford and the Brantford Public Library Board for shared use of the adjacent sports facilities currently planned for the site, the inclusion of a City of Brantford community centre as part of the

facility, a child care and child and family centre as well as the co-building of a Brantford Public Library Branch which would also serve as the school library.

2.2 Priority Two - New Joint Elementary School Project for Caledonia as follows:

- A new joint elementary school to be a co-build with the Brant Haldimand Norfolk Catholic District School Board to serve the new Avalon (McClung Road) development in Caledonia. The recent boundary review for this area will see students from this development attend at Caledonia Centennial until the new joint school is approved and constructed.

The two business cases outlined above have been developed and, pending Board approval, will be submitted prior to the September 8, 2017 Ministry deadline.

Respectfully submitted,

Raf Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
FROM: Raf Wyszynski, Superintendent of Business and Treasurer
RE: **Contract Award – Pauline Johnson Hospitality Classroom**
DATE: August 28, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board the Grand Erie District School Board receive the report on the Contract Award – Pauline Johnson Hospitality Classroom.

Background:

A request for Tender 2017-247-T was issued for interior renovations for Multiple Handicapped Classroom and Hospitality Classroom at Pauline Johnson Collegiate and Vocational School on June 14, 2017 and closed on June 29, 2017.

A total of 12 companies attended the mandatory site meeting and 6 companies submitted bids.

Tender Submissions:

Contractor	Base Bid Amount
Abcott Construction	\$742,892.00
Bestco	\$1,108,599.00
CPM Construction	\$952,826.06
Hall Construction	\$860,788.00
MJ.K Construction	\$817,014.00
Porteous - Hardcastle	\$778,485.00

Additional Information

As the timing of the bid submission did not occur until the end of June, with a decision made in July, the Director and Superintendent of Business approved the award of the contract to Abcott Construction as per Procedure F107 – Purchasing, section 3.5.

Respectfully submitted,

Raf Wyszynski
Superintendent of Business and Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Major Construction Project Report**
DATE: August 28, 2017

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

Background:

Following is a status update for the 2016-17 Major Construction Projects in process.

Thompson Creek Addition:

Scope:

Create (4) new classrooms to facilitate the consolidation of Anna Melick Memorial School students with Thompson Creek effective September 1, 2017.

Timeline:

February 2017 - Complete design phase and seek approval to issue tender. COMPLETED
March 2017 - Seek Board approval to award contract work. COMPLETED
April to August 2017 - Complete project work. PARTIALLY COMPLETE
September 2017 - New space occupied by staff and students.

Status – (progress as of August 23, 2017):

Addition project is substantially complete and remaining flooring work is expected to be completed within established project timelines.

As reported earlier, masonry work was to be completed during July/August. Once the repairs were underway, large quantities of asbestos containing vermiculite were discovered between the block and brick veneer. It was also discovered that the cause of a deflection and failure of wall was caused by deterioration of the foundation.

The engineer instructed the Board to install shoring on both floors to strengthen the wall. In addition, weeping tile was added to redirect water from the foundation.

The Board then engaged the services of its asbestos consultants; Maple Environmental. It was determined that a type 3 outdoor removal method using an asbestos abatement contractor was required. The asbestos removal has been completed. It is expected that the completion of this work will not have an impact to staff or students once school commences.

Budget:

Capital Priorities Grant approval has been received from the Ministry of Education and the addition project is expected to be completed within the approved budget. However, the wall/foundation

deterioration and resulting asbestos removal will result in an additional cost of approximately \$500,000. This additional amount will be funded from School Condition Improvement.

Fairview Avenue Redevelopment:

Scope:

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

Timeline:

February 2017	- Seek Board approval to appoint a project architect. COMPLETED
February - April 2017	- Complete schematic design phase and seek approval to issue tender. COMPLETED
May – June 2017	- Complete all drawings and tender documents. COMPLETED
August 2017	- Issue tender
September 2017	- Close tender and seek Board approval to award contract work.
September 2017 to August 2018	- Complete project construction work.
September 2018	- New school occupied by staff and students.
September to October 2018	- Old school demolished and site restored

Status:

Tender was issued on August 25, 2017.

Budget:

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

Pauline Johnson Collegiate Hospitality Program Report:

Scope:

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

Status:

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **2015-2016 Energy Consumption / Conservation Report**
DATE: August 28, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the 2015-2016 Energy Consumptions/
Conversation Report as information.

Background:

In 2009, The Green Energy Act (GEA) was passed by the Government of Ontario in order to promote and expand energy conservation throughout the public sector within the province. Effective in 2012, under Ontario Regulation 397/11, public agencies such as municipalities, school boards, universities, colleges and hospitals are required to report annually on their energy consumption and greenhouse gas (GHG) emissions. O. Reg. 397/11 requires annual reporting on the previous fiscal year be completed by July 1st each year.

Each school board is required to report the total consumption of all energy types for all facilities. The use of electricity, natural gas and all other energy sources for each building must be identified within the report. All data must be uploaded onto the Ministry of Energy's reporting module. From the reporting module, a report is generated using the Ministry of Energy's reporting template.

