



Committee of the Whole Board Meeting

Monday, March, 04, 2019
Board Room, Education Centre

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (6:30 p.m.)
 - (i) Personnel Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) French Immersion Secondary Haldimand-Norfolk Location D. Martins
L. De Vos
 - * (b) Allocation of Self-Contained Classrooms for 2019-20 L. Thompson
 - * (c) Board Approved Transportation Review R. Wyszynski
- D - 2 **New Business - Information Items**
- * (a) Transportation Consortium Annual Report R. Wyszynski
 - * (b) Information Technology Services Annual Report D. Abbey
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) BL4 Board and Committees of the Board Meeting Agendas (A) B. Blancher
 - * (b) BL16 Suspension, Revision or Repeal of any Bylaw, Policy or B. Blancher
Procedure (A)
 - * (c) FT6 Student Transportation (C) R. Wyszynski
 - * (d) FT7 Inclement Weather (C) R. Wyszynski
 - * (e) SO7 Student Expulsions (C) W. Baker
- E - 2 **Procedure Consideration - Information Items**
- * (a) HR108 Police Record Checks (C) S. Sincerbox
 - * (b) FT116 Building Security and Access (C) R. Wyszynski
- F - 1 **Other Business**
- (a) OSPBA Report D. Werden
- G - 1 **Correspondence**
- H - 1 **Adjournment**

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, March, 04, 2019
Board Room, Education Centre

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

Student Transportation Services Brant Haldimand Norfolk	March 5, 2019	9:00 AM	Brant Room
Pre-Budget Review Meetings	March 6, 2019	5:30 PM	Board Room
Grand Erie Parent Involvement Committee	March 7, 2019	6:30 PM	Dogwood Room, Norfolk SSC
Audit Committee	March 19, 2019	4:00 PM	Brant Room
Safe and Inclusive School Committee	March 21, 2019	1:00 PM	Board Room
Special Education Advisory Committee	March 21, 2019	6:00 PM	Board Room
Chairs' Committee	March 25, 2019	5:45 PM	Norfolk Room
Board Meeting	March 25, 2019	7:15 PM	Board Room
Committee of the Whole	April 8, 2019	7:15 PM	Board Room
Native Advisory Committee	April 9, 2019	9:00 AM	Brantford Collegiate Institute
Special Education Advisory Committee	April 23, 2019	6:00 PM	Board Room
Student Trustee Senate	April 25, 2019	10:30 AM	Grand River Hall, JBLC
Indigenous Education Advisory Committee	April 25, 2019	1:00 PM	Board Room
Budget Review Meeting	April 25, 2019	5:30 PM	Board Room
Chairs' Committee	April 29, 2019	5:45 PM	Norfolk Room
Board Meeting	April 29, 2019	7:15 PM	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Denise Martins, Superintendent of Education
Linda De Vos, Superintendent of Education

RE: **French Immersion Secondary Haldimand-Norfolk Location**

DATE: March 4, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the French Immersion Secondary Haldimand-Norfolk Location report as information.</p>

Background

In the fall of 2011, the Grand Erie District School Board implemented dual-track French Immersion (FI) programs in three elementary schools: Burford District ES, Walsh PS, and Caledonia Centennial PS. By the fall of 2017, an additional location at Lakewood PS was added. Due to capacity issues, students from Burford are now attending Paris Central PS for Grades 6 and up since 2017. Beginning in September 2019, Grades 4-8 students from Caledonia Centennial will attend River Heights PS for French Immersion programming.

Currently, two secondary French Immersion programs exist at Brantford CVS and North Park CVS. Elementary students from Ecole Confederation and Ecole Dufferin attend the program that is located in their home boundary area.

By the fall of 2020, the initial cohort of dual-track French Immersion students from all four locations will be entering Grade 9 and, a secondary Haldimand-Norfolk program location will be required to sustain the program.

Additional Information

To determine where a French Immersion Secondary Haldimand-Norfolk location should be located, a number of factors were taken into consideration:

- Capacity of secondary schools
- Number of future potential secondary FI students by cohort
- Current secondary French teacher qualifications at each Haldimand-Norfolk secondary school
- Central point of Haldimand-Norfolk secondary schools by home address of each elementary student
- Grades 9-12 French as a Second Language Program Requirements (Core, Immersion, Extended)
- Transportation cost to the centroid location

Capacity of Schools

In secondary schools, a capacity of 80% is considered good. The following information was gathered by the Board's Planning Officer based upon 2018-19 enrolment. For the purpose of this report, schools that were not on the periphery of the board with less than 80% capacity were considered.

- North Park CVS - 79%
- Pauline Johnson CVS - 58% (564 per pupil spaces)
- Simcoe CS - 63% (390 per pupil spaces)
- Waterford DHS - 61% (235 per pupil spaces)
- Cayuga SS - 52% (447 per pupil spaces)
- Hagersville SS – 57% (348 per pupil spaces)

Central Point of Haldimand-Norfolk Elementary Schools

Initially, the central location of the four Haldimand-Norfolk locations was determined as Waterford DHS as shown on the map in Appendix A. If students attending Paris Central PS were to attend the North Park CVS French Immersion location as shown on Appendix B, the central location moves closer to Simcoe CS.

Teacher Qualifications

Based upon the two current secondary FI programs in Grand Erie, the new program would require 5-6 qualified French teachers for the Grade 9-12 program to meet the certificate requirements.

- Simcoe CS – 2 French Qualified Teachers with limited additional subject qualifications
- Waterford DHS– has 1 French Qualified Teacher with no additional subject qualifications

Secondary French Immersion Program Requirements

- French Immersion – require 10 courses – 4 FI; 6 additional courses in which French is the language of instruction; Certificate = 10 courses total
- Extended – 4 Extended French; 3 additional courses in which French is the language of instruction; Certificate = 7 courses total
- Students can challenge the DELF regardless if they are enrolled in FI/Extended/Core French.

Diplôme d'études en langue française (DELF) is an internationally-recognized language exam that Grade 12 students whose first language is not French and who are enrolled in Core, Extended or French Immersion can take to assess their language proficiency. *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR) provides a comprehensive overview of the competencies that French language learners need to develop in order to communicate and interact effectively. Within that framework there are levels of language proficiency, starting at the basic level A1, continuing to A2, B1, and B2 (which is considered independent). In Grand Erie District School Board, we offer this opportunity annually to all our students.

Transportation Cost

The estimated transportation costs based upon current rates to provide services to the current Grade 7 students at our dual track sites to the two options for year 1 are:

Option 1 - all sites to Waterford DHS: \$251,180/ year

Option 2 – split students between North Park CVS and Simcoe CS: \$144,208/ year

Option # 1

- Four Haldimand-Norfolk dual-track locations attend one Haldimand-Norfolk secondary school
- A formula to determine most central site for bussing – see map in Appendix A – location would be **Waterford DHS**
- *Qualified French Teachers for this site are an issue*

	2020-21	2021-22	2022-23	2023-24
River Heights PS/ Caledonia Centennial PS	11	17	19	20
Lakewood PS	8	4	17	7
Walsh PS	6	11	23	13
Paris Central/ Burford DPS	9	21	18	20
Total	34	53	77	60

Estimated Transportation costs with all students travelling to Waterford DHS is \$251,180/ year.

Option # 2

- Send Paris Central/Burford dual-track students to North Park CVS
- A formula to determine most central site for bussing with Paris Central PS removed – see map Appendix B– centroid closer to **Simcoe Composite**
- 2 French Qualified Teachers

	2020-21	2021-22	2022-23	2023-24
River Heights PS/ Caledonia Centennial PS	11	17	19	20
Lakewood	8	4	17	7
Walsh	6	11	23	13
Total	25	32	59	40

Estimated transportation cost to split the transportation for students between North Park CVS and Simcoe CS is \$144,208/ year.

Recommendation

The recommendation from Senior Administration for a Haldimand-Norfolk French Immersion is for Option 2 as outlined above.

Next Steps

- Confirmation of student intent to continue in secondary French Immersion program
- Amended Secondary French Immersion boundary maps; no out of area as per elementary
- Investigation of increased mobility for secondary French qualified teachers to run a viable FI program

Grand Erie Multi-Year Plan

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

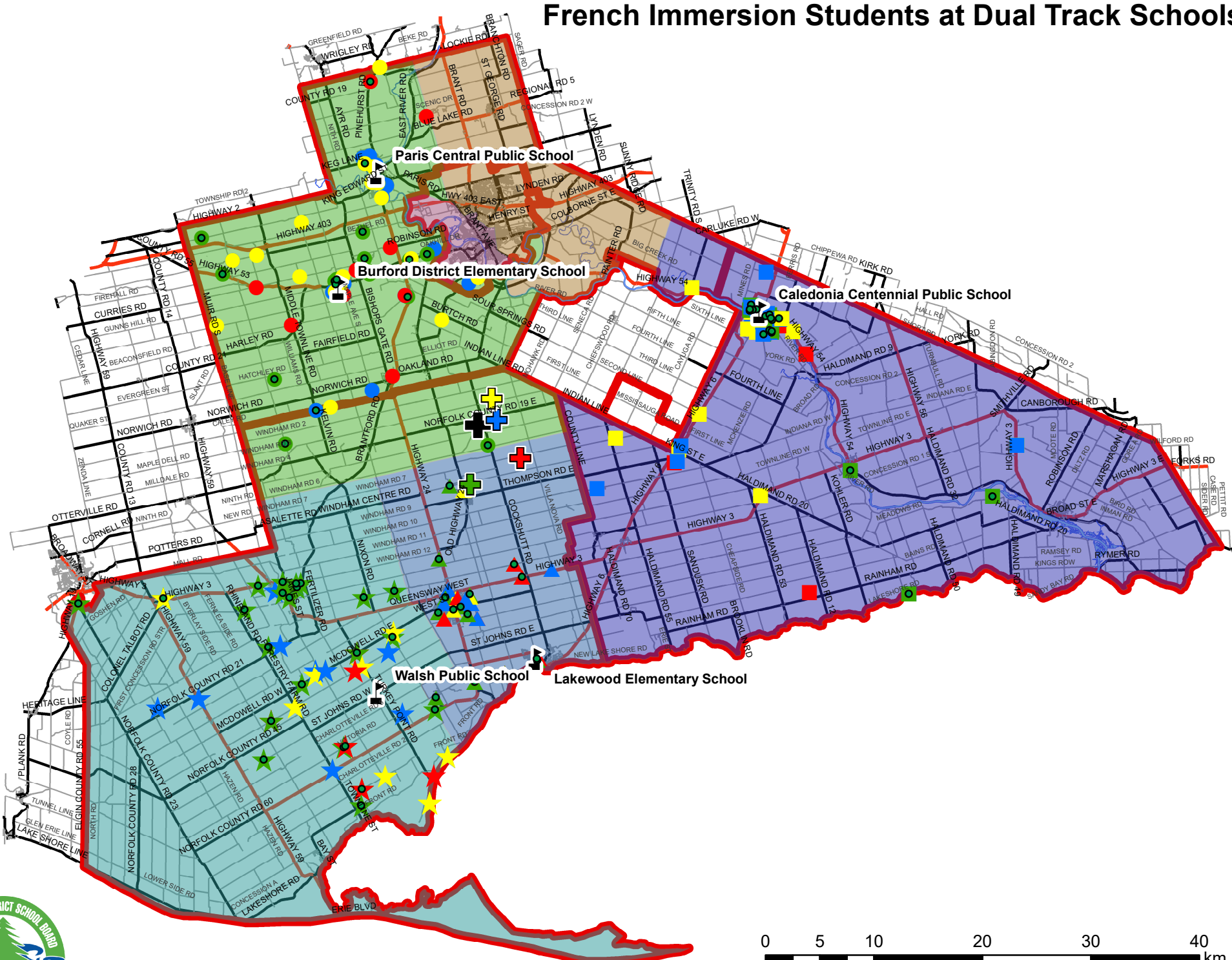
This report supports the Equity indicator of Success for Every Student and the following statement: We will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Denise Martins, Superintendent of Education
Linda De Vos, Superintendent of Education

French Immersion Students at Dual Track Schools in Grades 4-7 (Oct. 2018)

APPENDIX A



Legend

French Immersion Oct 2018

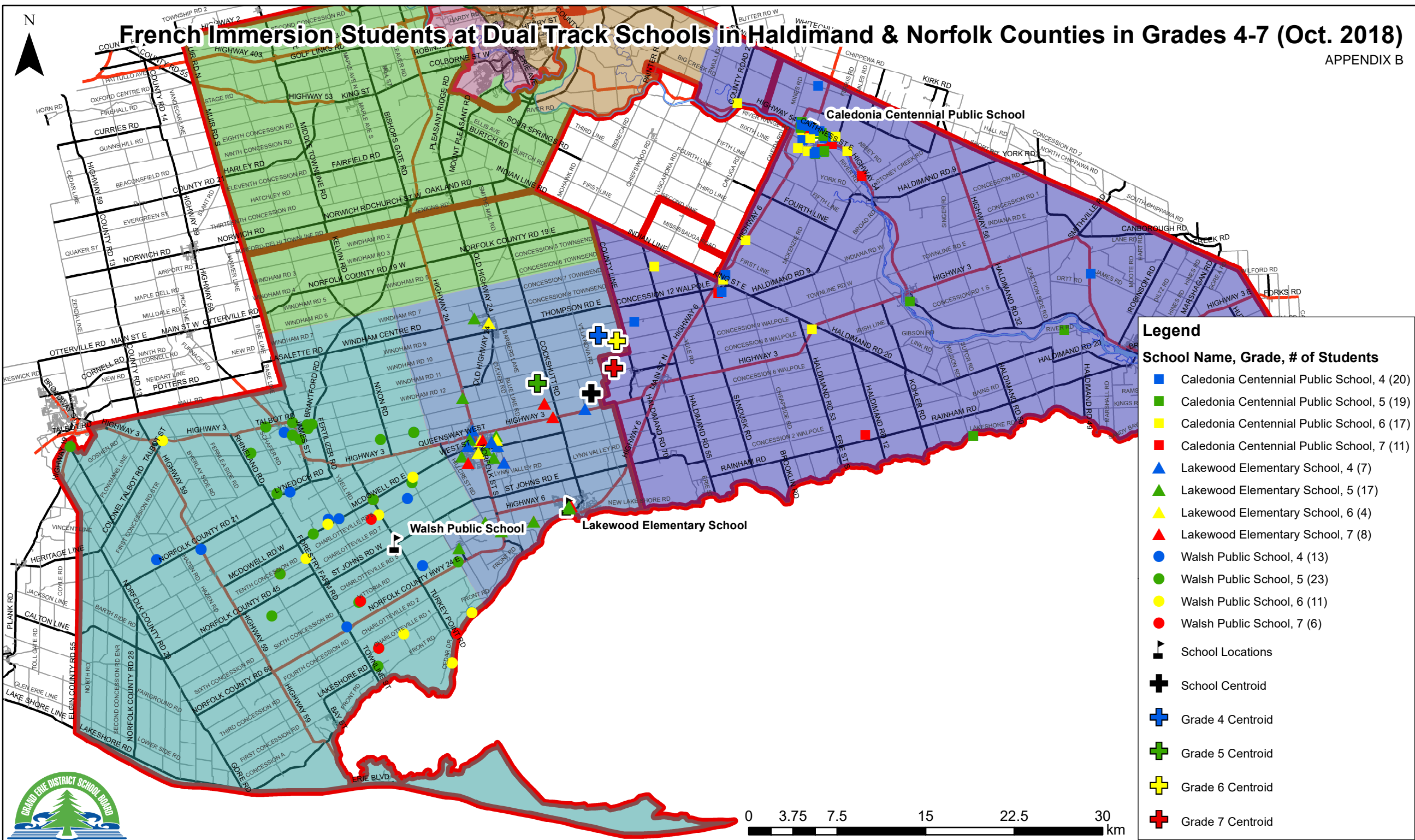
School Name, Grade Code, Total

- Burford District Elementary School, 4 (20)
- Burford District Elementary School, 5 (18)
- Caledonia Centennial Public School, 4 (20)
- Caledonia Centennial Public School, 5 (19)
- Caledonia Centennial Public School, 6 (17)
- Caledonia Centennial Public School, 7 (11)
- Lakewood Elementary School, 4 (7)
- Lakewood Elementary School, 5 (17)
- Lakewood Elementary School, 6 (4)
- Lakewood Elementary School, 7 (8)
- Paris Central Public School, 6 (21)
- Paris Central Public School, 7 (9)
- Walsh Public School, 4 (13)
- Walsh Public School, 5 (23)
- Walsh Public School, 6 (11)
- Walsh Public School, 7 (6)
- Grade 4 Centroid
- Grade 5 Centroid
- Grade 6 Centroid
- Grade 7 Centroid



French Immersion Students at Dual Track Schools in Haldimand & Norfolk Counties in Grades 4-7 (Oct. 2018)

APPENDIX B





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Allocation of Self-Contained Classrooms for 2019-20**
DATE: March 4, 2019.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the locations and number of self-contained classrooms for 2019-20 as outlined, pending budget deliberations.

Rationale

Grand Erie provides self-contained classroom placements in a variety of locations throughout the board to provide alternative options for students in which the most enabling environment for them to meet their program goals is in a smaller class setting with a higher staff to student ratio. Like all special education programs and services, the goal of a self-contained classroom is to provide a learning environment that is positive, inclusive, and fosters student independence and well-being, while keeping the pathways in secondary school and post-secondary goals for each student at the forefront of all planning and placements.

The self-contained planning process involves Teacher Consultants- Special Education reviewing current and pending placements and using this data to determine the number of placements that will be required for the 2019-20 school year. As in previous years, attempts have been made to minimize changes for the 2019-20 school year, but some changes are required as students move from elementary to secondary and as profiles of students' change.

Feedback received from consultations with the Grand Erie Special Education Advisory Council (SEAC), along with recommendations from elementary and secondary school administrators has informed the decisions made. During the consult, stakeholders were asked to consider how we could consider alternative approaches to supporting students that may decrease the need for self-contained options while ensuring the needs of students are still met. Focusing on a tiered model for support and ensuring students have the opportunity to meet their educational goals in their home school first were strong influences on the recommendations being made for the 2019-20 school year. There was also a focus on keeping the pathways for students at the forefront when providing feedback. For example, does the elementary self-contained placement have secondary pathway? How does the program in the secondary self-contained placement support the student's intended post-secondary pathway? The following recommendations for self-contained classrooms follows based on the data gathered from special education system staff and consultations with SEAC and school administrators.

ELEMENTARY

Close the Learning Disabilities (LD) Technology self-contained classrooms at J. L. Mitchener and Banbury Heights.

Since the inception of these classrooms in 2004, staff and students have developed a greater understanding and access to educational technology. Grand Erie has seen an increase in the number of students who have Specialized Equipment Amount (SEA) and are acquiring required technology skills much faster. The classroom teacher's ability to support the use of technology in the classroom has also expanded with the infusion of educational technology. System support available in the

regular classroom through LearnStyle training for every new SEA device, refresher training with a Lead Educational Assistant for SEA, and our System Learning Resource Teacher for Learning Disabilities and Itinerant Teacher for Differentiation has contributed to this growth. As well, the availability of early literacy gap closing interventions has increased in many schools thereby supporting a Tier 1 model of support in the regular classroom.

