



**GRAND ERIE DISTRICT SCHOOL BOARD**  
**Committee of the Whole Board No. 2**  
**November 11, 2013**  
**Education Centre, Board Room**

## **A G E N D A**

- A – 1 Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session (**6:30 p.m.**)
    - (i) Legal Matter
    - (ii) Property Matter
    - (iii) Personnel Matter
  - (d) Welcome to Open Session (**7:15 p.m.**)
  - (e) Agenda Additions/Deletions/Approval
  - (f) In Camera Report
- B – 1 Business Arising from Minutes and/or Previous Meetings**
- \* (a) BL5 Board and Committee of the Whole Board Meetings: Rules of Procedures (from Sept 9, 2013) **(A)** J. Forbeck
- C – 1 Director's Report**
- (a) Remembrance Day Presentation
- D – 1 New Business — Action/Decision Items**
- \* (a) Draft Annual Update, Multi-Year Accessibility Plan 2012-17 S. Sincerbox
  - \* (b) Ministry of Education School Board Modernization Consultations J. Forbeck
  - \* (c) Haldimand Secondary Accommodation Review Committee – Membership J. Forbeck
- D – 2 New Business — Information Items**
- \* (a) Advanced Placement Courses A. Nesbitt
  - \* (b) Educational Technology Initiative Update D. Abbey
  - \* (c) Health and Safety Annual Report 2012-2013 J. Gunn
  - \* (d) Trustees' Travel and PD Expenses (F3) J. Gunn
  - \* (e) Trustee Honoraria (F4) J. Gunn
  - \* (f) Primary Class Size Report J. Gunn
  - \* (g) Data Report – Student Suspension Report 2012-2013 W. Baker
  - \* (h) Data Report - Student Expulsion Report 2012-2013 W. Baker
  - \* (i) Revisions to Kindergarten Entry Process B. Blancher
  - \* (j) Parenting and Family Literacy Centres Update B. Blancher

Grand Erie Parent Involvement Committee	November 14, 2013, 6:30 p.m.	Waterford District High School – Dogwood Room
Special Education Advisory Committee	November 14, 2013, 6:30 p.m.	Board Room
Haldimand Secondary School Accommodation Review Committee	November 21, 2013, 7:00 p.m.	Cayuga Secondary School
Chairs’ Committee	November 25, 2013, 5:45 p.m.	Director’s Office
Regular Board	November 25, 2013, 7:15 p.m.	Board Room
Audit Committee	November 26, 2013, 6:00 p.m.	Norfolk SSC, Carolina Room
Nomination Board	December 2, 2013, 6:30 p.m.	Board Room
Organizational Board	December 2, 2013, 7:15 p.m.	Board Room
Audit Committee	December 3, 2013, 6:00 p.m.	Norfolk SSC, Carolina Room
Inaugural Board	December 9, 2013, 7:15 p.m.	Board Room



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education & Secretary

RE: **Bylaw 5 – Board and Committee of the Whole Board Meetings – Rules of Procedure**

DATE: November 11, 2013

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**Recommended Action:** It was moved by \_\_\_\_\_, Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve Bylaw 5 – “Committee of the Whole Board and Board Meetings – Rules of Procedure”.

**Recommended Action:** It was moved by \_\_\_\_\_, Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board repeal Bylaw 7 -“Committee of the Whole Board”.

### **Background**

By-Laws 5 and 7 returned to the Board for review on September 9, 2013. Trustees commented that there were significant areas of overlap and requested that examination of the possibility of combining both bylaws be undertaken.

### **Additional Information**

Carol Ann Sloat (Trustee) and John Forbeck (Director of Education and Secretary to the Board) reviewed both original bylaws to create a new Bylaw 5 for trustee consideration. There are numerous changes to align the new Bylaw with components from the former bylaws for consistency and readability.

### **Communication Plan**

This revised By-Law 5 will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

John Forbeck  
Director of Education & Secretary

**Board and Committee of the Whole Board Meetings — Rules of Procedure****Board Received:** November 2013**Review Date:** September 2013**1) Time and Date for Regular Board Meetings**

Regular meetings of the Board should be held on the fourth Monday of each month, with the exception of July and December, commencing at 6:30 p.m. Trustees will convene an In Camera session at 6:30 p.m. followed by an Open session commencing at 7:15 p.m. Committee of the Whole Board and Regular Board meeting dates will be set annually by board resolution. There will be two meetings scheduled in December, the first Monday shall consist of a Nomination meeting at 6 30 p.m. and an Organizational meeting held immediately following. The second Monday of December will be the Board Inaugural meeting and the regular board meeting for the month.

**2) Time and Date for Committee of the Whole Board Meetings**

A Committee of the Whole Board should meet on the first and second Mondays of each month, excluding July and August, commencing at 6:30 p.m., except as approved by Board Resolution , followed by an Open session commencing at 7:15 p.m.

**3) Terms of Reference****a) Committee of the Whole Board No. 1**

- i) receive information reports from staff;
- ii) make recommendations based on information reports;
- iii) review all Board by-laws. policies and procedures;
- iv) make recommendations to the Board regarding bylaws, policies and procedures.

**b) Committee of the Whole Board No. 2**

- i) receive and consider reports arising from statutory, ad hoc, and other committees;
- ii) determine whether a need exists for the establishment of special and/or ad hoc committees to study specific areas within the system, and recommend to the Board regarding each committee's terms of reference;
- iii) through staff reports, operating plan updates and presentations, review program plans and delivery from JK-12;
- iv) through the Director, receive reports and/or recommendations from the supervisory officers concerning the extension or modification of both academic and business services provided within the system;
- v) through the Director, receive and consider requests submitted by employee groups, outside agencies, individuals, etc.
- vi) consider and recommend a course of action regarding matters referred to the Committee by the Board;
- vii) review and establish the Board's annual operating budget;
- viii) make recommendations to the Board concerning educational, financial, personnel, and property matters.
- ix) All employee final stage grievances will be heard by the Director. A quarterly report of all grievances will be provided to the Board at the Committee of the Whole No. 2 meeting during the In Camera session.

#### 4) In Camera

Issues shall be discussed in camera in accordance with the definitions set out in the Education Act. Confidential in camera agenda and minutes shall be maintained through the Director and Secretary of the Board.

In-camera agendas and agenda items will be emailed to Trustees in advance of the meeting but may not be printed. In-camera agenda items will be distributed at the meeting and designated items will be returned at the conclusion of the meeting.

Once in camera deliberations have been completed, the Committee of the Whole or Board shall rise and report all actions approved in camera. All actions approved in camera shall be reported in a manner that protects and respects confidential and personal information.

#### 5) Special Meetings

A special meeting of the Board may be called by the Chair or Vice-Chair in the absence of the Chair, at any time on his/her own responsibility.

When the Chair will not comply with a request to convene a special meeting, a majority of the Board may call a special meeting by a written, signed requisition delivered to the Chair and the Secretary of the Board. The notice calling such special meeting shall contain a copy of the signed requisition, as well as a statement of business for which the meeting is called. No other business may legally be transacted.

Notice: Trustees shall be notified of a special meeting a minimum of twenty-four hours prior to the meeting date, when possible.

#### 6) Taking the Chair for Board or Committee Meetings

At the hour of meeting, the Chair or the Vice-Chair shall take the chair. The Vice-Chair may take the chair for at least two regular meetings.

#### 7) Absence of the Chair

- a) **Meeting Called to Order:** Should the Chair and Vice-Chair not be in attendance after the hour appointed, they shall be considered absent and the Secretary of the Board shall call the meeting to order.
- b) **Chair Chosen:** A member of the Board shall be chosen as Acting Chair to preside for the one meeting only, or until either the Chair or Vice-Chair arrives; in which case the Chair shall be vacated in his/her favour.
- c) **Arrival of Chair:** Should the chair be vacated in favour of the Vice-Chair and the Chair arrives later, it is the option of the elected Chair whether another change should be made in the presiding officer.
- d) **Authority of Acting Chair:** The Acting Chair shall have the same authority in presiding as would the Chair or the Vice-Chair, and shall vote on all questions.

#### 8) Quorum

- a) **Definition:** In accordance with the provisions of the Education Act, the presence of a majority of all the members constituting the Board is necessary to form a quorum
- b) **Recess for Lack of Quorum:** When a quorum is lost the meeting may be recessed while a quorum is sought.

- c) **Adjournment for Lack of Quorum:** Whenever an adjournment takes place in consequence of there not being a quorum present, the time of adjournment and the names of the members present shall be inserted into the records of the Board.

## 9) Access to Meetings

In accordance with the provisions of the Education Act and subject to Subsection 7(a), meetings of the Board and of a Committee of the Board, including a Committee of the Whole Board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public, except for improper conduct.

- a) **Closing of Certain Meetings:** A meeting of a Committee of the Board, including a Committee of the Whole Board, may be closed to the public when the subject matter under consideration involves:
  - i) the security of the property of the Board;
  - ii) the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board, or a pupil or her/his parent or guardian;
  - iii) the acquisition or disposal of a school site;
  - iv) decisions in respect of negotiations with employees of the Board;
  - v) litigation affecting the Board.
  - vi) **Improper Conduct:** The presiding officer may expel or exclude from any meeting any person who has engaged in improper conduct at a meeting.

## 10) Questions of Order

The rules of order and procedures contained in this By-Law shall be observed in all proceedings of the Board and Committees thereof, except where otherwise provided by Statute. The rules and customs as set out in Roberts Rules of Order shall govern, so far as is applicable, in all cases not provided for in this By-Law.

The Chair shall preserve order and decorum and decide upon all questions of order, subject to an appeal to the Board, and shall state the rule applicable to the case, if required.

## 11) Voting

- a) **Vote of Chair:** The Chair shall vote with the other members of the Board upon all questions, except as provided in Subsection 11(c).
- b) **Equality of Votes:** Any question on which there is a tie, the vote item will be defeated.
- c) **Vote by all Members:** When a question is put, every member present shall vote, unless the Board excuses him/her or except as provided in Subsection 11(c).
- d) **Disclosure of Interest:** In accordance with the Act respecting Conflict of Interest of Members of Municipal Councils and Local Boards, where a member of the Board, on his/her own behalf or while acting for, by, with, or through another, has any pecuniary interest, direct, or indirect:
  - i) in any contract or proposed contract with the Board;
  - ii) in any contract or proposed contract that is reasonably likely to be affected by a decision of the Board;
  - iii) in any other matter in which the Board is concerned, and is present at a meeting, including a committee or other meeting of the Board at which the contract, proposed contract, or other matter is the subject of consideration, s/he shall, as soon as practicable after the commencement of the meeting, disclose his/her interest and shall not take part in the consideration or discussion of or vote on any question with respect to the contract, proposed contract or other matter, or attempt in any way to influence the voting on any such question.

- iv) every disclosure of interest under Subsection 9 (d) shall be recorded in the minutes of the meeting by the Recording Secretary.
- e) **Calling the Question:** When the Chair is calling the question, no member shall walk out or across the house.
- f) **Recorded Votes:** Any member may call for the yeas and nays upon a division in the Board, in which case the names of those who vote for and those who vote against shall be entered in the minutes.

## 12) Resolutions

- a) **Presentation and Withdrawal:** After a resolution has been presented, it shall be deemed to be in the possession of the Board, but it may be withdrawn at any time. Such leave to withdraw shall be granted upon an affirmative vote of two-thirds of the members present.
- b) **Resolution under Consideration:** When any resolution is under consideration, no motion shall be received other than to adjourn, to lay on the table the previous question, to postpone, to refer or to amend. Such motions shall have precedence in the order named, the first and fourth of which shall be without debate and the third shall be debatable only as to time and place.
- c) **Division of Question:** When the question under consideration contains distinct propositions, the vote upon each proposition shall be taken separately upon the request of any member.
- d) **Amendments:** The previous question (i.e. demand for vote on present motion) until it is decided, shall preclude all amendments of the main question and shall be put, without debate, in the following words: "Shall this question be put now?" If this motion is resolved in the affirmative, the original question shall be put forth without any amendment or debate.  
All amendments shall be put in reverse order in which they are moved, except in filling blanks, where the longest time and the largest sum shall be put first. Every amendment shall be decided upon or withdrawn before the main question is put to vote.
- e) **Speaking after Question is called:** No member shall speak to the question after it is finally called by the Chair, or shall any other motion be made until after the result is declared. The decision of the Chair as to whether the question has finally been put shall be conclusive.
- f) **Motion Contrary to Rules:** Whenever the Chair is of the opinion that a motion offered to the Board is contrary to the rules and privileges thereof, s/he shall so inform the member immediately, before putting the question thereon, and quote the rule of authority applicable to the case, without comment.

## 13) Debates and/or Discussions at Board and Committee of the Whole Meetings

- a) **Motion Necessary for Discussion:** Except where the Board is sitting in Committee of the Whole, there shall be no discussion on a matter until a motion has been made.
- b) **Address to Chair:** A member, previous to his/her speaking on any question or motion, shall address the Chair. Subject matter of a member's remarks must be confined to the question in debate, avoiding discourteous remarks.
- c) **Chair Names Speaker:** Should two or more members rise at the same time, the Chair shall name the member who is to speak.
- d) **Interruptions:**
  - i) **Interruptions Only on Point of Order:** No member while speaking shall be interrupted by another, except on a point of order or for the purpose of explanation. The member so interrupting shall confine himself/herself strictly to the point of order or the explanation.
  - ii) **No Passing Between Chair and Member Speaking:** When a member is speaking, no other member shall pass between him/her and the Chair, nor hold discourse which shall interrupt him/her.
  - iii) **Call to Order:** The Chair, or any member through the Chair, may call a member to order while speaking, whereupon the debate shall be suspended and the member shall not speak

until the point of order shall be determined, unless to appeal the decision of the Chair. All such appeals shall be decided without debate.

- e) ***Speaking to the Question:*** At Committee of the Whole Board meetings, members may speak again once the first-time speakers list is completed. At Board meeting, no member, other than the one proposing a question or motion (who shall be permitted to reply), shall speak more than once without leave of the Board, except in explanation of a material part of his/her remarks which may have been misconceived, but then s/he is not to introduce new matter.
- i) ***Time Limit:*** No member shall speak more than five minutes on the same question without leave of the Board.
- f) ***Reading of the Question during Debate:*** It is the right of a Board member to require the reading of the question or motion under discussion for his/her information at any period of the debate, providing the member speaking shall not be interrupted.
- g) ***Chair Leaving the Chair for Debate:*** If the Chair desires to leave the chair for the purpose of taking part in the debate or for any other purpose, s/he shall call the Vice-Chair or one of the members of the Board to fill his/her place until s/he resumes the chair.

#### 14) Re-introduction of a Question

Any question which has been decided by the Board shall not be re-introduced in the same calendar year, except by a vote of two-thirds of the members present.

#### 15) Adjournment

- a) ***Motion:*** A motion to adjourn shall always be in order, but if defeated, no second motion to the same effect shall be made until some business shall intervene.
- b) ***Time:*** The Board or a Committee of the Whole Board shall not remain in session later than 10:00 p.m. without a motion to temporarily suspend this By-Law.





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Board of Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education & Secretary

RE: **Draft Trustee Appointment Process**

DATE: November 11, 2013

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<p><b>Recommended Action:</b> It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the trustee appointment process and application form.</p>
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### **Background:**

On Monday, November 4, 2013, Trustees recommended a motion to the Board to appoint a qualified trustee to the vacant position. The Secretary of the Board was asked to prepare a report to include a sample advertisement, application form and critical dates for the process. The Secretary has confirmed with the County that they need five working days to verify that a candidate is qualified to be appointed.

### **Qualified candidate:**

To be qualified a candidate must be; a Canadian citizen, over the age of 18, a public school Board supporter and live in the geographic jurisdiction of the Grand Erie District School Board.

### **Draft timelines for appointment process:**

November 11, 2013 (CTW No.2) – Trustees receive draft advertisement, application form and timeline for input and approval at the meeting.

November 12, 2013 – Secretary of the Board will send a copy of the Board resolution approving the organization of a process to appoint a trustee to the clerks in the County of Brant and Norfolk County.

November 13 - 29, 2013 – Advertisement will be shared with the community using the Board website and local newspapers.

November 29, 2013 at 12:00pm – Trustee applications are due to Debbie Fletcher by noon.

November 29, 2013 – Secretary of the Board will send the list of names/addresses of the applicants to county clerks in the County of Brant and Norfolk County requesting confirmation that the applicants are qualified.

December 9, 2013 – Trustees could schedule a time to meet to review applications and decide to create a short list or interview all candidates. Interview questions (if any) and the interview process will be confirmed.

December 10 -12, 2013 – Applicants are informed about interview process and provided with a pre-question if deemed appropriate by trustees.

December 16-19, 2013 or January 6-9, 2014 – Applicant interviews could be scheduled (there are no scheduled CTW meetings on Monday December 16, 2013 or January 6, 2014).

January 13 or 20, 2014 – Appointment of an applicant as a trustee will be announced at a Committee of the Whole meeting. Trustees may wish to consider holding Special Board meeting for final approval of the appointment to ensure we are within the 90 day provision in the Education Act.

January 27, 2014 – The appointment will be finalized for approval and/or this will be the official start date for the appointed trustee if a Special Board Meeting was held earlier in January.

**Possible decision-making process:**

All trustees are part of the interview. The Secretary of the Board could attend the interviews as a resource. A possible process for trustee consideration involves a series of voting rounds lasting until one candidate receives a majority of votes from the attending trustee voters. The following process could consist of the following rounds:

- Round One - All attending trustees will receive one ballot to vote for one candidate. Ballots will be tallied. The applicants with the no or one vote will be “eliminated” from the list and voting will enter round two.
- Round Two - The applicant with the least amount of votes in round two will be “eliminated” from the list and voting will enter round three.
- Rounds of voting will continue until one applicant has a majority of the attending trustee votes.

