



Committee of the Whole Board

Monday, January 16, 2017
Board Room, Education Centre

AGENDA

- A – 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session
 - i) Personnel Matters
 - ii) Legal Matters
 - (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) Naming of Field at North Park Collegiate (From June 13, 2016) J. Gunn
- C – 1 **Director's Report**
- (a)
- D – 1 **New Business — Action/Decision Items**
- * (a) Schedule of Pre-Budget Consultation Meetings J. Gunn
 - * (b) Food Services Contract J. Gunn
 - * (c) Contract Award – 2017-72-T Phase 2 LED Lighting Replacements at Various Locations J. Gunn
- D – 2 **New Business — Information Items**
- * (a) Category III Trips B. Blancher
 - * (b) Enrolment vs Capacity by School Report J. Gunn
 - * (c) GELA Annual Report D. Martins
 - * (d) Transition Committee for Anna Melick Memorial School L. De Vos
- E – 1 **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- * (a) BL11 Delegations (A) B. Blancher
 - * (b) BL15 Trustee Expenses (A) B. Blancher
 - * (c) BL33 Borrowing Bylaw re: Financing Capital Projects (R) J. Gunn
 - * (d) SO8 Community Partnerships (C) L. Thompson
 - * (e) SO10 Bullying Prevention and Intervention (C) W. Baker
 - * (f) SO11 Progressive Discipline and Promoting Positive Student Behavior (C) W. Baker
 - * (g) HR6 Principal/Vice-Principal Selection Process (A) S. Sincerbox
 - * (h) HR7 Replacement of Casual P/VP (A) S. Sincerbox
 - * (i) P2 Honouring Indigenous Cultures and Traditions (A) B. Blancher

SUCCESS for Every Student



Committee of the Whole Board

Monday, January 16, 2017
Board Room, Education Centre

E – 2 Procedure Consideration — Information Items

- | | | |
|-------|---|--------------|
| * (a) | HR120 Communicable Diseases (C) | S. Sincerbox |
| * (b) | SO134 Website Requirements (C) | D. Abbey |
| * (c) | FT104 Reporting of Vandalism (I) | J. Gunn |
| * (d) | FT111 School Initiated Facility Updates (I) | J. Gunn |
| * (e) | HR101 Fragrance/Scent-Safe Workplace (I) | J. Gunn |
| * (f) | HR113 Teacher Performance Appraisal (I) | S. Sincerbox |
| * (g) | HR122 Cellular Telephones (I) | J. Gunn |
| * (h) | SO133 Signing Authority (I) | J. Gunn |

F – 1 Other Business

- | | | |
|-----|-----------------------|---------|
| (a) | Invitation from OSSTF | D. Dean |
| (b) | | |

G – 1 Correspondence

- | | |
|-------|----------------------------|
| * (a) | Brantford Public Library |
| * (b) | Peel District School Board |
| * (c) | City of Brantford |

H – 1 Adjournment

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

School Year Calendar Committee	January 17, 2017, 4:00 p.m.	Pine Tree Room Joseph Brant Learning Centre
Grand Erie Parent Involvement Committee	January 19, 2017, 6:30 p.m.	Dogwood Room
Chairs' Committee	January 30, 2017, 5:45 p.m.	Norfolk Room
Board Meeting	January 30, 2017, 7:15 p.m.	Board Room
Compensatory Education Steering Committee	February 2, 2017, 1:30 p.m.	Dogwood Room Norfolk SSC
Special Education Advisory Committee	February 2, 2017, 6:30 p.m.	Board Room
Committee of the Whole	February 13, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	February 14, 2017, 1:00 p.m.	Pauline Johnson CVS
Regular Board	February 27, 2017, 7:15 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk	February 28, 2017, 1:00 p.m.	Norfolk Room

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GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Naming of Field at North Park Collegiate**

DATE January 16, 2017

Recommended Action: It was moved by _____, seconded by _____
 THAT the Grand Erie District School Board approve the naming of new artificial turf field and track located at North Park Collegiate as “Bisons Alumni North Park Sports Complex”

Background:

The sports field located behind North Park Collegiate has been traditionally programmed by both the Grand Erie District School Board and the City of Brantford through the terms of the Joint Use Agreement. In February 2016, The Board and the City entered into a Lease and Shared Use & Maintenance Agreement for the construction and operation of a new artificial turf multi-sport field and track facility behind North Park Collegiate.

The construction of the field is substantially complete. We recognize that the facility will be utilized by both the Grand Erie District School Board and local minor sports organizations.

The field has never been officially named and pursuant to the Shared Use and Maintenance Agreement, naming of the field to be by mutual agreement between the City and the Board. Members of the Joint Use Advisory Committee, Board of Trustee and members of Senior Administration (Grand Erie District School Board), and City of Brantford representatives met to discuss the naming and recommend that the new artificial turf field and track located at North Park Collegiate be named, “Bisons Alumni North Park Sports Complex”.

Pending Board and City of Brantford approval of the recommended naming, staff will be directed to erect signage to reflect the name of the new facility.

Respectfully submitted,

Jamie Gunn
 Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Schedule of Pre-Budget Consultation Meetings**

DATE: January 16, 2017

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board Grand Erie District School Board set the dates for Pre-Budget Consultation Meetings as follows:

1. February 8, 2017
2. February 22, 2017

Background:

Consistent with Board Policy F2 the Board will schedule a number of public meetings to consult regarding items to be considered in the development of the proposed budget for the following fiscal year.

Communications:

Trustees are encouraged to submit agenda items for discussion at the meetings to the Superintendent of Business in advance of the meeting date.

Respectfully submitted,

Jamie Gunn
 Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Food Services Contract**

DATE: January 16, 2017

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the extension of the Food Services Agreement with Compass Group for a two year term ending July 31, 2019.

Background:

The Board contracts for the provision of cafeteria food services at most of its secondary schools. The current contract with Compass Group ends on July 31, 2017. The current agreement provides an option for a two year extension.

Additional Information:

Since the award of the current contract and prior one, the provincial mandate to provide healthier choices to students has resulted in a reduction in use of the in school cafeteria services at most Grand Erie Secondary Schools. Annual cafeteria and vending sales at all schools serviced in 2015-16 were \$946,585.82 and sales for the current year continue to trend lower than in previous years. The vendor withdrew cafeteria services from Pauline Johnson Collegiate because of declining sales and only services the school through vending machine offerings.

The current contract provides for a 10% commission to schools for sales up to \$1,000,000 and 15% on sales over \$1,000,000. A \$500 bursary and \$200 in "CAF Cash" is provided to each participating secondary school annually.

The market place for providers of vending services is not an aggressive one. Other Boards are experiencing lack of interest in response to requests for proposals for these services which is attributed to the declining interest expressed by students. Grand Erie did not have a good response to the last RFP issued for these services and has no reason to expect anything different at this time.

Recommendation:

Given the declining interest in use of the service, the lack of competitive interest in the marketplace and the high level of purchasing and other staff resources required to administer a RFP for Food Services, senior administration recommends the renewal of the contract with

Compass Group for a further two year period ending July 31, 2019. The offer to renew would include the same terms and conditions as the expiring agreement. The Compass Group would have the right to reject or counter the offer to renew. If both parties could not come to an agreement by February 28, 2017, we should begin the competitive process as set put in Policy F1 - Supplier Exclusivity: Food Services and Vending Machines in Schools.

Respectfully submitted,

Jamie Gunn
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Contract Award – 2017-72-T Phase 2 LED Lighting Replacements at Various Locations**

DATE: January 16, 2017

Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the award of the contract for LED Lighting Replacements to ProQuip International in the amount of \$590,342.10 plus HST plus the costs of ballasts as required.

Background:

A Request for Prequalification process was completed by the Purchasing Services Division resulting in Six (6) prequalified LED contractors. An invitation to Tender process 2017-72-T was completed engaging the six prequalified LED contractors. Results of the tender are shown in the table below.

2017-72-T Results	Current Technologies Ltd	Boshart Electric Ltd	ProQuip International (PQI)	BCG - Electrical	Roberts Onsite	The Electricians
Part A: Brantford/ Brant Area Schools	\$ 364,814.60	Disqualified	\$ 294,513.70	\$ 368,579.60	No Bid	No Bid
Part B: Norfolk Area Schools	\$ 204,511.30	Disqualified	\$ 187,677.00	\$ 226,896.84	No Bid	No Bid
Part C: Haldimand Area Schools	\$ 137,380.90	Disqualified	\$ 108,151.40	\$ 138,440.22	No Bid	No Bid
Bid Total	\$ 706,706.80	Disqualified	\$ 590,342.10	\$ 733,916.66	No Bid	No Bid
Additional Ballasts on an as required basis estimated Qty 10,000 at \$35 each	\$ 350,000.00		\$ 350,000.00	\$ 350,000.00		
Total	\$ 1,056,706.80	Disqualified	\$ 940,342.10	\$ 1,083,916.66	No Bid	No Bid

Recommendation: Purchasing Services is recommending the Board award the Phase 2, LED Lighting Replacement Contract through this competitive bid process to ProQuip International.

Budget Implications:

These retrofits will qualify the Board for incentive rebates from the Independent Electricity System Operator for a total of \$151,860.00 bringing the net cost to the Board down to \$437,482.10 plus the costs of the LED drivers (approx. \$350,000) for a total of \$787,482.10.

Respectfully submitted,

Jamie Gunn
Superintendent of Business Services



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Category III Trips**

DATE: January 16, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive Category III Trips as information.

Background Information

As per Procedure SO15 "Out-of-Classroom Field Trips and Excursions", the attached list is for trustee information.

Additional Information

The January report includes trips that were approved between June and December 2016, and previously approved trips that have not yet taken place.

Respectfully submitted,

Brenda Blancher
Director of Education

Director Approval	School	Destination	Trip Departure Date	Trip Return Date	Anticipated # Students	Educational Purpose & Outcomes
June 1, 2016	Lansdowne	Toronto Island	June 22, 2016	June 22, 2016	47	Geography/Science/History (Ferry Ride)
September 15, 2015	BCIVS	Dominica	July 23, 2016	August 7, 2016	20	Marine Biology - Research and Monitoring
April 11, 2015	DDSS	New York City	November 17, 2016	November 20, 2016	50	Experience culture, food
October 27, 2016	SCS	Montreal	December 6, 2016	December 11, 2016	15	French Language and Culture
May 9, 2016	CSS	Italy/Greece	March 8, 2017	March 17, 2017	40	Cultural/Historical/Political/Art/Architecture
September 26, 2016	BCI	UK	March 9, 2017	March 21, 2017	40	Boys' Rugby Tournament/Culture/Tourism
June 20, 2016	PDHS	England/Ireland/Wales	March 9, 2017	March 18, 2017	25	Social Science/History/Geography/English/Art
April 11, 2015	VHSS	Spain/Portugal	March 9, 2017	March 18, 2017	15	Cultural/Historical/Language
March 15, 2016	DDSS	Dominican Republic	March 10, 2017	March 19, 2017	15	Experience Culture/Community Volunteering
October 27, 2016	DSS	Rome and Athens	March 10, 2017	March 18, 2017	12	Experiential Learning/World Studies/History
May 9, 2016	WDHS	Italy/Europe/Milan/Rome	March 10, 2017	March 19, 2017	20	Cultural/Historical/Geographical/Art/Architecture
September 26, 2016	BCI	California	March 12, 2017	March 20, 2017	30	Girls' Rugby Tournament/Culture/Tourism
March 18, 2015	HSS	Mexico	March 13, 2017	March 19, 2017	18	Experience different native culture
May 10, 2011	NPCVS	France/Vimy Ridge	April 2, 2017	April 10, 2017	20	Experience/explore Canada's WWI victory at Vimy
September 30, 2016	NPCVS	East Coast Canada	April 13, 2017	April 22, 2017	30	School Band Concerts
October 4, 2016	SCS	Washington DC	April 27, 2017	April 30, 2017	35	History/Architecture/Culture
December 7, 2016	NPCVS	New York	April 20, 2017	April 23, 2017	35	Explore career paths in Theatre and Television
September 20, 2016	MPSS	New York	May 4, 2017	May 7, 2017	40	Stage Production/History/Modern Art
November 9, 2016	SCS	Boston	May 4, 2017	May 7, 2017	40	Music Activities
November 7, 2016	WDHS	Boston	May 18, 2017	May 22, 2017	44	School Band/Choir Concerts
June 21, 2016	BCIVS	Germany/Austria/Prague	July 5, 2017	July 14, 2017	30	Visual Arts/Theatre Workshops
November 28, 2016	SCS	France/Italy	March 7, 2018	March 20, 2018	15	European Culture/French Language
August 10, 2016	MPSS	Spain/Portugal	March 8, 2018	March 16, 2018	30	Cultural/Historical/Language
June 20, 2016	HSS	Berlin	March 10, 2018	March 19, 2018	20	Art/Culture/History

This Chart reflects all trips approved by the Director since the last Board Report on June 13, 2016, and; all previously approved trips that have not taken place yet



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Enrolment vs Capacity by School**

DATE: January 16, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the report Enrolment vs Capacity as information.

Background Information:

The Board has been actively participating in school accommodation reviews in order to right size its capacity with pupil enrolment. The implementation of full day kindergarten had the effect of increasing utilization of our elementary schools and adding space to certain schools.

The format of the chart has been amended from previous years to show classroom space that has been provided for use by community partners and resulting net capacity in use. School Capacity does not include space that is leased on a full cost recovery bases to others.

The following table summarizes the enrolment, school capacity and utilization as at October 31, 2016 with comparative data from October 2015. Elementary utilization 85% of capacity but 86% when accounting for space provided for community partners. Secondary utilization is slipping due to enrolment decline in secondary. School by school data is provided in Appendix A attached.

	Elementary			Secondary			Total		
	2015	2016	Change	2015	2016	Change	2015	2016	Change
Oct 31 Enrolment	17,553.0	17,722.0	169.0	8,830.3	8,598.5	-231.8	26,383.3	26,320.5	- 62.8
School Capacity	20,297.0	20,964.0	667.0	11,997.0	11,850.0	-147.0	32,294.0	32,814.0	520.0
% in use	86%	85%	-1%	74%	73%	-1%	82%	80%	-2%
Surplus Capacity	2,744.0	3,242.0	498.0	3,166.7	3,251.5	84.8	5,910.7	6,493.5	582.8

Respectfully submitted

Jamie Gunn,
Superintendent of Business
& Treasurer

Updated: Dec 19, 2016



Enrolment vs Capacity by School: October 31, 2016

Elementary School Building	Total FTE Enrol. Oct 31/16	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	Portables Portapaks RCMs
Agnes Hodge PS	419.00	492	85%	73.0		85%	1
Anna Melick Memorial S	92.00	210	44%	118.0		44%	
Banbury Heights S	392.00	469	84%	77.0		84%	6
Bellview	236.00	308	77%	72.0	23.0	83%	1
Bloomsburg PS	195.00	268	73%	73.0		73%	
Boston	192.00	233	82%	41.0		82%	
Branlyn Community S	316.00	426	74%	110.0	23.0	78%	
Brier Park PS	323.00	363	89%	40.0		89%	3
Burford District ES	491.00	541	91%	50.0	23.0	95%	
Caledonia Centennial	292.00	366	80%	74.0		80%	
Cedarland PS	274.00	348	79%	74.0		79%	4
Centennial-Grand Woodlands	232.00	326	71%	94.0		71%	
Central PS	194.00	190	102%	-4.0		102%	2
Cobblestone ES	492.00	536	92%	44.0		92%	
Confederation	622.00	547	114%	-75.0		114%	4
Courtland PS	228.00	294	78%	66.0		78%	
Delhi PS	423.00	412	103%	-11.0		103%	7
Dufferin PS	432.00	380	114%	-52.0		114%	4
Echo Place S	153.00	213	72%	60.0		72%	
Elgin Avenue PS	237.00	452	52%	215.0		52%	
Fairview Avenue PS	270.00	303	89%	33.0	69.0	115%	
Glen Morris Central PS	171.00	222	77%	51.0		77%	2
Graham Bell-Victoria PS	154.00	305	50%	151.0	23.0	55%	
Grandview Central PS	128.00	199	64%	71.0		64%	
Grandview PS	208.00	288	72%	80.0		72%	
Greenbrier PS	221.00	303	73%	82.0		73%	
Hagersville Elementary S	268.00	338	79%	70.0		79%	2
Houghton PS	310.00	328	95%	18.0		95%	4
J.L. Mitchener PS	284.00	420	68%	136.0	46.0	76%	
James Hillier PS	307.00	314	98%	7.0		98%	3
Jarvis PS	286.00	400	72%	114.0		72%	9
King George S	312.00	412	76%	100.0	23.0	80%	
Lakewood	407.00	593	69%	186.0	23.0	71%	
Langton PS	197.00	245	80%	48.0		80%	
Lansdowne-Costain PS	251.00	328	77%	77.0		77%	4
Lynndale Heights PS	365.00	442	83%	77.0		83%	9
Major Ballachey PS	314.00	400	79%	86.0	69.0	95%	
Mount Pleasant S	201.00	236	85%	35.0		85%	
North Ward S	393.00	504	78%	111.0	23.0	82%	7
Oakland-Scotland PS	177.00	225	79%	48.0		79%	
Oneida Central PS	252.00	213	118%	-39.0		118%	4
Onondaga-Brant PS	212.00	190	112%	-22.0		112%	2
Paris Central S	160.00	259	62%	99.0		62%	
Port Rowan PS	244.00	294	83%	50.0		83%	5
Prince Charles PS	190.00	300	63%	110.0	23.0	69%	1
Princess Elizabeth PS	185.00	294	63%	109.0		63%	
Rainham Central S	240.00	297	81%	57.0		81%	4
River Heights S	552.00	668	83%	116.0		83%	12

Updated: Dec 19, 2016



Enrolment vs Capacity by School: October 31, 2016

Elementary School Building	Total FTE Enrol. Oct 31/16	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	Portables Portapaks RCMs
Russell Reid	314.00	377	83%	63.0		83%	
Ryerson Heights	577.00	510	113%	-67.0		113%	
Seneca Central PS	136.00	164	83%	28.0		83%	
St. George-German PS	386.00	479	81%	93.0		81%	5
Teeterville	189.00	272	69%	83.0		69%	
Thompson Creek ES	357.00	455	78%	98.0		78%	
Walpole North ES	247.00	236	105%	-11.0		105%	1
Walsh PS	470.00	421	112%	-49.0		112%	7
Walter Gretzky	618.00	498	124%	-120.0		124%	5
Waterford PS	337.00	285	118%	-52.0		118%	3
West Lynn PS	298.00	337	88%	39.0		88%	7
Woodman-Cainsville/	299.00	236	127%	-63.0		127%	5
Total Elementary:	17722.0	20,964.0	85%	3242.0	368.0	86%	133

Secondary School Building	Total FTE Enrol. Oct 30/15	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	Portables Portapaks RCMs
BCI & VS	1,273.50	1,260.0	101%	-13.5		101%	
Cayuga SS	506.25	927.0	55%	420.8		55%	
Delhi District SS	523.79	525.0	100%	1.2		100%	
Dunnville SS	411.50	999.0	41%	587.5		41%	
Hagersville SS	465.75	861.0	54%	395.3		54%	
McKinnon Park SS	791.75	558.0	142%	-233.8		142%	14
North Park Collegiate & VS	1,099.75	1,386.0	79%	286.3		79%	7
Paris District HS	811.50	927.0	88%	115.5		88%	7
Pauline Johnson C & VS	800.75	1,353.0	59%	552.3		59%	
Simcoe Composite S	720.75	1,062.0	68%	341.3		68%	
Tollgate Tech Skills Ctr SS	293.25	684.0	43%	390.8		43%	7
Valley Heights SS	490.75	702.0	70%	211.3		70%	
Waterford District High S	409.25	606.0	68%	196.8		68%	
Total Secondary:	8,598.54	11,850.0	73%	3251.5		73%	35

NOTE: Portables reflect November 2016 figures



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Denise Martins, Superintendent of Education

RE: **Grand Erie Learning Alternatives (GELA) Annual Report**

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Grand Erie Learning Alternatives (GELA) & Continuing Education Report as information.

Background

The 2012-2013 and 2013-2014 Board Improvement Plan for Student Achievement (BIPSA) included a commitment to have a program review of Grand Erie Learning Alternatives. The GELA review was completed and reported to the Board in February 2014. Since the beginning of the former Brantford Alternative Learning Centre (BALC) in the early 1980's, various Ministry initiatives and revenue streams have emerged to support students' unique circumstances. Numerous programs were implemented to increase student engagement, support credit accumulation, and assist credit recovery, all of which were aimed at meeting the needs of students and the community to attain an Ontario Secondary School Diploma (OSSD) requirement for graduation.

Update on Recommendations from GELA Review

The GELA review committee produced a report that identified short term and future planning recommendations. The following recommendations remain from the initial review and are being implemented this year.

Short Term Planning	Comments
Review of Staffing Model	Ongoing review from 2015-2017
Communicate and Plan with Brant Haldimand Norfolk Catholic District School Board (BHNCDSB) regarding Continuing Education	Principal to be in regular communication with BHNCDSB Continuing Education Principal
Organization of GELA Budget	Status Update Required
Future Planning	Comments
GELA Supporting Return to School Programs	Ongoing
Professional Development in areas of Mental Health	Professional development is ongoing
Investigate a central site for Adult and Day School program	Investigate moving Adult and/or Day School program to Rawdon Street. Continue to discuss lease arrangement with Market Square

	landlord.
Mental Health Intervention and Prevention Strategies for GELA Students	Mental Health and Addictions Nurses (MHAN) on-site at GELA, services available to students weekly
Rebranding of GELA programs	For future consideration

Update of Programs and Services offered by GELA

For the purpose of this report, GELA's programs and services will be offered in Appendices A, B, C, D and grouped by the following Ministry's:

1. Ministry of Education (MOE – for students under 21 years of age) – *Appendix A*
2. Ministry of Education (MOE – for students under 21 years of age) – Summer School- *Appendix B*
3. Ministry of Education (MOE – for students over 21 years of age)- *Appendix C*
4. Other Ministry Offerings – *Appendix D*
 - Ministry of Citizenship and Immigration (MCI)
 - Ministry of Citizenship and Immigration Canada (CIC)
 - CareerLink - an Employment Ontario Service (EOS)
 - Ministry of Training, Colleges and Universities (MTCU)
 - Ministry of Community Safety & Correctional Services

1. Ministry of Education Programs (MOE - for Students Under 21 Years of Age)

*refer to Appendix A - Ministry of Education Programs (MOE - for Students Under 21 Years of Age)

*programs include:

- School Within a College (SWAC)
- Prior Learning Assessment and Recognition (PLAR)
- Night School
- Passion Courses
- Dual Credit
- Heritage Languages Elementary Program

Day School (Brantford Campus and Simcoe Campus)

The day school program supports students up to 21 years of age. The main campus is located on Rawdon Street in Brantford and a satellite campus is located at the Simcoe Town Centre in Simcoe. A model of continuous intake is used so that students can register throughout the school year. Students achieve credits through classroom instruction and teacher supported eLearning. Teachers use the eLearning Desire 2 Learn (D2L) platform within their classrooms by blending it with regular instructional strategies. Students are supported academically, socially and emotionally with support from staff and community partners.

Session	Enrollment	Credits Attempted	Credits Earned	Success Rate %
2013-2014	220	1383	666	48%
2014-2015	201	1202	594	49%
2015-2016	180	1096	570	52%

2. Ministry of Education (MOE – for students under 21 years of age) – Summer School

*refer to Appendix B - Ministry of Education (MOE - for Students Under 21 Years of Age) – Summer School

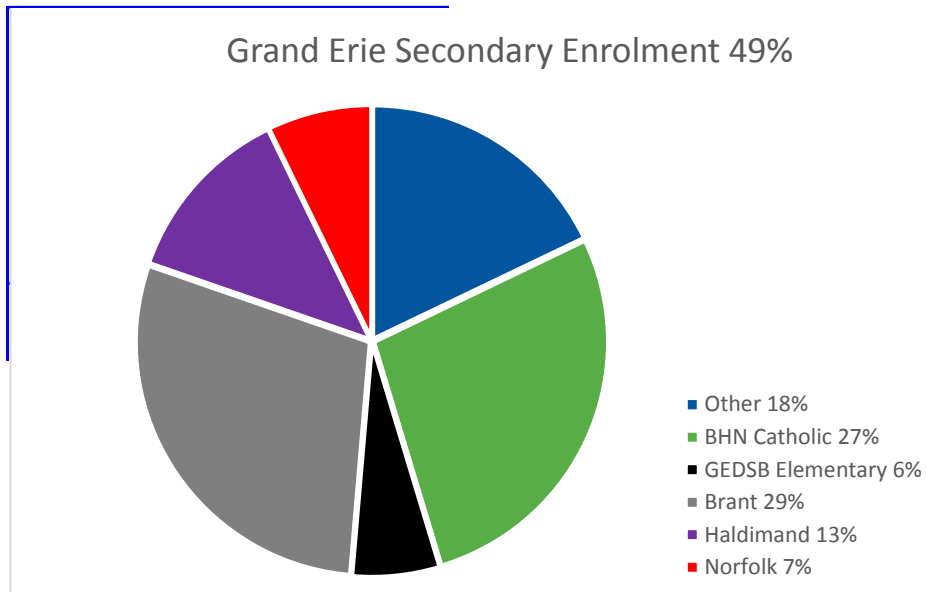
*programs include:

- Summer School - eLearning
- Summer School – In-Class
- Summer Co-op
- Summer Literacy and Numeracy Program
- Reach Ahead

Summer School

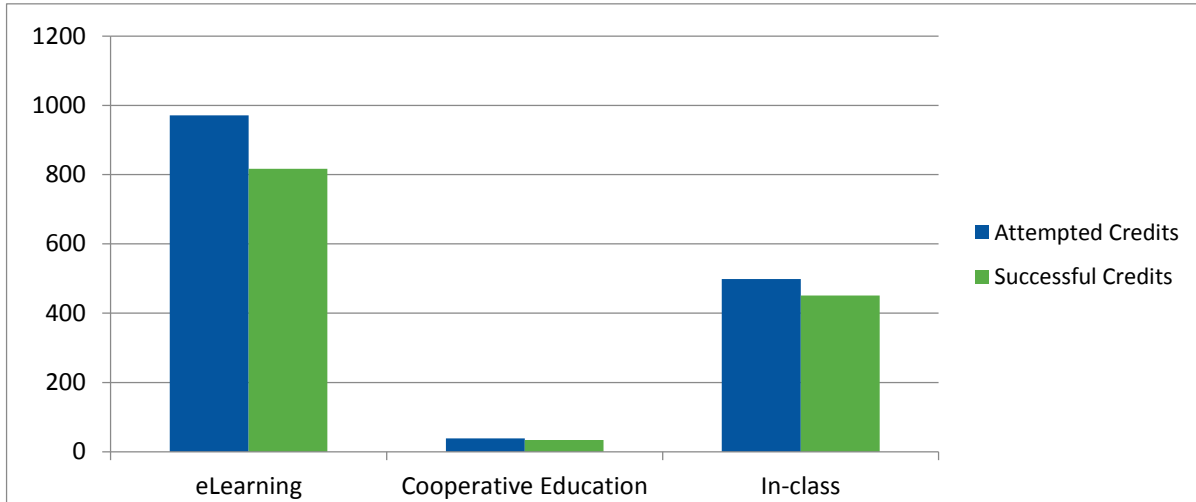
In 2016, Summer School was held in two locations: Brantford Collegiate Institute and Hagersville Secondary School. Summer school sites are selected using various criteria: availability, air conditioning, summer construction projects, and a central location in order to serve the maximum number of students and minimize transportation costs. Both the Hagersville and Brantford sites offered Full Credit, Repeat Credit and Reach Ahead Credit courses.

