



Committee of the Whole Board Meeting

Monday, September 9, 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
 - (ii) Legal 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**
- * (a) Secondary Athletics Report D. Martins
 - * (b) Response to Haldimand Huskies Basketball Delegation R. Wyszynski
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) Schedule of Pre-Budget Consultation and Budget Review R. Wyszynski
Meetings
 - * (b) Request for an Ad Hoc Committee – Crisis Communications Plan B. Blancher
Working Group
 - * (c) Capital Priorities Project Funding Submission R. Wyszynski
 - * (d) Contract Award: Leased Devices R. Wyszynski
- D - 2 **New Business - Information Items**
- (a) Enrolment Update R. Wyszynski
 - * (b) Supervised Alternative Learning Annual Report D. Martins
 - * (c) Student Census Data Report W. Baker
 - * (d) Traumatic Event Response Protocols W. Baker
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) Bylaw 17 Communication with the Board (**A**) B. Blancher
 - * (b) F1 Exclusive Suppliers: Food Services & Vending Machines in R. Wyszynski
Schools (**C**)
 - * (c) F3 Capital Related Funding and Community Donations (**C**) R. Wyszynski
 - (d) HR8 Workplace Violence (**A**) R. Wyszynski
 - * (e) HR9 Hiring, Supervision and Placement of a Family Member (**C**) S. Sincerbox
 - * (f) SO6 Student Suspensions (**C**) W. Baker
- E - 2 **Procedure Consideration - Information Items**
- * (a) SO109 Availability and Use of Naloxone in Schools(**C**) W. Baker
 - * (b) SO116 Pupils Return from Absence (**C**) W. Baker
 - * (c) SO117 Parental Request for Temporary Excuse from Attendance L. Thompson
at School (**C**)

SUCCESS for Every Student



Committee of the Whole Board Meeting

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- F - 1 **Other Business**
- G - 1 **Correspondence**
- H - 1 **Adjournment**

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

Audit Committee	September 17, 2019	4:00 PM	Board Room
Special Education Advisory Committee	September 19, 2019	6:00 PM	Board Room
Chairs' Committee	September 23, 2019	5:45 PM	Norfolk Room
Board Meeting	September 23, 2019	7:15 PM	Board Room
Quality Accommodation Committee	September 26, 2019	2:00 PM	Board Room
Safe and Inclusive Schools Committee	October 3, 2019	1:00 PM	Board Room
Native Advisory Committee	October 7, 2019	9:00 AM	Tollgate Technical Skills Centre
Committee of the Whole	October 7, 2019	7:15 PM	Board Room
Special Education Advisory Committee	October 15, 2019	6:00 PM	Board Room
School Council Orientation	October 17, 2019	6:30 PM	Dogwood Room, Norfolk SSC
Indigenous Education Advisory Committee	October 23, 2019	6:00 PM	Board Room
Student Trustee Senate	October 24, 2019	10:30 AM	Grand River Hall, JBLC
Grand Erie Parent Involvement Committee	October 24, 2019	6:30 PM	Dogwood Room, Norfolk SSC
Chairs' Committee	October 28, 2019	5:45 PM	Norfolk Room
Board Meeting	October 28, 2019	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk	October 29, 2019	9:00 AM	Norfolk Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Secondary Athletics Report**
DATE: September 9, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Secondary Athletics report as information.

Background

The provincial direction to amalgamate school boards occurred in January 1998. At that time the Grand Erie District School Board was created from the amalgamation of the Brant/Brantford, Haldimand and Norfolk Boards of Education. Secondary Athletics is the one remaining domain that continues to operate under previous board associations, boundaries and OFSAA (Ontario Federation Secondary Athletic Association) qualifying processes.

For over twenty years, the Grand Erie District School Board has had three (3) different secondary athletic associations, with three executives, three constitutions, three playing regulations and three non-board association accounts.

Currently, two of the three associations are in the CWOSSA (Central West Ontario Secondary School Athletics) region of OFSAA, and one is in SOSSA (Southern Ontario Secondary School Athletics) region.

Currently, the Grand Erie District School Board has no direct oversight for secondary athletics from an operational or financial stand point.

Additional Information

During the 2017-18 school year discussions occurred with Senior Administration to establish a process and plan to create one secondary school athletic association over a period of time. The rationale being that the time had come for an inclusive athletic system that:

- Is a foundation of excellence
- meets individual needs
- identifies and eliminates barriers
- promotes a sense of belonging
- involves the broader community
- builds upon and enhances previous and existing initiatives
- is consistently demonstrated throughout the system.

Inclusion and access to athletic competitions and events should be equitable for all secondary students throughout the board. In several instances, there are no viable leagues in some of the regions. There are only a handful of sports that are self-sufficient while at the same time provide equal competition for all schools involved. Schools within the board should not have to go outside our board to participate in leagues or competitions when they are available here.

Between the fall of 2017 and now the following foundational steps and information gathering have occurred:

1. Contact OFSAA to confirm the process to change regional alignment to compete at the provincial level.
2. Contact coterminous board Superintendent to discuss possibility of amalgamation as they have three schools in two different associations.
3. Shared information for plan with Physical Education Department Heads and Association Executive members.
4. Hired an External Amalgamation Facilitator to work with board team and Association Executive representatives to review existing practices and create a new constitution and playing regulations that addressed the need for creative scheduling and league formats as well as the celebration through district championships. This cost was paid through the Rural Funding envelope over the period of work.
5. Numerous local, association executive and working committee meetings were held to address the concerns, challenges as well as the positive advantages of amalgamation. All issues have been answered and addressed with respect to operational oversight.
6. Consulted with a lawyer as to the requirements and oversight of the school board under the Education Act.
7. Secondary Principals fully support the amalgamation of secondary athletics and understand the pros and cons that they will have to navigate.

The clear message back from all parties has been that this cannot work without a central person to organize, communicate and oversee the operational and financial aspects of Secondary Athletics in Grand Erie.

Recommendation

Based upon the extensive consultation over a year and a half, Senior Administration recommends that the funds for an athletic assistant on a contract basis for 2019-20 be absorbed by the athletics allocation of \$20,000 within the school budgets.

Next Steps

Re-engage with the Brant Haldimand Catholic District School Board with respect to this.

Post the External Athletic Assistant position early in 2020 so that they can assist with:

- the application to OFSAA by the end of February
- facilitating the organization of the new District Athletic Executive
- meetings with CWOSSA and SOSSA regional executives with respect to changes
- consolidation of existing association accounts
- familiarization of the shared use of facility booking process
- potentially running spring sports under the new playing regulation format
- full implementation for September 2020.

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Response to Haldimand Huskies Basketball Delegation**
DATE: September 9, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Response to Haldimand Huskies Basketball Delegation Report as information.

Background

At the June Board Meeting, Trustees received a delegation from the Haldimand Huskies Basketball Club (the "Club") to seek assistance in easing the restrictions from Board Policy F4 *Community Use of Schools* for access during non-school days. The Club had requested access to the gymnasium at McKinnon Park Secondary school and identified the week of March Break and up to 6 weeks during summer vacation period to deliver basketball training and practices. The Club also was interested in accessing the facility during PA days to deliver programming. The meeting concluded with Trustees referring this item to the September 9, 2019 Committee of the Whole Board meeting.

This report will summarize the Ministry's guidelines and effective practices on Community Use of Schools, the Board's policy on Community Use of Schools, and the existing exceptions that permit facility access during non-school days.

Ministry Guidelines

The Community Use of Schools (CUS) guiding key principals as set out by the Ministry of Education are as follows:

- Schools activities take priority
 - School activities, extra-curricular activities and parent involvement activities organized or administered by the school or school board have priority use of school space during and after regular school hours.
- Schools and hubs in communities
 - Schools are the hubs of their communities and offer an effective use of space by providing citizens with a place to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities
- Support for a positive climate for youth
 - Community Use of Schools supports and promotes healthy, active lifestyles for community youth.
- Fair and equitable access
 - Schools are welcoming and inclusive environments and offer parent groups and community organizations fair and equitable access to use school space at affordable rates for community purposes, outside of regular school hours
- Respect roles and responsibilities
 - Community Use of School partners and stakeholders respect each other's roles, responsibilities and obligations to the community and education system.
- Not-for-Profit organizations to be charged affordable rates

- District School Boards, where feasible, should ensure that after school user fees for school facilities in their district are affordable for Not-For-Profit users

In addition, the Ministry encourages School Boards across the province to implement many practices to help ensure the effectiveness of the Community Use of Schools programs at local levels. This includes:

- Reciprocal agreements
 - Developing joint agreements with municipalities and coterminous boards to provide a seamless offering of facilities to area residents.
- Limiting restrictions on use
 - Asking schools to minimize restrictions on usage of space as much as possible, with the understanding that some restrictions are necessary, such as conflicts with school activities, closures, maintenance and renovations.

Board Policy

The Grand Erie District School Board has developed a policy that aligns with these principles by establishing the Community Use of School (CUS) Policy FT4 and Handbook.

FT4 *Community Use of Schools Policy* outlines that CUS staff is responsible for approving the use of school facilities on non-school days or after 6:00 p.m. on school days subject to availability. The policy outlines a restriction that use of facilities during Non-Instructional periods is only through special agreement with the board.

The policy also includes a Community Use of Schools handbook for the users that clearly outlines the School Availability:

“Available any weekday after 6:00 pm and on weekends. Schools are not available during non-school days, including Summer, December and March Breaks, P.A. Days and Board designated holidays. Some exceptions do apply for Municipal and Community Partnerships. Please contact the Community Use of Schools Permit Clerk for clarification on availability during non-school days.”

Grand Erie benefits from taking advantage of reciprocal agreements; which are a Ministry encouraged initiative. Currently, the Board’s partnerships include Municipal and Community partners that are supported through separate agreements with the Board and all have reciprocal benefits. These include:

- Joint Use of Facilities Agreements with the four municipalities that the Board resides within: Haldimand County, Norfolk County, Brant County and the City of Brantford,
- Before and After School Program Providers, and
- EarlyOn providers.

These agreements allow for enhanced access to schools beyond the restrictions outlined in the Community Use of Schools policy. Access is granted during non-instructional times (Christmas, March Break, Summer and PA Days) as it has a direct benefit to the Board’s students and supports many of the indicators of the Multi-Year Plan which includes; Well-Being, Community, Equity and Environment. These partners provide programming during non-instructional periods such as Before and After School summer camps, EarlyOn programming, municipal programming and other activities. In turn Grand Erie has the benefits of access to Municipal facilities, programming to support the extended day (Before and After School) and programming to support future learners (EarlyOn).

Exceptions

Historical partners, who have been granted access to a facility, are reviewed annually and are required to identify how their program will benefit the Board and its students. This can be accomplished through direct donations, reciprocal services, or gifts-in-kind. The current exceptions list includes:

❖ Brantford Basketball Camp

- The Brantford Basketball Camp has been historically running an annual development basketball program at North Park Collegiate for the past twenty-three years. The partnership supports extracurricular, curricular and facility upgrades through donations and Grand Erie teaching staff volunteer their time to run the program. The group consistently books the facility for the first two weeks of July that allows facility staff to work around this historical programming.

❖ Simcoe Lions Club

- The Simcoe Lions Club has historically been granted access on PA Days and long weekends for their annual fundraising event. This event allows the club to support Grand Erie students annually at the school level for individual student needs and was a significant contributor to the capital rebuild of the triple gym at Simcoe Composite School.

❖ Grand Erie Internal Programming

- These includes Camp Sail, School's Cool, Feeder School Camps, and Football Camps that occur annually with Principal approval and a submitted and approved permit. These programs have Board staff present who are supervising the programs.

Additional Information

Facility Services and Community Use of Schools staff meet annually to review the requests for access during non-instructional times, specifically for summer requests. Operational impacts have been minimal for the exceptions summarized above. These exceptions are a regular occurrence, with predictable user trends and their programs directly support initiatives valued by Grand Erie, its staff, its students and its physical assets.

Where there is capital renewal, construction and/or ongoing maintenance that is occurring, staff determines if a program can be relocated within a school. Where larger projects are undertaken, permits are denied and alternate sites are explored for program relocation.

Granting summer access, especially during the summer, is a challenge as there are only six weeks to complete maintenance and custodial tasks during non-instructional times. This includes a two-week facility shut down period. The request from The Club for access at McKinnon Park Secondary School during the summer months was denied by staff as the club is not a partner nor a historical user during the summer. If the Board were to grant access, the Policy would need to be modified to allow the opportunity for access for all CUS permits to be fair and equitable. Granting access during non-instructional times beyond the partners identified and historical groups would have a considerable effect on custodial staff, maintenance and facility renewal coordination. A typical summer maintenance schedule at a secondary school can include:

- painting, flooring, and other restorative work;
- roofing, masonry and paving;
- heating, ventilation, and air-condition upgrades and repairs;
- gymnasium work such as replacing lights, cleaning, flooring restoration, painting, and repairs;
- installations of equipment (lockers, water fountains, electrical equipment, shop equipment)

The Grand Erie District School Board Community Use of Schools program attempts to maintain a consistent application of its policies and procedures with each and every user. Adhering to Policy FT4 and the CUS handbook is critical in ensuring that the fair and equitable principles established by the Ministry of Education are reinforced. Grand Erie is consistent with other School Board Community Use of Schools policies where access during non-instructional times is restricted; while some Boards prohibit access for partners altogether. The approach to allow access for the partners identified above has worked for Grand Erie staff as they have been able to balance the exception versus benefits that the programming provides to students.

Additional Request

The Club has also requested priority use of McKinnon Park Secondary School over other Community Use of School users for use of the hardwood flooring and location. However, booking priority for Community Use of Schools is as follows:

1. Grand Erie District School Board
2. Historical Groups
3. Municipal Direct Programs governed through Joint Use of Facilities Agreements
4. Affiliated Groups identified through Joint Use of Facilities Agreements
5. Others

The Club would need to become a municipal affiliated partner of Haldimand County to receive the priority booking benefit of an Affiliated Group and staff has communicated this with them as well as the order of booking priority. Requesting priority access for a facility based on flooring is not considered over another booking as basketball organizations are able to utilize facilities that do not have hardwood flooring. A request for a facility based on the flooring type is not a requirement of the activity but a benefit to the end user if granted.

As outlined in Policy FT4; bookings for CUS are limited to two booking per week per rental facility to ensure that all rental groups have an opportunity to book space. Additional bookings can be submitted two weeks after the date in which all users can book space.

For the 2018-19 school year, The Club was permitted four bookings per week. The group was granted additional bookings after September 15. This is a significant amount of time and space allocated to one user group and the process remains intact and additional bookings are only considered after September 15 of each year to ensure that other user groups have fair access and provide access to many user groups.

For the upcoming school year, this group has been approved for the two bookings per week and have four other pending bookings that will be processed after September 15, 2019.

Next Steps:

Based on the ability for staff to consistently apply Policy F4, the alignment to Ministry guiding principles and best practices and with due respect to the facilities summer maintenance schedule, Senior Administration recommends that no modification be made to the current policy.

The current policy allows staff to consistently apply rules and restrictions to user groups to not only protect our assets, but to ensure a fair and balanced approach to the management of permits. Senior Administration is always open to exploring agreements and arrangements that will provide reciprocal benefits to the Board and its students. However, the current request from The Club for extended time and space would have a significant impact to our others users which would infringe on the Board's ability to successfully deploy its equitable model.

Grand Erie Multi-Year Plan:

This report supports the Community indicator of Success for Every Student and the following statement: We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Schedule of Pre-Budget Consultation and Budget Review Meetings**
DATE: September 9, 2019

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

1. Thursday January 30, 2020
2. Wednesday February 26, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board set the dates for Budget Review Meetings as follows:

1. Tuesday April 21, 2020
2. Wednesday May 20, 2020
3. Wednesday May 27, 2020

Background:

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

Additional Information:

Trustees are encouraged to submit agenda items for discussion at the meetings to the Superintendent of Business in advance of the meeting dates. It is anticipated that the meetings will start at 5:30pm and run for approximately 2 hours. Additional budget review meeting dates may be added as required.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Ad Hoc Committee – Crisis Communications Plan Working Group**
DATE: September 9, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board strike an Ad Hoc Committee to develop a Crisis Communication Plan to be presented to the Board in May 2020.</p>
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Background

Grand Erie has a well-established process for dealing with traumatic events, but currently has no formalized plan for dealing with the related crisis communications. Last spring, a question was asked at the Audit Committee that led us to reflect on what might be required to ensure that our communications are efficient and effective during a crisis situation.