As part of O. Reg. 397/11, Boards are required to submit their completed report to the Ministry of Energy, post the report on both the internet and intranet sites, and provide a hard copy at their office to any interested member of the public.

The annual report must include the following information:

- Name of site and building type (i.e. school, administration, etc).
- Full Address
- Gross floor area
- Hours of operation per week
- Whether or not the school has a pool
- Number of portables on site
- Electricity (kWh) consumption for fiscal year
- Natural gas (m3) consumption for fiscal year, if applicable
- Other energy sources consumption (i.e. propane) for fiscal year, if applicable
- Total greenhouse gas emissions (kg) for each site
- Total ekWh/sq ft (equivalent kilowatt hours per square feet) for each site.

Grand Erie District School Board's 2015-2016 Energy Report was successfully completed, uploaded and available as of June 26, 2016. For the purpose of the report, GEDSB reports on Branlyn and Notre Dame while the BHCNDSB reports on St. Basils and Walter Gretzky. A copy of the data report is attached as **Appendix A**.

Report Data and Variables:

The report provides readers with an insight and overview into the energy consumption and performance of sites within Grand Erie District School Board.

The most informative figures within the report are the Energy Intensity figures located in the last column. Energy Use Intensity (EUI), measured in equivalent kilowatt hours per square metre (ekWh/sqft), is the base unit used by energy managers for comparison purposes. This metric is developed by first establishing natural gas consumption which is reported as cubic metres (m³) or gigajoules (GJ). Propane consumption reported in litres are also reported. These consumptions are then converted to equivalent kilowatt hours (ekWh). Total energy consumption is calculated by adding ekWh of gas and propane use to electrical consumption, already reported in kWh. Determining intensity involves accounting for square footage of all facilities in our inventory. This produces the EUI measured in ekWh/sq ft.

Natural Resources Canada have established a benchmark for Ontario schools of 23.69 ekWh/sq ft within their National Energy Performance Report. Within GEDSB's 2015-2016 GEA report, the average EUI was 17.54 ekWh/sq ft. Outlined below is Grand Erie District School Board's average and median energy use intensity figures from the current and previous two GEA reports.

Grand Erie DSB – Energy Use Intensity

Energy Use Intensity (ekWh/sq foot)	2013-2014	2014-2015	2015-2016
Average	20.64	20.45	17.54
Median	19.99	19.59	16.72

The chart below outlines the average and median energy use intensity (ekWh/sq ft) for GEDSB Elementary sites separated by hydro, natural gas and total energy as per the 2015-2016 GEA Report. All figures are in ekWh/sq ft.

Energy Use Intensity – Elementary School Sites

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
Average	5.49	10.92	16.72
Median	4.94	10.96	16.17

The chart below outlines the average and median energy use intensity (ekWh/sq ft) for GEDSB Secondary sites separated by hydro, natural gas and total energy as per the 2015-2016 GEA Report. All figures are in ekWh/sq ft. This includes all secondary school locations and Grand Erie Learning Alternatives on Rawdon Street.

Energy Use Intensity – Secondary School Sites

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
Average	6.31	12.63	19.31
Median	5.44	12.1	18.01

The chart below outlines the average and median energy use intensity (ekWh/sq ft) for GEDSB Administration sites separated by hydro, natural gas and total energy as per the 2015-2016 GEA Report. All figures are in ekWh/sq ft. Average and median wasn't provided for administration sites due to small quantity of sites.

Energy Use Intensity – Administration Sites

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
Education Centre/Facility Services	19.21	14.32	33.97
Joseph Brant Learning Centre	7.68	11.1	19.11
Teachers Resource Centre	17.88	6.67	24.43

Energy intensity is driven by energy consumption at each site. This is impacted by a number of variables that must be considered. It is important to note that some variables are beyond the control of the school board itself. For example, both community growth and Ministry-driven expectations require additional space and extended hours at a facility which would increase energy demand and consumption. Examples of other facility variables include:

- Year of construction and building design, including Building Automation Systems (BAS), building envelope, etc.
- Building area, including renovations, additions, portables, etc.
- HVAC equipment on site, including system type, system age, lifecycle considerations, areas with air conditioning and vented spaces.
- Site use/Facility Type – elementary, secondary, administrative or maintenance facility
- Shared use schools, including libraries, literacy centres, sports fields, childcare facilities and other third party partnerships.
- Hours of operations and specialty programming, including before and after school programs, community use, summer school, etc.
- Other variables which greatly impact the energy consumption at a site include:
 - Weather as colder or hotter weather conditions drive energy demand
 - Location and topography of the site (lake effect, wind, etc.)
 - Occupancy behaviour

Example of variable: Age of Building & Performance:

Below is an example of one of the variables. The age of the facility plays a large role in the energy performance of a building. Newer facilities include air conditioning, additional fans and pumps to draw in outside air, and were built based on different standards compared to our older facilities. As you can see, newer facilities use more hydro than schools over 100 years old, however, they use much less natural gas. All figures are in ekWh/sq ft.