Summer School Demographics for Enrolment Breakdown



- a) GEDSB secondary: 825
- b) GEDSB elementary: 102
- c) BHNCSD: 466
- d) Other: 303 (includes students outside above categories; i.e., Six Nations, other Catholic and public schools, private schools) Inclusive of eLearning offerings.

Credit Summary by Mode



Observations:

- a) 971 eLearning credits attempted and 817 credits were successful (84%)
- b) Cooperative Education - 38 attempted credits and 34 credits were successful (89.5%)
- c) 475 In-class credits attempted and 458 credits were successful (96%)

Overall Credit Summary

Session	Credits Attempted	Credits Earned	Success Rate %
2014	1745	1365	78%
2015	1536.5	1384.5	90%
2016	1500	1309	87%

Three Year Trend Data – Course Attempts

Grade/Mode	BCI 2014	BCI 2015	BCI 2016
9	179	174	125
10	159	151	177
11	163	102	66
12	96	47	25
co-op	35	21	38
Dual Credit	--	--	8
eLearning	1027	1003	971
Total	1770	1531	1410
Grade	Hagersville 2014	Hagersville 2015	Hagersville 2016
9	65	47	34
10	36	52	40
11	0	29	2
12	25	4	--
Dual Credit	50	20	14
Literacy/Numeracy Program	45	68	38
TOTAL	128	139	128
Grand Total	1993	1690	1538

Note: Grade 8 Reach Ahead is inclusive of Grade 9 credit attempts.

3. Ministry of Education Programs (MOE) for Students Over 21 Years of Age

*refer to *Appendix C - Ministry of Education Programs (MOE - for Students Over 21 Years of Age)*

*programs include:

- Mature Prior Learning Assessment and Recognition (MPLAR)
- Adult Day School (Brantford Campus and Simcoe Campus)
- eLearning
- Adult Co-op
- Personal Support Worker Certificate (PSW)
- Family Literacy Program

In 2016, Adult Education included a full or part-time program for adults to complete their OSSD. This program is offered at two locations. The City Centre Campus in Brantford offers four, 8-week sessions per year and at the Simcoe Town Centre in Simcoe offers two, 8-week sessions per year. Students achieve credits through classroom instruction, eLearning using the Ministry's Desire 2 Learn platform, and Adult Co-op with an opportunity for adult students to earn Co-op credits at their place of employment.

Students are supported academically, socially and emotionally with support from staff and community partners.

4. Other Ministry Offerings

*refer to *Appendix D – Other Ministry Offerings*

*programs include:

- Ministry of Citizenship and Immigration (MCI) - English as a Second Language Program
- Ministry of Citizenship and Immigration Canada (CIC) - Language Instruction for Newcomers to Canada (LINC)
- CareerLink - an Employment Ontario Service (EOS)
- Ministry of Training, Colleges and Universities (MTCU) - Bridges to Success (BTS)
- Ministry of Community Safety & Correctional Services - Brantford Jail

In 2016, other Ministry Offerings included language supports through the English as a Second Language Program and Language Instruction for Newcomers to Canada (LINC) along with employment supports through CareerLink and Bridges to Success (BTS). In addition, GELA offers independent study (booklets) to the students located at the Brantford Jail that were previously serviced by a section 23 classroom.

Summary

Grand Erie Learning Alternatives strives to meet the needs of a diverse group of learners in our communities. Our learners require various pathways and modes of program delivery in a learning environment that is sensitive to social and family circumstances as well as physical and emotional states. The Grand Erie District School Board's vision in the Multi-Year Plan is *Success for Every Student*. To accomplish this, we will foster and celebrate inclusive school communities to enhance learning experiences of all students towards the successful completion of their OSSD.

GELA Credit Totals:

Session	Credits Earned
2013-2014	4265
2014-2015	4108.5
2015-2016	3069

*This number does not include credits from MPLAR assessments.


GELA Graduates

School Year	Under 21 years of age	Over 21 years of age	TOTAL Number of Graduates
2013 - 2014	36	260	296
2014 - 2015	33	233	266
2015 - 2016	33	141	174


Respectfully submitted,

Denise Martins
Superintendent of Education


Appendix A

	GELA Day School Program (Rawdon Campus and Simcoe Campus)	School Within a College (SWAC)	Prior Learning Assessment and Recognition (PLAR)	Night School	Passion Courses	Dual Credit	Heritage Languages Elementary Program
Description	This program is offered at two locations. Rawdon Street in Brantford and the Simcoe Town Centre in Simcoe. Students achieve credits through classroom instruction and teacher supported eLearning. Students are supported academically, socially and emotionally with support from staff and community partners.	School Within a College (SWAC) is jointly funded by the Ministry of Education and the Ministry of Training, Colleges and Universities. The program is taught by College Instructors and Grand Erie Teachers to deliver college and high school credits. This dual credit program allows students to earn up to four college credits while completing their Ontario Secondary School Diploma (OSSD). The GELA SWAC program was in partnership with Conestoga College and was located at 171 Colborne Street in Brantford. Program offerings included Fit & Wellness (in partnership with the YMCA) and Media studies.	MPLAR is a formal evaluation and accreditation process for 18-21 year-old secondary school learners. This process recognizes the knowledge and skills that adults have acquired, in both formal and informal ways, outside of the regular secondary school setting. PLAR credits count towards completion of the OSSD.	In 2015-2016, night school course offerings included traditional night school, passion courses, and dual credits. Valley Heights Secondary School offers their own night school menu for their community each year.	Passion courses allowed students the opportunity to pursue credits in an area of specialization that are either not offered during day school or conflict with other timetable choices in day school. Last year specialized music courses were offered at PDHS, SCS, and BCI.	Dual Credits allowed students to attend afterschool courses taught by College Instructors and Grand Erie Teachers. Last year dual credit courses were offered at CSS and VHSS.	Heritage Languages classes are offered to elementary school age children at various locations in Brantford. GELA offers: Arabic; Mandarin; Polish; Punjabi; and Urdu. Classes are scheduled on Saturday and Sunday mornings or 2 evenings a week. NOTE: Grand Erie is pursuing the possibility of offering Cayuga and/or Mohawk classes through this model.
Enrollment	180	21	35 assessments	61	126		233
Credits Attempted	1096	96		61	126		N/A
Credits Earned	570	88 This includes 51 Dual Credits	278	55	123	61	N/A
Success Rate	52%	92%		90%	98%		N/A


Appendix B

	Summer School - eLearning	Summer School – In-Class	Summer Co-op	Summer Literacy and Numeracy Program	Reach Ahead
Description	GELA offered 43 eLearning Courses covering a range of subjects primarily at the senior level. Students are able to take courses that may not normally be offered in their home school and are able to interact with students all across the province. Online learning offers students an educational experience that is engaging and flexible and meets their own unique learning needs.	GELA offered 65 sections covering 28 different subjects in Grades 9 to 12 in summer school between the two sites, BCI and HSS.	Summer School Co-op provides students the opportunity to be involved in experiential learning in the summer. GEDSB Summer School continued its partnership with St. Leonard's - Jobs for Youth Program, a program that helps support "At risk" youth in the Brantford Community.	The Summer School program for Grades 6, 7 & 8 offered by the Grand Erie District School Board provides students with the opportunity to improve their Basic Skills in Literacy and Numeracy. Two programs were offered at BCI and Hagersville Secondary School. Students also had opportunities to participate in physical activities and explore the arts.	The Reach Ahead Program offered Grade 8 students the opportunity to earn Secondary School credits prior to entering Grade 9. (Note: included in the in-class numbers)
Enrollment		475		38	73
Credits Attempted	971	475	38	N/A	73
Credits Earned	817	458	34	N/A	68
Success Rate	84%	96%	89%	N/A	93%

Appendix C - Ministry of Education Programs (MOE - for Students Over 21 Years of Age)

	Mature Prior Learning Assessment and Recognition (MPLAR)	Adult Day School (Brantford Campus and Simcoe Campus)	eLearning/Independent Study	Adult Co-op	Personal Support Worker Certificate (PSW)	Family Literacy Program
Description	MPLAR is a formal evaluation and accreditation process for secondary school adult learners over the age of 21. This process recognizes the knowledge and skills that adults have acquired, in both formal and informal ways, outside of the regular secondary school setting. MPLAR credits count towards completion of the OSSD. The MPLAR process for mature students involves three components: individual assessment/equivalency (Grade 9/10), equivalency (Grade 11/12), and challenge (Grade 11/12).	The Adult Day School program is a full or part-time program for adults to complete their OSSD. This program is offered at two locations. The City Centre Campus in Brantford offers four, 8-week sessions per year and at the Simcoe Town Centre in Simcoe offers two, 8-week sessions per year. Students achieve credits through classroom instruction and teacher supported eLearning. Students are supported academically, socially and emotionally with support from staff and community partners.	eLearning is a method through which secondary school credit courses are delivered online, using the Ministry's Desire 2 Learn platform. There were 51 courses offered which allowed students to study at their own pace in a continuous intake model. This is inclusive of independent study courses provided to adults.	Adult Co-op provides an opportunity for adult students to earn Co-op credits at their place of employment. This continuous intake model significantly increases the graduation numbers for employed students. Many of these students also are enrolled in night school credits or eLearning credits.	The Personal Support Worker Certificate (PSW) program was offered in Brantford (Semester 2). This provincially accredited program also allows students to earn six secondary school credits.	Family literacy program was offered in Norfolk County through partnership with the Norfolk Community Help Centre. The Norfolk Community Help Centre provides the location, volunteer staff, meals and free child minding. Adults primarily from the Mennonite community, are able to take classes ranging from beginner reader to advanced literacy classes. These classes increase literacy levels and enables parents to better assist their children academically at home.
Enrollment	228 (Grade 9 & 10) 107 (Grade 11 & 12) Assessments/Challenges	265			26	90
Credits Attempted			234		156	N/A
Credits Earned		472	102 Unclear b/c of type of register used	35	156	N/A
Success Rate					100%	N/A

Appendix D – Other Ministry Offerings

	Ministry of Citizenship and Immigration (MCI) - English as a Second Language Program (ESL)	Ministry of Citizenship and Immigration Canada (CIC) - Language Instruction for Newcomers to Canada (LINC)	Ministry of Training, Colleges and Universities (MTCU) - CareerLink - an Employment Ontario Service (EOS)	Ministry of Training, Colleges and Universities (MTCU) - Bridges to Success (BTS)	Ministry of Community Safety & Correctional Services - Brantford Jail
Description	The Coordinated Language Assessment and Referral System (CLARS) provides all new students with a language assessment prior to beginning classes. This assessment allows them to be placed according to their level in reading, writing, speaking, and listening skills using the Canadian Language Benchmark Assessment. Classes are offered throughout the year in Brantford, Simcoe and Dunnville. Students may study on a part-time or full-time basis. Through this program, students may earn a certificate of proof of language skills and are eligible to take the Canadian Citizenship test.	Language Instruction for Newcomers to Canada (LINC) is a program in Brantford offered to adults that are new to Canada. This program is located at Joseph Brant Learning Centre and provides child minding. Classes are available on a full-time and part-time basis. The Coordinated Language Assessment and Referral System (CLARS) provides all new students with a language assessment prior to beginning classes. This assessment allows them to be placed according to their level in reading, writing, speaking and listening skills using the Canadian Language Benchmark Assessment.	CareerLink is located at 1 Market Street (upper level) in Brantford and assists individuals to identify and reach their employment goals, make informed career choices and approach their job search with focus and confidence. CareerLink also offers supportive services to employers to assist them to meet their staffing and training needs. Employment Consultants offer 1:1 confidential assistance for employment and/or training/education. These services may include: a) Resumes, cover letters, references, job interview preparation, client supports (i.e. clothing, transportation, tools) b) Access to the Youth Employment Fund, Canada Ontario Job Grant and Second Career c) Job Development – referrals to employers for job trials, apprenticeship, on the job training, coaching and mentoring d) Referrals for Ontario Self Employment Benefit, Job Creation Partnership, Education Upgrading, Ontario Works, ODSP, Canadian Mental Health Association, Business Resource Centre, Adult Credit, Bridges to Success and many more e) Ongoing collaboration with GELA, Business Resource Centre, Ontario Works, Workplace Safety Prevention Service, Enterprise Brant, and Workforce Planning Board of Grand Erie	Bridges to Success (BTS) is an Employment Ontario service funded by the Ministry of Training Colleges and Universities (MTCU) located at 1 Market Street (upper level) in Brantford. BTS is offered free of charge and offers a continuum of education and training services available to adults over the age of 19. These services are learner-centred, transition-oriented, based on adult learning principles and linked to the broader education and training system as well as the labour force.	GELA offers independent learning opportunities (booklets) to the students located at the Brantford Jail that were previously serviced by a section 23 classroom.
93 credits earned	98	68	553/870 targets achieved	115	
Credits Attempted	N/A	N/A	N/A		
Credits Earned	N/A	N/A	N/A		93
Success Rate	N/A	N/A	64% of Target		



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Linda De Vos, Superintendent of Education

RE: **Transition Committee for Anna Melick Memorial School**

DATE: January 16, 2017

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the establishment of a Transition Committee for Anna Melick Memorial School.

Background:

Anna Melick Memorial School will close June 30, 2017. Policy FT9 requires that a Transition Committee be established when schools are being reorganized as a result of school closures.

Additional Information:

The Transition Committee will be comprised of the following:

- Principal of Anna Melick Public School
- Principal of Thompson Creek Elementary School
- Family of Schools Superintendent for Haldimand Elementary – Chair of the Committee
- One Trustee
- School Council Representative from Anna Melick
- School Council Representative from Thompson Creek
- One Teacher from each of Anna Melick and Thompson Creek
- One non-teaching staff member from each of Anna Melick and Thompson Creek

The role of the Transition Committee will be to:

- Consider and review program (including Special Education) delivery within the context of the project;
- Determine the disposition of furniture and equipment in accordance with Administrative Procedure FT112 – Disposal of Surplus Furniture and Equipment;
- Provide input and advice regarding the transition process as students prepare to change schools;
- Provide advice with regard to appropriate closing ceremonies

Communication Plan:

The Superintendent of Education responsible for Haldimand elementary schools will co-ordinate and chair the Transition Committee. The first meeting will be held in late January 2017. It is anticipated the Transition Committee will deliver a report to the Board in May 2017.

Respectfully submitted,

Linda De Vos
 Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **Bylaw 11– Delegations**

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve **Bylaw 11 – Delegations.**

Background

Bylaw 11 – Delegations was approved in November 2013 and is up for review.

Comments Received

1. 1a. Admin to executive

Revision made.

2. 1f. The secretary. Should that be expanded to say "of the board" or is it "to the Board" to make it clear it is the Director doing this

Revision made.

3. 2b. Need to clarify that a motion must be made to hear a late delegation

Clarification added.

4. 3b is committee need at the end? Since this is delegations to the Board?

Committee removed.

5. 3c his/her to their

Revision made.

6. 3d suggest revising to the spokesperson questions of clarification on the delegation

Revision made.

7. 3f. Should the two references to trustees be changed to Board?

Revisions made.

8. 3G & H. Why is committee used here not board?

Committee changed to the Board.

9. 4 admin to executive

Revision made.

10. Other. Do we need to state that the delegation has to read the presentation provided?

A statement has been added to 3c to clarify this.

Communication

Bylaw 11 will be distributed in accordance with By-Law 9.

Respectfully submitted,

Brenda Blancher
Director of Education



BYLAW

BL11

Delegations

Board Received: November 25, 2013

Review Date: December 2016

1. Receipt of Delegations

- a) Individuals or groups who wish to address the Board shall contact the Secretary of the Board through the ~~Administrative~~ Executive Assistant to the Board of Trustees, to be placed on the agenda.
- b) If the Board has assigned tasks to a statutory or ad hoc committee, it is expected that delegations relating to those matters will make their presentation to the respective committee. Delegations to the Board will only be received after the committee has presented its report to the Board.
- c) Individuals or groups wishing to address the Board on any particular matter will be heard at meetings of the Committee of the Whole whenever possible.
- d) In order that all employees can carry out their duties with dignity and assurance, any delegation which includes statements questioning the personal integrity or professional competence of Board employees shall be treated as a personnel matter to be considered in camera.
- e) Any employee concerns must follow the process outlined in "Consideration of Employee Concerns" policy (HR2) before bringing a delegation to the Board.
- f) At every meeting of the Board or any of its committees, the Secretary to the Board will advise the Chair as to whether there are any delegations or individuals present who wish to speak.

2. Advance Notice

- a) Delegations wishing to speak to the Board are required to submit their presentation by Thursday, 12:00 noon of the week preceding the meeting of the Board. The presentation shall be in writing and include the name of the spokesperson.
- b) The Board, at its discretion, may hear delegations with less than the required notice if written submissions are available to trustees by 4:00 p.m. on the day of the meeting. At the beginning of the meeting, a motion must be made and approved to accept any late delegations.

3. Procedures

When an individual or a group appears before the Board, the following procedures shall apply:

- a) The Chair of the meeting will invite the spokesperson to make their presentation to the Board.
- b) The time allowed for presentations will not exceed ten (10) minutes, except at the discretion of the Board/Committee.
- c) The spokesperson shall read the delegation as submitted and confine his/her their remarks to the subject matter of the presentation.
- d) ~~The Trustees, through the Chair, may ask the spokesperson questions in order to clarify certain points of clarification on the delegation.~~
- e) The delegation shall be thanked for coming to the meeting and invited to stay for the remainder of the evening.

- f) If the item the delegation is addressing is on the meeting's agenda, then ~~trustees~~ the Board will discuss the matter at the appropriate time. If the issue is not listed on the agenda, then ~~trustees~~ the Board may opt to:
- Formally receive and file the submission of the delegation, or
 - Refer it to staff for follow-up, or
 - Request that it be included on a future meeting agenda, or
 - Add the item to the meeting agenda.
- g) The ~~Committee~~ Board shall carry on with its regular order of business.
- h) Individuals or groups shall not be permitted to take part, in any way, during ~~committee~~ Board discussions concerning any particular presentation.

4. Notice of Procedure to Delegations

All individuals or groups shall be made fully aware by the ~~Administrative~~ Executive Assistant to the Board of Trustees, of the proper procedure to be followed when appearing before the Committee of the Whole Board or the Board.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **Bylaw 15 – Trustee Expenses**

DATE: January 16, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 15 – Trustee Expenses.</p>
--

Background

Bylaw 15 – Trustee Expenses was approved in June 2016.

To provide clarity to the reimbursement process, one addition has been made to the Bylaw in item 6 (b) as follows:

Claims are for reimbursement of expenses incurred and services provided. Claims will not be approved for future dates whether for travel or services such as internet or cell phone.

Communication

Bylaw 15 will be distributed in accordance with By-Law 9.

Respectfully submitted,

Brenda Blancher
Director of Education



BYLAW

BL15

Trustee Expenses

Board Received: June 20, 2016

Review Date: September 2020

The Grand Erie District School Board will reimburse Trustees, including Student Trustees, for recognized out-of-pocket expenses and will provide funds in its annual budget to cover in-service expenses of Trustees who are authorized to attend conferences, seminars, and professional meetings, in accordance with current procedures.

Procedures

1. Travel on Board Business

The Grand Erie District School Board annual budget will include a travel expense fund for trustees. Trustees using their personal vehicles will be reimbursed for travel expenses (to the following) at the rate per kilometer established by the Board:

- a) Board meetings, Committee of the Whole Board meetings, Statutory, Standing and Ad Hoc committee meetings to which they are appointed
- b) OPSBA
- c) Other conferences, workshops or meetings as approved by the Chair or designate
- d) Visits to schools and school functions
- e) Functions of other organizations where the Chair or designate is representing the Grand Erie District School Board
- f) Other events as authorized by resolution of the Board

Please note that a student trustee must gain the approval of the Chair at least one month in advance of the event in order to attend any conference.

2. Other Expenses

Trustees may incur other expenses in their position, such as:

- a) Meals when authorized Board business takes them away from home at a normal meal time – amounts claimed must be consistent with Procedure F103 Travel and Expense Claims
- b) Long distance telephone charges while on Board business
- c) Parking charges while on Board business

Please note the following:

- Alcoholic beverages are not eligible for expense claims;
- Expenses incurred to attend a community fundraising events, charity functions and political activities are not eligible for expense claims; and
- Donations to community groups, charities or schools are not eligible for reimbursement.

3. Expenses re: Conferences, Workshops and Seminars

The Grand Erie District School Board encourages learning for all and its annual budget will include a professional development fund for trustees. This fund will be used for trustee expenses incurred for:

- a) Registration
- b) Accommodation
- c) Other eligible expenses not covered by registration fees

All registration fees for conferences, workshops and seminars will be paid via the Executive Assistant to the Board of Trustees, who will manage the registration details

Eligible expenses for conferences, workshops and seminars include:

- a) Economy air, bus or train expenses incurred on Board business
- b) Hotel room charges for accommodation in a standard room. No additional reimbursement will be made for suites, executive floors, concierge
- c) Meals, if not included in registration, as stated in Procedure F103 Travel and Expense Claims Section 1.2iii
- d) Tips and gratuities
- e) Phone calls for Board business
- f) Taxi Fares
- g) Necessary parking fees
- h) Other business expenses such as fax and internet

In all cases, appropriate receipts must be provided for reimbursement.

Please note the following will not be reimbursed:

- Recreational costs (movies, mini-bar, and fitness facility expenses);
- Alcoholic beverages;
- Charges incurred by a spouse or other companion; and
- Parking tickets or traffic infractions

4. Computer and Office Equipment and Supplies

- Each trustee, at the beginning of their term, will be allotted an amount of money from the Trustee and Governance budget to use to purchase a device to facilitate communication. Acceptable devices include cell phones, laptops, tablets and printers. A list of supported devices will be provided and must be purchased through the Board.
- Annually, each Trustee will be allotted an amount of funding, to be approved each year through the budget process, from the Trustee and Governance budget to cover expenses such as monthly cellphone charges.
- All equipment provided by the Board will be returned to the Executive Assistant to the Board of Trustees when the trustee's term of office ceases; and
- All office supplies (paper, printer ink etc.) and equipment will be purchased via the Executive Assistant to the Board of Trustees. Expense claims for such items are not eligible for reimbursement

5. Expenses for Internet Connection

- (a) The Grand Erie District School Board annual budget will include an amount for internet connection services. The maximum amount a Trustee can claim monthly for internet connection services will be a predetermined amount communicated annually through the budget process.

6. Claiming Expenses

- a) Requests for reimbursement for travel or other expenses must be made on a signed Trustee Expenses claim supported by receipts for all expenses. Claims approved by the Chair or Vice-Chair will be submitted to the Superintendent of Business for the purpose of reimbursement.
- b) Claims are for reimbursement of expenses incurred and services provided. Claims will not be approved for future dates whether for travel or services such as Internet or cell phone.
- c) To substantiate reimbursement, the claim form is supported by the following:
- Original documentation including proof of payment to support the expenditure (except for mileage claim);
 - Reasons for the expenditure;
 - Signature of the claimant to certify the expense claim; and
 - Scanned electronic copy of receipts where claims are sent electronically for approval.

Please note the following:

Credit/debit card point of sale slips that are not accompanied by a receipt are not valid for the purpose of reimbursement

- c) Expense forms are to be submitted either monthly or quarterly. They shall not span more than one school year
- d) To be eligible for reimbursement all expenses related to a fiscal year end must be submitted within the first two weeks of September
- e) The following verification and approval process is to be followed for all trustee expense claims:
- The Chair of the Board or Vice Chair in the absence of the Chair of the Board certifies that individual trustee expense claims meet the requirements of the Board Bylaw and approves payment of the claim;
 - Should there be a dispute about the eligibility of any expense, e.g. if deemed as inappropriate or unreasonable, the item(s) in dispute will be referred to the external member of the Audit Committee and, if a satisfactory resolution is not reached then the affected party shall contest the decision during a public session of the Board; and
 - Before a payment is processed, Business Services will confirm that the expense claim has received appropriate authorization.

Please note the following:

- Trustees do not receive purchasing cards;
- The Board does not provide credit cards to trustees; and

- A student trustee may, upon request, be provided with a cash advance for approved expense. This privilege is not extended to other trustees.
- Before a payment is processed, the Superintendent of Business and Business Services will confirm that the expense claim has final approval received appropriate authorization.

7. Records and Reports

- a) A report will be made to the Board in April and November each year on the status of the following Trustee budget lines and Trustee expenses claimed:
Trustee Professional Development Fund
Trustee Travel Expenses Fund
Trustee Internet Service Fund
- b) A record of each Trustee's expenses will be kept at the Education Centre and will be available to the public upon written request. Time and photocopying charges may be assessed
- c) Trustees attending conferences, seminars, or workshops may be asked to report briefly to the Board on the highlights of the activity attended



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Bylaw 33 – Borrowing Bylaw re: Financing Capital Projects**

DATE: January 16, 2017

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board rescind Bylaw 33 – Borrowing Bylaw re: Financing Capital Projects.

Background

BL33 – Borrowing Bylaw re: Financing Capital Projects was established September 2014 to finance capital expenditures made for various school construction projects.

The principal borrowed under this bylaw has been repaid in full. This borrowing facility is no longer required and the bylaw can be rescinded.

Respectfully submitted,

Jamie Gunn
 Superintendent of Business & Treasurer



Borrowing Bylaw re: Financing Capital Projects

Board Received: September 29, 2014

Review Date: Until Maturity
(October 2019)

Terms of the Borrowing Facility

The signing authorities of the Board are authorized to establish term borrowing facilities with the Royal Bank of Canada to finance capital expenditures incurred for various school construction.

Credit Facility \$7,720,000 non-revolving term facility by way of fixed rate term loan for a term of five years with monthly payments based on a 15-year amortization



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
 FROM: Liana Thompson, Superintendent of Education
 RE: SO8 – Community Partnerships
 DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward Policy “SO8 – Community Partnerships” to all appropriate stakeholders for comment to be received by April 7, 2017.

Background

The Grand Erie District School Board believes that building strong and collaborative working relationships with community partners can enhance the opportunities available to our students.

Additional Information

Community partnerships must be in compliance with Board Policy and the Education Act.

Proposed Changes

Original Wording	Proposed Wording
<p>Policy Statement:</p> <ol style="list-style-type: none"> The Grand Erie District School Board believes partnerships can enhance the opportunities available to our students. <p>Accountability:</p> <ol style="list-style-type: none"> Severity Threshold—As needed Partnerships improve services and programs for students. Partnerships increase public support for education. Partnerships increase efficiency and effectiveness through shared services/resources. 	<p>Policy Statement:</p> <ol style="list-style-type: none"> The Grand Erie District School Board believes that building strong and collaborative working relationships with community partners partnerships can enhance the opportunities available to our students. <p>Accountability:</p> <ol style="list-style-type: none"> Severity Threshold ————— As needed Partnerships Collaborative working relationships improve services and programs for students. Partnerships Collaborative working relationships increase public support for education. Partnerships Collaborative working relationships increase efficiency and effectiveness of service implementation through shared services/resources.