Respectfully submitted,

John Forbeck,  
Director of Education & Secretary



NOTICE OF APPLICATION  
PUBLIC SCHOOL  
TRUSTEE

(County of Brant and Norfolk County, Wards 3 & 7)

DECLARATIONS:

I hold the required qualifications for the position of school trustee:

- |   |   |
|---|---|
| <input type="checkbox"/> Canadian citizen                                       | <input type="checkbox"/> Public school supporter  |
| <input type="checkbox"/> Resident of the Brant, Brantford, Haldimand or Norfolk | <input type="checkbox"/> 18 years of age or older |

*Eligible applicants must meet all four required qualifications.*

I declare the following to be true (check all that apply):

- ☐ I have not been convicted of any indictable offence in Canada or the United States.
- ☐ I am not an employee of any school board.
- ☐ I understand my name and address will be distributed through the Board's public agenda, that the Notice of Application form will be a public document, and that the Board will be posting this information as well as the attached cover letter and resume on its website.

CONTACT INFORMATION (please print):

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Information on this form is collected for the purpose of administering all activities related to the consideration of applications for the position of school trustee with the Grand Erie District School Board pursuant to S.221 of the *Education Act*. Questions with respect to this collection may be addressed to the Director's Office, Grand Erie District School Board, 349 Erie Avenue, Brantford, ON N3S 2H7 or 1-888-548-8878 ext. 281133.

I understand that it may be necessary for the Grand Erie District School Board to consider my application in a public meeting under the provisions of the *Education Act*, and that personal information I have submitted as part of my application may therefore be disclosed publicly, both in such a meeting and in the agenda made available to the public prior to any such meeting. I consent to the disclosure of the personal information for the purpose of considering my application for school board trustee.

Dated this \_\_\_\_\_ day of \_\_\_\_\_ 2013. \_\_\_\_\_  
(Date) (Month) (Applicant Signature)

*Growing Excellence... Inspiring Success*



## APPLICATION PROCESS PLEASE READ CAREFULLY

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1. All applicants must complete, date, and sign the standard application form (electronic applications that include a signature will be accepted). The applicant must attach the following to the application form:
  - a. **A cover letter including a statement of intent that details the candidate's experience and beliefs related to the trustee position. In addition, the cover letter should outline the candidate's strong commitment to public education.**
  - b. **The applicant's resume including relevant qualifications, experience, and background.**
2. All completed applications with attachments **must be received by 12:00 p.m. noon on Friday, November 29, 2013.**
3. The Director's Office will verify qualifications of applicants and will notify ineligible candidates.
4. All qualified applicants who have been selected for an interview will be notified after December 10, 2013.
5. Applicants will be interviewed by members of the Board. Interviews will be held in **December/January.**
6. Interviews will be conducted in public. The names and addresses of all applicants will be recorded in a Board report. The Notice of Application form as well as applicants' resumes will be posted on the Board website.
7. The successful candidate will be approved by the Board in January, 2014.
8. The successful applicant will be sworn into office during a **Special Board Meeting/the Regular Board Meeting in January, 2014.**

Please apply to: Debbie Fletcher, Administrative Assistant to the Board of Trustees  
Grand Erie District School Board  
349 Erie Avenue, Brantford N3T 5V3  
1-888-548-8878 ext. 281133 or [debbie.fletcher@granderie.ca](mailto:debbie.fletcher@granderie.ca)  
Fax: 519-756-9181  
email: [debbie.fletcher@granderie.ca](mailto:debbie.fletcher@granderie.ca)

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Personal information on this form is collected as part of the Trustee application process and will be used to assist in the decision-making process to fill the vacancy for the position of Trustee County of Brant and Norfolk County, Wards 3 & 7. The notice of application form will be a public document. The Grand Erie District School Board reserves the right to post applicant information and the attached resume on the Board website. We appreciate all applications; however only those selected for an interview will be contacted.

*Growing Excellence... Inspiring Success*

# TRUSTEE APPOINTMENT

(County of Brant and Norfolk County, Wards 3 & 7)

Grand Erie District School Board is now accepting applications for a trustee appointment for the balance of the electoral term (to November 2014).

Trustees are elected officials who serve parents, students and taxpayers to support student achievement and well-being. Trustees are also the link between communities and the Board, ensuring Grand Erie schools meet the diverse needs of students in their respective communities.

***Candidates interested in the position must be:***

- *A Canadian citizen*
- *18 years of age or older*
- *A resident within the geographic jurisdiction of Grand Erie District School Board*
- *Must be a strong supporter of public education*

Application forms are available online at [granderie.ca](http://granderie.ca) or at 349 Erie Avenue, Brantford, Ontario. Completed forms must be submitted with a cover letter including a statement of intent and resume.

***Apply to:***

Debbie Fletcher, Administrative Assistant to the Board of Trustees  
1-888-548-8878 ext. 281133 or [debbie.fletcher@granderie.ca](mailto:debbie.fletcher@granderie.ca)

Applications are due November 29, 2013 at 12:00 p.m. Applicants will be contacted after December 10 and interviews will be held in December/January.

*For more information on the application process, visit [granderie.ca](http://granderie.ca)*

Rita Collver, Chair

John C. Forbeck, Director



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education and Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **Draft Annual Update, Multi-Year Accessibility Plan 2012-17**

DATE: November 11, 2013

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____</p> <p>THAT the Grand Erie District School Board approve the Annual Update, Multi-Year Accessibility Plan for 2012-17.</p>
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### Background

The *Ontarians with Disabilities Act (ODA)* came into effect in 2001. It required Boards of Education to prepare an annual accessibility plan that outlined strategies to identify, eliminate and prevent barriers to accessibility for persons with disabilities. The *Accessibility for Ontarians with Disabilities Act (AODA)*, 2005 and the *Integrated Accessibility Standards Regulation (IASR)*, 2011, include additional requirements for Boards of Education related to Customer Service, Transportation, Information & Communications, Employment and the Built Environment.

As required, the Grand Erie District School Board created a Multi-Year Accessibility Plan for the period 2012-17. The multi-year plan must be reviewed at least every five years. An annual report on the progress of the accessibility strategies must also be presented to the Board Committee of the Whole No. 2 during November of each year.

### Additional Information

The attached Annual Update of the Multi-Year Accessibility Plan has been vetted through the Special Education Advisory Committee (SEAC), Executive Council, the GEDSB Accessibility Committee, and all other stakeholders.

### Communication Plan

When approved, the Annual Update of the Multi-Year Accessibility Plan 2012-17 will be distributed in keeping with Board Bylaw BL9 and will be posted on the Board website.

Respectfully submitted,

Scott Sincerbox  
Superintendent of Education



# **GRAND ERIE DISTRICT SCHOOL BOARD**

349 Erie Avenue, Brantford, Ontario N3T 5V3  
(519) 756-6301 Long Distance 1-888-548-8878 Fax (519) 756-9181

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## **MULTI-YEAR ACCESSIBILITY PLAN**

**NOVEMBER 2012 TO NOVEMBER 2017**

**Annual Update, November 21, 2013**

# **MULTI-YEAR ACCESSIBILITY PLAN**

## **GRAND ERIE DISTRICT SCHOOL BOARD**

### **November 2012 – November 2017**

**Prepared by**  
**Accessibility Committee**  
**In accordance with:**  
***Ontarians with Disabilities Act (ODA)***  
***Accessibility for Ontarians with Disabilities Act (AODA)***  
**Integrated Accessibility Standards Regulation (IASR)**

**Annual Update, October, 2013**

This publication is available through the Grand Erie District School Board's

- website ([www.granderie.ca](http://www.granderie.ca) → BOARD → Accessibility)
- Education Centre/Head Office
- Three Regional School Board Offices/School Support Centres-please see below

-also available at-

- Participation House, 10 Bell Lane, Brantford 519-756-1430
- Regional Public Libraries
- In accessible formats upon request\*

\*Contact the Education Centre/Head Office

Regional School Board Offices/School Support Centres

BSSC: 108 Tollgate Road, Brantford, ON N3R 4Z6  
HSSC: 70 Parkview Road, P.O. Box 760 Hagersville, ON N0A 1H0  
NSSC: 227 Main St. S., Waterford, ON N0E 1Y0

(519) 754-1600 Fax: (519) 754-4842  
(905) 768-9886 Fax: (905) 768-9903  
(519) 428-1880 Fax: (519) 428-1886



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## **Aim**

This Multi-Year Accessibility Plan (the Plan) is developed in accordance with the Integrated Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (ODA), 2001*. The Plan describes the measures that the Grand Erie District School Board (the Board) will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Plan will be guided by the Board's Accessibility Policies and Procedures.

[Integrated Accessibility Standards Regulation \(IASR\) Policy \(weblink\)](#)

## **1.0 Objectives**

This Plan:

- 1.1** Describes the process by which the Board will identify, remove and prevent barriers;
- 1.2** Reviews recent efforts of the Board to remove and prevent barriers;
- 1.3** Describes the measures the Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- 1.4** Makes a commitment to provide an annual status report on the Board's implementation of the Multi-Year Accessibility Plan;
- 1.5** Makes a commitment to review and update the Plan at least once every 5 years;
- 1.6** Describes how the Board will make this Accessibility Plan available to the public.

## **2.0 Commitment to Accessibility Planning**

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee (SEAC), and the Accessibility Committee. It is the Board's role to consider and approve the Plan.

The Grand Erie District School Board is committed to:

- 2.1** Maintaining an Accessibility Committee;
- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and persons with disabilities;
- 2.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4** Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the Multi-Year Accessibility Plan.

The Director of Education has authorized the Accessibility Committee to review and update the Multi-Year Accessibility Plan that will enable the Grand Erie District School Board to meet these commitments.

### **3.0 Description of the Grand Erie District School Board**

The Grand Erie District School Board is a medium-sized school board in the Province of Ontario. It encompasses an area of 4,067 sq. km. in south-central Ontario and includes the City of Brantford and the Counties of Brant, Haldimand and Norfolk. Major cities and towns are: Brantford, Caledonia, Cayuga, Delhi, Dunnville, Hagersville, Paris, Port Dover, Simcoe and Waterford. The area's population is approximately 223,000.

#### **Board Mission Statement**

Engage, support, and inspire all learners to achieve and succeed.

#### **Board Vision Statement**

**GRAND ERIE**  
*Growing Excellence... Inspiring Success*

#### **Board Belief Statement**

We believe that our students should be considered first as the basis for decision-making.

## 5.0 Members of Accessibility Committee

Working Group Member	Department	Contact Information
Adams, Faye - Program Coordinator	Special Education	(519) 754-1606, ext. 287217 <a href="mailto:faye.adams@granderie.ca">faye.adams@granderie.ca</a>
Baker, Wayne - Superintendent of Education	Senior Management Safe Schools	(519) 756-6301, ext. 281149 <a href="mailto:wayne.baker@granderie.ca">wayne.baker@granderie.ca</a>
Bell, Sharon - Manager Human Resource Services	Human Resource Services	(519) 756-6306, ext. 281289 <a href="mailto:sharon.bell@granderie.ca">sharon.bell@granderie.ca</a>
Fleming-Gillespie, Erica – Vice-Principal, St. George-German	School Administration	(519) 448-1493 <a href="mailto:erica.fleming-gillespie@granderie.ca">erica.fleming-gillespie@granderie.ca</a>
Gregoire, Gabrielle – Web Designer	Communications and Community Relations	(519) 754-1606, ext. 281251 <a href="mailto:gabrielle.gregoire@granderie.ca">gabrielle.gregoire@granderie.ca</a>
Hobbs, Wayne - Executive Supervisor Student Support Services (Chair)	Student Support Services	(519) 756-1606, ext. 287237 <a href="mailto:wayne.hobbs@granderie.ca">wayne.hobbs@granderie.ca</a>
Hunt, Doug-Participation House	Community	(519) 756-1430 ext. 273 <a href="mailto:dhunt@participationhousebrantford.org">dhunt@participationhousebrantford.org</a>
Kuckyt, Phil – Manager of Transportation Services	Student Transportation Services	(519) 751-7532, ext. 282202 <a href="mailto:philip.kuckyt@granderie.ca">philip.kuckyt@granderie.ca</a>
Sincerbox, Scott – Superintendent of Education	Senior Management Special Education/Student Support Services	(519) 765-6306, ext. 281122 <a href="mailto:Scott.sincerbox@granderie.ca">Scott.sincerbox@granderie.ca</a>
Macdonald, Marion – Trustee	Board of Trustees	(519) 445-0953 <a href="mailto:marion.macdonald@granderie.ca">marion.macdonald@granderie.ca</a>
McKillop, Shawn – Manager of Communications and Community Relations	Communications and Community Relations	(519) 754-1606, ext. 281147 <a href="mailto:shawn.mckillop@granderie.ca">shawn.mckillop@granderie.ca</a>
Sandra Clement – Supervisor of Purchasing	Purchasing	(519) 756-6306, ext. 281229 <a href="mailto:sandra.clement@granderie.ca">sandra.clement@granderie.ca</a>
Pitt, David/(Sean McAfee) – Division Manager , Construction and Renewal	Facilities Services	(519) 756-6306, ext. 281228 <a href="mailto:david.pitt@granderie.ca">david.pitt@granderie.ca</a> <a href="mailto:sean.mcafee@granderie.ca">sean.mcafee@granderie.ca</a>
Windle, Mark – Supervisor of Operations and Development	Information Technology	(519) 756-6301, ext. 287028 <a href="mailto:mark.windle@granderie.ca">mark.windle@granderie.ca</a>
Wong, Rob – Vice-Principal, North Park Collegiate	School Administration	(519) 759-2560 <a href="mailto:rob.wong@granderie.ca">rob.wong@granderie.ca</a>

The Accessibility Committee held 4 meetings in the last year to review and update the Multi-Year Accessibility Plan for 2012-17.

## 6.0 **Strategy for prevention and removal of barriers**

Beginning in September 1, 2001, the principles of inclusionary practice, freedom from barriers and accessible environments have informed all Grand Erie District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the Grand Erie District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a Multi-Year Accessibility Plan which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment and School Transportation.

## 7.0 **Barrier Identification Methodologies**

The Accessibility Committee uses the following barrier-identification methods:

<b>Group</b>	<b>Methods</b>
Students	Barriers to accessibility are identified by students, parents and school staff. Facilities, Special Education and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	Staff, the Health and Disability Officer, and Human Resource Services identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, School Support Centres, or the Education Centre. The Board website also provides an opportunity for feedback. Development of the Multi-Year Accessibility Plan and ongoing feedback opportunities are additional important methods to identify barriers to accessibility.
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Public School Boards Association are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board's Accessibility Committee for review and recommendations.

## 8.0 Recent Barrier Removal Achievements

The most recent Annual Accessibility Plan developed in accordance with the *Ontarians with Disabilities Act (ODA)* identified a range of barriers and appropriate strategies for their removal. The following chart details some of the recent barrier-removal achievements:

Type of Barrier	Location	Action Taken
Physical	Valley Heights Secondary School	Front entrance drainage concerns addressed, new sidewalks and ramps
Physical	Delhi District Secondary School	Power door, washroom renovations to enhance accessibility
Physical	Fairview Avenue Public School	Fire Doors with hold-open devices, sidewalks and drop-off loop improvements under review
Physical	Graham Bell - Victoria Public School	Additional washroom for Full Day Kindergarten
Physical	Waterford District High School	Barrier free washroom and additional sink for new spec. ed. classroom
Physical	Prince Charles Public School	Air conditioning installed re medical concerns
Attitudinal	Board-wide	Compensatory Schools Initiative
Attitudinal	Board-wide	Child and Youth Mental Health and Addictions Strategy
Attitudinal	Board-wide	Mental Health Week addressing awareness
Attitudinal	Board-wide	Behaviour Management Systems Training
Attitudinal	Board-wide	Training re Integrated Accessibility Standards Regulation and Ontario Human Rights Code

\*New school construction has adhered to the current building code and includes level access to schools, automatic door operators, elevators in schools of more than one floor, and accessible washrooms.

## 9.0 **Barriers to be addressed under the Multi-Year Accessibility Plan**

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Through this 2012-2017 Multi-Year Accessibility Plan, the Grand Erie District School Board intends to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

### **2012-2013**

<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date and Compliance Update *Indicates Compliance</b>
Systemic	Board-wide	Develop Accessibility Policy Statement	Jan. 1, 2013 *SO23 Jan. 28, 2013
Attitudinal – Information and Communications	Board-wide	Develop Procedure re Accessible Information and Communications	Jan. 1, 2013 *SO138 Jan. 28, 2013
Attitudinal – Employment	Board-wide	Develop Procedure re Accessible Employment	Jan. 1, 2013 *SO139 Jan. 28, 2013
Attitudinal-Transportation	Board-wide	Develop Procedure re Student Transportation	Jan. 1, 2013 *SO137 Jan. 28, 2013
Systemic	Board-wide	Review procurement practices to incorporate accessibility criteria for goods, services and facilities	Jan. 1, 2013 *Purchasing Dept. requires successful bidders to provide proof
Information and Communications	Board-wide	Provide accessibility awareness training for all educators and classroom-based staff on accessible instruction and program delivery	Ongoing 2012-2013 *Training to be completed Fall of 2013. Accessibility Compliance Report to be filed by Dec. 31, 2013
Information and Communications	Board-wide	Review practices to ensure readiness to provide educational resources or materials, student records	Jan. 1, 2013 *Administrators informed of this requirement,

		and information on program requirements in accessible formats upon request	2012-13
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## 2013-2014

Type of Barrier	Location	Action	Effective Date and Compliance Update
Systemic - attitudinal	Board-wide	Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training	Ongoing 2013-2014 *Training to be completed in Fall 2013
Information and Communications	Board Offices	Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above	January 1, 2014 *Board website message under "Contact Us"
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content meet Web Content Accessibility Guidelines (WCAG) 2.0, Level A standards	January 1, 2014 *Communications and Community Relations Dept. working with schools to ensure compliance, effective 2012-13
Systemic - Employment	Board-wide	Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance management, career or professional development, redeployment	January 1, 2014 *Human Resource Services has adopted procedures and practices to achieve compliance, 2012-13
Information and	Board-wide	Consult with parents and	January 1, 2014



**Grand Erie District School Board**  
**Multi-Year Accessibility Plan Update, October 2013**

Communications – Student Transportation	(Student Transportation and Special Education)	develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	*Transportation Dept. and Special Education Implemented Sept. 3, 2013
Information and Communications	School Libraries	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	Ongoing 2013-2014 in anticipation of the 2015 compliance date *Brenda?
Physical	Various Sites	Install accessibility features	Ongoing 2013-2014*refer to page 8 for recent improvements

**2014-2015**

<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
Information and Communications	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events)	January 1, 2015
Information and Communications	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2014-2015

## 2015-2016

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Information and Communications	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for 2020 deadline
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2015-2016

## 2016-2017

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing 2016-2017
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing 2016-2017
Type of Barrier	Location	Action	Effective Date
Information and Communications	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	Ongoing preparation for 2020 deadline
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2015-2016

## **10.0 Review and Monitoring Process**

The Accessibility Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.

