

Regular Board Meeting

Tuesday, November 10, 2015

Education Centre

St. Catharines

6:15 - 7:00 p.m. [Private Session]

7:00 - 10:00 p.m. [Public Session]

A G E N D A

A. COMMENCEMENT OF THE MEETING OF THE BOARD

1. Call to Order and Noting of Members Absent
2. Declaration of Conflict of Interest

B. COMMITTEE OF THE WHOLE

1. Motion to Move to Committee of the Whole (Private Session)
2. Motion to Return to Open Board (Public Meeting)

C. SINGING OF 'O CANADA'

Pelham Centre Public School choir will perform 'O Canada', via video

D. REFLECTIVE READING

By Trustee Linda Crouch

E. BUSINESS OF THE BOARD

1. Adoption of the Agenda

Recommended Motion:

“That the Agenda be adopted.”

2. Approval of Board Minutes

Pages 5-15

Recommended Motion:

“That the Minutes of the Regular Meeting of the District School Board of Niagara dated October 27, 2015 be confirmed as submitted.”

3. Business Arising from the Minutes

4. Ratification of Business Conducted in Committee of the Whole

Recommended Motion:

“That the business transacted in Committee of the Whole be now ratified by the Board.”

F. EDUCATIONAL SHOWCASING OR PRESENTATIONS

1. Director’s Report and Recognition

W Hoshizaki
Pages 16-18

Update from Provincial, Regional and Local Perspective

a) Director’s Update to Trustees

2. Educational Showcases

G. STUDENT ACHIEVEMENT REPORT

1. Report on Grade 9 Mathematics

H McGregor
Pages 19-20

Recommended Motion:

“That the Board receive the report on the 2014-15 Grade 9 Math EQAO results.”

2. Board Improvement Plan for Student Achievement 2015/2016

J Dickson/H McGregor
Pages 21-32

Recommended Motion:

“That the Board receive the Board Improvement Plan for Student Achievement 2015/2016.”

H. DELEGATIONS

I. BOARD RECESS (Optional)

J. OLD BUSINESS

K. QUESTIONS ASKED OF AND BY BOARD MEMBERS

L. NEW BUSINESS

M. INFORMATION AND PROPOSALS

1. Staff Reports

(a) Verbal Report re: Parent Involvement Committee (PIC) Conference

M Reimer Friesen

(b) Information Technology Initiatives Report

W Hoshizaki
Pages 33-34

Recommended Motion:

“That the Board receive the Information Technology Initiatives Report dated November 10, 2015.”

2. Trustee Information Session

No Information Session

3. Correspondence and Communications

4. Trustee Communications and School Liaison

5. Ontario Public School Boards' Association Report

J Ajandi

6. Future Meetings

Pages 35-36

The calendars for November and December are attached.

N. ADJOURNMENT

Recommended Motion:

“That this meeting of the District School Board of Niagara be now adjourned.”

**November 10, 2015 Board Meeting
Director's Update to Trustees**

Local

Your Future Starts Now

On Tuesday, November 3, the District School Board of Niagara hosted the third annual technology conference for female students in grades 9-12. The "Your Future Starts Now" conference gave over 250 young women from across the DSBN the opportunity to meet, interact and learn from female professionals working in the skilled trades.

Female mentors representing a wide range of industries were on-hand to share their journeys, challenges and successes with students. They highlighted the numerous opportunities available to female students in the construction, green industries, hairstyling and aesthetics, hospitality and tourism, information and communications technologies, industrial and motive power sectors.



Through DSBN's Specialist High Skills Majors programs and Ontario Youth Apprenticeship opportunities, students are finding more ways than ever to prepare themselves for a rewarding career in the skilled trades.

Special thanks to Kevin Graham, Team Lead, SHSM, John Sherk, DSBN Skills Coordinator and all staff who helped to coordinate this outstanding event!

DSBN Pink Shirt (Every) Day

The DSBN Pink Shirt (Every) Day Kick-Off Campaign is taking place November 16-20 during Ontario's Bullying Awareness and Prevention Week. The intent of this campaign is to engage schools (students, staff, Safe School Teams) in the process of embedding the theme of Pink Shirt Day regularly into the school calendar. Any day is an appropriate day to have a Pink Shirt Day throughout the school year, but we will be acknowledging February 24th, 2016 as a unified DSBN Pink Shirt Day to celebrate each school's accomplishments towards a more positive school climate.