Energy Use Intensity by Building Age

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
1-24 years old: 3 SCHOOLS	Average: 7.32 Median: 7.4	Average: 7.69 Median: 6.82	Average: 15.24 Median: 14.43
25-49 years old: 14 SCHOOLS	Average: 7.4 Median: 6.34	Average: 9.88 Median: 9.03	Average: 17.58 Median: 17.62
50-74 years old: 42 SCHOOLS	Average: 5.19 Median: 4.85	Average: 11.91 Median: 11.28	Average: 17.41 Median: 16.3
75-99 years old: 10 SCHOOLS	Average: 4.42 Median: 4.3	Average: 10.91 Median: 11.49	Average: 15.65 Median: 16.3
100 years +: 6 SCHOOLS	Average: 5.92 Median: 5.4	Average: 11.15 Median: 12.1	Average: 17.4 Median: 17.32

It is important to note when reviewing this information that budget and actual expenses cannot be compared directly year over year as a metric for operational efficiencies. Consumption is weather dependent and costs are market dependent. Market pricing can greatly fluctuate due to weather, demand, storage and other variables. As a strategy, The Grand Erie DSB purchases energy sources (electricity, natural gas and propane) in bulk as a commodity, when available, through a consortium.

Outlined below is Grand Erie District School Board's total utility consumptions from previous GEA reports. Values below are raw data.

Grand Erie Total Utility Consumption

Energy Consumed	2013-2014	2014-2015	2015-2016
Total Electricity (kWh)	24,480,307	23,631,331	23,741,079
Total Natural Gas (m3)	5,106,086	5,077,042	4,132,805
Total Propane (L)	36,603	32,351	24,913

Outlined below is Grand Erie's top 10 performing buildings based on the total energy use intensity alone (hydro + natural gas intensity).

Grand Erie Top Ten Performing Sites

School:	Energy Use Intensity:
Central PS	9.15
Caledonia Centennial PS	11.21
Thompson Creek E S	11.49
Branlyn PS	11.77
Coronation (vacant)	11.77
Brantford CI & VS	12.06
Major Ballachey PS	12.12
Fairview Avenue PS	12.35
Cobblestone Elementary School	12.57
River Heights E S	12.66

Outlined below is Grand Erie's bottom 10 performing buildings based on the total energy use intensity alone (hydro + natural gas intensity).

Grand Erie Bottom Ten Performing Sites

School:	Energy Use Intensity:
Tollgate Technological Skills Centre	34.66
Board Office & Facility Services	33.96
Paris Central PS	26.44
Hagersville SS	26.02
McKinnon Park SS	25.31
Waterford PS	25.21
Herman E. Fawcett Teacher Resource Centre	24.43
Onondaga-Brant PS	24.33
Echo Place PS	24.16
Princess Elizabeth PS	23.00

Energy Demand and Conservation:

As the Grand Erie District School Board continues to monitor energy consumption and performance data under O. Reg 397/11, energy management initiatives and strategies will continue to be implemented and developed. These initiatives and strategies can be categorized into three categories:

- Design/Construction/Retrofit
- Operations and Maintenance
- Occupant Behaviour

The **design, construction and retrofit** encompasses the original and ongoing intent of how a building and its systems are to perform as a whole. This includes but is not limited to: lighting retrofits and upgrades, HVAC upgrades, Building Automation System expansion and upgrades, and building envelope upgrades. Grand Erie DSB has begun the process of retrofitting all existing lighting to LED. This includes the replacement of all light tubes, ballasts and a number of fixtures. This also includes the extensive work which is taking place on our masonry, windows and roofs which will improve our buildings energy performance and conservation.

The **Operations and Maintenance** includes the strategies which are used to ensure that existing buildings and equipment perform at peak efficiency. This includes but is not limited to: preventative maintenance, energy audits, policy and planning, and real-time monitoring.

Finally, an efficient building requires educated occupants. The **occupant behaviour** strategies will assist in educating occupants, including staff, students, community users and the wider community, in changing specific behaviours in order to reduce our energy consumption. This includes but is not limited to: staff and student conference, Building Automation training, energy workshops, Ontario EcoSchools program, partnerships with outside organizations (i.e. Conservation Authorities), and energy monitoring and dashboard.

Summary:

This report was created in order to outline the Green Energy Act's Ontario Regulation 397/11 requirements for Ontario school boards including Grand Erie District School Board. It has hopefully provided readers with a better understanding and insight into energy consumption and performance of our sites. The Grand Erie District School Board will continue to expand and improve its energy and environmental conservation initiatives for the betterment of our students, staff, school community, and the environment.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Energy Consumption and Greenhouse Gas Emissions Reporting - for 2015									
Press TAB to move to input areas. Press L to confirm consecutive 12-mth period (mth-yr to mth-yr)	Sept/2015 - Aug/2016								
Sector	School Board								
Agency Sub-sector	School Board								
Organization Name	Operation Type	Address	City	Postal Code	Total Floor Area	Unit	Avg hrs/wk	Swimming Pool (Yes/No)	Number of Portables
Please fill in the mandatory fields indicated in red, in addition to submitting data on your energy usage.									
		Electricity	Natural Gas		Propane		Total (calculated in webform)		
		Quantity	Unit	Quantity	Unit	Quantity	GHG Emissions (kg)	Energy Intensity (ekWh/sqft)	
Stephenson Building	School	2160 Yonge Street	Toronto	M7A 2G5	135,034.00	Square meters	70	Yes	10
Agnes G Hodge PS	School	52 Clench Avenue	Brantford	N3T 1B6	39,905.37	Square feet	80	No	0
Anna Melick Memorial S	School	1347 Hutchinson Rd., R Dunnville	Brantford	N1A 2W7	18,297.00	Square feet	80	No	0
Banbury Heights PS	School	141 Banbury Rd	Brantford	N3P 1E3	42,733.77	Square feet	80	No	6
Bellevue PS	School	97 Tenth Avenue	Brantford	N3S 1G5	39,030.46	Square feet	80	No	1
Bloomsburg PS	School	25 Concession 12, R.R. Waterford	Waterford	N0E 1Y0	23,433.03	Square feet	80	No	0
Board Office & Facility Services	Administrative offices and related facilities	349 Erie Avenue	Brantford	N3S 2H7	26,959.10	Square feet	80	No	3
Boston PS	School	2993 Cockshutt Rd., R.1 Waterford	Waterford	N0E 1Y0	21,893.79	Square feet	80	No	0
Branlyn PS	School	238 Brantwood Park Rr Brantford	Brantford	N3P 1N9	86,329.10	Square feet	100	No	4
Brantford CI & VS	School	120 Brant Ave	Brantford	N3T 3H3	204,578.90	Square feet	80	No	0
Brier Park PS	School	10 Blackfriar Lane	Brantford	N3R 6C5	35,542.96	Square feet	80	No	3
Burford Elementary (formerly Burforc School	School	35 Alexander St	Burford	N0E 1A0	46,360.16	Square feet	80	No	0
Caledonia Centennial PS	School	110 Shetland St	Caledonia	N3W 2H1	29,923.67	Square feet	80	No	0
Cayuga SS	School	70 Highway #54	Cayuga	N0A 1E0	131,704.10	Square feet	80	No	0
Cedarland PS	School	60 Ashgrove Ave	Brantford	N3R 6E5	36,935.26	Square feet	80	No	4
Centennial-Grand Woodlands S	School	41 Ellenson Dr	Brantford	N3R 3E7	29,493.11	Square feet	80	No	0
Central PS	School	135 George St	Brantford	N3T 6B4	32,980.62	Square feet	80	No	0
Cobblestone Elementary School	School	179 Grandville Circle	Paris	N3L 0A9	48,022.00	Square feet	80	No	0
Coronation (Brantford)	School	54 Ewing Dr.	Brantford	N3R 5H8	28,430.00	Square feet	10	No	0
Courtland PS	School	1012 Queen Street, Bo Courtland	Brantford	N0J 1E0	24,864.63	Square feet	80	No	0
Delhi DSS	School	393 James St	Delhi	N4B 2B6	89,890.49	Square feet	80	No	0
Delhi PS	School	227 Queen St	Delhi	N4B 2K6	37,319.00	Square feet	80	No	3
Dufferin PS	School	106 Chestnut Ave	Brantford	N3T 4C6	39,590.19	Square feet	80	No	3
Dunnville SS	School	110 Helena St	Dunnville	N1A 2S5	151,913.40	Square feet	80	No	0
Echo Place PS	School	723 Colborne St	Brantford	N3S 3R5	18,376.00	Square feet	80	No	0
Elgin Avenue PS	School	80 Elgin Ave	Simcoe	N3Y 4A8	40,121.00	Square feet	80	No	0
Fairview Avenue PS	School	223 Fairview Ave W	Dunnville	N1A 1M4	33,330.00	Square feet	80	No	0
Fairview PS	School	34 Norman Street	Brantford	N3R 2Y1	30,201.00	Square feet	80	No	5
Glen Morris Central PS	School	522 Glen Morris Rd E	Glen Morris	N0B 1W0	16,693.00	Square feet	80	No	2
Graham Bell-Victoria PS	School	56 Grand St	Brantford	N3R 4B2	34,103.00	Square feet	80	No	0
Grand Erie Learning Alternatives - Bra School	School	365 Rawdon St	Brantford	N3S 6J3	20,343.79	Square feet	80	No	0
Grandview Central PS	School	11 Thrush St	Dunnville	N1A 1X7	20,479.00	Square feet	80	No	0
Grandview PS	School	68 North Park St	Brantford	N3R 4J9	31,757.00	Square feet	80	No	0
Greenbrier PS	School	33 White Oaks Ave	Brantford	N3R 5N8	22,068.00	Square feet	80	No	0
Hagersville Elementary School	School	40 Parkview Road	Hagersville	N0A 1H0	30,868.00	Square feet	80	No	1
Hagersville SS	School	70 Parkview Rd	Hagersville	N0A 1H0	132,596.60	Square feet	80	No	1
Herman E. Fawcett Teacher Resource Admini	Administrative offices and related facilities	108 Tollgate Road	Brantford	N3R 4Z6	18,909.11	Square feet	80	No	0
Houghton Annex	School	505 Fairground SR, R.R. Langton	Brantford	N0E 1G0	2,798.62	Square feet	40	No	0
Houghton PS	School	505 Fairground Sideros Langton	Brantford	N0E 1G0	27,289.08	Square feet	80	No	4
J L Mitchenr PS	School	Box 99 60 Munsee St St Cayuga	N0A 1E0	N3S 2H7	35,900.22	Square feet	80	No	0
James Hillier PS	School	62 Queensway Dr	Brantford	N3R 4W8	30,211.06	Square feet	80	No	2
Jarvis PS	School	14 Monson St	Jarvis	N0A 1J0	31,947.30	Square feet	80	No	0
Joseph Brant Learning Centre	Administrative offices and related facilities	347 Erie Ave	Brantford	N3S 2H7	19,278.69	Square feet	80	No	3
King George PS	School	265 Rawdon St	Brantford	N3S 6G7	39,245.22	Square feet	80	No	0
Lakewood Elementary (Formerly Port School	School	713 St. George St	Port Dover	N0A 1N0	90,309.21	Square feet	80	No	0
Langton PS	School	23 Albert Street	Langton	N0E 1G0	20,214.62	Square feet	80	No	0
Lansdowne PS	School	21 Preston Blvd	Brantford	N3T 5B1	28,997.97	Square feet	80	No	0
Lynndale Heights ES	School	55 Donly Drive South	Simcoe	N3Y 5G7	35,284.10	Square feet	80	No	0
Major Ballachey PS	School	105 Rawdon St	Brantford	N3S 6C7	47,813.29	Square feet	80	No	0
McKinnon Park SS	School	91 Haddington St	Caledonia	N3W 2H2	125,390.10	Square feet	80	No	14
Mount Pleasant PS	School	667 Mt. Pleasant Road Mt. Pleasant	N0E 1K0	N3R 4L1	18,556.98	Square feet	80	No	0
North Park C & VS	School	280 North Park St	Brantford	N3R 4L1	175,155.20	Square feet	80	No	7
North Ward PS	School	107 Silver St	Paris	N3L 1V2	43,927.52	Square feet	80	No	0