Close the Hearing and Language Impaired self-contained classroom at Hagersville Elementary.

Enrolment in this classroom is far below the class capacity and has been for several years. Even a shift to include students with a language impairment in the class this year has not resulted in the desired increase in enrolment. While the program itself yields many positive benefits for students (gap-closing, more individualized support, self –advocacy in the use of assistive devices), families did not see the benefit outweighing the often significant travel time, and time away from peers and siblings within their community school. The desire for most parents is to have their children supported in their community school. The support of Communicative Disorders Assistants (CDA's), the System Learning Resource Teacher for Hearing Impairment and the Itinerant Teacher for Differentiation are available in regular programs to support students with hearing and language impairments.

Shift the self-contained classrooms for students with Mild Intellectual Disabilities (MID) at Hagersville Elementary and Bloomsburg Public from a fully-contained to a partially-contained model of support. Enrolment in both of these self-contained classrooms has declined for the past years and shows low enrolment for the 2019-20 school year as well.

Year	Enrolment Hagersville Elementary (maximum 16 students)	Enrolment Bloomsburg Public (previously Elgin Ave.)(maximum 16 students)
2015-16	16	14
2016-17	16	16
2017-18	15	14
2018-19	10	11
2019-20	7	4

With an increased focus on pathway planning for students with special education needs, many students are remaining in their regular classroom with support through differentiated teaching approaches and the school learning resource teacher. For those students who do required a self-contained placement in order to improve significant gaps in literacy and numeracy skills and who may require this type of support moving into secondary school, the need for these self-contained classes is still necessary in both Haldimand and Norfolk despite the low enrolment. The partially-contained classroom model being proposed for both of these classrooms will see students attending the self- contained program for literacy and numeracy, and integrate with age appropriate peers for the remainder of their programming. This model is already being implemented with relative success at the secondary level.

Close the Mild Intellectual Disabilities (MID) self-contained classroom at Major Ballachey.

Currently the enrolment numbers in MID self-contained classrooms at the elementary level in Brantford and Brant County is well below capacity.

Class	Enrolment (Capacity of 16)
Cobblestone	9
Greenbrier	9
Major Ballachey	12
Russell Reid	13

Due to the availability of spaces, the MID classroom at Major Ballachey will close. The students in this class will be offered the option of attending one of the other MID classes in Brantford or Brant County or integrating into their regular classes at their home school locations. The System Learning Resource Teacher for Intellectual Disabilities and the Itinerant Teacher for Differentiation will support the classroom teacher where required.

Close the Developmental Disabilities (DD) self-contained classroom at Walsh Public.

Currently the enrolment numbers in DD self-contained classrooms at the elementary level in Norfolk is well below capacity.

Class	Enrolment (Capacity of 10)
Lynndale	4
Walsh	4

Due to the availability of spaces, the DD classroom at Walsh Public will close. Many families prefer to have their children who have a developmental disability educated in their community schools. Students in this class will be offered the option to attend the class located at Lynndale Heights, or return to their home school into a regular class. The System Learning Resource Teacher for Intellectual Disabilities and the Itinerant Teacher for Differentiation will support the classroom teacher where required.

Close the Strategies (Behaviour) self-contained classroom at Centennial-Grand Woodlands.

Currently the enrolment numbers in Strategies self-contained classrooms in Brantford does not support the need for two classes.

Class	Enrolment (Capacity of 8)
Bellview	4
Centennial Grand Woodlands	3

Due to the availability of spaces, the Strategies classroom at Centennial-Grand Woodlands will be close. Students in this class will be given the opportunity to transition to the class at Bellview, or return to the regular class at their home school. System staff focusing on behavior, the Itinerant Teacher for Differentiation and the Itinerant Teacher for Early Years will support the classroom teacher where required.

SECONDARY

Open a new self-contained class for students with Autism (ASD) at Tollgate Tech.

Currently the projected need for self-contained placements for students with ASD at the secondary level exceeds the number of spaces available.

Provide On Track programming (4 sections) at Pauline Johnson Vocational School.

On Track sections allow for students to work on credit-bearing courses on modified timetables, throughout the school year. The courses offered are primarily at the applied and academic levels. These sections are required for the 2019-20 school year to accommodate students who previously attended the Section 23 program at St. Leonard's and other students who require a flexible timetable based on mental health and well-being needs.

Assign two additional sections to the Mild Intellectual Disabilities (MID) self-contained classroom and Valley Heights.

The MID classroom at Valley Heights is a fully-contained classroom and requires the full staffing complement of eight sections. For the past two years two additional sections have been provided to the school for this classroom through contract extension agreements funds.

Re-designate the self-contained classroom at Waterford District from Autism (ASD) to Developmental Disabilities (DD).

Re-designation of this classroom will allow for students with autism who are currently enrolled in the classroom to remain there and allow for students with This switch will allow students to remain in the class who are currently there, as well as allow for students with developmental disabilities to access self-contained classroom placement.

Relocate the Mixed Exceptionalities (ME) partially-integrated (four sections) self-contained classroom from Dunnville Secondary to Cayuga Secondary.

Enrolment in the self-contained classroom at Dunnville Secondary has declined for the past few years and shows low projected enrolment for 2019-20.

Year	Enrolment Dunnville Secondary (maximum 16 students)
2014-15	6
2015-16	7
2016-17	8
2017-18	4
2018-19	5
2019-20	5

Cayuga Secondary shows the need for further self-contained classroom spaces.

The following is a summary of changes for the 2019-20 school year:

Elementary

- One Elementary level class for students with Behaviour Exceptionalities (Strategies) at Centennial Grand Woodlands be closed.
- One Elementary level class for students with Mild Intellectual Disabilities (MID) at Major Ballachey be closed.
- One Elementary level class for students with Developmental Disabilities (DD) at Walsh Public School be closed.
- One Elementary level class for students with Hearing and Language Impairment (HL) at Hagersville Elementary be closed.
- Reduce both Elementary level classes for students with Mild Intellectual Disabilities (MID) at Bloomsburg Public and Hagersville Elementary to 0.5 (Partially Integrated.)
- Two Elementary level classes for students with Learning Disabilities (LD) at J.L. Mitchener and Banbury Heights be closed.

Secondary

- One Secondary level class for students with Autism (ASD) open at Tollgate.
- Provide On Track programming (4 sections) at Pauline Johnson Vocational School.
- The secondary level class for students with Mild Intellectual Disabilities (MID) at Valley Heights Secondary School be assigned 2 additional sections.
- The Secondary level class for students with Autism (ASD) at Waterford District High School be re-designated as a class for students with Developmental Disabilities (DD).
- The Secondary level class for students with Mixed Exceptionalities (ME- 4 sections) at Dunnville Secondary be relocated to Cayuga Secondary School.

Additional Information

Following initial projections of needs, Teacher Consultants – Special Education were provided with information from local agencies – Lansdowne Children’s Centre and Haldimand-Norfolk REACH –

to assess additional supports that might be required for JK, SK and grade 1 students entering the system in the fall of 2019. Also, communication with our educational partners on Six Nations and Mississaugas of the Credit provided information that several students with special education needs will require specialized placements would be registering in Grand Erie Secondary schools September 2019. These needs have been considered during the self-contained planning process and in the final recommendations.

Budget Implications

Funding for self-contained classrooms is pending approval of the 2019-20 budget.

Next Steps

Individual schools that are retaining self-contained classes will be notified. Where changes are to occur, direct communication will come from the Principal Leader – Special Education.

Grand Erie Multi-Year Plan:

This report supports the Achievement and Well-being indicators of Success for Every Student and the following statements: we will set high expectations for our students and staff and we will create and promote an enabling environment where all students can participate fully in their education.

Respectfully submitted,

Liana Thompson
Superintendent of Education

Projected Elementary Self Contained 2019-20					
School	Class	Capacity	Present Enrollment 2018-19	Projected 2019-20	Capacity Use 2019-20
Brant North					
Cedarland	Jr/Int DD	10	10	9	90%
Centennial Grand Woodlands CLOSE	Pr Strategies	8	5	5	63%
Centennial Grand Woodlands	Gifted	25	18	10	40%
Centennial Grand Woodlands	Jr/Int DD	10	10	10	100%
Cobblestone	Jr/Int MID	16	14	9	56%
Cobblestone	Jr/Int DD	10	10	10	100%
Russell Reid	Autism	6	5	4	67%
Russell Reid	Jr/Int MID	16	14	13	82%
Graham Bell	Autism	6	5	5	83%
Grandview	Pr/Jr Autism	6	6	6	100%
Greenbrier	Autism	6	6	5	83%
Greenbrier	Jr/Int MID	16	15	9	56%
Greenbrier	Pr/Jr DD	10	9	4	40%
Prince Charles	MH	6	5	5	83%
Prince Charles	Autism	6	4	5	83%
Brant South					
Agnes Hodge	Multi-Handicap	6	4	4	67%
Banbury CLOSE	Junior Tech	8	8	8	100%
Bellview	Pr Strategies	8	7	4	50%
Branlyn	Strategies	8	8	6	75%
James Hillier	Autism	6	6	5	83%
Major Ballachey	Strategies	8	7	7	88%
Major Ballachey CLOSE	Jr/Int MID	16	14	12	75%
Cedarland	Pr/Jr DD	10	10	7	70%
Haldimand					
Caledonia Centennial	Strategies	8	7	8	100%
Mapleview	Autism	6	6	6	100%
Hagersville Elem CLOSE	H/L Impaired	12	6	3	25%
Hagersville Elem PARTIALLY INT	Jr/Int MID	16	12	7	44%
Hagersville Elem	Jr/Int DD	10	5	4	40%
Jarvis	Gifted	25	13	12	48%
JL Mitchener CLOSE	Junior Tech	8	8	8	100%
JL Mitchener	Jr/Int Autism	6	6	5	83%
Thompson Creek	Autism	6	5	5	83%
Thompson Creek	Pr Strategies	8	6	8	100%
Norfolk					
Delhi Public	Strategies	8	7	5	63%
Bloomsburg PARTIALLY INT	Jr/Int MID	16	12	5	31%
Bloomsburg	Autism	6	6	4	67%
Langton	Autism	6	6	6	100%
Lynndale Hts	Jr/Int DD	10	7	4	40%
Walsh CLOSE	Pr/Jr/Int DD	10	9	4	40%

Projected Secondary Self Contained 2019-20					
School	Class	Capacity	Present Enrollment 2018-19	Projected 2019-20	Capacity Use 2019-20
Brant North					
North Park	ME	16	11	15	94%
North Park	MID	16	12	10	63%
North Park	MID	16	6	13	81%
North Park	Autism	6	6	6	100%
Paris District	ME	16	8	13	82%
Paris District	DD	10	7	10	100%
Brant South					
Pauline Johnson	MID	16	15	16	100%
Pauline Johnson	MH	6	5	6	100%
Pauline Johnson	MH	6	4	5	83%
Pauline Johnson	DD	10	8	10	100%
Pauline Johnson	DD	10	8	10	100%
Pauline Johnson - 4 sections NEW	On Track	16	0		
Tollgate	ME	16	13	16	100%
Tollgate	MID	16	14	16	100%
Tollgate	MID	16	15	16	100%
Tollgate	Autism	6	6	6	100%
Tollgate	DD	10	10	10	100%
Tollgate	DD	10	10	10	100%
Tollgate - 4 sections	On Track	16	8	10	63%
Tollgate NEW	Autism	6	0		
Haldimand					
Cayuga Secondary School	MID	16	9	16	100%
Cayuga Secondary School	DD	10	9	8	80%
Cayuga Secondary School	DD	10	10	10	100%
Cayuga Secondary School	Autism	6	6	6	100%
Cayuga Secondary School NEW	ME	16	0		
Dunnville Secondary CLOSE	ME	16	4	5	31%
Hagersville Sec	MID	16	16	16	100%
Norfolk					
Simcoe Composite	ME	16	13	13	81%
Simcoe Composite - full	MID	16	11	15	94%
Simcoe Composite	DD	10	9	10	100%
Simcoe Composite	DD	10	8	10	100%
Simcoe Composite - 4 sections	On Track	16	16	16	100%
Valley Hts - 8 sections	MID	16	9	12	75%
Waterford DHS	DD	10	9	10	100%
Waterford DHS	Autism DD	8	1	3	50%
Waterford DHS	MH	6	6	4	67%



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Board Approved Transportation Review**
DATE: March 4, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2019-20 School Year

1.0 Background

Student Transportation Services of Brant Haldimand Norfolk (STSBHN) is in the process of building parameters and reviewing current bus information for the purposes of planning bus routes for the 2019-20 school year. STSBHN staff perform a comprehensive review of situations that fall outside of STSBHN Procedure 002 - Transportation Eligibility as a regular part of the planning cycle. In previous years, STSBHN has brought information forward to the Board of Trustees with the goal of obtaining clarification and direction on which students, who are otherwise ineligible for services under the transportation policies and procedures, should be provided exceptions for the coming school year.

The students listed below fall outside of the defined transportation eligibility parameters and have had exception boundaries created based on direction provided from the Board in previous years. Unlike previous years where a travel code of "Board Approved" was used to identify these students, STBSHN has migrated to the exception boundary system to allow families checking their eligibility online to see if they qualify for services. We require review and confirm the students currently receiving Board Approved transportation by the Board of Trustees in order to plan for continuation of services in the 2019-20 school year.

2.0 Out-of-Boundary Students

2.1 Norfolk Secondary

There are a number of Norfolk Secondary students who registered at a secondary school which is not their home school. Many of these students, totaling 219, have been provided transportation in the current school year.

STSBHN requires confirmation of the previously approved method of classifying students so as to accurately and consistently plan and apply transportation services to the secondary students of Norfolk County:

1. All grade 9 and 10 students, as program delivery are similar at each secondary school, must request courtesy transportation if they reside out of their school's catchment;
2. Students in grades 11 and 12, whose home school does not have the course selection that the student is in need of, will be provided Board Approved transportation to another secondary location which does offer the course(s) – where routes currently exist; courtesy transportation will be the path for all other requests.

2.2 Oakland-Scotland to Waterford District High School Express Route

Secondary students who reside in the Oakland-Scotland (OSS) catchment have historically been approved to receive transportation services to Waterford District High School (WDS) even though they do not fall within the school's catchment; the feeder secondary school for OSS is Paris District High School (PDH). Approval in the past was due to the proximity of WDS to OSS and to reduce accommodation pressures at PDH. If the above-mentioned reasons are not foreseen to change, **a modification to secondary boundaries could be made to include OSS's area into WDS and remove it from PDH.** There are currently 5 students in OSS's catchment who attend PDH (3 in grade 12 and 2 in grade 11) who could be grandfathered services if a change in catchment were to occur.

Table 1: Estimated Transportation Costs for Norfolk Secondary Out of Boundary Students

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost Difference vs transporting to Home School
	9	10	11	12				
OSS to WDS	4	5	7	6	22	Express (1)	OSS	-\$2,252.56
other areas to WDS	7	9	8	10	34	Express (2)	LAK, SCS	\$8,760.01
other areas to SCS	17	17	16	23	73	Express (5)	SFC, TEE, WAT, BLO, BOS	\$19,451.34
other areas to DDS	10	5	8	7	30	Express (0)		\$0
other areas to VHS	16	18	9	17	60	Express (2)	WAL, COU	\$4,613.54

2.3 Caledonia to Cayuga Secondary Express Route

The following students have been transported for the current school year from the catchment of McKinnon Park Secondary (MCK) to Cayuga Secondary School (CSS). Of the 29 students who attend CSS, 27 of them are currently receiving transportation services. This solution was originally established to offer students an alternative and reduce accommodation pressures at MCK. Please see Appendix 1 for the locations of students relative to the CSS boundary.

Table 2: McKinnon Park Students transported to Cayuga Secondary

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost
	9	10	11	12				
Students in MCK catchment who attend CSS	8	7	8	6	29	Express (1) and Dedicated (1)	SPA	\$8,534.51

2.4 Students attending River Heights

The current River Heights (RHS) boundary does not encompass all of the urban area in Caledonia, south of the Grand River; there is a section of a subdivision on the south end of the town which falls within the catchment of Oneida Elementary (ONE). In this section of the subdivision, 40 students currently attend RHS, 25 of whom receive transportation services. 20 of the 25 receive services as they resided beyond 1.6 KM from RHS while the other 5 are receiving courtesy transportation. Please refer to Appendix 2 for the locations of the students relative to the RHS school boundary.

As students reside beyond 1.6 KM to either school, the cost to continue to transport the RHS is marginally less as RHS is closer to that section of Caledonia than ONE. Another item of consideration is that Oneida is currently over capacity and would require additional portable classrooms to accommodate 40 additional students.

Table 3: Oneida catchment students attending River Heights

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Students in ONE catchment who attend RHS	40	0	0	0	0	40	Dedicated (1)	-\$1,784.03

2.5 Out of Boundary Students attending Houghton PS

Houghton Public School (HOU) offers a unique educational curriculum which has drawn the attendance of many low-German Mennonite families. Due to the proximity of HOU to other elementary transfer locations, assisting families who reside out of the school's catchment can be a challenge. HOU currently has 132 students registered at their school who reside out of the school's boundary, 126 of whom are being provided transportation services. To facilitate the provision of economical and efficient services, historically these students have been required to transfer at points well outside of their home catchment, including Port Rowan, Walsh, Langton and Courtland Public Schools. After transferring at the closest elementary school, students are then required to transfer to another express route at Valley Heights Secondary for the final leg down to Houghton.

Although originally designed to accommodate families residing in adjacent schools to HOU, the areas covered in this exception now include Langton, Port Rowan, and sections of Walsh, Courtland and Delhi. Please see Appendix 3 for locations of students relative to the HOU boundary.

STSBHN is looking to confirm that:

- The HOU students are permitted to be transported to and from the elementary transfer sites,
- the practice of multiple transfers occurring is also permitted and that
- STSBHN can place additional routes in operation if the current routes do not have sufficient room to accommodate requests.

If these historic practices are not approved to continue, clarification on the service parameters which are to be provided to the out of boundary students is required.

Table 4: Out of Boundary Students attending Houghton

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
HOU students who reside out of boundary	132	0	0	0	0	132	Express routes	\$ -

3.0 Out of District Students

3.1 Norwich/ Otterville/ Burgessville students attending Delhi District Secondary School

When the local secondary school in Norwich was closed as a result of an accommodation review, the Board of Trustees approved the transportation of students from the area who were interested in attending Delhi District Secondary School (DDS). Currently there are 170 students who attend DDS from the above mentioned area with 113 (139 who reside within the exception area) students being provided transportation services daily. STSBHN requires clarification that these services are to continue and that if additional routes are required to accommodate enrollment pressure, do they have permission to incur the additional expense of adding another route if no other options are possible. Please see Appendix 4 for the locations of the students relative to DDS.