Burst the Bubble for Autism

Students at Martha Cullimore P.S. recently became more aware of the characteristics of people with autism as well as how they can be good friends and classmates to students with autism by participating in the Niagara Chapter of Autism Ontario's *Burst the Bubble for Autism* campaign. In their various colour houses, students created bubble wands using pipe cleaners and beads with the goal of forming: the largest bubble; the most unique bubble; and the most bubbles with one breath. They had fun testing their wands and competing against each other blowing bubbles.

Another goal of this endeavor was to encourage the character trait of **perseverance** during the experimentation since bubbles don't always turn out the way we want them to!



Take Our Kids to Work Day

November 4 was "Take Our Kids to Work Day." This is an annual program in which grade 9 students are hosted by parents, friends, relatives and volunteers at their workplaces. The program supports career development by allowing students to explore the profession of their host for a full day and to experience a workplace environment.



DSBN sites played host to many students, including the Education Centre. I was fortunate to be able to meet and talk with some of our staff members' children during a nutrition break.

Residential School Tour

On November 3 this full day event brought DSBN teachers and administrators to Six Nations for a guided tour of the Mohawk Institute Residential School and of the Woodland Cultural Centre in Brantford. The tour was led by Dawn Hill who attended this residential school in the early 1960's. This tour shed light on some of the historical and contemporary issues faced by our FNMI students and their families.

Cultural Competency Training by Ontario Federation of Indigenous Friendship Centres (OFIFC)

On October 16, 28 and 29, staff participated in full day workshops providing a unique program designed to increase knowledge, enhance self-awareness and strengthen the skills of those who work both directly and indirectly with First Nation, Métis and Inuit students and families. Our goal for these sessions is to further develop individual competencies and promote positive partnerships. Teachers learned about terminology; diversity; aspects of colonial history, timeline of historical events; and contexts for understanding social disparities and inequities. Through the workshop activities, teachers examined culture, stereotyping and the consequences and legacies of colonization. Teachers were introduced to tools for developing more effective communication and resource building around the implementation of First Nation, Métis and Inuit perspectives in their curriculum.



**Board Report
2014-2015 Grade 9 Math EQAO Results
November 10, 2015**

Background:

EQAO assessments are designed based on the expectations in the Ontario Curriculum and provide a consistent means of measuring student learning at a few critical transition points during students' school experience. These results indicate what percentage of our students have performed at or above the provincial standard of Level 3. In Grade 9, there are separate versions of the assessment for students taking either the applied or academic courses. Students take the assessment near the end of their math course in either semester one or two.

The Province has not provided provincial results for comparison this year due to the job action in secondary schools in some parts of the Province during the spring.

Results:

While there are year to year fluctuations, long term data confirms that success rates are trending upward.

Academic Math

- Since 2010-11, success rates in Academic math have increased 5 percentage points
- In 2014-15, 78% of our students achieved level 3 or 4 on the assessment, a decrease of 3%
- Success rates for students with Special Education Learning needs have increased 16 points since 2010-11
- 99% of students taking Academic math wrote the assessment, the same as last year

Grade 9 Academic Mathematics EQAO Results

	2010-11	2011-12	2012-13	2013-14	2014-15	1 year	5 year
DSBN	73%	77%	79%	81%	78%	-3%	+5%
Province	83%	84%	84%	85%	N/A	N/A	+2%*

*4 year

Applied Math

- Since 2010-11, success rates in Applied math have increased 9 percentage points
- In 2014-15, 45% of DSBN students achieved level 3 or 4, a one year increase of 1%
- Success rates for students with Special Education learning needs have increased 8 points since 2010-11
- 97% of students taking Applied courses wrote the assessment, an increase of 1%

Grade 9 Applied Mathematics EQAO Results

	2010-11	2011-12	2012-13	2013-14	2014-15	1 year	5 year
DSBN	36%	42%	39%	44%	45%	+1%	+9%
Province	42%	44%	44%	47%	N/A	N/A	+5%*

*4 year

Next Steps:

Math has become an area of concern across the province, and the DSBN recognizes that there is work to be done in this crucial area as well. It is an area that the schools have placed a greater emphasis on supporting students.