Oakland-Scotland PS	School	15 Church Street West	Scotland	N0E 1R0	21,667.75	Square feet	80	No	0	138,732.00000	KWh	23,668.78000	Cubic Meter	50,374.13966	18,01195
Oneida Central PS	School	661 4th Line	Caledonia	N3W 2B2	21,402.61	Square feet	80	No	5	160,134.60000	KWh	24,968.14000	Cubic Meter	53,698.57738	19,88031
Onondaga-Brant PS	School	21 Brant School Rd., R./Brantford	Brantford	N3T 5L4	20,674.23	Square feet	80	No	2	131,871.30000	KWh	34,923.20000	Cubic Meter	71,373.86232	24,33113
Paris Central PS	School	7 Broadway St E	Paris	N3L 2R2	24,756.99	Square feet	80	No	0	238,858.00000	KWh	39,125.67000	Cubic Meter	83,657.26228	26,44412
Paris DHS	School	231 Grand River St N	Paris	N3L 2N6	148,945.00	Square feet	80	No	7	833,191.50000	KWh	173,778.70000	Cubic Meter	362,334.95119	17,99371
Pauline Johnson C & VS	School	627 Colborne St	Brantford	N3S 3M8	184,622.60	Square feet	80	No	0	699,993.80000	KWh	165,969.60000	Cubic Meter	342,169.95554	13,34550
Port Rowan PS	School	48 College Avenue	Port Rowan	N0E 1M0	22,927.13	Square feet	80	No	0	111,589.90000	KWh	24,761.49000	Cubic Meter	51,339.48882	16,34524
Prince Charles PS	School	40 Morton Ave	Brantford	N3R 2N5	28,621.24	Square feet	80	No	0	165,907.10000	KWh	36,637.29000	Cubic Meter	75,994.65077	19,40098
Princess Elizabeth PS	School	60 Tecumseh St	Brantford	N3S 2B5	25,887.21	Square feet	80	No	0	100,657.40000	KWh	46,432.79000	Cubic Meter	91,868.54271	22,95090
Rainham Central PS	School	RR 1 572 Concession 5	Fisherville	N0A 1G0	23,795.77	Square feet	80	No	2	132,914.40000	KWh	22,670.68000	Cubic Meter	48,251.21281	15,71092
River Heights E S	School	37 Forfar St.	Caledonia	N3W 1L6	52,887.18	Square feet	80	No	0	226,375.80000	KWh	41,691.52000	Cubic Meter	88,002.19932	12,65834
Russell Reid PS	School	43 Cambridge Dr.	Brantford	N3R 5E3	29,267.07	Square feet	80	No	0	141,599.80000	KWh	27,086.62000	Cubic Meter	56,952.28380	14,67418
Ryerson Heights	School	33 Dowden Ave	Brantford	N3T 0A3	59,414.63	Square feet	80	No	0	439,974.30000	KWh	39,247.80000	Cubic Meter	92,043.02829	14,42559
Seneca Central PS	School	2767 Reg Rd #9	York	N0A 1R0	16,913.01	Square feet	80	No	0	66,639.22000	KWh	18,108.14000	Cubic Meter	36,937.82550	15,31889
Simcoe Comp S	School	40 Wilson Ave	Simcoe	N3Y 2E5	146,606.80	Square feet	80	No	0	858,351.90000	KWh	173,341.10000	Cubic Meter	362,527.81671	18,42058
St George-German PS	School	3 College Street	St. George	N0E 1N0	41,430.29	Square feet	80	No	0	414,606.40000	KWh	36,096.61000	Cubic Meter	85,056.68578	19,26690
Teeterville PS	School	229 Teeter St. PO Box 1	Teeterville	N0E 1S0	21,194.14	Square feet	80	No	0	96,649.10000	KWh	30,494.87000	Cubic Meter	61,573.35229	19,85180
Thompson Creek E S	School	800 Cross St W	Dunnville	N1A 1N7	52,463.30	Square feet	80	No	0	212,419.50000	KWh	36,751.94000	Cubic Meter	78,097.39595	11,49396
Tollgate Technological Skills Centre	School	112 Tollgate Rd	Brantford	N3R 4Z6	101,939.60	Square feet	80	No	6	1,192,167.00000	KWh	220,310.50000	Cubic Meter	464,864.96720	34,66345
Valley Heights SS	School	2561 #59 Highway	Langton	N0E 1G0	109,092.20	Square feet	80	No	0	669,000.00000	KWh	125,566.20000	Cubic Meter	264,525.46001	18,36510
Walpole North E S	School	1895 Regional Rd. #55,	Hagersville	N0A 1H0	19,886.65	Square feet	80	No	0	87,716.79000	KWh	24,047.89000	Cubic Meter	49,022.33053	17,26246
Walsh Public School	School	933 St. John's Road We	Simcoe	N3Y 4K1	37,297.47	Square feet	80	No	3	160,053.30000	KWh	32,641.63000	Cubic Meter	68,202.98821	13,59238
Waterford DHS	School	227 Main St., South	Waterford	N0E 1Y0	126,260.70	Square feet	80	No	0	567,809.00000	KWh	140,614.20000	Cubic Meter	288,872.52244	16,33307
Waterford PS (Formally A.B. Masseca	School	100 East Church St	Waterford	N0E 1Y0	18,769.31	Square feet	80	No	2	153,612.60000	KWh	30,059.74000	Cubic Meter	63,060.43976	25,20502
West Lynn PS	School	18 Parker Dr	Simcoe	N3Y 1A1	28,815.63	Square feet	80	No	0	163,745.50000	KWh	40,398.72000	Cubic Meter	83,018.46333	20,58237
Woodman Drive (Cainsville PS)	School	51 Woodman Dr	Brantford	N3S 4K3	25,295.71	Square feet	80	No	4	179,829.40000	KWh	23,104.12000	Cubic Meter	50,972.99559	16,81609