<p>Procedures:</p> <p>6. celebrate the accomplishments of partnerships, e.g. appropriately acknowledge the partner in school newsletters and at public events</p> <p>Resources to Support Partnerships:</p> <p>2. <u>Resources to Support Partnerships:</u></p> <p>2.1. Relevant Board By-Laws, Policies and Administrative Procedures:</p> <p>BL19 – Use of Board Logo FT4 – Use of School Facilities F1 – Exclusive Suppliers: Food Services and Vending Machines in Schools F3 – Capital Related Fund Raising and Community Donations SO1 – Fund-raising SO3 – Involvement of Schools in Community Events SO4 – Advertising and Material Distribution in Schools FT105 – Playground Equipment FT111 – School Initiated</p> <p>Facility Upgrades</p> <p>F104 – Advertising F105 – Capital Related Fund Raising and Community Donations F106 – Donated Appliances, Equipment, Furnishing and Supplies SO108 – Community Service Providers and Schools Working Together SO119 – Access to School Premises SO126 – Volunteers</p> <p>7.</p>	<p>Procedures</p> <p>6. celebrate the accomplishments contributions of partnerships, e.g. appropriately acknowledge the partner in school newsletters and at public events</p> <p>Resources to Support Partnerships:</p> <p>2. <u>Resources to Support Partnerships:</u></p> <p>2.2. Relevant Board By-Laws, Policies and Administrative Procedures:</p> <p><u>By-Laws:</u> BL19 – Use of Board Logo, <u>Grand Erie Name</u></p> <p><u>Policies:</u> FT4 – <u>Community Use of School Facilities</u> F1 – Exclusive Suppliers: Food Services and Vending Machines in Schools F3 – Capital Related Fund Raising and Community Donations F6 – <u>Purchasing</u> SO1 – Fund-raising SO3 – Involvement of Schools in Community Events SO4 – <u>Advertising and Material Distribution of Materials in Schools</u> SO13 – Safe Schools – Access to School Premises SO19 – Privacy and Information Management SO21 – School Food and Beverage SO25 – Visual Identity SO26 – Event Planning and Organization SO31 – Accessibility</p> <p><u>Procedures:</u> FT105 – Playground Equipment FT111 – School Initiated Facility</p> <p>Upgrades</p> <p><u>F101 – Hospitality</u></p> <p><u>Expenses</u></p> <p>F104 – Advertising F105 – Capital Related Fund Raising and Community Donations F106 – Donated Appliances, Equipment, Furnishing and Supplies Receipt of Charitable Donations</p>
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	SO108 – Community Service Providers and Schools Working Together SO119 – Access to School Premises SO120 – Student and Visitor Injuries/Accidents SO126 – Volunteers
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Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Community Partnerships

Board Received: November 25, 2013

Review Date: December 2016

Policy Statement:

The Grand Erie District School Board believes that building strong and collaborative working relationships with community partners partnerships can enhance the opportunities available to our students. Community partnerships must be in compliance with Board Policy and the Education Act.

Accountability:

- 1. Frequency of Reports – As needed
- 2. ~~Severity Threshold – As needed~~
- 3. Criteria for Success – Partnerships Collaborative working relationships improve services and programs for students.
 - Partnerships Collaborative working relationships increase public support for education.
 - Partnerships Collaborative working relationships increase efficiency and effectiveness of service implementation through shared services/resources.

Guiding Principles:

- 1. The Grand Erie District School Board shall only support initiatives appropriate and compatible with the policies and values of the Board.
- 2. The main purpose of seeking out and building partnerships is to extend our capacity to provide enhanced services and programs for students. We need to share expertise and resources between the partners for mutual benefit.
- 3. Partnerships should include some or all of the following:
 - 3.1 improve services and programs for students
 - 3.2 motivate students
 - 3.3 build relationships and promote understanding
 - 3.4 increase public support for education
 - 3.5 increase parental and community involvement in, commitment to and responsibility/accountability for student learning
 - 3.6 increase efficiency and effectiveness through sharing of services and resources
 - 3.7 recognize the contributions of all partners
 - 3.8 the promotion of equity and inclusiveness in our schools

Procedures:

1. Working with school staff under their direction and keeping the focus on students, principals should:

- 1.1 encourage partnerships where appropriate
- 1.2 protect the interests of students by being selective about partnerships
- 1.3 be open to proposals from a variety of partners
- 1.4 seek input from the school council regarding potential partnerships
- 1.5 clarify the purpose of the partnership by defining the roles and responsibilities
- 1.6 carry out a regular review of the partnership
- 1.7 celebrate the ~~accomplishments~~ contributions of partnerships, e.g. appropriately acknowledge the partner in school newsletters and at public events
- 1.8 always have donated goods and services evaluated by a third party when a tax receipt is to be issued
- 1.9 comply with Board policies, collective agreements, other contracts and legal requirements
- 1.10 contact the appropriate Education Centre support staff for assistance

2. Resources to Support Partnerships:2.1. Relevant Board By-Laws, Policies and ~~Administrative~~ Procedures:By-Laws:

BL19 – Use of Board Logo, Grand Erie Name

Policies:

- FT4 – Community Use of School Facilities
- F1 – Exclusive Suppliers: Food Services and Vending Machines in Schools
- F3 – Capital Related Fund Raising and Community Donations
- F6 – Purchasing
- SO1 – Fund-raising
- SO3 – Involvement of Schools in Community Events
- SO4 – ~~Advertising and Material~~ Distribution of Materials in Schools
- SO13 – Safe Schools – Access to School Premises
- SO19 – Privacy and Information Management
- SO21 – School Food and Beverage
- SO25 – Visual Identity
- SO26 – Event Planning and Organization
- SO31 – Accessibility

Procedures:

- FT105 – Playground Equipment
- FT111 – School Initiated Facility Upgrades
- F101 – Hospitality Expenses
- F104 – Advertising
- ~~F105 – Capital Related Fund Raising and Community Donations~~
- F106 – ~~Donated Appliances, Equipment, Furnishing and Supplies~~ Receipt of Charitable Donations
- SO108 – Community Service Providers and Schools Working Together
- ~~SO119 – Access to School Premises~~
- SO120 – Student and Visitor Injuries/Accidents
- SO126 – Volunteers

2.2. Relevant Service Contracts:

Examples: food services in cafeterias, vending machines, snack machines, recycling

2.3. Education Office Support Staff to Contact:

Director of Education

Superintendent of Education (appropriate Family)

Superintendent of Business

Superintendent of Education — Human Resources Services

Manager of Facilities Services (if building or property use or alteration is involved)

Manager of Business Services

Manager of Information Technology (if technology is involved)

Manager of Human Resources Services

~~FOI and Records Management Officer~~

Manager of Communications and Community Relations



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: **SO10 – Bullying Prevention and Intervention**

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward Policy SO10 — “Bullying Prevention and Intervention” to all appropriate stakeholders for comment to be received by April 7, 2017.

Background

Policy SO10 — “Bullying Prevention and Intervention” was approved by the Board in 2013 and has been identified for review, along with the companion procedure SO129.

Additional Information

Policy SO10 has been amended to include elements of procedure SO129, with the intention that the procedure be rescinded following the approval of the revised policy, as it will be redundant at that time.

A draft revised policy is attached for circulation to stakeholders for comment.

Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Wayne Baker
 Superintendent of Education



Bullying Prevention and Intervention

Board Received: November 25, 2013

Review Date: December 2016

Policy Statement

The Grand Erie District School Board is committed to providing a safe, inclusive, and accepting working and learning environment, which supports productivity and the personal goals of dignity and self-esteem of every individual, and is free from bullying.

Bullying adversely affects:

- a student's ability to learn.
- a school's ability to educate its students
- healthy relationships and the school/workplace climate.

Bullying will not be accepted on school property, at school-related activities, or in any other circumstances which might impact on the school climate (e.g., online).

This policy applies to all employees, students, parents, guardians, and visitors/volunteers to any building or event of the Board. All employees of the board must take seriously allegations of bullying behaviour and act in a sensitive and supportive manner when responding to anyone who reports bullying incidents.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced student safety
– Increased opportunity for students to continue their education
– Improved student performance

1. Definition of Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Persons may attain or maintain power over others through real or perceived differences. Some areas of difference may be:

- size
- strength
- age
- intelligence
- economic status
- social status
- solidarity of peer group
- religion
- ethnicity
- disability
- need for special education
- sexual orientation
- family circumstances
- gender
- race

Revised

SO10 – Bullying Prevention and Intervention

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be:

- physical (e.g., hitting, pushing, tripping, etc.)
- verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments)
- social (e.g., excluding others from a group, spreading gossip or rumours)
- and/or through the use of technology – cyberbullying (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet web sites, or other technology)

2. Prevention and Awareness-Raising Strategies

In an effort to prevent bullying within Grand Erie District School Board schools and at school and Board events, students, staff, parents/guardians, and community members are expected to adhere to the standards set out in Grand Erie’s *Code of Conduct* (Policy SO12).

Each school must strive to develop a positive school climate. A school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school.” A positive school climate exists when all members of a school community feel safe, comfortable and accepted.

Opportunities for bullying prevention training and leadership initiatives are to be provided within each school. Training will address topics such as cultural sensitivity, respect for diversity and special needs.

3. Intervention and Support Strategies

Principals must ensure that students are able to report bullying incidents safely and in a way that will minimize the possibility of reprisal. Support must be provided to students who have been bullied, students who have bullied others, and students who have been affected by bullying.

Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on school climate. Such behaviour includes all inappropriate and disrespectful behaviour at school and at any school-related event. Such inappropriate behaviour may involve bullying.

A student who is engaged in bullying behaviour will be subject to a range of intervention strategies, from counselling to suspension/expulsion.

4. Reporting to Principals

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible.

All employee reports made to the principal must be confirmed electronically, using the “Safe Schools Incident Reporting Form – Part I”. Upon receipt of this form principals must provide the person who submitted the report with electronic acknowledgement, using the “Safe Schools Incident Reporting

SO10 – Bullying Prevention and Intervention

Form – Part II”. If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it.

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student’s OSR.

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests this.

5. Notifying Parents

Principals are required to notify the parents of students who have been harmed as a result of bullying behaviour. Principals are also required to contact the parents of students who have been engaged in bullying behaviour. In both circumstances, principals must:

- describe the nature of the harm to the bullied student,
- outline the nature of any disciplinary measures taken, and
- discuss support that will be provided to students.

The principal will not notify the parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm.

6. Training Strategies

Grand Erie recognizes that bullying is a community problem that reflects itself in schools, and that the entire school community has a role to play in prevention and intervention. Building capacity of all school personnel is paramount in reducing bullying in all areas of Grand Erie.

Parents/guardians are viewed as an integral part of the school community and a resource in both prevention of, and intervention in, bullying incidents. Grand Erie schools will provide information to parents/guardians through a variety of sources (e.g., parent night, newsletters, pamphlets) in order to best support their children and the school community as a whole.

Grand Erie will address the diversity of the school population as it relates to bullying, by providing ongoing awareness and training for school personnel. The needs of all members of the school and Board population must be considered to effectively prevent and intervene in bullying situations involving marginalized groups.

All annual School Improvement Plans will include a safe schools/bullying prevention component and guidelines for Safe School Teams and need to be shared with parents and school community.

As part of the School Improvement Plan, all schools will have a Safe Schools Team to address bullying prevention and to be responsible for fostering a safe, inclusive, and accepting school climate. Each team will have a Chair and will consist of at least the principal, a teacher, a parent/guardian and, where applicable, a student representative. The Grand Erie Safe Schools Team will act as a resource and support for school teams.

References

- PPM 128 – Provincial and Board Codes of Conduct
- PPM 141 – Programs for Long-Term Suspension
- PPM 144 – Bullying Prevention and Intervention
- PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour

Revised

SO10 – Bullying Prevention and Intervention

Revised

SO10 – Bullying Prevention and Intervention

SAFE SCHOOLS INCIDENT REPORTING FORM — PART I —

CONFIDENTIAL

Report No:			
Name of School			
1. Name of Student(s) Involved (if known)			
2. Location of Incident (check one)	<input type="checkbox"/>	At a location in the school or on school property (please specify)	
	<input type="checkbox"/>	At a school-related activity (please specify)	
	<input type="checkbox"/>	On a school bus (please specify route number)	
	<input type="checkbox"/>	Other (please specify)	
3. Time of Incident	Date:	Time:	
4. Type of Incident (check all that apply)	Activities for which suspension must be considered under section 306(1) of the Education Act:		
	<input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol, or illegal/restricted drugs <input type="checkbox"/> Being under the influence of alcohol or drugs <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student’s school or to property located on the premises of the student’s school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school <input type="checkbox"/> Any act considered by the principal to be injurious to the physical or mental wellbeing of any member of the school community		
	Activities for which expulsion must be considered under section 310(1) of the Education Act:		
	<input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor		
5. Report Submitted By:			
Name:			
Signature:		Date:	
Contact Information:			
Location:		Telephone:	

Revised

SO10 – Bullying Prevention and Intervention

SAFE SCHOOLS INCIDENT REPORTING FORM — PART II —

ACKNOWLEDGEMENT OF RECEIPT

Report No.		
Report submitted by:	Name:	Date:
<input type="checkbox"/> Action Taken	<input type="checkbox"/> No Action Required	
Name of Principal:		
Signature:	Date:	
Note: Only Part II to be returned to the person who reported.		



Bullying Prevention and Intervention

Board Received: November 25, 2013

Review Date: December 2016

Policy Statement

The Grand Erie District School Board is committed to providing a safe, inclusive, and accepting working and learning environment, which supports productivity and the personal goals of dignity and self-esteem of every individual, and is free from bullying.

Definition of Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying adversely affects:

1. a student's ability to learn.
2. healthy relationships and the school climate.
3. a school's ability to educate its students.

The Grand Erie District School Board does not condone bullying.

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online), as engaging in bullying will have a negative impact on the school climate.

This policy applies to all Board employees, students of the Board, parents, guardians, and visitors/volunteers to any building or event of the Board. All employees of the board must take seriously all allegations of bullying behaviour and act in a sensitive and supportive manner when responding to anyone who discloses or reports bullying incidents.

Accountability

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Enhanced student safety
– Increased opportunity for students to continue their education
– Improved student performance

Reference

Procedure SO129 – Bullying Prevention and Intervention



Bullying Prevention and Intervention

Board Received: November 25, 2013

Review Date: December 2016

Accountability:

1. Frequency of Reports — As needed
2. Severity Threshold — As needed
3. Criteria for Success — Enhanced student safety
— Increased opportunity for students to continue their education
— Improved student performance

1. Definition of Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Persons may attain or maintain power over others through real or perceived differences. Some areas of difference may be:

- size
- strength
- age
- intelligence
- economic status
- social status
- solidarity of peer group
- religion
- ethnicity
- disability
- need for special education
- sexual orientation
- family circumstances
- gender
- race

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be:

- physical (e.g., hitting, pushing, tripping, etc.)
- verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments)
- social (e.g., excluding others from a group, spreading gossip or rumours)
- and/or through the use of technology – cyberbullying (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet web sites, or other technology)

2. Prevention and Awareness-Raising Strategies

In an effort to prevent bullying within Grand Erie District School Board schools and at school and Board events, students, staff, parents/guardians, and community members are expected to adhere to the standards set out in Grand Erie's *Code of Conduct* (Policy SO12/Administrative Procedure SO131).

Each school should strive to develop a positive school climate. A school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school.”

When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable and accepted.

The focus of Character Education in Grand Erie schools supports a comprehensive prevention strategy for students. These teaching strategies focus on developing self-worth, appropriate behaviours, and healthy relationships.

Opportunities for bullying prevention training, and leadership initiatives are to be provided within each school. Training will address topics such as cultural sensitivity, respect for diversity and special needs.

3. **Intervention and Support Strategies**

Principals must ensure that students are able to report bullying incidents safely and in a way that will minimize the possibility of reprisal. Support must be provided to students who have been bullied, students who have bullied others, and students who have been affected by bullying.

All employees of the Board must take seriously all allegations of bullying behaviour and act in a sensitive and supportive manner when responding to anyone who discloses or reports bullying incidents.

Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on school climate. Such behaviour includes all inappropriate and disrespectful behaviour at school and at any school-related event. Such inappropriate behaviour may involve bullying.

A student who is engaged in bullying behaviour will be subject to a range of intervention strategies ranging from counselling to suspension up to possible expulsion.

Schools must outline how they will support students who have engaged in bullying and also those who have been bullied. Specific plans will be developed to protect students who have been harmed, and must outline a process for parents to follow if they are not satisfied with the support their children receive.

4. **Reporting to Principals**

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible.

In cases where immediate action is required, a verbal report to the principal. Will suffice until a written report can be submitted.

All employee reports made to the principal must be confirmed in writing, using the “Safe Schools Incident Reporting Form – Part I”. Upon receipt of this form principals must provide the person who submitted the report with a written acknowledgement on the “Safe Schools Incident Reporting Form – Part II”. If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the Principal should inform, accordingly, the person who submitted the incident report.

If the principal decides that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student’s OSR.

In the case of the victim, no information about the incident must be placed in his or her OSR, unless the victim or parent of the victim expressly requests that it be placed in the OSR.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim’s parents. Contact with parents should always be made as soon as possible.

5. Notifying Parents

Principals are required to notify the parents of students who have been harmed as a result of bullying behaviour. Principals are also required to contact the parents of students who have been engaged in bullying behaviour. In both circumstances, principals must:

- describe the nature of the harm to the bullied student,
- outline the nature of any disciplinary measures taken, and
- discuss support that will be provided to students.

The principal will not notify the parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm.

6. Training Strategies

Grand Erie recognizes that bullying is a community problem that reflects itself in schools, and that the entire school community has a role to play in prevention and intervention. Building capacity of all school personnel is paramount in reducing bullying in all areas of Grand Erie.

Parents/guardians are viewed as an integral part of the school community and a resource in both prevention of and intervention in bullying incidents. Grand Erie schools will provide information to parents/guardians through a variety of sources (e.g. parent night, newsletters, pamphlets) in order that parents/guardians can best support their child(ren) and the school community as a whole.

Grand Erie will address the diversity of the school population as it relates to bullying, by providing ongoing awareness and training for school personnel. The needs of all members of the school and Board population must be considered to effectively prevent and intervene in bullying situations (e.g. ESL, Special Education and Aboriginal populations).

This training will include ways of responding to gender-based, homophobic and any other types of bullying which are related to a student’s race or disability. This training will also be available to other adults who have significant contact with students (e.g. school bus drivers).

7. Communication and Outreach Strategies

(a) **Communication as Prevention**

This procedure, related policies, and all related procedures will be communicated to parents/guardians, students, staff, and community members in the following ways:

- school agendas
- school newsletters
- Board website
- pamphlets delivered to parents/guardians
- introduction and review at school assemblies

All communication will include roles and responsibilities of all members of the school community, particularly for students, parents/guardians, and school staff.

As bullying is a community concern, our community is viewed as our partner in helping to diminish bullying. Working with community services to promote safe schools (e.g. Police Services, Victim Services, Children's Aid Society) ensures ongoing community involvement.

All Grand Erie employees (present and new hires) will be provided with information outlining policies and procedures related to Safe Schools, in addition to training opportunities as they arise.

(b) **Communication as Intervention**

(i) **Monitoring and Review**

All Grand Erie schools will complete the Grand Erie District School Board school climate survey every two years. Haldimand and Norfolk Counties one year, Brant County and Brantford schools the next. Surveys offer opportunities for input to students from grade two to twelve. The survey results will identify specific safety issues related to bullying.

Safe Schools Teams will use information from school climate surveys, as well as other data, to determine prevention, intervention, and training activities for their school.

(ii) **School Level Plans**

School staff, in collaboration with parents, will develop and/or review:

A School Code of Conduct and Progressive Discipline and Bullying Intervention plan, which will include:

- intervention and support strategies, including plans for the victims and referral to community agencies for further support
- prevention and awareness-raising strategies
- definition of bullying
- procedure for students and parents to report bullying and harassment

All Annual School Improvement Plans in Grand Erie will include a safe schools/bullying prevention component and guidelines for Safe School Teams and need to be shared with parents and school community.

(iii) Safe Schools Teams

As part of the School Improvement Plan, all schools will have a Safe Schools Team to address bullying prevention and to be responsible for fostering a safe, inclusive, and accepting school climate within each school. Each team will have a Chair and will consist of at least the principal, a teacher, a parent/guardian and, where applicable, a student representative.

Safe School Teams will be responsible for the creation and inclusion of a specific bullying prevention plan as part of the School Improvement Plan. The Grand Erie Safe Schools Team will act as a resource and support for school teams.

SAFE SCHOOLS INCIDENT REPORTING FORM — PART I —

CONFIDENTIAL

Report No:			
Name of School			
1. Name of Student(s) Involved (if known)			
2. Location of Incident (check one)	<input type="checkbox"/>	At a location in the school or on school property (please specify)	
	<input type="checkbox"/>	At a school-related activity (please specify)	
	<input type="checkbox"/>	On a school bus (please specify route number)	
	<input type="checkbox"/>	Other (please specify)	
3. Time of Incident	Date:	Time:	
4. Type of Incident (check all that apply)	Activities for which suspension must be considered under section 306(1) of the Education Act:		
	<input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol, or illegal or restricted drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student’s school or to property located on the premises of the student’s school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school <input type="checkbox"/> Any act considered by the principal to be injurious to the physical or mental wellbeing of any member of the school community		
	Activities for which expulsion must be considered under section 310(1) of the Education Act:		
	<input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor		
5. Report Submitted By:			
Name:			
Signature:		Date:	
Contact Information:			
Location:		Telephone:	

SAFE SCHOOLS INCIDENT REPORTING FORM — PART II —

ACKNOWLEDGEMENT OF RECEIPT

Report No.		
Report submitted by:	Name:	Date:
<input type="checkbox"/> Action Taken	<input type="checkbox"/> No Action Required	
Name of Principal:		
Signature:	Date:	
Note: Only Part II to be returned to the person who reported.		



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: SO11 – Progressive Discipline and Promoting Positive Student Behaviour

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward Policy SO11 — “Progressive Discipline and Promoting Positive Student Behaviour” to all appropriate stakeholders for comment to be received by April 7, 2017.

Background

Policy SO11 — “Progressive Discipline and Promoting Positive Student Behaviour” was approved by the Board in 2013 and has been identified for review, along with the companion procedure SO130.

Additional Information

Policy SO11 has been amended to include elements of procedure SO130, with the intention that the procedure be rescinded following the approval of the revised policy, as it will be redundant at that time.

A draft revised policy is attached for circulation to stakeholders for comment.

Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Wayne Baker
 Superintendent of Education



Progressive Discipline and Promoting Positive Student Behaviour

Board Received: November 25, 2013

Review Date: December 2016

Policy Statement

The Grand Erie District School Board supports a safe, inclusive, and accepting environment in which every student can reach their full potential.

The Grand Erie District School promotes positive learning environments that encourage the building of healthy relationships and appropriate behaviours. Positive learning environments are a key to the prevention of disruptions to the learning and teaching setting.

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour, and builds upon strategies that promote positive behaviours.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced student safety
 - Effective student discipline
 - Improved student conduct
 - Improved student performance

Statement of Guiding Principles

The Board recognizes the following principles:

- Disciplinary strategies are guided by least punitive, most enabling consequences to support a student's academic learning and promote a safe and orderly learning and teaching environment;
- Appropriate action must consistently be taken to address behaviours that are contrary to the *Grand Erie Code of Conduct* and a school's Code of Conduct;
- Each incident of inappropriate behaviour is unique in terms of situational variables. Disciplinary action in response to inappropriate behaviour will reflect consideration of mitigating factors, as required by the *Education Act* and its *Regulations*;
- The range of interventions, supports, and consequences used must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices;
- For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan; and
- Parents and community agencies are viewed as integral partners to be consulted when addressing student conduct.

1. Progressive Discipline and Awareness Raising

Provincial legislation and Policy/Program Memoranda (concerning Code of Conduct, suspension/expulsion, bullying, and progressive discipline) – in conjunction with Board policies - create behavioural expectations for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The Human Rights Code of Ontario has primacy over provincial legislation and school Board policies, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

Each school will develop, in consultation with school councils, a continuum of interventions, supports, and consequences to address student behaviours that are contrary to provincial and Board codes of conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.

Consequences for inappropriate behaviour may include, but are not limited to, meetings with the parent(s)/guardian(s), student, and principal; referral to a community agency for counseling support and intervention; detentions or loss of privileges; and suspension and/or expulsion.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

1. The particular student and circumstances (i.e., mitigating factors);
2. The nature and severity of the behaviour;
3. The impact on the school climate (i.e., the relationships within the school community); and
4. The Individual Education Plan

2. Progressive Student Discipline Model

The Grand Erie District School Board endorses early and ongoing prevention and intervention to promote positive behaviour. Opportunity for students to learn from their choices is a critical element.

The Progressive Discipline Model can be described as having four levels of intervention. The level of intervention or discipline is based on the consideration of the nature, severity and impact of the misconduct and of the mitigating factors, with the goal of changing the student's behaviour. Each progressive stage represents more serious behaviour and corresponding consequences.

Level 1

Level one discipline is employed for minor acts of misconduct which interfere with orderly school procedures, functions, extracurricular programs, or a student's own learning. These minor acts are addressed by the classroom teacher, educational assistant and/or ECE.

Level 2

Level two offences are acts of misconduct that require increased intervention. These acts may include, but are not limited to, repeated unrelated acts of minor inappropriate behaviour directed against persons or property, but which do not seriously endanger the health, safety or well-being of

others. Involvement of student support staff, parents/guardians and administration will support the student and assist the classroom teacher in correcting incidents of inappropriate behaviour.

Level 3

Level three offences are serious acts of misconduct that have significant impact on the school climate, or pose threats to health, safety or property. These offences must be reported to administration immediately. Suspension may be considered by the principal as a necessary intervention. Student, parent, school and support staff communication is necessary to resolve the issue and ensure that supports are in place to meet student needs.

Level 4

Level four offences represent the most serious acts of misconduct and, as such, may require intrusive intervention, such as suspension pending expulsion. These acts may require the involvement of police services as per the Police and School Board Protocol.

A voluntary program for students on long-term suspension or expelled students is available for those who consent to participate. Non-academic support from community agencies will be engaged by the Grand Erie Safe Schools Team, as necessary.

3. Reporting to Principals

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

In cases where immediate action is required, a verbal report to the principal may be made. An electronic report, as outlined below, must be made when it is safe to do so.

Employees report incidents using the “Safe Schools Incident Reporting Form – Part I”. Upon receipt of this form principals must provide the person who submitted the report with electronic acknowledgement on the “Safe Schools Incident Reporting Form – Part II”. If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. (Note: The Safe Schools Incident Reporting forms can be found in policy SO10 – Bullying Prevention and Intervention.)

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student’s OSR.

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests this.

4. **Responding to Incidents**

The purpose of responding to incidents of inappropriate behaviour is to stop and correct the behaviour immediately so the student involved will learn that it is not acceptable. Behaviour that is not addressed becomes accepted behaviour.

Board employees who work directly with students – including administrators, teachers and non-teaching staff - must respond to any student behaviour that is likely to have a negative impact on the school climate, whether on or off school property.

Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or another person. However, for incidents for which suspension or expulsion must be considered, Board employees must report these to the principal and confirm their report electronically using the “Safe Schools Incident Reporting Form – Part 1”. For incidents where suspension or expulsion would not be considered, and Board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible.