This year, all schools have met with their numeracy teams and with the support of our central math team to review their school and individual student results. The outcome of those reviews is embedded in their school improvement plans. Their plans are focused on supporting cohorts of students as well as interventions for individual students. Many of our schools use EQAO formatted questions throughout the semester to familiarize students with what to expect, and also to gather information on the individual learning needs of each student. We are continuing our work in supporting our students with special education learning needs and our English Language Learners. Math program leaders and teachers are taking part in a wide variety of learning opportunities to assist students in developing their mathematical skills.

Recommendation

“That the Board receive the report on the 2014-15 Grade 9 Math EQAO Results.”

Respectfully submitted,
Helen McGregor
Superintendent of Education



Board Improvement Plan For Student Achievement

▶▶ 2015/2016 ◀◀

Our Core Values:

Responsibilities

WE WILL :

- ▶ Provide a caring, inclusive, safe and healthy learning and working environment
- ▶ Model good citizenship and promote global awareness
- ▶ Utilize our resources wisely and efficiently
- ▶ Promote creative and critical thinking for life-long learners
- ▶ Share and implement best practices and innovative approaches that enhance student achievement

Relationships

WE WILL :

- ▶ Build a culture of co-operation, collaboration, trust and respect
- ▶ Expand our educational community by fostering partnerships among students, staff, family and community
- ▶ Implement a healthy, balanced lifestyle and foster wellness
- ▶ Strengthen a culture that supports and celebrates success and innovation

Respect

WE WILL :

- ▶ Value everyone's contribution toward student success
- ▶ Acknowledge and celebrate the diversity, dignity, success and worth of all individuals
- ▶ Embrace environmental stewardship

Our Mission:

The DSBN is committed to student success by working together to inspire, empower and support all learners to achieve their full potential.



A

s the largest public school board in Niagara, the DSBN is proud to serve the needs of over 36,000 students. Our mission is to inspire, empower and support all learners to reach their full potential. To succeed in this mission, we must commit ourselves to continuous improvement. A carefully considered, student-focused plan grounded in solid evidence establishes the foundation of the improvement process. With that in mind, I am pleased to present the 2015/16 DSBN Board Improvement Plan for Student Achievement (BIPSA).

This plan is an important tool used to focus and direct the DSBN's efforts to best support student learning. The goals and strategies identified in the plan reflect the Board's system priorities and strategic plan, while also aligning with the expectations and mandates of the Ministry of Education.

As we have in years past, our Board focus remains on literacy and mathematics. We maintain our commitment to ensuring that our schools are safe and welcoming places for all students. We recognize the important role technology has to play in supporting student learning. Our Board will continue to be on the forefront of integrating technology into the classroom and supporting the kind of learning opportunities that will benefit students now and into the future.

The District School Board of Niagara's staff is one of our greatest strengths. As a Board, we will continue to provide opportunities for all staff to further their learning and develop professionally.

We have experienced many successes together. With the expertise and continued dedication of educators, administrators, support staff, senior staff and Trustees, I am confident students will experience outstanding learning opportunities and that success will continue to trend upward. This plan represents an important framework in reaching that goal, but it is your work each day that breathes life into this document and makes a positive difference in the lives of students.

Thank you for all you do as we continue to achieve success together,



Warren Hoshizaki
Director of Education

Contents

- 4 Needs Assessment
- 6 BIPSA Goals
- 8 Strategies & Actions
- 10 Reaching Every Student



Informed Decisions

Evidence is the foundation of the decision-making process. Having a clear understanding of students' learning needs allows staff to implement effective supports and programs to ensure student learning.



►► Elementary ◀◀

EQAO Mathematics Results (2009/10 to 2013/14)

PRIMARY MATHEMATICS

Percentage of students achieving or surpassing provincial standard:

MATHEMATICS	Change over 5 years	
All Students	68 - 69%	1% increase
English Language Learners	44 - 68%	24% increase
Students with Special Education Support	35 - 39%	4% increase

JUNIOR MATHEMATICS

Percentage of students achieving or surpassing provincial standard:

MATHEMATICS	Change over 5 years	
All Students	58 - 47%	11% decrease
English Language Learners	46 - 37%	9% decrease
Students with Special Education Support	20 - 21%	1% increase

EQAO Literacy Results (2009/10 to 2013/14)

PRIMARY LITERACY

Percentage of students achieving or surpassing provincial standard:

READING	Change over 5 years	
All Students	63 - 73%	10% increase
English Language Learners	38 - 73%	35% increase
Students with Special Education Support	30 - 49%	19% increase
WRITING	Change over 5 years	
All Students	67 - 82%	15% increase
English Language Learners	53 - 79%	26% increase
Students with Special Education Support	41 - 64%	23% increase