Additional Information

During the 2019-20 school year, the Manager of Communications and Community Relations will lead a working group to develop a Crisis Communications Plan for Grand Erie. This group will include Trustees and staff. The working group will also consult with parents and community members through outreach to the following committees: Grand Erie Parent Involvement Committee, Audit Committee, Native Advisory Committee and Special Education Advisory Committee. School Council members may also be asked to provide input.

The Crisis Communications Plan will be presented to the Board in May 2020 as part of the 2017-20 Strategic Communications Plan Evaluation.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

Ad Hoc Committee – Crisis Communications Plan Working Group

1. Statement of Purpose and Responsibilities

- 1.1 The Ad Hoc Committee – Crisis Communications Plan Working Group will:
 - i. review and discuss best practices for crisis communications planning
 - ii. review and discuss the communication needs of Trustees, staff, students, parents, community members and the media during crisis situations impacting Grand Erie
 - iii. review and discuss the use of social media during crisis situations
 - iv. identify potential crisis situations that Grand Erie could face
 - v. develop a crisis communications plan for Grand Erie to be presented to the Board of Trustees in May 2020, and implemented board-wide for the 2020-21 school year

2. Committee Composition

The Ad Hoc Committee – Crisis Communications Plan Working Group shall be comprised of:

- 2.1 One (1) Trustee appointed by the Board
- 2.2 One (1) Superintendent of Education (Elementary Family of Schools)
- 2.3 One (1) Superintendent of Education (Secondary Family of Schools)
- 2.4 One (1) Secondary School Principal
- 2.5 One (1) Elementary School Principal
- 2.6 One (1) Representative from the Indigenous Education Team
- 2.7 Manager of Communications and Community Relations
- 2.8 Manager of Human Resources (or Designate)
- 2.9 Manager of Transportation Services
- 2.10 Division Manager for Health and Safety
- 2.11 Mental Health and Well-Being Lead
- 2.12 Safe and Inclusive Schools Lead
- 2.13 Communications Assistant

Total: 13

3. Committee Operating Procedures

- 3.1 The Crisis Communications Plan Working Group will meet beginning in October 2019 and ending in May 2020, at which time the committee will be disbanded.
- 3.2 The Manager of Communications and Community Relations shall prepare the meeting schedule and agendas for each meeting.
- 3.3 A total of five meetings will take place in 2019-20: October, November, January, February and April.
- 3.4 Meeting Notes will be provided to all committee members.
- 3.5 The committee will present a Crisis Communications Plan to Grand Erie's Board of Trustees on May 25, 2020
- 3.6 Chair – The Manager of Communications and Community Relations.
- 3.7 Role of staff – Board staff will be called upon to support this committee or to provide input and other information, including the Manager of Business Services, the Manager of Information Technology, the Manager of Facility Services and members of Executive Council.

- 3.8 Role of other committees – the Grand Erie Parent Involvement Committee, the Audit Committee, the Native Advisory Committee and the Special Education Advisory Committee will be called upon to provide input and feedback to this committee. School Councils may also be asked to provide feedback.

4. Role of the Board

- 4.1 Appoint Trustee member.
- 4.2 Receive Grand Erie's Crisis Communications Plan in May 2020.

DRAFT



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Capital Priorities Project Funding Submissions**
DATE: September 9, 2019

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

Background

The recently released Ministry memorandum 2019: B17 *Launch of 2019-20 Capital Priorities Program (CPP)*, including *Child Care Capital Funding* calls on Boards to submit business cases identifying their urgent pupil accommodation needs.

The CPP provides school boards with an opportunity to identify and address the following needs:

- accommodation pressures;
- replacing schools in poor condition;
- supporting past consolidation decisions;
- providing facilities for French-language rights holders in under-served areas; and
- creating child care spaces in schools.

Capital Priority Submission Highlights/Summary Points

- The submission deadline for all capital funding requests is September 30, 2019
- The 2019-20 Capital Priorities projects are expected to be completed and open no later than the 2023-24 school year.
- School boards have an opportunity to request child care capital funding for Capital Priorities projects, if the local Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) support the need and confirm the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- School boards are encouraged to standardize the design of new school construction. The ministry will be exploring ways to leverage this opportunity going forward.
- School boards are encouraged to identify opportunities to use modular construction methods for any one of their project submissions. The Ministry will work with those boards to further develop those opportunities as appropriate.
- School boards are encouraged to identify opportunities to work together on joint-use school project submissions.
- School boards are invited to identify up to their 10 most urgent Capital Priorities and submit the associated business cases through the School Facilities Inventory System (SFIS) in order to be considered for funding approval.

Priority Recommendations

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

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

- A new elementary school to accommodate the current and future enrolment from the final phases of residential development in the Wyndfield community of Southwest Brantford. This school would eliminate the portable classrooms in use now and in future years at Walter Gretzky and Ryerson Heights schools.
- The proposed school would include the partnership with the City of Brantford and the Brantford Public Library Board for shared use of the adjacent sports facilities currently planned for the site, the inclusion of a City of Brantford community centre as part of the facility, a child care and child and family centre as well as the co-building of a Brantford Public Library Branch which would also serve as the school library.
- The Ministry has encouraged boards to standardize and repeat the design of new school construction. This project will look at Grand Erie's most recent design, Maplevue Elementary School in Dunnville, to see if efficiencies in the design or procurement stage of the project can yield savings.

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

- A new joint elementary school to be a co-build with the Brant Haldimand Norfolk Catholic District School Board to serve the new Avalon (McClung Road) development in Caledonia. The most recent boundary review for this area has students from this development attending Caledonia Centennial until the new joint school is approved and constructed.
- The Grand Erie submission would include three child care rooms as part of the new construction.
- The proposed joint-use school could also see a partnership with Haldimand County to offer shared recreational and parkland space on the proposed site.
- Both boards would be considering the Walter Gretzky Elementary/St. Basil Elementary project as a potential for a repeat design.

The two business cases outlined above are in the process of being developed and, pending Board approval, will be submitted prior to the September 30, 2019 Ministry deadline.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Contract Approval: Leased Devices - Compugen**
DATE: September 9, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board enter into a three-year lease agreement for \$1,275,708 with Compugen for the acquisition of laptops for Grand Erie Teachers and classrooms to support the Ed Tech initiatives.

Background

All teachers working for the Grand Erie District School Board are assigned a laptop device. All classrooms are assigned either five (Elementary Schools) or eight (Secondary School) laptop devices. This was a decision made many years ago, based on recommendations coming out of an IBM Educational Technology Strategic Planning Study. At that time, the Ed Tech team was tasked with the responsibility to come up with a plan to purchase devices and assign devices to each teacher/classroom. Over the years, the Ed Tech team has purchased a variety of different devices for teachers/classrooms and have deployed these devices based on subjects taught or grade level. These devices are replaced every five years, depending on the funding available during each fiscal year. If excess funds exist in the Ed Tech Budget, additional laptops are purchased and teachers fortunate to win a lottery receive the new device. The recently completed IBM Learning Plan study has reconfirmed the requirement of teachers and classrooms to receive assigned laptop devices. However, some of the concerns with the current method of assigning and deploying teacher/classroom devices are:

- 1) All teachers do not have the same laptop device. This is an equity issue leading to some teachers/classrooms having new devices and some teachers/classroom that have older devices.
- 2) The average useful life of a laptop is three years. Many teacher/classroom laptops now in use are 4-5+ years old.
- 3) Many of the laptops in use are out of warranty, leading to considerable effort by the School Technicians to attempt to repair these devices as the laptop fails. This leads to teachers/classrooms often being without a laptop until repairs are made and School Technicians often struggle to keep up with their assigned allotment of work orders.
- 4) The Information Technology department must maintain an inventory of spare parts for these devices (i.e., keyboards, screens, etc.). The parts inventory is an additional cost, over and above the purchase cost of the laptops.
- 5) The Ed Tech Team (Teachers) spends a lot of time managing the deployment and tracking of teacher devices. This time could be better spent on more value-added work.
- 6) There is no consistency in the Ed Tech budget amounts from one fiscal year to another. This lack of consistency makes it difficult to create a sustainable replacement plan for laptops.

Proposed Change in Teacher/Classroom Device Management and Deployment

This proposal assumes that teachers/classrooms will continue to be assigned devices in future years.

Rather than purchasing and deploying teacher devices based on subject, grade taught or lottery, we consider leasing the teacher devices over three years. The benefits of this approach are:

- 1) Teachers/Classrooms will receive a new device every three years based on the last deployment date, not based on subject, grade taught or lottery.
- 2) Lower cost over three years to lease vs. purchase. The lease cost over three years is \$445.68 vs. the purchase price of \$477.
- 3) Teacher/Classroom devices will always be under warranty. Any defective device will simply be swapped out with a replacement device and the teacher/classroom will not have to wait for repairs to be made to their device.
- 4) The IT School Technicians will have more time to work on other work orders.
- 5) The IT department will not have to carry an inventory of spare parts to support teacher/classroom device repairs.
- 6) The annual spend for Teacher/Classroom devices would be much more consistent, resulting in easier planning and annual budgeting.
- 7) The IT Department will assume the responsibility for the Teacher/Classroom device deployment from the Ed Tech team, freeing up time for the teachers on the Ed Tech team to provide more value-added services to schools.

Next Steps

Based on a teacher count of 1,920 devices and a classroom count of 750 (Elementary Schools) devices and 350 (Secondary Schools) devices, we would need to create a sustainable plan to support the acquisition and deployment of 8,470 devices. This would include the following steps:

- 1) Starting September 2019, lease one-third of the required teacher/classroom devices (approximately 2,800).
- 2) Deploy the devices to the teachers/classrooms that have the oldest laptops. These devices will be logged in the IT Asset Management system, linking the teacher/classroom to the device with the date of deployment.
- 3) Take back all of the old devices. Many of the returned devices will be disposed of and some will be kept for parts for classroom devices. If still operational, some devices will be redeployed into classrooms or libraries.
- 4) Year 2: Repeat Year 1 steps.
- 5) Year 3: – Repeat Year 2 steps.
- 6) Year 4: At this point, all existing purchased teacher/classroom devices will have been replaced with leased devices. The leased devices from the first year will be returned as the lease and warranty will expire and the teachers/classrooms will be assigned new devices for the next three-year cycle.

Budget Impact:

The funds required for the first year have been built into the 2019-20 IT budget. For 2020-21 and 2021-22, the incremental amount of \$425,236 will need to be included as part of those budget developments as a new contract will need to be signed every September to ensure a consistent cycle of new devices and warranty coverage. During the 2019-20 budget development, this strategy saved the board approximately \$800,000 for 2019-20 and will save an additional \$400,000 for 2020-21. The 2021-22 budget will be restored to the same level as 2018-19.

	2019-20	2020-21	2021-22	2022-23	2023-24	Total Contract
2019 Contract (36 Months)	425,236	425,236	425,236			1,275,708
2020 Contract (36 Months)		425,236	425,236	425,236		1,275,708
2021 Contract (36 Months)			425,236	425,236	425,236	1,275,708
2022 Contract (36 Months)				425,236	425,236	850,472
2023 Contract (36 Months)					425,236	425,236
Total Budget Impact	425,236	850,472	1,275,708	1,275,708	1,275,708	5,102,832

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,

Rafal Wyszynski
Superintendent of Business and Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Enrolment Update Report**
DATE: September 9, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Enrolment Update Report as information.
--

Rationale/Background:

Enrolment is reported to the Ministry of Education on two count dates, October 31st and March 31st, each year.

Additional Information:

The attached report contains the following data:

- a) Original enrolment projections for budget
- b) Preliminary enrolment reported as at September 6, 2019
- c) Graph illustrating four years of actual enrolment history plus the preliminary enrolment for the current year.

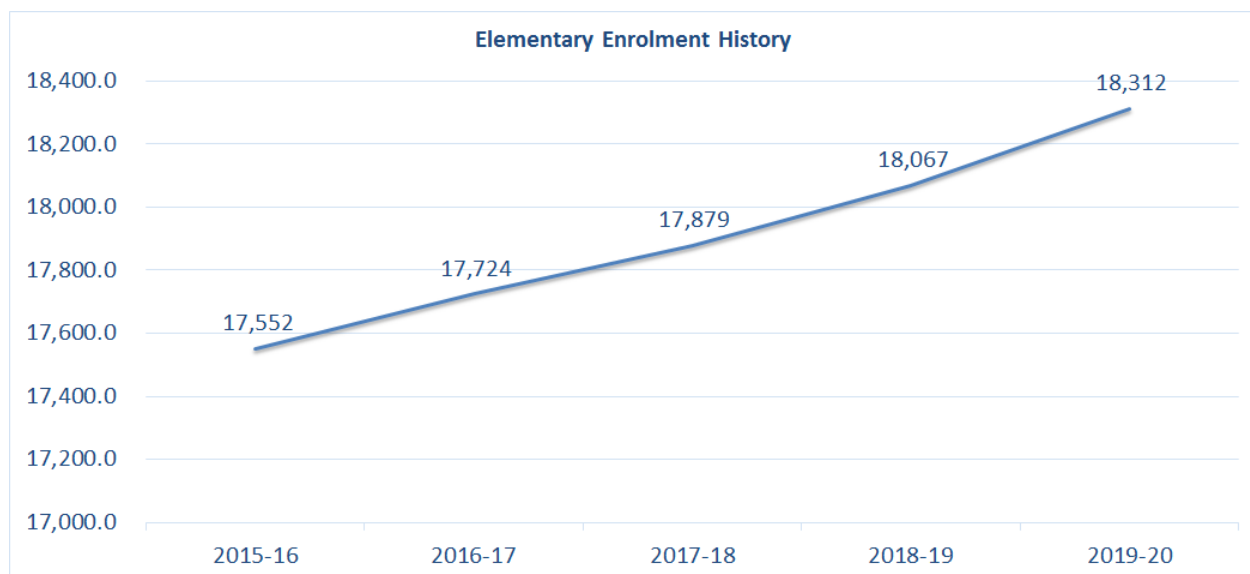
Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board 2019-20 Elementary Enrolment Update

	Enrolment History					Change over 2018-19
	2015-16	2016-17	2017-18	2018-19	2019-20	
JK/SK	3,380.0	3,407.0	3,362.5	3,432.0	3,519.0	87.0
Grade 1-3	5,292.0	5,371.0	5,379.0	5,355.0	5,376.0	21.0
Grade 4-8	8,558.0	8,629.0	8,808.0	8,961.5	9,163.0	201.5
Special Education (Ungraded)	322.0	317.0	329.5	318.0	254.0	(64.0)
Elementary ADE	17,552.0	17,724.0	17,879.0	18,066.5	18,312.0	245.5

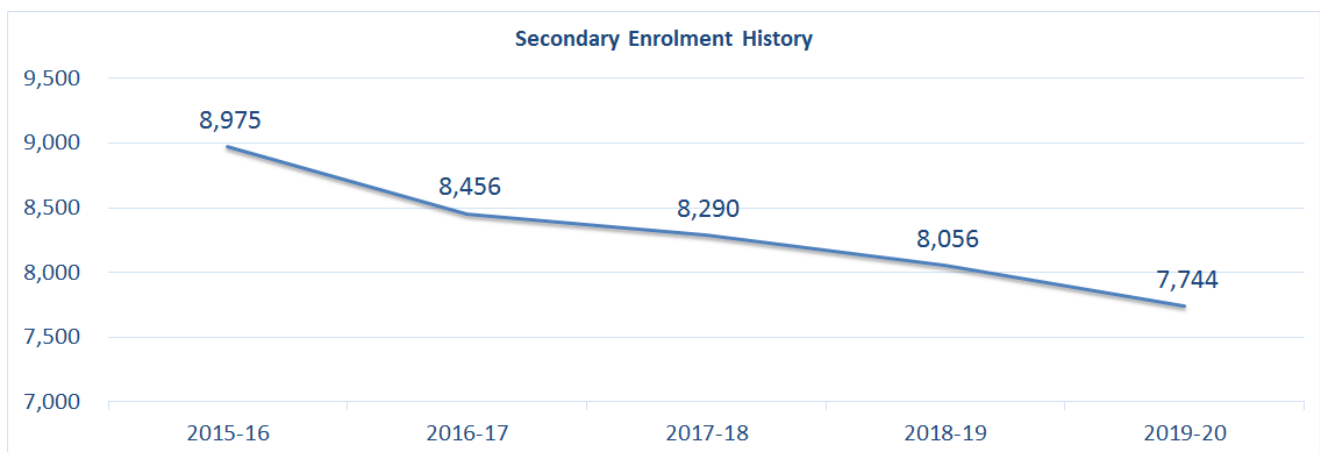
	2017-18 Enrolment					Change over Budget
	Budget	Sept. 6 '19	Sept. 30 '19	Oct. 31 '19	Mar. 31 '20	
JK/SK	3,391.0	3,519.0				128.0
Grade 1-3	5,269.0	5,376.0				107.0
Grade 4-8	9,084.0	9,163.0				79.0
Special Education (Ungraded)	251.0	254.0				3.0
Elementary ADE	17,995.0	18,312.0	-	-	-	317.0