5. **Support for Students**

All employees of the Board must take seriously all allegations of bullying, racism, gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate. Schools are expected to support all students, including those who report such incidents, by providing them with contact information about professional supports, both Board-based and community agencies.

Principals are required to notify parents/guardians of the victim of serious student incidents unless the victim is 18 years old or over (or is 16 or 17 years of age and has withdrawn from parental control) or, in the opinion of the principal, doing so would put the victim at risk of harm from a parent. In addition, principals must refer students to a community agency that can provide the appropriate type of confidential support when parents are not called.

When it is determined that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved. The Grand Erie Safe School Team will facilitate the move and transition of any students who it is determined need to change schools or school program as a result of a serious student incident.

6. **Delegation of Authority**

In the event that the school principal is not present on school property, the principal has the authority to delegate powers, duties and functions to the vice-principal. Delegation may include all authority except the final decision regarding a recommendation to the Board to expel a pupil. Vice-principals may be delegated the authority to suspend a student for less than six school days.

In the event that there is no administrator present on school property, the principal’s authority may be delegated to a teacher and must respect the terms of all applicable collective agreements. When this occurs, the principal must communicate to staff when and to whom administrative responsibilities have been delegated. The principal must also ensure that the teacher has access to Board policy, school emergency protocols and communication information for the Family of Schools Superintendent of Education.

Teachers may be delegated the authority to initially deal with situations that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of

those involved. The teacher must report all details of the initial investigation to the principal as soon as possible.

The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. A teacher may not be delegated authority regarding suspension decision or recommendations regarding expulsion of students.

A teacher may be delegated limited authority to contact the parents/guardians of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not sure whether parents should be called, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

7. Circumstances in Which a Principal Must Consider Whether to Suspend a Student

A principal must consider suspending a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol or illegal/restricted drugs;
- Being under the influence of alcohol or drugs;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- Bullying;
- Any act considered by the principal to be injurious to the moral tone of the school; or
- Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community.

8. Circumstances in Which a Principal Must Suspend a Pupil Pending Expulsion

A principal shall suspend a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons or illegal/restricted drugs;
- Committing robbery;
- Providing alcohol to a minor;
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;

- A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property; or
- The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.

In the event of a suspension for an activity, the principal shall conduct an inquiry to determine whether to recommend the expulsion of the student, in accordance with the *Education Act*, its *Regulations*, and applicable Policy/Program Memoranda.

Reference

PPM 128 – Provincial and Board Codes of Conduct

PPM 141 – Programs for Long-term Suspension

PPM 144 – Bullying Prevention and Intervention

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour



Progressive Discipline and Promoting Positive Student Behaviour

Board Received: November 25, 2013

Review Date: December 2016

Policy Statement

The Grand Erie District School Board supports a safe, inclusive, and accepting environment in which every student can reach his or her full potential.

The Grand Erie District School promotes positive learning environments that encourage the building of healthy relationships and appropriate behaviours. Positive learning environments are a key to the prevention of disruptions to the learning and teaching setting.

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behavior, and builds upon strategies that promote positive behaviours.

Accountability

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Enhanced student safety
– Effective student discipline
– Improved student conduct
– Improved student performance

Reference

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour

Administrative Procedure SO130 – “Progressive Discipline and Promoting Positive Student Behaviour”



Progressive Discipline and Promoting Positive Student Behaviour

Board Received: November 25, 2013

Review Date: December 2016

Accountability:

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Enhanced student safety
– Effective student discipline
– Improved student conduct
– Improved student performance

Statement of Guiding Principles

The Board recognizes the following principles:

- Disciplinary strategies are guided by least punitive, most enabling consequences to support a student's academic learning and promote a safe and orderly learning and teaching environment;
- Appropriate action must consistently be taken to address behaviours that are contrary to the *Provincial Code of Conduct* and the school's Code of Conduct;
- Each incident of inappropriate behaviour is unique in terms of situational variables. Disciplinary action in response to inappropriate behaviour of individual students will reflect consideration of mitigating and other factors, as required by the *Education Act* and its *Regulations*;
- The range of interventions, supports, and consequences used must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices;
- For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan; and
- Parents and community agencies are viewed as integral partners to be utilized when addressing student conduct.

1. Progressive Discipline Prevention and Awareness Raising

Provincial legislation and Policy/Program Memoranda (concerning Code of Conduct, suspension/expulsion, bullying, and progressive discipline) – in conjunction with Board policies and procedures - create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The Human Rights Code of Ontario has primacy over provincial legislation and School Board policies and procedures, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, the Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

Each school will develop, in consultation with school councils, and having regard to this procedure, a continuum of interventions, supports, and consequences to address inappropriate student behaviours

that are contrary to provincial and Board code of conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.

The continuum of interventions, supports, and consequences developed must be developmentally appropriate, and should include opportunities for students to focus on improving behaviour. Consequences for inappropriate behaviour may include, but are not limited to, meeting with the parent(s)/guardian(s), student, and principal; referral to a community agency for counseling support and intervention, detentions or loss of privileges; and suspension and/or expulsion.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

1. The particular student and circumstances (i.e. mitigating or other factors);
2. The nature and severity of the behaviour;
3. The impact on the school climate (i.e. the relationships within the school community); and
4. The Individual Education Plan

2. Progressive Student Discipline Model

The Grand Erie District School Board endorses early and ongoing prevention and intervention to promote positive behaviour. Opportunity for students to learn from their choices is a critical element. Teachers using classroom management strategies that focus on intervention and prevention, providing students with an opportunity to learn from their choices is critical.

The Progressive Discipline Model can be described as having four levels of intervention. The level of intervention or discipline is based on the consideration of the nature, severity and impact of the misconduct and of the mitigating and other factors, in each individual case, with the goal of changing the student's behaviour. Each progressive stage represents more serious behaviour and corresponding consequences. The intervention or level of discipline imposed is based on the nature, severity and impact of the behaviour within a context of mitigating and other factors. Documentation of student behaviour, intervention and response will be completed by school staff at all levels.

Level 1

Level one discipline is employed for minor acts of misconduct which interfere with orderly school procedures, functions, extracurricular programs, or a student's own learning. These minor acts are addressed through the classroom teacher, educational assistant and/or designated ECE.

Level 2

Level two discipline offences are immediate acts of misconduct that require increased intervention. These acts may include, but are not limited to, repeated unrelated acts of minor inappropriate behaviour directed against persons or property, but which do not seriously endanger the health, safety or well-being of others. Involvement of student support staff, parents/guardians and administration will support the student and assist the classroom teacher in correcting incidents of inappropriate behaviour.

Level 3

Level three offences requiring disciplinary intervention are serious acts of misconduct that have significant impact on the school climate, threats to health, safety or property. These offences must be reported to administration immediately. Suspension may be considered by the principal as a necessary intervention. Student, parents/guardians, school and support staff communication is necessary to resolve the issue and ensure that supports are in place to meet student needs.

Level 4

Level four offences represent the most serious acts of misconduct and as such may require intrusive intervention such as suspension pending expulsion. These acts may require the involvement of Police Services as per the Police and School Board Protocol.

A voluntary program for students on long-term suspension or expelled students is available for those that consent to participation. Non academic support from community agencies will be engaged by the Grand Erie Safe Schools Team, if necessary.

3. Reporting to Principals

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

In cases where immediate action is required, a verbal report to the principal may be made. A written report, as outlined below, must be made when it is safe to do so.

All employee reports made to the principal must be confirmed in writing, using the “Safe Schools Incident Reporting Form – Part I”. Upon receipt of this form principals must provide the person who submitted the report with a written acknowledgement on the “Safe Schools Incident Reporting Form – Part II”. If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the principal should inform, accordingly, the person who submitted the incident report.

If the principal decides that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student’s OSR.

In the case of the victim, no information about the incident must be placed in his or her OSR, unless the victim or parent of the victim expressly requests that it be placed in the OSR.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim's parents. Contact with parents should always be made as soon as possible.

4. **Responding to Incidents**

The purpose of responding to incidents of inappropriate behaviour is to stop and correct the behaviour immediately so the student involved will learn that it is not acceptable. Behaviour that is not addressed becomes accepted behavior.

Board employees who work directly with students – including administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviours includes all inappropriate and disrespectful behaviour at any time at school or at a school related event if, in the employee's opinion, it is safe to respond to it.

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and why it is inappropriate and/ or disrespectful; asking the student to correct the behaviour. When employees are aware that an incident involves a student with special educational needs, they are expected to respond in a way that is appropriate to that student.

Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or a student or another person. However, for incidents for which suspension or expulsion must be considered, Board employees must report these to the principal and confirm their report in writing using the "Safe Schools Incident Reporting Form – Part 1". For other incidents, where suspension or expulsion would not be considered as Board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible. For example, a Board employee would not be required to respond if it would mean having to leave a student with special needs who would be in danger if left alone.

5. **Support for Students**

All employees of the Board must take seriously all allegations of bullying, racism, gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate. Schools are expected to support all students including those who disclose or report such incidents, by providing them with contact information about professional supports, both Board-based and community agency.

Principals are required to notify parents/guardians of the victim of serious student incidents unless the victim is 18 years old or over or the victim is 16 or 17 years of age and has withdrawn from parental control or in the opinion of the principal, doing so would put the victim at risk of harm from one parent. When principals have decided not to notify parents of victims, they must notify the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision. In addition, principals must refer students to a community agency that can provide the appropriate type of confidential support when his or her parents are not called.

When it is determined that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved. The Grand Erie Safe School Team will facilitate the move and transition of any students who it is determined need to change schools or school program as a result of a serious student incident.

6. Delegation of Authority

In the event that the school principal is not present on school property, the principal has the authority to delegate his/her powers, duties and functions to the vice-principal. Delegation may include all authority under Part XIII of the Education Act except the final decision regarding a recommendation to the Board to expel a pupil. Vice-principals may be delegated the authority to suspend a student for less than six school days.

In the event that there is no administrator present on school property, the principal's authority under Part XIII of the Education Act may be delegated in writing to a teacher and must respect the terms of all applicable collective agreements. When this occurs the principal must communicate to staff when and to whom administrative responsibilities have been delegated. The principal must also ensure that the teacher has access to Board policy, school emergency protocols and communication information for the Superintendent of Schools.

Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. The teacher must report all details of the initial investigation to the principal as soon as possible.

The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. A teacher may not be delegated authority regarding suspension decision or recommendations regarding expulsion of students.

A teacher may be delegated limited authority to contact the parents/guardian of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not sure whether he or she should call the parents, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

7. Circumstances in Which a Principal Must Consider Whether to Suspend a Student

A principal must consider whether to suspend a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol or restricted drugs;
- Being under the influence of alcohol;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- Bullying;
- Any act considered by the principal to be injurious to the moral tone of the school; or

- Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community.

Mitigating and other factors will be taken into consideration by the principal.

8. Circumstances in Which a Principal Must Suspend a Pupil Pending Expulsion

A principal shall suspend a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons or restricted drugs;
- Committing robbery;
- Providing alcohol to a minor;
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property; or
- The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.

In the event of a suspension for an activity, the principal shall conduct an inquiry to determine whether to recommend the expulsion of the student, in accordance with the *Education Act* and its *Regulations*, applicable Policy/Program Memorandums and the Administrative Procedures established to implement this Policy. Mitigating and other factors will be taken into consideration by the principal.

9. Communication and Outreach Strategies

Communication as Prevention

This procedure, related policies, and all related procedures will be communicated to parents/guardians, students, staff, and community members in the following ways:

- school agendas
- school newsletters
- Board website
- pamphlets delivered to parents/guardians
- introduction and review at school assemblies

All communication will include roles and responsibilities of all members of the school community, particularly for students, parents/guardians, and school staff.

As bullying is a community concern, our community is viewed as our partner in helping to diminish bullying. Working with community services to promote safe schools (e.g. Police Services, Victim Services, Children’s Aid Society) ensures ongoing community involvement.

All Grand Erie employees (present and new hires) will be provided with information outlining policies and procedures related to Safe Schools, in addition to training opportunities as they arise.

10. Communication as Intervention

(a) Monitoring and Review

All Grand Erie schools will complete the Grand Erie District School Board school climate survey every two years, Haldimand and Norfolk schools one year, Brantford and Brant County schools the next. Surveys offer opportunities for input to students from grade two to twelve. Safe Schools Teams will use information from the school climate surveys, as well as other data, to determine prevention, intervention, and training activities for their school.

(b) Training Strategy

The Grand Erie Safe Schools Team will develop a training strategy, on this procedure, for all employees of the Board. Schools should make sure that all educational stakeholders are aware of the Board’s policy on progressive discipline. This strategy will include ways of responding to bullying, racism, gender based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate. This training needs to be ongoing to ensure a safe teaching and learning environment.

(c) School Level Plans

Schools will develop, in consultation with the parent community, a School Code of Conduct and Progressive Discipline and Bullying Intervention plan, which will include:

- definition of bullying
- prevention and awareness-raising strategies
- intervention and support strategies, including plans for the victims and referral to community agendas for further support
- procedure for students and parents to report bullying and harassment

All School Improvement Plans in Grand Erie will include a safe schools/bullying prevention component.

Reference

PPM 128 – Provincial and Board Codes of Conduct

PPM 141 – Programs for Long-term Suspension

PPM 144 – Bullying Prevention and Intervention

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour

SO11 – Policy Progressive Discipline and Promoting Positive Student Behavior

SAFE SCHOOLS INCIDENT REPORTING FORM — PART I —

CONFIDENTIAL

Report No:			
Name of School			
1. Name of Student(s) Involved (if known)			
2. Location of Incident (check one)	<input type="checkbox"/>	At a location in the school or on school property (please specify)	
	<input type="checkbox"/>	At a school-related activity (please specify)	
	<input type="checkbox"/>	On a school bus (please specify route number)	
	<input type="checkbox"/>	Other (please specify)	
3. Time of Incident	Date:	Time:	
4. Type of Incident (check all that apply)	Activities for which suspension must be considered under section 306(1) of the Education Act:		
	<input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student’s school or to property located on the premises of the student’s school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school <input type="checkbox"/> Any act considered by the principal to be injurious to the physical or mental wellbeing of any member of the school community		
	Activities for which expulsion must be considered under section 310(1) of the Education Act:		
	<input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor		
5. Report Submitted By:			
Name:			
Signature:		Date:	
Contact Information:			
Location:		Telephone:	

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART II —

ACKNOWLEDGEMENT OF RECEIPT

Report No.		
Report submitted by:	Name:	Date:
<input type="checkbox"/> Action Taken	<input type="checkbox"/> No Action Required	
Name of Principal:		
Signature:	Date:	
Note: Only Part II to be returned in the person who reported.		



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **HR6 Principal/Vice Principal Selection Process**

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve Policy HR6 "Principal/Vice Principal Selection Process".

Background

Policy HR6 "Principal/Vice Principal Selection Process" was circulated to all appropriate stakeholders for comments to be received by December 2, 2016.

Comments Received

- #1 should a comment about recent school-based experience be added to Readiness for Interview assessment chart?
Response The candidate's experiences will be assessed holistically, throughout the process, to determine their readiness for promotion and placement.
- #2 #6, do we still use the term values
Response The term is still considered appropriate.
- #3 #6, Interview Assessment, remove 'administrator'
Response Amended
- #4 remove 'where applicable'
Response Amended
- #5 Is Appendix B part of the package given to interview team?
Response Yes, Appendix B is part of the package provided to the interview team.
- #6 One Superintendent might have more information than another on candidates they have put forward
Response During deliberations, if further clarification/information is required, the Superintendent who signed off on the candidate's application package may be consulted.
- #7 Can Appendix D be less crowded, all the boxes say the same thing
Response While rubrics can appear crowded and repetitive, the qualifying words and phrases provide appropriate information and differentiation between levels.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Proposed Changes

Wording Approved for Circulation	Proposed Wording
<p><u>Procedures:</u> 6. The Interview <u>Interview Assessment</u> ...Administrator Response Expectations.</p> <p><u>Final Selection</u> d) References (where applicable)</p>	<p><u>Procedures:</u> 6. The Interview <u>Interview Assessment</u> ...Administrator Response Expectations.</p> <p><u>Final Selection</u> d) References (where applicable)</p>

Communication Plan

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
 Superintendent of Education



Principal/Vice Principal Selection Process

Board Received:

Review Date: October 2020

Policy Statement:

It is the policy of the Grand Erie District School Board to select and appoint Principals and Vice-Principals to ensure the highest quality of leadership exists in each of its schools.

Accountability

- 1. Frequency of Reports – As needed
- 2. Criteria for Success – Sufficient numbers of qualified applicants apply for all positions.
– Sufficient numbers of qualified applicants are selected for appointments.
– All schools have appropriate levels of administrative staff support.

Procedures

1. Posting Process

A posting for Principal and Vice-Principal positions (Elementary and Secondary) shall be issued as-needed. The posting will be communicated internally as well as externally.

2. Applicant Information Meeting

The Superintendent of Human Resources, or designate, shall hold a meeting to outline the process and procedures involved in the selection process. The intent of the meeting would be to ensure that all potential applicants are aware of the process. The Application Information Meeting shall occur early in the posting process.

3. Readiness for Interview Process

Once a principal/supervisor has determined that a candidate is suitable to participate in the selection process, the Readiness for Interview Process will begin. The purpose of the Readiness for Interview Process is to provide information to the Superintendent on the candidate’s leadership plan and leadership competencies within their current role. The Process will entail:

- a) A Leadership Plan (Appendix A) that the candidate will prepare in collaboration with the principal;
- b) When deemed appropriate by the principal/principal leader, the Superintendent of Education who has responsibility over the candidate, will meet with the principal and candidate to finalize the leadership plan;
- c) The FOS Superintendent will observe the candidate in their role in order to collect data to complete the School Administrators Readiness for Interview Assessment (Appendix B);
- d) The FOS Superintendent will recommend successful candidates to Executive Council to proceed to the interview process, commencing with the next posting for Principal/Vice-Principal;
- e) If the candidate is external, and distance makes it prohibitive to meet, the process may be conducted electronically by the Superintendent of Education (Human Resources).

4. **Application Process**

All applicants shall submit the following information with their application:

- a) Cover Letter
- b) Current Resume
- c) Copy of Ontario College of Teachers' Certificate of Qualification
- d) Impact Statement
- e) School Administrator Readiness for Interview Assessment (including Candidate Leadership Plan)

The interview package will be assessed by Executive Council using the "Interview Application Package Assessment Tool" (Appendix C). If the candidate is recommended for an interview, they will be contacted with an interview date and information regarding how to complete their employee assessment.

6. **The Interview**

Interview Team

The Interview Team shall include:

- a) 2 Supervisory Officers
- b) 2 Principals
- c) 1 Trustee
- d) 1 Human Resources Manager or Coordinator

Interview Preparation

The Superintendent responsible for the interview process will prepare the questions and response expectations to be provided to Executive Council for review. Every reasonable effort will be made to provide the interview team with interview packages five days prior to the interview.

Interview Process

Minimum of four interview questions shall be asked by the interview team. One will be provided to the candidate up to one hour prior to their scheduled interview. Questions should focus on the Board-approved Multi-Year Plan and Values and address topics which include relationship building and school management issues.

Candidates will be given an opportunity to make a concluding statement.

Interview Assessment

The Candidate's responses in the interview need to align with the criteria outlined in the ~~Administrator~~ Response Expectations. The Interview Team will assess the candidate's interview using the "Candidate Interview Assessment Tool" (Appendix D)

Validation of positive experiences through at least two reference checks (Appendix E) for each candidate are to be completed by the Superintendent responsible for the interview process.

Final Selection

The Superintendent responsible for the interview process shall recommend the selected candidate(s) to Executive Council. Executive Council shall review the recommended selections and make a final recommendation to the Board for approval.

The final selection of all candidates will be determined by Executive Council by a review of the following:

- a) Readiness for Interview Assessment
- b) Interview Package and Profile
- c) Interview

- d) References (~~where applicable~~)
- e) Employee Assessment

Selected candidates shall be placed in the Pool for a three-year term and will be involved in leadership training.

7. Placement

As required, Executive Council shall determine placement and transfer of administrative staff. The Board shall be notified prior to any placement(s) or transfer(s).

8. Communication

- a) *Interviews*: Human Resources staff shall notify all applicants selected for interviews. The Superintendent responsible for the interview process shall notify any candidates who were not selected for an interview.
- b) *Post Interview*: The Superintendent responsible for the interview process shall call all applicants for the Administrative Pool to indicate the results of the final selection process.
- c) *Placement*: The Superintendent of Education who will be supervising the selected/ appointed administrator shall provide notification of the Board's action.
- d) *Debriefing*: Opportunities for debriefing will be offered at the completion of the interview process by the Superintendent responsible for the interview process. Strengths and needs of each candidate as compiled at the completion of each interview will be used as a focus during the debriefing.



SCHOOL ADMINISTRATOR CANDIDATE LEADERSHIP PLAN

Candidate: _____ Principal: _____ Date: _____
 Superintendent signature _____

Previous Leadership Experiences	Leadership Plan			
	Leadership Goals	Strategies/Actions	Practices/Competencies	Indicators/results



GRAND ERIE DISTRICT SCHOOL BOARD

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT

CANDIDATE’S NAME: _____

POSITION APPLIED FOR: _____

PRINCIPAL SIGNATURE: _____

SUPERINTENDENT SIGNATURE: _____

DATE: _____

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT

Candidate: _____ Principal: _____ Date: _____

Setting Direction - Contributes to the development of a shared vision and models and communicates high performance expectations.

Building Relationships and Developing People - Fosters genuine relationships with all educational stakeholders, guided by mutual respect.

- Leadership Practices/Indicators:
- Establishes expectations for a safe, trusting, respectful learning environment
 - Models the belief that students can learn to their full potential
 - Ensures equity of opportunity for all students
 - Models commitment to the GEDSB vision
 - Uses relevant data to create team goals to align with school improvement planning
 - Facilitates team effectiveness by serving on school teams and committees and valuing all members and ensuring collaboration
 - effectively communicates, demonstrates and promotes the GEDSB vision to the greater community

- Leadership Practices/Indicators:
- creates a positive, inclusive and professional learning environment that treats each person with dignity and respect
 - engages in positive interactions and collaborates with all members of the school community which develops trustful working relationships
 - provides effective management practices and applies rules in a fair, consistent and equitable manner
 - Acknowledges and recognizes the efforts and contributions of others
 - resolves conflicts and approaches challenges in an appropriate manner
 - engages in constructive problem solving and empowers others
 - advocates for the GEDSB with the broader community

Evidence/Reflection/Impact:

Evidence/Reflection/Impact:

LEVEL 1 2 3 4

LEVEL 1 2 3 4

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT

Candidate: _____ Principal: _____ Date: _____

Developing the Organization - Builds a collaborative culture which connects to the broader community.

Improving the Instructional Program - Sets high expectations for learning outcomes and evaluates the effectiveness of instruction

- Leadership Practices/Indicators:
- facilitates the development of a collaborative classroom culture
 - models respectful behaviour, continuous improvement and lifelong learning with all members of the school community
 - actively participates in a meaningful way in professional learning communities
 - communicates and engages with the home and community in a regular, informative and invitational manner
 - engages in system professional development and shares best practice
 - facilitates the maintenance of a healthy and safe learning environment

- Leadership Practices/Indicators:
- uses data to establish student/class/school learning profiles
 - promotes evidence-based and differentiated instructional strategies to meet student needs and abilities
 - promotes assessment *for, as* and *of* learning
 - advocates for at-risk learners
 - models team work and reflective practice to sustain continuous improvement
 - engages school council and the community in a meaningful role to support student achievement

Evidence/Reflection/Impact:

Evidence/Reflection/Impact:

LEVEL 1 2 3 4

LEVEL 1 2 3 4

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SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT

Candidate: _____ Principal: _____ Date: _____

Securing Accountability - Is accountable to all members of the school community and to the Board to ensure that all students benefit from a high quality education.

Personal Leadership Resources - Is able to draw upon personal leadership resources in order to effectively enact leadership practices.

- Leadership Practices/Indicators:
- creates conditions which allows for student success and well being
 - maximizes student engagement by promoting effective classroom management
 - models effective supervision practices
 - understands and implements legislation and all Board policy and procedures
 - accepts constructive feedback from system reviews and implements and incorporates suggestions in plans
 - ensures all members of the school community understand the full range of pathways, programs and supports

- Personal leadership Resources
- Cognitive Resources
 - Problem solving expertise
 - Knowledge of effective practice which affect student learning
 - Systems Thinking
 - Social resources
 - Perceiving and managing emotions
 - Acting in emotionally appropriate ways
 - Psychological Resources
 - Optimism, Self-efficacy, Resilience. Proactivity

Evidence/Reflection/Impact:

Evidence/Reflection/Impact:

LEVEL	1	2	3	4	LEVEL	1	2	3	4
SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT									
Candidate: _____ Principal: _____ Date: _____									
FINAL ASSESSMENT									
SETTING DIRECTION	LEVEL	1	2	3	4				
BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE	LEVEL	1	2	3	4				
DEVELOPING THE ORGANIZATION	LEVEL	1	2	3	4				
IMPROVING THE INSTRUCTIONAL PROGRAM	LEVEL	1	2	3	4				
SECURING ACCOUNTABILITY	LEVEL	1	2	3	4				
PERSONAL LEADERSHIP RESOURCES	LEVEL	1	2	3	4				
FINAL ASSESSMENT	LEVEL	1	2	3	4				
NOT READY - Identify next steps, areas of growth and experiences that would benefit the candidate									
READY -									

INTERVIEW APPLICATION PACKAGE ASSESSMENT TOOL

Interview Package	Level 1	Level 2	Level 3	Level 4
Resume/Cover Letter/Impact Statement	The interview package was incomplete and poorly organized. Information was presented with many errors and typos.	The interview package was nearly complete and all components were included and prepared with a degree of accuracy. The package was adequately organized. Information was presented with errors and typos.	The interview package was complete and all components were included and prepared with a significant degree of accuracy. The package was well organized and presented in a clear and coherent manner. Information was presented in a well written and professional manner with few errors or typos.	The interview package was complete and all components were included and prepared with an exceptional degree of accuracy. The package was extremely well organized and presented in a clear and coherent manner. Information was presented in an extremely well written and professional manner free of any errors or typos.

School Administrator Readiness for Interview Assessment	Level 1	Level 2	Level 3	Level 4
Setting Directions	Limited evidence of working within a group to build and communicate a shared vision; limited evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture.	Some measurable evidence of working within a group to build and communicate a shared vision; some evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture.	Significant measurable evidence of working within a group to build and communicate a shared vision; significant evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture.	Exemplary Level of measurable evidence in working within a group to build and communicate a shared vision; exemplary evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture. Evidence of impact beyond school level.
Building Relationships and Developing People	Limited evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.	Some measurable evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.	Significant measurable evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.	Exemplary level of evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.
Developing the Organization	Limited evidence of responsibility for school climate, and limited evidence of work within school effectiveness	Some evidence of responsibility for school climate, and some evidence of work within school effectiveness	Significant evidence of responsibility for school climate, and significant evidence of work within school effectiveness	Exemplary evidence of responsibility for school climate, and exemplary evidence of work within school effectiveness
Improving the Instructional Program	Limited evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap.	Some evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap.	Significant evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap.	Exemplary evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap.
Securing Accountability	Limited evidence of a proven commitment to accountability for school improvement.	Some evidence of a proven commitment to commitment for accountability to school improvement.	Significant evidence of a proven commitment to commitment to accountability for school improvement.	Exemplary evidence of a proven commitment to commitment to accountability for school improvement.