## **11.0 Communication of the Plan**

In addition to the public availability of the Plan as referenced earlier on Page 2, the Grand Erie District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Chair  
Accessibility Committee  
Grand Erie District School Board  
Or  
[www.granderie.ca](http://www.granderie.ca) → "Contact Us"



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education & Secretary

RE: **Ministry of Education School Board Modernization Consultations**

DATE: November 11, 2013

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the “Ministry of Education School Board Modernization Consultations Report” for information and discussion.

### Background

In 2012, the Ministry planned to organize a series of consultations to examine School Board amalgamations. This initiative did not come to fruition. In the summer of 2013, the Ministry advised Boards that they were not looking at Board amalgamations, instead planned to consult with Boards about how necessary savings could be realized through efficiency and modernization strategies. In October 2013, the Minister of Education forwarded a memo and document to trustees and directors asking stakeholder groups to participate in a consultation about School Board Efficiencies and Modernization. Details of the consultation process are not particularly clear in the memo. We believe stakeholder groups were being asked to contribute reactions to the attached document containing eight sections. Recently, OPSBA sent out information to trustees. Directors were informed on November 6, 2013 about a teleconference call scheduled for November 11, 2013 to discuss the consultation. In addition, Superintendents of Business are apparently in the process of organizing a teleconference for later next week.

### Additional Information:

The document has been reviewed by Executive Council members. Although there is a lack of clarity about the outcomes and the consultation process, Executive Council members are willing to verbally highlight some ideas and participate in a discussion with trustees about the concepts in the document. There could be information from the Directors teleconference that may help clarify expectations about the consultation process which will be shared with trustees.

### Communication Plan

We could consider compiling themes that arise from our public discussion on Monday November 11, to form a Grand Erie response to the Ministry.

Respectfully submitted,

John Forbeck  
 Director of Education & Secretary

**Ministry of Education**

Office of the ADM

Business & Finance Division  
20th Floor, Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

Bureau du sous-ministre adjoint

Division des opérations et des finances  
20e étage, édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2



**Memorandum To:**

Directors of Education  
Board Chairs  
Education Partners and Stakeholders

**From:**

Gabriel F. Sékaly  
Assistant Deputy Minister

**Date:**

October 25, 2013

**Subject:**

**School Board Efficiencies and Modernization Consultations**

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On September 20, 2013, Minister Sandals wrote to you on the steps that we are taking in developing the school board efficiencies and modernization strategy. I am writing today to advise you that we are now ready to begin formal consultations on the strategy with stakeholder groups. These consultation sessions will begin the week of November 18th in Toronto. Members of my staff will be contacting the various association offices with details on timing, location, and attendance at these sessions.

To help the process along, we have prepared a consultation document for stakeholders. This guide is attached. As you can see, the list of topics and questions covered in the document is by no means exhaustive, but we hope that this short guide will contribute to focusing the discussions. We encourage you to comment on the topics in the guide. We would also welcome any other ideas and suggestions that you might have. Feel free to provide your comments directly to Joshua Paul, Director of the Education Finance Branch, at [joshua.paul@ontario.ca](mailto:joshua.paul@ontario.ca), or to us through your respective association.

While we are always interested in discussing school board efficiencies and funding issues, we are hoping to conclude this year's consultation process by the end of November, 2013.

*Original signed by*

Gabriel F. Sékaly  
Assistant Deputy Minister

c: The Honourable Liz Sandals  
Minister of Education

George Zegarac  
Deputy Minister

Enclosure:

School Board Efficiencies and Modernization Consultations

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**SCHOOL BOARD  
EFFICIENCIES AND  
MODERNIZATION  
CONSULTATIONS**

## INTRODUCTION

Crafting the strategy that has made Ontario's public education system a leading international model took visionary thinking. Through the Great to Excellent initiative, we are discussing how to build on this vision to provide improved support for student achievement.

At the same time, our school systems must be able to support the success of students today and tomorrow. Like many other jurisdictions, Ontario continues to deal with the challenges of the global economic downturn and slower-than-expected recovery. Living within our means, while accelerating the achievements of students, will require creative thinking across the public education system. We believe that a collaboratively developed School Board Efficiencies and Modernization Strategy is the best way forward.

One critical task is modernizing school board funding to have more efficient operations on the ground. Our partners in the public education system are crucial to reaching this goal. Through this consultation, we are asking you for your insights into both small adjustments and broader changes that could create a more efficient system. We believe focusing consultation on the following areas will generate a variety of legitimate and lasting solutions, which will be used to inform future decision-making:

- Underutilized and small schools;
- Declining enrolment supports;
- Improving accountability;
- Sharing efficiency savings;
- E-books and e-learning;
- New technologies;
- Getting the balance right;
- Moving ahead together.

Forward-thinking organizations strive constantly for greater operational efficiency. This is especially important in today's highly uncertain economic environment. That is why the central goal of these consultations is hearing about barriers as well as considering fresh new ideas to create an education system that operates efficiently and in alignment with a renewed student achievement strategy.

A critical strand of this discussion is how centrally driven this change should be, in both the short and longer terms. This is something on which we are also seeking your input. We need open and frank discussion around the systems' requirements, expectations, and challenges.



## UNDERUTILIZED AND SMALL SCHOOLS

The current funding formula provides supports to keep underutilized and small schools operating. Support is available to schools with underutilized space (that is, operating at less than full capacity), and to very small schools (those with no more than 100 students). Roughly 70% of all Ontario schools receive some financial support for underutilized space. As well, almost 500 very small schools receive enhanced financial support. Under the current funding framework, the Ministry may be subsidizing space used for non-educational purposes or non-core educational purposes.

The main components of support are the School Foundation Grant, which was created in 2006 and guarantees support for principals and secretaries in each school, and top-up funding through the School Facility Operations and Renewal Grant, which provides funding to help heat, light, clean, repair, and renovate schools under 100% capacity. Top-up funding is further enhanced for more than 1,000 schools that are defined as either rural or supported to help them stay open where necessary.

The involvement of the local community is an important aspect in board decisions about underutilized schools. A school board usually undertakes a pupil accommodation review process led by an Accommodation Review Committee (ARC) when contemplating closing a school. Community consultation through representation on the ARC and public meetings is a central element of this process, which can be lengthy and contentious. In addition, boards have pointed out that the school and/or the local community often find other uses for space defined as underutilized.

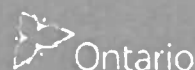
More targeted support at the Ministry level toward underutilized space and small schools could support a more efficient school system and free up resources for improved student achievement. However, funding underutilized and small schools is a complex, multi-dimensional issue and communities use space and resources in different ways to meet different needs.

### Key Facts:

- Ontario has 3,750 elementary and 885 secondary/combined schools.
- Almost 600 schools in Ontario are less than half full.
- In the GTA alone, there are about 140 half-empty schools and almost 70 very small schools.
- 13% (almost \$300M) of total school operations and school renewal funding is dedicated to funding empty spaces.
- Almost \$80M is allocated to enhanced top-up funding for school operations and school renewal for those schools.



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## DECLINING ENROLMENT SUPPORTS

The number of school-aged children has been decreasing in recent years, and enrolment is currently declining in 53 of 72 boards. About two-thirds of education funding is based on enrolment. Board costs tend to decline with enrolment, since lower enrolment reduces the need for teachers and services. Not all costs go down at the same rate as enrolment, however, and in some cases costs will never fall as much as revenue does.

The funding system recognizes this challenge with grants and allocations that, as enrolment declines, are intended to help boards adjust their cost structures over time.

Of those supports, the Declining Enrolment Adjustment (DEA) is a true transitional grant, since its level of support reduces over time. Other supports for declining enrolment boards are available, but they are not transitional. These include the top-up funding for school operations and renewal and the School Foundation Grant, both discussed in the previous section. They also include higher student /teacher ratios in “supported” schools, and provisions in the Transportation Grant and the High Need Amount Allocation of the Special Education Grant that protect these funding lines from the full impact of enrolment decline.

### Key Facts:

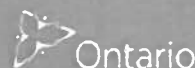
- Average Daily Enrolment (ADE) is expected to decline to 1.85 million in 2013-14, the lowest level since 1992.
- Provincial ADE is projected to increase beginning in 2014-15, but enrolment in most rural and northern boards will continue to decline.
- There are wide regional gaps in enrolment trends. Since 2002-03, Halton DSB’s enrolment is up by more than 22%, while Superior-Greenstone’s has fallen by 45%.

### Discussion Questions

1. After over 10 years of helping boards address declining enrolment, how can these supports be reduced or redistributed among boards?
2. Which supports should be restructured from ongoing to transitional support?
3. How might e-learning and/or broadband capacity be expanded to reduce the costs of supported schools and improve programming?



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## SHARING EFFICIENCY SAVINGS

Over the years, the Province has tried to address operating pressures with increased funding, for example for utilities or transportation. At the same time, it has also pulled back some funding where it appeared that board spending was running well below provincial funding levels.

This is one of the challenges in finding efficiencies in the education sector. Efficiencies are seen as a source of funding flexibility by those delivering programs and services (school boards), but they look like savings opportunities for the funding body (the Province). As a result, school boards may be reluctant to pursue efficiencies as vigorously as they might otherwise, because it is felt that efficiency gains will ultimately result in reduced provincial funding.

The development of a shared savings protocol might be a way of providing boards with an incentive to find additional efficiencies.

Under such a protocol, efficiency savings could be shared between the Province and the school board, with each board's share being redirected into an enveloped fund. The use of this fund could be determined in consultation at the Partnership Table or some other governance mechanism.

### Key Facts:

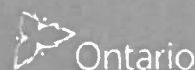
- In 2009, the Report of the Declining Enrolment Working Group recommended that "a Transition Adjustment Fund be established to make savings from school closures/consolidations available for school facility improvements that would support education programs for the students affected by the consolidation." (Rec.#19)

### Discussion Questions

1. What are the impediments, if any, to a shared savings protocol incenting boards to find additional efficiencies?
2. What are some approaches by which boards could share savings from school closures, consolidations, or shared facilities?



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## NEW TECHNOLOGIES

School boards are responsible for local decisions about designing and equipping schools to meet the needs of their students and staff. This includes communications technology such as broadband, as well as computers and other hardware.

Some boards are looking at new developments like cloud-based learning environments and bring-your-own-device (BYOD) policies, both to find efficiencies and to help students and teachers adapt to ongoing changes in teaching and learning. This evolution, however, depends on high-speed internet access.

For purchasing and servicing, such entities as the Ontario Educational Collaborative Marketplace and the Ontario Software Acquisition Program Advisory Committee negotiate strategically sourced agreements and value-added services that are available to Ontario's Broader Public Sector, including the education community.

### Key Facts:

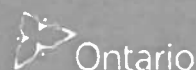
- The bulk of GSN funding to school boards for computers/classroom technology is flowed through the Pupil Foundation Grant (PFG), which provides for core classroom needs common to all students.
- In 2012-13, the PFG provided \$150.1M for classroom computer technology –\$34.52 per elementary student and \$45.03 per secondary student.
- In 2012-13, the \$25M reduction in the Classroom Computers component of the PFG was made permanent.

### Discussion Questions

1. How can the use of new technologies make board administration and program delivery more efficient?
2. How can the sector address barriers to wider use of new technologies?
3. What are the financial and other implications of boards adopting BYOD, cloud-based learning environments, and similar policies and practices?
4. How can joint procurement of technology-related goods and services be better leveraged to reduce costs for school boards?



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## MOVING AHEAD TOGETHER

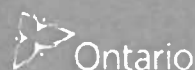
Directing as many resources as possible into student achievement is essential if Ontario is to meet the challenges of the Great to Excellent initiative, which aims to take our school system to even greater heights. To do this, we need to have an open and constructive discussion about how our school system can run its business activities as effectively as possible. The School Board Efficiencies and Modernization Strategy is the primary driver of this transformation.

This booklet outlines some of the approaches the Ministry of Education believes would help move this strategy forward. To realize our goals, we need ideas and help from our partners in the education sector. By bringing together your perspectives, and hearing about both challenges and opportunities, we can find the way forward.

After the consultations are completed, we will release a report summarizing the highlights and outlining the next steps. We will continue working with the dedicated people in the education system to create a new approach to the business activities of schools that is as visionary and forward-looking as our curriculum.



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October, 2013

**GRAND ERIE DISTRICT SCHOOL BOARD**

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TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education and Secretary

RE: **Haldimand Secondary Accommodation Review Committee – Membership**

DATE: November 11, 2013

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**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the membership of the Haldimand Secondary School Accommodation Review Committee.

**Background Information**

At the May 27, 2013 Board Meeting, the Board approved the creation of an Accommodation Review Committee for the Haldimand Secondary School planning area. This committee was approved in accordance with Board Policy FT5 – Pupil Accommodation Reviews. Policy FT5 sets out the composition of the committees. The proposed committee membership for the review area is attached in Appendix A.

**Additional Information**

- The initial meeting of the Accommodation Review Committees is set for November 21, 2013 – 7:00 p.m. at Cayuga Secondary School.
- All meetings will be open to the public.
- At the initial meeting there will be a review of the process outlined in the policy, presentation about preparing the valuation templates, overview of the student accommodation in the planning area. Demographic, accommodation and enrollment projection information will be shared with the committee.
- After the first meeting the Accommodation Review Committee will set its own meeting schedule.

Respectfully submitted,

John Forbeck  
Director of Education

## Accommodation Review Committee — Haldimand Secondary 2013–14

NAME	AFFILIATION
Arlene Everets	Trustee
Brian Doyle	Trustee
Andy Nesbitt	Superintendent of Education
Anthony Whitman (HSS)	OSSTF
Lynn Dunstall	CUPE
Greg Carruthers	Secondary Principal, Cayuga SS
David MacDonald	Acting Secondary Principal, Dunnville SS
Leanne Majerovich	Secondary Principal, Hagersville SS
Darren Duff	Secondary Principal, McKinnon Park
Angela Cnossen	Parent, Cayuga SS
Carolyn O'Connor-McDaid	Parent, Dunnville SS
Brenda Lofthouse	Parent, Hagersville SS
Kim Zeller	Parent, McKinnon Park
Lorne Boyko	Municipal Councillor, Haldimand County
Jenny Bryce	Caledonia Regional Chamber of Commerce
	Cayuga District Chamber of Commerce
	Dunnville Chamber of Commerce
	Hagersville and District Chamber of Commerce



## **GRAND ERIE DISTRICT SCHOOL BOARD**

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TO: John Forbeck, Director of Education

FROM: Andy Nesbitt, Superintendent of Education

RE: **Advanced Placement Courses**

DATE: November 11, 2013

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<p><b>Recommended Action:</b> It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Advanced Placement Courses report as information.</p>
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### **Background**

During the Norfolk Accommodation Review Committee process in 2011/2012, Advanced Placement (AP) and International Baccalaureate (IB) were strategies that were researched to enhance program and potentially increase student enrolment in Grand Erie. It was learned that IB was a model that would take upwards of two years to implement. This program requires a core group of students entering grade nine who would travel together for their four years of high school and participate in a prescribed program with significant exit exams and compulsory projects. Finally, a significant financial investment would be required for implementation and sustainability of each IB program.

Although IB offers significant learning opportunities for some students, Advanced Placement Courses also provide similar groups of students with enhanced learning experiences. Advanced Placement Courses can be implemented within a school year. Grade twelve students in the university stream can enroll in an AP course that is an area of particular interest without having to commit to a broader program. As well, more schools will have an opportunity to deliver AP program than in the IB model. Financial costs to implement AP program are significantly lower than implementing an IB program.