**Grand Erie District School Board
2019-20 Secondary Enrolment Update**

	Enrolment History					Change over 2018-19
	2015-16	2016-17	2017-18	2018-19	2019-20	
Pupils of the Board - Regular	8,337.08	7,850.84	7,692.52	7,523.95	7,332.96	(190.99)
Pupils of the Board - High Credit	64.43	66.16	44.77	45.70	-	(45.70)
Students on an Education Service Agreement	573.00	538.50	552.63	485.88	411.23	(74.65)
Secondary ADE	8,974.51	8,455.50	8,289.91	8,055.53	7,744.18	(311.35)

	2019-20 Enrolment					Change over Budget
	Budget	Sept. 6 '19	Sept. 30 '19	Oct. 31 '19	Mar. 31 '20	
Pupils of the Board - Regular Oct. 31	7,514.26	7,520.98				6.72
Pupils of the Board - Regular Mar. 31	7,138.55	7,144.93				6.38
Pupils of the Board - Regular ADE	7,326.41	7,332.96	-	-	-	6.55
Pupils of the Board - High Credit Oct. 31	13.71	-				(13.71)
Pupils of the Board - High Credit Mar. 31	47.13	-				(47.13)
Pupils of the Board - High Credit ADE	30.42	-	-	-	-	(30.42)
Education Service Agreement Students Oct. 31	491.55	420.91				(70.64)
Education Service Agreement Students Mar. 31	468.91	401.55				(67.36)
Education Service Agreement Students ADE	480.23	411.23	-	-	-	(69.00)
Total FTE - October 31, 2019	8,019.52	7,941.89	-	-	-	(77.63)
Total FTE - March 31, 2020	7,654.59	7,546.48	-	-	-	(108.11)
Secondary ADE	7,837.06	7,744.18	-	-	-	(92.87)





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Supervised Alternative Learning (SAL) Annual Report**
DATE: September 9, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Supervised Alternative Learning Annual Report as information.

Background

While most students will attend, and successfully complete secondary school, a small number of students are at risk of leaving school early for a wide variety of reasons. The purpose of Supervised Alternative Learning (SAL) is to provide students 14-17 years of age, who have significant difficulties with regular attendance at school with an alternative learning experience as outlined in Ontario Regulation 374/10. An individualized plan is created to enable the student to progress toward obtaining an Ontario Secondary School Diploma or achieving their other educational and life goals. This program helps to maintain a learning connection between the school and student throughout a planned period.

Once approved for a SAL Plan (SALP), students are given a start date and an end date. Each SALP will consist of one or more of the following activities:

1. Credit courses (regular day school, e-Learning, cooperative education, credit recovery)
2. Part-time or full-time employment
3. Volunteering
4. Counselling
5. Earning a certificate or participating in training for a specific job
6. Developing job-search skills
7. Other courses/workshops

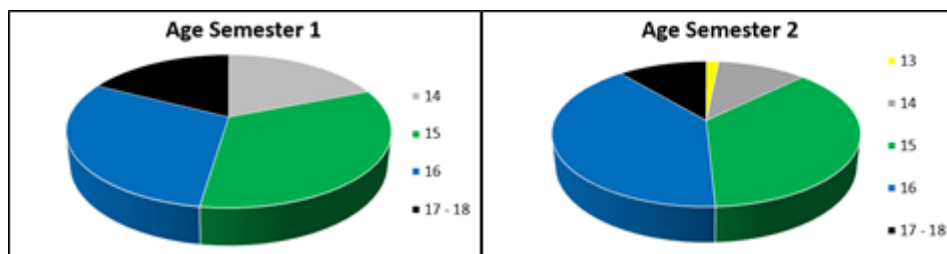
When a SALP is completed, a Transition Plan is developed to support the student's next steps. This process will take place 15 days prior to the end date of the SALP. Note: All active SALP's end at the end of each semester.

Additional Information

The following observations can be made regarding Semester 1 (September 4, 2018 to January 30, 2019) and Semester 2 (February 4 to June 28, 2019) in the school year 2018-19.

Data Source: SAL Module in LITE and March and June Taking Stock 2019 Reports.

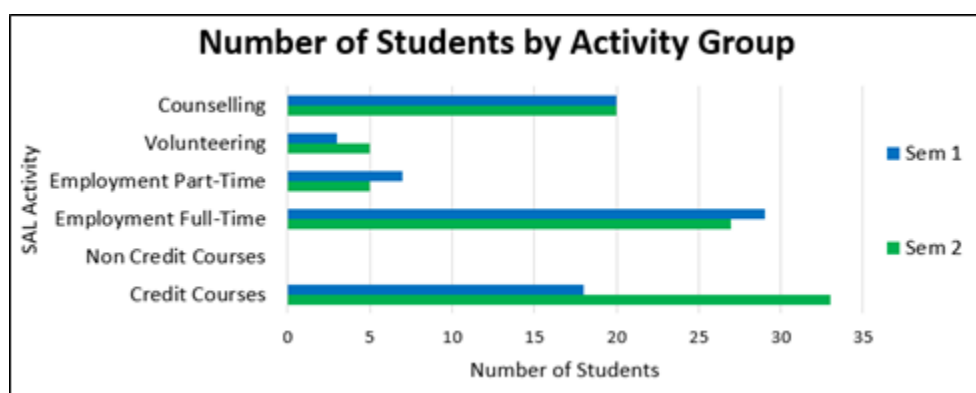
A. Percentage of Students by Age Profile (Age calculated as of December 31, 2018)



Semester 1: Ratio Males to Females - 41:22

Semester 2: Ratio Males to Females - 36:27

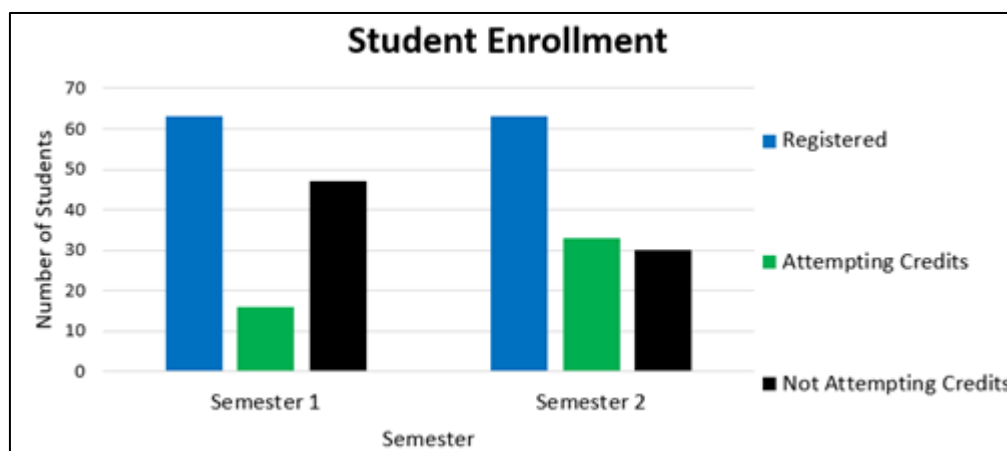
B. Number of Students by Activity Group



Semester 1: 18 Credit Courses, 0 Non-Credit Courses, 29 Full-Time Employment, 7 Part-Time Employment, 3 Volunteering, 20 Counselling

Semester 2: 33 Credit Courses, 0 Non-Credit Courses, 27 Full-Time Employment, 5 Part-Time Employment, 5 Volunteering, 20 Counselling

C. Student Enrolment

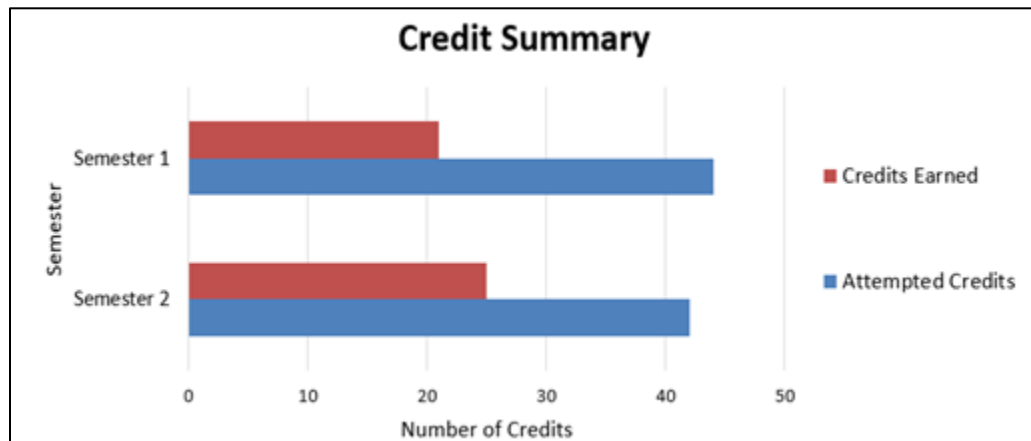


Semester 1: 63 Registered, 8 Declined, 16 Students Attempting Credits, 47 Not Attempting Credits

Semester 2: 63 Registered, 2 Declined, 33 Students Attempting Credits, 30 Not Attempting Credits

NOTE: Semester 2 data includes 12 students who were registered in SAL from Semester 1.

D. Credit Summary



Semester 1: 44 Attempted Credits, 21 Credits Earned (47.7%)

Semester 2: 42 Attempted Credits, 25 Credits Earned (59.5%)

TOTAL: 46 Credits Earned in SAL 2018-19

E. Cumulative Data Summary Analysis

Description	Sem. 1 (SAL) Sept. 2016 – Feb. 2017	Sem. 2 (SAL) Feb.-June 2017	Sem. 1 (SAL) Sept. 2017 – Feb. 2018	Sem. 2 (SAL) Feb.-June 2018	Sem. 1 (SAL) Sept. 2018- Jan. 2019	Sem. 2 (SAL) Feb. 2019- June 2019
Number of Successful New Applicants	226	75	66	51	63	51
Number of Declined Applicants	4	2	2	2	8	2
Ratio Male: Female	114:112	79:81	30:36	38:24	41:22	36:27
Credits Attempted	499.5	88	55	23	44	42
Credits Achieved	283	37	19	9	21	25
Total Credits Earned in School Year	320		28		46	

F. Summary

The data above demonstrates continued success for our students within the SAL program. This is a result of the combined efforts of families, students, school administrators, student success teams, attendance counsellors, and community agencies in developing appropriate SALP's that meet student needs with greater attention and accountability.

- In 2018-19, students approved for SAL earned on average 0.40 credit (46 credits for 114 students)
- In 2017-18, students approved for SAL earned on average 0.24 credits (28 credits for 117 students)
- In 2016-17, students approved for SAL earned on average 1.06 credits (320 credits for 301 students)

Next Steps

Below is the rationale for some of the changes in data/trends this year and for potential changes in data/trends in the future:

- There was a slight decrease in students participating in SAL compared to previous years. Schools are continuing to find other options/alternative programs for students at/in risk and there continues to be a concerted effort to place students on SAL for one semester at a time versus past practice of placing students on SAL for an entire year.
- The increase in the number of credits earned per student on SAL was due to the efforts of school teams to ensure students were moving towards graduation.
- As per Ministry SAL expectations and guidelines SAL is being used as a last resort for those students who are compulsory school age and will not attend regular or alternative programs.
- During 2018-19, a review of P104 occurred that produced a comprehensive manual to support administrators and parents and/or guardians through the SAL process.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Denise Martins,
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Student Census 2019 Executive Summary**
DATE: September 9, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive as information Student Census 2019 Executive Summary .
--

Background

In 2017, the Ministry of Education established the *Education Equity Action Plan*, in response to the persistent underachievement of marginalized student subgroups since implementation of *Equity and Inclusive Education in Ontario Schools (2009)*. The Equity Action Plan was scheduled to last three years, with the goal of eliminating systemic barriers to educational equity for marginalized students, as measured by academic achievement and sense of belonging.

The first year of the plan called for Grand Erie to develop an identity-based data-collection instrument. The second year of the plan involved implementation of the data-collection instrument, collection of identity-based student demographic data, and analysis of the data. The third year of the plan includes the implementation of strategies to eliminate identified gaps in achievement and sense of belonging for marginalized students.

Additional Information

During the 2017-18 school year, a Grand Erie census was developed; it built upon earlier data-collection efforts of other Boards, and included local community input. The voluntary census was made available to all grades 4-12 students during March 2019, with 83% participation.

The attached Executive Summary reflects the results of the student census.

Next Steps

Principals and staff will consider student census data in the creation of School Achievement Plans.

Grand Erie Multi-Year Plan:

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,

Wayne Baker
Superintendent of Education



Grand Erie District School Board

Student Census – 2019

Executive Summary

Background:

Ontario's Education Equity Action Plan is the province's roadmap to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. This means working together with all stakeholders to bring the action plan to life and create a learning environment that inspires every child and student to reach their full potential and to become personally successful, economically productive and actively engaged citizens.

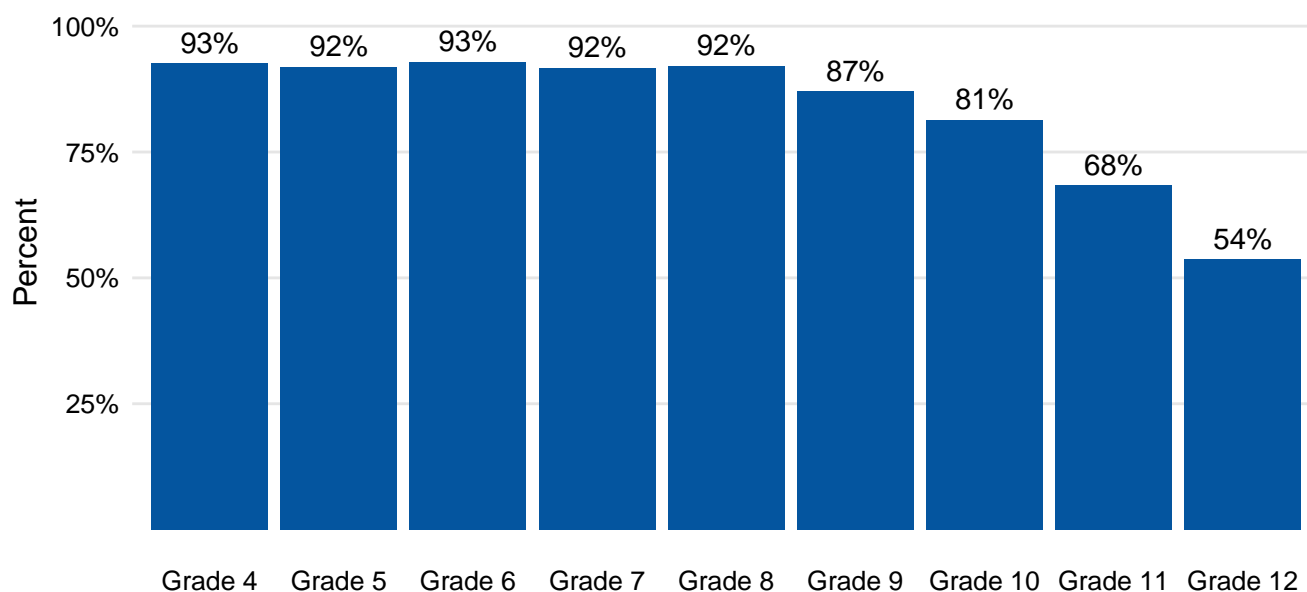
A critical step to ensuring equity and addressing systemic barriers is to gain a clearer understanding of who our students are and of their school experience. In order to achieve this step, the Grand Erie District School Board conducted a student census in March 2019 where all students in Grades 4-12 were invited to participate.