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – June 2017**
DATE: August 28, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the months of June
2017 in the amount of \$11,627,042.74 as information.

Rationale/Background:

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

Respectfully submitted,

Raf Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – July 2017**
DATE: August 28, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the months of July
2017 in the amount of \$7,038,765.87 as information.

Rationale/Background:

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

Respectfully submitted,

Raf Wyszynski
Superintendent of Business & Treasurer



F-1-c Audit Committee

June 27, 2017
Norfolk School Support Centre, Waterford
Carolinian Room

MINUTES

COMMITTEE MEMBERS PRESENT:

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

RESOURCE STAFF PRESENT:

Brenda Blancher, Director of Education
Cindy Smith, Manager of Business Services
Kathryn Underwood, Recording Secretary
Suk Bedi, Internal Auditor, PwC
Hasan Qazi, Internal Auditor, PwC

1. Call to Order and Welcome and Introductions

The Chair welcomed the committee members and resource staff, round table introductions were made. The meeting was called to order at 6:00 p.m.

2. Declaration of Conflict of Interest

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

3. Review June 27, 2017 Agenda

Moved by: D Sowers

Seconded by: CA Sloat

“That the Audit Committee approve the agenda of June 27, 2017.”

CARRIED.

4. In Camera Session

Moved by: D Sowers

Seconded by: B Lovekin

“That the Audit Committee move to go in camera to discuss a personal matter.”



F-1-c Audit Committee

June 27, 2017
Norfolk School Support Centre, Waterford
Carolinian Room

CARRIED.

Open session resumed at 6:15 pm.

5. Minutes

5.1. Approval of March 28, 2017 minutes.

It was noted that C Smith was absent from the meeting and the minutes will be amended.

Moved by: CA Sloat

Seconded by: D Sowers

“That the Audit Committee approve the minutes of March 28, 2017 as amended.”

CARRIED.

6. Business Arising from Previous Minutes

6.1. There was no business arising from the previous minutes.

7. Internal Audit

7.1. Internal Audit Report-Budget Planning, Development and Control

S Bedi presented the report on budget planning, development and control and highlighted the summary of findings, detailed observations and considerations for improvement. PwC reviewed current policies, procedures and processes with input from staff and noted that the audit found no concerns.

One recommendation is to enhance the budget policy and supporting documentation. Management agreed with the finding and will be reviewing the considerations and proposed action plan by March of 2018.

Further recommendations were presented but their overall rating was determined a lower risk.