CANDIDATE INTERVIEW ASSESSMENT TOOL

	Level 1	Level 2	Level 3	Level 4
Pre- Question	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Question #1	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Question #2	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Question #3	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Question #4	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.



GRAND ERIE DISTRICT SCHOOL BOARD

Reference Check Form – Principals/Vice-Principals

NOTE: Only contact reference(s) who know the applicant in a supervisory capacity, i.e. a current or most recent superintendent or principal. Do not contact personal references, peers or teaching staff.

Name of Applicant _____

Interviewed for the Position of _____

Name of Referee _____ Position _____

Organization _____ Telephone _____

Date _____ Time _____ Interviewer _____

1. Your name has been authorized by _____ as a reference for the position of _____ with the Grand Erie District School Board.

Are you willing to be a reference? Yes No

2. How long have you known the applicant and in what capacity?

3. Please provide information and/or an example when the candidate has demonstrated his/her understanding of the importance of the following:

(a) Setting Directions:

(b) Building Relationships and Developing People:

(c) Developing the Organization:

(d) Improving the Instructional Program:

(e) Integrity:

(f) Respect:

(g) Responsibility:

(h) Cooperation:

4. What are some areas of concern or areas of improvement that you are aware of?

5. Have you completed a performance appraisal on this applicant?

Yes No If so, when:

Results:

6. Would you recommend this individual for a position of principal/vice principal?

Yes No

7. Would you hire/rehire this individual for a principal/vice principal position in your Board?

Yes No

8. Do you know of any reason why this individual should not be employed in a position that requires the individual to work with, or be in contact with, children?

Yes No

9. Is there anything else you feel may be pertinent that I should be aware of?

Signature of Interviewer _____

Date _____



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **HR7 Replacement/Casual Principal/Vice Principal Selection Process**

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve Policy HR7 "Replacement/Casual Principal/Vice Principal Selection Process".

Background

Policy HR7 "Replacement/Casual Principal/Vice Principal Selection Process" was circulated to all appropriate stakeholders for comments to be received by December 2, 2016.

Comments Received

- #1 is 2C always possible? What if it isn't possible?
Response: We expect to communicate with a candidate's most recent supervisor as part of our due diligence associated with the review of an application package. If that is not possible (e.g., the individual has passed away) then we expect to connect with a person with whom the applicant has had a similar working relationship (e.g., past supervisor).

- #2 #7, what if the 2 year gap is not the person's fault
Response Every application is assessed individually. Applications where there may be extraordinary circumstances (e.g., a break in service longer than 2 years due to an illness) will be given consideration.

- #3 Do we need to add the requirement for an annual Offence Declaration
Response This is dealt with in HR109, Offence Declaration.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Proposed Changes

No changes were made to the policy.

Communication Plan

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

 Scott Sincerbox
 Superintendent of Education



Replacement/Casual Principal/Vice Principal Selection Process

Board Received:

Review Date: September 2016

Policy Statement:

The Grand Erie District School Board will ensure that the selection process results in the highest quality of leadership from replacement/casual Principals and Vice-Principals.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – The process for placing names on a list is consistent and streamlined
– Sufficient numbers of individuals are selected for inclusion on the list to provide for appropriate levels of administrative staff support.

Procedures:

1. Applicants must submit a cover letter and resume indicating their interest in being added to the Replacement/Casual List. Applications should be directed to the Superintendent of Education (Human Resources).
2. Applicants must:
 - a) be members of the Ontario College of Teachers in good standing;
 - b) submit a completed Offence Declaration (if the request to be added to the List is within 12 months of the applicant’s retirement/resignation from the Board), OR an original Police Record Check (which includes a vulnerable sector search) acceptable to the Board as per HR108 Police Record Checks for Employees;
 - c) Applicants must provide a written recommendation from their most recent supervisor (Superintendent or Director).
3. An interview process, using Human Resources interview protocol, is required to determine suitability when an applicant has been an administrator (ie principal, vice-principal or superintendent) external to the Grand Erie DSB or has not been an administrator in the Board in the past two years. The interview team will consist of two Superintendents/Director and one Human Resources representative.
4. Executive Council will recommend to the Board those names to be added to the Replacement/Casual List.
5. As required, Executive Council shall determine placement of individuals. The Board shall be notified of long-term placements.
6. Written notice of the final decision will be forwarded to the candidate.
7. Names will be maintained on the List on an ongoing basis. However, if there is no employment with the Board for two consecutive years, the employee’s name will be removed from the List. Requests to be re-added to the List may be considered after an interview is conducted to determine suitability.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **P2 – Honouring Indigenous Cultures and Traditions**

DATE: January 16, 2017

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve P2 – Honouring Indigenous Cultures and Traditions.

Background

P2 – Honouring Indigenous Cultures and Traditions was circulated to all appropriate stakeholders for comments to be received by November 4, 2016.

Comments Received

1. In Policy P2 (Truth and Reconciliation Commission Statements) in the paragraph...

'Will build awareness of the Indigenous...perspectives into the curriculum.'

My feedback is that as written, the paragraph could look as if the Board is adding its own expectations to the Ontario Curriculum. May I recommend that the Board consider adding the word 'delivery'?

The new wording would be:

'Will build awareness of the Indigenous... schools and perspectives into curriculum delivery.'

Response – revision made

2. My feedback for this statement is to add and encouragement for all schools to include the acknowledgement of the Indigenous people of the land in their opening exercises. Also to extend it to not only occur at that beginning of each Board meeting but that it be stated at the beginning of every committee meeting or gathering.

Response – revisions made

3. The Native Advisory Committee with support from the Indigenous Education team provided input into an acknowledgement statement. Could this acknowledgement statement be included in the policy?

Response – this acknowledgement has been included

4. Do not think the title fits
Honouring Indigenous Culture & Awareness?
Indigenous Awareness?
Honouring Indigenous Culture & Traditions?

Response – title of the policy has been changed

5. Procedure - 1st bullet
Do we need to state what will be said?

Response – an acknowledgement statement has been provided.

<i>Present Wording</i>	<i>Proposed Wording</i>
<p>Title Truth and Reconciliation Commission Statements</p> <p>Policy Statements In 2015, the Truth and Reconciliation Commission (TRC) of Canada concluded its work resulting in 94 far reaching Calls to Action, including a number specifically focused on education, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation</p> <p>The Six Nations and Mississauga of the New Credit Native reserves are located in our board community and the legacy of the residential schools continues to be felt today by the indigenous population of Six Nations and New Credit. As part of reflecting its community, Grand Erie can support the Calls to Action of the TRC through a set of statements.</p> <p>Procedures</p> <ul style="list-style-type: none"> • Will acknowledge the traditional territories of the Six Nations of the Grand River and give recognition to the Mississaugas of the New Credit at the opening of the Regular Board Meeting each month. 	<p>Title Truth and Reconciliation Commission Statements Honouring Indigenous Culture and Traditions</p> <p>Policy Statements In 2015, the Truth and Reconciliation Commission (TRC) of Canada concluded its work resulting in 94 far reaching Calls to Action, including a number specifically focused on education, covering residential school history, recognition of treaties and the effects on colonialism, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation</p> <p>The Six Nations and Mississauga of the New Credit Native reserves are located in our board community and the legacy of the residential schools continues to be felt today by the indigenous population of Six Nations and New Credit. As part of reflecting its community, Grand Erie can support the Calls to Action of the TRC through a set of statements which serve to honour indigenous culture and traditions.</p> <p>Procedures</p> <ul style="list-style-type: none"> • Will acknowledge the traditional territories of the Six Nations of the Grand River and give recognition to the Mississaugas of the New Credit at the opening of the Regular Board Meeting each month. • Will read the acknowledgement statement below at the opening of each

<ul style="list-style-type: none"> • Will build awareness of the Indigenous knowledge, culture, and history, including the impact of residential schools and perspectives into the curriculum. 	<p>Committee of the Whole and Regular Board Meeting each month and ensure that the acknowledgement statement is read at all Grand Erie events and meetings.</p> <ul style="list-style-type: none"> ○ The Grand Erie District School Board recognizes the Haudenosaunee and Anishnaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today. • Will encourage schools to include the acknowledgement of the Indigenous people of the land in their opening exercises • Will build awareness of the Indigenous knowledge, culture, and history, including the impact of residential schools and perspectives into the curriculum delivery.
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Additional Information

A copy of the revised draft P2 – Honouring Indigenous Culture and Traditions is attached to this report.

Communication Plan

This Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Brenda Blancher
 Director of Education



Truth and Reconciliation Commission Statements Honouring Indigenous Culture and Traditions

Board Received:

Review Date:

Policy Statement:

The Grand Erie District School Board recognizes it has an important duty to first and foremost act in the best interest of students and reflect the community it serves.

In 2015, the Truth and Reconciliation Commission (TRC) of Canada concluded its work resulting in 94 far reaching Calls to Action, including a number specifically focused on education, covering residential school history, recognition of treaties and the effects on colonialism, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation.

The Six Nations and Mississauga of the New Credit Native reserves are located in our board community and the legacy of the residential schools continues to be felt today by the indigenous population of Six Nations and New Credit. As part of reflecting its community, Grand Erie can support the Calls to Action of the TRC through a set of statements which serve to honour indigenous culture and traditions.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Increased understanding of the legacy of residential schools on our Indigenous population

Procedures:

The Truth and Reconciliation Commission of Canada was formed as a result of recognition of the cultural genocide and assimilation inflicted upon Indigenous people in Canada for generations and in concluding its work, created 94 Calls to Action including a number specifically focused on education.

The Grand Erie District School Board:

- ~~Will acknowledge the traditional territories of the Six Nations of the Grand River and give recognition to the Mississaugas of the New Credit at the opening of the Regular Board Meeting each month.~~
- Will read the acknowledgement statement below at the opening of each Committee of the Whole and Regular Board Meeting ~~each month~~ and ensure that the acknowledgement statement is read at all Grand Erie events and meetings.
 - The Grand Erie District School Board recognizes the Haudenosaunee and Anishnaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.
- Will encourage schools to include the acknowledgement of the Indigenous people of the land in their opening exercises
- Will build awareness of the Indigenous knowledge, culture, and history, including the impact of

residential schools and perspectives into ~~the~~ curriculum **delivery**.

- Will support the development and implementation of learning resources and will work to heighten the understanding and awareness of residential schools to aid in promoting positive relationships.

References:

Honouring the Truth, Reconciling the Future, the Final Report of the Truth and Reconciliation Commission of Canada, 2015



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **HR120 Communicable Diseases**

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward Administrative Procedure HR120
 “Communicable Diseases” to all appropriate stakeholders for comment to be received by April 7,
 2017.

Background

Administrative Procedure HR120 “Communicable Diseases” was approved by the Board in November, 2013 and has been identified for review.

Additional Information

Suggested revisions have been made to the Administrative Procedure and a draft revised procedure is attached for circulation to stakeholders for comment.

Proposed Changes

Original Wording	Proposed Wording
ADMINISTRATIVE PROCEDURE	ADMINISTRATIVE PROCEDURE
Accountability: 2. Severity of Threshold – As needed	Accountability: 2. Severity of Threshold – As needed
Procedure: 3.0 <u>General Guidelines</u> a.Ontario Human Rights Code. 4.0 <u>Immunization</u> a. <u>Varicella</u> (Chickenpox) ...If there is a diagnosis of chickenpox, the employee can return to work prior to the blisters scabbing over (i.e. they do not need to wait until their rash has dried up). (Please refer to section 4h iii – vii).	Procedure: Please note numbering has been changed 3.0 <u>General Guidelines</u> a. <u>Ontario Human Rights Code.</u> 4.0 <u>Communicable Diseases Immunization</u> 4.1 <u>Varicella</u> (Chickenpox) ...If there is a diagnosis of chickenpox, the employee can return to work prior to the blisters scabbing over (i.e. they do not need to wait until their rash has dried up). as soon as they are feeling well enough to participate in normal activities. Chickenpox is no longer considered a disease that requires an employee to be excused from

<p>f. <u>Conjunctivitis</u> (Pink Eye) Employees with conjunctivitis must remain off duty until treated with antibiotics.</p> <p>g. Measles, Mumps and Rubella</p> <p>h. Parvovirus B-19 (fifth disease)</p> <ul style="list-style-type: none"> • Be accommodated by the Board by way of reassignment to alternate work.... <p>i. <u>Rubella</u> (German Measles) Females of child-bearing age should ensure that they are immune or have been given a dose of rubella vaccine one month before becoming pregnant. Any pregnant woman who has been exposed to rubella should contact her physician immediately.</p>	<p>work. Please refer to section 4.8 h c) to g) for procedures to follow if an employee or student is diagnosed with chickenpox.</p> <p>4.6 <u>Conjunctivitis</u> (Pink Eye) Employees with conjunctivitis must remain off duty until treated with for 24 hours after starting treatment with antibiotics or when the symptoms are no longer present.</p> <p>4.7 Measles, Mumps and Rubella (German Measles) Please refer to section 4.8 c) to g) for procedures to follow if an employee or student is diagnosed with Rubella.</p> <p>h. Parvovirus B-19 (fifth disease)</p> <p>f) i) Be accommodated by the Board by way of re-assignment to an alternate worksite....</p> <p>iv) be deducted pay if the employee refuses a re-assignment</p> <p>i. <u>Rubella</u> (German Measles)</p> <p>Females of child bearing age should ensure that they are immune or have been given a dose of rubella vaccine one month before becoming pregnant. Any pregnant woman who has been exposed to rubella should contact her physician immediately.</p>
<p>Appendix A</p>	<p>Appendix A Updated version attached</p>

Communication Plan

This Administrative Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education

**Communicable Diseases****Board Received:** November 25, 2013**Review Date:** December 2016**Accountability:**

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed~~
3. Criteria for Success – Safety issues addressed.
– Clear communication present.

Procedure:1.0 Definition

This procedure for staff shall apply to all communicable diseases which include, but are not limited to, influenza, Parvovirus B-19 (fifth disease), measles, mumps, rubella, chickenpox, Hepatitis B and C and the Human Immunodeficiency Virus (HIV), the virus which causes Acquired Immune Deficiency Syndrome (AIDS).

2.0 Hygiene

The best protection against outbreaks of infectious diseases is frequent and thorough hand washing techniques with warm water and soap. Where waste and body fluids are a potential risk, strict adherence to guidelines including gloves and hand washing techniques are required.

3.0 General Guidelines

This Procedure was prepared in consultation with the local Health Units.

3.1 Employees with communicable diseases are considered to have a medical disability and are protected by the *Ontario Human Rights Code*. They will be treated fairly and equitably and in a manner that respects their privacy and dignity in the workplace. These employees will be given the opportunity to remain in their position(s) providing they are physically and mentally able to meet appropriate performance standards, and providing that their presence does not pose a safety or health hazard to themselves or others. Confidentiality of an employee's medical information shall be maintained.

3.2 Preventing exposure to infectious and communicable disease is a shared responsibility of all staff. Routine precautions should be used whenever employees have contact with blood or body fluids at work. Refer to Procedure HR 102 for information regarding hand washing, the use of gloves, clean-up procedures and disposal of waste. Employees who experience an unprotected exposure to blood or body fluids (i.e. human bite, needle puncture) will report the incident using Form 1, 'Employee Report of Injury/Disease/Incident' within 72 hours.

4.0 Communicable Diseases Immunization

Immunization is an important step in the fight against illness. It stimulates the body's own immune system to produce antibodies so if an exposure occurs years later, the immune system response is activated to prevent viral or bacterial infection. Immunization begins in early infancy and continues throughout life. Having up-to-date immunization is the best protection against infectious diseases.

4.1 Varicella (Chickenpox)

Those staff with a history of chickenpox, caused by the varicella virus, are usually immune. Those who have not had varicella or are unsure should have a titre (blood) test to establish their immunity. Staff with no immunity are encouraged to take two doses of varicella vaccine at least twenty-eight days apart. Protection is particularly important for women of child-bearing age, however, the vaccine may not be given during pregnancy and pregnancy should be avoided for at least three months after receiving the vaccine. Adults who get varicella should see their physician as soon as possible. If there is a diagnosis of chickenpox, the employee can return to work ~~prior to the blisters scabbing over (i.e. they do not need to wait until their rash has dried up)~~ as soon as they are feeling well enough to participate in normal activities. Chickenpox is no longer considered a disease that requires an employee to be excused from work. Please refer to section 4.8 ~~h~~ (iii) to (vii) for procedures to follow if an employee or student is diagnosed with chickenpox.

4.2 Hepatitis B

Hepatitis B is a virus that is transmitted by blood or body fluids including saliva of an infected person. Grade seven students are immunized; however, this is a voluntary program sponsored through the Public Health unit. There is no guarantee that staff members may not be exposed. The Hepatitis B vaccine is a series of three shots given over a six-month period. A post-vaccine blood test will be administered one month after the series of shots to ensure immunity. Employees' extended health care plan will cover the cost of these vaccines, if ordered through a physician. Inquiries may be directed to your representative in Human Resources Services. A record of immunization should be maintained by the staff member.

4.3 Influenza

An annual influenza vaccine is strongly suggested.

4.4 Tetanus

Some employees (i.e. custodians) work with equipment and tools that pose an abrasion risk. Employees are encouraged to maintain their immunization at a current status. Boosters will be given by a health care provider when the employee's last recorded shot was ten or more years prior, or the employee is uncertain.

4.5 Pertussis (Whooping Cough)

Due to exposure to students, the Board's employees may be at a higher risk of getting Pertussis. Adults who have not had a booster dose are susceptible to Pertussis. The vaccine is covered by the Board's extended health care plan.

4.6 Conjunctivitis (Pink Eye)

Employees with conjunctivitis must remain off duty ~~until treated~~ for 24 hours after starting treatment with antibiotics or when the symptoms are no longer present.

4.7 Measles, Mumps and Rubella (German Measles)

Employees born before 1970 are considered immune while those born after 1970 should receive one dose of MMR. Women of child-bearing age are encouraged to consider immunization, however, no pregnant woman should be given the vaccine. Pregnancy should be avoided for at least three months post-inoculation. Please refer to section 4.8 (iii) to (vii) for procedures to follow if an employee or student is diagnosed with Rubella.

4.8 Parvovirus B-19 (fifth disease)

- a) Fifth disease or Parvovirus B-19 is a common viral infection associated with fever and a distinctive rash. Outbreaks of fifth disease can occur at any time of the year, but most often occur in winter and spring. Fifth disease is not highly contagious and is spread by respiratory secretions from person to person. Symptoms include a brief mild illness with fever, malaise, muscle aches, joint pain and headache 7 to 10 days before the rash appears. The cheeks take on a flushed appearance that looks like the face has been slapped. There may also be a lacy rash on the trunk, arms and legs that lasts 7 to 10 days. However, not all infected persons develop a rash. The infectious period is before the onset of the rash. Once the rash appears, a person is no longer contagious. Therefore, a child who has been diagnosed with fifth disease need not be excluded from the classroom. This decision is made by the child's physician. Once a child recovers from Parvovirus B-19 infection, he/she develops lasting immunity, which means that the child is protected against future infection.
- b) Women of child-bearing age are encouraged to have a blood test to determine their immune status as part of their pregnancy planning. The virus can be transmitted from an infected mother to her unborn child. Pregnant women who have been in contact with children during the infectious period, before the appearance of the rash, have a lower risk for infection than women exposed through household contact. Approximately 50% to 60% of women of reproductive age have developed immunity to Parvovirus B-19. Transmission of the virus can be decreased through proper hand washing and proper disposal of used tissues.

The Society of Obstetricians and Gynecologists of Canada states in their clinical guideline that leave from the workplace for pregnant women is not routinely recommended during an outbreak of the virus in the school. Research suggests that pregnant women do not reduce their risk of infection by leaving the workplace. However, susceptible pregnant women who have medical conditions that increase their risk for complications due to Parvovirus B-19 infection may be removed from the workplace or reassigned (see iv below), in the event of an outbreak, to reduce the risk of infection. Each pregnant woman who is exposed to the virus should discuss her individual risk, based on her risk of infection, gestational age and other obstetrical consideration with her physician.

- c) Should a diagnosed case of fifth disease occur in a school, the principal/supervisor shall:

- i. confirm that the child/children has/have been diagnosed by a physician as having fifth disease
 - ii. immediately notify all staff members, including any support staff who report to the school
 - iii. if there is a pregnant staff member, direct the pregnant employee to contact their physician immediately to determine immunity or to have the blood test done. If blood work is ordered by the physician, the pregnant employee shall be released from work for that purpose
 - iv. direct the pregnant employee to obtain a doctor's note immediately and forward to the Health and Disability Officer within 24 hours (see iv below)
 - v. obtain a contact telephone number from the employee so that they can be reached to discuss their status
 - vi. ensure all absences entered in the absence dispatch system for all employees include a notation to the substitute that there is a diagnosed fifth disease in the school. Substitutes already booked into jobs for that site must also be contacted and informed
 - vii. contact the Superintendent of Education, Manager of Human Resources and the Health and Disability Officer immediately. There is no need to contact the District Health Unit as fifth disease is considered a "non-reportable disease"
 - viii. Notify the school community by memo on school letterhead (see Appendix A)
 - ix. Post a notice on all entrances to the school indicating that there is a case of diagnosed fifth disease in the school
- d) The employee's physician may
- i. determine that the employee can return to work immediately
 - ii. provide a note indicating that the employee cannot return to their worksite until such time as the test results are known, but may be reassigned. In this case, Human Resource Services staff and the Health and Disability Officer, in consultation with the principal and Superintendent of Education, shall review the circumstances and determine a suitable placement, if possible, for the employee until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first
 - iii. provide a note indicating that the employee cannot work at any site, the employee may access their sick leave until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first
- e) An employee who is found to have immunity from fifth disease as a result of testing is required to report to work.
- f) An employee who has been tested and found to be susceptible to fifth disease and whose health is at risk as a result of an outbreak at her school, as certified by the employee's physician shall, until the outbreak is over (10 calendar days with no confirmed cases):
- i. be accommodated by the Board by way of re-assignment to an alternate work site (either on-site or off-site); or
 - ii. access sick leave if the employee provides medical information regarding restrictions and limitations that prevent her from working;
 - iii. be granted a leave of absence with pay if the Board determines that a reassignment is not possible.
 - iv. Be deducted pay if the employee refuses a re-assignment

- g) If an employee is found to be susceptible to fifth disease and does not wish to remain in a school/location for fear of potential exposure, although no presence of the disease has been confirmed, the Board may grant an unpaid leave of absence for the period requested.

i. ~~Rubella (German Measles)~~

~~Females of child-bearing age should ensure that they are immune or have been given a dose of rubella vaccine one month before becoming pregnant. Any pregnant woman who has been exposed to rubella should contact her physician immediately.~~

4.9 Meningococcal Disease

Most adults over 24 years of age are considered immune. Outbreaks are rare, however, employees less than 24 years of age are encouraged to have the vaccine. The Board's extended health care plan will cover the cost when recommended by the employee's physician. Contact your representative in Human Resources Services for additional information.

4.10 Scabies/Head Lice

Exposure to scabies and head lice is a common risk to employees working with children. Employees who get head lice may return to work 24 hours after treatment as long as no nits remain in the hair. Employees who may feel they are exposed should be seen by their physician prior to using commercial products while pregnant or nursing.

5.0 Employees with a Communicable Disease

- 5.1 Principals/supervisors should be familiar with the list of reportable diseases maintained by the area Health Units (see Appendix B). In addition, Health Units can also provide information regarding the conditions/diseases that require children to be excluded from attending school.
- 5.2 Pregnant staff or those who are trying to become pregnant should know their health history. Several childhood diseases can potentially harm the unborn child and the mother if she is not immune. These diseases include: chickenpox or shingles, cytomegalovirus, fifth disease and rubella. Prior to pregnancy, or as soon as possible if the pregnancy is not planned, a woman should talk to her health care provider about any necessary precautions.
- 5.3 Employees with a communicable disease who pose a risk of transmission to students or other employees will remain off work and provide a medical certificate for their absence in accordance with the Board's Health and Disability Management Procedures and return to work when they no longer pose a risk of transmission.
- 5.4 Employees who are placed in quarantine by the Medical Officer of Health will remain off work until cleared by the MOH.

Appendix A

This letter is to be printed on school letterhead and distributed to all families of the school when there is a confirmed case of either fifth disease or chickenpox. Please insert the name of the conformed disease in the three blanks.

Date _____

Dear Parents/Guardians:

We have recently had a diagnosed case of fifth disease _____ at the school.

If you suspect that your child may have _____, please make an appointment with your doctor for medical confirmation. If medically confirmed, please notify the school.

Children with fifth disease _____ may attend school if they are feeling well enough to take part in activities. By the time the rash develops, the child is no longer infectious.

What is fifth disease?

- ~~A mild illness caused by a virus (Parvovirus B-19).~~
- ~~Common in daycare and school-aged children.~~
- ~~There is no vaccine to prevent the disease and no medicine to treat it.~~

What are the signs and symptoms of fifth disease?

- ~~Begins with a slight fever, but most children do not feel sick.~~
- ~~A bright red rash appears on the cheeks, followed 1-4 days later by a lace-like rash on the arms, body and legs.~~
- ~~Rash may last 1-3 weeks and may worsen if exposed to heat and sunlight.~~
- ~~At least 50% of adults have had fifth disease in childhood and will not get it again if exposed to a child with the infection.~~
- ~~Those adults who do catch fifth disease may not get a rash but may have mild joint pain for about two weeks. Pain relievers may help with these symptoms.~~

How is fifth Disease spread?

- ~~Usually spreads through the air in the same way as a cold virus, when an infected person sneezes, coughs or talks.~~
- ~~Can be spread by hands or objects that have been touched by an infected person.~~

Are there any special precautions for fifth disease?

~~No, but some people need closer supervision if exposed to the disease:~~

- ~~In children with sickle cell anemia or some other forms of chronic anemia, fifth disease can make the anemia more severe~~
- ~~In pregnant women, there is a very small risk (less than 3%) that their unborn child may develop anemia before birth.~~

What can parents do?

- ~~Watch your child for signs of fifth disease. If you suspect your child may have fifth disease, see your physician to have the blood test done to confirm a diagnosis.~~
- ~~Handwashing with soap and water after coughing, sneezing, wiping a nose, eating or preparing food is an important precaution.~~
- ~~Teach your child to cover his/her mouth when coughing or sneezing and not to share drinks or eating utensils with others.~~
- ~~Contact your physician if you are pregnant or have a weakened immune system.~~

Note:

If you have any questions ~~or concerns about fifth disease, you may~~ please contact your doctor or your local Health Unit.