Please see comparison chart below:

•International Baccalaureate	•Advanced Placement
<ul style="list-style-type: none"> <li>•Curriculum must be redesigned by teachers to align Ontario expectations and IB requirements</li> <li>•All students in the program take the courses as a cohort</li> </ul>	<ul style="list-style-type: none"> <li>•Curriculum is enriched with expectations from the <i>College Board</i></li> <li>•Additional curriculum expectations may be added to the course work for AP students; pace may be more rigorous than non AP course pace</li> </ul>
<ul style="list-style-type: none"> <li>•Students must achieve points from all program areas as set by IBO</li> <li>•Examinations are set and graded by both internal and external examiners</li> <li>•Additional Core Requirements: <i>Extended Essay; Creativity, Action, and Service; Theory of Knowledge</i> program</li> </ul>	<ul style="list-style-type: none"> <li>•A point-system is applied to student achievement based on the College Board Standard</li> <li>•Students take additional examinations which are set and graded by an AP-trained third party; results are tabulated using a point system</li> </ul>
<ul style="list-style-type: none"> <li>•School needs an IB coordinator to coordinate planning and delivery of program including re-design of courses</li> </ul>	<ul style="list-style-type: none"> <li>•Guidance staff act as coordinator of AP courses to support dissemination of information and organization of examinations</li> </ul>
<ul style="list-style-type: none"> <li>•Whole-program focus for fully-rounded experience means students must commit to all International Baccalaureate components</li> </ul>	<ul style="list-style-type: none"> <li>•Allows students to choose one or two specialized academic areas</li> </ul>
Board membership in IB organization •\$10 000/year  Student cost to participate: •\$200 deposit •\$500 / semester (covers examination costs)  Additional cost to board: •Initial funding to support startup: \$15 000 / year, decreasing annually •Teacher training : \$2 500 per teacher  Consideration: time allotment for IB Coordinator	Board membership with College Board is not required  Student cost to participate: •Examinations: \$117/exam  Additional cost to board: •Professional development for teachers and coordinators – training costs vary by event  •Consideration: time allotment for Guidance staff to coordinate
•Governed by international organization	
<ul style="list-style-type: none"> <li>•Offered to students who wish to take rigorous courses in preparation for University; both programs have articulation agreements with some universities</li> <li>•Typically, AP articulation requires an application for the courses to be considered for credit at the university</li> </ul>	



**Advanced Placement**

Advanced Placement (AP) is a program that was created in the 1950's by the United States *College Board* and offers university-level curriculum and examinations to high school students. Today, Canada has its own College Board called *AP Canada College Board* (<http://apcanada.collegeboard.org>). The AP curriculum covers a wide range of subject areas and is developed by a panel of experts and college-level educators. For high school courses to have the AP designation, the course must be audited by the College Board to ascertain if it satisfies the AP curriculum (see Appendix D). If the course is approved the school may use the AP designation and the course will be publicly listed on the AP Ledger (see Appendix B for a list of courses). In Ontario alone there are 277 secondary schools that offer Advanced Placement courses (<http://apcanada.collegeboard.org/participating-schools>). Many Canadian and international Colleges and Universities in over 60 countries grant placement and course credit to students who obtain high scores on the Advanced Placement examinations (see Appendix A for a list of Canadian Universities that accept AP).

**Advanced Placement Delivery Models**

Seven models of delivery have been considered for Advanced Placement Course offerings:

1. Identify a central site in each family of schools and transport students
2. Identify one school in Grand Erie to offer Advanced Placement Courses
3. Each school offer Advanced Placement courses in math, English and science
4. Family of schools would be organized so that each school in that family would host a grouping of Advanced Placement courses (ie; World Languages and Culture, Social Sciences and Humanities etc.)
5. Offering Advanced Placement Courses through eLearning
6. Advanced Placement courses connect to Specialty High Skills Major focus
7. Allow each individual school to pursue Advanced Placement options as they see it serving students' needs

**Considerations When Determining Delivery Models**

1. Serves students' needs
2. Sustainable and flexible
3. Economically viable
4. Equity of access
5. Administration and staff engagement
6. Transportation
7. Resources and training
8. Compliments existing programs
9. Aligns with the Collective Agreement

**Proposed Model**

Grand Erie secondary principals will be given an opportunity to express interest in offering a maximum of three Advanced Placement Courses in their school for the 2014/2015 school year. This will allow for some equity of access for Grand Erie students who want this enriched opportunity while remaining in their home school. This model would not require additional transportation costs. If students were interested in accessing AP courses in another school they could apply for courtesy transportation. This model would not require any additional staffing and is an opportunity for engaged teachers to volunteer to participate in Advanced Placement training in the summer of 2014. AP course offerings at each school

will remain flexible depending on student interest and teacher availability. Principals will be able to build a long term plan for Advanced Placement course offerings that would complement university pathway programs. This implementation could include the introduction of pre-Advanced Placement (pre-AP) courses. Advanced Placement lays the foundation for rich and challenging programming and therefore has the ability to attract and retain student enrollment in all Grand Erie schools.

### **Budget Implications**

Implementation costs will be covered within this year's approved budget. On a go-forward basis costs will be considered by Trustees during budget deliberations.

<b>Training</b>	<b>Resources</b>	<b>Marketing and Communication</b>
<ul style="list-style-type: none"> <li>• \$250 per person – Advanced Placement Conference Toronto</li> <li>• AP Training \$1200 per person + \$150 accommodations per night + transportation per person</li> <li>• \$10 000 release time for professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom resources as needed</li> <li>• \$119 per exam taken, \$45 additional fee if exam is taken late, \$15 unused exam</li> </ul>	<ul style="list-style-type: none"> <li>• Application process</li> <li>• Radio, newspaper, posters, flyers cost TBD</li> </ul>

**Timelines** (see Appendix D)

- October 29<sup>th</sup> 2013 – Principals provided information of Advanced Placement Courses as an introduction
- First week in November 2013 – discussion with OSSTF
- November 11<sup>th</sup> 2013 – Trustees receive a report regarding Advanced Placement
- By November 18<sup>th</sup> (tentative) Principals and interested teachers will attend an information session
- By November 29<sup>th</sup> 2013 – Schools will submit a proposal to host Advanced Placement Courses and identify an AP coordinator (who cannot be teaching the AP course)
- November 2013 - Obtain a College Board 6 digit code and assign Advanced Placement Coordinator
- December 2013 – Advanced Placement Courses will be approved and a communication plan will begin
- December 2013 to April 2014 - Marketing and Communication will continue
- April 5<sup>th</sup> 2014 – Advanced Placement Conference Toronto
- June – Trustee consider approval for on-going budget to grow and support AP program in 2014/2015
- July 1<sup>st</sup> to July 4<sup>th</sup> – Advanced Placement Teacher Training Toronto (including 2 day Administrator and Coordinators Training) (see Appendix C)
- September 2014 – Advanced Placement Courses delivered
- Fall 2014 – Participate in the Advanced Placement Audit (see Appendix D)
- November 2014 – Order Advanced Placement Exams
- May 5-9 and 12-16 – Exams (<https://apstudent.collegeboard.org/takingtheexam/ap-calendar>)

Respectfully submitted,

Andy Nesbitt  
Superintendent of Education

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Leading Fifteen Universities:

Number of AP Exam Scores Sent to Universities, by Year

University	2012	2011	2010
1. University of British Columbia	2685	2497	2428
2. McGill University	2144	1795	1795
3. University of Toronto	1641	1337	1138
4. University of Alberta	1108	1083	925
5. University of Waterloo	726	615	490
6. Simon Fraser University	535	483	453
7. University of Saskatchewan	402	377	323
8. Queens University	366	354	350
9. University of Manitoba	340	360	348
10. University of Victoria	315	298	301
11. University of Calgary	307	274	294
12. Memorial University	277	349	399
13. University of Regina	237	223	223
14. University of Western Ontario	192	187	206
15. McMaster University	177	182	160
Total Number of Exams Received	11452	10414	9833

All Canadian Universities accepting Advanced Placement:

Acadia University	Douglas College	Ryerson University	University of Northern British Columbia
Alberta College of Art and Design	Emily Carr Institute of Art and Design	Selkirk College	University of Ontario Institute of Technology
Athabasca University	Institute of Indigenous Government	Simon Fraser University	University of Ottawa
Bishop's University	King's University College	St. Francis Xavier University	University of Regina
Brandon University	Kwantlen University College	St. Mary's University	University of Saskatchewan
British Columbia Open University	Lakehead University	St. Thomas University	University of Toronto
Brock University	Langara College	Trent University	University of Victoria
Camosun College	MacEwan University	Trinity Western University	University of Waterloo
Capilano College	McGill University	University College of the Cariboo	University of Western Ontario
Carleton University	Memorial University of Newfoundland	University College of the Fraser Valley	University of Winnipeg
College of New Caledonia	Mount Allison University	University of Alberta	Vancouver Island University
College of the North Atlantic	Mount St. Vincent University	University of British Columbia	York University
College of the Rockies	North Island College	University of Calgary	
Concordia University - SGW Campus	Northwest Community College	University of Guelph	
Concordia University College of Alberta	NSCAD University (Nova Scotia College of Art and Design)	University of Lethbridge	
Dalhousie University	Okanagan University College	University of Manitoba	
Alberta College of Art and Design	Queen's University	University of New Brunswick	

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**Arts**

- AP Art History
- AP Music Theory
- AP Studio Art: 2-D Design
- AP Studio Art: 3-D Design
- AP Studio Art: Drawing

**English**

- AP English Language and Composition
- AP English Literature and Composition

**History & Social Science**

- AP Comparative Government and Politics
- AP European History
- AP Human Geography
- AP Macroeconomics
- AP Microeconomics
- AP Psychology
- AP United States Government and Politics
- AP United States History
- AP World History

**Math & Computer Science**

- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- AP Statistics

**Sciences**

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics B
- AP Physics C: Electricity and Magnetism
- AP Physics C: Mechanics

**World Languages & Cultures**

- AP Chinese Language and Culture
- AP French Language and Culture
- AP German Language and Culture
- AP Italian Language and Culture
- AP Japanese Language and Culture
- AP Latin
- AP Spanish Language and Culture
- AP Spanish Literature and Culture

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# St. Clement's School

## Advanced Placement® Summer Institute

Toronto, Ontario, Canada

Tuesday, July 1 – Friday, July 4, 2014

### Highlights of this year's institute:

- AP Subject Workshops for new and experienced AP teachers
- Pre-AP English, Mathematics, Sciences, and Social Studies Sessions
- New Exam format for AP Physics, AP Spanish Language and Culture, and AP US History
- Coordinators' & Administrators' Workshop

On-line registration begins  
January 2014

### To find out more:

Visit APSI on-line at  
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Click on "Academic Excellence"  
or  
email: [apsi@scs.on.ca](mailto:apsi@scs.on.ca)  
phone: 416 483 4835



ST. CLEMENT'S  
SCHOOL  
*Passion. Courage. Curiosity.*



## Advanced Placement® Summer Institute at St. Clement's School

### Course Descriptions and Presenters

All sessions are led by faculty members who are experienced and enthusiastic AP teachers. To find out more about them and to get detailed information on the workshops, please visit the St. Clement's School Web site at [www.scs.on.ca](http://www.scs.on.ca), under "Academic Excellence."



#### AP Subject Workshops – 4 Days

Intensive training in your AP discipline to help your students succeed on the AP exam.

Instructors are experienced AP teachers who have participated in the reading of AP examinations.

Art history	Human geography
Biology	Physics*
Calculus AB	Psychology
Chemistry	Spanish language and culture*
Computer science	Statistics
English language and literature	Studio art
European history	US history*
French language and culture	World history

\*new exam format



#### Pre-AP Workshops – 4 Days

Strategies and materials for grade 6 through 11 teachers interested in developing an articulated, enriched Pre-AP curriculum for all students.

English, Mathematics, Sciences, Social Studies



#### Coordinators' & Administrators' Workshop – 2 Days

Intensive training for AP administrators focusing on strategies for implementing and expanding an AP and a Pre-AP program at the school level. An overview of the AP Program Audit will be covered.

For more information on these exciting workshops, contact Susan Iayard • [apsi@scs.on.ca](mailto:apsi@scs.on.ca) • 416 483 4835  
Visit APSI online by clicking "Academic Excellence" at [www.scs.on.ca](http://www.scs.on.ca)



## Key steps in establishing your school's AP program

While there is no fee for a school to participate in the AP Program there are several steps that a school needs to take before offering AP courses and exams.

### 1. Obtain a College Board school code

To participate in AP; your school must have an active six-digit College Board school code. If your school offers AP, PSAT/NMSQT®, or SAT®, you already have a school code. Canadian schools: Contact the College Board office in British Columbia at (800) 667-4548.

### 2. Select an AP Coordinator

The success of a school's AP program is due in large part to the efforts of a dedicated AP Coordinator. The AP Coordinator assumes primary responsibility for organizing and administering the AP program at your school, and manages the ordering, storing, administering, returning, and purchasing of AP Exam materials. Choosing the right person for the role is important.

Who can serve as an AP Coordinator?

The AP Coordinator may be a full- or part-time administrator or counselor, or a faculty member who is not teaching an AP course.

To avoid any perceived conflict of interest, AP teachers cannot serve as AP Coordinators. An AP Coordinator cannot be involved in the handling of any exam materials that an immediate family or household member may take.

### 3. Complete the AP participation materials

In September, each school receives AP participation materials sent to the attention of the school's principal. These materials include an AP Program Guide, an AP Participation Form (.pdf/500K), an AP Participation Survey and other information you need to know about AP for the upcoming school year. To order AP Exams, your principal and AP Coordinator must complete these materials no later than November 15. If you have not received AP participation materials by October, contact AP Services.

### 4. Participate in the AP Course Audit

Schools develop their own curriculum for courses labeled "AP." The AP Course Audit, however, specifies a set of expectations established by college and university faculty for college-level AP courses. Courses that meet or exceed these expectations will be authorized to use the "AP" designation. Note: Schools may offer AP Exams without participating in the AP Course Audit.

To receive authorization from the College Board to label your courses "AP," each AP teacher leading a course must submit two documents related to the course: a syllabus and the subject-specific AP Course Audit form. Learn more about how to participate in the AP Course Audit.



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### How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline. To find a list of each subject's current AP Development Committee members, please visit [apcentral.collegeboard.org/developmentcommittees](http://apcentral.collegeboard.org/developmentcommittees).

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multi-year endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair, and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

### How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the weighted results of the computer-scored multiple-choice questions. These composite, weighted raw scores are converted into the reported AP Exam scores of 5, 4, 3, 2, and 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP Exam score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

### Additional Resources

Visit [apcentral.collegeboard.org](http://apcentral.collegeboard.org) for more information about the AP Program.



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## AP Environmental Science

### INTRODUCTION

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of departments, including geology, biology, environmental studies, environmental science, chemistry, and geography. Depending on the department offering the course, different emphases are placed on various topics. Some courses are rigorous science courses that stress scientific principles and analysis and that often include a laboratory component; other courses emphasize the study of environmental issues from a sociological or political perspective rather than a scientific one. The AP Environmental Science course has been developed to be most like the former; as such, it is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science or, alternatively, to fulfill a basic requirement for a laboratory science and thus free time for taking other courses.

The AP Course Description and AP Exam have been prepared by environmental scientists and educators who serve as members of the AP Environmental Science Development Committee. In both breadth and level of detail, the content of the course reflects what is found in many introductory college courses in environmental science. The exam is representative of such a course and therefore is considered appropriate for the measurement of skills and knowledge in the field of environmental science.

### THE COURSE

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course.

1. Science is a process.
  - Science is a method of learning more about the world.
  - Science constantly changes the way we understand the world.
2. Energy conversions underlie all ecological processes.
  - Energy cannot be created; it must come from somewhere.
  - As energy flows through systems, at each step more of it becomes unusable.

3. The Earth itself is one interconnected system.
  - Natural systems change over time and space.
  - Biogeochemical systems vary in ability to recover from disturbances.
4. Humans alter natural systems.
  - Humans have had an impact on the environment for millions of years.
  - Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment.
5. Environmental problems have a cultural and social context.
  - Understanding the role of cultural, social, and economic factors is vital to the development of solutions.
6. Human survival depends on developing practices that will achieve sustainable systems.
  - A suitable combination of conservation and development is required.
  - Management of common resources is essential.

### Prerequisites

The AP Environmental Science course is an excellent option for any interested student who has completed two years of high school laboratory science — one year of life science and one year of physical science (for example, a year of biology and a year of chemistry). Due to the quantitative analysis that is required in the course, students should also have taken at least one year of algebra. Also desirable (but not necessary) is a course in earth science. Because of the prerequisites, AP Environmental Science will usually be taken in either the junior or senior year.

### Textbooks

A number of recently published textbooks are appropriate for college students enrolled in introductory courses in environmental science. Reviews of many such textbooks can be found by clicking on the Teachers' Resources tab on the AP Central Web page ([apcentral.collegeboard.org](http://apcentral.collegeboard.org)). The AP Environmental Science teacher should examine a variety of textbooks and use one that will adequately cover the suggested syllabus in a manner and style satisfactory to the teacher and the students. Among the major considerations to be used in choosing a text are depth and breadth of coverage, quality of illustrations, readability, clarity of presentation, value of end-of-chapter questions, availability of other teaching aids, and the capacity to stimulate student interest. A recently published textbook should be chosen so as to ensure that the information it contains is current and accurate.

School systems should recognize that the rapidly changing nature of environmental science requires regular updating of textbooks. While textbooks serve as valuable references, they cannot be exhaustive. Professional development — especially remaining current with new discoveries, events, and conceptual trends — is one responsibility of any AP teacher.

## Topic Outline

The following outline of major topics serves to describe the scope of the AP Environmental Science course and exam. The order of topics in the outline holds no special significance, since there are many different sequences in which the topics can be appropriately addressed in the course. The percentage after each major topic heading shows the approximate proportion of multiple-choice questions on the exam that pertain to that heading; thus, the percentage also indicates the relative emphasis that should be placed on the topics in the course.