Table 5: Norwich/Otterville area students transported to Delhi District Secondary School

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Oxford Students to Delhi District Secondary School	0	18	35	34	83	170	Dedicated (2) and Shared (1)	\$125,981.72

3.2 Princeton/ Drumbo students attending Paris District Secondary

Historically students from Princeton, Drumbo and the surrounding rural areas have been provided transportation services to and from Paris District High School (PDH). Of the 65 students, 57 (52 who reside within the exception area and 5 other who are driving to the closest) are being provided transportation from their home if they reside in the rural areas east of Princeton Rd or have been provided a seat on the group pickup locations in the towns themselves. To ensure a reasonable length of time on the bus, two routes are used to provide services to these students. Please see Appendix 5 for student locations relative to PDH's catchment.

Table 6: Princeton / Drumbo area students transported to Paris District High School

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Oxford Students to Paris District High School	0	17	13	15	20	65	Shared (2)	\$62,598.50

3.3 Tillsonburg students travelling through Courtland transfer

Historically there has been a demand from students residing in the City of Tillsonburg to attend schools within our district. Although the location has changed throughout the years, transportation has been arranged from a central location on the East side of Tillsonburg to bring students into the Courtland PS transfer; the current stop is located at Gigi's Cafe. Currently there are 21 students using the service who are attending a total of 4 schools (6 to Courtland PS, 6 to Houghton PS, 3 to Delhi District and 6 at Valley Heights). Although the

cost to extend the bus in the area results in a marginally higher cost for the route, capacity on the bus has been an issue in previous school years.

STSBHN is looking to confirm that:

- students are permitted to be transported to and from the Courtland transfer site AND
- additional routes can be added if the current routes that service the area do not have sufficient room to accommodate requests from the Tillsonburg area.

Table 7: Out of District Students attending Houghton PS and Valley Heights SS

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Tillsonburg students via Courtland transfer	12	3	3	1	2	21	Shared	\$498.20

4.0 Section 23 Students – Woodview Program

STSBHN currently assists 6 students with transportation who have been identified as attending classes through the Woodview program at Pauline Johnson CVS and James Hillier PS. STSBHN currently accommodates students by using existing routes and changing their route path to allow the vehicles to assist students in getting to and from the Woodview programs. Where an existing route is not available, STSBHN uses cab services as necessary. STSBHN requires clarification as to if these same services will be provided for the coming school year or if they are to be discontinued at the end of the present.

Table 8: Section 23 Student Transportation

Description	Grades					Total Students	Route Type	Estimated Add. Cost
	Elementary	9	10	11	12			
Section 23 students to PJC	2	2	0	2	0	6	Shared (4) & Dedicated (1)	\$7,815.65

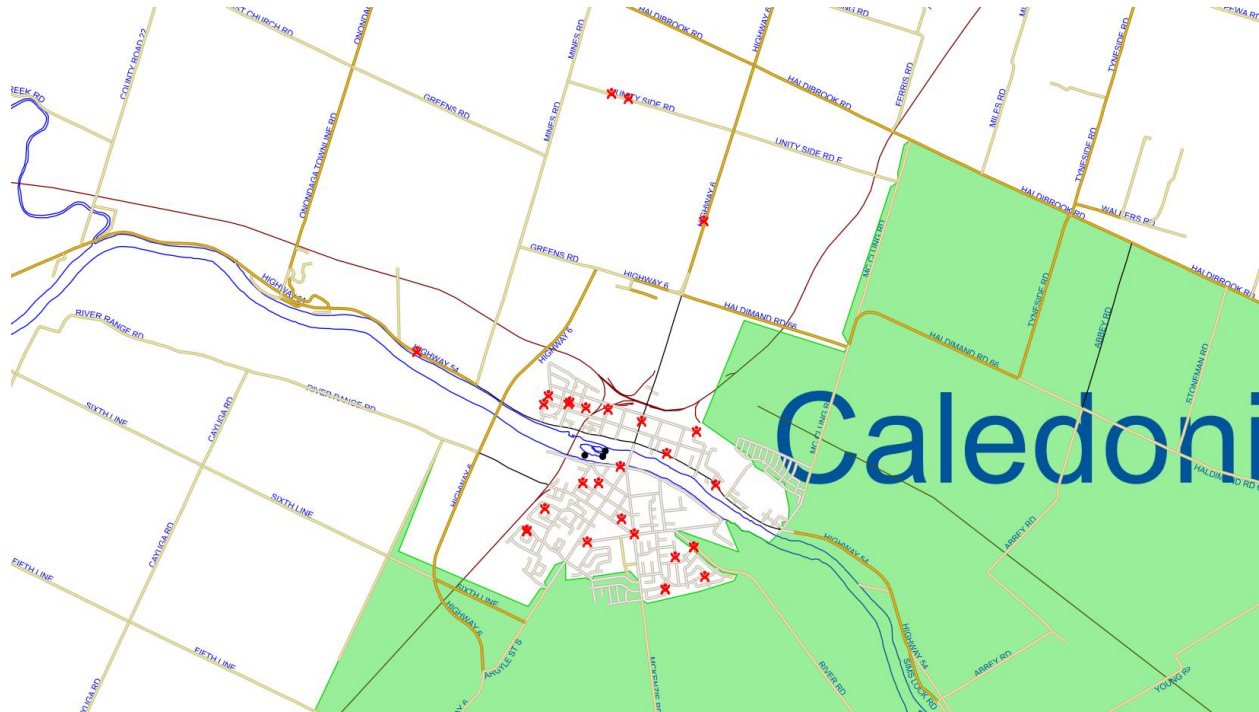
Additional information

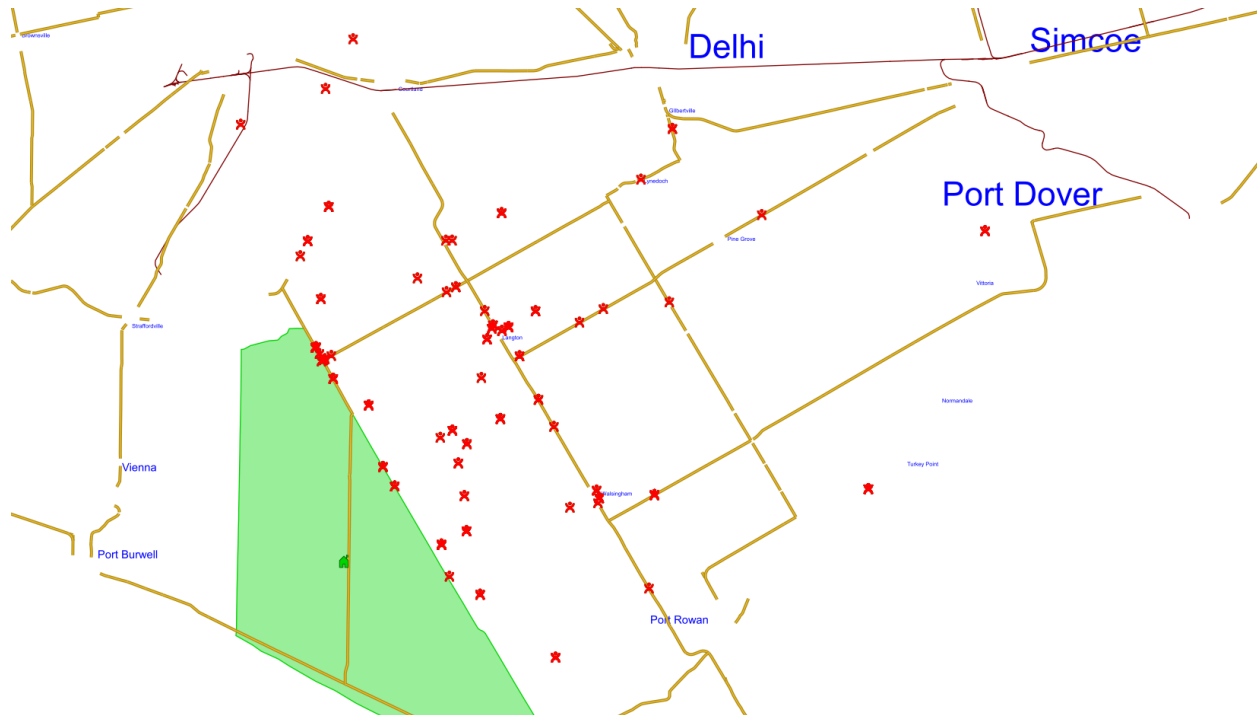
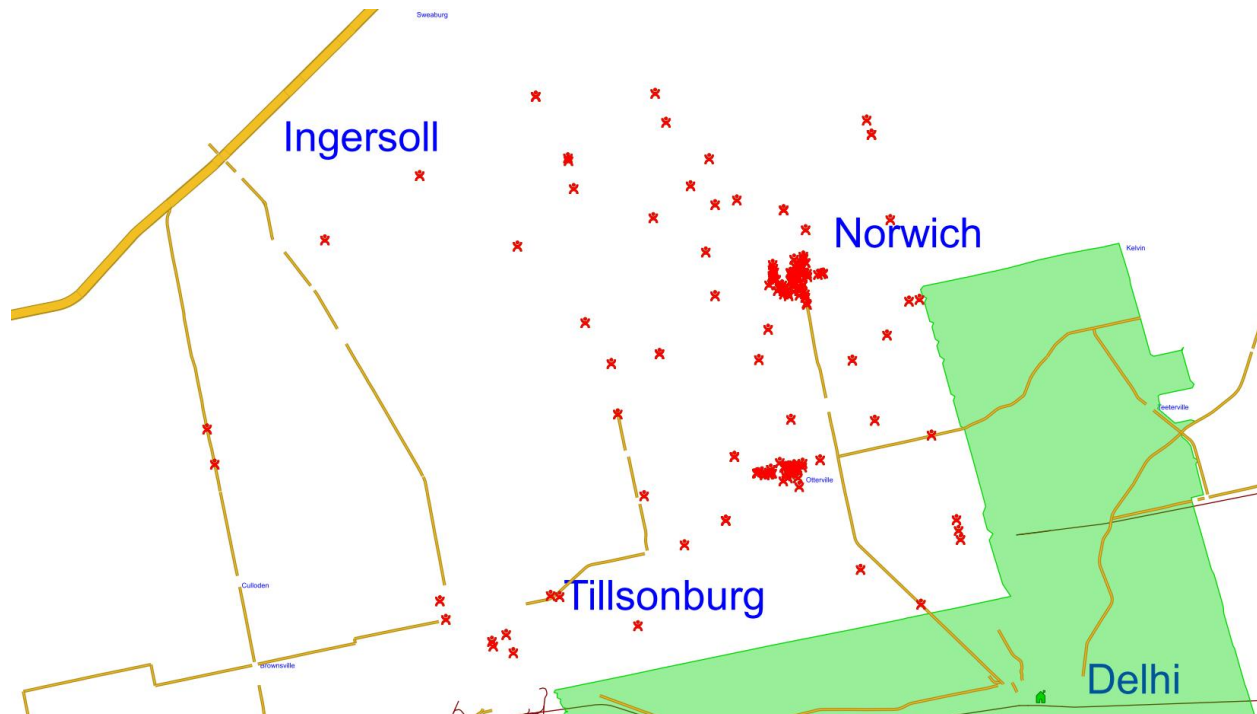
Due to the high reliance on transfers within our district, the exceptions listed above often result in longer ride times for students of the board and may place supervision pressures on schools supervising the transferring of bused students.

The above information is intended to bring to light exceptions to the normal routing and transportation practices of STSBHN. By clarifying and building the expectations of the Board into the route planning software, STSBHN can provide clarity to the schools, parents and students of the board as to what services will be made available in the coming school year.

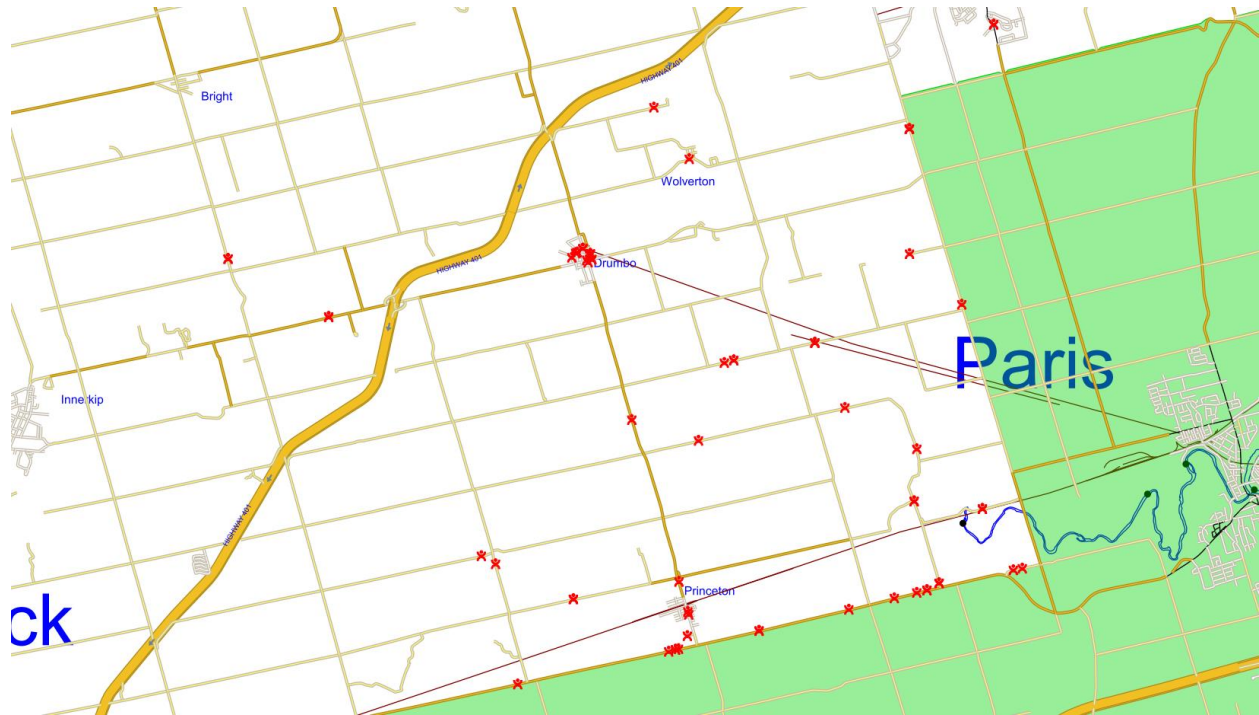
Respectfully Submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

Appendix #1 – CSS students in MCK catchmentAppendix #2 – RHS students in ONE catchment

Appendix #3 – Out of Boundary Students to HOUAppendix #4 – OOD DDS students

Appendix #5 – OOD PDH students





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Student Transportation Services of Brant Haldimand Norfolk – Annual Report**
DATE: March 4, 2019

<p>Recommended Action: It was Moved by _____, Seconded by _____ THAT the Grand Erie District School Board receive the Student Transportation Services of Brant Haldimand Norfolk – Annual Report as information.</p>

Rationale:

The Student Transportation Services of Brant Haldimand Norfolk (STSBHN) Board of Directors is established as a standing committee of the Board. Its stated purpose and responsibility is to develop protocols for the transportation consortia, review current policies and practices; and make recommendations to all three Boards for policies, procedures and areas for improved efficiency.

The annual report of the consortia is attached for review by the Board.

Respectfully submitted

Rafal Wyszynski,
Superintendent of Business & Treasurer

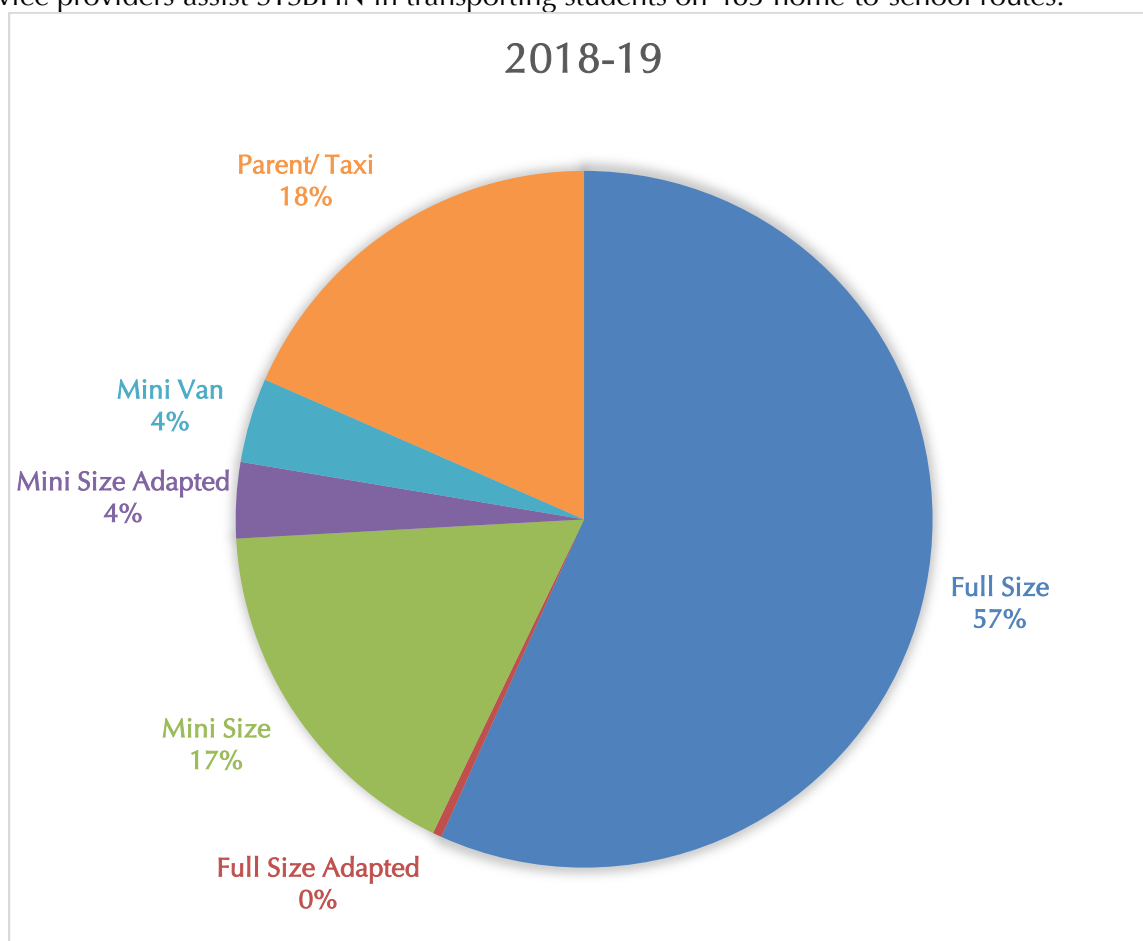


2018-19 Transportation Solution (as of January 31, 2019)

Route and Vehicle Statistics

Service Providers and Vehicles

STSBHN currently utilizes a total of fifteen (15) for-profit service providers, including three (3) school bus companies, Sharp, First Student and Langs as well as twelve (12) taxi companies, in addition to a number of parents and guardians who are reimbursed for services provided. Combined, these service providers assist STSBHN in transporting students on 483 home-to-school routes.