Over 17,000 students were eligible to complete the census and more than 14,000 responded, representing 83% of students in Grades 4-12. The data collected will be used to gain a better understanding of Grand Erie's student population.

Executive Summary:

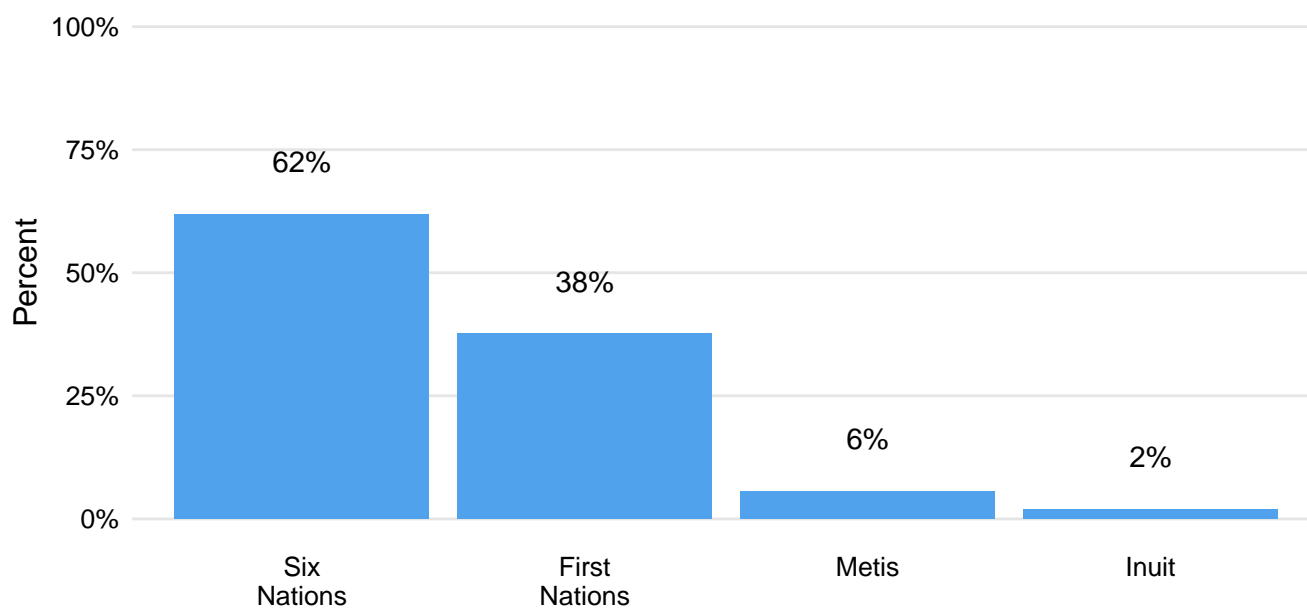
- 12% of respondents identified as Indigenous (Six Nations, First Nations, Metis or Inuit). This differs from enrollment numbers where 7.5% of students self-identify as indigenous.
- The large majority of Grand Erie students identify as White (81%). There is more racial diversity in Brantford where 29% of respondents identify as non-white, followed by Haldimand County (21%), Brant County (13%) and Norfolk County (13%).
- 81% of respondents identify their ethnic or cultural origin as Canadian.
- Almost two-thirds of respondents (60%) do not identify with any organized religion.
- 31% of respondents indicated that they had some form of disability (mental health, vision, learning). Of these students, 35% indicated some sort of mental health disability (which make up 10.5% of the total respondents).
- Students in Grades 9-12 were asked their sexual orientation – 16% of respondents indicated they were something other than Straight (including: asexual, bisexual, gay, lesbian or pansexual).
- Students in Grades 9-12 were asked their gender identity – 3% of respondents indicated a gender identity other than Male or Female.
- 4% of respondents were not born in Canada however, the majority of these students have been in Canada for more than 2 years.
- Overall respondents have a positive view of school, 74% indicate that they feel accepted by adults at school and 73% indicated that their teachers care about them.
- Students are encouraged to think about issues like race, ethnicity or culture, people with disabilities and poverty.
- Respondents are more likely to see themselves in extra-curricular activities, but less likely to see themselves in pictures or posters around the school.
- While most respondents are absent due to expected issues such as illness or weather, 28% of students indicated that family reasons have caused them to be late or absent.

Survey Completion by Grade



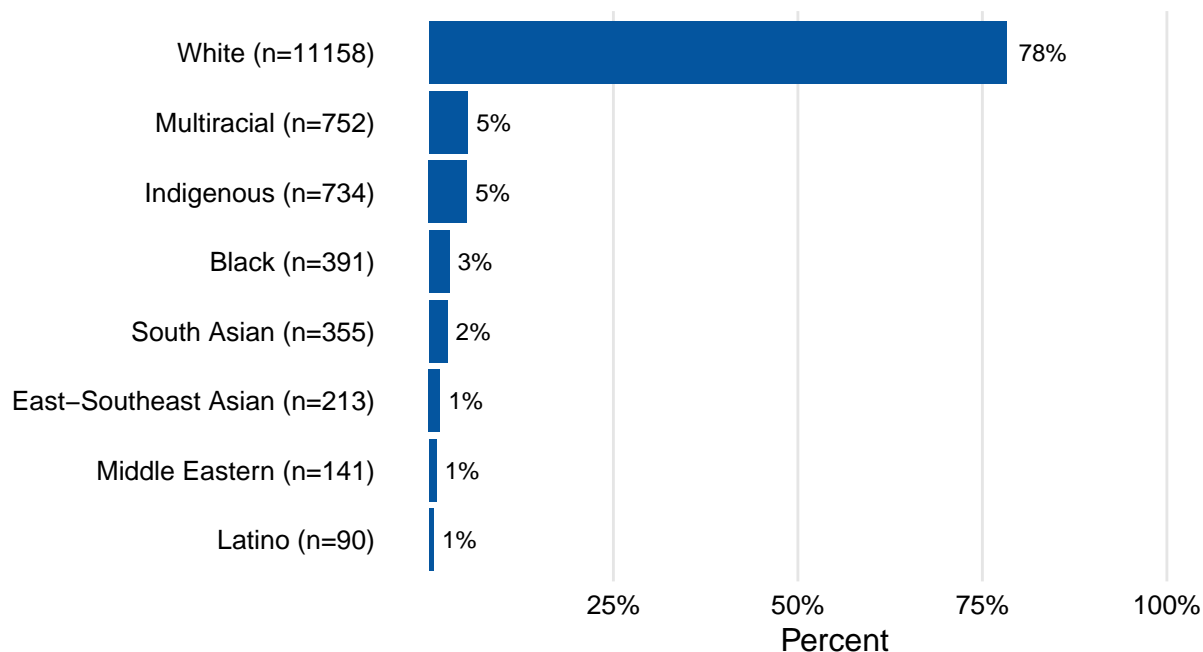
12.5% of census respondents identified as Indigenous (i.e., Six Nations, First Nations, Metis or Inuit). Of those individuals, the chart below details the breakdown.

Students that identify as Indigenous (n = 1669):



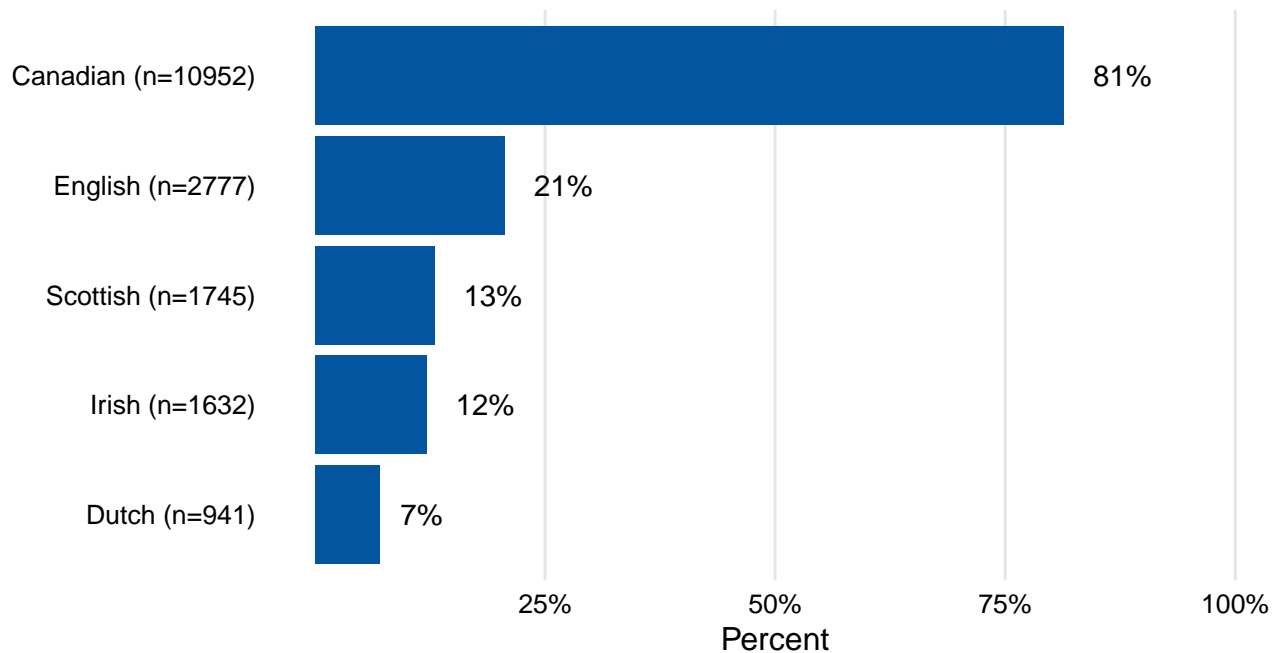
Respondents were able to select more than one option resulting in total percentages more than 100%

Which race category best describes you?



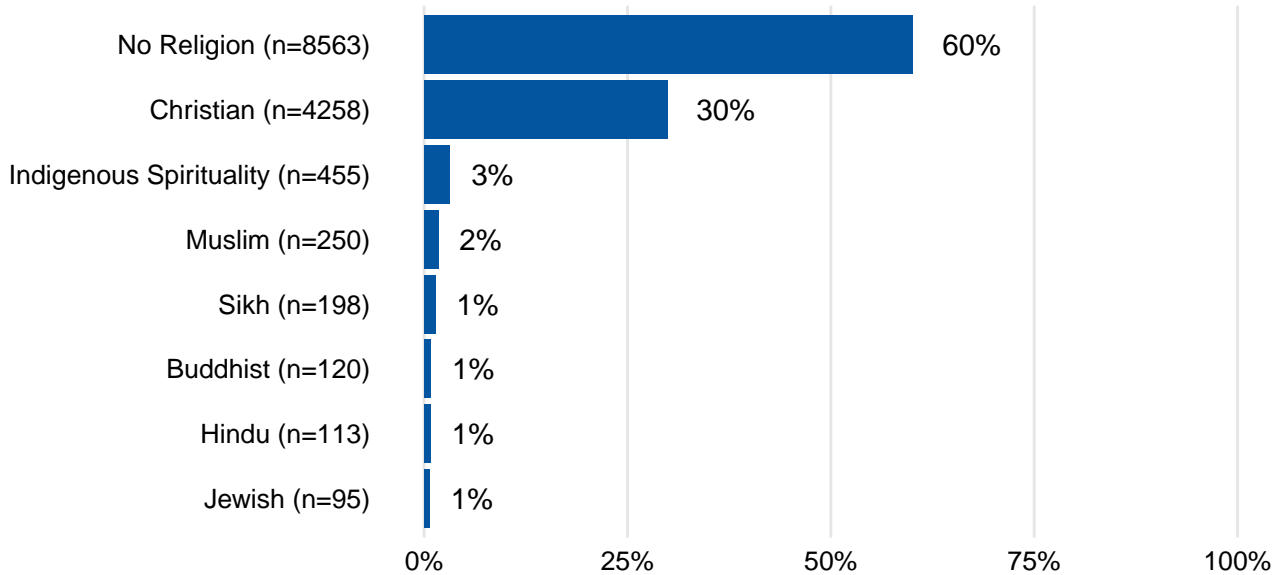
Respondents were able to select more than one option resulting in total percentages more than 100%

What is your ethnic or cultural origin(s)?



Respondents were able to select more than one option resulting in total percentages more than 100%

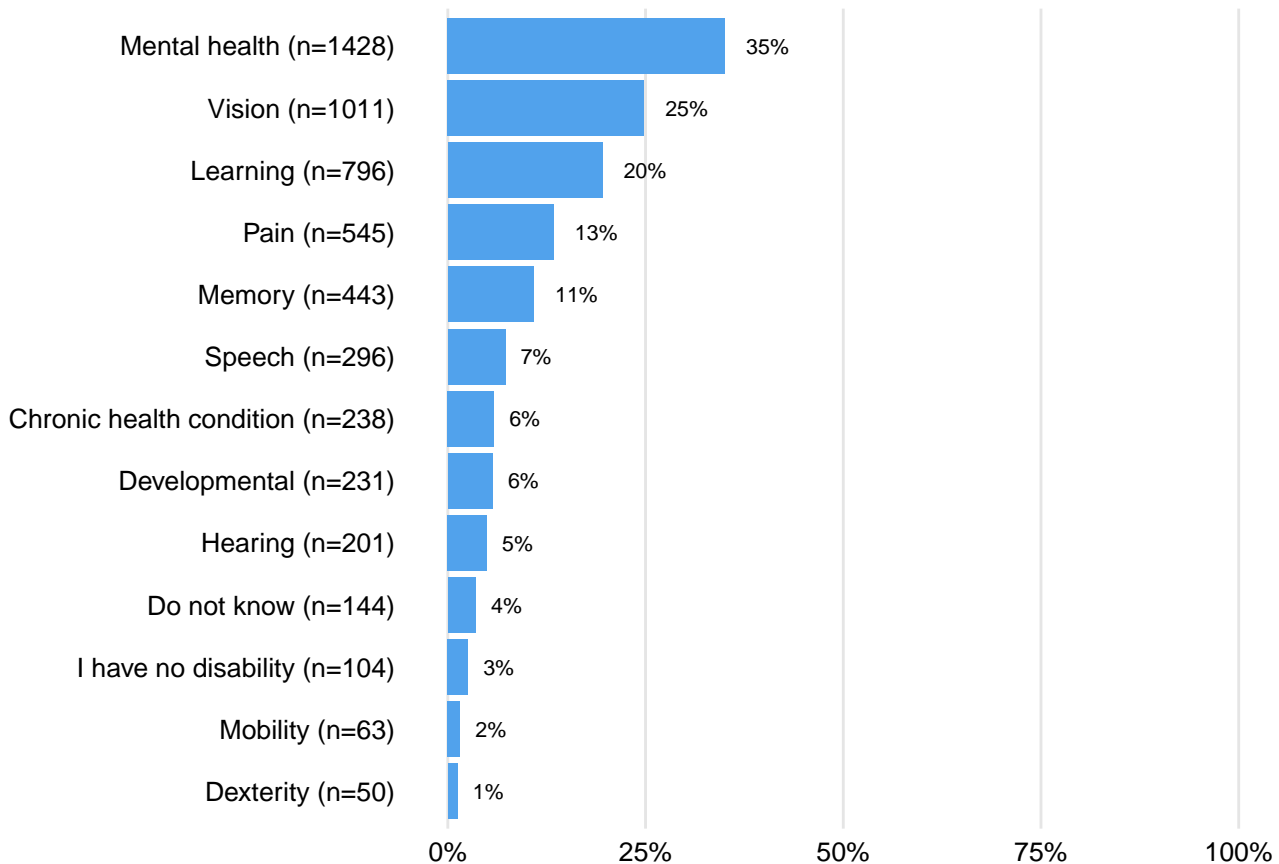
What is your religion and/or spiritual affiliation?