### I. Earth Systems and Resources (10–15%)

- A. Earth Science Concepts  
(Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude)
- B. The Atmosphere  
(Composition; structure; weather and climate; atmospheric circulation and the Coriolis Effect; atmosphere–ocean interactions; ENSO)
- C. Global Water Resources and Use  
(Freshwater/saltwater; ocean circulation; agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation)
- D. Soil and Soil Dynamics  
(Rock cycle; formation; composition; physical and chemical properties; main soil types; erosion and other soil problems; soil conservation)

### II. The Living World (10–15%)

- A. Ecosystem Structure  
(Biological populations and communities; ecological niches; interactions among species; keystone species; species diversity and edge effects; major terrestrial and aquatic biomes)
- B. Energy Flow  
(Photosynthesis and cellular respiration; food webs and trophic levels; ecological pyramids)
- C. Ecosystem Diversity  
(Biodiversity; natural selection; evolution; ecosystem services)
- D. Natural Ecosystem Change  
(Climate shifts; species movement; ecological succession)
- E. Natural Biogeochemical Cycles  
(Carbon, nitrogen, phosphorus, sulfur, water, conservation of matter)

**III. Population (10–15%)**

- A. Population Biology Concepts  
(Population ecology; carrying capacity; reproductive strategies; survivorship)
- B. Human Population
  - 1. Human population dynamics  
(Historical population sizes; distribution; fertility rates; growth rates and doubling times; demographic transition; age-structure diagrams)
  - 2. Population size  
(Strategies for sustainability; case studies; national policies)
  - 3. Impacts of population growth  
(Hunger; disease; economic effects; resource use; habitat destruction)

**IV. Land and Water Use (10–15%)**

- A. Agriculture
  - 1. Feeding a growing population  
(Human nutritional requirements; types of agriculture; Green Revolution; genetic engineering and crop production; deforestation; irrigation; sustainable agriculture)
  - 2. Controlling pests  
(Types of pesticides; costs and benefits of pesticide use; integrated pest management; relevant laws)
- B. Forestry  
(Tree plantations; old growth forests; forest fires; forest management; national forests)
- C. Rangelands  
(Overgrazing; deforestation; desertification; rangeland management; federal rangelands)
- D. Other Land Use
  - 1. Urban land development  
(Planned development; suburban sprawl; urbanization)
  - 2. Transportation infrastructure  
(Federal highway system; canals and channels; roadless areas; ecosystem impacts)
  - 3. Public and federal lands  
(Management; wilderness areas; national parks; wildlife refuges; forests; wetlands)
  - 4. Land conservation options  
(Preservation; remediation; mitigation; restoration)
  - 5. Sustainable land-use strategies
- E. Mining  
(Mineral formation; extraction; global reserves; relevant laws and treaties)

- F. Fishing  
(Fishing techniques; overfishing; aquaculture; relevant laws and treaties)
- G. Global Economics  
(Globalization; World Bank; Tragedy of the Commons; relevant laws and treaties)

**V. Energy Resources and Consumption (10–15%)**

- A. Energy Concepts  
(Energy forms; power; units; conversions; Laws of Thermodynamics)
- B. Energy Consumption
  - 1. History  
(Industrial Revolution; exponential growth; energy crisis)
  - 2. Present global energy use
  - 3. Future energy needs
- C. Fossil Fuel Resources and Use  
(Formation of coal, oil, and natural gas; extraction/purification methods; world reserves and global demand; synfuels; environmental advantages/disadvantages of sources)
- D. Nuclear Energy  
(Nuclear fission process; nuclear fuel; electricity production; nuclear reactor types; environmental advantages/disadvantages; safety issues; radiation and human health; radioactive wastes; nuclear fusion)
- E. Hydroelectric Power  
(Dams; flood control; salmon; silting; other impacts)
- F. Energy Conservation  
(Energy efficiency; CAFE standards; hybrid electric vehicles; mass transit)
- G. Renewable Energy  
(Solar energy; solar electricity; hydrogen fuel cells; biomass; wind energy; small-scale hydroelectric; ocean waves and tidal energy; geothermal; environmental advantages/disadvantages)

**VI. Pollution (25–30%)**

- A. Pollution Types
  - 1. Air pollution  
(Sources — primary and secondary; major air pollutants; measurement units; smog; acid deposition — causes and effects; heat islands and temperature inversions; indoor air pollution; remediation and reduction strategies; Clean Air Act and other relevant laws)
  - 2. Noise pollution  
(Sources; effects; control measures)
  - 3. Water pollution  
(Types; sources, causes, and effects; cultural eutrophication; ground-water pollution; maintaining water quality; water purification; sewage treatment/septic systems; Clean Water Act and other relevant laws)

4. Solid waste  
(Types; disposal; reduction)
- B. Impacts on the Environment and Human Health
  1. Hazards to human health  
(Environmental risk analysis; acute and chronic effects; dose-response relationships; air pollutants; smoking and other risks)
  2. Hazardous chemicals in the environment  
(Types of hazardous waste; treatment/disposal of hazardous waste; cleanup of contaminated sites; biomagnification; relevant laws)
- C. Economic Impacts  
(Cost-benefit analysis; externalities; marginal costs; sustainability)

## VII. Global Change (10–15%)

- A. Stratospheric Ozone  
(Formation of stratospheric ozone; ultraviolet radiation; causes of ozone depletion; effects of ozone depletion; strategies for reducing ozone depletion; relevant laws and treaties)
- B. Global Warming  
(Greenhouse gases and the greenhouse effect; impacts and consequences of global warming; reducing climate change; relevant laws and treaties)
- C. Loss of Biodiversity
  1. Habitat loss; overuse; pollution; introduced species; endangered and extinct species
  2. Maintenance through conservation
  3. Relevant laws and treaties

## LABORATORY AND FIELD INVESTIGATION

Because it is designed to be a course in environmental *science* rather than environmental studies, the AP Environmental Science course must include a strong laboratory and field investigation component. The goal of this component is to complement the classroom portion of the course by allowing students to learn about the environment through firsthand observation. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom, explore specific problems with a depth not easily achieved otherwise, and gain an awareness of the importance of confounding variables that exist in the “real world.” In these experiences students can employ alternative learning styles to reinforce fundamental concepts and principles. Because all students have a stake in the future of their environment, such activities can motivate students to study environmental science in greater depth. **Colleges often require students to present their laboratory materials from AP science courses before granting college credit for laboratory, so students should be encouraged to retain their laboratory notebooks, reports, and other materials.**



Laboratory and field investigation activities in the course should be diverse. As examples, students can acquire skills in specific techniques and procedures (such as collecting and analyzing water samples), conduct a long-term study of some local system or environmental problem (such as the pollution of a nearby stream), analyze a real data set (such as mean global temperatures over the past 100 years), and visit a local public facility (such as a water-treatment plant).

Although there is a great diversity in the laboratory and field activities that would be appropriate for the course, activities should:

- always be linked to a major concept in science and to one or more areas of the course outline
- allow students to have direct experience with an organism or system in the environment
- involve observation of phenomena or systems, the collection and analysis of data and/or other information, and the communication of observations and/or results

The relative magnitudes of these elements may vary from activity to activity. As a whole, the course's laboratory and field investigation component should encompass all of the elements.

The laboratory and field investigation component of the AP Environmental Science course should challenge the students' abilities to:

- critically observe environmental systems
- develop and conduct well-designed experiments
- utilize appropriate techniques and instrumentation
- analyze and interpret data, including appropriate statistical and graphical presentations
- think analytically and apply concepts to the solution of environmental problems
- make conclusions and evaluate their quality and validity
- propose further questions for study
- communicate accurately and meaningfully about observations and conclusions

It is expected that students will perform as many labs/field investigations as possible; these investigations should fulfill the criteria outlined above. There are no specific AP Environmental Science classroom labs or field investigations required for the course; thus, teachers have greater flexibility when it comes to the types of labs, field investigations, and field trips that are undertaken in their courses. Depending on location, students could perform water tests on a freshwater pond, a river, or an estuary/marine environment. Every teacher should provide students with opportunities to perform experiments and analyses involving the study of air, water, and soil qualities as an essential core for the lab/field investigation activities.

The *AP Environmental Science Teacher's Guide* provides many resources for lab/field investigation activities from both college and high school AP teachers. This publication is available in the College Board Store at AP Central ([store.collegeboard.org](http://store.collegeboard.org)). AP Central and the Environmental Literacy Council ([enviroliteracy.org](http://enviroliteracy.org)) also have a

collection of inquiry-based environmental science labs and field investigations that have been produced by a group of college and high school teachers and that are suitable for an AP Environmental Science course. In addition, ideas for labs and other activities can be exchanged on the moderated AP Environmental Science Electronic Discussion Group (EDG) for teachers on AP Central.

## **INSTRUCTIONAL ISSUES: TRAINING, FUNDING, AND SCHEDULING**

An AP course is a college course, and the resources and time allotted should be similar to those in a college course. Because AP Environmental Science includes substantial material from both the life sciences and the physical sciences, it is likely that many schools will not have a single teacher whose background is adequate preparation to teach the entire course. In these situations, teachers should seek the expertise of their colleagues, by either team teaching, using guest lecturers, or having frequent consultations with colleagues and outside experts.

School administrators should be aware that an AP college-level science course is significantly more expensive to operate than a typical high school course and requires more scheduled time than courses without laboratory work. The introductory-level college science course typically consists of between 40 and 50 hours of lecture and between 30 and 40 hours of laboratory work per quarter or semester. Proportional allocations of time for class and laboratory work should be accorded to an AP Environmental Science course. School administrators should provide the equivalent of two double periods per week to allow for laboratory/field work.

Some of the laboratory/field investigations will require equipment the school may not already have. Schools may find it possible to share equipment that belongs to other high schools or to community colleges but should plan to purchase college-level laboratory equipment eventually.

## **THE EXAM**

The AP Environmental Science Exam is 3 hours long and is divided equally in time between a multiple-choice section and a free-response section. The multiple-choice section, which constitutes 60 percent of the final grade, consists of 100 multiple-choice questions that are designed to cover the breadth of the students' knowledge and understanding of environmental science. Thought-provoking problems and questions based on fundamental ideas from environmental science are included along with questions based on the recall of basic facts and major concepts. The number of multiple-choice questions taken from each major topic area is reflected in the percentage of the course as designated in the topic outline (see pages 6–9).

The free-response section emphasizes the application of principles in greater depth. In this section, students must organize answers to broad questions, thereby demonstrating reasoning and analytical skills, as well as the ability to synthesize material from several sources into cogent and coherent essays. Four free-response questions are included in this section, which constitutes 40 percent of the final grade: 1 data-set question, 1 document-based question, and 2 synthesis and evaluation questions. Questions from the 2006 exam appear on pages 17–20.



To provide maximum information about differences in students' achievements in environmental science, the exam is designed to yield average scores of about 50 percent of the maximum possible scores for both the multiple-choice and free-response sections. Thus, students should be aware that they may find the AP Exam more difficult than most classroom exams. However, it is possible for students who have studied most but not all topics in the outline to obtain acceptable grades.

The use of calculators is not allowed on either section of the exam.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: David Abbey, Assistant Superintendent of Education

RE: **Educational Technology Initiative Update**

DATE: November 11, 2013

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Educational Technology Initiative Update be information.

### Background

Phase 4 of the Educational Technology Initiative is currently underway. In September, the Ed Tech team consisting of Lynda Kilpatrick, Teacher Consultant for Information Technology, Norma Bingham and Jeff Dumoulin, the Itinerant Ed Tech teachers, met to begin planning for Phase 4 and for continuing support for previous Phases of the initiative.

### Additional Information

#### 1. Previous Phases

- **Elementary - Grade 5, 6, 7, 8, Special Education Self-Contained and Core FSL**
- **Secondary - Math, Canadian and World Studies (CWS), Science, and Special Education Self-Contained**

The Ed Tech team held orientation sessions for teachers new to Phase 1, 2 and 3 classrooms. Sessions were scheduled as follows.

- Elementary Grade 5-8 Orientation - Thursday, October 3<sup>rd</sup>
- Secondary Semester 1 Orientation:
  - Math, CWS and Science - Wednesday, October 2<sup>nd</sup>
  - Special Education Self-Contained - Friday, October 4<sup>th</sup>
- Secondary Semester 2 Orientation
  - Math, CWS and Science – Early February
  - Special Education Self-Contained – Early February

These teachers will be given their teacher netbooks at their Orientation Session. Student netbooks, carts, whiteboards and projectors will have arrived at schools and be installed by November 22<sup>nd</sup>.

The Itinerant Teachers for Ed Tech continue to provide support to teachers in previous Phases of the Initiative.

**2. Phase Four**

- a. **Elementary Grade 3 and 4 (including 2/3, 3/4, and 4/5 split grade classrooms)**
- b. **Secondary English Department**

**Hardware:**

- Teacher tablets – dispersed at Orientation sessions in December.
- Charging Carts – delivered to classrooms in December.
- Dry Erase Whiteboards (to be used for projection) – installation to begin in December.
- Interactive Projectors – installation to begin in December.
- Student tablets – delivered to classrooms in January.

**Software:**

The Ed Tech Team is in the process of evaluating several software pieces and web apps to support literacy and numeracy. Decisions will be made based on needs assessment and budget allocation.

- Literacy:
  - IBM Destination Reading
  - Pearson Literacy in Action – Grade 4
  - Scholastic TrueFlix/Digital Collection Grade 3
  - SMART Response VE
  - SMART Extreme Collaboration
- Numeracy:
  - Prodigy Math
  - DreamBox Learning
  - Reflex Math Fact Fluency

**Professional Development:**

- Elementary Grade 3 and 4
  - Orientation Session - December 11<sup>th</sup> and 12<sup>th</sup> (choice of one half day - AM or PM)
  - Play to Learn - February 6<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> (choice of one full day)
  - Collaboration – March 24<sup>th</sup>, 25<sup>th</sup>, 26<sup>th</sup> and 27<sup>th</sup> (choice of one full day)
  - Next Steps Think Tank – April 28<sup>th</sup>, 29<sup>th</sup>, 30<sup>th</sup> and May 1<sup>st</sup> (choice of one full day)
- Secondary English
  - Orientation Session - December 10<sup>th</sup> (choice of one half day - AM or PM)
  - Play to Learn - February 18<sup>th</sup> and 19<sup>th</sup> (choice of one full day)
  - Collaboration – April 1<sup>st</sup> and 2<sup>nd</sup> (choice of one full day)
  - Next Steps Think Tank – May 7<sup>th</sup> and 8<sup>th</sup> (choice of one full day)

**Budget Implications**

Budget has been allocated through the Board budget process to cover Phase 4 of this initiative.

**Communication Plan**

1. Ed Tech Updates will be provided to the Trustees throughout the implementation of this initiative.
2. Information will be shared with school administrators at upcoming Director's Meetings and messaging will be reinforced through Family of Schools Meetings.

Respectfully submitted,

David Abbey,  
Assistant Superintendent of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **Health and Safety Annual Report 2012-2013**

DATE: November 11, 2013

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<p><b>Recommended Action:</b> It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2012-2013 as information.</p>
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### 1.0 Introduction

#### **Occupational Health and Safety Services operates to:**

- offer advice to Senior Administration and Trustees on ways in which the Board can strengthen its efforts to provide a healthy and safe environment in support of the entire range of educational activities.
- coordinate the activities of the Joint Occupational Health and Safety Committee.
- liaise with regulatory agencies and other organizations to keep the Board informed of developments which could impact the Board's Health and Safety Program.
- ensure that policies and procedures are in place for inspections, testing and training and that they are carried out as required by legislation.

In 2012-2013 the Occupational Health and Safety Services, under the direction of the Superintendent of Business, operates with a staff of 1.5 FTE — the Health and Safety Officer and a Human Resources Assistant.

## 2.0 Program Administration

### 2.1 Joint Occupational Health and Safety Committee

2012-2013 Joint Occupational Health and Safety Membership

#### Employee Group Appointees

Mike Faust	OSSTF Teachers (Certified Member)
Brenda Savoie	CUPE Clerical/Technical (Co-Chair & Certified Member)
Jennifer Orr	GEETF (Certified Member)
Judy Cartmel	CUPE Facility Services (Certified Member)
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Dan McDougald	OSSTF PSSP (Certified Member)
George Wittet	OSSTF Occasional Teachers (Certified Member)
Dorothy Stedman	GEETF Occasional Teachers (Certified Member)
Carol Hewings	Non-Union (Certified Member)
Patricia Hammond	Early Childhood Educators

#### Board Appointees

Tom Krukowski	Facility Services
Jay Kyle	Secondary Administration (Certified Member)
George Nurse	Elementary Administration
Tom Oldham	Business Services
Rebecca Jago	Human Resources (Co-Chair & Certified Member)

With the exception of a break during the summer months, the Committee meets monthly. Over the course of the 2012-2013 school year, major items considered by the Committee included:

- Ministry of Labour Safe at Work Ontario and Education Initiative including Science and Technology Inspection Field Visits
- Chemical purge and cleanup in secondary schools
- Asbestos concerns and program updates
- Indoor Air Quality including Mould
- Updating certification training for site safety reps and Joint Health and Safety Committee members
- Workplace Inspections
- Workplace Hazardous Materials Information System Regulations/Compliance with Material Safety Data Sheets and Labels
- Slip, trips and falls prevention
- Preventing strains and sprains
- Workplace Violence and Workplace Harassment Legislation
- Health and Safety training for Administrators

### 2.2 Guidelines for the Joint Occupational Health And Safety Committee

The Joint Health and Safety Committee conducted an annual review of the guidelines as per regulations. This was completed September 2012 and no changes or updates were made.

### 3.0 Accidents/Incidents Statistics

3.1 The statistics are set out in the table attached as **Appendix A**

#### 3.2 Summary of Incident/Accidents ( does not include aggressive behavior)

Employee Group	No. of Employees	Slips, Trip, & Falls	Strains/ Sprains	Struck by Object & caught on	Other	Total 2012-2013		Total 2011-2012	
						#	Incidents per 100 employees	#	Incidents per 100 employees
Non-union/Admin	173.0	8	3	9	4	24	13.8%	8	4.6%
Elementary Teachers	1010.50	38	9	37	6	90	8.9%	66	6.4%
Secondary Teachers	705.00	12	4	11	8	35	4.9%	30	4.2%
PSSP	56.0	1	0	0	0	1	1.8%	6	10.7%
Clerical/Technical	175.0	2	2	1	2	7	4%	13	7.4%
Educational Assistants	332.50	16	15	39	7	77	23.1%	41	12.3%
Facilities	232.75	13	27	35	6	81	34.8%	77	32.1%
ECE	26.0	1	1	3	0	5	19.2%	1	3.8%
<b>Total</b>	<b>2710.75</b>	<b>91</b>	<b>61</b>	<b>135</b>	<b>33</b>	<b>320</b>	<b>11.8%</b>	<b>234</b>	<b>8.5%</b>

### 3.3 Student Aggression

2009-2010	—	401 incidents (63 first aid only, 16 health care, and 7 lost time and 315 no treatment)
2010-2011	—	261 incidents (83 first aid, 11 health care, 7 lost time, 160 no treatment includes incidents involving ECE)
2011-2012	--	354 incidents (72 first aid, 21 health care, 4 lost time, 257 no treatment)
2012-2013	--	291 incidents (50 First Aid, 8 Health care, 6 Lost time, 227 No treatment)

With the legislation in place related to workplace violence in its first full year there continues to be growing concern regarding personal safety amongst workers in an educational setting. Workers are entitled to a safe and healthy workplace, and they can reasonably expect to leave their place of employment in the same state of health as they arrived. The legislation also provides for the right to refuse unsafe work to now include concerns of workplace violence. Comprehensive programs are in place and must be adhered to in order to protect all workers from aggression in an educational environment. This includes providing for the protection of workers in any of the special circumstances in which they are required to work.