PwC thanked Management for their support and input in the process.

In response to a question on the Budget tracking, S Bedi identified that tracking changes at the granular level could be improved.



F-1-c Audit Committee

June 27, 2017
Norfolk School Support Centre, Waterford
Carolinian Room

The committee made the observation regarding the need for an additional support person for Business Services to support the schools and the Budget process and revised estimates and this was supported as part of the upcoming budget. In response to a question, C Smith explained that Business Services provides the financial reporting for (EPO) Education Programs-Other grants.

It was discussed that policy F2 Budget Development Process is currently under review. This policy will be shared as part of the September Audit Committee meeting. The revised policy will be presented at the October Committee of the Whole meeting.

Committee received the Budget Planning, Development and Control report as information and requested that this be included as part of the Audit Committee minutes.

7.2. Audit Committee Validation Report-S Bedi

S Bedi reviewed the validation report and reminded the committee that the Internal Audit must adhere to the Regional Internal Audit Mandate. He further clarified that the validation report identifies potential risks to help determine the focus to develop a three-year internal audit plan. The three-year internal audit plan will be presented at the September Audit Committee meeting.

S Bedi reviewed the Management and Audit Committee value in the context of an internal audit, the audit universe, strategic objectives and the outcome of the Risk Assessment with Management.

In response to a question, S Bedi reported that trending for the audits conducted at other boards will be shared.

Moved by: D Sowers
Seconded by: B Lovekin

“That the Audit Committee accepts the Inputs to Internal Audit Planning Process for Validation Report as presented.”

CARRIED.

7.3. Internal Audit Performance Summary



Audit Committee

June 27, 2017

Norfolk School Support Centre, Waterford
Carolinian Room

Chair Collver reviewed the Internal Audit Performance Summary and indicated that not all responses were received due to a transition of new committee members.

C Smith reported that the timing for the Budget Planning, Development Control Audit was difficult but it was a good working relationship with PwC.

The Audit Committee members **shared their appreciation for PwC's** positive approach and their patience and support was greatly appreciated.

8. External Audit

8.1. Appointment of External Auditor

R Collver explained to the committee discussed the history of the external auditor and the value with continuing with the same service provider.

Moved by: CA Sloat

Seconded by: C Woodley

"That Millard, Rouse and Rousebrugh continue as the external auditor and request that the audit plan and fee estimates be presented at the September Audit Committee meeting."

CARRIED.

9. Consent Items

9.1. Consolidated Due Diligence Report

The committee received the due diligence report as of May 2, 2017.

9.2. Budget Report Q3 ended May 31, 2017

The committee received the quarterly report as of May 31, 2017.

11. Future Meeting Dates:

The committee discussed changing the time and location of the Audit Committee meetings. The committee agreed to change the starting time to 4:00pm and relocated the meetings to be held at the Education Centre, room to be determined.

- Tuesday, September 19, 2017 | Education Centre | Brant Room | 4:00 pm
- Tuesday, November 21, 2017 | Education Centre | Brant Room | 4:00 pm
- Tuesday, December 5, 2017 | Education Centre | Brant Room | 4:00 pm
- Tuesday, March 27, 2018 | Education Centre | Brant Room | 4:00 pm
- Tuesday, May 8, 2018 | Education Centre | Brant Room | 4:00 pm



F-1-c

Audit Committee

June 27, 2017

Norfolk School Support Centre, Waterford
Carolinian Room

12. Adjournment-Chair

Moved by: D Sowers

Seconded by: CA Sloat

That the Audit Committee of June 27, 2017 adjourn at 7:07 p.m.

CARRIED.

June 20, 2017

The Honourable Mitzie Hunter
Minister of Education
Mowat Block, Queen's Park
Toronto, ON M7A 1L2

Dear Minister Hunter:

On behalf of the Board of Trustees of the Peel District School Board, I am writing in regards to hiring practices at the Peel Alternative School – Central (PAS-Central), a secondary Section 23 program administered by the Peel District School Board and located in the Roy McMurtry Youth Detention Centre in Brampton.

PAS-Central is a school that serves some of the highest needs students in the Province of Ontario. On any given day, the school serves approximately 100 male youth who have been incarcerated for the most serious of youth and adult crimes. School for these youth is a sanctuary where they can continue the educational programs that they have left behind in their home communities. Each of the 100 students studies on an individual program and the teachers and teaching assistants at the school are highly trained and highly specialized in curriculum delivery, differentiated instruction, classroom management, restorative practices, non-violent crisis intervention and individual assessment. Teaching at PAS-Central is not for everyone, and it is only those teachers who have a strong desire to work with youth at this risk level who can be successful in the setting and provide the kinds of specialty programming that is required to assist these students.

As you are aware, Regulation 274 requires district school boards to hire Long-Term Occasional teachers into vacant contract positions based on their seniority on the LTO list. Because teachers working at PAS-Central cannot be successful without the kind of specialized training mentioned above, it is the belief of the Board of Trustees of the Peel District School Board that a setting such as this one, and others like it across the province, should be exempted from the hiring practices outlined in Regulation 274. I think we can all agree that youth attending this school deserve the very best that the board has to offer in terms of staff, resources and facilities. We believe that the Regulation 274 restrictions placed upon the Principal when hiring her staff severely limit her ability to always place the right staff in PAS-Central classrooms.