Respondents were able to select more than one option resulting in total percentages more than 100%

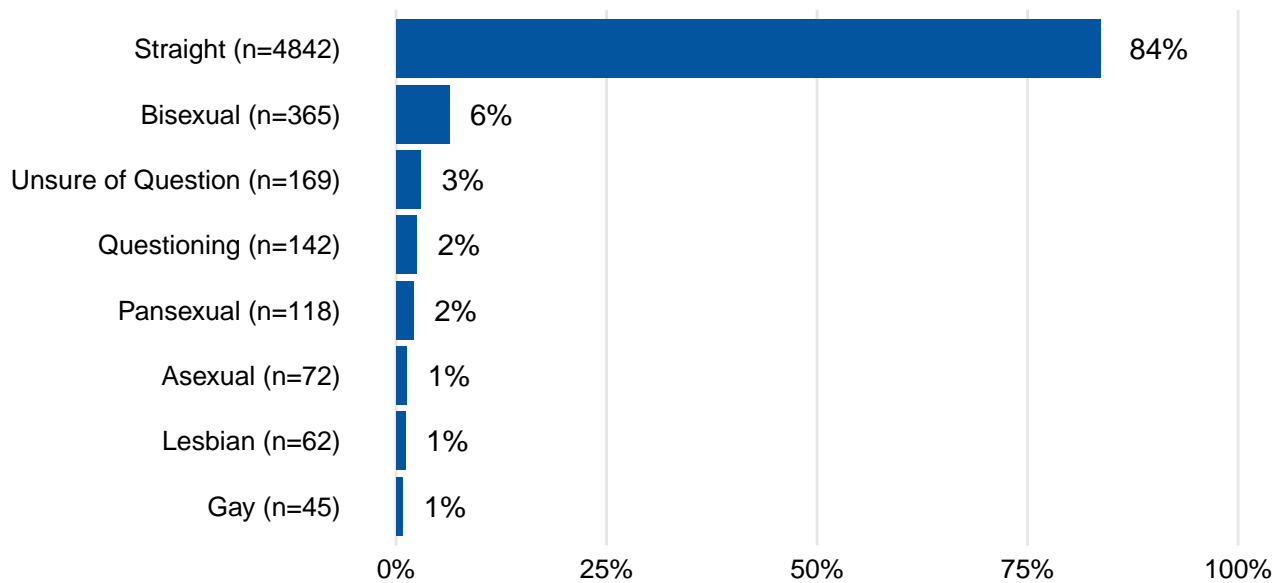
31% of census respondents identified as having a disability (e.g., mental health, vision, learning). Of those individuals, the chart below details the breakdown.

Students that identify as having a disability (n=4075)



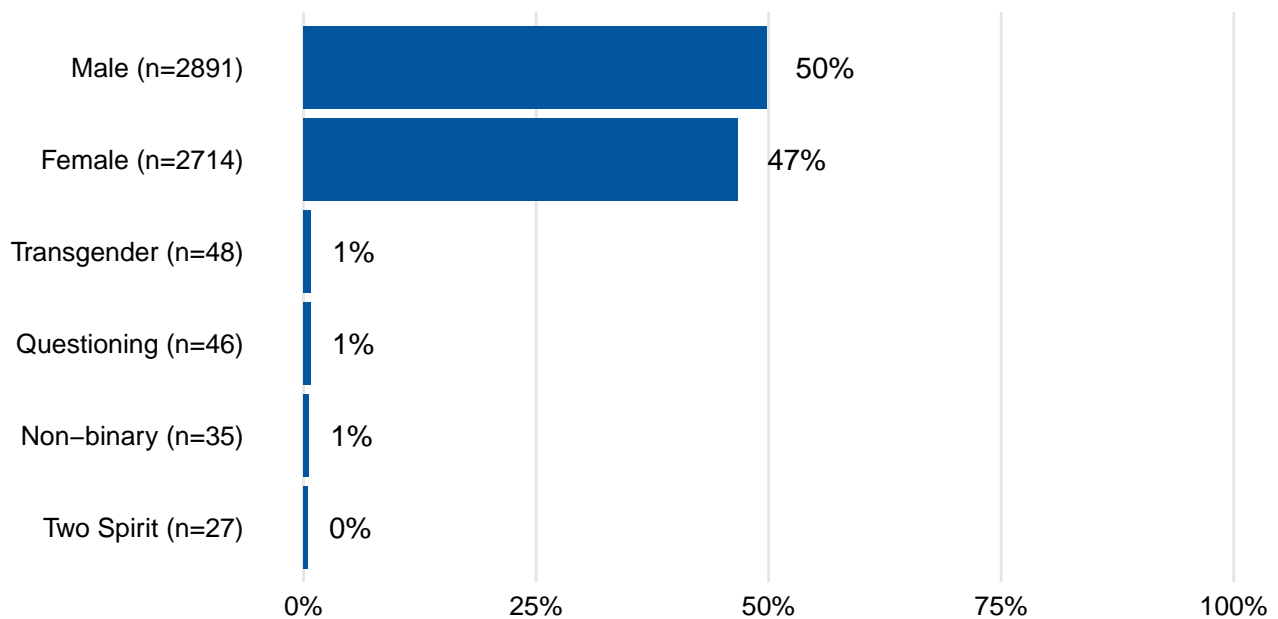
Respondents were able to select more than one option resulting in total percentages more than 100%

How do you identify your sexual orientation? (Grades 9–12)



Respondents were able to select more than one option resulting in total percentages more than 100%

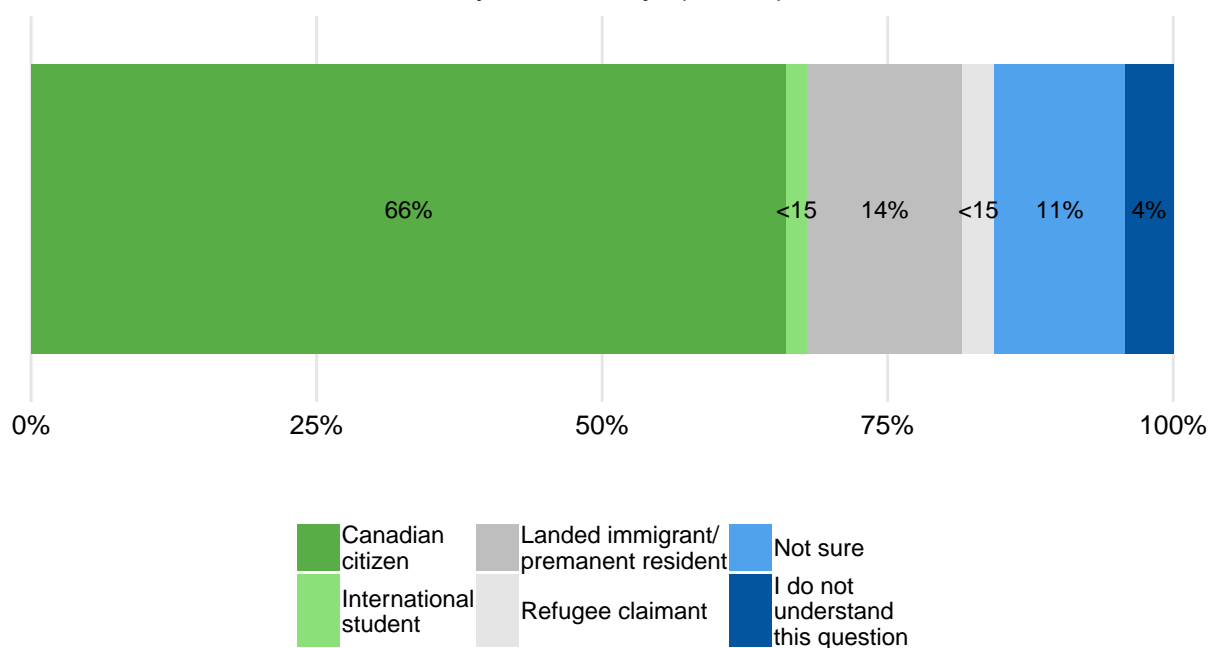
How do you identify your gender? (Grades 9–12)



Respondents were able to select more than one option resulting in total percentages more than 100%

4% of census respondents indicated that they were not born in Canada. Of those individuals, the charts below details the breakdown of their citizenship status and time in Canada.

Are you currently: (n=499)



How long have you been in Canada? (n=499)

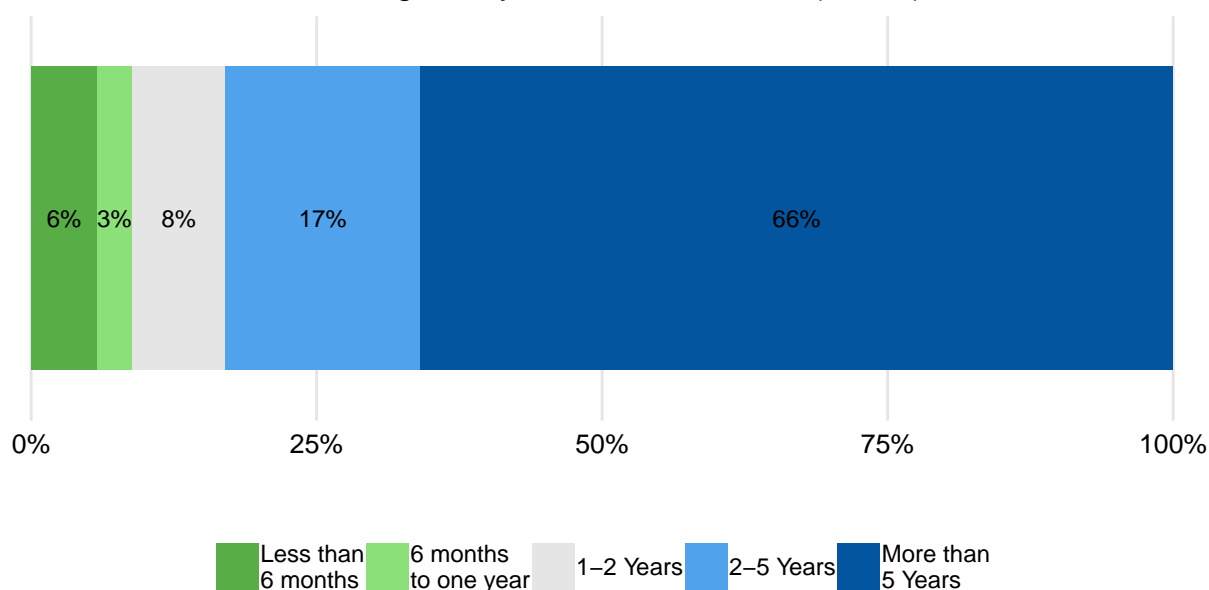
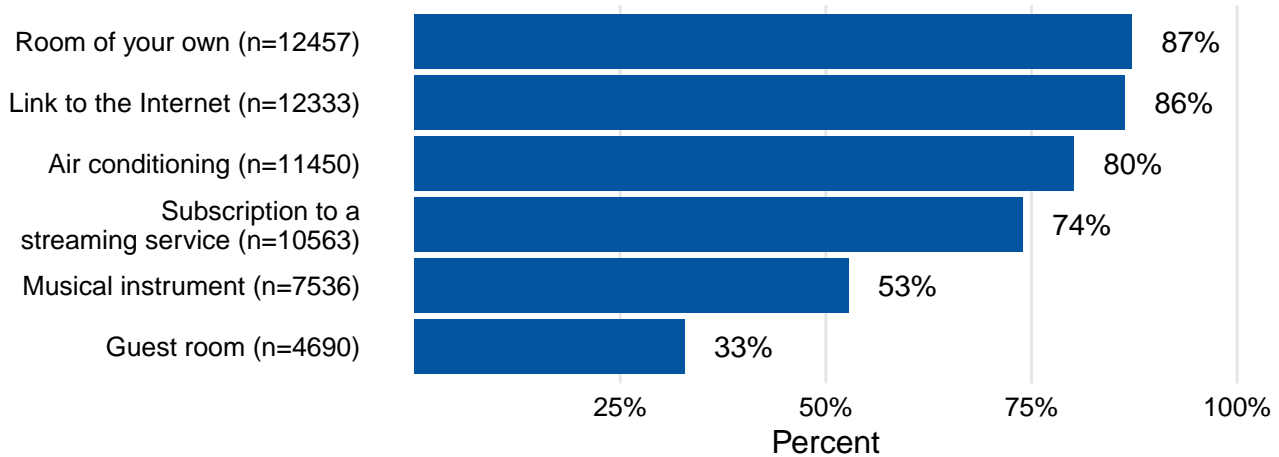


Table 1: In which country were you born?

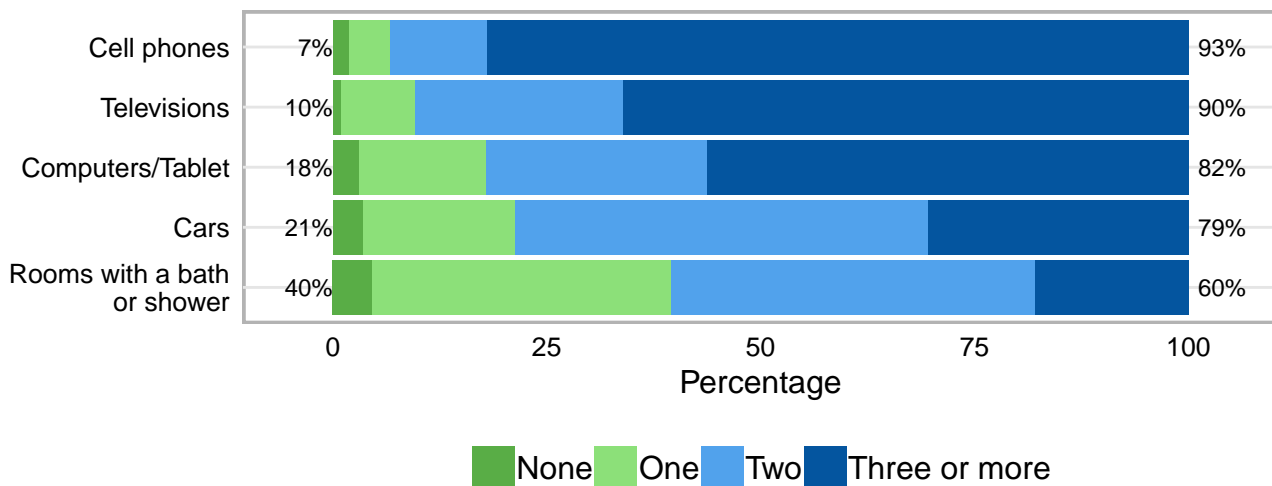
Country of Birth	n
United States	80
India	51
China	26
Jamaica	24
Pakistan	18
England	16
Mexico	16

In your home do you have?