### 4.0 Management of Hazardous Materials

#### 4.1 Asbestos

The Asbestos Management program continues to be followed and updated on a regular basis. Asbestos surveys, status reports and floor plans are available for all locations including portables are on the Internet. This is accessible to all staff. It will be updated as any asbestos remediation is done (such as removal). The latest update date will also be

posted on the system to keep it current. Asbestos Regulations were updated in November 2005 which resulted in additional testing requirements for Clearance Certificates in asbestos abatement as well as upgrades in asbestos removal and management.

#### 4.2 Hazardous Waste

In conjunction with Facilities, the annual Chemical Disposal Program continues to occur. This is done in the summer. A disposal contractor is retained to package waste chemicals to ensure that the disposal efforts do not create either an environmental or safety hazard.

### 5.0 Compliance with Health and Safety Legislation

The Occupational Health and Safety Act require an employer to co-operate with the Committee to develop a written Health and Safety Program. The program was developed by Health and Safety Services and accepted by the Committee and the Board.

The overriding philosophy in the Occupational Health and Safety Act is known as internal responsibility. This philosophy is an expectation that employers and workers will cooperate to control health and safety hazards in the workplace.

The Education Act and Regulations govern most activities in schools in Ontario. The Act and Regulations pay particular attention to duties of principals and teachers with regard to safety of students and the cleanliness of schools. The Occupational Health and Safety Act are concerned with the safety of employees in the school. This overlap should ensure a safe and healthy environment.

For the Board to meet its health and safety responsibilities the site supervisors/principals must take a more active role in ensuring compliance with Laws and Regulations therefore; they must be provided with ongoing support and training as well as policies/procedures for health and safety and held accountable to those. When this is provided the responsibility and liability for health and safety rests with the supervisor/principal.

### 6.0 Indoor Air Quality

This continues to be a major issue in some areas. Protocols have been developed to address this issue in a timely manner. Mould concerns continue to be raised in a number of locations and mould was remediated in a number of locations in 2012-2013.

### 7.0 Harassment and Objectionable Behaviour

The Grand Erie District School Board is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. It is recognized that, beyond the provisions of the *Ontario Human Rights Code*, every individual has an equal right to learn and work in an environment that is free from harassment or objectionable behaviour. Policy HR5: Harassment and Objectionable Behaviour is the policy which addresses this issue and outlines the process for investigation and resolution.

## **Definitions**

### **7.1 Harassment/Workplace Harassment**

Harassment/Workplace Harassment means engaging in a course of vexatious comment or conduct which is known or ought reasonably to be known to be unwelcome pursuant to the *Ontario Human Rights Code* and the *Occupational Health and Safety Act (OHSA)*. Harassment/Workplace Harassment can include sexual harassment.

### **7.2 Objectable Behaviour**

Objectable Behaviour is often, but not always, persistent, ongoing vexatious conduct towards an individual in the workplace which might reasonably be known to be unwelcome. A single serious act or expression can constitute objectionable behaviour.

### **7.3 Summary of Harassment Complaints 2012 -2013**

<b># of Complaints Filed</b>	<b># against Employees</b>	<b># against Visitors</b>	<b># of confirmed Cases of Harassment</b>	<b># of confirmed cases of Objectable Conduct</b>
4	3	1	0	1

### **8.0 Priorities for 2013-2014**

#### **Bill 160 updates to the Occupational Health and Safety Act**

On June 1, 2011, Bill 160, the Occupational Health and Safety Statute Law Amendment Act, 2011, received Royal Assent. Bill 160 provides for the proposed amendments to come into force at various times so as to allow for further consultation and additional work to support implementation where necessary. This will permit the workplace parties to become familiar with changes and prepared for their new duties and responsibilities.

Bill 160 amendments are intended to respond to the recommendations provided by the Expert Panel on Occupational Health and Safety and significantly amend the *Occupational Health and Safety Act* and include such things as:

- empowering the Minister of Labour to establish standards for training programs and training providers, and collect information and maintain records of workers' successful completion of approved training programs;
- empowering the Minister to establish training and certification standards for members of joint health and safety committees;
- requiring constructors or employers to provide health and safety representatives with training;
- enabling the co-chair of a joint health and safety committee to make written recommendations to a constructor or employer if the committee fails to reach consensus; and



- authorizing a Ministry of Labour Director to establish policies respecting the interpretation, administration and enforcement of the Occupational Health and Safety Act, and to require an inspector to follow such policies.
- establishment of a council to be known as the Prevention Council to provide advice on the prevention of workplace injuries and occupational diseases

This may bring about a number of changes in the coming months on items such as;

- who is allowed to provide H&S training
- improvements or changes to the certification process for Joint Occupational Health and Safety Committee members and Site Safety Team members including both workers and employer reps
- legislated health and safety training for new worker during orientation
- changes and/or additions to the Regulations or Act to make further improvements in health and safety

#### 8.1 **Slips , Trips and Falls, Strains and Sprains**

Slips, trips, falls, strains and sprains continue to be the largest contributors to Workplace Safety and Insurance Board costs. The committee focus this year will be on continued education of preventing slips and falls through; proper foot wear, the use of traction aids, and reminders to all staff of taking care when walking in winter ice and snow conditions . The committee will continue to promote an awareness program which will include such things as continuing the education and training on proper lifting techniques for staff working with special needs children to prevent strains, education on how to maintain a healthy back, providing ergonomic workstations and equipment to prevent repetitive strain injuries with office and support staff. Facility Services in conjunction with the accident prevention, products and methods committee continue to look into more ergonomically friendly tools for cleaning purposes to decrease strains and sprains happening with staff.

#### 8.2 **Workplace Hazardous Materials Information System**

We will continue to ensure compliance with all aspects of the Workplace Hazardous Materials Information System Regulation, including up to date Material Safety Data Sheets and Workplace Labels.

#### 8.3 **Machine Guarding in Technology Classes**

Safety inspections were conducted again by an outside agency throughout the Board's technology shops in 2012-2013. A number of safety deficiencies were still noted in relation to guarding and safety shut offs in a number of locations. We continued with safety upgrades and the fifth phase of the project occurred in 2012-2013 with upgrades and improvements made to a total of \$200,000.00. The sixth phase of improvements continued in September of 2013 with a budget amount of \$200,000.00.

#### 8.4 **Training and Development**

Training continues to be a significant component of Occupational Health and Safety activities. The focus in 2013/2014 will be on:

- Strains and overexertion prevention
- Asbestos Awareness Training
- Occupational Health and Safety issues for Administrators

- Safe work practices for Technology Shops and Science programs
- Phase 2 – Clean Sweep Training for Custodians and Caretakers
- Accident Investigation training for Administrators
- Safe Lifting Techniques for staff working with special needs students
- Continuing Certification training for new site safety representatives
- Refresher training for existing site safety representatives
- First Aid/CPR including Automated External Defibrillator training

#### 8.5 Chemical Management Program

Wellnet Solutions provides on line access and a management tool for the Board's Material Safety Data Sheets. Inventories continue to be maintained for all schools and support locations. Master books and workplace labels were provided to all locations in 2007-2008.

#### 8.6 Ministry of Labour: Safe at Work Ontario and Education Initiative

The Ministry of Labour *Safe At Work Ontario* program continues in its fifth year.

The plan allows Ministry inspectors to be flexible and strategic in determining which businesses require their attention based on a number of factors including:

- injury rates and associated costs
- compliance history
- hazards inherent to the work
- new businesses
- size of businesses
- specific events or incidents (e.g., critical or fatal injuries, or violence)
- new and/or vulnerable workers.

The new direction seeks to continue to improve the health and safety of Ontario's workplaces. Ministry of Labour inspections will focus on the Internal Responsibility System (IRS).

Sector- and hazard-specific inspection blitzes are an important feature of the *Safe At Work Ontario*. This means that a business could receive a visit from an inspector even if they have a zero injury rate but have a hazard inherent to the work that is part of the blitz. Blitzes scheduled for the 2013-2014 year includes the following:

- Recycling and Waste Management (November – December 2013)
- Construction in Active Workplaces (January 2014)
- Warehousing -includes racking (February – March 2014)

Other items of note on the key health and safety issues for the Ministry Of Labour which they will be checking when they are conducting their inspections are:

- ensuring compliance with the new workplace violence and harassment legislation
- functional internal responsibility system
- Struck by objects such as improper storage
- infection prevention and control

The Education Initiative will also continue in the year 2013-2014 with follow up visits to a select number of secondary schools to verify and monitor status of technology and science areas. As well there are plans for additional visits with the focus on the arts areas

and possible visits to elementary schools to look at strains and sprains and aggression issues.

The result of the inspection will determine the level of engagement and frequency of subsequent inspections for that workplace.

It will be a focus of the committee this year to continue to improve our accident statistics and make recommendations on training etc. that is needed to improve the safety of all staff.

Respectfully submitted,

Jamie Gunn  
Superintendent of Business and Treasurer

## Appendix A – Accident Statistics

	<b><u>2012-2013</u></b> <b><u>%</u></b>	<b><u>2011-2012</u></b> <b><u>%</u></b>	<b><u>2010-2011</u></b> <b><u>%</u></b>	<b><u>2009-2010</u></b> <b><u>%</u></b>
Slips, Trips, Falls	<b>91</b> 28.4% (10 First Aid, 9 Health Care, 17 Lost Time, 55 No Treatment)	<b>94</b> 40% (14 First Aid, 17 HealthCare, 14 Lost time, 49 No Treatment)	<b>113</b> 37.4% (17 first aid, 11Health care, 23 lost time, 59 No Treatment, 2 Reoccurrence)	<b>87</b> 35.3% ( 18 First aid, 18 Health Care, 13 Lost Time, 38 No Treatment)
Cuts	Reclassified this year to the other categories as injury cause to mirror what SBCI does for statistics	<b>8</b> 3.5% (5 First Aid, 1 Health care, 2 No Treatment)	<b>16</b> 5.3% (8 first Aid, 2 Health Care, 1 Lost Time 5 No Treatment)	<b>14</b> 5.7% ( 6 First Aid, 2 Health Care, 6 No Treatment)
Sprains/Strains	<b>61</b> 19.1% ( 3 First Aid, 13 Health Care, 13 lost Time 32 No treatment)	<b>50</b> 21% (20 Healthcare, 11 Lost Time, 18 No treatment, 1 Reoccurrence)	<b>62</b> 20.5%(2First Aid, 11 Health Care, 26 lost Time, 19 No Treatment 4 Reoccurrence)	<b>44</b> 18.0% (12 Health care, 14 Lost Time, 17 No Treatment, 1 Reoccurrence)
Struck by/Caught on Object	<b>135</b> 42.2% (52 First Aid, 15 Health Care, 11 Lost time, 57 No Treatment)	<b>60</b> 26% (20 First Aid, 13 HealthCare, 3 Lost Time, 24 No Treatment)	<b>80</b> 26.5 % (27 First Aid, 8 Health Care, 5Lost Time, 40 No Treatment)	<b>61</b> 25.0% (18 First Aid, 9 Health Care, 5 Lost Time, 29 No Treatment)
Other	<b>33</b> 10.3% ( 2 First Aid, 10 Health Care, 11 Lost time , 10 No Treatment)	<b>22</b> 9.5% (2 First Aid, 13 Healthcare, 2 Lost Time, 3 No Treatment, 2 Reoccurrence)	<b>31</b> 10.3% (5 First Aid, 9 Health Care, 4 Lost Time, 13 No Treatment)	<b>40</b> 16.0% ( 4 First Aid, 10 health care, 7 Lost Time, 16 No Treatment, 5 Reoccurrence)
<b>Totals</b>	<b>320</b> 100%	<b>234</b> 100%	<b>302</b> 100% ( 59 first Aid, 41 Health Care, 59 Lost Time, 136 No treatment, 6 Reoccurrence)	<b>246</b> 100% ( 46 First Aid, 51 Health Care, 39 Lost Time, 6 Reoccurrence, 104 No Treatment)

Classification of accidents/incidents shows the major contributions are slips, trips, falls, struck by/caught on an object, sprains and strains. This analysis will provide a focus for the Joint Occupational Health and Safety Committee and Supervisors in 2013/2014.



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Trustee Expense Report**

DATE: November 11, 2013

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**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ THAT the Grand Erie District School board receive the Trustee Expense Report as information.

**Rationale:**

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

The attached report details current year to date expenses for 2013-14 as well as full year expenses for the previous school year ended August 31, 2013

Respectfully submitted

Jamie Gunn,  
Superintendent of Business & Treasurer

# Grand Erie District School Board

## Trustee Expenses

	2012-13	2013-14
	Full Year	Year to date
	Sep 1/12 to Aug 31/13	Sep 1/13 to Oct 31/13
<b>Professional Development Expense</b>		
PROF DEV-TRUSTEE LEFEBVRE	-	-
PROF DEV-TRUSTEE ANGUS	1,223.43	-
PROF DEV-TRUSTEE COLLVER	2,784.12	-
PROF DEV-TRUSTEE DIXON	-	-
PROF DEV-TRUSTEE DOYLE	-	-
PROF DEV-TRUSTEE SLOAT	3,570.01	-
PROF DEV-TRUSTEE EVERETS	1,359.72	-
PROF DEV-TRUSTEE DEAN	50.29	-
PROF DEV-TRUSTEE JOHNSTON	-	-
PROF DEV-TRUSTEE MACDONALD	1,907.48	-
PROF DEV-TRUSTEE WERDEN	3,378.70	103.41
PROF DEV-TRUSTEE AMY	-	-
PROF DEV-TRUSTEE MANNING	-	-
PROF DEV-TRUSTEE BRADOVKA	-	-
PROF DEV-TRUSTEE FLEET	-	-
<b>Total Professional Development Expense</b>	<b>14,273.75</b>	<b>103.41</b>
<b>Travel/Mileage Expense</b>		
TRAVEL/MILEAGE-TRUSTEE LEFEBVRE	60.89	-
TRAVEL/MILEAGE-TRUSTEE ANGUS	353.92	-
TRAVEL/MILEAGE-TRUSTEE COLLVER	4,174.35	835.66
TRAVEL/MILEAGE-TRUSTEE DIXON	2,388.76	329.00
TRAVEL/MILEAGE-TRUSTEE DOYLE	1,444.70	169.20
TRAVEL/MILEAGE-TRUSTEE SLOAT	897.10	310.20
TRAVEL/MILEAGE-TRUSTEE EVERETS	1,004.21	101.52
TRAVEL/MILEAGE-TRUSTEE DEAN	680.28	-
TRAVEL/MILEAGE-TRUSTEE JOHNSTON	-	-
TRAVEL/MILEAGE-TRUSTEE MACDONALD	819.88	151.81
TRAVEL/MILEAGE-TRUSTEE WERDEN	1,859.00	397.62
TRAVEL/MILEAGE-TRUSTEE AMY	-	58.14
TRAVEL/MILEAGE-TRUSTEE MANNING	37.61	37.47
TRAVEL/MILEAGE-TRUSTEE BRADOVKA	261.73	-
TRAVEL/MILEAGE-TRUSTEE FLEET	519.05	-
<b>Total Travel/Mileage Expense</b>	<b>14,501.48</b>	<b>2,390.62</b>
<b>Total Trustee Expense</b>		
TOTAL TRUSTEE EXPENSE-TRUSTEE LEFEBVRE	60.89	-
TOTAL TRUSTEE EXPENSE-TRUSTEE ANGUS	1,577.35	-
TOTAL TRUSTEE EXPENSE-TRUSTEE COLLVER	6,958.47	835.66
TOTAL TRUSTEE EXPENSE-TRUSTEE DIXON	2,388.76	329.00
TOTAL TRUSTEE EXPENSE-TRUSTEE DOYLE	1,444.70	169.20
TOTAL TRUSTEE EXPENSE-TRUSTEE SLOAT	4,467.11	310.20
TOTAL TRUSTEE EXPENSE-TRUSTEE EVERETS	2,363.93	101.52
TOTAL TRUSTEE EXPENSE-TRUSTEE DEAN	730.57	-
TOTAL TRUSTEE EXPENSE-TRUSTEE JOHNSTON	-	-
TOTAL TRUSTEE EXPENSE-TRUSTEE MACDONALD	2,727.36	151.81
TOTAL TRUSTEE EXPENSE-TRUSTEE WERDEN	5,237.70	501.03
TOTAL TRUSTEE EXPENSE-TRUSTEE AMY	-	58.14
TOTAL TRUSTEE EXPENSE-TRUSTEE MANNING	37.61	37.47
TOTAL TRUSTEE EXPENSE-TRUSTEE BRADOVKA	261.73	-
TOTAL TRUSTEE EXPENSE-TRUSTEE FLEET	519.05	-
<b>Grand Total Trustee Expense</b>	<b>28,775.23</b>	<b>2,494.03</b>



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Trustee Honoraria**

DATE November 11, 2013

**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2013 to November 30, 2014 as presented.

**Background:**

Ontario Regulation 357/06 sets out the method for calculating the limits on honoraria and Board Policy F4 was established after community consultation to set out procedures for the annual calculation of honoraria.