JUNIOR MATHEMATICS

Percentage of students achieving or surpassing provincial standard:

READING	Change over 5 years	
All Students	72 - 79%	7% increase
English Language Learners	53 - 59%	6% increase
Students with Special Education Support	33 - 51%	18% increase
WRITING	Change over 5 years	
All Students	67 - 77%	10% increase
English Language Learners	59 - 67%	8% increase
Students with Special Education Support	27 - 51%	24% increase

Secondary

Mathematics Results (2010/11 to 2014/15)

GRADE 9 ACADEMIC EQAO

% of Students at the Provincial Standard		1 Year Change	5 Year Change
Students who wrote the assessment for the first time	78%	3% decrease	5% increase (from 73 to 78%)
Students with Special Education Support	71%	2% increase	16% increase (from 55 to 71%)

GRADE 9 APPLIED EQAO

% of Students at the Provincial Standard		1 Year Change	5 Year Change
Students who wrote the assessment for the first time	45%	1% increase	9% increase (from 36 to 45%)
Students with Special Education Support	33%	2% decrease	8% increase (from 25 to 33%)

GRADE 9 MATHEMATICS

	Pass Rate	Percentage of Students who achieved above 70%
Academic	2.5% increase (95.6 to 98.1%)	10.2% increase (60.4 to 70.6%)
Applied	7.1% increase (87.4 to 94.5%)	18.7% increase (43.4 to 62.1%)

GRADE 10 MATHEMATICS

	Pass Rate	Percentage of Students who achieved above 70%
Academic	4.7% increase (90.7 to 95.4%)	14.3% increase (54.3 to 68.6%)
Applied	2.9% increase (87.9 to 90.8%)	14% increase (44.7 to 58.7%)

Literacy Results (2010/11 to 2014/15)

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

	Provincial Standard	1 Year Change	5 Year Change
Students who wrote the assessment for the first time	83%	1% increase	5% increase (from 78 to 83%)
English Language Learners	89%	22% increase	9% increase (from 80 to 89%)
Students with Special Education Support	59%	8% increase	19% increase (from 40 to 59%)

GRADE 9 ENGLISH

	Pass Rate	Percentage of Students who achieved above 70%
Academic	0.5% increase (97.4 to 97.9%)	6.5% increase (70.5 to 77%)
Applied	3.9% decrease (91.1 to 87.2%)	14% increase (44.2 to 58.2%)

GRADE 10 ENGLISH

	Pass Rate	Percentage of Students who achieved above 70%
Academic	1.5% increase (96.5 to 98%)	11% increase (65.7 to 76.7%)
Applied	4.6% increase (86.7 to 91.3%)	14.6% increase (43.8 to 58.4%)

Credit Accumulation (2010/11 to 2014/15)

	2010/11	2011/12	2012/13	2013/14	2014/15	5 YEAR TREND
Percentage of Grade 9s who earned 8 Credits:	81.43%	83.89%	85.87%	87.05%	87.04%	5.61% increase
Percentage of Grade 10s who earned 16 Credits:	66.10%	70.74%	74.46%	76.72%	79.49%	13.39% increase
Percentage of Grade 11s who earned 23+ Credits:	65.26%	69.23%	73.22%	75.08%	80.63%	15.37% increase

Graduation Rate (2013/14)

The 5-year graduation rate was 84%

Education: A Unique

Each student is unique. By knowing the strengths of each learner, educators support students with the appropriate evidence-based instructional strategies to reach their individual learning goals.

▶▶ System Goals

- ▶ Students will demonstrate self-regulation, efficacy and take ownership of their effort and learning
- ▶ Administrators will participate in and lead the professional learning of staff in support of student learning
- ▶ All professional learning will focus on the use of data and research-based instructional strategies and strategies to support the well-being of students
- ▶ All students will demonstrate mastery learning
- ▶ All schools will implement a process to effectively respond to student needs
- ▶ Director will lead the system by focusing on evidence-based, professional learning
- ▶ Superintendents will lead and support their schools through learning cycles
- ▶ Staff will be involved in job-embedded professional learning using evidence-based instructional strategies that enhance student learning

▶▶ Elementary Goals*

PRIMARY MATHEMATICS

- ▶ Primary EQAO scores will increase 4% from 69 to 73%
- ▶ Primary English Language Learners' (ELL) results will increase 4% from 68 to 72%
- ▶ Results of Primary Students with Special Education supports will increase 2% from 39 to 41%