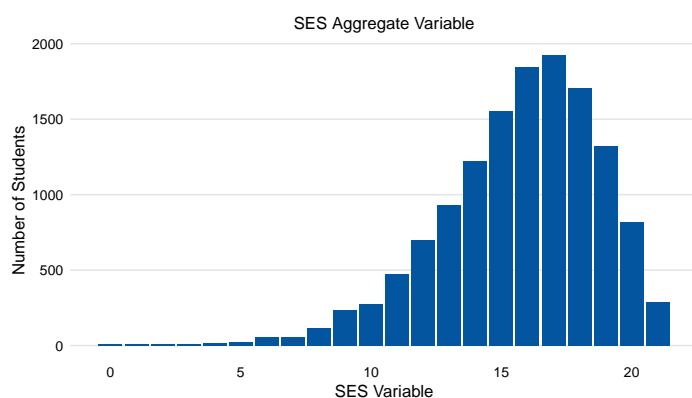


Respondents were able to select more than one option resulting in total percentages more than 100%

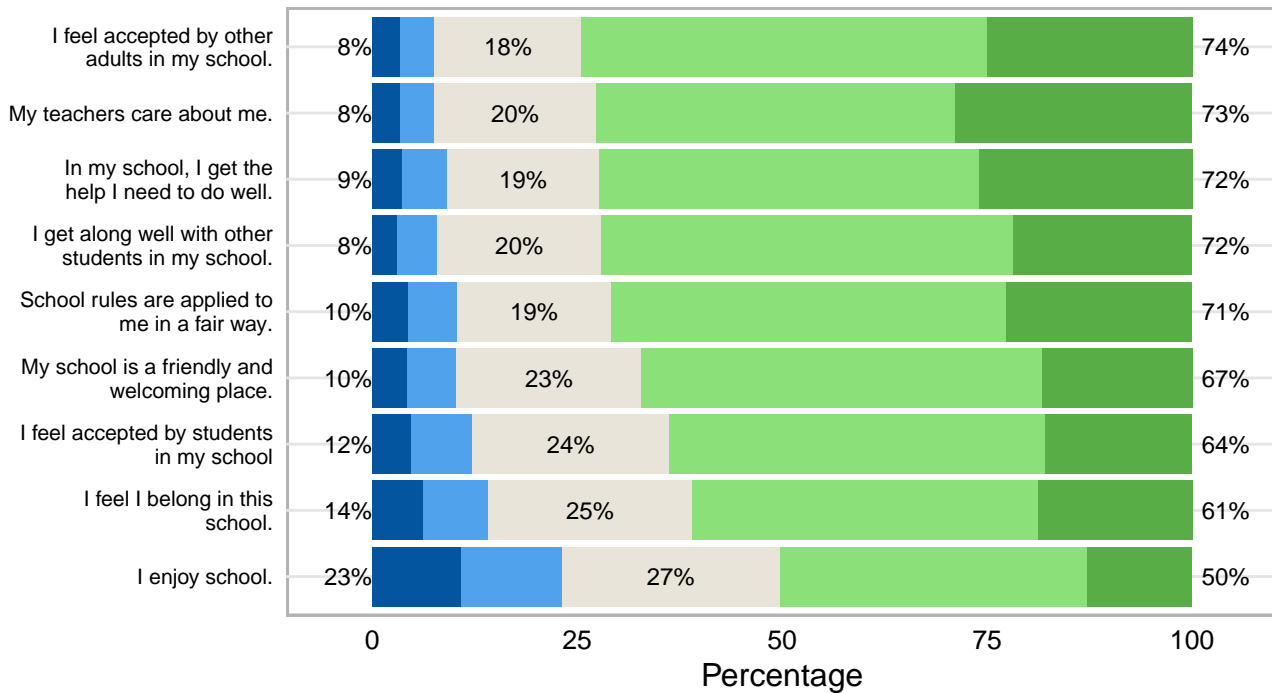
How many of the following are in your home?



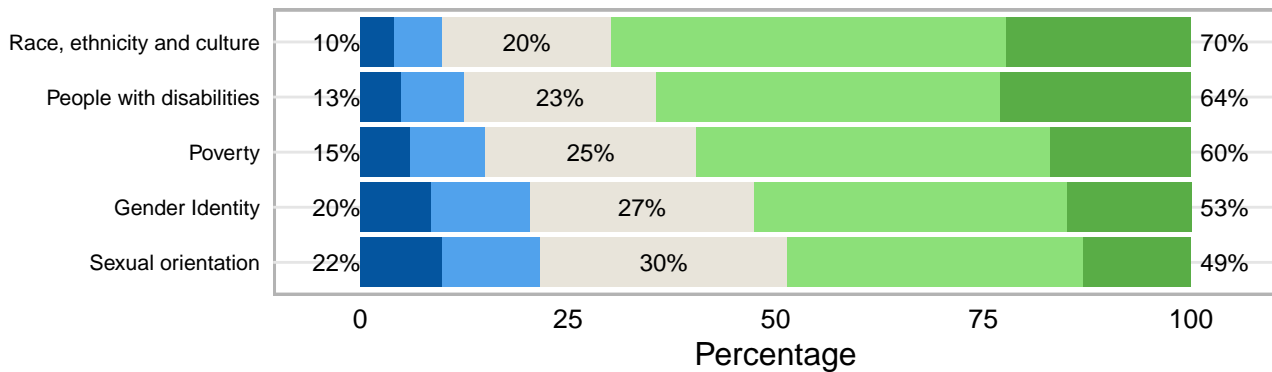
The following chart shows the distribution of the socio-economic status (SES) variable where all of the SES questions were combined into a single variable. The chart is close to what statisticians refer to as a "normal distribution". This means that the aggregate variable is helping to differentiate between people at the high (19-21) and low (0-10) end of the socio-economic spectrum.



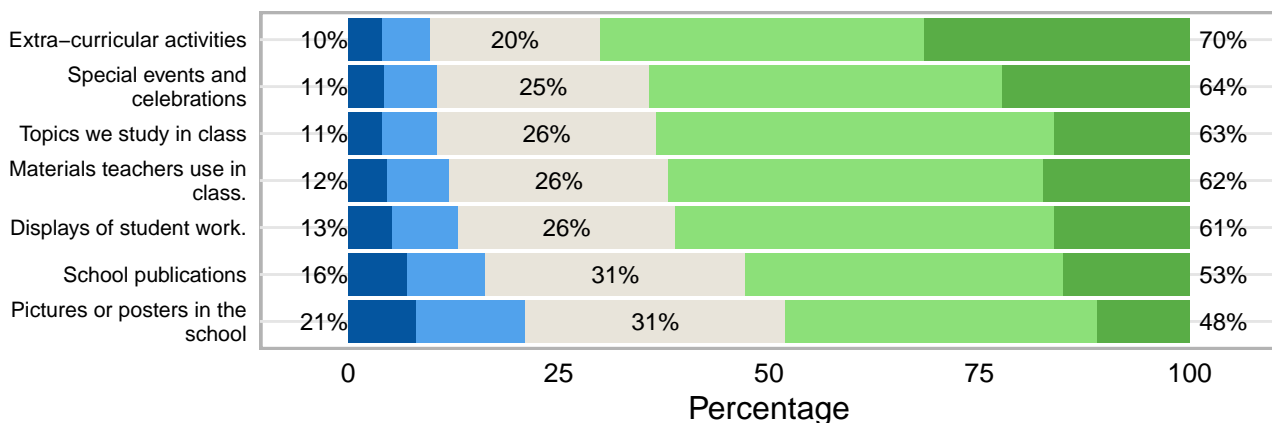
How do you feel about your school?



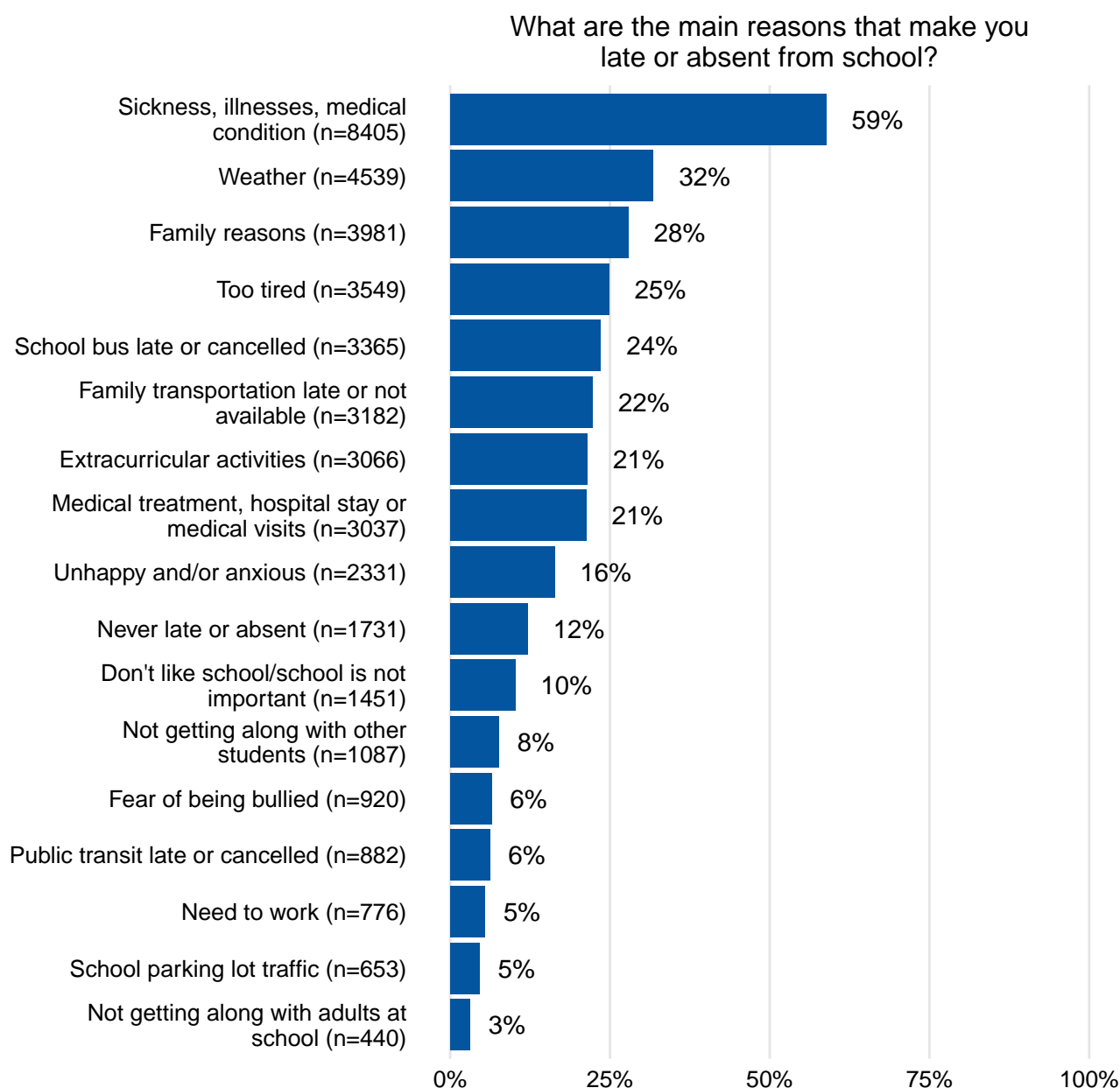
At my school, I am encouraged to think or learn about human rights/social justice issues related to:



At my school, I see myself/my identity reflected positively in:



Strongly Disagree Disagree Neither Agree/Disagree Agree Strongly Agree



Respondents were able to select more than one option resulting in total percentages more than 100%

Appendix A: Demographic Questions by County

Results with cells that have less than 15 individuals have been suppressed with a '-' symbol.

Table 2: Do you identify as Six Nations, First Nations, Metis, and/or Inuit? (By County)

	GEDSB (n=14107)	Brant County (n=1901)	Brantford (n=5736)	Haldimand County (n=3287)	Norfolk County (n=3183)
No	88%	93%	87%	83%	92%
Yes	12%	7%	13%	17%	8%

Table 3: Do you identify as Six Nations, First Nations, Metis, and/or Inuit? (By County)

Indigenous	GEDSB (n=1669)	Brant County (n=140)	Brantford (n=731)	Haldimand County (n=551)	Norfolk County (n=247)
First Nations	38%	54%	36%	34%	49%
Inuit	2%	-	3%	-	-
Metis	6%	-	6%	3%	12%
Six Nations	62%	44%	66%	71%	45%

Table 4: Which race category best describes you? (By County)

Race	GEDSB (n=14250)	Brant County (n=1913)	Brantford (n=5794)	Haldimand County (n=3318)	Norfolk County (n=3225)
Black	3%	2%	4%	2%	2%
East-Southeast Asian	1%	1%	3%	1%	1%
Indigenous	5%	1%	6%	10%	2%
Latino	1%	-	1%	1%	1%
Middle Eastern	1%	-	2%	-	1%
Multiracial	5%	4%	7%	5%	4%
South Asian	2%	1%	5%	1%	1%
White	78%	87%	71%	79%	87%

Table 5: What is your ethnic or cultural origin(s)? (By County)

Ethnicity	GEDSB (n=13458)	Brant County (n=1819)	Brantford (n=5442)	Haldimand County (n=3159)	Norfolk County (n=3038)
Armenian	<1%	-	<1%	-	-
Belgian	1%	-	<1%	1%	3%
Canadian	81%	85%	79%	80%	85%
Chinese	1%	1%	1%	1%	1%
Dutch	7%	7%	5%	9%	8%
East Indian	1%	-	3%	-	-
Egyptian	<1%	0	<1%	-	-
English	21%	23%	21%	20%	19%
Filipino	<1%	-	1%	-	-
French	6%	6%	6%	6%	6%
German	3%	4%	3%	4%	3%
Hungarian	2%	2%	2%	2%	2%
Indigenous	6%	2%	6%	11%	3%
Irish	12%	13%	12%	12%	13%
Italian	3%	3%	4%	4%	3%
Jamaican	1%	-	1%	<1%	-
Mennonite	1%	-	-	-	5%
Mexican	1%	-	1%	1%	3%
Pakistani	1%	-	1%	1%	-
Palestinian	<1%	-	<1%	-	-
Polish	2%	3%	2%	2%	2%
Portuguese	2%	3%	1%	2%	1%
Scottish	13%	16%	12%	14%	11%
South African	<1%	-	1%	1%	-
Ukrainian	2%	2%	2%	2%	3%
Welsh	1%	1%	1%	1%	1%

Table 6: What is your religion and/or spiritual affiliation? (By County)

Religion/ Spiritual Affiliation	GEDSB (n=14245)	Brant County (n=1914)	Brantford (n=5785)	Haldimand County (n=3320)	Norfolk County (n=3226)
Buddhist	1%	-	1%	1%	<1%
Christian	30%	32%	24%	32%	37%
Hindu	1%	-	1%	-	-
Indigenous Spirituality	3%	-	3%	7%	1%
Jewish	1%	1%	1%	1%	1%
Muslim	2%	1%	3%	1%	1%
No Religion	60%	63%	62%	57%	58%
Sikh	1%	1%	3%	-	-

Table 7: Do you have any of the following disabilities (challenges/difficulties)? (By County)

	GEDSB (n=13770)	Brant County (n=1839)	Brantford (n=5588)	Haldimand County (n=3199)	Norfolk County (n=3144)
Do not know	12%	11%	13%	11%	13%
No	57%	63%	54%	58%	56%
Yes	31%	26%	32%	31%	31%

Table 8: Do you have any of the following disabilities? (By County)

Disability	GEDSB (n=4075)	Brant County (n=457)	Brantford (n=1746)	Haldimand County (n=937)	Norfolk County (n=935)
Chronic health condition	6%	7%	6%	6%	9%
Developmental	6%	7%	7%	5%	9%
Dexterity	1%	-	2%	2%	3%
Do not know	4%	3%	4%	4%	5%
Hearing	5%	7%	6%	6%	9%
I have no disability	3%	4%	3%	4%	3%
Learning	20%	21%	24%	22%	22%
Memory	11%	13%	14%	13%	15%
Mental health	35%	36%	40%	37%	37%
Mobility	2%	-	2%	3%	3%
Pain	13%	16%	15%	16%	18%
Speech	7%	11%	9%	9%	9%
Vision	25%	25%	26%	31%	27%

Table 9: How do you identify your sexual orientation? (By County; Grades 9 to 12 only)

Sexual Orientation	GEDSB (n=5791)	Brant County (n=573)	Brantford (n=2212)	Haldimand County (n=1617)	Norfolk County (n=1389)
Asexual	1%	-	1%	1%	1%
Bisexual	6%	8%	8%	5%	5%
Gay	1%	-	1%	-	-
Lesbian	1%	-	1%	-	1%
Pansexual	2%	-	3%	2%	1%
Questioning	2%	3%	3%	2%	3%
Straight	84%	84%	80%	87%	85%
Unsure of Question	3%	-	3%	2%	4%

Table 10: How do you identify your gender? (By County; Grades 9 to 12 only)

Gender	GEDSB (n=5808)	Brant County (n=579)	Brantford (n=2212)	Haldimand County (n=1622)	Norfolk County (n=1395)
Another	3%	3%	4%	3%	4%
Female	47%	46%	48%	48%	44%
Male	50%	49%	49%	49%	53%

Table 11: Were you Born in Canada? (By County)

	GEDSB (n=13809)	Brant County (n=1841)	Brantford (n=5604)	Haldimand County (n=3219)	Norfolk County (n=3145)
No	4%	2%	5%	2%	3%
Yes	96%	98%	95%	98%	97%

Appendix B: List of examples provided for Question 5: Do you have any of the following disabilities (challenges/difficulties)?