**Additional Information and Budget Implications:**

Trustee honoraria consist of three components; a base amount, an enrolment amount and Chair/Vice Chair allowances. The base amount of \$5,900 per trustee was established by the regulation with adjustment for increases in the consumer price index for years beginning on or after December 1, 2010. The CPI as reported by Statistics Canada for July 1, 2006 is 109.6 and the index for June 30, 2013 is 123.0 which equates to an increase of 12.2%.

The Public Sector Compensation Restraint to Protect Public Services Act 2010 (Restraint Act) does not provide for any increases in the maximum amounts set out for each of the components and this remains the case even after the Period of Restraint (March 25, 2010 to March 31, 2012). The practical effect of the Restraint Act on trustee honoraria is restricted to the loss of the amount of any increase in the Consumer Price Index (CPI) which may have been applied to the base amount component during the period of restraint.

The enrolment amount is adjusted annually based on the actual enrolment from the previous school year.

Trustee Honoraria for the year from December 1, 2013 to November 30, 2014 are as follows (current honoraria are show for comparison);

	<b>Current Honoraria</b>	<b>Revised Honoraria</b>
Base Amount	\$5,900.00	<b>\$5,900.00</b>
Chairperson Allowance	\$5,000.00	<b>\$5,000.00</b>
Vice Chairperson Allowance	\$2,500.00	<b>\$2,500.00</b>
Enrolment Amounts		
All Trustees	\$4,403.64	<b>\$4,365.90</b>
Chairperson (additional)	\$1,258.18	<b>\$1,247.40</b>
Vice Chairperson (additional)	\$ 629.09	<b>\$623.70</b>

Detailed calculations are shown on the attached schedule.

Respectfully submitted,

Jamie Gunn  
Superintendent of Business & Treasurer



**Trustee Remuneration Calculations**

Effective 01-Dec-13

Ending 30-Nov-14

**ADE per Sched 13, Line 3.9, 2012-13 F/S - Pupils of the Board****24,948.01****Enrolment Amounts**

Regular Trustee	$24948.01 \times 1.75 / 10 =$	<b>\$ 4,365.90</b>
Chairperson	$24948.01 \times 0.05 =$	<b>\$ 1,247.40</b>
Vice Chairperson	$24948.01 \times 0.025 =$	<b>\$ 623.70</b>

**Regular Trustee**

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,365.90

<b>Total Annual Remuneration</b>	<b>\$ 10,265.90</b>	
Semi-monthly pay amount (1/24)	\$ 427.75	Taxable \$ 285.17
		Non Taxable \$ 142.58

**Board Chair**

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,365.90
Chair Allowance	\$ 5,000.00
Chair Enrolment Amount	\$ 1,247.40

<b>Total Annual Remuneration</b>	<b>\$ 16,513.30</b>	
Semi-monthly pay amount (1/24)	\$ 688.05	Taxable \$ 458.70
		Non Taxable \$ 229.35

**Board Vice Chair**

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,365.90
Vice Chair Allowance	\$ 2,500.00
Vice Chair Enrolment Amount	\$ 623.70

<b>Total Annual Remuneration</b>	<b>\$ 13,389.60</b>	
Semi-monthly pay amount (1/24)	\$ 557.90	Taxable \$ 371.93
		Non Taxable \$ 185.97

**Prepared : November 3, 2013**



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Primary Class Size Report**

DATE: November 11, 2013

**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Grand Erie District School Board receive the Primary Class Size Report as information.

### **Background Information:**

Since 2007-08 the Ministry of Education has required Boards to be fully compliant with the primary class size cap: *90 per cent of primary classes will have 20 or fewer students and up to 10 per cent of primary classes may have up to 23 students.* It is also a requirement that Boards achieve compliance while ensuring that the average class size in Grades (4 to 8) 24.15 or less.

### **Grand Erie Statistics for 2012-14:**

All boards are required to report actual school organizations that are in place each school year. Boards are permitted to select an appropriate reorganization date in the month of September for this purpose. Grand Erie's reorganization date was September 13, 2013. The reporting is done on a Ministry provided web based reporting tool. Appendix A provides Grand Erie District School Boards statistics from the data provided to the Ministry with comparative data for 2008-09 through 2012-13.

It is of note that the report confirms that full compliance has been achieved in each year. For 2013-14, 100% of our Primary Classes are under 23 students, 91.6% (274) are at 20 and under and only 8.4% (25) of our Primary Classes are greater than 20 but no more than 23. All Grade 3/4 combined classes are organized at 23 or under. Also key, is that the report confirms that the average grade 4-8 class size is compliant at 24.11.

Grand Erie has 102 Full Day Early Learning classes with an average class size of 24.5 which is below the funded level of 26 per class. 12 Full Day Early Learning classes have been organized with 15 or fewer students, one teacher and no ECE as permitted in Regulation 224/10. Appendix B lists schools hosting Early Learning Classes organized with no ECE.

Respectfully submitted

Jamie Gunn,  
Superintendent of Business  
& Treasurer

## Grand Erie District School Board

## Appendix A

Primary Class Size - Board Statistics	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Key Statistics</b>						
% Primary Classes 20 and under	90.2%	91.6%	90.4%	90.4%	90.4%	<b>91.6%</b>
% Primary Classes 23 and under	100.0%	100.0%	100.0%	100.0%	100.0%	<b>100.0%</b>
Average Junior/Intermediate (grades 4-8) Class Size	24.7	24.4	24.3	24.3	24.15	<b>24.11</b>
% Grade 3/4 Combined Classes 23 and Under	100.0%	100.0%	100.0%	100.0%	100.0%	<b>100.0%</b>
<b>Early Learning Program Statistics</b>						
<b>% of ELP Classes</b>						
Under 26			52.9%	83.3%	60.3%	<b>39.3%</b>
26			5.8%	3.3%	14.3%	<b>13.7%</b>
27 and above			41.1%	13.3%	25.4%	<b>47.0%</b>
<b>Information on ELP Classes</b>						
Number of ELP Classes			17	30	63	<b>102</b>
ELP Enrolment			422	648	1522	<b>2504</b>
Average ELP Class Size			24.8	21.6	24.16	<b>24.5</b>
Number of Schools Offering ELP Program			9	13	28	<b>44</b>
<b>Primary (JK-3) Statistics</b>						
<b>% of Primary Classes</b>						
20 and under	90.2%	91.6%	90.4%	90.4%	90.4%	<b>91.6%</b>
21	3.3%	3.0%	1.7%	3.3%	3.2%	<b>1.6%</b>
22	2.7%	3.4%	3.2%	2.3%	2.6%	<b>3.3%</b>
23	3.6%	1.8%	4.7%	4.0%	3.8%	<b>3.3%</b>
24	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
25 and more	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
<b>Number of Primary Classes</b>						
20 and under	400	397	367	359	312	<b>274</b>
21	15	13	7	13	11	<b>5</b>
22	12	15	13	9	9	<b>10</b>
23	16	8	19	16	13	<b>10</b>
24	0	0	0	0	0	<b>0</b>
25 and more	0	0	0	0	0	<b>0</b>
Total Number of Primary Classes	443.0	433.0	406.0	397.0	345	<b>299</b>
Total Number of Primary Classes (FTE)	354.1	343.5	328.5	324.5	272	<b>272.5</b>
Total Primary Enrolment (FTE)	6,513.5	6,427.5	6,203.5	6,129.0	5,208.5	<b>5,179.5</b>

Primary Class Size - Board Statistics	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Information on Grade 3/4 Combined Classes (includes all Primary/Junior Combined Classes)</b>						
<b>Number of Classes</b>						
20 and under	13	6	8	9	4	7
21	5	3	2	2	2	5
22	4	9	6	3	8	9
23	10	14	11	14	22	18
24	0	0	0	0	0	0
25 and more	0	0	0	0	0	0
Total Grade 3/4 Combined Classes	32	32	27	28	36	39
<b>Grade 3/4 Combined Class Enrolment</b>						
Total Grade 3/4 Combined Class Enrolment	662.0	696.0	568.0	592.0	803.0	849.0
Primary Enrolment in Primary/Junior Combined Classes	300.0	305.0	262.0	267.0	388.0	424.0
Number of Primary Classes (FTE) Included in 3/4 Combined Classes	14.6	14.1	12.6	12.6	17.4	19.5
<b>Junior/Intermediate (grades 4-8) Statistics</b>						
Number of Junior/Intermediate Classes	392.0	387.0	384.0	378.0	382.0	378.0
Junior/Intermediate Enrolment	9,664.0	9,450.0	9,331.0	9,172.0	9,225.0	9,115.0
<b>Self-Contained Special Education Statistics</b>						
Number of Self-Contained Special Education Classes	36.0	37.0	34.0	36.0	35.0	34.0
Self-Contained Special Education Enrolment	325.0	298.0	278.0	286.0	291.0	295.0

## Grand Erie District School Board

## Appendix B

## 2013-14 FD-ELK Classes without an ECE

School	Total FD ELK Enrolment	Class Enrolment With an ECE		Class Enrolment with no ECE
Bellview	72	29	28	15
Centennial	36	25	-	11
Greenbrier	33	22	-	11
Lakewood	57	21	22	14
Major Ballachey	63	29	24	10
Oakland-Scotland	33	21	-	12
Onondaga	38	24	-	14
Prince Charles	33	19	-	14
Princess Elizabeth	43	28	-	15
Teeterville	43	28	-	15
Walsh - Regular Track	43	28	-	15
Walsh - French Immersion	53	27	26	-
Woodman	65	28	26	11



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: **Data Report – Student Suspensions 2012-13**

DATE: November 11, 2013

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive “Data Report – Student Suspensions 2012-13” as information.

### **Background:**

Regulation 298 states that: *“Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends...”*

Principals have the authority to suspend pupils for a variety of infractions. Suspensions can range from one to twenty days in length, with the vast majority being for three days or less.

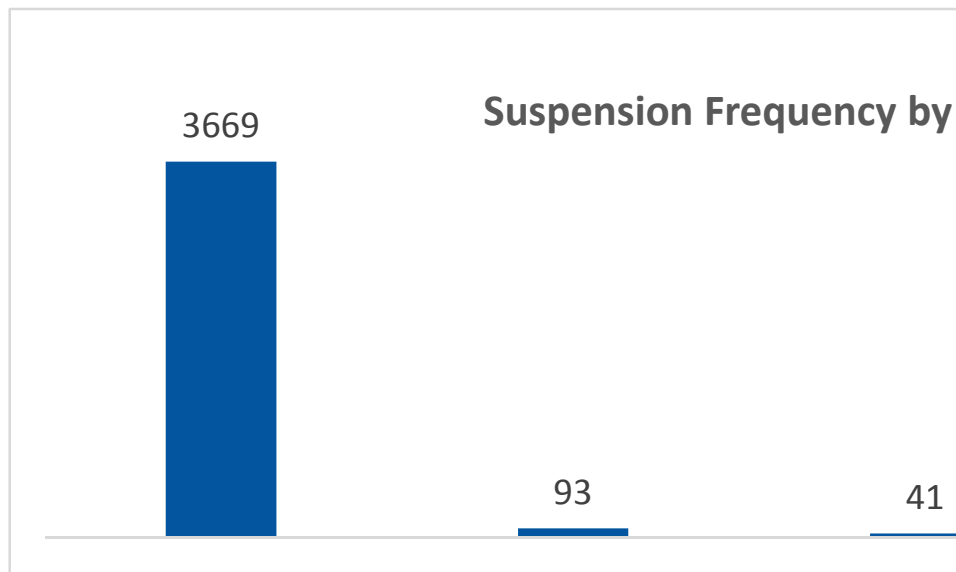
### **Additional Information:**

## Total Numbers of Student Suspensions

Listed below are the total numbers of student suspensions in Grand Erie schools during the last five years:

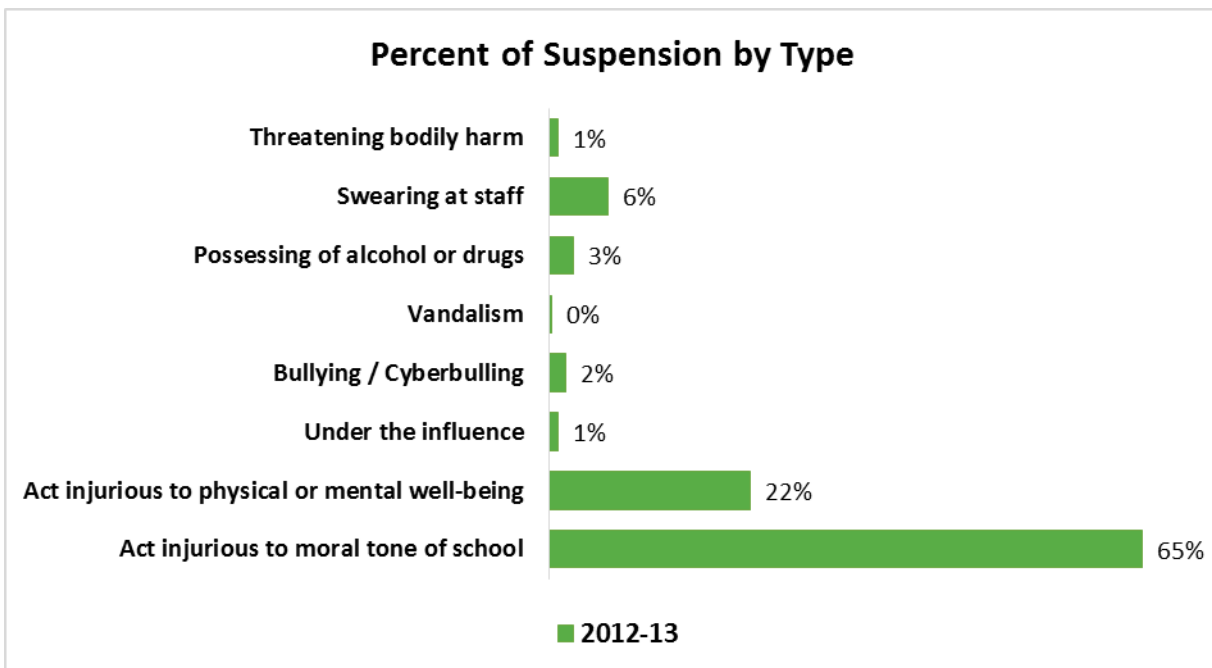
	Elementary	Secondary
<b>2010 – 11</b>	<b>1525</b>	<b>3402</b>
<b>2011 – 12</b>	<b>1368</b>	<b>2958</b>
<b>2012 – 13</b>	<b>1096</b>	<b>2707</b>

Suspensions for 2012-13 continued a five-year trend of decreases.

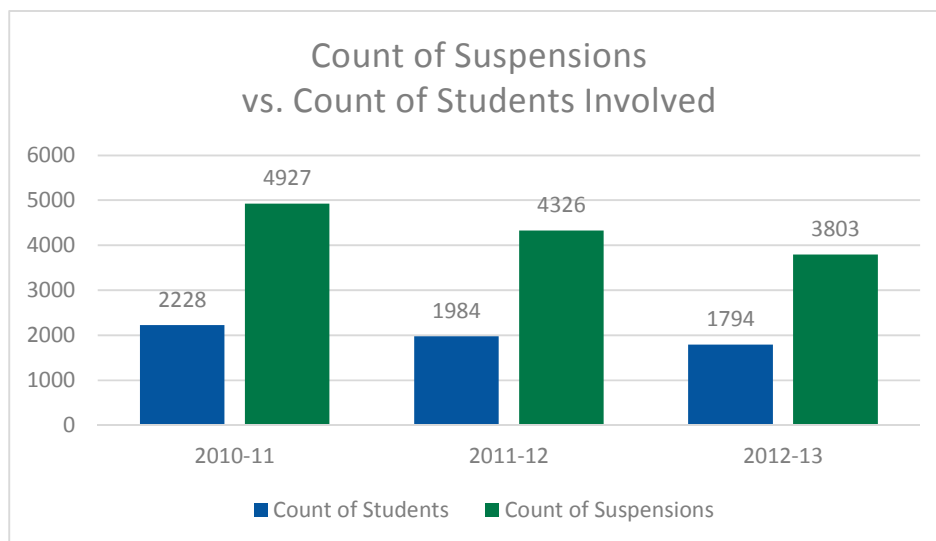


As reported in past years, the vast majority of 2012-13 suspensions were short-term, defined as less than six days. Teachers provide instructional materials for students on short-term suspension.

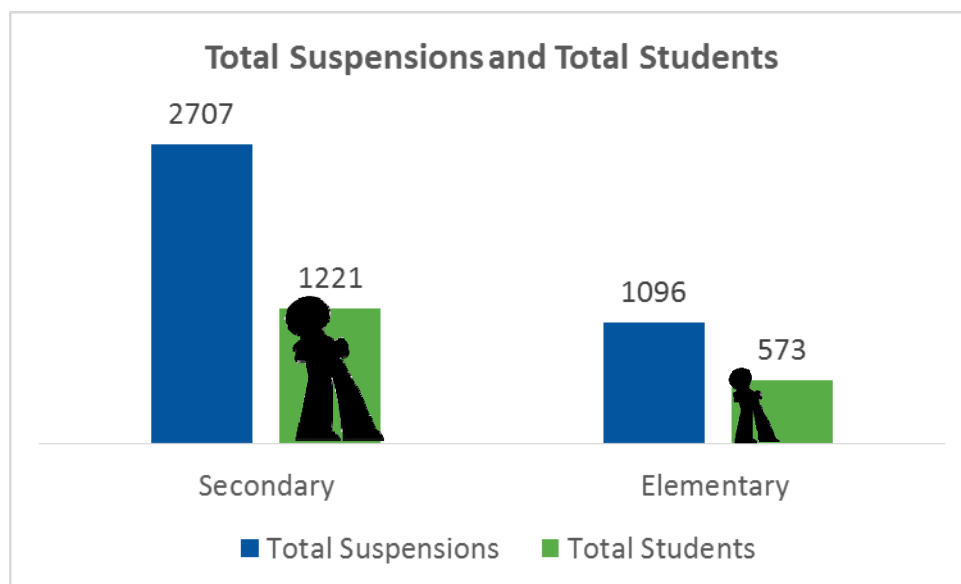
Long-term suspensions range from 6 -20 days, and qualify the student for Safe Schools supports. Students serving suspensions of 6 - 10 days are eligible to work with a Safe Schools teacher. Students serving suspensions from 11 – 20 days are also eligible for social work/CYW supports.