PRIMARY READING

- ▶ Primary EQAO scores will increase 3% from 73 to 76%
- ▶ Primary ELL scores will increase 3% from 73 to 76%
- ▶ Primary Students with Special Education supports will increase scores 5% from 49 to 54%

PRIMARY WRITING

- ▶ Primary EQAO scores will increase 3% from 82 to 85%
- ▶ Primary ELL scores will increase 5% from 79 to 84%
- ▶ Primary Students with Special Education supports will increase results 7% from 64 to 71%



Journey

▶▶ Elementary Goals*

JUNIOR MATHEMATICS

- ▶ Junior EQAO scores will increase 7% from 47 to 54%
- ▶ Junior ELL scores will increase 6% from 37 to 43%
- ▶ Junior Students with Special Education supports will increase scores 5% from 21 to 26%

JUNIOR READING

- ▶ Junior EQAO scores will increase 4% from 79 to 83%
- ▶ Junior ELL scores will increase 5% from 59 to 64%
- ▶ Junior Students with Special Education supports will increase scores by 5% from 51 to 56%

JUNIOR WRITING

- ▶ Junior EQAO scores will increase 4% from 77 to 81%
- ▶ Junior ELL scores will increase 5% from 67 to 72%
- ▶ Junior Students with Special Education supports will increase scores by 7% from 51 to 58%

INTERMEDIATE MATHEMATICS

- ▶ 75% of Grade 7 and 8 students will achieve level 3 or 4 in the DSBN end of year mathematics assessment

▶▶ Secondary Goals

MATHEMATICS

- ▶ Grade 9 EQAO Academic scores will increase 4% from 78 to 82%
- ▶ Grade 9 EQAO Applied scores will increase 3% from 45 to 48%
- ▶ The results of Grade 9 EQAO Students with Special Education supports will increase by 2%
- ▶ The percentage of students achieving above 70% in all Grade 9 and 10 math courses will increase by 2%

LITERACY

- ▶ OSSLT Academic scores will improve by 1% from 94 to 95%
- ▶ OSSLT Applied scores will improve by 3% from 49 to 52%
- ▶ OSSLT ELL scores will improve by 1% from 89 to 90%
- ▶ OSSLT Special Education scores will improve by 2% from 59 to 61%
- ▶ Improvement by 2% of students achieving above 70% in all Grade 9 and 10 English courses

CREDIT ACCUMULATION

- ▶ Credit Accumulation will improve by 2% for Grades 9, 10 and 11

GRADUATION RATE

- ▶ Graduation rate will increase by 1% from 84 to 85%



* Elementary goals represent a two-year timeframe

Sky's the Limit

The DSBN is committed to continuous improvement. Ongoing professional learning for all staff ensures they are well-equipped to support student learning.

▶▶ **Goal** To improve student learning and achievement by focusing professional learning on research-based instructional strategies and student well-being.

▶▶ STUDENTS:

The DSBN is committed to student success by inspiring, empowering and supporting all students to achieve their greatest potential. Students will work to achieve mastery, self-regulation and efficacy.

By taking ownership of their All About Me/Individual Pathway Plan (IPP) with the support of their teachers, students will learn more about themselves and create a personalized plan for success. Students will also enhance their mental and physical health, develop a positive sense of self and belonging, and become life-long learners.

We believe it is essential for students to be partners in making decisions which impact their educational experience.

▶▶ EDUCATORS:

Educators provide direct support to students through the use of evidence-based strategies and tiered interventions. They review data, establish instructional goals and set plans in support of student achievement and well-being. The use of data allows educators to identify and implement intentional strategies to support the achievement and well-being of all students.

Educators will further refine and improve their practice through ongoing professional learning opportunities. This takes place in professional learning teams where they engage in co-planning, co-teaching and reflection. They engage in professional dialogue using student data/evidence and collaborative inquiry to monitor progress and deepen professional knowledge and practice.

Educators will support student learning through regular communication with parents/guardians.

▶▶ SCHOOL-BASED & SYSTEM SUPPORT STAFF:

Support staff work with school and system teams to assist in the implementation of effective strategies that will support all student learning and well-being.