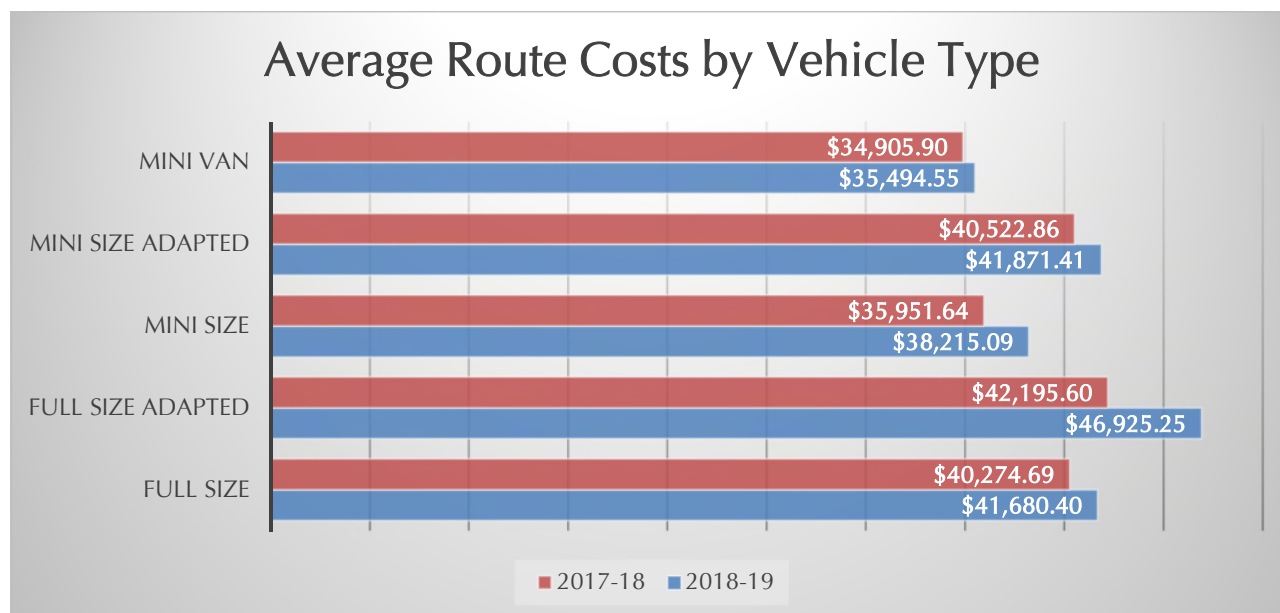
Route info	2017-18	2018-19	Var from Prev
Full Size	269	274	5
Full Size Adapted	2	2	0
Mini Size	78	82	4
Mini Size Adapted	17	17	0
Mini Van	21	19	-2
Parent/ Taxi	82	89	7

Vehicle Description:

- Full Size: Regular size bus- 70 passenger capacity
- Full Size Adapted: Regular size bus with accessible capability
- WC: Wheel chair accessible bus- capacity varies
- Mini Size: Mini Bus- 20 passenger capacity
- Mini Van: Mini Van – 6 passenger capacity
- Parent/Car: Auto/ Taxi – 4-6 passenger capacity

Route Costs

The contract cost of operating each of the vehicle classes increased year-over-year based on the rates stipulated in the operator agreement. The average cost by vehicle type is illustrated below and shows that all vehicle classes experienced a year-over-year increase. These increases were mainly driven by annual increases stipulated in our contract in addition to the driver wage enhancement approved for the start of the current school year.

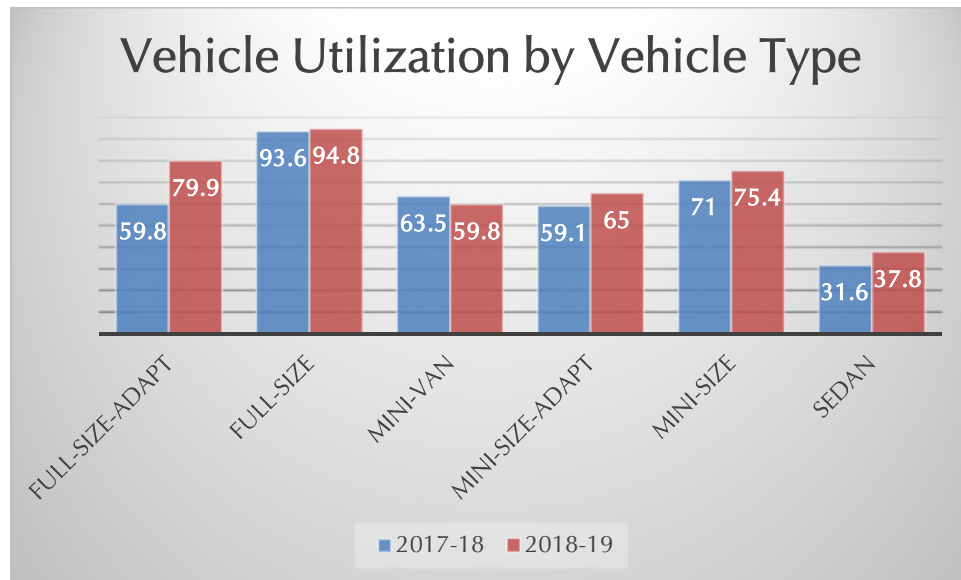


Rider's Aides

Another driver of costs to STSBHN and its member school boards is the number of operator provided rider's aides. Currently STSBHN has 17 individuals performing the role of rider's aide on a daily basis, 11 of whom are dedicated to GEDSB students. The average cost of a rider's aide is currently \$16,733.

Vehicle Utilization

STSBHN continues to achieve a high degree of utilization in their various vehicle types. A list of the utilizations, calculated as the maximum weighted load on the vehicle divided by its capacity, is listed below.



Student Data

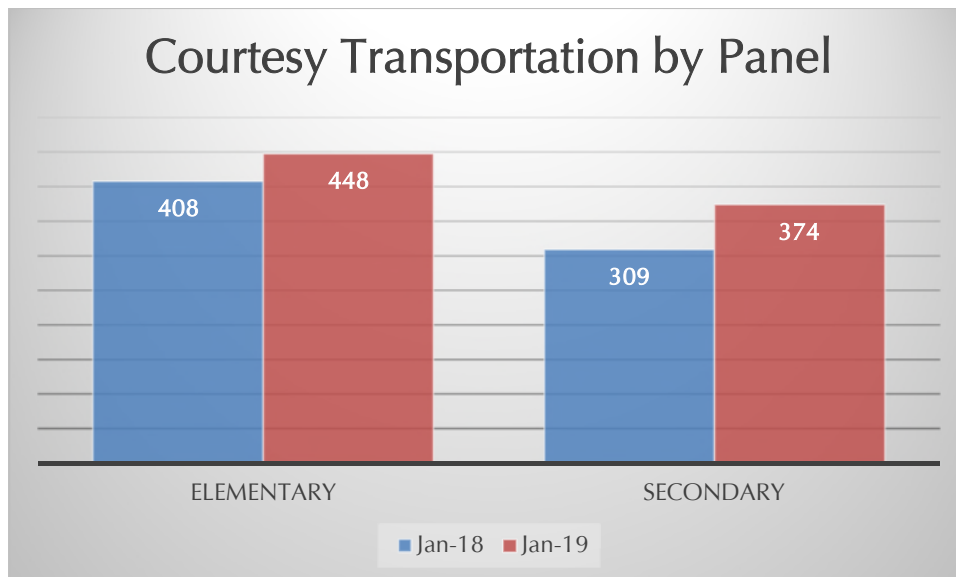
Staff of STSBHN tracks information relating to the student's address which assists staff in applying the policies and procedures as they relate to transportation services.

Eligibility	#	%	On a bus	% of eligible from "home"
Walkers	12,394	47%	629	5.1%
Bussed	10,035	38%	8,959	89.3%
Hazard	875	3%	668	76.3%
Out of Boundary	2,982	11%	908	30.4%
Out of District	221	1%	103	46.6%
Total:	26,507	100%		

Note: The Student Eligibility statistics listed above indicate the eligibility, based on the home residence, of all students contained in the database of STSBHN (not just those receiving transportation services). For students with custody arrangements, the above information is based on the first address entered in PowerSchool.

Courtesy Transportation

Courtesy transportation is a service offered to students of the board who are otherwise ineligible to receive services, due to their proximity to the school (live within the walking distance or live outside of the school's boundary). Courtesy seats are applied for annually and are provided when there is room on the bus and no additional costs is incurred by STSBHN. A full list of the process is outlined in STSBHN procedure 017.



Student Ride Times by Range

Component	0-15 min	16-30 min	31-45 min	46-60 min	61-75 min	>75 min
AM	4,852	3,499	2,100	666	164	17
PM	4,750	3,405	2,190	877	207	46
Total	9,602	6,904	4,290	1,543	371	63
Average	4,631	3,735	2,140	714	105	30
	40.8%	32.9%	18.8%	6.3%	0.9%	0.3%
2017-18 AVG	40.0%	34.0%	18.9%	5.7%	1.1%	0.3%

Consortium Update

Board of Directors Goals and Objectives: STSBHN is continually striving towards completing the stated short-term goals and objectives which are established annually by the Board of Directors. The current goals and objectives, as well as their status are:

Goal Type	Stated Goal/ Objective	Status
Contracts and Agreements	Review current contract and develop a new competitive procurement document	In progress
Routing and Technology	Launch and review the results of a bus and student tracking technology	In progress
Communication and Customer Service	Review and implement recommendations that apply to STSBHN from the Ombudsman's report	Completed

STSBHN Internal Goals and Objectives: STSBHN annually sets its own operational goals and objectives in August which it monitors throughout the school year. These items are reviewed/discussed at every monthly staff meeting. The current goals and objectives, as well as their current status, are:

Goal Type	Stated Goal/ Objective	Anticipated Completion Date	<u>Actual</u> Completion Date
Communication and Customer Service	Have each transportation officer participate in at least 1 kindergarten orientation day event	27-Jun-19	In progress
Safety	Encourage at least 50% of elementary schools, who have transportation into their sites, to participate in the First Ride Program	27-Jun-19	In progress
Daily Operations	Create and implement a "must be met" tag program for students not in kindergarten	31-Aug-19	In progress
Communication and Customer Service	double the number of sites in Haldimand and Norfolk who are participating in the Patroller Programs	27-Jun-19	In progress
Daily Operations	All staff to attend at least 1 professional development activity outside of the office	31-Aug-19	In progress

STSBHN Going Forward

Contracts: STSBHN is currently in the second of a three-year contract extension with our bus operators. As the current home-to-school agreement will end as of August 31, 2020, a new competitive document is currently being developed for a scheduled release during the 2019-2020 school year. STSBHN is in the process of updating the current operator agreement to ensure that it will meet the current and future needs of the school boards that they serve.

Technology: STSBHN is currently in the process of migrating their route planning software database and associated web portal to a cloud hosted solution by the software vendor. The hosted solution will:

- allow for STSBHN staff to remotely access the route planning software,
- provide multiple redundancy and balancing technology to minimize any website/ portal outages, as well as allow for the delays and cancellations app to be made available to our district's students and parents

Safety: STSBHN has a renewed focus on growing the CAA's bus and foot patroller programs offered by the Brantford Police Service and the Brant County OPP at the Children's Safety Village located on Elgin St. STSBHN has assigned staff to engage and nurture our current pilot sites in Haldimand and Norfolk and to promote the safety initiative to grow the number of schools participating in the coming school year. There have been a number of schools who have already expressed interest and we look forward to bringing them on board in September when training occurs.

In addition to the annual school bus evacuation training services which take place at each of our elementary schools annually, STSBHN is working with Intertrain, the Ontario Education Competitive Marketplace successful vendor, to provide panel specific training to 50% of our elementary schools on an annual basis. This training is being funded by the Ministry of Education, via the transportation GSN.

Starting this spring, STSBHN is pleased to offer complimentary First Ride Programs to all of our elementary schools. First Ride programs are designed to make the transition into our schools as smooth as possible and give students, and their parents, the ability to learn about bus safety and take a ride on the bus- together.

Community Engagement: STSBHN is currently involved in two applications with community partners:

1. Ontario Active School Travel grant: This grant was applied for to help support the non-transported students in our district. Two grant submissions were made, one with the County of Brant and the other with the City of Brantford with the application totaling \$120,000. The grant money would be used to hire a staff member to co-ordinate the implementation of active travel plans in a pair of pilot sites (Cobblestone/ Sacred Heart and Walter Gretzky/ St Basil). We expect to hear back about our grant application in the next few months; and
2. Children and Youth-In-Care grant: STSBHN applied for this grant to support the transportation needs of students who have been taken into care but would remain best served, from an education standpoint, by remaining at their home school. STSBHN and GEDSB have applied for a grant amount of \$26,143 to fund the cost of providing services that would otherwise not be provided based on board and consortium policies/procedures. We anticipate to hear back about our grant application within the month.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: David Abbey, Superintendent of Education
RE: **Information Technology Annual Update**
DATE: March 4, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Information Technology Annual Update as information.</p>

Background

The mission of Information Technology Services (ITS) is to provide and maintain a state of the art, reliable and cost-effective technology environment in order to support learning in the classroom, optimize the administrative functions of the Board and, ultimately, improve student achievement at Grand Erie District School Board, in alignment with the Board's Multi-Year Plan.

Additional Information

Currently, ITS is providing a report on major initiatives and accomplishments of the current school year, as well as ongoing challenges, and future plans for 2019-2020.

ITS strives to develop and deliver new technology solutions, as well as streamline and enhance the delivery of support for that technology, in all areas of the Grand Erie District School Board. Recent and ongoing initiatives continue to have a positive effect on many areas within the Board including classroom learning, communications, data analysis and ministry reporting, staffing, health and safety, forecasting and planning, and transportation.

ITS Milestones 2018/2019

In the 2018 calendar year the Help Desk, School Technician and Network Admin staff closed **13,636** service tickets.

School Server Decommissioning

School server decommissioning was completed by moving all the student H:\drives into cloud storage of Office 365. The elementary school servers have been removed from all schools and secondary school servers have been repurposed as IT distribution points for software deployment of computer images.

Disaster Recovery Site

The build of the Disaster Recovery (DR) Data Center has been completed. All computer equipment required for the DR site has been installed and is operational. We have used the DR site on several occasions to run the Board/School Websites and the Staff Portal to allow these sites to remain active during scheduled shutdowns at the TRC and in a recent event of losing our Bell Internet Services at the TRC.

Encryption of more devices

Superintendents, Principals, Spec Ed and PSSP staff have now had their laptops enabled with encryption for security and privacy purposes.

On-Line Student Registration

The On-line Student Registration for primary students was started in January of 2019. This feature allows parents to complete a paperless registration process of their children. The system will also result in school clerical staff not having to type in the student information manually from paper registration forms into the PowerSchool Student Information System.

PowerSchool Parent Portal

Within our PowerSchool Student Information System is a module called PowerSchool Parent Portal. This module allows parents of Grand Erie Students the ability to create an account to login into PowerSchool to see information about their children (absence, school news, marks). We have also created a link in this portal to Brightspace (D2L) the learning management system (LMS). We have started the pilot of the Parent Portal at Boston Public School.

Mapleview School

ITS completed the installation of all school required technology (i.e. Projectors, Access Points, Switches, Laptop and Desktop Computers, Phone Sets) for the school opening.

Kindergarten Classrooms

ITS completed the install of new projectors and Apple TV's as required to support iPad project from the Education Technology team.

Ontario Education Services Corporation (OESC) Incident Tracking

Currently we are working with Safe Schools to pilot the OESC Incident tracking application at several of our schools with a board wide deployment scheduled for later in the year.

Walsh Elementary School

The installation of high speed fiber internet connection was completed at Walsh Public School, replacing a slow wireless connection.

Teeterville Elementary School

The installation of high speed fiber internet connection was completed at Teeterville Elementary School, replacing a slow wireless connection.

Lite to PowerSchool Integration

As outlined in the 2017/18 Technology Annual Operating plan. The Lite to PowerSchool integration was completed, allowing Special Education information to flow seamlessly from our Lite Special Education system into PowerSchool. This removes the manual entry of Special Education data from one system to another.

Ed Tech Website

Framework for Education Technology website was built host information and training documents. Training videos housed on the website were extensively used for report card training and support.

ITS Initiatives for 2019/2020**Phone Controller Replacement**

Each school now has a 12-year-old phone controller in place to support phone sets. These phone controllers are at end of life and have been failing with increasing frequency over the last 18 months resulting in some schools being without phone service for 2 or 3 days. With the rollout of a high-speed network across Grand Erie, one central phone controller to support all schools and offices is a more sustainable model for phone services than the current 75 phone controllers. ITS will be issuing a RFP for a Phone Controller solution and selecting and working with a vendor to start the process to install a more robust phone system for Grand Erie.

Document Management System

One of the recommendations of the 2017 Privacy Assessment is to install a Document Management System to act as a repository for electronic documents thus replacing paper-based filing cabinets and banker's boxes in long term archival storage. A Document Management System offers a more secure way to store files and allow documents to be backed up mitigating a potential loss of information as a result of a flood or fire at a paper storage site. The Human Resource department has been selected as the first department to pilot this process. The ITS Manager will work with the HR Manager to review current HR business processes and document requirements as they work together to implement the Document Management System.

IBM Review

Work with IBM team to review and recommend best practices for hardware acquisition for teacher and classroom devices.

CareerLink Website

The CareerLink Website can now be moved from the hosted Blueprint Servers to TRC Hosted Servers saving annual licensing costs.

HR/Payroll (IPPS) Upgrade

Initiated version upgraded initiated the past fall will be for the HR/Payroll application.

Draft a new Enrolment Management Policy

In response to recent recommendation by PriceWaterhouseCoopers (PWC) audit of Enrolment management IT is working with Business services to create and document Enrolment Management Processes across departments in Grand Erie.

Continue Disaster Recovery Testing

Continue to test all applications identified as required, to ensure each application can be moved over and restarted at our Disaster Recovery Site.

Outdoor Access Point Pilot

We are testing outdoor access points at some schools to allow Wi-Fi coverage in the outdoor spaces surrounding the schools. This will allow staff access to Grand Erie applications while on duty (Bus Pickup, Playground) in outdoor spaces. Will also aid in the documentation of learning for students working outside with technology.

Central Software Solution for School TV's

Reviewing options to install a central solution to network TV's now found in most school front office spaces. Software would allow school staff an easy way to present messaging on TV monitors. This software will also allow centralized messaging from the Communications department.

Budget Implications

Proposed expenditures for the 2019-2020 ITS initiatives will be communicated through the Budget Process.

Next Steps

Information regarding ongoing ITS initiatives will be shared with school administrators and other stakeholders through various venues such as Director's Meetings, Family of Schools Meetings, and other user-based forums for feedback and discussion. Updates specific to the Technology Annual Operating Plan and the Board's Multiyear plan will be reported on schedule.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

David Abbey
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 4 – Board and Committee of the Board Meeting Agendas**
DATE: March 4, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 4 – Board and Committee of the Board Meeting Agendas.</p>

Background

Bylaw 4 – Board and Committee of the Board Meeting Agendas was approved in March 2015 and has been identified for review.

Based on the comments received, draft revisions to the Bylaw have been made for Trustee consideration.