Table 12: Disability examples given

Listed disability	Examples given
Chronic health condition	e.g., epilepsy, cerebral palsy, spina bifida, cystic fibrosis, etc.
Developmental	e.g., Down syndrome, autism or general delay, etc.
Dexterity	e.g., difficulty using hands/fingers to grab/hold small objects, such as pencils or scissors
Hearing	
Learning	
Memory	
Mental health	
Mobility	e.g., difficulty walking
Pain	e.g., constant aches or discomfort caused by illness, injury or condition
Speech	
Vision	
Do not know	
I have no disability	



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Traumatic Events System (TES) Model**
DATE: September 9, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report Traumatic Events System (TES) Model as information.</p>

Background

For many years, Grand Erie has provided crisis response to students through the Tragic Events Response Team (TERT), which was comprised of student support staff – primarily School Social Workers and Child and Youth Workers – who arrived at a school to provide on-site, direct support following a tragedy. The focus of the team was to identify students who may be the most impacted by the crisis or trauma that had occurred, and to ensure that supports were put in place for those individuals. Interventions of the TERT focused mainly on students and managing their response to the event, as well as providing support to the administrator in managing the situation.

In recent years, Grand Erie staff, including administrators, support staff and teachers, have expanded their knowledge of trauma and understanding of the impact of traumatic events on our schools and communities. The evolving understanding of trauma has provided rich guidance to school boards in providing more meaningful support to staff, students and parents following traumatic events. In addition, the Traumatic Events System (TES) Model, which was developed through the National Centre for Threat Assessment and Trauma Response, has formed the basis of training for school boards and professionals to enhance a deeper understanding of trauma and to ensure that interventions are evidence-based.

Additional Information

A Grand Erie working group incorporated input from teachers, administrators, union executives and student support staff to create the Traumatic Events Response Resource Guide". The Traumatic Events Response model expands on the previous model in the following ways:

1. **There is consideration of the pre-existing dynamics of a school prior to a traumatic event, including a school's trauma history.** Through having a better understanding of the functioning of the school, and the unique needs of both the situation and the people involved, the team is in a better position to provide well-informed interventions for those impacted. For example: Is the school an "open" or "closed" system? What previous traumatic events have the school and community endured and how have those events impacted the school over time?
2. **There is an intentional focus on the school staff who are impacted and supporting their recovery.** This model recognizes that traumatic events can significantly impact staff, so, because of this, care and concern for staff well-being is part of the intervention. Scripts are provided to classroom teachers and office staff to help them communicate with students and

parents. Staff are provided with opportunities for debriefing with the team, as well as resources. Staff are viewed as having a key role in re-establishing equilibrium in the school.

3. **There is an intentional focus on the parent/caregiver role and supporting them as the natural support systems of our students.** Offering resources, information and considering the need for parent meetings are part of the model. Consideration is given to the needs of the parent community and how to best support them and provide timely and accurate information.
4. **There is consideration of the traumatic event's impact zone and need for central coordination of resources.** The breadth and depth of response to any event is not only based on the nature of the event. This model considers the interrelationships between individuals, schools and communities and outlines the roles for the Senior Administrative team as part of the process of managing traumatic events.
5. **There is a standard of professional practice and training that is required for counselling staff who are providing support.** The model is based on a foundational body of knowledge called "Psychological First Aid", which is a recognized, evidence-based approach to providing on-site support following a traumatic event. Staff will be expected to be familiar with the approach prior to delivering services in schools and will also have had training in the Traumatic Events System Model.
6. **This is not only a school-based model, but a community model.** In this model, school and community agencies work collaboratively to ensure seamless supports for students and families in the community. Recovery is not the sole responsibility of the school. There may be situations that require bringing community agency staff into schools to help with supporting students, staff and parents. As well, community agencies will be informed of events so that they can better prepare for referrals for crisis services and counselling. The Brant Haldimand Norfolk Catholic District School Board is also offering training to their staff in the Traumatic Events Systems model and are aligning their practices similarly.

Next Steps

All stakeholder groups will receive training on the new model.

Grand Erie Multi-Year Plan:

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,

Wayne Baker
Superintendent of Education



Traumatic Events Response Resource Guide

September 2019

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Acknowledgements

Traumatic Events Response in Grand Erie District School Board

Grand Erie District School Board has a long history of providing outstanding supports to students, staff and families when a crisis or traumatic event occurs. Superintendents, Principals, Vice-Principals, Traumatic Events Response Team and other staff members provide leadership at every level of the system. This resource guide builds on Grand Erie's foundation of excellence and aligns with current research and best practice. It also includes trauma-informed practices and complements other Safe and Inclusive Schools policies and approaches.

This document was written by:

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Kimberly Newhouse, Manager of Communications and Community Relations

Assisted by the Traumatic Events Response Committee

We would also like to acknowledge the ongoing support we receive from community partners, in times of crisis and trauma, including but not limited to: Brantford Police Services, Brant OPP, Norfolk OPP, Haldimand OPP, Victim Services of Brant, Haldimand Norfolk Victim Services, Six Nations Mental Health Services, St. Leonard's Community Support Services, Nova Vita, Haldimand Norfolk Women's Services, Brant Family and Children's Services, Haldimand Norfolk Children's Aid Society, Woodview Autism and Mental Health Services, and Haldimand Norfolk REACH.

This resource has been informed by:

Grand Erie District School Board Tragic Events Response Guide, 2014
Grand Erie District School Board Tragic Events Response Team Guide 2009
Saskatoon Public Schools Traumatic Response Guide, 2015
School and Community Protocol for Violence Threat Risk Assessment and Intervention, Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board, 2019
Psychological First Aid, National Child Traumatic Stress Network
Traumatic Events System Model Training, North American Centre for Threat Assessment and Trauma Response, 2018

Background

This resource guide is designed to provide a proactive, consistent and organized response to events that are traumatic in nature and have an impact on our students, families, staff and communities. It recognizes the roles of staff throughout the system in responding to these events, and the responsibilities of the members of both the System Support Team (SST) and the Traumatic Events Response Team (TERT) at the school. The Traumatic Events System model acknowledges that members of the Senior Management team play an integral part in responding to events that occur both at the school and system level.

Grand Erie District School Board is committed to providing safe and inclusive school spaces. We recognize that a trauma-informed approach in our classrooms and our schools can positively mitigate the impact of trauma. A timely and informed response to traumatic events has a direct impact on the longer-term recovery of individuals and schools. Grand Erie shares the responsibility of caring for the well-being of our students, families and staff with the broader community.

The model of Traumatic Events Response recognizes that when events occur that are traumatic in nature, we require the support of our community agencies to assist in the recovery process. Through respectful partnerships and clear communication processes, we can involve our community partners in meaningful ways. This model also honours the role parents, guardians and caregivers have in providing an ongoing natural support system for our students.

In addition, this model recognizes that violence threat risk assessment and traumatic events are inextricably linked. Violence precipitates traumatic response, and traumatic events are known to elevate risk in already vulnerable persons. Through being aware of these possibilities, schools are well positioned to respond to concerning student behaviour and ensure supports are in place for those who require it.

Grand Erie's Traumatic Response Definition

Grand Erie schools span three geographic areas, in addition to deep connections with both Mississauga's of the Credit and Six Nations of the Grand River when traumatic events occur, we know that there can be a far-reaching impact on our students, families, staff and communities, as well as how these systems function together.

In an age of social media, communication about a traumatic event often spreads quickly. Given this reality, it is important that we act quickly in organizing a timely response to ensure accurate information is shared.

Some traumatic occurrences have wider impact zones, that may include multiple classrooms, schools and communities. These events require a broader and more comprehensive trauma response plan.

Additionally, there are factors that intensify the impact of a traumatic occurrence on individuals, schools and our community. Some of these include:

- The unexpectedness of the event;
- The nature of the event (e.g., violence);
- The relationship of the individual(s) involved with students and staff;
- Family members and close friends attending the school;

- Pre-traumatic functioning of individuals or groups within the impact zone (consider the possibility of multiple impact zones); and
- Cumulative impact of previous or related tragic or traumatic events in the school and community.

Definitions

Crisis

A crisis event is “contained” within the system it occurs. Typically, in a crisis event, the school can manage the response with its own resources. The broader system is not impacted. The school can function with the support of the school-based Traumatic Events Response Team and requires minimal involvement of the System Support Team.

Trauma

The definition of trauma is an event or series of events that overwhelms individuals, such as a school or community. It is an unexpected event that requires significant intervention to assist the school, or system, to return to a state of equilibrium. It typically has a broader impact zone than a crisis and requires a broader response. The System Support Team has an ongoing role in supporting schools who are managing and responding to a traumatic event with key responsibilities such as communication, support and safety.

Traumatic Event System Response (TES) Model

The TES Model was developed by the North American Centre for Threat Assessment and Trauma response and incorporates system theory and current trauma research into traumatic event assessment and response in schools. This model recognizes that the pre-trauma functioning of an individual, school or system is important in developing a responsive intervention plan. It also aids multi-disciplinary teams in effectively assessing individuals as well as the systems in which they are functioning (i.e., the classroom, school or family). A team approach ensures adequate resources are provided for the response.

Entitlement

The concept of entitlement as it relates to traumatic events is an important one to understand. Anyone can be impacted by a traumatic event, regardless of their connection to it. It is important to recognize that individuals who have been impacted by loss are vulnerable to re-experiencing symptoms related to previous trauma when an event occurs. Proximity does not predict the grief response.

Natural Grief:

Grief (also called bereavement) is the experience of loss. Many people associate grief with the death of an important person or pet. However, people experience grief after any important loss that affects their life, such as the loss of a job or relationship. Grief after diagnosis of an illness or other health problem is also common.

Individuals experience grief in different ways and experience a wide range of thoughts or feelings during their journey. Some may feel shocked, sad, angry, scared, or anxious. Others feel numb or have a hard time feeling emotions at all. At times, many even feel relief or peace after a loss. Some

do not cry or react outwardly. Some do not find talking about the loss helpful. Some have a delayed grief reaction, particularly when they must care for others during or after a traumatic event.

There is no singular way to experience grief. Feelings, thoughts, reactions, and challenges related to grief are very personal. Some people have thoughts or feelings that seem at odds with each other. For example, someone might feel very depressed about their loss but also accept the loss at the same time. Many people find that the intensity of their grief changes significantly over time. For example, anniversaries or holidays can often bring up strong feelings. People work through grief in their own ways.

Complicated Grief

The term “complicated grief” refers to factors that interfere with the natural healing process. These might range from characteristics of the bereaved person, to the nature of the relationship with the deceased person, to the circumstances of the death, or things that occurred after the death. Individuals with complicated grief know their loved one is gone however they still cannot believe it. They feel that time is moving on, but they are not. They often have strong feelings of yearning or longing for the person who died that do not lessen as time goes on. Thoughts, memories, or images of the deceased person frequently fill their mind, capturing their attention. They might have strong feelings of bitterness or anger related to the death. They find it hard to imagine that life without the deceased person has purpose or meaning. It can seem like joy and satisfaction are gone forever.

Impact Zone

The impact zone is the geographical or social areas impacted by the traumatic occurrence. An event may have an impact on an initial school location (i.e., where the student was attending school or where staff were employed) and potentially on other school locations (e.g., schools where family members worked, or siblings attended, sports teams, extra curricular, etc.). Traumatic events might affect multiple sites and systems (i.e., schools, families, individuals) but this does not imply that the impact is equal.

When a traumatic event occurs, it is essential to assess the impact zones and then plan the appropriate response.

Critical Periods

There are critical time periods to be aware of, and monitor, when responding to trauma that significantly impact individuals, the school, system or community:

- Critical Period 1 At the time of the incident when staff and students are informed;
- Critical Period 2 Two weeks (post-incident) from the time the media coverage subsides;
- Critical Period 3 One month prior to Christmas;
- Critical Period 4 The anniversary of the incident within the impact zone;
- Critical Period 5 When in the impact zone of another incident; and
- Critical Period 6 Unique to each school and community and linked to their own history.

Natural or Primary Supports

Natural or primary supports are the relationships that occur in everyday life. They usually involve relationships with family members, friends, groups and neighbours. These supports can be the constant in a person's life and should be the initial focus of the communication and intervention.

Psychological First Aid

Psychological First Aid is an evidence-informed approach to help children, adolescents, adults and families immediately after a traumatic event or crisis. It is designed to reduce the initial distress caused by traumatic events and to foster short- and long-term coping. Research has demonstrated that early, brief and focused intervention can reduce the social and emotional distress of both children and adults after traumatic events. More on this: [Psychological First Aid Manual](#).

Naturally Open Systems

The healthiest school environment is a naturally open system, which has defined leadership, and where communication flow is multi-dimensional. In this environment, leaders openly share information relevant to each level of the school, (i.e., staff, students, parents) and all levels of the school openly communicate with the leadership. In other words, in naturally open systems, students are more likely to report and share information with staff, parents share information with the school, and, staff share with administrators and vice versa. In a naturally open system, crisis and trauma can be managed with supports from both within and outside of the environment, and there is a collaborative relationship between professionals. An open system allows for information and supports to be invited in for the benefit of the system's functioning. A range of emotions and affective states (e.g., fear, sadness, guilt, anger, etc.) is expected and tolerated. This theory can also be applied to family functioning as well as school functioning.

Understanding a school's pre-trauma functioning is an important aspect of responding to traumatic events. Schools that are naturally closed, traumatically closed or traumatically open may require additional internal or external supports to assist them toward functioning in a naturally open way.

System Traumatic Events Response Plan

As we have learned through experience and training, a traumatic event is not always contained within the school site where it occurs. In fact, it might have multiple impact zones and impact multiple schools and communities.

Following the assessment phase, which involves both system and school-level teams, a planned, coordinated response will assist in providing students and staff with the appropriate supports. These supports are based on individual and school need and will assist in returning the learning community to regular school activities in a timely manner.

This process supports those affected by the event and decreases the potential long-term effects on individuals and the school community. Effective and organized responses will help further build strength and resilience into schools and communities.

In collaboration with the school and system, community agencies will be included as part of the plan to respond and promote recovery. Respectful and clear partnerships will help students, families and staff feel supported during challenging times.

System Support Team

The System Support Team (SST) provides Board-wide-support during crises or traumatic events that impact schools. The SST includes: Grand Erie's Director of Education, Superintendent of Schools, Superintendent of Safe and Inclusive Schools, Superintendent of Business, Manager of Communications, Mental Health and Well-Being Lead, and Safe and Inclusive Schools Lead. Other staff will be included as required, for example the Manager of Transportation, Manager of Human Resources and Manager of Health and Safety. Team membership will vary depending on the situation and required response.

The responsibility of the SST is primarily to provide leadership through coordinated response and communication to school sites. Through the Family of Schools Superintendent, the SST is notified, and an immediate consultation with the group takes place by phone or in person to share and confirm information and discuss next steps.

A determination will be made by the SST as to the need to mobilize additional supports, including but not limited to, additional administrative support, counselling staff, teaching staff, and/or community agency supports. This decision is made in conjunction with the school-based Traumatic Events Response Team (TERT) [see page 13] which is on site and assessing the situation to help make timely decisions.

Members of the SST may be on site or off site, depending on the nature of the situation. Best practice recognizes that it is helpful to have additional staff present when they have a designated role.

The SST is also responsible for decision making regarding system communications, as well as supporting the on-site TERT process. The SST will assist with writing scripts for staff to use in staff meetings, the office and in the classroom, to ensure consistency of messaging during traumatic events.

The Family of Schools Superintendent or designate will communicate decisions of and information from the SST directly with the Principal(s) and/or TERT to ensure one primary line of communication. A system of communicating regular updates throughout the response will be established, as the situation requires.