.../2

Trustees

Janet McDougald, Chair
Suzanne Nurse, Vice-Chair
Carrie Andrews
Stan Cameron
Robert Crocker
Nokha Dakroub

David Green
Sue Lawton
Brad MacDonald
Kathy McDonald
Harkirat Singh
Rick Williams

Director of Education and Secretary
Tony Pontes

Associate Director,
Instructional Support Services
Scott Moreash

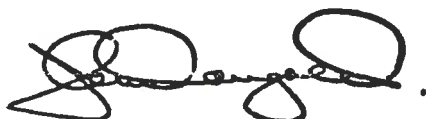
Associate Director,
Operational Support Services
Jaspal Gill

- 2 -

I respectfully request, on behalf of the Board of Trustees of the Peel District School Board, that the Ministry of Education consider an exemption from Regulation 274 for PAS-Central and that the Principal be permitted to hire staff who are best suited for work in this setting. This will assist her to best meet the needs of students in the setting and to provide the differentiated resourcing for these students that they deserve.

We look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Janet McDougald', with a stylized flourish at the end.

Janet McDougald
Chair

- c. OPSBA
Ontario School Board Chairs
Peel MPPs



Brantford Police Service

G. Nelson, Chief of Police R. Dinner, Deputy Chief of Police

July 7, 2017

Mrs. Brenda Blancher
Director of Education and Secretary
Grand Erie District School Board
349 Erie Avenue
BRANTFORD ON N3T 5V3

Dear Mrs. Blancher:

In a joint partnership with the Brant County OPP, Sharp Bus Lines and the Brantford Police Service, CAA Safety Patroller Training is being provided at the Children's Safety Village of Brant, from September 18 to 22, 2017 (9:15 a.m. to 2:30 p.m.). Safety patroller training is held to teach bus and foot patrollers, from County and City Schools, how to perform their duties for the 2017-2018 school year. Students may not assume patrol duties until this training has been successfully completed.

We are asking for your continued support by permitting students and teacher supervisors to attend this training. The training will consist of half-day sessions – a morning or an afternoon session – which will be approximately two hours in length.

In the past, police agencies and bus companies have arranged the bussing and pairing of schools to make the most efficient use of transportation. We could still arrange the bussing, but are hoping the School Boards will cover the cost of transportation as they did last year.

We look forward to hearing from you so that plans can move forward.

Yours in safety,

P.C. Andrea Cooper

Constable Andrea Cooper
School Safety Officer
519-756-0113, ext. 2210

AC/kd

Mailing Address: P.O. Box 1116, Brantford, Ontario N3T 5T3
Street Address: 344 Elgin Street, Brantford, Ontario N3S 7P6
Telephone: (519) 756-7050 • Fax: (519) 756-4272 • Web Site: www.brantfordpolice.ca

"Promoting Public Safety"

Ministry of Children
and Youth Services

Youth Justice Services Division

Direct Operated Facilities Branch

Director's Office

6711 Mississauga Rd,
7th Floor, Suite 700
Mississauga, ON L5N 2W3
Telephone : (905) 826-1508
Facsimile : (905) 826-1707

Ministère des Services
à L'enfance et à la Jeunesse

Division des Services de Justice
pour la Jeunesse

Direction des Établissements
directement administrés
par le ministère

Bureau du Directeur

6711 rue Mississauga
7^e étage, bureau 700
Mississauga, ON L5N 2W3
Téléphone : (905) 826-1508
Télécopieur : (905) 826-1707



July 31, 2017

Mrs. Brenda Blancher
Director of Education and Secretary
Grand Erie District School Board
349 Erie Avenue
Brantford ON N3T 5V3

Re: Education Services Agreement – Sprucedale Youth Centre

Dear Mrs. Blancher,

I want to acknowledge the Notice of Termination that was submitted to my office on June 14th, 2017.

Prior to receiving the letter, the Direct Operated Facilities Branch was not aware of concerns from the school board that would have contributed to the decision to terminate the contract with Sprucedale Youth Centre.

Since receiving this termination we have been focused on gathering more information to better understand the circumstances that led to the board's decision, working toward developing next steps and discussing a potential resolution.

The relationship between Sprucedale Youth Centre and the Grand Erie District School Board is one we are very proud of and a partnership that has achieved great success in serving youth at Sprucedale Youth Centre. Through our conversations with the Ministry of Education, we expect they will be reaching out to you in the near future. We look forward to being part of the discussion that leads to us moving forward together and continuing to provide the best possible opportunities for youth at Sprucedale Youth Centre to succeed in achieving their educational goals.

-2-

Sincerely,



John Scarfo
Director
Direct Operated Facilities Branch
Youth Justice Services
Ministry of Children and Youth Services

cc: David Dean – Grand Erie District School Board
Louise Sirisko – Special Education Policy and Programs Branch
Greg Slaght – Sprucedale Youth Centre
Michael McDonald – Ministry of Education Regional Office
Joy Antoniuk – Ministry of Education Regional Office