▶▶ INSTRUCTIONAL COACHES AND SCHOOL SUPPORT SERVICES STAFF:

Instructional Coaches and School Support Services Staff collaborate with school staff to support job-embedded professional learning of evidence-based instructional strategies and tiered intervention. They strategically respond to system learning needs by collaborating with school staff to maximize learning and foster well-being.

▶▶ ADMINISTRATORS:

Administrators provide leadership at the school and system level. They support success through the collection and analysis of data to improve student learning, well-being and educator practice. They examine and use a variety of data to demonstrate learner progress, maintain evidence of progress, monitor progress and determine next steps for growth.

Educator practice is supported through ongoing, job embedded professional learning. Administrators build capacity by modeling, coaching and facilitating various learning communities. Administrators help strengthen staff ability to use evidence-based instructional strategies and those within the "Learning for All" framework including student well-being and tiered intervention.

Administrators work in partnership with educators and parents/guardians to ensure that every student receives the best possible educational experience.

▶▶ SUPERINTENDENTS:

Superintendents provide direct, differentiated support and leadership to schools. They lead the teaching and learning agenda by using data and evidenced-based practices as well as maximizing time spent in schools and classrooms.

Superintendents support the professional learning of staff by modeling, coaching and facilitating a variety of collaborative learning opportunities. They promote both formal and informal leadership.

Superintendents work closely with schools to develop and monitor School Improvement Plans (SIPs).

▶▶ DIRECTOR OF EDUCATION:

The Director of Education works with the Board of Trustees to set the direction of the District School Board of Niagara. As part of these duties, the Director will incorporate the BIPSA into the DSBN's Operational Plan and present it to the Board for its approval.

The Director will continue to support Superintendents to further develop their skills and abilities to use evidence to drive decisions, engage staff and strengthen a culture of leadership throughout the system.



Promoting Student Achievement

A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.

Mathematics Literacy & Focus

A clear emphasis on high levels of achievement in literacy and mathematics is evident throughout schools. Learning is deepened through authentic, relevant and meaningful student inquiry.

Student Voice

Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria. Students are partners in decisions impacting their educational experience.

Collaborative Instructional Leadership

Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.

Reach Every Student

A culture of high expectations and the belief that all students can progress and succeed.

& Well-being



Achievement & Well-being

Timely and tiered interventions, supported by a team approach that responds to individual student learning needs and well-being.

Data-based Decision Making

During learning, timely, ongoing descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.

Career/Life Planning

Experiential learning and career life/planning programs meet the learning needs, interests and aspirations of all students.

Reaching Every Student

High expectations supports students can learn, and achieve.



**DISTRICT SCHOOL BOARD OF NIAGARA
Information Technology Initiatives Report**

Background:

Since May 2014, the District School Board of Niagara (DSBN) has been part of a Niagara Chief Information Officer (CIO) Consortium and an Educational Research and Innovation Hub (iHub).

The vision of the consortium and innovation hub is to position Niagara Region as a technology centre of excellence and to foster a culture of innovation and promote the use of technology as a driver for economic growth, youth retention, talent development and improved quality of life for our students and residents.

DSBN has provided leadership to Niagara Student Transportation Services (NSTS), the Welland Library at Diamond Trail PS, Niagara Children’s Centre and Innovate Niagara to host data solutions and network administration from the DSBN data center to better serve their client services and needs.

DSBN has partnerships with other school boards in Ontario for shared services and solutions, and has been requested to provide leadership to other school boards. DSBN is presently working with the following boards with ITS shared services in various capacities:

Public Boards:

Peel DSB	Kawartha Pine Ridge DSB	Halton DSB
Toronto DSB	Hamilton Wentworth DSB	York Region DSB
Conseil Scolaire Viamonde (Niagara)		

Catholic Boards:

York Catholic DSB	Toronto Catholic DSB	Simcoe Muskoka Catholic DSB
Halton Catholic DSB	Dufferin-Peel Catholic DSB	Durham Catholic DSB

Shared Services Initiatives:

In April 2015, the Ministry of Education’s Shared Services Branch announced an opportunity for funding of up to \$100,000 to support local and regional shared services initiatives to deliver operational effectiveness and efficiency. DSBN was named in two submissions to the Ministry for shared services initiatives outlined below.

1. Niagara Region Public Sector Cloud Implementation (District School Board of Niagara Lead)

DSBN identified the opportunity to apply for funding to support an initiative identified, and agreed to, by the Niagara CIO Consortium and submitted a proposal for funding consideration.