Conduct injurious to the moral tone of the school, or mental/physical well-being, include such incidents as consistent non-compliance and physical altercations.



The number of suspensions continues to decrease, as does the number of students suspended.



There are more Secondary suspensions than Elementary. As well, there are more Secondary students suspended than Elementary. There are more suspensions per Secondary student than per Elementary student; this suggests greater recidivism in Secondary schools.

Respectfully submitted,

Wayne Baker  
Superintendent of Education





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education and Secretary

FROM: Wayne Baker

RE: **Data Report – Student Expulsions 2012-13**

DATE: November 11, 2013

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive “Data Report – Student Expulsions 2012-13” as information.</p>
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**Background:**

For very serious infractions, students may be expelled by the Board. All expulsions are preceded by a 20-day suspension, while information is gathered concerning the incident in question. Expulsion is the responsibility of a group of trustees comprising the Student Discipline Committee.

**Additional Information:**

During the 2012-13 school year, six (6) students were expelled. In each case, there was police involvement. All of the students entered the Safe Schools program, receiving continued instruction and counselling.

There were two (2) expulsions in 2011-12 and six (6) in 2010-11.

Respectfully submitted,

Wayne Baker  
Superintendent of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Brenda Blancher, Superintendent of Program

RE: **Revisions to Kindergarten Entry Process**

DATE: November 11, 2013

**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ THAT the Grand Erie District School Board receive the report on Revisions to Kindergarten Entry Process as information.

### Background Information

The entry process for our Kindergarten students is outlined in the Grand Erie District School Board document “Grand Beginning” in Section 2. As stated in this document “getting Kindergarten students off to a positive start at they begin their schooling is of utmost importance in the Grand Erie District School Board”. There are several components included in our plan such as parent information meetings and orientation held in the spring and school entry parent-teacher-child conferences along with a gradual entry process which are all opportunities for the parent, child and teacher to get to know each other before school commences. It is important to highlight that this is the only opportunity schools have to ensure a smooth transition for our youngest learners.

For many years, Grand Erie has operated a model of gradual entry for Kindergarten students that saw students divided into small groups to be introduced to the school, staff and routines in order to provide an opportunity for the student to adjust to school and to provide an opportunity for the teacher to observe and get acquainted with the student. In Grand Erie we also used the gradual entry period to administer some Kindergarten assessments – Concepts About Print and Self Portrait and Name. These assessments assist the teacher in planning program for the students.

The components of gradual entry include parent-teacher-child conferences for all Junior Kindergarten and new to school Senior Kindergarten students to collect significant information from the parent/guardian that will help the teacher to get to know and understand the child and for the parent/guardian to share information about their child with the teacher. These conferences take place during the first few school days of September with no other students present. Another component is the introduction of small groups of students to the school, staff and routines in order to provide an opportunity for the student to adjust to school and to provide an opportunity for the teacher to observe and get acquainted with the student. In Grand Erie we have used the gradual entry period to administer some Kindergarten assessments – Concepts About Print and Self Portrait and Name. These assessments assist the teacher in planning program for the students.

### Additional Information

As we move to full implementation of full day kindergarten (FDK) in September 2014, the Elementary Program Team has been asked to review our gradual entry model to make changes so that all students are in their classrooms full time earlier than in the past.

## Options

### **Option 1 – Modified Gradual Entry**

Senior Kindergarten students (Year 2 students) begin full time on the first day of school. Students new to Kindergarten (JKs or SKs who have not attended school before) have gradual entry. Half of the students would attend on the second day of school and the other half on the third day of school with all students in full time attendance on the fourth day of school which would be the first Friday of the school year.

This model would give the teacher and Designated Early Childhood Educator (DECE) one full day with returning students to re-establish routines, and two days with a smaller number of new students to transition them to school.

During the first week of school, Teachers and DECEs will:

1. Send home the Kindergarten Home Connection Form to be completed by parents / guardians during the first week of school
2. Complete diagnostic assessments through authentic play-based learning and teacher / D-ECE observation, as developmentally appropriate, for all Kindergarten Students. Assessments to be completed include:
  - Welcome to School / Student Observations
  - Concepts of Print (all students, as developmentally appropriate)
  - Phonemic Awareness (Year 2 students, Year 1 students as developmentally appropriate)

Teacher and DECEs will continue to collect diagnostic assessment information, and complete the ***Student Self- Portrait*** and ***Letter-Sound-Word Identification*** through regular play-based classroom experiences. The results of these assessments are to inform classroom and school programming.

Pros	Cons
Senior Kindergarten students who attended Junior Kindergarten are in school full time beginning the first day of school	No parent/teacher/child interview means less information for the teacher and DECE to work with as the child transitions to school – in most other grades we have some history of the students and understand their needs. This will now be done through a paper process.
The gradual entry day gives teachers and DECEs a head start in getting to know students in a smaller group	The model will present a challenge in communities where low levels of school readiness are present.
Easing the transition is particularly important for school communities where many children have no experience in an organized preschool setting	

### **Option 2 – No Gradual Entry**

All Kindergarten students will attend full time on the first day of school. During the first week of school, Teachers and DECEs will:

1. Send home the Kindergarten Home Connection Form to be completed by parents / guardians during the first week of school
2. Complete diagnostic assessments through authentic play-based learning and teacher / D-ECE observation, as developmentally appropriate, for all Kindergarten Students. Assessments to be completed include:
  - Welcome to School / Student Observations
  - Concepts of Print (all students, as developmentally appropriate)
  - Phonemic Awareness (Year 2 students, Year 1 students as developmentally appropriate)

Teachers and DECEs will continue to collect diagnostic assessment information, and complete the *Student Self- Portrait* and *Letter-Sound-Word Identification* through regular play-based classroom experiences. The results of these assessments are to inform classroom and school programming.

Pros	Cons
Parents will not have to make child care arrangements for their school-aged children for the first week of school.	No parent/teacher/child interview means less information for the teacher and DECE to work with as the child transitions to school – in most other grades we have some history of the students and understand their needs. This will now be done through a paper process.
All students start school consistent with Grades 1 to 8.	The model will present a challenge in communities where low levels of school readiness are present.
	FDK classes are larger than alternate day classes and this presents some health and safety concerns in having all the students present from the first day – less time to review routines (such as washroom routines) and safety procedures as is done currently with a small group.
	No transition time for our youngest learners.

Schools will need to determine how they handle Kindergarten orientation activities in the spring to ensure an effective level of parent engagement.

Respectfully submitted,

Brenda Blancher  
Superintendent of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Brenda Blancher, Superintendent of Education

RE: **Parenting and Family Literacy Centres Update**

DATE: November 11, 2013

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the report on Parenting and Family Literacy Centres Update as information.

### Background

The Grand Erie Parenting and Family Literacy Centres located at Major Ballachey and Princess Elizabeth schools opened their doors to the community on April 2, 2013. The centres had a successful record of attendance through the months of April, May and June. As PFLCs only operate when schools are in session, the centres were closed for the months of July and August.

### Additional Information

During the summer additional materials were ordered for the centres, and rearranging was done in the PFLC rooms. The parent facilitators started back to work the week before school opened and the centres were in full operation on September 3, 2013.

For the 2013/14 school year the operational hours have changed to 8:30 am to 12:30 pm – starting a half hour earlier. This change was made to facilitate families who arrive at 8:30 am ready to participate at the PFLC.

### Attendance Patterns

The Ministry of Education collects attendance statistics monthly. The statistics for September and October 2013 are listed below by site.

#### Major Ballachey Public School

Month of September 2013- (open 20 days)

- First Visit: 46 new children
- Number of Children Visits: 178 children
- Number of Adult Visits: 112 Adults

Month of October 2013 (open 21 days)

- First Visit: 19 new children
- Number of Children Visits: 189 children
- Number of Adult Visits: 118 Adults

#### Princess Elizabeth Public School

Month of September 2013 - (open 20 days)

- First Visit: 41 new children
- Number of Children Visits: 129 children
- Number of Adult Visits: 85 adults

Month of October 2013 – (open 21 days)

- First Visit: 20 new children
- Number of Children Visits: 208 children
- Number of Adult Visits: 122 adults

### **Community Outreach**

Barb Mitchell, the PFLC Coordinator and the PFLC Parent Facilitators are committed to community outreach. Some of the outreach activities since late August are outlined below.

- Toured each school's neighbourhood and handed out PFLC information postcards. Postcards were also dropped off at stores, churches, food banks, and household mailboxes.
- Connected with CAS parent drop-in programs in school communities.
- Princess Elizabeth PFLC had the Stepping Stones (CAS) parenting drop-in program members over for lunch and a play date.
- Joined Eagle Place CAS staff team and community partners in planning two community baby showers for families who are expecting, or have an infant under 6 months old. PFLC duties include coordinating gift bags, decorating for the event and attending both events.
- On Saturday September 28, 2013 the PFLC had a display booth at the Baby Expo at the Eagle Place Community Centre. The event was run by a community group called B.A.B.I.E.S.
- Partnered with the OEYC Brant to write an article for the Fall/ Winter *Best Start* magazine on Family Literacy Day.
- Jointly wrote a pull out for the magazine on the Benefits of Parenting Centres.

Since PFLCs are part of the school community in which the centres are located, our PFLCs have taken part in many school events and initiatives such as:

- meet the teacher night
- picture day
- joint planning with FDK Educator Teams
- Parent Facilitators joined School Council
- Princess Elizabeth PFLC families are attending the Breakfast Program
- Coordinator met with principals to review school improvement plans and PFLC work plans
- connected with the Principal at Major Ballachey regarding development of the community hubs

The PFLC sites have also hosted some special events such as cooking programs with families, butterfly projects where the students watched caterpillars turn into butterflies and a field trip to the Brantview Apple Orchard attended by 23 children and their parents.

Ongoing professional development is provided for the PFLC staff. Recent PD topics have included an overview of the Triple P Parenting Program and Contact Brant, Mental Health issues, Bridges out of Poverty and the impact of violence, abuse and neglect on children as presented by Dr. Diane Benoit. Where possible the PFLC staff also take part in FDK educator team training.

All PFLC staff will attend a PFLC conference in late November.

As part of her community connections work to support the PFLCs, Barb Mitchell is a member of the following committees:

- Brant Best Start Network.
- Best Start Magazine Committee
- Best Start Services Integration Committee
- Brant Baby Friendly Initiative Committee
- Kids Summer Celebration Committee

At this time we have received no information on possible expansion of PFLCs into other Grand Erie schools. The Early Years Division of the Ministry has reported that their current priority is to establish a common framework, including a common funding framework and common identity for Ontario Early Years Centres, Best Start Child and Family Centres and PFLCs as outlined in the *Ontario Early Years Policy Framework* released in January 2013.

**Communication Plan**

- Update to Trustees at the November 11<sup>th</sup> Committee of the Whole 2 meeting
- Ongoing communication takes place between the PFLC Coordinator, the PFLC Parent Facilitators and the Principals of the host schools

Respectfully submitted,

Brenda Blancher  
Superintendent of Education

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October 30, 2013

Honourable Premier Kathleen Wynne  
Legislative Building  
Queen's Park  
Toronto, Ontario  
M7A 1A1

Dear Premier Wynne:

**Re: Bill 69, Prompt Payment Act-2013**

I am writing on behalf of the Simcoe Muskoka Catholic District School Board to share our concerns regarding the Private Member's proposed Bill 69, *Prompt Payment Act-2013*, as it relates to taxpayer-funded school construction contracts across Ontario.

The board recognizes that prompt payment for acceptable construction work completed under the terms of contract is an essential component of a successful project. However, the language contained within the draft Bill has significant gaps that will result in added school construction costs, impacts on taxpayer-funded budgets, delayed school project openings within communities, and potential over-payments to contractors. The *Prompt Payment Act*, while potentially well-meaning in its intent, will have a negative impact on Ontario's school construction initiatives and will not provide added value to Ontario taxpayers and students. Our most significant concern with Bill 69 is that there has been no known consultation with public or private owners.

The Explanatory Note on Bill 69-2013 states: "The Act sets out various rules and requirements in relation to payments made under construction contracts ... [The Act] entitles contractors and subcontractors to receive progress payments and to suspend work or terminate a contract if such payments are not made. It also provides that payments can only be withheld if the payer notifies the payee that a payment is disapproved or amended within 10 days after it is submitted. Limits are imposed on the amount that can be withheld ... [The Act also] requires owners to provide contractors with certain financial information before entering into a contract."

If the *Prompt Payment Act -2013* is approved, there will be several negative implications to Ontario school boards. The specific concerns are outlined below.

*Contractor's Right to Terminate the Contract.* The *Act*, as drafted, allows a contractor to suspend work or terminate a contract if the contractor is not paid a progress payment. This is one of the more troublesome provisions of Bill 69-2013. There could be myriad reasons for not releasing a progress draw. As an example, the contractor's certificate may not be accurate or complete and may need to be returned to the contractor for correction; or funds may need to be retained by the owner for the contractor's deficient work, etc. Should these situations arise and the contractor chooses to suspend or terminate work on a school construction project, then significant problems will arise with delayed project completion and a resulting inability to meet the educational and accommodation needs of students and school communities.



*Payment of Lien Holdbacks.* The proposed *Act* directs that, “A payer shall pay the value of a holdback within one day after the day the payer is no longer required to retain the holdback.” This directive differs from the current practice under the *Construction Lien Act*, which prescribes that the lien holdback must be released following the 45<sup>th</sup> day after substantial performance of the contract, but not necessarily on the 46<sup>th</sup>, or 47<sup>th</sup> or later date. Directing a release of the holdback by the owner to the contractor “within one day” means that on the 46<sup>th</sup> day, payment shall be made. As it can take several days to confirm that there are no liens on the property and to process the payment, the result of this direction could be deemed default by the owner. This could then trigger a termination of the contract by the contractor based on a delayed payment.

*No Additional Holdbacks.* The proposed *Act* restricts an owner from retaining holdbacks other than a lien holdback as allowed under the *Construction Lien Act*. The problem with this section is that it will limit a school board from retaining funds for holdbacks needed to offset the full costs of deficient work. Furthermore, owners would not be able to offset other funds to vacate liens. Retaining insufficient deficiency holdbacks often results in defective and unacceptable work not being properly corrected by the contractor. As a result, the owner does not receive completed work to the standard defined in the contract. A contractor’s failure to complete their work, which can result with no other holdback provisions, can also delay the issuance of occupancy permits and the necessary completion of school program spaces for neighbouring communities.

*Payment Timing.* Under the *Act*, “A payer shall make a progress payment, . . . , within 20 days after the day the payee submits the progress payment application.” This short period is unreasonable considering the time needed for the consultant to review the application, submit it to the owner for their review and the processing of the payment. Standard contract clauses with school boards often have a 40-day payment period – a reasonable amount of time for the reviews and payment. Generally, this time period has not been an issue as contractors are aware of these payment terms when entering into the contract.

Equally important is the fact that this section of the proposed *Act* does not prescribe the standards for the submission of a progress payment application. Generally, there are other conditions that need to be satisfied for an application to be proper, such as acceptable dollar values, WSIB clearance certificate, payment statutory declarations, construction schedules, etc. Progress payment applications without these standard submission requirements from the contractor are not, and would not be, acceptable construction project management practice and would add risks to both sub-contractors and owners. In many cases, existing *Prompt Payment Acts* in the United States address this Bill 69 shortfall with wording defining an acceptable quality of the progress submissions. A late payment with this short review period could result in the contractor invoking the contract termination.

Also, the proposed Bill provides that, “a payment application is deemed to be approved (by an owner) 10 days after the day the payee submits the application, unless before the 10<sup>th</sup> day, (the owner) provides a written disapproval.” Under standard school board contracts, the consultant has 10 days to review the application before forwarding it to the owner, so it would mean that school boards would not be able to consider or even complete the application review within the 10-day notice period. Furthermore, the wording does not reference that the application needs to be a valid and complete application.

In addition to the above-noted concerns, there are issues with a number of other clauses in Bill 69, including the obligation by the owner to provide confidential financial information to the contractor which raises privacy concerns. Also there are references to “regulations” to the *Act*, which do not appear to have yet been developed.

*Our Mission: Our inclusive Catholic learning community is dedicated to excellence. We give witness to the teachings of Jesus Christ, as we journey in faith and learning, to develop the God-given abilities of each person.*

The *Act* also allows for advance payments for work to be completed, which would result in overpayments to contractors.

The draft *Prompt Payment Act - 2013* as it stands, would shift the balance of the school construction contracts so that school boards would not have the ability to retain the required funds for contractors' project deficiencies or liens. The *Act* would result in the late completion of school constructions and delayed school openings, with direct implications to the learning and teaching environments of Ontario students, teachers and educational staff.

The Board acknowledges that the timely payment to contractors for acceptable work completed within the terms of the construction contract is key to successful school construction projects. However, the terms detailed in Bill 69, *Prompt Payment Act - 2013* will be detrimental to school construction work on behalf of the communities and citizens of Ontario.

Accordingly there should be open public consultation on Bill 69, *Prompt Payment Act - 2013* and the Bill should not be approved as presented.

Sincerely,



Clayton R. J. Ferguson  
Chair, Board of Trustees  
Simcoe Muskoka Catholic District School Board

cc: Hon. Liz Sandals, Minister of Education  
Chairs of Ontario School Boards  
Marino Gazzola, Ontario Catholic School Trustees' Association  
Bill Blackie, Ontario Association of School Business Officials