Principal

Appendix B

REPORTABLE DISEASES

The following specified Reportable Diseases, (Ontario Regulations 559/91 under the Health Protection and Promotion Act) are to be reported to the Local Medical Officer of Health:

- | | |
|---|---|
| <ul style="list-style-type: none"> + Acquired Immunodeficiency Syndrome (AIDS) Amebiasis * Anthrax * Botulism * Brucellosis Campylobacter enteritis Chancroid Chickenpox (Varicella) Chlamydia trachomatis infections Cholera Clostridium Difficile associated disease (CDAD) <ul style="list-style-type: none"> Outbreaks in public hospitals Cytomegalovirus infection, congenital * Diphtheria * Encephalitis, including: <ul style="list-style-type: none"> * i. Primary, viral * Food poisoning, all causes * Gastroenteritis, institutional outbreaks * Giardiasis, except asymptomatic cases Gonorrhoea * Group A Streptococcal disease, invasive * Haemophilus influenzae b disease, invasive * Hemorrhagic fevers, including: <ul style="list-style-type: none"> * i. Ebola virus disease * ii. Marburg virus disease * iii. Other viral causes Hepatitis, viral <ul style="list-style-type: none"> * i. Hepatitis A ii. Hepatitis B iii. Hepatitis C iv. Hepatitis D (Delta Hepatitis) Influenza * Lassa Fever * Legionellosis Leprosy * Listeriosis Lyme Disease Malaria | <ul style="list-style-type: none"> * Measles Meningitis, acute <ul style="list-style-type: none"> * i. bacterial ii. viral iii. Other * Meningococcal disease, invasive Mumps Ophthalmia neonatorum Paratyphoid Fever Pertussis (Whooping Cough) * Plague Pneumococcal disease, invasive * Poliomyelitis, acute Psittacosis/Ornithosis * Q Fever * Rabies * Respiratory infection outbreaks in institutions Rubella Rubella, congenital syndrome Salmonellosis * Severe Acute Respiratory Syndrome (SARS) * Shigellosis * Smallpox Syphilis * Transmissible Spongiform Encephalopathy, including: <ul style="list-style-type: none"> * i. Creutzfeldt-Jakob Disease, all types * ii. Gerstmann-Straussler-Scheinker Syndrome * iii. Fatal Familial Insomnia * iv. Kuru Trichinosis Tuberculosis * Tularemia Typhoid Fever * Verotoxin-producing E.coli infections * West Nile Virus Illness * Yellow Fever Yersiniosis |
|---|---|

NOTE:

Diseases marked “*” should be reported immediately to the Medical Officer of Health or designate by telephone. Other diseases are to be reported by the next working day.

+ Although not on the list of reportable diseases, Human Immunodeficiency Virus (HIV) infection is also reportable to the Medical Officer of Health since it is the agent responsible for AIDS.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
 FROM: Dave Abbey, Superintendent of Education
 RE: SO134 Website Requirements
 DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward Procedure SO134 “Website Requirements” to all appropriate stakeholders for comment to be received by April 7, 2017.

Background

Procedure SO134 “Website Requirements” was approved by the Board in November 2013 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Proposed Changes

Original Wording	Proposed Wording
<p>Accountability 2. Severity Threshold – As needed</p>	<p>Accountability 2. Severity Threshold —As needed</p>
<p>Website Content Requirements 2.2. All school websites must comply with the Visual Identity of the Board and must be hosted on the appropriate web platform/program supported by Information Technology Services.</p>	<p>Website Content Requirements 2.2 All school websites must comply with the Visual Identity of the Board and must be hosted on the appropriate web platform/program supported by Information Technology Services. School sites will be provided with a shortened style domain address for ease of access. No alternative domain, site, blog, or server shall be used to represent the school in an official or unofficial capacity.</p>
<p>Website Content Requirements 2.6</p>	<p>Website Content Requirements 2.6 All board and school websites will provide public pages (accessed by school and local community) and</p>

	secure pages (accessed by single sign-in authentication; not available to others outside board). Functionality in secure pages will be specific to the users logging in (staff, students and parents).
3.1 For the safety of our students, the Board will not use the name of a Grand Erie students or the photograph	3.1 For the safety of our students, the Board will not use the name of a Grand Erie students or the photograph
3.3 Due to the nature of certain types of personal information, some information should never be included on school or school board websites. This would include:	3.3 Due to the nature of certain types of personal information, some information should never be included on school or school board public facing pages. This would include:
4.1 (a)(iii) Neither students, staff, nor other individuals may use the Board's web pages to provide access to their personal pages (non-teaching pages) on other servers or online services.	4.1 (a)(iii) Neither students, staff, nor other individuals may use the Board's or School's public web pages to provide access to their personal pages (non-teaching pages) on other servers or online services. Staff and students may provide links to instructional sites or materials not on Grand Erie servers from within the secure pages but these links/materials need to be related to class work, curriculum, and instruction and should never divulge personal information of students.
5.2 (c) Classroom or individual teacher sites are encouraged and are to be linked from the landing page of the classroom or teacher page on the school website. Web tools that facilitate communication, learning and dialogue may be used with the permission of the principal e.g. discussion wikis, podcasts etc. These tools may not be used to communicate personal information or facilitate personal conversations, they must be learning focused.	4.1 (a)(iv) Classroom or individual teacher sites are encouraged and are to be linked from the landing page of the secure student or teacher page on the school website. Web tools that facilitate communication, learning and dialogue may be used with the permission of the principal e.g. discussion wikis, podcasts etc. These tools may not be used to communicate personal information or facilitate personal conversations, they must be learning focused.
5.1	5.1 (b) Students or parents volunteers shall not act as webmaster or have access to update web-content on

	public pages of school sites.
5.2 (b) No school page content should provide the means for people to contact any student directly.	5.2 (b) No public school page content should provide the means for people to contact any student directly.

Communication Plan

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Dave Abbey
Superintendent of Education



Website Requirements

Board Received: November 25, 2013

Review Date: December 2016

Accountability

1. Accountability: – As needed
2. ~~Severity Threshold: – As needed~~
3. Criteria for Success: – All Grand Erie websites will be compliant
Content on all Grand Erie websites will be current
Content will comply with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
Websites will be a valuable communication outlet for the Board's stakeholders

1. Overview:

- 1.1 This document outlines the requirements to be followed when students, teachers and other Board employees publish material on the Internet. It includes website content and student safety requirements.
- 1.2 The availability of Internet access in all Grand Erie District School Board schools provides an educational opportunity for students and staff to contribute to the Grand Erie District School Board's web pages.
- 1.3 The creation of a web page provides a means for sharing information with the Grand Erie District School Board and the world about school curriculum and instruction, school-authorized activities, and other information relating to our schools and our mission; and providing instructional resources for staff and students. While the Board's senior administration supports a decentralized approach to administering school websites, the Board's senior administration retains the final decision on the suitability of website content and design and can direct schools to change content and/or design.

2. Website Content Requirements

- 2.1 Each school web page shall contain a statement similar to the following: *If there are errors on the website, please contact info@granderie.ca.*
- 2.2 All school websites must comply with the Visual Identity of the Board and must be hosted on the appropriate web platform/~~program~~ supported by Information Technology Services. School sites will be provided with a shortened style domain address for ease of access. No alternative domain, site, blog, or server shall be used to represent the school in an official or unofficial capacity.

- 2.3 Creators of web pages need to familiarize themselves with — and practice — the following requirements. Grand Erie websites should be relevant, have information that is easy to access, reflect the values of the Grand Erie District School Board and establish brand equity throughout the system. The Grand Erie board employs communication methods and strategies to convey and strengthen the image and culture of the organization as a quality public educator which reflects equity and inclusiveness. Consistent messaging in print and electronic materials supports this objective and helps our communities identify with Grand Erie, which is essential in maintaining the Grand Erie District School Board as the educator of choice for the communities we serve. Websites must meet the Web Content Accessibility Guidelines (WCAG) under the Accessibility for Ontarians with Disabilities Act.
- 2.4 Websites should provide information about the Grand Erie District School Board's schools, programs and services, be easily accessible and reflect a positive image. Information should be organized in a coherent manner that is easy to navigate. Web sites should provide a high degree of customer service and demonstrate how the Board is fulfilling its mission, vision and values.
- 2.5 Content on Grand Erie sites, including school sites, will not be in contravention of any Board Policy or Administrative Procedure
- (a) Content will not promote violence or hatred
 - (b) Content will not contain sectarian or denominational content
 - (c) Content that is focused on issues must inform or educate, create awareness of issues in the community and or/facilitate community discussions
 - (d) Content will not promote a specific political party
 - (e) No advertising from external organizations is permitted
 - (f) Content shall not contain criticisms of trustees, staff or students or statements that could cause the Board embarrassment or liability
 - (g) Content must be organized in a user-friendly format
 - (h) Content must be clear, comprehensive and jargon-free. It must be responsive and provide a mechanism for visitors to the site to contact the school or Board e.g. by offering an email address
 - (i) Material must reflect the principles of equity and diversity as outlined in the Grand Erie Equity and Inclusive Education Policy, SO14
 - (j) Content must adhere to the privacy and information requirements (See section 3)
- 2.6 All board and school websites will provide public pages (accessed by school and local community) and secure pages (accessed by single sign-in authentication; not available to others outside board). Functionality in secure pages will be specific to the users logging in (staff, students and parents).
- 2.7 External links should be relevant and are subject to the same standards of content quality as Grand Erie websites as noted in Sections 2.4 and 2.5 of this document. All linked pages should open in a new window, thereby maintaining the visitor within a Grand Erie website.
3. **Photographs, Personal Information and Student Safety**

- 3.1 For the safety of our students, the Board will not use the name of a Grand Erie student or the photograph of a Grand Erie student on any website without consent given through the FOI Parent Information Sheet process collected annually through the registration form or the current information sheets.
- 3.2 A class picture will not be posted online if there is even one student in the photo whose parents/guardians have not provided informed written consent on the Registration/Current Information Sheet based on the FOI Parent Information Sheet
- 3.3 Grand Erie employees should refrain from taking photographs of a large group when there are students in the group who do not have consent to be photographed.

It should be noted that the Board cannot control or prevent the further distribution or use of photos, videos, or other personal information taken by parents or members of the community at public functions held inside or outside the school. The Board urges all school guests to protect the personal information and identity of our students and seek consent from the parents/guardians of the child(ren) before posting pictures, videos or other personal information on the internet.

Due to the nature of certain types of personal information, some information should never be included on school or school board public facing pages. This would include:

- (i) Student's report card and academic transcript
- (ii) Student's Ontario Student Record (OSR)
- (iii) Student's full name, telephone number, home address and personal email address
- (iv) Parent's full name, telephone number, home address, personal email address
- (v) Staff's personal email address and/or phone number

4. Content Standards

- 4.1 Subject Matter
 - (a) All subject matter on Grand Erie District School Board web pages and their links must relate to curriculum and instruction, school-authorized activities, or information about the Grand Erie District School Board or its mission.
 - (i) Staff or student work may be published only as it relates to a class project, course, or other school-related activity
 - (ii) Staff and student work should not contain or promote non-school items, events or products unless approved by the school and/or Board administration.
 - (iii) Neither students, staff, nor other individuals may use the Board's or School's public web pages to provide access to their personal pages (non-teaching pages) on other servers or online services. Staff and students may provide links to instructional sites or materials not on Grand Erie servers from within the secure pages but these links/materials need to be related to class work, curriculum, and instruction and should never divulge personal information of students.

- (iv) Classroom or individual teacher sites ~~are encouraged and~~ are to be linked from the landing page of the ~~secure student~~ or teacher page on the school website. Web tools that facilitate communication, learning and dialogue may be used with the permission of the principal e.g. discussion wikis, podcasts etc. These tools may not be used to communicate personal information or facilitate personal conversations, they must be learning focused.

4.2 Copyright

- (a) All posted content must comply with copyright and trademark regulations and Grand Erie Policy SO24 Copyright Fair Dealing Guidelines.
- (b) Graphics, video, audio, or text created by another person may not be placed on a page without demonstrated permission of the author or artist.

4.3 Quality

- (a) All content must be free of any spelling or grammatical errors.
- (b) Documents may not contain objectionable material or point directly to objectionable material (i.e., material that does not meet the standards for instructional resources specified in other related Board procedures).

4.4 Content should be regularly updated and maintained.

5. School Websites

- 5.1 (a) The principal is responsible for the content of the school website. The principal or a staff volunteer will act in the role of school webmaster. The webmaster will assist the staff members in the school in ensuring these requirements are adhered to and that the content of the school web pages meets these procedures and the principal's approval.
- (b) Students or parents volunteers shall not act as webmaster or have access to update web-content on public pages of school sites.

5.2 All school websites are required to adhere to the following:

- (a) School web pages may not contain any commercial or promotional advertising. School web pages may contain small acknowledgements of school partnerships or sponsorships.
- (b) No ~~public~~ school page content should provide the means for people to contact any student directly. If communication back to the school is needed, it should be directed to the appropriate staff member.

5.3 A school website manual will be provided along with training opportunities for school staff.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **FT104 – Reporting of Vandalism**

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure FT104 – Reporting of Vandalism as information.

Background

Procedure FT104 – Reporting of Vandalism was circulated to all appropriate stakeholders for comments to be received by December 2, 2016.

Comments Received

2a v) shouldn't the template be used for all occurrences so that the amount requested is appropriate – second line says – may

Response: Amended

2avi) – does accts receivable share info with facility services when funds are received from the school to allow work in section ix to be done?

Response: Completion of repair work is not contingent on the receipt of restitution

2a vii and viii) advise in writing of the assessed damages – but viii says the business services will issue an invoice – should it not be one or the other?

Response: Facilities creates the notice and assessment, Business Services creates invoice and sees that it is sent along with the notice from Facilities.

2d – remove administrative

Response: Amended

Additional Information

As a result of these comments, no revisions have been made to the Procedure and a draft revised procedure is attached.

Proposed Changes

Wording Approved for Circulation	Proposed Wording
<p>v) Attached as Appendix B is a Restitution Template indicating the repair and staff cost of typical vandalism damage. The Site Administrator or designate may use this template to assess and request restitution at the time damage and the person/s responsible for the vandalism is/are identified. Other costs will be evaluated by Facility Services for Building and Grounds items and by Purchasing Services for Furniture and Equipment items. The template will be updated as required to keep costs current.</p> <p>d) If a student commits an act of vandalism, the School Administrator shall administer discipline within the parameters of the Education Legislation of Ontario and in accordance with Board policies and administrative procedures</p>	<p>v) Attached as Appendix B is a Restitution Template indicating the repair and staff cost of typical vandalism/unusual occurrence damage. The Site Administrator or designate may will use this template to assess and request restitution at the time damage and the person/s responsible for the vandalism is/are identified. Other costs will be evaluated by Facility Services for Building and Grounds items and by Purchasing Services for Furniture and Equipment items. The template will be updated as required to keep costs current.</p> <p>d) If a student commits an act of vandalism, the School Administrator shall administer discipline within the parameters of the Education Legislation of Ontario and in accordance with Board policies and administrative procedures</p>

Communication Plan

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Jamie Gunn
 Superintendent of Business and
 Treasurer



Reporting of Vandalism and Unusual Property Occurrence Incidents

Board Received:

Review Date:

Accountability:

1. Frequency of Reports – As Needed
2. Criteria for Success – Incidents reported immediately and accurately.
– Safety always considered first.

Procedures:

1. Responsibility of the Site Administrator or Designate:

- a) It shall be the responsibility of the Site Administrator or Designate to determine whether an act of vandalism or an unusual occurrence has taken place.
- b) It shall be the responsibility of the Site Administrator or Designate to complete a report whenever police are included in the investigation of the incident.
- c) In the event the Site Administrator or Designate is not available during extended school breaks, Senior Administration and / or Facility Services personnel will make the determination and complete Appendix A, The Vandalism & Unusual Property Occurrence Report.

2. Vandalism:

Definition: Vandalism shall be defined to include the willful damaging or defacing of property owned by the Grand Erie District School Board and shall be deemed to include the offences contained in the relevant Criminal Code of Canada.

- a) If the damage is considered by the Site Administrator or Designate to be an act of vandalism:
 - i) The Site Administrator or Designate will complete a Vandalism and Unusual Property Occurrence Report (Appendix A), ensuring that the Vandalism box has been checked, the work order number is recorded and that as much information as possible regarding the vandalism is reported. In emergency situations, a call should be made to Facility Services.
 - ii) The original signed Vandalism and Unusual Property Occurrence Report is sent to the Superintendent of Business and copied to Facility Services. A copy of this report should also be kept at the site.
 - iii) The Site Administrator or Designate shall proceed to speak to the parties involved in the incident, if known, and then inform the parents of underage students. The Site Administrator or Designate responsible for informing the parents and/or the student(s) that restitution **may** be required.
 - iv) In circumstances where restitution is not supported by the Site Administrator or Designate, a note explaining why must accompany the report form. While administrator input is valuable, the final decision regarding matters of restitution is at the discretion of the Superintendent of Business.
 - v) Attached as Appendix B is a Restitution Template indicating the repair and staff cost of typical vandalism/**unusual occurrence** damage. The Site Administrator or designate ~~may~~**will** may use this template to assess and request restitution at the time damage and the person/s responsible for the vandalism is/are identified. Other costs will be evaluated by Facility Services for Building and Grounds items and by Purchasing Services for Furniture and Equipment items. The template will be updated as required to keep costs current.

- vi) When vandalism restitution is collected at the school level, funds are to be submitted to Accounts Receivable with a copy of the Vandalism / Unusual Occurrence Report which indicates Facility and Business Services staff do not need to pursue.
 - vii) When restitution is not obtained at the school level, and where the person responsible for the vandalism is known, the Manager of Facility Services shall be responsible for advising the person responsible or their parent(s) (where the person is a minor), in writing, of the assessed damages and for the seeking of restitution. The notice will include information that amounts unpaid after 60 days may be forwarded to a collection agency.
 - viii) Business Services staff shall be responsible for creating an invoice and delivering it along with the letter notifying the parent/s or age of majority student from whom the Board is seeking restitution.
 - ix) Facility Services staff will track damage caused by vandalism through work orders and invoices and prepare reports as required for the Superintendent of Business.
 - x) Occurrences which happen during the school's hours of operation and not indicated as vandalism by the Site Administrator or Designate but deemed to be such by senior management, will be chargeable to an appropriate school budget. Related restitution collected by the Board will be credited to the matching school account.
 - xi) In the event of a conviction in a court of law as a result of an act of vandalism, the court shall be asked to order restitution, where applicable, and the Board shall forthwith enter a judgment against the offender in the appropriate court pursuant to the relevant sections of the Criminal Code of Canada.
- b) Each school shall establish programs aimed at reducing vandalism both at the school and in the community. Examples may include lighting, surveillance cameras, student, parent and community awareness etc.
 - c) The Board may pay a reward in any amount, not to exceed \$500, for information resulting in a conviction of any person or persons responsible for damage to property owned or under the control of the Grand Erie District School Board. In the event that more than one person provided information which led to a conviction of vandalism, the reward shall be divided and distributed, in equal amounts, among those providing the information.
 - d) If a student commits an act of vandalism, the School Administrator shall administer discipline within the parameters of the Education Legislation of Ontario and in accordance with Board policies and administrative procedures.
3. Unusual Occurrences:
Definition: Unusual occurrences shall be defined as an occurrence that involves damage or loss caused to buildings, grounds, Board property and personal property on a Board site, equipment or vehicles that are of an unusual nature, but not classified as vandalism.
- a) The Site Administrator or Designate should complete the Vandalism and Unusual Property Occurrence Report when such an incident occurs. The Report must be signed by the staff member completing the Report and also signed by the Site Administrator or Designate.
 - b) The original signed Vandalism and Unusual Property Occurrence Report is emailed to facility@granderie.ca. A copy of this report should also be kept at the site
 - c) Further investigation of the incident will be at the discretion of the Superintendent of Business.
 - d) This Report must be completed in the case of theft or disappearance of Board equipment.
 - e) Personal injuries should not be reported on the Vandalism and Unusual Property Occurrence Report.
 - f) Occurrences arising outside the regular business hours of the School Board shall be reported to the Board's Answering Service who shall immediately contact the Facility Services staff member who is on call at that time.
4. Restitution:
- a) Final decisions on matters of restitution are at the discretion of the Superintendent of Business.

- b) School Administrators shall inform students, and the parents of underage students who were involved in vandalism that restitution **may** be required and that amounts unpaid after 60 days may be forwarded to a collection agency.
- c) Correspondence regarding restitution shall be completed by the Facility Services and Business Services staff as set out in 2 a) vii and viii.
- d) Work Orders for vandalism damages will be arranged by the Facility Services staff.

5. Insurance:

- a) Incidents involving insurance investigation of Board property or equipment will be at the decision of the Superintendent of Business and will be investigated by Purchasing Services and/or Facility Services who will complete the insurance claim/report.
- b) The Board's insurance policy does not provide coverage for personal items. Staff or students experiencing damage to or loss of personal property are advised to seek compensation from their Comprehensive General Insurance or Homeowner's policy.

DRAFT

Appendix A

Grand Erie District School Board Vandalism & Unusual Property Occurrence Report

Unusual Occurrence	
Vandalism	
Work Order #	

In case of **EMERGENCY**: report immediately by telephone to Facility Services 519-752-6387

School or Facility:		Date of Occurrence:				
Location of Occurrence:		Time of Occurrence:				
Police Involvement:	Yes:	Officer & Detachment:	Police Report Incident #			
	No:					
Describe What Happened (attach additional sheet/s if necessary):						
Describe the Damage and/or Articles Missing (attach additional sheet/s if necessary):						
Names, Addresses, Telephone # of Parties Contributing to Vandalism or Damage <small>(If under age of majority, provide DOB and parent contact information)</small>		Names, Addresses, Telephone # of Witnesses <small>(If under age of majority, provide DOB and parent contact information)</small>				
Name		Name				
DOB		DOB				
Mailing Address		Mailing Address				
Telephone		Telephone				
Parent Name		Parent Name				
Describe the plan to prevent future recurrence (attach additional sheet/s if necessary):						
Estimate value of loss:	\$	Additional notes attached:	Yes:	Restitution Supported	Yes:	No: <small>(attach note of explanation)</small>
			No:	Restitution Collected	Yes:	Submit to Accounts Receivable w/ Form

Theft and vandalism rob precious dollars from education funding. The Board will make every effort to seek restitution from the parties involved in these acts. The signature of the Site Administrator or Designate / Manager will indicate acknowledgement of, and agreement to, the process:

Signature of Person Completing Report

Signature of Site Administrator/Designate/Manager

Name of Person Completing Report

Name of Site Administrator/ Designate/ Manager

Distribution: Original e- mailed to *Supt of Business* and copied to facility@granderie.ca ; 1 copy retained on site

Restitution Template

Appendix B

AREA OF VANDALISM	TYPE OF DAMAGE	Cost of Replacement Glass (subject to change)	Cost of Parts (subject to change)	Custodial Labour (Rates will be adjusted annually or as required)	Maintenance Labour (Rates will be adjusted annually or as required)	Administration Fee	Total Charge
CEILING TILES	Broken, Missing		\$15 / tile	Regular Time = Number of Hours X \$25.00 Overtime = Number of Hours X \$50.00 Contact your Custodian to calculate the number of hours	Regular Time = Number of Hours X \$34.00 Overtime = Number of Hours X \$70.00 Contact Maintenance Dispatch to calculate the number of hours	A \$50.00 Administration Fee will be added to the cost of each act of vandalism.	Total of Glass Cost + Part Cost + Custodial + Maintenance + Administration Fee + HST
DOORS	Door Closures		\$300				
	Locksets - Knob 63K		\$400				
	Heavy Duty Lever Handle		\$500				
	Crashbar/Panic Hardware		\$600				
GRAFITTI	Small Area (Metre Square or less)		\$200				
	Medium Sized Area (1-2 Metres Square)		\$400				
	Large Sized Area (2 Metres Square +)		\$800				
	Portable Classroom		\$200				
	Washroom Stall		\$200				
	Entire Washroom		\$1,500				
LOCKERS	Door Replacement		\$150 ea				
	Full locker replacement		\$400 ea				
WALLS	Small Area of Damage (1 Metre Square or less)		\$300				
	Large Area of Damage (More Than 1 Metre Sq)		\$500				
WASHROOMS	Door Partition		\$500				
	Panel Partition		\$500				
	Plugged Toilet		\$150				
	Toilet Tissue Dispenser		\$60				
WINDOWS	Double Diamond	\$5.60/sq ft	\$7/sq ft				
	Laminated	\$15.00/sq ft	\$7/sq ft				
	Thermo (Double Pane)	\$15.00/sq ft + \$30	\$7/sq ft				



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
 FROM: Jamie Gunn, Superintendent of Business and Treasurer
 RE: FT111 – School Initiated Facility Upgrades
 DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Procedure FT111 – School Initiated Facility Upgrades as information.

Background

Procedure FT111 – School Initiated Facility Upgrades was circulated to all appropriate stakeholders for comments to be received by November 4, 2016.

Comments Received

2.8 – should this be changed to F6 – from F107? Since F107 should be rolled into F6 by 2017

Response: Amended

Should appendix A be completed for all changes – not just as outlined in procedure #3
 So that all databases can be kept up to date?
 Office space in schools or support centres etc.

Response: The intent of the procedure is to ensure that all changes that affect the capacity of the school in any way follow the approval process and complete the appendix. Minor change of use of a non-classroom space would not be a concern.

Additional Information

As a result of these comments, no revisions have been made to the Procedure and a draft revised procedure is attached.

Proposed Changes

<p>2.8 All work will be completed by qualified Board personnel or contractors. All approved projects will follow the appropriate procurement process as set out in Administrative Procedure F107 – Purchasing including the requirement that all contractors engaged be in good standing with the WSIB and have the required insurance coverage</p>	<p>2.8 All work will be completed by qualified Board personnel or contractors. All approved projects will follow the appropriate procurement process as set out in Administrative Procedure F107 Policy F6 – Purchasing including the requirement that all contractors engaged be in good standing with the WSIB and have the required insurance coverage</p>
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Communication Plan

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Jamie Gunn
Superintendent of Business
and Treasurer



School Initiated Facility Upgrades

Board Received:

Review Date:

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – All facility upgrades, including school initiated upgrades, are completed in accordance with statutory authorities and do not compromise the health and safety of students and staff and do not change a school’s “On the Ground” (OTG) capacity without proper approval.

Procedures:

1. School initiated facility upgrades include all school buildings and grounds projects and all other facility upgrades, repairs or installations proposed by the school principal, regardless of the source of funding that:
 - i) will effect any change in the use of a school room or area;
 - ii) create any physical changes to a school building or grounds; or
 - iii) involve the installation of any equipment that will place an unusual load on the electrical, mechanical or other major building systems.
2. All school initiated facility upgrades shall be referred to Facility Services for review to ensure the following:
 - 2.1 All health and safety statues and regulations must be considered and addressed, including all issues relating to asbestos and other designated substances. Facility Services will involve the board’s Health and Safety Officer where required.
 - 2.2 Heating and ventilation upgrades must be considered and addressed to avoid indoor air quality (IAQ) issues resulting in health and safety risks.
 - 2.3 Fire, accessibility, asbestos and other code related issues must be considered and addressed.
 - 2.4 Converting a room from instructional to non-instructional or vice-versa impacts on the “on the ground capacity” (OTG) tracked in the Ministry's School Facility Inventory System (SFIS) and must be approved by Executive Council.
 - 2.5 All statutory requirements (e.g., Ontario Building Code, Electrical Safety Code, Fire Code, etc.) must be considered and addressed.
 - 2.6 Services such as plumbing and electrical capacity, etc. must be considered and addressed in the plan.
 - 2.7 Materials, equipment and procedural specifications must be employed to produce quality solutions that do not become a future financial liability for the Board.
 - 2.8 All work will be completed by qualified Board personnel or contractors. All approved projects will follow the appropriate procurement process as set out in ~~Administrative Procedure F107~~ **Policy F6** – Purchasing including the requirement that all contractors engaged be in good standing with the WSIB and have the required insurance coverage
 - 2.9 A proper cost estimate of the work must be prepared that addresses all of the above issues.