The proposal was for a project implementation to deliver a centralized shared service cloud computing platform to be used by the Niagara Region public sector. The project enables a pooling of compute resources to maximize leverage of investment dollars in hardware thereby reducing waste and overlap in individual organization efforts. This initiative is also fundamental to DSBN’s provision of ongoing leadership and the provision of IT solutions to local and provincial organizations.

Cost

The application for funding was approved and DSBN will be accountable to the Ministry for expenditures and progress reports related to project implementation. The initial funding amount of \$100,000 will be used to initiate the project and each consortium member has committed to share the cost for the additional \$100,000 required for full project implementation. The estimated cost to DSBN is \$10,000 which is accounted for in the approved 2015-16 school year capital budget for IT.

Timeline

The timeline for full project implementation is expected to be October 2016.

2. Business Intelligence and Data Reporting (York Catholic District School Board Lead)

DSBN was a partner in a second funding submission for a shared service project with seven other Ontario school boards led by the Catholic School Board Services Association (CSBSA). This initiative provides collaborative purchase and implementation of a leading edge Business Intelligence (BI) solution. This initiative furthers DSBN's ability to access and present rich and integrated data from the multiple data sources to increase effectiveness for evidenced-based decision-making for staff and the Board.

Cost

The application for funding was approved and the initial funding amount of \$100,000 will be used to initiate the project. Each member school board has committed to share the additional cost for full project implementation. The estimated cost to DSBN is \$25,000 which is accounted for in the approved 2015-16 school year capital budget for IT.

Timeline

The timeline for full project implementation is expected to be August 2017.

Recommendation:

“That the Board receive the Information Technology Initiatives Report dated November 10, 2015.”

Respectfully submitted,

Warren Hoshizaki
Director of Education

Stacy Veld
Superintendent of Business

Dino Miele
Chief Information Officer

Date: November 10, 2015

For further information, please contact Stacy Veld or Warren Hoshizaki.

November 2015

Trustee Calendar

Oct 2015							Dec 2015						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3				1	2	3	4	5
4	5	6	7	8	9	10	6	7	8	9	10	11	12
11	12	13	14	15	16	17	13	14	15	16	17	18	19
18	19	20	21	22	23	24	20	21	22	23	24	25	26
25	26	27	28	29	30	31	27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Nov 1	2	3	4 4:00 PM PIC Conference	5 5:30 PM 25 Years of Service Awards Recognition	6	7
8	9 6:15 PM Board Meeting	10	11 1:00 PM SAL	12 6:00 PM SEAC	13	14
15	16	17	18 6:00 PM Finance Committee	19	20	21
22	23 5:30 PM Audit Committee Meeting	24 6:15 PM Board Meeting	25 7:00 PM Student Trustee Senate	26 6:00 PM Public Meeting - West Pelham Modified Acc. Rev.	27	28
29	30	Dec 1 6:00 PM Program and Planning Committee	2 1:00 PM SAL 5:30 PM PIC 6:00 PM Public Meeting - South Central St. Catharines Modified Acc. Rev.	3	4	5

December 2015

Trustee Calendar

Nov 2015							Jan 2016							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7							1	2
8	9	10	11	12	13	14	3	4	5	6	7	8	9	
15	16	17	18	19	20	21	10	11	12	13	14	15	16	
22	23	24	25	26	27	28	17	18	19	20	21	22	23	
29	30						24	25	26	27	28	29	30	
							31							

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Nov 29	30	Dec 1	2	3	4	5
		6:00 PM Program and Planning Committee	1:00 PM SAL 5:30 PM PIC 6:00 PM Public Meeting - South Central St. Catharines Modified Acc. Rev.			
6	7	8	9	10	11	12
		6:00 PM Organizational Meeting of the Board 6:15 PM Board Meeting	1:00 PM SAL Committee	6:00 PM SEAC		
13	14	15	16	17	18	19
			6:00 PM Finance Committee			
20	21	22	23	24	25	26
	9:00 AM Christmas Break	12:00 AM Christmas Break	12:00 AM Christmas Break	12:00 AM Christmas Break	12:00 AM Christmas Break	12:00 AM Christmas Break
27	28	29	30	31	Jan 1	2
12:00 AM Christmas Break	12:00 AM Christmas Break	12:00 AM Christmas Break	12:00 AM Christmas Break	12:00 AM Christmas Break	12:00 AM Christmas Break	