Comments Received

1. Comment: The only concern I have is the 48 hours for both trustees/sr staff and being posted on the website. The system of 2 pm for Trustees and Friday morning works well and is followed 99.99% of the time. A couple of times over the years having the lead time has caught a couple of issues that might not have gone so well. What I am saying, I think as long as there is lead time between trustees getting the package and it going public is prudent.

Response: A proposed revision has been made for Trustee consideration.

Next Steps

Bylaw 4 – Board and Committee of the Board Meeting Agendas will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL4

Board and Committees of the Board Meeting Agendas

Board Received: _____ Review Date: _____

1. Agendas

Board agendas shall be established by the Chairs' Committee in consultation with the Secretary of the Board (or designate).

2. Delivery to Trustees

- a) The agenda and material for all Board and Committee of the Whole Board meetings shall be made available to all trustees and supervisory officers a minimum of ~~forty-eight~~twenty-four (48~~24~~) hours prior to the ~~meeting date~~ public posting.
- b) The agenda and material for all statutory, standing, ad hoc and/or special committee meetings will be forwarded to the members of each committee a minimum of forty-eight (48) hours prior to the meeting date, when possible.
- c) Placing a "laydown" report at a Committee of the Whole or Board meeting is generally discouraged except in unavoidable or extenuating circumstances.

3. Availability to Schools, Presidents of Employee Groups, Media, School Council Advisory Committees, Home and School, and Community Stakeholders.

- a) The agenda and materials for all Board and Committee of the Whole Board meetings shall be made available on the Grand Erie District School Board's website (www.granderie.ca) a minimum of forty-eight (48) hours prior to the meeting date.
- b) Copies of the agenda and materials will be made available at the meeting.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 16 – Suspension, Revision or Repeal of any Bylaw, Policy or Procedure**
DATE: March 4, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Bylaw 16 – Suspension, Revision or Repeal of any Bylaw, Policy, Procedure or Protocol.**

Background

Bylaw 16 – Suspension, Revision or Repeal of any Bylaw, Policy or Procedures was approved in March 2015 and has been identified for review.

Based on the comments received, draft revisions to the Bylaw have been made for Trustee consideration.

Comments Received

1. Comment: #1 Never know the board to specify a length of time when we suspend a bylaw
Response: Removed
2. Comment: #3 think either full title of Director or take off reference to secretary
Response: reference to secretary removed
3. Comment: Recent revisions to Bylaw 9 have added the addition of Protocols – should this Bylaw also reference Protocols?
Response: Protocols have been added to the title of the Bylaw and within the Bylaw as appropriate.

Next Steps

Bylaw 16 – Suspension, Revision or Repeal of any Bylaw, Policy, Procedure or Protocol will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL16

Suspension, Revision or Repeal of any Bylaw, Policy, ~~or~~ Procedure or Protocol

Board Received: _____ Review Date: _____

1. Temporary Suspension

Any of the Board's Bylaws, Policies or Procedures may be temporarily suspended by motion that receives an affirmative vote of two-thirds of the Board members present. ~~A motion for temporary suspension of a specific Bylaw, Policy or Procedure must specify the length of time.~~

2. Notice to Revise or Repeal By-Law or Policy

Two weeks' notice must be given of any motion to revise any Bylaw or Policy of the Board.

3. Revisions to Conform to Local, Provincial, and Federal Laws

The Director of Education ~~and Secretary~~ shall make revisions to conform to local, provincial, and federal laws and, when necessary, to Bylaws, Policies, ~~and~~ Procedures and Protocols, and present such changes to the Board for confirmation.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: **FT6 – Student Transportation**
 DATE: March 4, 2019

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward **Policy FT6 – Student Transportation** to all appropriate stakeholders for comments to be received by **April 26, 2019**.

Background

Policy FT6 – Student Transportation was approved by the Board in February 2015 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
 Superintendent of Business & Treasurer



Student Transportation

Board Received: February 23, 2015 Review Date: March 2019

Policy Statement

As a participating member of the local transportation consortium, Student Transportation Services Brant Haldimand Norfolk (STSBHN), Grand Erie District School Board provides transportation to pupils of the board who meet the home to school distances below and to students where transportation is warranted, due to one or more factors, such as traffic hazards, which may include for physical, mental or emotional reasons, areas which prohibit safe pedestrian travel or for reasons for accommodation for special needs, and as determined by Board motion or procedures.

The Grand Erie District School Board acknowledges that there are specific or exceptional situations that warrant consideration of requests for transportation for students who are not otherwise eligible

Accountability

1. Frequency of Reports – As needed
- ~~2. Severity Threshold – As needed~~
- ~~3.2.~~ Criteria for Success
 - Effective, efficient transportation service provision
 - Clear guidelines for transportation
 - Cost-effectiveness improved
 - Special Requests are considered and accommodated where possible

1.0 Transportation Eligibility

- 1.1. For those students who reside within their registered school's catchment, the Grand Erie District School Board will provide transportation:
 - 1.1.1. to rural students;
 - 1.1.2. to elementary school students in defined urban areas where the distance from home to designated school exceeds 1.6 kilometers;
 - 1.1.3. to secondary school students in defined urban areas where the distance from home to designated school exceeds 3.2 kilometers; and
 - 1.1.4. to other students who may qualify under Courtesy Student Transportation.
- 1.2. JK – Grade 12 students who are eligible to receive transportation may be required to walk up to 0.8 km to reach their assigned bus stop location. The distance is calculated based on the shortest distance on a safe walking route, between the student's primary address and the bus stop.
- 1.3. The proposed distances above are maximum distances. Every effort will be made to minimize the distance from a student's primary address to the bus stop.
- 1.4. Child Care - Transportation to and from a child care location will be provided if:
 - 1.4.1. the student's home address entitles them to transportation;
 - 1.4.2. the alternate address is within the catchment area of the school which the student is eligible to attend (based on their home address); and

- 1.4.3. the alternate address is ~~beyond the walking distance of~~ entitled to receive transportation services from the home school which the student is registered to attend.
- 1.5. Joint Custody - Transportation to and from a second home address, where family shares custody of a student, will be assessed on its own eligibility merit based on the parameters stated above and provided if warranted.
 - 1.5.1. It is the sole responsibility of the parent/ guardian to ensure that the student receiving transportation is aware of which bus they are to take on which days/ weeks
 - 1.5.2. Other than joint custody situations, transportation arrangements must follow a regular five (5) day schedule
- 2.0 **Courtesy Transportation:**
 - 2.1. ~~General Requests:~~ Courtesy seats are made available if there is space on an existing bus route. Courtesy seats are administered through an application process.
 - ~~2.1.1. Recognizing that there are specific or exceptional situations that need to be examined on an individual basis, requests for courtesy seats will only be granted for the benefit of the student, must not result in a longer bus trip, and must not create precedent or penalize students who are already entitled to transportation.~~
 - ~~2.1.2.~~ 2.1.1. Requests must be made annually through ~~Student Transportation Services Brant Haldimand Norfolk (STSBHN) following~~ STSBHN Procedure #017.
 - 2.2. A courtesy seat may be granted if ~~all~~ both of the following conditions are met:
 - 2.2.1. A seat is available on the bus.
 - 2.2.2. No additional costs to the run/route are incurred by having the student ride on the bus.
 - 2.3. Assignment of courtesy seats will follow a two stage process.
 - ~~2.3.1.~~ **Stage 1:** Courtesy applications will be accepted, for the next school year, beginning in May. Applications received between May 1st and July 31st from June to August. Applications received between June 1st and July 31st and will be evaluated against the list of priorities as listed above noted below in section 2.3.3. Applications received between August 1 and August 31st will be reviewed and applied, where possible, on a first come, first serve basis. Stage 1 applications will be reviewed by STBSHN staff and assigned to buses for the start of the school year, where space permits.
 - ~~2.3.1.~~
 - 2.3.2. **Stage 2:** Courtesy applications that are received in September will be stored and evaluated against the list of priorities for applications beginning on October 1st. Courtesy applications that are received between October 1st and May 31st will be reviewed in a timely fashion by STSBHN staff. Please note that although applications will be accepted and every effort will be made to review all courtesy applications as soon as possible, application(s) may not be reviewed during the month of September due to the high volume of work associated with the start of the school year. Courtesy applications that are received between August 1st and April 30th will be reviewed on a first come, first serve basis.

- 2.3.3. School principals will assist STSBHN to assign any available seats to non-eligible riders, who have submitted an Application for courtesy transportation, based on the following criteria:
 - 2.3.3.1. grade level (first priority to JK/SK students),
 - 2.3.3.2. distance from school (farthest to closest),
 - 2.3.3.3. program needs of the student,
 - 2.3.3.4. family circumstance, or
 - 2.3.3.5. needs other defined school priorities
- 2.4. Requests made to STSBHN for changes made on a temporary basis or for a limited time, such as: switching buses to visit friends, go to a job, attending a birthday party, or go to a babysitter's house shall not be approved.
- 2.5. During the school year, courtesy transportation may be withdrawn at any time for any of the following conditions:
 - 2.5.1. seating is required for eligible students;
 - 2.5.2. altering the route is necessary; or
 - 2.5.3. student behaviour is unacceptable.
- 2.6. Transportation may be granted for co-op students if the above courtesy transportation criteria are met. As with all schedules, the pickup and drop-off locations must be regular and consistent.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT7 – Inclement Weather**
DATE: March 4, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy FT7 – Inclement Weather Transportation** to all appropriate stakeholders for comments to be received by April 26, 2019.

Background

Policy FT7 – Inclement Weather was approved by the Board in February 2015 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Inclement Weather

Board Received: February 23, 2015 Review Date: March 2019

Policy Statement

The health and safety of all students and employees of the Grand Erie District School Board is a priority at all times. Therefore, inclement weather may occasionally result in the delay or cancellation of transportation services or the early dismissal of schools.

Accountability

1. Frequency of Reports – As needed
- ~~2. Severity Threshold – As needed (Major accident, student injury/death, Lost instructional days beyond 5)~~
- ~~3.2.~~ Criteria for Success
 - Safety issues addressed
 - Clear guidelines for transportation
 - Continued cost-effectiveness
 - Customer satisfaction enhanced
 - Clear communication present

A. Procedures for Cancellation of Transportation Service

To minimize the disruption of service and possible danger on such days, the following procedures will apply.

1. Safety

- a) Since determining “safety” under adverse weather conditions is difficult and at times subjective, principals will inform parents/guardians by letter, by the end of October, that it is the parent’s/guardian’s responsibility at all times to decide whether or not it is safe for their children to attend school, as they would at any other time.
- b) The decision to cancel transportation services shall be made prior to 6:30 a.m., broadcast subscribed notification email, on local radio and television station(s) and posted on the Board website (granderie.ca) and social media **by 6:30 a.m. where possible.**
- ~~c) Delaying transportation shall be for two hours with a follow up message by the end of the first hour of delay over the radio and television stating whether buses will be running or cancelled. Such notice will also be posted on the Board website (granderie.ca), subscribed notification email and social media.~~

2. School Zones

- a) Weather conditions may require that transportation services be cancelled in specific zones. . For the purpose of inclement weather decisions, the Board shall be divided into 4 zones. The 4 zones include: Norfolk County (Zone 1), Haldimand County (Zone 2), County of Brant (Zone 3) and the City of Brantford (Zone 4). There will be four (4) zones comprised of the municipalities of Brant County, City of Brantford, Haldimand County, and Norfolk County. The letter to parents/guardians will inform them of the zone number and name that they are in. The cancelled zone name(s) will be broadcast on the local radio, television station(s), and posted on the Board’s website. School names will not be announced. The weather may cause more than one zone to be affected.

- b) The zone numbers and names with the school names are listed in Appendix 'A'. The Appendix can be updated may periodically to align with school openings, closing or zone modifications.

3. Early Dismissal for Inclement Weather

- a) Early dismissal will occur only in extreme circumstances. The decision to have students transported home early will be made by 12:00 noon and the information shall be broadcast over local radio and television station(s) and posted on the Board website (granderie.ca).
- b) When it is necessary to dismiss early, parents/guardians (or alternate emergency contacts) of students in grades JK to 8 and parents/guardians (or alternate emergency contacts) of Secondary students under 18 years of age will be contacted, unless the school has previously made alternate arrangements with parents/guardians. If no contact can be made before buses leave, students will remain at school until parents have been contacted and they have made arrangements to pick up their children. Adequate staff will remain at school to provide supervision. Elementary schools will be responsible for developing an appropriate process for early dismissal.

4. Cancellation or Alteration of Transportation Services

- ~~4.~~
a) ~~Student Transportation Services Brant Haldimand Norfolk (STSBHN) Manager shall gather information on road and weather conditions from various sources and contacts and discuss conditions with the Superintendent of Business. The decision to cancel services will be made by the Superintendent of Business and the STSBHN Manager.~~

a) The decision to cancel ~~or alter~~ transportation will be made when:

- i. The forecasted road conditions during the travel time when students are on board are believed to not allow for the safe provision of services.
- ii. Visibility is anticipated to be significantly impacted during the travel time when students are on board.
- iii. The outdoor air temperature, without wind-chill, is at or below -30 degrees centigrade, as of 5:00 AM, on the Environment Canada website in:
 - Simcoe, ON for Zone 1
 - Haldimand County, ON for Zone 2
 - Brantford, ON for Zones 3 and 4
- iv. The Environment Canada Wind Chill Chart, as of 5:45AM on the Environment Canada website, indicates a high risk of frostbite to occur in 10 minutes or less in:
 - Simcoe, ON for Zone 1
 - Haldimand County, ON for Zone 2
 - Brantford, ON for Zones 3 and 4

~~b) The decision to cancel~~ services shall be broadcast on local radio and television station(s) and posted on the Board website (www.granderie.ca)

~~b) When buses are delayed due to fog, schools will be open.~~

c) When transportation is cancelled (by zone), the following shall apply:

- ~~c)~~
 - i) All schools and facilities within the identified zone(s) will be closed to students and staff.
 - ii) All training sessions within the jurisdiction of the Board will be cancelled.

- iii) If a bus travels through other inclement weather zones during the normal course of its route to take students to school, the bus route will not operate on inclement weather bus cancellation days. Transportation shall not be supplied for students attending schools outside the zone. If buses are cancelled only for a specific zone(s), anyone living in one of the cancelled zones would not have Board provided transportation, even if the school they attend is in a different zone and is open.
- iv) Students living in a zone where transportation has not been cancelled will not be transported into a zone where transportation has been cancelled.
- v) When morning transportation has been cancelled, all transportation shall be considered ~~vi)~~cancelled for the day.

~~e)d)~~ STSBHN will make its own assessment of travel conditions for routes that travel outside of the Boards area into neighbouring jurisdictions (i.e. Oxford County) and communicate any cancellations for these routes. The decision to cancel transportation by an adjacent board does not pertain to Grand Erie District School Board routes.

B. Procedures for Board Employees

1. When school transportation is cancelled (by zone), the facilities within the designated zone(s) will be closed to students and staff.
2. When transportation is not cancelled within the zone in which an employee works, the following shall apply:
 - a) An employee is expected to make reasonable efforts to reach their normal place of employment, using safety and common sense as the guiding criteria.
 - b) If an employee is unable to reach their normal place of employment, a Leave of Absence request for 'Hazardous Weather', with an explanation must be submitted to ~~the Director of Education or designate, for consideration~~ your supervisor.
3. All personnel that work the afternoon/night shift shall call into the Facility Services office at least two hours prior to the start of their shift to obtain direction on reporting to work.
4. All employees are required to listen to the radio or check the Board's website for cancellation information.
5. Long-term occasional teachers will not attend closed schools (but will be paid according to the per diem rate)
6. When transportation is cancelled in any of the four zones, all scheduled training sessions for staff will be cancelled for the entire system.

APPENDIX A

ZONES	SCHOOL	
ZONE 1 Norfolk County	Boston PS Bloomsburg Courtland Delhi PS Elgin Avenue Houghton Lakewood Langton Lynndale Heights Port Rowan Teeterville	Walsh Waterford Public School West Lynn Delhi District SS GELA—Simcoe Simcoe Composite SS Sprucedale SS Valley Heights SS Waterford District HS Norfolk School Support Centre
ZONE 2 Haldimand County	Anna Melick Caledonia Centennial Fairview Avenue Grandview Central Hagersville ES Jarvis PS J.L. Mitchener Oneida Central Rainham Central River Heights	Seneca Central Thompson Creek Walpole North Cayuga SS Dunnville SS GELA—Dunnville Hagersville SS McKinnon Park SS Haldimand School Support Centre
ZONE 3 Brant County	Burford District ES Cobblestone ES Glen Morris Mt. Pleasant North Ward	Oakland Scotland Paris Central St. George German Onondaga Brant Paris District HS
ZONE 4 Brantford	Agnes Hodge Banbury Heights Bellview Branlyn Community Brier Park Cedarland Centennial Grand Woodlands Central Dufferin Echo Place Ecole Fairview Graham Bell Victoria Grandview Greenbrier James Hillier Joseph Brant Learning Centre King George	Lansdowne Costain Major Ballachey Prince Charles Princess Elizabeth Russell Reid Ryerson Heights Woodman Cainsville Walter—Gretzky Elementary Brantford CI&VS GELA—City Centre GELA—Rawdon St./F.C. Bodley Pauline Johnson CVS North Park CVS Tollgate Tech. SC Teacher—Resource Centre Education Centre

APPENDIX A

GRAND ERIE DISTRICT SCHOOL BOARD INCLEMENT WEATHER ZONES			
Zone 1 – Norfolk County	Zone 2 – Haldimand County	Zone 3 – Brant County	Zone 4 – City of Brantford
Elementary Schools	Elementary Schools	Elementary Schools	Elementary Schools
Bloomsburg Public School	Caledonia Centennial Public School	Burford District Elementary School	Agnes G. Hodge Public School
Boston Public School	Hagersville Elementary School	Cobblestone Elementary School	Banbury Heights School
Courtland Public School	J.L. Mitchener Public School	Glen Morris Central Public School	Bellview Public School
Delhi Public School	Jarvis Public School	Mt. Pleasant School	Branlyn Community School
Elgin Avenue Public School	Mapleview Elementary School	North Ward School	Brier Park Public School
Houghton Public School	Oneida Central Public School	Oakland-Scotland Public School	Cedarland Public School
Lakewood Elementary School	Rainham Central School	Onondaga-Brant Public School	Centennial-Grand Woodlands School
Langton School	River Heights School	Paris Central Public School	Central Public School
Lynndale Heights Public School	Seneca Central Public School	St. George-German Public School	Echo Place School
Port Rowan Public School	Thompson Creek Elementary School		École Confédération
Teeterville Public School	Walpole North Elementary School		École Dufferin
Walsh Public School			Graham Bell-Victoria Public School
Waterford Public School			Grandview Public School
West Lynn Public School			Greenbrier Public School
			James Hillier Public School
			King George School
			Lansdowne-Costain Public School
			Major Ballachey Public School
			Prince Charles Public School
			Princess Elizabeth Public School
			Russell Reid Public School
			Ryerson Heights Elementary School
			Walter Gretzky Elementary
			Woodman-Cainsville School
Secondary Schools	Secondary Schools	Secondary Schools	Secondary Schools
Delhi District Secondary School	Cayuga Secondary School	Paris District High School	Brantford Collegiate Institute & Vocational School
GELA – Simcoe	Dunnville Secondary School		GELA – City Centre
Simcoe Composite School	Hagersville Secondary School		GELA – Rawdon Street
Valley Heights Secondary School	McKinnon Park Secondary School		North Park Collegiate & Vocational School
Waterford District High School			Pauline Johnson Collegiate & Vocational School
			Tollgate Technological Skills Centre
Board Facility Sites	Board Facility Sites		Board Facility Sites
Norfolk School Support Centre	Haldimand School Support Centre		Education Centre
			Facility Services
			Joseph Brant Learning Centre
			Teacher Resource Centre



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO7 – Student Expulsions**
DATE: March 4, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy SO7 - Student Expulsions** to all appropriate stakeholders for comments to be received by **April 26, 2019**.