3. Facility upgrades that will change the use of a room, (i) from unoccupied to occupied or vice-versa, (ii) from instructional to non-instructional or vice versa or (iii) in any other way changes the “On the Ground” (OTG) capacity, will follow the approval process outlined below:
 - 3.1 The School administrators shall forward a description of the proposed upgrade to the Planning Officer who will advise relevant staff of any impact on OTG the proposal may have.
 - 3.2 The school administrator shall complete an “Application for Change of Use Form” (Appendix A) and review the proposal with the Manager of Facility Services for viability. The application form shall include a description of the proposed upgrade along with the impact on the OTG of the school.
 - 3.3 Following review by the Manager of Facility Services (signed acknowledgment No.7 on Application for Change of Use Form), the application package will be presented by the school administrator to the Family of Schools Superintendent for approval (signed approval No.8 on Application for Change of Use Form). The FOS Superintendent will forward applications he/she deems beneficial for the school community to Executive Council for review and consideration. The school administrator will receive explanations for applications that were not approved.
 - 3.4 The school administrator and the Manager of Facility Services will be notified of the Executive Council decision by the Superintendent of Business (signed acknowledgment No.9 on Application for Change of Use Form) and are responsible to ensure the requirements of Section 2 above are followed. The school administrator will receive explanations for applications that were not approved.
 - 3.5 If the project changes the school OTG, the Board’s Planning Officer shall update the school’s OTG in the applicable databases, following the physical completion of the proposed project.

Related Resources:

F3-Capital Related Fundraising and Community Donations



School Initiated Facility Upgrade
Application for Change of Use Form

Appendix A

School Name & Address:

Principal: _____

Superintendent: _____

Proposed Facility Upgrade Project:

1. Details of Proposed Project (attach additional page(s) as necessary)

N.B. – Each project must be submitted on a separate application form

2. Budget and Funding Details of Proposed Project including municipal permits (attach additional page(s) as necessary)

Item(s)	Specific Cost	Proposed Funding Source or Budget Account

3. Description of Change of Use

Current Use	Proposed Use

4. Impact to School / Board / OTG if Change of Use Approved

Net Impact of Change	Benefits of permitting or denying application	The Board's Planning Officer has reviewed this project to determine the merits of approval based on the impact of changes to the school's OTG.

5. Anticipated Benefits for Students, School Building, Community, Board

Students	
School Building	
Community	
Board	

6. **Administrative Acknowledgement**

Signature – School Principal	Date

7. **Facility Services Acknowledgement**

Signature – Manager of Facility Services	Date

8. **Superintendent Approval**

Signature – FOS Superintendent	Date

9. **Approval of Executive Council**

Signature – Superintendent of Business	Date

Draft



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **HR101 – Fragrance/Scent-Safe Workplace**

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Procedure HR101 – Fragrance/Scent-Safe Workplace as information.

Background

Procedure HR101 – Fragrance/Scent-Safe Workplace was circulated to all appropriate stakeholders for comments to be received by December 2, 2016.

Comments Received

Purpose – last line – spell out Grand Erie

Response: Amended

1.1 – actions that “they” are taking – is this the manager or the affected person?

Response: Amended

1.2 – can staff bring cleaning products in to the building? Requirements for MSDS etc

Response: No such products should not be brought into the workplace without providing MSDS sheets.

2.1 – should it be – meet with the “affected” employee

Response: Amended

Appendix 4 & 5 – update logo and add toll free board phone number

Response: Amended

Additional Information

As a result of these comments, no revisions have been made to the Procedure and a draft revised procedure is attached.

Proposed Changes

<p>Purpose: ... Develop information for the GEDSB community.</p> <p>Informal Process 1.1 Meet with the individual to clarify the issue, to understand the impact that the fragrance/scent is having on their health and the actions that they are taking to address the problem.</p> <p>Formal Process 2.1 Meet with the employee to discuss next steps, including consultation with the Health and Disability Officer and, where applicable their union representative and the requirement for medical documentation which includes specific restrictions and limitations.</p>	<p>Purpose: ... Develop information for the GEDSB Grand Erie District School Board community.</p> <p>Informal Process 1.1 Meet with the individual to clarify the issue, to understand the impact that the fragrance/scent is having on their health and the actions that they are taking to address the problem.</p> <p>Formal Process 2.1 Meet with the affected employee to discuss next steps, including consultation with the Health and Disability Officer and, where applicable their union representative and the requirement for medical documentation which includes specific restrictions and limitations.</p>
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Communication Plan

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Jamie Gunn
Superintendent of Business
and Treasurer



Fragrance/Scent-Safe Workplace

Board Received:

Review Date:

Accountability:

1. Frequency of Report – As needed
2. Criteria for Success – All staff with identified chemical sensitivities are accommodated appropriately

Purpose:

The Grand Erie District School Board, as an employer, has a duty to support employees who may be adversely affected or suffer a severe medical reaction when exposed to a fragrance or scented product. Principals/managers have a responsibility to ensure that all reasonable steps are taken to make the working environment safe for those with chemical sensitivities in the same manner that any other health issue or safety hazard is addressed.

In the interest of creating and maintaining a safe and healthy working environment for employees, this procedure has been developed to assist principals/managers with implementing a fragrance/scent-safe workplace when made aware that an employee is experiencing an adverse reaction to fragrances/scents in their work environment.

What is the Grand Erie District School Board doing about fragrance/scent related issues in the workplace?

Recognizing that fragrances and scents may negatively impact on indoor air quality, the Board will:

- Minimize the use of products which contain fragrances and scents.
- Promote the use of environmentally-friendly products in cleaning and building materials.
- Optimize air quality by means of proper ventilation, as well as ensuring peak performance and proper maintenance of building ventilation systems.
- Develop information for the **GEDSB Grand Erie District School Board** community.

Scope

This procedure applies to all work sites, buildings and schools, owned or leased by Grand Erie District School Board. It is applicable to all employees, students, volunteers and contractors as well as to visitors.

Definitions

- Scent-free product: - a product labeled unscented, scent-free or fragrance-free by the manufacturer.
Scent-reduced product: - a product having minimal scent, labeled hypo-allergenic or for sensitive skin.
Scent/fragrance: - a chemical or additive that creates an aroma or odour. These are found in a wide range of common products including perfume, aftershave, deodorant, soap, air fresheners, fabric softeners, laundry detergents, facial tissues, candles, and maintenance products.

Procedures for Responding To Fragrance/Scent Concerns

Scent-related complaints and issues will typically fall into one of two separate categories:

- a) Medically supported evidence of ill-health effects (either arising from or exacerbated by scents) provided; or
- b) Comfort- related concerns.

In the case of comfort-related concerns, only the informal process can be initiated. In the case that scent-free cannot be achieved in the affected workers environment, efforts should be made to explain the difference between comfort-related issues and hazards associated with ill-health as well as to continue to attempt to facilitate a resolution.

A principal/manager is responsible for initiating the informal process when notified by an employee, either verbally or in writing, of a concern related to scents, fragrances and/or construction and maintenance products.

While it may be required at some point that the employee provide supporting medical documentation in respect to the causes and symptoms of their issue, the absence of such does not remove the need for an immediate response.

Principal/Manager Responsibilities**1.0 Informal Process**

- 1.1 Meet with the individual to clarify the issue, to understand the impact that the fragrance/scent is having on their health and the actions that ~~they are~~ the individual is taking to address the problem.
- 1.2 In a timely manner, develop a fragrance/scent-safe workplace plan. Note – the workplace plan does not need to be complicated. It could be as simple as asking staff to refrain from wearing colognes/perfumes while at work, or requesting employees to refrain from bringing air fresheners or cleaning products into the workplace.
- 1.3 Communicate with staff and students highlighting the key points of the plan and requesting everyone's cooperation and understanding to create a safe environment for all.
- 1.4 Continue to monitor the situation both in terms of the employee's health and the implementation of the plan.
- 1.5 If the principal/manager does not receive the necessary cooperation and/or the situation is not resolved by the informal steps, it may be necessary to initiate the formal process.

2.0 Formal Process

- 2.1 Meet with the affected employee to discuss next steps, including consultation with the Health and Disability Officer and, where applicable their union representative and the requirement for medical documentation which includes specific restrictions and limitations. This is necessary in order to develop an official fragrance/scent-safe accommodation plan.
- 2.2 The Health and Disability Officer will facilitate the development of a medical accommodation plan that will identify the necessary actions and outline the responsibilities of the principal/manager/employee/superintendent to establish and maintain a fragrance/ scent-safe workplace. The plan may include but are not limited to:
 - Place a fragrance/scent-safe statement in all Ebase work orders for the workplace.

- Install signage indicating that this workplace is a fragrance/scent-safe environment (front door, side entrance, daycare if applicable).
 - Update SDS ‘The school is fragrance/scent-safe. No fragrances/scents permitted, due to potential severe allergic reaction’.
 - Memo to school staff (Appendix 1)
 - Memo to parents - elementary (Appendix 2)
 - Memo to students – secondary (Appendix 3)
 - Memo to All Itinerant Staff, Volunteers, and Visitors including Childcare Programs (full day, B & A programs) and Community Outreach Programs (Appendix 4)
 - Memo to Maintenance Staff & Contractors (Appendix 5)
 - For meetings held in enclosed rooms (within or outside of the school premises), advise attendees in advance that it will be a fragrance/scent-safe environment and to refrain from wearing any perfume/cologne or scent producing products.
 - Reminder messages for curriculum night, interview night, school website, school newsletter (minimum once per term), and community use of schools.
- 2.3 Share the mandatory requirements of the workplace plan with staff, students and others who must comply with the expectations. Reinforce the need for cooperation to ensure that the goal of a healthy and safe workplace is attained.
- 2.4 Continue to monitor the situation both in terms of the employee’s health and in the implementation of the plan.
- 2.5 If compliance with a fragrance/scent-safe workplace does not occur at this level, contact the superintendent with responsibility for the facility/workplace for support in addressing the issue.

Appendix 1 Initial Memo to Staff

Dear Staff:

Please be aware that we have received a request to establish a fragrance/scent-safe workplace due to medical reasons. We ask that you review the following information and respond as requested. If you have any questions please do not hesitate to contact me.

What is the issue?

Exposure to fragrances and scented products can trigger serious health reactions in individuals with asthma, allergies, migraines, or chemical sensitivities.

Fragrances and scents are found in a wide range of products including perfume, aftershave, deodorant, soap air fresheners, fabric softeners, laundry detergents, facial tissues, and candles.

It is a personal choice to use fragrances or scents; however it is important to recognize that the chemicals from which these are created are, by their very nature, shared. The chemicals vapourize into the air and are easily inhaled by those around us. Today's fragrances/scented products are made up of a complex mixture of chemicals which can contribute to indoor air quality problems and cause health problems.

Susceptible individuals can experience a variety of symptoms, including headache, sore throat, runny nose, sinus congestion, wheezing, and shortness of breath, dizziness, anxiety, anger, nausea, fatigue, mental confusion and an inability to concentrate. Although the mechanisms by which chemicals act to produce symptoms are not yet understood, the impact on all those affected can be quite severe, resulting in great difficulty in work and study activities.

Moving towards a fragrance/scent-safe environment.

In order to protect those individuals with sensitivities to fragrances and scents, we are asking for your cooperation towards a fragrance/scent-safe environment in this workplace. Employees, students and visitors are strongly encouraged to avoid or reduce the use of fragrances or scented products.

What is the Grand Erie District School Board doing about fragrance/scent related issues in the workplace?

Recognizing that fragrances and scents may negatively impact on indoor air quality, the Board will:

- Minimize the use of products which contain fragrances and scents.
- Promote the use of environmentally-friendly products in cleaning and building materials.
- Optimize air quality by means of proper ventilation, as well as ensuring peak performance and proper maintenance of building ventilation systems.
- Develop information for the GEDSB community.

What can you do to help?

- Be considerate of those who are sensitive to fragrances and scents. Avoid using these products in the workplace.
- If you must use a fragrance or scented product please use it sparingly. A general guideline for fragrances and scented products is that they should not be detectable more than an arm's length away.
- Avoid using products such as air fresheners in your work area.
- If possible, avoid using scented laundry products or cleaning agents. Allow dry cleaned clothing to be aired out prior to wearing.

What should you do if you are approached because you are using a fragrance or wearing a scented product?

If you are informed that the fragrance that you are using or wearing is creating a health problem and you are requested to refrain from using the product while at work, you may feel puzzled, hurt, annoyed, defensive or even insulted by the request. Understand that it is not about you as a person or about your choice of fragrance or scent, but it is about the product and the adverse effect it is having on someone.

- Consider discussing the issue openly with the person or with your supervisor and the person. Ask questions about the health impact on the person and the types of symptoms experienced.
- Work with cooperation and understanding towards a mutual satisfactory resolution.

What should you do if you encounter a person in the school who is either wearing a fragrance or using scented products?

- If you feel you can do so comfortably, approach the individual and let them know that the fragrance or scent may cause an adverse reaction to some individuals in the workplace. Talk to the individual in a cordial and respectful manner, requesting their understanding and cooperation. Remember that many people are unaware of the potential adverse health effects caused by the wearing or use of fragrances or scented products.
- As an employee, you may ask your supervisor/principal to discuss this matter with the individual involved or with the group of employees.

Thank you for your attention regarding this matter. Sincerely,

Principal/Manager, School/ Dept/Board

Appendix 2 Sample Memo for Parents - Elementary

Dear Parents,

XXX School is instituting a 'FRAGRANCE/SCENT-SAFE' environment in our school effective DATE.

This requirement is a necessary response to a medical concern and will apply to all staff, students, parents, visitors, and volunteers who work or visit the school.

Background

Fragrances and scents are found in a wide range of products including perfume, aftershave, deodorant, soap air fresheners, fabric softeners, laundry detergents, facial tissues, and candles. Exposure to fragrances and other scented products may trigger adverse health reactions (e.g., asthma attack, anaphylactic reaction and shortness of breath) in individuals with asthma, allergies, migraines, or chemical sensitivities. Other less serious but equally debilitating symptoms include headache, sore throat, runny nose, sinus congestion, wheezing, dizziness, anxiety, anger, nausea, fatigue, mental confusion and an inability to concentrate.

Moving towards a fragrance/scent-safe environment

In order to protect those individuals with sensitivities to fragrances and scents, and to possibly prevent others from developing such sensitivities, we are asking for your cooperation towards a 'fragrance/scent-safe' environment at this school. Employees, students and visitors are being requested to avoid the use of these products while at the school.

While it is recognized that it is a personal choice to use fragrances or scented products, the chemicals from these products are, by their very nature, shared as they vaporize into the air and are easily inhaled by others. Today's fragrances and scented products are made up of a complex mixture of chemicals which can contribute to indoor air quality problems and cause health problems.

What can you do to help?

Be considerate of those who are sensitive to fragrances or scents. Avoid using these products in the school.

- If fragrances or scented products must be used, do so sparingly. A general guideline for fragrances and scented products is that they should not be detectable more than an arm's length away from you.
- Discuss this issue with your children.
- Please understand that this issue is not about you as a person or about your choice of fragrance or scent, but it is about the adverse reaction the use of the product may cause.

The success of our fragrance/scent-free initiative will depend upon the thoughtfulness, consideration, and cooperation of everyone within the school community.

Thank you for your cooperation.

Principal School

Appendix 3 Sample Memo for Secondary Students

XXX School is instituting a ‘FRAGRANCE/SCENT-SAFE’ environment in our school effective DATE.

This requirement is a necessary response to a medical concern and will apply to all staff, students, parents, visitors, and volunteers who work or visit the school.

Background

Fragrances and scents are found in a wide range of products including perfume, aftershave, deodorant, and soap. Exposure to fragrances and other scented products may trigger adverse health reactions (e.g., asthma attack, anaphylactic reaction and shortness of breath).

Your cooperation is expected regarding the following:

- Avoid using fragrances or scented products such as perfume, cologne, body spray or scented soap while at school.
- If fragrances or scented products must be used, do so sparingly. A general guideline for fragrances and scented products is that they should not be detectable more than an arm's length away from you.

Please understand that this issue is about the serious adverse health reaction that can occur as a result of the product you are wearing.

The success of our fragrance/scent-free initiative will depend upon the thoughtfulness, consideration, and cooperation of everyone within the school community.

Thank you for your cooperation.

Principal School

Appendix 4 • Sample Memo to All Itinerant Staff, Volunteers, and Visitors including Childcare Programs (full day, Before & After programs) and Community Outreach Programs



Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3
(519) 756-6301 | granderie.ca | info@granderie.ca | Fax: (519) 756-9181

TO: All Itinerant Staff, Volunteers, and Visitors
FROM: **XXXX**, Principal/Manager
DATE: **XXXX**
SUBJECT: Fragrance/Scent Safe School

Please be advised that there is a member of our school community who has a serious or life threatening allergy to scents and/or fragrances.

In order to provide a safe environment, we are asking for co-operation from staff, students and visitors to avoid the use of fragrances or scented products while at the school.

Thank you for your co-operation

Appendix 5 Sample Memo for Maintenance Grand Erie District School Board



Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3
(519) 756-6301 | granderie.ca | info@granderie.ca | Fax: (519) 756-9181

TO: Maintenance Services Staff and contractors
FROM: XXXX
DATE: XXXX
SUBJECT: Maintenance and Work Related Odours and Fragrance/Scent Safe Schools

Please be advised that there is an individual at [School/Facility](#) who has a serious or life threatening allergy to a wide variety of chemicals (e.g., scents/fragrances, maintenance and plant related odours, such as soldering and cleaning chemicals).

Upon entering the [School/Facility](#), it is required that all Maintenance Staff and Maintenance Contractors check in with the office staff/receptionist and the Head Custodian prior to starting work at this school each day. Please ensure that you speak to the office staff/receptionist; signing the log book is not sufficient.

The office staff/receptionist will contact the employee to inform them that maintenance work is going to be performed. You will be advised when it is safe to proceed with your work.

Thank you for your co-operation.

Appendix 6 Sample Memo for School Newsletter

We would like to remind parents and students that **School** is a fragrance/scent-safe environment. There are staff members and/or students who could suffer severe adverse reactions when exposed to even the smallest amount of a fragrance or scents. We ask that the community support us in our efforts to maintain a healthy and safe environment by refraining from wearing fragrances or scented products when visiting the school, even if your visit will be short.

Draft



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **HR113 Teacher Performance Appraisal**

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Administrative Procedure HR 113 "Teacher Performance Appraisal" as information.

Background

Administrative Procedure HR113 "Teacher Performance Appraisal" was circulated to all appropriate stakeholders for comments to be received by December 2, 2016.

Comments Received

- | | |
|----------------|---|
| #1
Response | 1aii, change his/her to their
Amended |
| #2
Response | 1ci, is the term FOS Superintendent still used?
The term is still used in reference to Family of Schools Superintendent. |
| #3
Response | 2bi, change name to manual used
Amended |
| #4
Response | 2ci, why is this statement different than 1ci
1ci refers to an experienced teacher and 2ci refers to a teacher new to the profession who is participating in the new teacher induction program (NTIP). NTIP teachers do not complete an Annual Learning Plan (ALP). |
| #5
Response | 2cii, change reference to Appendix D to B
Amended |
| #6
Response | 2cii, correct title to NTIP
Amended |
| #7
Response | Can Appendix A have Grand Erie name and logo on it?
This is a Ministry document. |
| #8
Response | Remove 'Appendix D' from bottom of Appendix A
Amended |

#9 Should the parent form and student form removal be discussed with trustees
Response **These forms have not been used as part of the process.**

Additional Information

Suggested revisions have been made to the Administrative Procedure and a draft revised procedure is attached.

Proposed Changes

Original Wording	Proposed Wording
<p>Procedures</p> <p>1. Experienced Teachers</p> <p> a) Annual Learning Plans</p> <p> ii) ...in consultation with his/her principal...</p> <p>2. Teachers New to the Profession</p> <p> b) Teacher Performance Appraisals</p> <p> i) ..."Manual for Performance Appraisal of New Teachers".</p> <p> c) Documentation Requirements</p> <p> ii) ...New Teacher Induction Program...(Appendix D).</p>	<p>Procedures</p> <p>1. Experienced Teachers</p> <p> a) Annual Learning Plans</p> <p> ii) ...in consultation with his/her their principal...</p> <p>2. Teachers New to the Profession</p> <p> b) Teacher Performance Appraisals</p> <p> i) ..."Manual for Performance Appraisal of New Teachers" Teacher Performance Appraisal – Technical Requirements Manual.</p> <p> c) Documentation Requirements</p> <p> ii) ...New Teacher Induction Program NTIP...(Appendix D B).</p>
<p>Appendix A Appendix D (at bottom)</p>	<p>Appendix A Appendix D (at bottom)</p>

Communication Plan

This Administrative Procedure will be circulated in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
 Superintendent of Education



Teacher Performance Appraisal

Board Received:

Review Date: September 2016

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Process enhances job performance and the learning environment.

Procedures

1. Experienced Teachers

a) Annual Learning Plans

- i) The Grand Erie District School Board will ensure that every teacher employed by the Board has an Annual Learning Plan (ALP) (see Appendix A) that addresses the teacher’s own professional growth.
- ii) The teacher must prepare an ALP every year in consultation with his/her principal and submit it by October 15th.
- iii) All ALP’s must include the teacher’s professional growth objectives as well as their proposed action plan and timelines for achieving those objectives.
- iv) In the teacher’s evaluation year, the teacher and principal must review and update the teacher’s current ALP in a meeting as part of the performance appraisal process. The pre-observation and post-observation meetings provide opportunities for this review to take place.

b) Teacher Performance Appraisals

- i) Teacher performance appraisals are to be conducted using the timelines and procedures as outlined in the *Education Act*, Regulations and the document entitled, “Performance Appraisal of Experienced Teachers – Technical Requirements Manual”.
- ii) Principals must conduct a minimum of one performance appraisal for each experienced teacher in their year of review.
- iii) The principal must notify all teachers for whom performance appraisals will be conducted within the first 20 school days of the school year.
- iv) If necessary, the provision for missed timelines in Section 277.22 of the *Education Act* may be applied.

c) Documentation Requirements

- i) Every person who conducts a performance appraisal of a teacher shall submit a copy of the summative report and the ALP to the Family of Schools Superintendent for inclusion in the human resources file of the teacher. Teachers who have had a performance appraisal will receive a copy of the signed Summative Report.

- ii) Human Resources Services will retain a copy of each performance appraisal record for at least six years from the date of the summative report.

2. Teachers New to the Profession

a) Definition

Teachers newly hired by the Board into permanent contract positions (full-time or part-time) to begin teaching for the first time in the province of Ontario.

b) Teacher Performance Appraisals

- i) Teacher performance appraisals are to be conducted using the timelines and procedures as outlined in the *Education Act*, Regulations and the document entitled, “~~Manual for Performance Appraisal of New Teachers~~” “~~Teacher Performance Appraisal – Technical Requirements Manual~~”.
- ii) Principals must conduct two performance appraisals in the first 12 months that a teacher new to the profession is employed. For teachers who do not receive two performance appraisals with satisfactory ratings in the first 12 months after they begin teaching, additional evaluation(s) will occur in a second 12 month period.
- iii) Where a teacher is teaching in only one semester, both evaluations will be completed during that one semester.
- iv) Where a teacher is assigned to semester one in a school and semester two in another school, one performance appraisal shall be completed in each school during the teacher’s initial 12 months of employment.

c) Documentation Requirements

- i) Every person who conducts a performance appraisal of a teacher shall immediately submit a copy of the summative report to the Family of Schools Superintendent for inclusion in the human resources file of the teacher.
- ii) After two satisfactory performance appraisals have been completed within the first 12 months of teaching, and the teacher has participated in the ~~New Teacher Induction Program~~ **NTIP** (orientation, mentoring, professional development and training), the principal shall complete an Individual Strategy Form (Appendix ~~D B~~). The form is submitted to Human Resources Services and the performance appraisals to their Family of Schools Superintendent, who will then forward them to Human Resources Services.
- iii) Human Resources Services shall notify the Ontario College of Teachers that the teacher has successfully completed the New Teacher Induction Program within 60 calendar days of completion.
- iv) Human Resources Services will retain a copy of each performance appraisal record for at least six years from the date of the summative report.
- v) When a principal is considering employing a teacher from another Board, prior to any job offer, the principal shall contact Human Resources Services who will contact the last Board that employed the teacher, if any, to request the following:
 - information about the elements of the New Teacher Induction Program that the teacher was required to participate in at the board in accordance with section 270 of the *Education Act* and O. Reg 266/06;
 - copies of the performance appraisal documents that are in possession of the board that relate to performance appraisals of the teacher conducted by the board;
 - copies of all documents relied on in conducting performance appraisals of the teacher;

- copies of any Enrichment Plan prepared for the teacher under clause 277.40.1(2)(g) of the Act and any Improvement Plan prepared for the teacher under clause 277.40.2(2)(g) of the Act;
- copies of any documents relating to the termination of the employment of the teacher or to a recommendation for the termination of the employment that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board;
- copies of any documents relating to the teacher's resignation while on review status

3. Teachers New to the Board (but not new to the profession)

a) Definition

Teachers newly hired by the Board into permanent contract positions (full-time or part-time) who have previous permanent teaching experience with another Board in the province of Ontario.

b) Teacher Performance Appraisals

- i) Teacher performance appraisals are to be conducted using the timelines and procedures as outlined in the *Education Act* and Regulations.
- ii) Principals must conduct at least one performance appraisal in the first year that a teacher is employed.

c) Documentation Requirements

- i) Every person who conducts a performance appraisal of a teacher shall submit a copy of the summative report (and the ALP with the first report) to the Family of Schools Superintendent for inclusion in the human resources file of the teacher.
- ii) Human Resources Services will retain a copy of each performance appraisal record for at least six years from the date of the summative report.
- iii) When a principal is considering employing a teacher from another Board, the principal shall conduct appropriate reference checks with the teacher's former principal and/or vice-principal using the approved Reference Check Form. Completion of the Reference Check Form will indicate if the teacher had a recent Teacher Performance Appraisal and what the rating was. Prior to making any job offer, the principal shall contact Human Resources Services who, if necessary, will then contact the last Board that employed the teacher to request the following:
 - Copies of the performance appraisal document and all other documents relied on in conducting the last two performance appraisals of the teacher, if either of those appraisals resulted in an unsatisfactory rating.
 - Copies of any documents relating to the termination of the teacher's employment or to a recommendation for the termination of the teacher's employment that are in the possession of the Board and that, in the opinion of the Board, may be relevant to the decision of the requesting Board.
 - Copies of any documents relating to the teacher's resignation while on review status that are in the possession of the Board and that, in the opinion of the Board, may be relevant to the decision

4. Duties and Powers re: Performance Appraisals

- a) The principal assigned to the school to which the teacher is assigned must conduct the performance appraisals in the teacher's evaluation year unless the responsibility is delegated to the vice-principal.
- b) Duties or powers of a principal shall be performed or exercised by the Family of Schools Superintendent where:
 - i) the principal and Superintendent agree that the Superintendent shall perform the duty or exercise the power.
 - ii) the Family of Schools Superintendent is of the opinion that the principal is unable to perform the duty or exercise the power in a timely way because of absence or some other reason.
- c) The duty or power of the Family of Schools Superintendent may be performed or exercised by another Superintendent employed by the Board where the Superintendent who would ordinarily perform the duty or exercise the power is unable to do so in a timely way because of absence or some other reason.
- d) When a series of one or more performance appraisals are to be conducted as part of a process, the effect of each of the appraisals is the same regardless of whether the duties or powers in relation to different appraisals are performed or exercised by different individuals or individuals holding different titles.
- e) Where a teacher is assigned to teach part-time in each of two schools, the performance appraisal will be completed by the principal of the teacher's designated home school.
- f) Performance appraisals for itinerant teachers, teacher-consultants and coordinators will involve observing the mandated competencies in situations such as the delivery of workshops, program meetings, parent/student conferences and the teaching of sample lessons.
- g) Performance appraisals of all teacher support staff (i.e. Program Coordinators, Teacher Consultants or itinerant teachers) will be completed by the appropriate Principal-Leader or Superintendent.