Background

Policy SO7 – Student Expulsions was approved by the Board in February 2015 and had been identified for review in March 2019.

Additional Information

Ontario's *Cannabis Act (2017)* required revisions to SO7 to reflect an additional reason for expulsion from school: supplying cannabis to a minor. A suspension/expulsion working group recommended additional revisions to SO7 that coincided with the introduction of the Cannabis Act.

Consequently, significant changes to SO7 were approved by Trustees in August 2018.

The revised policy is attached for circulation to stakeholders for comment.

Next Steps

This policy will be circulated for stakeholder input in accordance with Board Bylaw BL9.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



Student Expulsions

Board Received: February 23, 2015 Review Date: March 2019

Policy Statement

The Grand Erie District School Board will create a safe, caring, and accepting school environment by supporting the use of positive practices, as well as consequences for inappropriate behaviour, including progressive discipline, which includes expulsion where necessary. In the interest of equity, supports will be considered in assisting attendance at meetings related to expulsion.

Accountability

1. Frequency of Reports - Annual
2. Criteria for Success
 - Enhanced student safety
 - Increased opportunity for student to continue their education
 - Improved student performance

Procedures

The purpose of this section of the document is to provide an outline of the procedures related to the expulsion of a pupil or the appeal of an expulsion. The policies and procedures of the Board have been created in accordance with the Education Act, the Education Amendment Act (Progressive Discipline and School Safety) 2007, and the Regulations.

- For the purposes of this Policy, “adult pupil” refers to a student who has reached the age of 18, or has withdrawn from parental control at age 16 or 17.

Circumstances in Which a Principal Must Suspend a Pupil for 20 Days Pending Expulsion

Subject to mitigating factors and reasonable grounds to believe that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, the Principal will suspend the pupil for:

1. Possessing a weapon* or replica, including a firearm;
2. Using a weapon* or replica to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or illegal/restricted drugs;
6. Committing robbery;
7. Giving alcohol or cannabis to a minor;

8. Bullying if,
 - i. The pupil has previously been suspended for engaging in bullying, AND
 - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
9. Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
 - i. The pupil has previously been suspended for this behaviour, AND
 - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person;
10. ~~A~~ Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities.
11. 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 another person ~~other person(s)~~ in the school or Board.

The Principal will also contact the police, consistent with the Grand Erie Police ~~Police and Board~~ Protocol, if the suspected infraction requires such contact. The Principal will consult with the Family of Schools Superintendent of Education and Superintendent responsible for Safe Schools. Any police investigation will be conducted separately from the principal's investigation.

*A weapon is defined by the Criminal Code as "anything used or intended for use in causing death or injury to persons whether designed for such purpose or not; or anything used or intended for use for the purpose of threatening or intimidating any person." A weapon will also be defined as anything deemed by the Principal/designate to be dangerous or a threat to others. In incidents involving weapons, the weapons should be confiscated if the confiscation can be carried out safely. Weapons offences, including the threat to use a weapon, must be reported to the police. If the police attend, seized weapons must be turned over to the attending officer.

Factors to Consider Before Deciding to Impose a Suspension Pending Expulsion

When deciding whether or not to impose a suspension pending expulsion, the Principal will make every effort to consult with the pupil, and the pupil's parent/guardian, or with an adult pupil, to identify whether any mitigating factors might apply in the circumstances.

Mitigating Factors

The mitigating factors to be considered by a principal before deciding whether to recommend an expulsion are:

1. The pupil does not have the ability to control their ~~his or her~~ behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of their ~~his or her~~ behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

The following factors shall also be taken into account when considering suspension pending expulsion:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of ~~their~~ ~~his or her~~ race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension would affect the pupil's ongoing education. ~~2~~
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
 - a. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - b. whether appropriate individualized accommodation has been provided, and
 - c. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

If a pupil does not have the ability to control ~~their~~ ~~his or her~~ behaviour and does not understand the foreseeable consequences of ~~their~~ ~~his/her~~ behaviour, ~~ur~~, alternative discipline and/or other interventions ~~s~~ may be considered by the Principal.

If the pupil poses an unacceptable risk to the safety of others in the school, the Principal will consult with the Family of Schools Superintendent of Education regarding appropriate accommodations and/or strategies that might be instituted to ensure pupil and staff safety.

Suspension Pending Recommendation for Expulsion

If the pupil is to be suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be suspended for (20) twenty school days. The Principal must assign the pupil to a program for suspended pupils during this time.

Procedural Steps When Imposing a Suspension Pending Expulsion

When imposing a suspension, the Principal is required to effect the following procedural steps:

1. Within 24 hours of the decision, the Principal must make all reasonable efforts to inform the adult pupil, or the parent/guardian.
2. The Principal must inform the pupil's teacher(s) of the suspension.
3. The Principal must provide written notice of the suspension to the adult pupil or the pupil's parent/guardian and pupil, and the Family of Schools Superintendent of Education. The written notice of suspension will include:
 - a. the reason for suspension;
 - b. the duration of the suspension;
 - c. information about the program for suspended pupils;
 - d. information about the investigation the Principal is conducting to determine whether to recommend expulsion; and
 - e. a statement that there is no immediate right to appeal the suspension.
4. Every effort should be made to include the school work with the letter of suspension. ~~to the adult pupil or the parent/guardian of a pupil under 18 if the letter is provided to the pupil to take home.~~ If it is not possible to provide the letter because the pupil and/or ~~their~~ ~~his/her~~ parent/guardian is not available, the letter should be mailed, couriered, faxed or e-mailed to

the home address that day and school work should be made available for pick-up from the school the following school day.

- a. If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - b. If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
5. Where the incident is a serious violent incident, such as possession of weapons, physical assault causing serious bodily harm, sexual assault, robbery, extortion or hate-motivated violence, consideration must be given to filing a Violent Incident Form in the pupil's Ontario Student Record.

Long-Term Suspension Program

Where a pupil has been suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be assigned to a program for students on long-term suspension.

A pupil cannot be compelled to participate in a long-term suspension program. Should the adult pupil or the pupil's parent/guardian choose not to have the pupil participate in the program, the pupil will be provided with school work consistent with ~~their~~ ~~his/her~~ program.

This school work will be available at the school for pick-up during the suspension period beginning the school day after the adult pupil or the parent/guardian refuses to participate in a long-term suspension program.

A Student Action Plan (SAP) will be developed for every pupil who agrees to participate in a program. Agreement or refusal to participate in a long-term suspension program may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the pupil or ~~their~~ ~~his/her~~ parent/guardian declines the offer, the principal shall record the date and time of such refusal.

Planning Meeting

For pupils who choose to participate in a program for students on long-term suspension, the Principal of the school and the Grand Erie Safe Schools Team (GESST) will hold a planning meeting for the purpose of developing the SAP.

The adult pupil or the pupil's parent/guardian and pupil (where appropriate) and the GESST, as well as any appropriate teaching and support staff, will be invited to participate in the planning meeting.

~~The Principal will strive to schedule a planning meeting to occur within three (3) school days of being informed that the pupil will participate in a program.~~

If the adult pupil or the parent/guardian is not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.

During the planning meeting, the principal or designate will review the issues to be addressed in the pupil's SAP.

Student Action Plan (SAP)

A pupil will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP.

1. The SAP will be developed under the direction of the Principal of the school with assistance from the Grand Erie Safe Schools Team.
2. The Principal will make every effort to complete the SAP within five (5) school days of ~~the issuing of a~~ being informed that the pupil will participate in a program for students on long-term suspension.
3. This timeline will be communicated to the adult pupil or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.
4. Once completed, the SAP will be shared with the adult pupil or the parent/guardian and pupil, and all necessary staff, to facilitate implementation.
5. A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.
6. The SAP will identify:
 - a. the incident for which the pupil was suspended;
 - b. the progressive discipline steps taken prior to the suspension, if any;
 - c. any alternative discipline measures imposed in addition to the suspension;
 - d. any other disciplinary issues regarding the pupil that have been identified by the school;
 - e. any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
 - f. any program(s) or service(s) that might be provided to address those learning or other needs;
 - g. the academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
 - h. where the pupil has an IEP, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
 - i. the non-academic program and services to be provided to the pupil, during the suspension, and details regarding how that non-academic program and those services will be accessed; and
 - j. the measurable goals the pupil will be striving to achieve during the period of suspension.

Principal's Investigation

The Principal will conduct an investigation promptly after issuing the suspension pending expulsion to determine whether to recommend to the Student Discipline Committee that the pupil be expelled. As part of the investigation, the Principal will consult with the Family of Schools Superintendent of Education and the Superintendent responsible for Safe Schools regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity, ~~as well~~ as the substantive decision whether or not to recommend that the pupil be expelled. Should the decision be made to refer the pupil to the Student Discipline Committee with a recommendation for expulsion, the pupil must be referred to and dealt with by the Committee within twenty (20) school days from the date of suspension.

As part of the investigation, the principal will:

1. make all reasonable efforts to speak with ~~the adult pupil or the pupil's parent/guardian and~~ the pupil and the parent (unless the student has withdrawn from parental control);
2. include interviews with witnesses who the principal determines can contribute relevant information to the investigation;
3. make every reasonable effort to interview any witnesses suggested by the pupil, ~~or the~~ pupil's parent/guardian; and

4. consider the mitigating and other factors, ~~when determining whether to recommend to the Student Discipline Committee that the pupil be expelled.~~

Decision Not to Recommend Expulsion

Following the investigation and consideration of the mitigating and other factors, if the Principal decides not to recommend ~~to the Student Discipline Committee~~ that the pupil be expelled, the Principal must:

1. consider whether alternative discipline is appropriate in the circumstances;
2. uphold the suspension and its duration;
3. uphold the suspension and shorten its duration and amend the record accordingly; or
4. withdraw the suspension and expunge the record.

If the Principal has decided not to recommend an expulsion of the pupil, the principal will provide written notice of this decision to the adult pupil or the parent/guardian and pupil. The notice shall include:

1. a statement of the Principal's decision not to recommend expulsion to the Student Discipline Committee; and
2. a statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn.
3. If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Student Discipline Committee, including:
 - a. a copy of the Board policy regarding suspension appeals (SO6 – Student Suspensions);
 - b. contact information for the Superintendent responsible for Safe Schools;
 - c. a statement that written notice of an intention to appeal must be given within ten (10) school days following receipt by the party of notice of the decision not to recommend expulsion; or
 - d. If the length of the suspension has been shortened, notice that the appeal is based on the shortened length of the suspension.

Recommendation to the Board for an Expulsion Hearing

If a Principal, in consultation with the Superintendent responsible for Safe Schools, determines that a referral for expulsion is warranted, the hearing must occur ~~Principal must refer the recommendation for expulsion to the~~

~~Student Discipline Committee to be heard and dealt with~~ within 20 school days from the date the Principal suspended the pupil, unless the parties to the expulsion hearing agree upon a later date.

For the purposes of the expulsion proceeding, the Principal will:

1. Prior to the hearing, prepare a report to be submitted to the Director of Education and provide the report to the adult pupil or the parent/guardian of a pupil under 18. The report will include:
 - a. a summary of the findings the Principal made in the investigation;
 - b. an analysis of which, if any, mitigating or other factors might be applicable;
 - c. a recommendation of whether the expulsion should be from the school or from the Board; and
 - d. a recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.

2. Provide written notice of the expulsion hearing to the adult pupil or the parent/guardian and pupil. The notice shall include:
 - a. a statement that the pupil is being referred to the Student Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
 - b. a copy of the Board's Policy governing the hearing before the Student Discipline Committee;
 - c. a copy of the Board Code of Conduct, school Code of Conduct, and Suspension/Expulsion pamphlet;
 - d. a copy of the suspension letter;
 - e. a statement that the pupil and/or ~~their~~ ~~his or her~~ parent/guardian has the right to respond to the principal's report in writing;
 - f. information about the procedures and possible outcomes of the expulsion hearing, including that:
 - i. if the Student Discipline Committee does not expel the pupil, they will either confirm, confirm and shorten, or withdraw the suspension;
 - ii. parties have the right to make submissions with respect to the suspension;
 - iii. any decision with respect to the suspension is final and cannot be appealed;
 - iv. if the pupil is expelled from the school, ~~they~~ ~~he or she~~ must be assigned to a Board program or another school.
 - v. if the pupil is expelled from the Board, ~~they~~ ~~he or she~~ will be assigned to a program for expelled pupils;
 - vi. if the pupil is expelled, there is a right of appeal to the Child and Family Services Review Board.
 - g. the name and contact information for the Superintendent responsible for Safe Schools.

The Superintendent responsible for Safe Schools will:

1. Advise the Director of Education of the general details of the incident, including actions taken or pending.
2. Ensure a meeting occurs with ~~a~~ an adult pupil, or a pupil's parent/guardian and the pupil, and the principal.
 - a. At the meeting, the Superintendent responsible for Safe Schools will review the Student Discipline Committee process for expulsion hearings, as well as respond to any questions or concerns the pupil or the pupil's parent/guardian may have regarding the process or incident; and
 - b. If a meeting is arranged, during the meeting the Superintendent responsible for Safe Schools may assist to narrow the issues and identify agreed upon facts.
 - c. At the Pre-Hearing Meeting, the Superintendent of Education responsible for Safe Schools will inform the adult student or parent/guardian of the option of completing Minutes of Settlement, in lieu of attendance at the expulsion hearing. It must be clear to the adult student or parent/guardian that Minutes of Settlement document does not stay an expulsion hearing, nor affect the decision of the Student Discipline Committee.

With the assistance of the Superintendent responsible for Safe Schools, the Director of Education will:

1. Prepare a package of documents for the Student Discipline Committee, which will include at least the following components:
 - a. a copy of the principal's report;
 - b. a copy of the original suspension letter and the notice of expulsion sent to the adult pupil or parent/guardian; and
 - c. a report containing a recommendation.
 - d. The Minutes of Settlement, if the adult student or parent/guardian has chosen this option

2. Ensure the adult pupil or parent/guardian is informed of the date and location of the expulsion hearing, and provided with a copy of the Expulsion Hearing Rules, and a copy of the documentation that will be presented to the Student Discipline Committee.
3. Ensure that the item is placed on the Student Discipline Committee agenda.

Hearing before the Student Discipline Committee

Members of the Student Discipline Committee are Trustees appointed by the elected Board of Trustees

Resource staff to the Student Discipline Committee are the Director of Education and the Superintendent responsible for Safe Schools.

If the Principal recommends expulsion, the Student Discipline Committee shall hold a hearing. See Appendix A.

The hearing will be conducted in accordance with Bylaw 8 and the Guidelines for Expulsion Hearings, as follows:

1. The Student Discipline Committee shall consider oral and written submissions from the school principal, pupil and parent/guardian, or adult pupil. Minutes of Settlement may function in the place of oral and written submissions.
2. The Student Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion.
3. The Student Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn.
4. ~~Such other matters as~~ I the Student Discipline Committee shall considers such other matters as appropriate.

In determining whether to impose an expulsion, the Student Discipline Committee shall consider the following factors:

1. The submissions and views of the parties.
2. Any written response to the principal's report provided before the completion of the hearing;
3. Minutes of Settlement; and
4. Such matters as the Student Discipline Committee considers appropriate.

Where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Student Discipline Committee may request further evidence as set out in the Expulsion Hearing Rules, subject to the requirement that the hearing take place within 20 school days, or the Student Discipline Committee may assess the evidence and determine whether, on a balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.

No Expulsion

If the Student Discipline Committee decides not to expel the pupil, the Committee shall take the submissions of the parties into account, including mitigating and other factors, in determining whether to:

1. consider ~~whether~~ alternative discipline ~~is appropriate in the circumstances~~;
2. uphold the suspension and its duration;
3. uphold the suspension and shorten its duration and amend the record accordingly; or

4. quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record.
5. make such other orders as the Student Discipline Committee considers appropriate.

The Director of Education will give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension.

The Student Discipline Committee's decision with respect to the suspension is final.

Expulsion

In the event the Student Discipline Committee decides to impose an expulsion on the pupil, the Committee must decide whether to impose a Board expulsion or a school expulsion. In determining the type of the expulsion, the Student Discipline Committee shall consider any mitigating and other factors.

Where the Student Discipline Committee decides to impose a school expulsion, the student will be assigned to a Board program or another school.

Where the Student Discipline Committee decides to impose an expulsion from all Board schools, the Committee must assign the pupil to a program for expelled pupils.

The Director of Education will promptly provide written notice of the decision to expel. The written notice shall include:

1. the reason for the expulsion;
2. a statement indicating whether the expulsion is a school expulsion or a Board expulsion;
3. information about the school or program to which the pupil has been assigned; and
4. information about the right to appeal the expulsion, including the steps to be taken.

Once the Superintendent responsible for Safe Schools has received notice that a pupil has been expelled, s/he must direct the GESST to ~~create~~ enact ~~athe~~ SAP created for the expelled student. ~~in a manner consistent with the Board's policy and procedures for programs for expelled pupils.~~

An expelled pupil is a pupil of the Board, even when attending a program for expelled pupils at another school board, unless the pupil registers at another school board.

Appeal of Board Decision to Expel

The adult pupil or the pupil's parent/guardian may appeal a Student Discipline Committee's decision to expel the pupil to the Child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of school Board decisions to expel pupils.

The decision of the Child and Family Services Review Board is final.

Re-entry Requirements Following an Expulsion

A pupil who is subject to a Board expulsion is entitled to re-admission to a school of the Board once they s/he have ~~has~~ successfully completed a program for expelled pupils and have ~~has~~ satisfied the objectives required for completion of the program, as determined by the Superintendent responsible for Safe Schools.

Under the direction of the Superintendent responsible for Safe Schools, the Grand Erie Safe Schools Team will determine the most appropriate school setting for admission.

1. The Safe Schools Team will consider whether return to school will have a negative impact on the school climate, including on any victims, where applicable.
2. The pupil will be required to demonstrate that ~~they~~ ~~he/she~~ ~~have~~ ~~has~~ learned from the incident and ~~have~~ ~~has~~ sought counselling, where appropriate.
3. The Safe Schools Team may determine that a different school ~~than the one from which the pupil was expelled~~ is a more appropriate placement for the pupil.



**GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION PENDING EXPULSION**

A. STUDENT INFORMATION

NAME:	D.O.B.: (YY/MM/DD)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code/ Lot/ Con.)	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this expulsion is made in accordance with Section 310 of the *Education Amendment Act*. This notice is to inform you that _____ *Student Name* _____ has been suspended from _____ *Name of School* _____ for the following reason:

- ☐ Possessing a weapon or replica, including a firearm;
- ☐ Using a weapon or replica 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;
- ☐ Giving alcohol or cannabis to a minor;
- ☐ Bullying if,
 - i. The pupil has previously been suspended for engaging in bullying, AND
 - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- ☐ Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
 - i. The pupil has previously been suspended for this behaviour, AND
 - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person;
- ☐ Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or any school related activities.
- ☐ 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.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Length of Suspension: 20 Days PENDING EXPULSION
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_____ *Student Name* has been suspended from _____ *Name of School* and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. The *Education Act* (Section 310) and Board Policy S07 require that a principal immediately suspend a student where the principal believes that the student may have committed an infraction for which the student may be expelled. Based on the information which has come to my attention, it is my belief that _____ *Student's Name* may have committed the infraction indicated above.

I will be conducting a Principal's Investigation into this matter to review the allegations against Student's Name
As part of this process, I will want to speak with you and Student's Name to review the allegations.

Student's Name is suspended pending the outcome of my investigation into this matter. You will soon receive further written notification of my decision whether to refer this matter to the Student Disciplinary Committee of the Grand Erie District School Board.

Should you wish to discuss this suspension pending expulsion, contact myself or the Superintendent responsible for Safe Schools, 349 Erie Avenue Brantford, ON N3T 5V1. Please be aware that a review of this suspension pending expulsion does not stay the suspension. Information regarding an alternative suspension program is available from the school principal. We encourage students to make use of this opportunity to continue their education during the suspension period.

Sincerely,

Principal's Signature _____

APPENDIX A

**GRAND ERIE DISTRICT SCHOOL BOARD
EXPULSION HEARING PROCESS****1.0 PRE-HEARING PROCEDURES****1.1 Notice of Hearing and Pre-Hearing Conference:**

Following the completion of a Principal Investigation when a school principal has made the decision to recommend a student for an expulsion hearing, the school principal will inform the student and/or student guardian in writing of the recommendation to expel and of a pre-hearing conference to be conducted by the Superintendent responsible for Safe Schools.

1.2 Pre-Hearing Conference

A Pre-Hearing Conference will be convened by the Superintendent responsible for Safe Schools with the student and/or parent/guardian of the student who has been recommended for expulsion. At this meeting the Superintendent will explain the process of the expulsion hearing and advise the party of the following:

An oral or written outline of the parties' positions on the recommendation to expel. (In the case of the Principal, the Principal's Investigation will set this out.);

Copies of any documents which the party proposes to give to the Committee at the hearing;

If the party proposes to call witnesses, a list of the witnesses whom the party intends to call at the hearing and a brief outline of what the witness(s) will say; and

Decision as to whether the party be represented by an advocate or lawyer.

1.3 Minutes of Settlement

During the Pre-Hearing Conference, the Superintendent of Education responsible for Safe Schools will inform the parent/guardian or adult student of the option of completing Minutes of Settlement (Appendix B). This option does not affect the decision of the Student Discipline Committee, but offers the opportunity for the parents/guardians or adult student to participate in the expulsion hearing without the obligation to attend the hearing.

2.0 CONDUCT OF THE HEARING**2.1 Time Limits for Presentations at Hearing**

The maximum time allotted for each hearing will be one hour. Where either or both parties persuade the Committee that additional time is reasonably required in order to have a fair opportunity to present ~~their~~ ~~his/her/their cases~~ in the particular circumstances, the Committee may extend the time lines for the presentation.

2.2 Order of Presentation

The Principal will proceed to make ~~their~~ ~~his/her~~ presentation first, commencing with an opening statement and a presentation of the results of the "Principal Investigation". This may include any witnesses or videotaped evidence. The Student/Parent will then be given an opportunity to make an opening statement and presentation which also includes calling witnesses or videotaped evidence. At this point the Hearing Committee can ask questions or

clarifications of either party. Finally, the parties will be asked to leave the room and will be called back when a decision is reached.

2.3 Maintenance of Order of Hearing

The Committee has the power under the Statutory Powers Procedure Act to make orders or to give directions at a hearing as it considers necessary for the maintenance of order at the hearing. Should any person disobey or fail to comply with any such order or direction, the Committee or a member may call for the removal of that person from the hearing.

2.4 Failure of Party to Attend Hearing After Due Notice

Where notice of a hearing has been given to a party to the hearing in accordance with this procedure, and that party fails to attend the hearing, the Expulsion Committee may proceed in the absence of the party.

In the case of an absent parent/guardian or adult pupil, a Minutes of Settlement document could have been submitted.

2.5 Notice of Decision to Expel

In the event the Committee decides to expel the student, the Director of Education shall ensure that a written notice of the expulsion is given promptly to the adult student, or to the parent/guardian.

2.6 Decision That Discipline Other Than Expulsion Is Appropriate

When the Committee decides that an expulsion should be not be imposed in the circumstances, the Committee may consider whether alternative discipline is appropriate in the circumstances. Where the Committee decides that a suspension, including a reduced suspension, is appropriate and so directs, notice of the Committee's decision shall be provided to the student.

2.7 Reasons for Decision

The Committee is required to provide a notice setting out its decision. The *Statutory Powers Procedure Act* provides that if requested by either party, the Committee must provide a brief statement of the reasons for its decision.

APPENDIX B

MINUTES OF SETTLEMENT

IN THE MATTER OF Part XIII of the *Education Act*, as amended

AND IN THE MATTER OF the expulsion of the pupil, Student Name, DOB: mm-dd-yyyy
a student at School Name Grand Erie District School Board.

BETWEEN:

Principal Name, School Name

THE SCHOOL

- and -

Parent Name

PARENT/LEGAL GUARDIAN

- and -

Student Name

STUDENT

Minutes of Settlement

IN THE MATTER of the expulsion hearing with respect to Student Name scheduled to take place on Date of Hearing, pursuant to section 311.3 of the Education Act, R.S.O. 1990, c. E.2; The parties to these Minutes of Settlement consent to waive the minimum procedural requirements and rules pursuant to section 4 of the Statutory Powers Procedure Act, R.S.O. 1990, c. S.22;

The parties further consent to have this matter resolved by the Discipline Committee without attending a hearing;

The parties consent to have these Minutes of Settlement (the "Agreement") filed with the Student Discipline Committee of the Grand Erie District School Board and form part of its decision in this matter.

THE PARTIES AGREE AS FOLLOWS:

1. The parties agree to the decision of the Student Discipline Committee of the Grand Erie District School Board appointed under the Education Act, which may impose on Student Name an expulsion from all schools of the Board, therefore making Student Name eligible for Safe Schools, the program for expelled students.
2. The parties consent to the Student Discipline Committee considering the attached Schedule "A" (Summary of Principal's Investigation Recommending Expulsion) to decide whether to impose the expulsion.
- ~~3.~~
- ~~3.~~ Parent Name and Student Name (or Adult Pupil) acknowledge that they have had the terms of the agreement explained to them by Grand Erie District School Board personnel and were informed of their right to have their independent legal counsel review this matter
- ~~4. Parent Name and Student Name (or Adult Pupil) have reached this understanding and position voluntarily and will not make any claim or complaint through the Ontario Human Rights Commission.~~
- ~~5.~~~~4.~~ Parent Name and Student Name (or Adult Pupil) declare that they fully understand the terms of settlement contained in this document and further declare that they voluntarily accept the terms of settlement.
- ~~6.~~~~5.~~ The parties agree that this settlement is made without admission of liability on the part of School Name.
- ~~7.~~~~6.~~ This Agreement shall be binding upon the parties of Student Name and the School Name respectively.
- ~~8.~~~~7.~~ Parent Name and Student Name (or Adult Pupil) agree ~~that they have had an opportunity to obtain independent legal advice with respect to the details of the settlement and further agree that they signed the Agreement freely, voluntarily and without duress.~~
- ~~9.~~~~8.~~ This Agreement cancels and supersedes any prior understandings and agreements between the parties.

~~10.9.~~ This Agreement is governed by the laws of the Province of Ontario.

Signed on this ____ day of ____, 20____

School Name

Witness

~~Principal Name~~
Principal

Witness

~~Parent Name~~
Parent/Guardian

~~Student Name~~
Pupil

Witness

~~Adult Pupil Name~~
Adult Pupil



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR108 Police Record Checks for Employees**
DATE: March 4, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure HR108 – Police Record Checks for Employees to all appropriate stakeholders for comments to be received by April 26, 2019.</p>
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Background

Procedure HR108 – Police Record Checks for Employees was approved by the Board in June 2015 and due to changes in the process, this procedure is being brought forward out of cycle.

Additional Information

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

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



PROCEDURE

HR108

Police Record Checks for Employees

Board Received: June 22, 2015 Review Date: September 2019

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Policy is followed.
– Safety of students and employees

Procedures

The Grand Erie District School Board is in a position of trust with regard to its students, employees and resources. The Board has a duty to ensure that the environment is safe and secure. To that end, the Board requires Police Record Checks from new employees and may request a Police Record Check from an existing employee.

To ensure the safety of pupils, Ontario Regulation 521/01, as amended by Regulation 170/02 and Regulation 49/03, under the *Education Act*, was established.

Obtaining Police Record Checks is a precautionary measure designed to ascertain whether employees have a criminal history which could potentially make them unsuitable for certain positions of trust. Such checks assist the Board in attempting to ensure the safety and well-being of the students and staff.

1. Definitions

1.1 Police Record Check means a document concerning an individual which:

was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database and local police records pertaining to offence information including *Criminal Code* (Canada) convictions, summary convictions, outstanding warrants, charges and judicial orders, absolute and conditional discharges, non-conviction dispositions and, depending on the police service, information available from a local police agency's records management system and other systems/records where authorized.

1.2 Vulnerable Sector Check contains the above information as well as sexual offence convictions for which the individual has received a record suspension (formerly pardon) where authorized by the Minister of Public Safety and Emergency Preparedness.

1.3 An employee is an individual who agrees to work in a contract for services on a full-time, part-time or casual basis for the Grand Erie District School Board for a specified or indeterminate period of time. Salary or wages are paid to this employee and from this payment deductions are taken for Canada Pension Plan, Income Taxes, and Employment Insurance.

2. New Employees

- 2.1 The Board requires that all new employees over the age of ~~18~~ 25 submit to Human Resources Services, as a condition of employment, the original copy of a Police Record Check. For new employees over the age of 25, ~~the~~ Police Record Check must include vulnerable sector screening ~~for all new employees who~~ if the employee will be in positions of authority and trust relative to students and ~~who~~ will have regular and direct contact with students. Where new employees are ~~under~~ between the ages of 18 to 25 and/or are offered positions that do not meet this criteria, as determined by the Police Service, a Police Record Check without the vulnerable sector screening will be acceptable. The Police Check must be acceptable to the Board.
- 2.2 The Police Check must have been obtained for the purpose of employment with the Grand Erie District School Board.
- 2.3 Should an employee with a Police Record Check that does not include a vulnerable sector screening later assume a position with the Board that is a position of authority and trust and requires regular and direct contact with students, that employee shall obtain a Police Record Check that includes vulnerable sector screening, that is acceptable to the Board, and at their own cost, prior to being awarded the position.
- 2.4 All offers of employment with the Board shall be conditional upon the applicant supplying the required Police Record Check. The Board shall retain the original Police Record Check or a true copy taken from the original by the Board-designated contact. Prospective employees will be given notice that such a check is required.
- 2.5 Individuals who have left the employ of the Board and who return to employee status within one year are exempt from this procedure
- 2.6 A former employee who returns to the employment of the Board after one year of broken service will be considered a new employee for the purposes of this procedure.
- 2.7 Unless approved by the Superintendent of Education (Human Resources), or designate, the employee may not commence employment with the Board until the Police Record Check has been received by Human Resources Services and considered to be acceptable.

3. Adjudication

- 3.1 Subject to 3. below, the following offences, regardless of whether a pardon has been granted, are considered to compromise the safety and well-being of students, employees and volunteers:
- any sexual offence under the *Criminal Code*;
 - any violations under the *Controlled Drug and Substances Act*;
 - any criminal offence involving minors;
 - crimes of violence which include, but are not limited to threats, assaults, and use, possession or concealment of a weapon or imitation of a weapon;
 - propagation of hate literature or incitement to hatred;
 - possession, distribution or sale of any pornographic or violent material;
 - other offences specifically related to the job.

- 3.2 Human Resources Services will examine the Police Record Check. Where there is a concern, the information will be assessed by the Superintendent of Education (Human Resources), or designate. A meeting will be held with the prospective employee and the Superintendent of Education (Human Resources), or designate, before a final recommendation for employment is made.
- 3.3 Where evidence is received of a criminal conviction or other relevant conviction, the Superintendent of Education (Human Resources), or designate, will consider at least the following factors in determining an appropriate course of action:
- a. the length of time since the offence(s);
 - b. any involvement of children and/or sexual activity and/or violence and/or acts of dishonesty in the offence(s);
 - c. the employment history;
 - d. the employee's attitude towards the offence(s);
 - e. any treatment, counselling or other services received since the offence(s);
 - f. other steps taken to rehabilitate;
 - g. any likelihood the offence(s) will be repeated;
 - h. if alcohol or illegal drugs were a factor in the commission of the offence(s);
 - i. the degree of co-operation with the Board's investigation;
 - j. if the offence(s) is/are committed while employed by the Board;
 - k. if the employee is a teacher, the relevance of the offence(s) to teacher duties as set out in the *Education Act* and Regulations;
 - l. if the employee is not a teacher, the relevance of the offence(s) to employment duties; and
 - m. whether the offence(s) require(s) any action pursuant to *The Student Protection Act* (including notification to the Ontario College of Teachers)

The course of action may include disciplinary action up to and including dismissal, and/or withdrawal of offer, and shall be in compliance with other Board policies, collective agreements and legislation.

- 3.4 If the Board learns of pending charges or convictions under the *Criminal Code* or a related federal statute for which a pardon has been granted, and if the Board believes that the nature and circumstances of the pending charges or pardoned convictions pose a threat to students, staff or volunteers, the Board may revoke the offer of employment to the candidate without liability.

4. Emergency Provision

Only in an exceptional case will a person be permitted to commence employment with the Board before the Board has received the verification. In such a case, the candidate will be required to provide a completed Offence Declaration which may, at the Board's sole discretion, permit the candidate to commence employment prior to the submission of the Police Record Check. Before any such exception can be made, a binding agreement shall be entered into between the employee and the Board, ensuring that the Police Record Check will be provided without delay and in a timely manner. This agreement will preserve the Board's power to revoke the offer of employment, and dismiss the employee, should the Offence Declaration provided by the employee prove to be false or misleading in any respect.

5. Cost/Storage

All costs related to the Police Record Check will be the responsibility of the prospective employee.

Police Record Checks shall be filed in a confidential, safe and secure location in Human Resources Services.

6. Students Attending Facilities of Education and Colleges

While not employees of the Board, students from Faculties of Education, Universities and Colleges who report for practicum placements in Grand Erie District School Board schools, must have a Police Record Check completed that, where possible includes vulnerable sector screening.

Colleges and universities have informed their students of this requirement and students should have obtained a Police Record Check before their placement commences. Principals shall check the student's Police Record Check on the first day of their assignment in their school. It must be the original copy, include the vulnerable sector screening if the student is over the age of 25, and have an issue date within one year. Principals are to make a photocopy of the original, date stamp it with the date it was viewed, record that the original copy was seen, initial it and file it in a confidential locked cabinet. The original copy of the Police Record Check is to be returned to the student.

7. Community College Employees Instructing Dual Credit Courses

While not employees of the Board, employees of Community Colleges who co-instruct dual credit courses in Grand Erie District School Board schools must have a Police Record Check completed on an annual basis that includes vulnerable sector screening. The original copy of the Police Check must be submitted to the College prior to the commencement of their assignment. The College contact is responsible for adjudication and storage.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **FT116 – Building Security and Access**
DATE: March 4, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure FT116 – Building Security and Access to all appropriate stakeholders for comments to be received by April 26, 2019.</p>
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Background

Procedure FT116 – Building Security and Access was approved by the Board in November 2016 but has been taken out of cycle to improve the operationalization of the policy.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



PROCEDURE

FT116

Building Security and Access

Board Received: November 28, 2016 Review Date: December 2020

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Elimination of lost electronic cards and keys
– Board buildings are properly secured by community users and by staff working after hours

Procedures

1.0 Access to Board Buildings

1.1 Distribution of Electronic Access Cards

- a) The Board shall provide an electronic access/photo ID card and, if applicable, a security access code at no cost to:
 - trustees, principals, teachers, head secretaries and other school staff, as approved by the principal/building manager; administrative staff Appendix C will be required to be completed upon pick up of new electronic access/photo ID card.
- b) Upon approval by senior administration and the completion of Appendix A including a refundable deposit of \$20.00, the Board may elect to provide an electronic access card and, if applicable, a security access code to:
 - i) approved community users who have obtained permits through the Board's policy FT4 – Use of School Facilities
 - ii) approved community service providersPartners....
- c) With the completion of Appendix B plus a refundable deposit of up to \$50.00, the Board shall provide electronic access photo ID card and, if applicable, a security access code to Board contractors as approved by the Manager or Divisional Managers of Facility Services.

Facility Services will keep records of all users and access codes.

1.2 Distribution of Master Keys

- a) Master Access Key – Site Specific (metal) – distributed to the Principal, Vice-Principal and Head Custodial staff for each building
- b) Master Access Key – System (metal) – distributed to Director of Education, Supervisory Officers, Manager of Facility Services, maintenance and operations supervisory personnel and the Fire Department in each of the municipalities.
- c) Master Access/photo ID Cards – System (electronic) – distributed to Director of Education, Supervisory Officers, Manager of Facility Services, Divisional Managers of Facility Services, Facility Supervisory staff – Custodial and Maintenance, other Maintenance and Information Technology staff assigned to system duties.
- d) Appendix C will be required to be completed upon pick up of new keys.

2.0 Access to Board Buildings

2.1 Electronic Access Doors

Each school is equipped with at least one electronic access door; school administrators will be permitted to have a second electronic access door, only if physically feasible, and will be required to pay for it with school funds

2.2 Manual Lock Doors

Each school is equipped with one exterior door only which can be opened with a metal key in the case of emergency

3.0 After-Hours Access

3.1 Disarming and Arming the Security System

3.1.1 All staff, permit holders and contractors must be aware of and determine the status of the security system upon entering and before leaving Board buildings. The first person in the building after 6:00 am on a school day or anytime on non-school days must disarm the security system using the code assigned to him/her when the electronic access card was issued

3.1.2 The last person to exit the building must rearm the security system using the code assigned to him/her when the electronic access card was issued

~~3.1.3 Staff who anticipate working past 11:30 p.m. may request an extension to the alarm setting by contacting Facility Services before the end of the business day; final determination is at the discretion of Manager of Facility Services.~~

~~3.1.4~~ 3.1.3 Staff are not permitted after-hours access for personal use and are not to permit entry to family members and friends; all personal use of Board facilities ~~is~~ must be secured via a by means of a Board permit issued by ~~rentals services~~ Community Use of Schools.