5. Accountability

- a) In order to ensure compliance with all timelines provided in the teacher performance appraisal process, Family of Schools Superintendent will communicate with each of their principals by both January 31 and May 31 of each school year and will review the progress of the performance appraisals.
- b) Principals who do not comply with the timelines and procedures outlined in the teacher performance appraisal process will be subject to disciplinary procedures (as outlined in HR119 Progressive Discipline) implemented by the Family of Schools Superintendent.
- c) The Director of Education has overall responsibility for ensuring that performance appraisals are conducted according to the acts, regulations and Board policies and procedures.

Annual Learning Plan (ALP) (Sample Form)

Appendix A

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Background to Inform Professional Growth Goals, Action Plan, and Timelines

Recommended professional growth goals and strategies from the summative report of my most recent performance appraisal:

Professional learning and growth that I have experienced over the past year(s):

Reflections on parental and student input to inform my professional learning and teaching practice:

***Note: Teachers are encouraged to consider parental and student input to inform their professional learning and teaching practice. This is not a mandatory component.

Professional Growth Goals	Professional Growth Strategies to Help Reach Goals	Rationale for Professional Growth Goals and Strategies	Action Plan and Timelines

Other Comments (Teacher)

Other Comments (Principal)

Date of Next Review and Update of the Annual Learning Plan

Date (yyyy/mm/dd)

Principal's Signature

My signature indicates that the teacher consulted with me to review and update the Annual Learning Plan.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I reviewed and updated the Annual Learning Plan in consultation with my principal.

Date (yyyy/mm/dd)

Appendix B

INDIVIDUAL NTIP STRATEGY FORM



Name:

New Teacher Induction Program (NTIP) Elements	Professional Learning Goals	Strategies for meeting my goals	Principal Initials*
*The principal only needs to initial the elements in which the new teacher /beginning LTO teacher has participated in the event that the new teacher transfers schools/boards before completing the NTIP			
Orientation			
Board level (See section 4.3 in NTIP Induction Elements Manual)			
School level (See section 4.3 in NTIP Induction Elements Manual)			
Professional Development and Training - <i>These opportunities must be differentiated to meet the needs of the teachers' specific assignments (e.g., rotary, itinerant, self-contained, elementary, secondary...etc.)</i> Opportunities might address: Classroom Management; Planning, Assessment and Evaluation; Communication with Parents; Teaching Students with Special Needs and other Diverse Learners; Education Priorities (e.g., Literacy and Numeracy strategies, Student Success, Safe Schools, PAL, FSL, Early Learning, Equity and Inclusive Education)			
<u>Area of PD and Training</u> • e.g., Classroom Management	<u>Professional Learning Goals</u> e.g., Developing effective classroom routines.	<u>Strategies for meeting my goals</u> e.g., Attend workshop; meet with mentor; dialogue with colleagues.	
Mentoring – Development of NTIP Individual Strategy with Mentor; Mentoring activities (e.g., planning, dialogue, professional development, other)			

<u>Mentoring Activity</u>	<u>Professional Learning Goals</u>	<u>Strategies for meeting my goals</u>	
<ul style="list-style-type: none"> • e.g., <i>Planning</i> 	<p>e.g., <i>Develop effective strategies to maximize uninterrupted learning time and student time on task.</i></p>	<p>e.g., <i>Observe mentor; engage in pre and post observation dialogue with mentor.</i></p>	

SIGNATURES ARE REQUIRED UPON COMPLETION OF THE NTIP.

I have participated in the NTIP elements described above.

Teacher* Signature: _____

Date: _____

*The new teacher should keep a copy of the completed form.

This new teacher has completed two satisfactory teacher performance appraisals and his/her name will be forwarded to the Ontario College of Teachers for NTIP notation.

Principal Signature: _____

Date: _____



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **HR122 – Cellular Telephones**

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Procedure HR122 – Cellular Telephones as information.

Background

Procedure HR122 – Cellular Telephones was circulated to all appropriate stakeholders for comments to be received by November 4, 2016.

Comments Received

Statement: Remove 'certain' – suggest - employees under terms and conditions set out in this procedure

Response: Amended

#2 – do we still have Cellphone administrator – or is the Manager of IT as listed on the Approval to acquire technology form?

Also states that any phone ordered must be authorized by Supervisor and SO – this form does not allow that to occur

Response: The "cellphone administrator" is currently the Supervisor of purchasing or designate. The authorization form will be amended to reflect the dual authorization as described in the paragraph.

#3 – cannot find the link to phones in the purchasing section of the portal

Response: Plan no longer posted. It is provided as requested. Amended

#6 - HR122 need to add something not really sure where. The cell phones provided in schools for the use of operations staff are to be kept at the school and are NOT to be used for personal use

Response: Amended by addition to #6

#12 – General Information cannot be located on the portal

Response: Amended

#15 – while driving a vehicle conducting Board business – should this be while conduction Board business

Response: Amended

#17 – return to purchasing services – is this correct or return to IT?

Response: Purchasing is correct.

#18 – location of cell phone administrator on portal?

Response: Amended

#19 – should this be combined with #6?

Response: Important enough to stand alone

Payroll authorization

No personal use – should this state “I will not use”

Response: Form Amended

Mobile device management – should it be /wipe the device and manage cellular profiles? (not management)

Response: Form Amended

There is nothing in this policy about cell phone security and appropriate use (other than monetary)

What about locking a cell phone when not in use? – Confidential emails, in case of loss etc.

Not using cell phones for inappropriate purposes, surfing websites etc.

Following SO27 and AM10

Response: Belongs in SO27 and AM10. Added reference to SO27 as a related resource.

Additional Information

As a result of these comments, no revisions have been made to the Procedure and a draft revised procedure is attached.

Proposed Changes

<p>Where warranted, Grand Erie will make the appropriate device available to the employees under certain terms and conditions set out in this procedure.</p> <p>3. The current monthly plan and approved devices will be posted under Purchasing on the Board Portal. Cell Phones are purchased based on the need of the required job function and not employee preference. Superintendents will only approve deviations from the plan if it is a job requirement.</p> <p>6. All mobile communications devices acquired through Grand Erie remains the property of Grand Erie and will be enrolled and managed by Grand Erie’s Mobile Device Management system</p>	<p>Where warranted, Grand Erie will make the appropriate device available to the employees under certain terms and conditions set out in this procedure.</p> <p>3. The current monthly plan and approved devices will be posted under Purchasing on the Board Portal. Cell Phones are purchased based on the need of the required job function and not employee preference. Superintendents will only approve deviations from the plan if it is a job requirement.</p> <p>6. All mobile communications devices acquired through Grand Erie remains the property of Grand Erie and will be enrolled and managed by Grand Erie’s Mobile Device Management system. The cell</p>
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<p>12. Not understanding the Board monthly cell plan and/or functionality of the cell phone could result in significant expenses. Costs resulting from misuse or misunderstandings may become the employee’s responsibility and require reimbursement to the Board. Employees are to ensure they understand Grand Erie procedures for Cell Phones and have read and understand the “General Information for Grand Erie Cell Phone Users” which can be found on the portal</p> <p>15. Safe driving is a priority. Employees are prohibited from using wireless communication or electronic devices of any type while driving a vehicle conducting Board business.</p> <p>18. Lost or stolen cell phones must be reported immediately to the current cell phone administrator to cancel the service. The contact information can be found on the Portal. An email should be forwarded to ITS support to notify them of the lost or stolen phone. All costs incurred due to lost/stolen or damaged cell phones due to negligence are the responsibility of the employee</p>	<p>phones provided in schools for the use of operations staff are to be kept at the school and are NOT to be used for personal use</p> <p>12. Not understanding the Board monthly cell plan and/or functionality of the cell phone could result in significant expenses. Costs resulting from misuse or misunderstandings may become the employee’s responsibility and require reimbursement to the Board. Employees are to ensure they understand Grand Erie procedures for Cell Phones and have read and understand the “General Information for Grand Erie Cell Phone Users” which can be found on the portal confirm that they have read and understand this procedure (HR122) when they sign off the Payroll Deductions & Acknowledgment of Responsibility form.</p> <p>15. Safe driving is a priority. Employees are prohibited from using wireless communication or electronic devices of any type while driving a vehicle for the purpose of conducting Board business.</p> <p>18. Lost or stolen cell phones must be reported immediately to the current cell phone administrator Supervisor of Purchasing or designate to cancel the service. The contact information can be found on the Portal. An email should be forwarded to ITS support to notify them of the lost or stolen phone. All costs incurred due to lost/stolen or damaged cell phones due to negligence are the responsibility of the employee</p>
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Communication Plan

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Jamie Gunn
 Superintendent of Business
 and Treasurer



Cellular Telephones

Board Received:

Review Date:

Accountability

- 1. Frequency of Reports – As needed
- 2. Criteria for Success – Process adheres to Board procedure.

The Grand Erie District School Board recognizes that some positions and job functions require the employee to be accessible to the Board at all times or the employee’s position requires a cell phone to more effectively perform the duties of their position. Where warranted, Grand Erie will make the appropriate device available to the employees under certain terms and conditions set out in this procedure.

Procedures

- 1. At the discretion of the Superintendent, the following groups qualify for a cell phone:
 - a. Senior Administration
 - b. Principals
 - c. Vice-Principals
 - d. Principal Leaders
 - e. Program Coordinators
 - f. Managers
 - g. Information Technology Services staff
 - h. Facility Services staff
 - i. Others at the discretion of the Superintendent
- 2. All Cell Phone devices must be ordered through the Cell Phone administrator or designate and authorized by the employee’s supervisor and the superintendent.
- 3. ~~The current monthly plan and approved devices will be posted under Purchasing on the Board Portal.~~ Cell Phones are purchased based on the need of the required job function and not employee preference. Superintendents will only approve deviations from the plan if it is a job requirement.
- 4. The board will not be responsible for reimbursing staff cancellation fees for a personal cell phone plan that the employee deems no longer necessary due to obtaining a board cell phone.
- 5. Devices will be ordered by Purchasing Services when the following, completed and signed, forms (found on the portal) are received from the employee:
 - a. Approval to Acquire Technology Form
 - b. Payroll Deduction Authorization & Acknowledgement of Responsibility Form
- 6. All mobile communications devices acquired through Grand Erie remains the property of Grand Erie and will be enrolled and managed by Grand Erie’s Mobile Device Management system. The cell phones provided in schools for the use of operations staff are to be kept at the school and are NOT to be used for personal use
- 7. Employees who have been approved for a Board owned cell phone are required to reimburse the Board by way of a monthly payroll deduction for personal use of the device. All users must complete the “Authorization for Payroll Deductions & Acknowledgement of Responsibility Form. The monthly

rate charged to employees will be reviewed annually by the Superintendent of Business and will vary depending on the device used. Employees who never use their cell phones for personal use may be exempt from the payroll deduction by signing a declaration indicating the Cell Phone will only be used while performing job duties.

8. It is expected that expenses incurred by employees for personal use are reasonable and do not exceed the charges paid through payroll deductions. Employees will be invoiced for the difference where regular monthly charges exceed the predetermined payroll deduction amount on a regular basis. Unacceptable extra charges would include but are not limited to charges for ring tone downloads, non-business related web-browsing or roaming charges while on vacation. These costs will be the responsibility of the employee.
9. Employees who may incur higher personal long distance expenses may choose to increase their personal payroll deductions to cover long distance plans that are available from Grand Erie's contract with vendors. The plan options and costs can be found on the Portal. Plan changes will not be made until the Payroll Deductions & Acknowledgment of Responsibility form is completed to indicate the employee's authorization to increase deductions to cover the extra plan expenses for long distance.
10. Cell phone use outside of Canada is permitted. Board staff who wish to use their device outside Canada and request a roaming package will have the cost of the package automatically deducted from the next payroll for the employee. Board staff who do not enroll in a roaming package will be fully responsible for all costs for service outside Canada. If circumstance arise that the cell phone is required outside of Canada by an employee who is not the Director or Superintendent, the employee's supervisor will seek approval for the appropriate roaming package enrolment fee from the Superintendent of Business.
11. The Board will **not** be responsible for unacceptable extra charges (see item 8) or for costs incurred by an employee who does not follow Board procedures when acquiring and using a Cell Phone. Such costs incurred by the employee that are excessive and not consistent with Board procedure will be reimbursed by the employee.
12. Not understanding the Board monthly cell plan and/or functionality of the cell phone could result in significant expenses. Costs resulting from misuse or misunderstandings may become the employee's responsibility and require reimbursement to the Board. Employees are to ensure they understand Grand Erie procedures for Cell Phones and ~~have read and understand the "General Information for Grand Erie Cell Phone Users" which can be found on the portal~~ confirm that they have read and understand this procedure (HR122) when they sign off the Payroll Deductions & Acknowledgment of Responsibility form.
13. Invoices received from the Cell Phone provider will be reviewed monthly by Business Services to ensure Board procedures are followed and to ensure business and personal costs are reasonable and/or consistent with the employee's declaration as indicated on the "Payroll Deduction Authorization & Acknowledgement Form". Notice of any infractions of this procedure will be forwarded to the employee's Supervisor and the individual will be invoiced for any unacceptable charges.
14. New Cell Phone devices are to be purchased only when the contract term is completed or if the employee requires an upgrade due to job function and responsibility as determined by their supervisor.
15. Safe driving is a priority. Employees are prohibited from using wireless communication or electronic devices of any type while driving a vehicle for the purpose of conducting Board business. This would include, but not be limited to, Cellular Phones, text pagers, two-way radios and portable music players. Employees may use a hands-free device (such as a Bluetooth) while operating a motor vehicle or a hand-held device once they have safely pulled off the traveled part of a road and stopped.

Employees who do not comply with this policy will be engaging in prohibited conduct for which they may be personally liable, should damages result from their misconduct. In addition, failure to comply with the above requirements may result in disciplinary action. Only job functions requiring a high level of travel between locations will be considered for approval to purchase hands free accessories at board expense as determined by their supervisor.

16. Abuse of Board cell phones procedure will result in the device being recalled and/or disciplinary action as appropriate.
17. Upon the termination of employment or changing roles to a job function that is not approved for cell phone or, the cellular equipment must be returned to the employee's supervisor no later than the final day of work. The supervisor will return the device to Purchasing Services or designate.
18. Lost or stolen cell phones must be reported immediately to the ~~current cell phone administrator~~ Supervisor of Purchasing or designate to cancel the service. The contact information can be found on the Portal. An email should be forwarded to ITS support to notify them of the lost or stolen phone. All costs incurred due to lost/stolen or damaged cell phones due to negligence are the responsibility of the employee.
19. Cell phones are owned by Grand Erie. The Board utilizes the Air Watch software to assist in the mobile device management (MDM) of all Board cellular devices. The Board reserves the right to manage enterprise file/apps, restrict applications/settings, remotely lock the device/wipe the device and manage cellular profiles. The Board is not responsible for loss of personal data.

Related Resources:

SO27 - Acceptable Use of Information Technology



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **SO133 – Signing Authorities for Short Term Agreements**

DATE: January 16, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Procedure SO133 – Signing Authorities for Short Term Agreements as information.

Background

Procedure SO133 – Signing Authorities for Short Term Agreements was circulated to all appropriate stakeholders for comments to be received by December 2, 2016.

Comments Received

Is a disclaimer needed that if someone signs without authority – Grand Erie is not responsible? Discipline for not following the rules?

Response: It would be difficult to enforce the disclaimer if senior staff/school administrator signed an agreement representing themselves as an agent of the board with authority to sign. This would be a matter for consideration of discipline for such action and for offending this procedure.

#7 – should it be reviewed and approved or just approved by senior administration?

Response: Amended

Page 3 – add “appendix A” to this page

Response: Amended

Last line – change to Executive Assistant

Response: Amended

Additional Information

As a result of these comments, no revisions have been made to the Procedure and a draft revised procedure is attached.

Proposed Changes

7. Contracts with Outside Organizations for Goods and Services not listed above are not to be signed until	7. Contracts with Outside Organizations for Goods and Services not listed above are not to be signed until
--	--

reviewed by Senior Administration	reviewed and approved by Senior Administration
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Communication Plan

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Jamie Gunn
Superintendent of Business
and Treasurer



Signing Authorities for Short Term Agreements

Board Received:

Review Date:

Accountability

- 1. Frequency of Reports – As needed
- 2. Criteria for Success – Agreements are within budget limits
– Board liability exposure is reduced from improperly signed agreements

Procedures

- 1. In addition to “Bylaw 13 – Signing Authorities of the Board”, certain situations exist where school administrators may be requested to enter into agreements with organizations to facilitate school management. Permission to sign certain short term agreements is extended to school administrators under certain conditions following proper review of the documents by Senior Administration. All documents for review must be submitted to the Superintendent of Business a minimum of 30 days prior to the event.
- 2. Out of classroom trips and tours requiring agreements with operators of facilities.
 - 2.1 School Administrators’ Authority
School administrators wishing to approve out of classroom trips and tours requiring agreements with operators of facilities will be permitted to sign agreements for excursions:
 - a) lasting not more than three days;
 - b) subject to limits of available budgets and within any applicable fund raising criteria;
 - c) provided all conditions of Policy SO15-Out of Classroom Field Trips and Excursions are followed.
 - 2.2 Teachers do not have signing authority for these agreements.
- 3. Lease or Rental of Offsite Facilities for Special Occasions
 - 3.1. School Administrators’ Authority
School administrators wishing to approve rental of offsite facilities for graduation exercises, etc. will be permitted to sign lease agreements:
 - a) for periods of one to five days;
 - b) subject to limits of available budgets and within any applicable fund raising criteria.
 - 3.2. Teachers do not have signing authority for these agreements.
- 4. Lease or Rental of Offsite Facilities for Program Use
 - 4.1. Senior Administrators’ Authority
 - a) School administrators wishing to approve rental of offsite facilities for programs are required to complete an inspection of the premises by authorized Board staff according to “Pre-Lease Requirements”. (Appendix A attached.)
 - b) Lease agreements will be signed by the authorities listed in Bylaw 13, only after school administrators have demonstrated available operational and maintenance budgets.
 - 4.2. Principals and Teachers do not have signing authority for these agreements.

5. Funding Agreements with Charitable or Other Organizations for School Fundraising
 - 5.1. Senior Administrators' Authority
 - a) School administrators wishing to work with external agencies for the purpose of school fundraising or to accept donations to the school are to submit all applications to the office of the Superintendent of Business for review and approval.
 - b) Funding agreements will be signed by the authorities listed in Bylaw 13, only after school administrators have demonstrated all conditions of relevant Board policy or procedures are complied with including:
 - F3 Capital Related Fundraising and Community Donations,
 - F106 Receipt of Charitable Donations.
 - 5.2. Principals and Teachers do not have signing authority for these agreements.
6. Contracts with Outside Organizations for Goods or Services
 - 6.1. Senior Administrators' / Senior Support Staff Authority.
 - 6.2. Agreements for system-wide services or goods, such as Requests for Quotations, Invitations to Tender, Request for Proposals or competitive bids for copiers, postage meters, office equipment/furniture, computers, consumable supplies, catering services, auto leases are reviewed by the Superintendent of Business and signed according to Bylaw 13.
 - 6.3. Principals and Teachers do not have signing authority for these agreements.
7. Contracts with Outside Organizations for Goods and Services not listed above are not to be signed until reviewed and approved by Senior Administration.



**Grand Erie District School Board
Pre-Lease Requirements for Off-Site Locations**

Appendix A

Section A

School	Program	Principal

Section B

Check Before Proceeding		Approved By:	
		Division Manager – Operations and Health & Safety Call 281136	
1	Is Current Use of Property Appropriate For Educational Site? State Current Use:		
2	MOE and MOL Regulations Met or Exceeded		
3	Compliance With Municipal Bylaws		
4	Washrooms Appropriate for Male and Female staff and students		
5	Zoning Appropriate for Education Purposes		

Section C

		Fill in Required Information if Available	
1	Address of proposed program site		
2	Landlord mailing address		
3	Landlord telephone Number		
4	How much space (square footage) is being rented?		
5	Term of Rental (eg. September to August)		
6	Amount of monthly rent and HST		
7	Who is Responsible for:	Landlord	Tenant
	(a) Utilities		
	(b) Snow Clearing		
	(c) Grass Cutting		
	(d) Daily Cleaning		
	(e) Maintenance		
	(f) Furniture		
8	Insurance Requirements are Met by both the Landlord and the Tenant		
9	Is transportation (public or Board) available		

Submit completed forms to : Executive Assistant to the Superintendent of Business

DEC 21 2016


BRANTFORD PUBLIC LIBRARY

December 2, 2016

Mr. David Dean
 Chair of the Board
 Grand Erie District School Board
 349 Erie Avenue
 Brantford, ON
 N3T 5V3

Re: Support for a Co-Build

Dear Mr. Dean:

Your letter to the City of Brantford dated October 18, 2016 expressing the Grand Erie District School Board's interest in developing a school/community centre at the Sports Complex site north of Shellard Lane was received by the Library Board. The Library Board has reviewed the letter and agrees that the benefits of co-building could result in many synergies including the sharing of a Library. The Board agrees in principle to the concept of partnering with the School Board and City on a joint project to build and operate a school, library and recreation centre provided the City of Brantford makes funding available to proceed with the project within the School Board's timeline.

In a show of support for the co-build, the Library Board passed the following resolution No: 74-16 at its November 17th, 2016 Meeting:

WHEREAS the Grand Erie District School Board is seeking support to make application to the Ministry of Education for a co-build in partnership with the City of Brantford and Brantford Public Library in the South West;

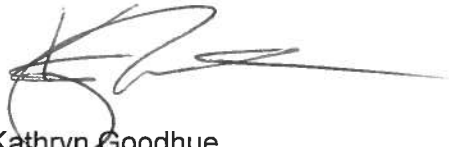
AND WHEREAS a co-build could result in many synergies and economies by sharing gymnasium, multi-use space, public library and other community use space as well as sports fields and parking;

BE IT RESOLVED that the Library Board supports the Grand Erie District School Board application for a co-build including the City of Brantford and the Brantford Public Library Board;

AND FURTHER THAT Management be directed to prepare and send a letter of support including a copy of this resolution to the Grand Erie School Board, City of Brantford and David Levac, MPP Brantford/Brant.

We look forward to the possibility of working together on this project and drafting the necessary agreements leveraging other examples of similar partnerships within the Grand Erie School Board service area and within the Province to support your application to the Ministry of Education.

Best Regards,

A handwritten signature in black ink, appearing to read 'K. Goodhue', with a long horizontal flourish extending to the right.

Kathryn Goodhue
CEO/Chief Librarian

cc. Brian Hughes – City of Brantford
cc. David Levac - MPP

December 2, 2016

**Dave Wallace, Executive Director
 Ontario Universities Application Centre (OUAC)
 170 Research Lane
 Guelph, ON N1G 5E2**

Dear Mr. Wallace,

On behalf of the Peel District School Board and our 40,000+ secondary school students, I am writing to express our concern with the implementation of an additional \$50.00 fee to students who wish to make changes to their OUAC applications beginning with this year's cohort of applicants.

In Peel, we place a great deal of emphasis on student pathways. For those students who wish to attend university, I am sure you can appreciate the financial commitment required – on the part of both students and their families. In most cases, those students applying to university are seventeen (17) years old – a time in their lives when they continue to seek guidance from family members and are influenced by both peers and social media. In short, for many students, the high school years, and particularly their final year prior to attendance at university, can be a very stressful time. An increase in mental health issues among adolescents shows strong evidence of the added pressure that our society has placed on them. As a school system, we ask them to make very important decisions about pathways and their chosen fields of study at a very young age - - - and very early in their final high school year. It is not unusual for a student of this age to change their minds several times before finally settling on a chosen program at university – just like it is not unusual for working adults to change professions several times during their working years.

While we are aware that students still have the ability, free of charge, to change programs within the same university, the added fee of \$50.00 to change choices of university is, in the opinion of the Board, an unfair financial burden for students who are already struggling with the pending financial commitment of tuition. Further, because a similar fee does not apply to those students changing their choice of institutions at the college level through the Ontario College Application Service (OCAS), I would suggest that students applying through OUAC are treated inequitably because of their choice of pathway.

.../2

Trustees

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

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

Director of Education and Secretary
 Tony Pontes

**Associate Director,
 Instructional Support Services**
 Scott Moreash

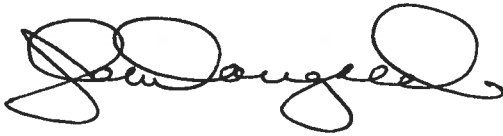
**Associate Director,
 Operational Support Services**
 Jaspal Gill

- 2 -

On behalf of the Peel District School Board, I would like to strongly urge OUAC to rethink the imposition of a \$50.00 "change fee" for 2017-2018 applicants. Students in the Province of Ontario are amongst the highest performing students in the world, and as a Board of Trustees, we are proud of our Peel graduates and believe they deserve every opportunity to pursue post-secondary studies without bearing the cost of added administration fees imposed by OUAC.

I look forward to your response at your earliest convenience.

Sincerely,

A handwritten signature in black ink, appearing to read "Janet McDougald", written in a cursive style.

Janet McDougald
Chair

c. Ontario School Board Chairs
OPSBA



December 21, 2016

Mr. David Dean, Chair
 Grand Erie District School Board
 349 Erie Avenue
 Brantford, ON N3T 5V3

Dear Mr. Dean:

I am pleased to advise that Brantford City Council at its meeting held December 20, 2016 adopted the following:

10. Southwest Sports Complex Recreation Centre Update [Financial Impact - None] (Report CPREC2016-043)

- A. THAT Staff Report CPREC2016-043 [financial impact-none] titled Southwest Sports Complex Recreation Centre Update BE RECEIVED; and
- B. THAT Staff from the City's Planning Department BE DIRECTED to initiate a zoning by-law amendment to implement a change to the current zoning for the Southwest Sports Complex; and
- C. THAT Council SUPPORT in principle the Grand Erie District School Board (GEDSB) request for a joint development of a co-build school/recreational facility to be located as part of the Southwest Sports Complex on Shellard Lane; and
- D. THAT Staff BE DIRECTED to send a letter to the Grand Erie District School Board supporting in principle a partnership project for a co-build school/recreational facility.

I trust this meets with your approval.

Yours truly,

A handwritten signature in blue ink that reads "Charlene Touzel".

Charlene Touzel
 Deputy Clerk/Manager, Legislative Services

cc Brenda Blancher, Director of Education and Secretary, Grand Erie District School Board
 Jamie Gunn, Superintendent of Business and Treasurer, Grand Erie District School Board
 Sandy Jackson, General Manager, Community Programs and Recreation
 Brian Hughes, Director, Park Services
 Paul Moore, General Manager, Community Development