~~3.1.5~~ 3.1.4 Staff access/photo ID Cards are to be used ONLY by the employee that they belong to, Cards ARE NOT to be shared or given to any other person for access to a Board building. Failure to abide by this can results in disciplinary action

3.1.5 Security arming codes are CONFIDENTIAL and must only be used by the person the code is provided to, Codes ARE NOT to be shared with anyone. Failure to abide by this can results in disciplinary action

3.2 Security Provider Charges

The security system automatically checks during the evening and night to ensure the building is armed; if the signal indicates an unarmed building, it will be auto-armed and security personnel are dispatched to investigate to ensure that there are no persons in distress in the building. The Board sustains a cost each time the security provider is required to attend the site to check the building or arm the system in the event it was not armed by the last person to leave the building

- permit holders, community partners and/or contractors will be billed directly for the cost incurred
- school accounts will be charged for staff infractions
- habitual negligence to arm the building will result in termination of access rights

4.0 Damaged Cards and Keys and Lost Cards and Keys

Electronic access card, electronic access/photo ID card, master access key (metal), Master access card (electronic) are the property of the Grand Erie District School Board and are not to be tampered with, defaced, damaged or exposed to theft or loss. Do not write your access code on the electronic card or leave it where it can be found.

4.1 Damaged Electronic Access Cards

- a) cards damaged from normal wear and tear will be replaced at no charge to staff
- b) cards exposed to excessive or chronic damage, will result in a replacement charge to staff
- c) cards ~~wilfully~~willfully damaged will result in a replacement charge to the staff member ~~or~~permit holder, contractor or community partners

4.2 Lost Electronic Access Cards

Staff members ~~and~~permit holders, contractors and community partners are required to notify Facility Services as soon as they realize their Electronic Access Card is missing

4.3 Lost Master Access Cards and Keys

- a) Staff who are assigned Master Access Key or Cards are required to notify Facility Services in the event that their Cards or Keys are missing. Serious consequences can result from this loss and Board facilities must be secured against loss or damage
- b) Replacement keys (electronic or metal) will be reissued one time only at a replacement charge of \$50.00; further loss will result in termination of access

4.4 Damages and Theft to Board Buildings and Property

Electronic access is tracked by the Board's security provider and damage to or theft from Board buildings which occurs during access by a staff member ~~or~~permit holder, contractor or community partner may be billed to that person(s).

4.5 Replacement Fees

- a) Electronic Access Card – damaged
 - no charge first time
 - chronic damage will result in damage replacement charge of \$15.00
 - chronic damage may result in termination of access rights
- b) Electronic Access Card – damaged (~~wilfully~~willfully)
 - \$15.00 first time
 - termination of access rights for subsequent damage
- c) Electronic Access/photo ID Card – lost by staff
 - \$15.00 first loss
 - incremental increases of \$5.00 for each successive loss
 - frequent loss of electronic access cards may result in termination of access.
- d) Electronic Access Card – lost by permit holder or contractor.
 - loss of \$20.00 deposit
 - frequent loss of electronic access cards will result in termination of access
- e) Master Access Card (electronic) – lost
 - \$50.00; more than once will result in termination of access
- f) Master Access Key (metal) – lost
 - \$50.00; more than once will result in termination of access
- g) Failure of staff to surrender electronic access/photo ID cards, master access key cards when required will result in a \$15.00 fee levied to the staff member or charged to the school account (\$50.00 for Master Key Cards)
- h) Electronic Access Cards issued to Contractors are to be returned immediately upon completion of the assigned work. Should access devices not be returned as required, electronic access will be disabled and the appropriate fee as set out in
- i) above may be assessed and deducted from the contractor's final invoice at the ~~direction~~discretion of the Manager of Facility Services.

5.0 Deactivation of Electronic Access Keys may occur due to the following reasons

- a) School Principal may choose to limit access to the building
- b) During major projects which may involve, e.g., asbestos removal, stripping & waxing floors
- c) Security and operational concerns, including loss of key, card, code
- d) Summer Use by Partners - The use of school facilities for municipal partners shall be granted where possible. Great effort will be given in planning summer operations and maintenance activities. Facility ~~services~~ Services will continue to work or relocate the permit to a suitable similar location.

~~Municipal partners are encouraged to submit their choice of rental dates by no later than May 15 of each year in order that we can coordinate maintenance and operations activities.~~

- e) Summer Access for Staff - Educational Staff are given restricted summer access to schools. Their electronic keys are deactivated during this period.

Summer access for Educational Staff will be limited to a two-week period consisting of the first week of July and the last one week of August in order to provide time for facilities staff to properly clean and maintain school buildings.

In the event that educational staff require entry that can only be scheduled during the period of restricted access, staff must arrange for access through their principal (if available) or by contacting the Division Manager of Operations and Health and Safety or by calling Facility ~~S~~ervices help desk at 281282 with at least 24 hours advance notice.

When access is approved we will arrange for a facility team member to meet the staff member at the school for entry at a prearranged time and at the front door.

Special consideration can also be given for teacher training that would require access during the restricted period.

The request must first be approved by the Family of Schools Superintendent in consultation with the Manager of Facilities or Division Manager of Operations & Health and Safety.

The school administrator shall be solely responsible for staff entering the school building during this time period. Any costs incurred by the Board for responding to secure school buildings after work hours will be billed back to the school.

6.0 Surrendering Electronic Access Cards

6.1 All Electronic Access Keys Cards, Photo ID Cards and access codes are required to be returned under the following conditions:

- a) Staff who retire, resign or have their employment terminated are required to surrender the electronic access card and access code to their site supervisor who will return them to Facility Services. Access codes are not to be reassigned to new staff by the site supervisor.
- b) Permit holders and contractors whose allotted time has expired are to surrender Electronic Access Keys Cards and access codes to:

Facility Services ~~Secretary~~ Clerk

Facility Services Building / 349 Erie Avenue, Brantford / 519-756-6301 or

Toll Free 1-888-548-8878

- 6.2 Failure to surrender electronic access cards when required will result in a \$15.00 fee charge to staff members (\$50.00 for Master Key Cards), or relinquishment of the \$20.00 refundable deposit for permit holders.

7.0 Additional Information

- 7.1 Errors in Arming and Disarming or to report lost access cards or master keys, contact Facility Services at 519-756-6301 (after hours follow the instructions for reporting building related emergencies) or Toll Free 1-888-548-8878.

7.2 Staff Changing Locations/ Extended Absence from Work

The electronic access card and security code remain with you during your employment with the Grand Erie District School Board.

- a) Changing Locations: If you are transferring to another location, please have your site supervisor provide all pertinent information to Facility Services at least two (2) weeks before your new assignment begins.
- b) Medical, Parental or Other Leave of Absence
If you will be away from your job for a period longer than three (3) weeks, your site supervisor must inform Facility Services to temporarily deactivate your electronic access card and to issue a new card and access to the temporary staff person.

7.3 Precedence of Facility Custodial Services and Maintenance

All board procedures to maintain the cleanliness, safety and efficient operation of facilities will have precedence over staff or community access to buildings.

Key Card Access Form: Rental Permit Holders

Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario, N3T 5V3 (519) 756-3601
www.granderie.ca



The Grand Erie District School Board recognizes that certain groups and events requesting use of school facilities are identified as low risk. Responsible permit holders will be issued electronic access cards and an access code, if necessary for the period stated on their permit.

Permit Holders who are granted electronic access must complete the form below and provide a refundable deposit of \$20.00. The signatory is responsible for opening and closing the school and for ensuring adequate security is in place during the event/permit.

The Board reserves the right to refuse future requests for electronic access if sufficient security is not provided, if the building is left unsecured, if damage to or theft of Board property occurs. Future permits will require the group to obtain security service at the permit holder's expense.

Electronic Access Keys and access codes must be returned to the Board's Facility Services following the event. Permit Holders who do not return their electronic access cards and access codes within one (1) month will lose their deposit.

Please consult the Board's Building and Security Access Procedure FT116 located on the Board's website. If you require additional information or clarification, please contact Facility Services:

349 Erie Avenue, Brantford, Ontario. (519) 756-6301 or toll free 1-888-548-8878

Permit Number:			
Date(s):		Site(s):	
Name:			
Organization:		Contact #:	
Address:		Alternative #:	
City, Province:			

For internal use only:

Key #:	
Deposit:	
Name (Print):	
Signature:	
Date Returned:	
Refund:	
Name (Print):	
Signature:	

Key Card Access Form: Contractors

Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario, N3T 5V3 (519) 756-3601
www.granderie.ca



The Grand Erie District School Board recognizes that contractors require access to sites after-hours or when Facility Services staff is not present. Therefore, responsible contractors will be issued electronic access cards, identification badges and access codes, if necessary for a pre-determined amount of time.

Contractors who are granted electronic access must complete our Key Access Card form and provide a refundable deposit. A \$20.00 refundable deposit will be collected per electronic key access card requiring access to one or multiple sites. A \$50.00 refundable deposit will be collected per master electronic key access card (all sites). Only cash deposits will be accepted. The companies are responsible for opening and closing the school and for ensuring the site's security system is properly armed and disarmed.

Electronic key access cards, identification badges and access codes are to be returned to Facility Services at the end of their service contract. If future contracts are made with the contractor, the same electronic key access cards, identification badges and access codes may be provided to the company with the required refundable deposit.

The Board reserves the right to refuse future requests for electronic access if sufficient responsibility has not been demonstrated. Contractors who do not return their electronic access cards, identification badges and access codes at the end of their contract will lose their deposit. Lost or broken cards will result in the loss of their deposit and can be replaced with an additional deposit. Further loss will result in termination of access.

Please consult the Board's Building and Security Access Procedure FT116 located on the Board's website. If you require additional information or clarification, please contact Facility Services:

349 Erie Avenue, Brantford, Ontario. (519) 756-6301 or toll free 1-888-548-8878

Work Order #:

Date(s):

Site(s):

Name:

Company:

Address:

City, Province:

Contact #:

Alternative #:

For internal use only:

Key #:

Deposit:

Name (Print):

Signature:

Date Returned:

Refund:

Name (Print):

Signature:

Key Card Access Form: Contractors

Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario, N3T 5V3 (519) 756-3601
www.granderie.ca



The Grand Erie District School Board recognizes the importance of building security and access for employees. As per Grand Erie Procedure FT116, the "Board shall provide an electronic access/photo ID card and, if applicable, a security access code at no cost to: trustees, principals, teachers, head secretaries and other school staff".

Photo ID Badges with electronic access is provided to new hires through the Human Resources hiring process. Lost/Damaged cards are provided through Facility Services upon request. Building access locations and times for staff is based upon one's current position. Changes may not be made to access locations and times.

Access Codes are provided to staff, when required, upon email request to idcards@granderie.ca Note that your assigned code is to be kept confidential and not shared with others. If you transfer locations, please send an email to idcards@granderie.ca

The first damaged card from normal wear and tear will be replaced upon email request. Subsequent damaged cards may result in a replacement fee of \$15.00. The first lost card will be replaced upon email request at a replacement fee of \$15.00. There is an incremental increase of \$5.00 for each successive loss. Email requests relating to access cards and codes must be sent to idcards@granderie.ca Frequent loss of electronic card and chronic damage may result in the termination of access rights.

Please consult the Board's Building and Security Access Procedure FT116 located on the Board's website. If you require additional information or clarification, please contact Facility Services:

349 Erie Avenue, Brantford, Ontario. (519) 756-6301 or toll free 1-888-548-8878

Name:

Date:

Key(s): Electronic Photo ID Hard Key(s)

Key/Card Number:

By signing below, I acknowledge that I am not to share my Photo ID Badge with anyone:

Name (PRINT):

Signature:



ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Leading Education's Advocates

Ontario Public School Boards' Association

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Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

OPSBA Board of Directors Meeting – February 22 and 23, 2019

The OPSBA Board of Directors held a meeting on February 22 and 23, 2019, in Toronto. Elaine Johnston, Chair of OPSBA's Indigenous Trustees' Council (ITC) and OPSBA's First Nations Board of Director member, gave an acknowledgement that the meeting was being held on the traditional territory of the Haudenosaunee Confederacy, the Mississaugas of the New Credit First Nation and the Métis Nation.

Education policy and program issues that were discussed in public session at the meeting are summarized below.

Legislative Update

MPPs returned from Winter Recess on February 19, 2019. Board of Director members received updates on several pieces of legislation including:

[Bill 48, Safe and Supportive Classrooms Act](#)

[Bill 56, Keeping Students Safe on School Buses Act](#)

[Bill 66, Restoring Ontario's Competitiveness Act](#)

Special Advisors Appointed to Begin Governmental Review

Municipal Affairs Minister Steve Clark has enlisted Michael Fenn and Ken Seiling to lead a review of regional governments. The special advisers are tasked with providing expert feedback on local decision-making and service delivery, and will zero in on Halton, York, Durham, Waterloo, Niagara, Peel, Muskoka District, Oxford County and Simcoe.

Current Party Standings – 124 seats

- Progressive Conservative Party of Ontario - 73
- New Democratic Party of Ontario - 40
- Ontario Liberal Party - 7
- Green Party of Ontario - 1
- Independent - 3

Federal Legislation

Bill C-369, An Act to amend the Bills of Exchange Act, the Interpretation Act and the Canada Labour Code (National Indigenous Peoples Day)

This federal bill was first introduced on October 16, 2017. It proposed to amend certain Acts to make

National Indigenous Peoples Day a holiday. Debate has included which date to choose: the summer solstice of June 21 or September 30. The former is already observed as Indigenous Peoples' Day in the Northwest Territories, where it's a territorial statutory holiday. The September date is already Orange Shirt Day, which commemorates the victims and survivors of residential schools. The legislation was referred to the Standing Committee on Canadian Heritage on September 26, 2018. On February 5, 2019, the Committee amended the bill recommending the federal holiday be called The National Day for Truth and Reconciliation and be observed on September 30.

Bill C-91, An Act respecting Indigenous Languages

This federal bill was first introduced on February 5, 2019. Included in its summary of proposed changes is that the Government of Canada recognizes that the rights of Indigenous peoples include rights related to Indigenous languages. The enactment also establishes the Office of the Commissioner of Indigenous Languages and sets out its composition.

Finance

Updates were provided on the following issues related to education funding:

2019-20 Education Funding Consultation

OPSBA [sent a submission](#) outlining current funding pressures, informed by feedback from member school boards, to the Ministry of Education in December.

Education Development Charges

On Oct. 15, 2018, the government announced its intention to undertake a review of the Education Development Charges (EDC) policy framework, as well as recent amendments to [O. Reg. 20/98](#): Education Development Charges – General. The amendments include four key elements:

- Maintain EDC rates at the levels in existing by-laws as of Aug. 31, 2018
- Limit the ability of school boards to change areas in their by-laws that are subject to EDCs
- Restrict additional school boards from becoming eligible to pass a new EDC by-law
- Streamline some of the requirements to be included in the required background study.

The Ministry has asked the Council of Senior Business Officials (COSBO) to form a working group to work with the ministry to review the EDC issue. OPSBA staff continue to work with senior business officials to identify and collect specific data regarding the impact of the EDC freeze.

A summary of B and SB memoranda is available on [the OPSBA website](#).

Indigenous Education

Elaine Johnston delivered an update on Indigenous Education. The Indigenous Trustees' Council (ITC) last met at the Public Education Symposium in January with a number of new members and many "non-Indigenous" trustees in attendance. ITC Member Lucille Kyle of Hastings and Prince Edward District School Board was appointed Alternate Chair and representative to the OPSBA Board.

Cancellation of TRC curriculum writing sessions was noted in discussion. Many relevant provincial advisory committees have been halted so little progress is being made at the moment. It was also noted that one committee, the Education/Reciprocal Education Service Agreements Committee, has begun work again. Discussion about tuition and reverse tuition agreements is occurring with a sense of urgency.

Communications and Media Relations

Updates on recent OPSBA communications issues were provided. There has been some media activity involving OPSBA since the December Board of Directors meeting, including on the issues of class sizes, Regulation 274 and Ontario's autism policy changes:

[Ontario's New Autism Policy Will Overwhelm Schools, Advocate Says](#)
[Canadian Press, February 11, 2019](#)

[Ontario's education minister won't commit to keeping class sizes capped](#)
[CBC News, January 24, 2019](#)

OPSBA [released a media statement](#) regarding rumoured school board mergers on February 15.

Communications support was also provided for issues and projects including:

- [Production of OPSBA's Guide to Good Governance: 2018-2022](#)
- Production of Education Today's Winter 2019 issue
- Collective bargaining preparations
- [The 2019 Public Education Symposium](#)

Program Policy Update

A summary of Ministry meetings, workgroups and program-related announcements was provided. Information shared included updates on the following:

Ministry Initiatives Committee

The Ministry has announced that the first 2018-2019 meeting of the Ministry Initiatives Committee will be held on March 6.

EQAO

EQAO has sent an orientation *Frequently Asked Questions* document to all trustees, which was followed up with an invitation to attend an online/teleconference information session in March to learn more about EQAO and to ask any questions of clarification. OPSBA's Education Program Work Team is supportive of this opportunity.

Ontario Coalition for Children and Youth Mental Health

The Coalition met on January 22, 2019, to finalize the format for the Summit on April 16 and 17, 2020, and discuss strategies for government engagement. This was the Ontario Provincial Advocate's final meeting with the Coalition and discussion regarding next steps and how to support continued proactive advocacy was discussed.

OACAS Public Engagement, Advocacy and Stakeholder Engagement Strategic Council

In our continuing partnership discussions with the Ontario Association of Children's Aids Societies (OACAS), OPSBA has been asked to join the OACAS Public Engagement, Advocacy and Stakeholder Engagement Strategic Council. The second meeting was held on December 10, 2019.

FSL Labour Market Partnership Project

OPSBA is leading a labour market partnership project, [Meeting Labour Market Needs for French as a Second Language Instruction in Ontario](#), for English and Catholic public school boards. This is a three-year initiative and the ultimate goal of this project is to uncover workable solutions to the

current worsening imbalance between the growing demand provincewide for qualified French language teachers and support staff and the related supply pipeline. The FSL Labour Market Partnership Committee has held two meetings this school year, focusing on finalizing action plans, reviewing research and education worker/HR survey plans and reviewing pilot project proposal submissions.

French as a Second Language

Bilateral agreement discussions that determine the amount of federal Department of Canadian Heritage funding to support FSL programs in schools are still in process. After 10 years, there has been no increase in funding despite much advocacy. Funding flows through the Grants for Student Needs to school boards. Given the national concern regarding attracting and retaining language proficient French as a Second Language teachers, the Department of Canadian Heritage will be providing supplemental funding to support applications for initiatives and research to increase the supply pipeline.

New Ontario Autism Program

On February 7, 2019, the provincial government announced a change in the way that autism supports and services would be funded. The stated government intent is to clear the current 18-month wait list of 23,000 children in order to provide more timely access to support. Parents will receive the funding directly for children up to the age of six and then be able to purchase the autism support of their choice to a lifetime maximum of \$140,000. The total funding remains at \$321 million. There is significant concern by parent groups regarding the efficacy of this approach, the age cut-off, the total funding provided and the ability to provide sufficient access to professional autism supports.