Traumatic Events Response Team

Members of the Traumatic Events Response Team (TERT) include staff both within and outside of the school. These staff are trained in responding to traumatic events and work as a multi-disciplinary team. School Social Workers, Child and Youth Workers, Attendance Counsellors, Guidance Teachers, Vice-Principals, Principals and other teachers may be part of a TERT. Each school team is unique. Every member of the TERT has roles and responsibilities in responding to a traumatic event or crisis. Roles are determined in advance of traumatic events occurring. However, at the time of a traumatic event, responsibilities are divided as part of the TERT assessment and planning process. Staff involved in TERT serve as role models for calm and resilience during the response, in addition to working collaboratively with the natural support systems in the school and community (i.e., parents, teachers, federal/union representatives, OPC and other community agencies as necessary).

Privacy and Information Sharing

Grand Erie District School Board believes that maintaining privacy about personal information is a respectful response to loss, tragedy and trauma.

Personal and private information must be shared only on a “need to know” basis. To make decisions on who needs to know, the following must be considered:

- Who from the System Support Team needs to know to provide the best support to the school, the student(s) and staff involved, and to coordinate and support the response required in all school locations?
- Besides the Traumatic Events Response Team in the school, who in the school building needs to know the information to provide the best support to the school, the student(s) and staff?
- Personal information is shared to meet the needs of the individuals who have been affected by loss, tragedy or trauma. The information is intended for those inside of the circle of care.
- What information has the family given permission to share within the school community? While there can often be rumours about traumatic occurrences, it is essential that we respect the family’s privacy and that we only share the confirmed facts with the school community appropriate.
- The school Principal will keep the Family of Schools Superintendent informed when and with whom personal information is shared.

Broader-scope personal and private information will be shared only after confirmation and permission from the family has been gained. Additionally, the information is shared only with those who will be directly supporting students and staff within the impact zone. **All communication will be vetted through the Manager of Communications.**

Guidelines for Communicating with the Family

- Ensure that the Principal or Vice-Principal, and Family of Schools Superintendent have been consulted prior to contacting the family;
- Refer to the student’s or staff’s electronic file for pertinent information;
- Be aware of the complexities of various family structures, including blended families, separated or divorced families, foster care, faith and cultural communities, etc.;
- Be conscious of the emotions that the family is experiencing;
Express genuine sympathy on behalf of yourself and school community;
- Maintain follow-up contact with family, as appropriate;
- Obtain information regarding funeral services and family wishes, share condolences of school gathered through a “Memory Box”
- In the case of a staff member provide contact information for their union/federation representation
- Elicit the wishes of the family for sharing information regarding the loss (i.e., who can it be shared with, what specific information can be shared, etc.);

Roles and Responsibilities

All staff involved in responding to a traumatic event are alert to the possibility of a conflict of interest and the reality that they might be affected by a trauma at a personal as well as professional, level. When either of these possibilities occurs, staff will consult with a colleague using their ethical code to guide them about how, or if, they will continue to be involved in the trauma response. In tandem, they will consult with their Supervisor to fully inform about the conflict of interest or influencing personal connection to the traumatic event. Staff are aware that there may be times they are unable to have a role in responding.

Staff are also aware that there may be a need to consider risk assessment for specific individuals and groups, based on the response to the trauma. Sharing of appropriate information among team members is essential for ongoing assessment of risk.

Principal

The leader in the school before, during and after a TERT response. They help to ensure the safety and well-being of students and staff. The Principal is responsible for the functioning of the school building and communication with the SST as events unfold. The Principal will lead staff meetings, as well as assist the TERT co-leads in establishing a school-based intervention plan. The Principal knows the nature of their school community and pre-trauma functioning. This knowledge must be used to help support the work of the TERT in the school and community. The Principal's visibility during a TERT is imperative and helps to re-establish calm after a traumatic event. The Principal can request additional assistance in performing these duties from the SST. (Appendix A)

Co-leaders of the TERT

School Social Workers and Child and Youth Workers, are responsible for assisting the Principal and team to devise a school-based plan. In addition, the co-leaders assist with, and delegate tasks such as:

a) Staff Meeting Support:

Assisting the Principal in messaging to staff and for providing the outline of a response plan, including resources available both within and outside of school (Appendix B);

b) Classroom Debriefing:

Assisting teachers in the classroom to share information with students (Appendix C, D, E);

c) High-Risk Assessment:

Identifying and assessing students and staff potentially at risk or who might require immediate contact; compiling a list of individuals who might need support and follow-up

d) Counselling:

Providing individual and small-group support, to both students and staff, as well as contacting parents by phone to follow-up on students or make referrals;

e) Resources:

Providing resources and community agency information to students, staff and families; co-ordinating community agency involvement (Appendix F);

f) Communication:

Identifying who, in addition to the Principal, will communicate with the SST, particularly if there is a broader impact zone; assisting with creating scripts for staff, students and parents; establishing who will connect with the family;

g) Parent Meetings:

Assisting with setting an agenda and participating in parent meeting(s) to provide information and guidance to parents, guardians and families to assist them in supporting their children (Appendix G); and

h) Debriefing:

Assisting with the end-of-day debriefing with staff, as well as arranging other opportunities for those who are interested or request further debriefing; providing feedback to SST. As part of postvention, provide accessible resources for staff (e.g. Life speak, Employee Assistance Program, local crisis services, counselling agencies).

Counselling Staff

Trained professionals who are familiar with both systems theory and traumatic events response. They may be members of Support Services or community agency staff. They provide short-term assessment and intervention with individuals who are impacted by the event and assist to connect people with their natural support systems. In situations where the natural support system is not adequate, Counsellors assist to make referrals to community-based supports. Counsellors contact parents to follow-up on interventions provided at the school level. For TERT, consent is not required for the initial intervention to occur. Services are offered individually, in small groups, and/or classroom settings.

In concert with the overall traumatic response plan, counsellors may be asked to provide information to certain classes with the classroom teacher. While this intervention occurs at times, it is not always determined to be in the best interest of the students or school team. Thus, Counsellors will work closely with the Principal, Superintendent and SST, to determine when, and if, age-appropriate information is shared in individual classrooms. In most instances the preferred communication plan is that information is shared in an adult-to-adult manner so that parents, caregivers, and guardians can share information in the safety and comfort of their home.

Once the school returns to normalcy and equilibrium, Counsellors are involved in following up with students who have been identified as at-risk or significantly affected by the tragedy or trauma. Counsellors often assist with referrals to outside agencies or professionals to support a student's healing process.

Teachers

Integral to the overall functioning of schools, especially after a traumatic event has affected individuals or the school itself. Teachers provide nurturing, soothing and responsive care for students. When a traumatic event affects a school, students need to be able to depend on teachers responding to their needs in a consistent fashion, using a calm, open presence. Openness does not imply sharing personal or private information, or information that could cause unrest in the school building.

Teachers provide consistent care for students under their umbrella of responsibility. At times, individual teachers are identified who require more information about a death or traumatic event to serve individual students in their classroom. Teachers will be provided with the information they need to support their classrooms. (Appendix C, D, E)

Information provided to specific teachers is on a need-to-know basis, typically through the Principal. However, there are occasions when a teacher will be given sensitive information about a death or traumatic event from a family member or close friend. When this occurs, it is the teacher's responsibility to inform their Principal immediately.

Office Staff

Often during the unfolding of a traumatic event, it is the office staff who are fielding calls and questions from concerned parents and community members. Providing a script for office staff, as well as support and guidance for dealing with phone calls, is an important part of the process. It is crucial that a member of the TERT meets with office staff and provides adequate information and preparation so that they can give consistent and clear messaging.

Parents and Caregivers

The natural support systems for our students. It is important to ensure that parents and caregivers are included in the response. Consider ways to support parents through open and timely communication and provide information that will help them support their children. (Appendix F, G)

Community Agencies

Provide crisis response services may be involved in the initial response at the school. The role of community agency supports is to enhance the response of the school and provide seamless transition to community-based services. For community agencies to participate in a TERT response, there will be pre-determined partnership agreement(s) that outline the roles and responsibilities of the professionals involved. The SST will assist in making requests from community agencies for support in the school. The Principal and co-leaders of the TERT will be responsible for designating roles and responsibilities at the time of the response and based on the needs of the individuals and school.

Traumatic Events Response- System Support Team Process

1. System Support Team Contacted

Family of Schools Superintendent or Designate initiates team through Manager of Communications in response to an event, for example, death, near death, violent incident, threats, accidents (any incident that has a large impact on the school/community)

2. System Support Team Convenes

- a. Family of Schools Superintendent or Designate is single point of contact with Principal
- b. Manager of Communications arranges conference (in person or by teleconference)

3. System Support Team Includes

- a. Director of Education
 - Gives direction as system leader
- b. Family of Schools Superintendent of Education or Designate
 - Key point of contact with Principal
- c. Superintendent of Safe and Inclusive Schools
 - Advises regarding safety and protocols with Police
- d. Superintendent of Business
 - Advises regarding facilities and transportation
- e. Mental Health and Well-Being Lead
 - Coordination of student support, on site as needed
- f. Safe and Inclusive Schools Lead
 - Coordination of community support, on site as needed
- g. Manager of Communications
 - Communication and liaison with Police services
- h. Division Manager of Operations and Health and Safety

4. Initial Assessment and Response Plan Determined

- a. Assessment of Scope of Impact Zone - How many schools and communities are impacted and what supports are required? What is the history of the school and community involved?
- b. Coordination of Information with school-based Traumatic Events Team - What additional resources are required based on the needs of the school? How can the SST assist the school? (e.g., delegate communication)
- c. Roles of System Support Team are determined
- d. Communicate with federations/unions and professional associations

5. Communication to Systems

- a. All messages are created by the Manager of Communications in consultation with the Principal and SST with consent to share
- b. System - including plan for communicating with Trustees, broader staff, messaging from Principals, scripts for staff
- c. Families
- d. Website (if required)
- e. Social Media (if required)
- f. Local Media (if required)

6. Reassessment and Revision to Response Plan

- a. As required, time periods are established to connect with the school-based TERT
- b. Establish next steps based on reassessment
- c. Consider longer-term needs for recovery

7. Debrief

- a. At end of day, debrief and determine next steps
- b. Arrange a debrief for one week after the incident

Traumatic Events Response Planning- School Level

1. Initial Assessment and Response Plan Devised

Meeting with Principal/Vice Principal and co-leaders of Traumatic Events Response Team and System Support Team (Appendix A-Checklist for Principals)

Determine the Following:

- a. Number of TERT members needed on site
- b. Where counselling team is to be located (e.g., Student Services, library, etc.)
- c. Space for students who need support, and staff who need support (should be two separate spaces)
- d. Who will contact family to obtain permission to inform staff, students and system and what information the family would like shared (if Principal has not)?
- e. Community partners who could be accessed and/or notified to help support students and staff

2. Communication with Staff

- a. A staff meeting should be arranged before classes start to inform staff of traumatic event and plan for the day
- b. Most affected and vulnerable staff should be identified and informed privately, where possible
- c. There may be circumstances where alternate means of notifying staff may need to be considered (e.g.; notifying by phone or email)
- d. Support should be offered, and decisions made about whether the staff member is able to manage in the classroom or needs to be relieved
- e. Office staff require a script for answering calls from the community.
- f. Whereby the event occurs during the school day, an email will be sent to alert staff about meeting, or sharing information
- g. Ensure that staff that are away are contacted (occasional staff, staff on field trips, etc.)
- h. Memo in mailbox if no other option to inform
- i. Provide staff with resource on talking with the class (Appendix E)

3. Communication with Students

- a. Where possible, students who will be most affected should be removed from class and advised privately
- b. Give classroom teachers a written script containing information and guidelines for classroom discussion
- c. During staff meeting members of TERT should offer support to classroom teachers
- d. Consider students who are absent that may need to be contacted

4. Communication with Families

- a. Contact Manager of Communications regarding messaging to be sent to parents
- b. Parents of students most affected by the traumatic event should be contacted by phone if possible
- c. Provide information to parents about the TERT team and where to get support in community
- d. In consultation with SST, consider hosting a meeting for families to offer information, support and guidance

5. Reassessment and Revision of Support Plan

- a. School-based TERT will meet to review plan and determine next steps
- b. SST and school-based TERT will communicate to share information and determine next steps
- c. Consider longer-term needs for recovery

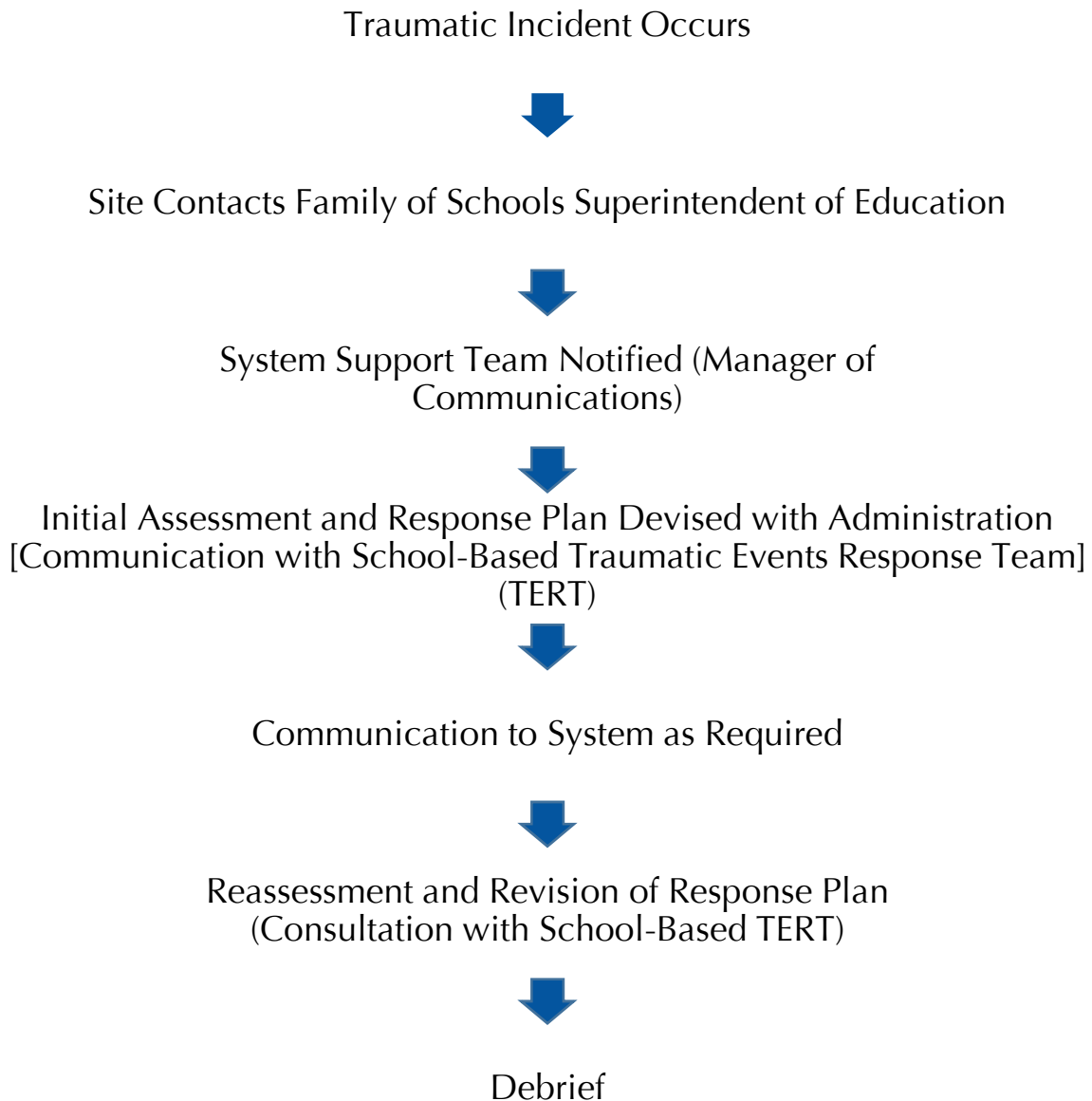
6. Debrief

- a. At the end of the school day, a mandatory staff meeting will be held to inform, answer questions, and discuss next steps.
- b. Follow-up support meetings can be provided on a voluntary basis for staff who are interested, in conjunction with TERT and community agencies
- c. Findings from debrief shared with SST for continuous improvement

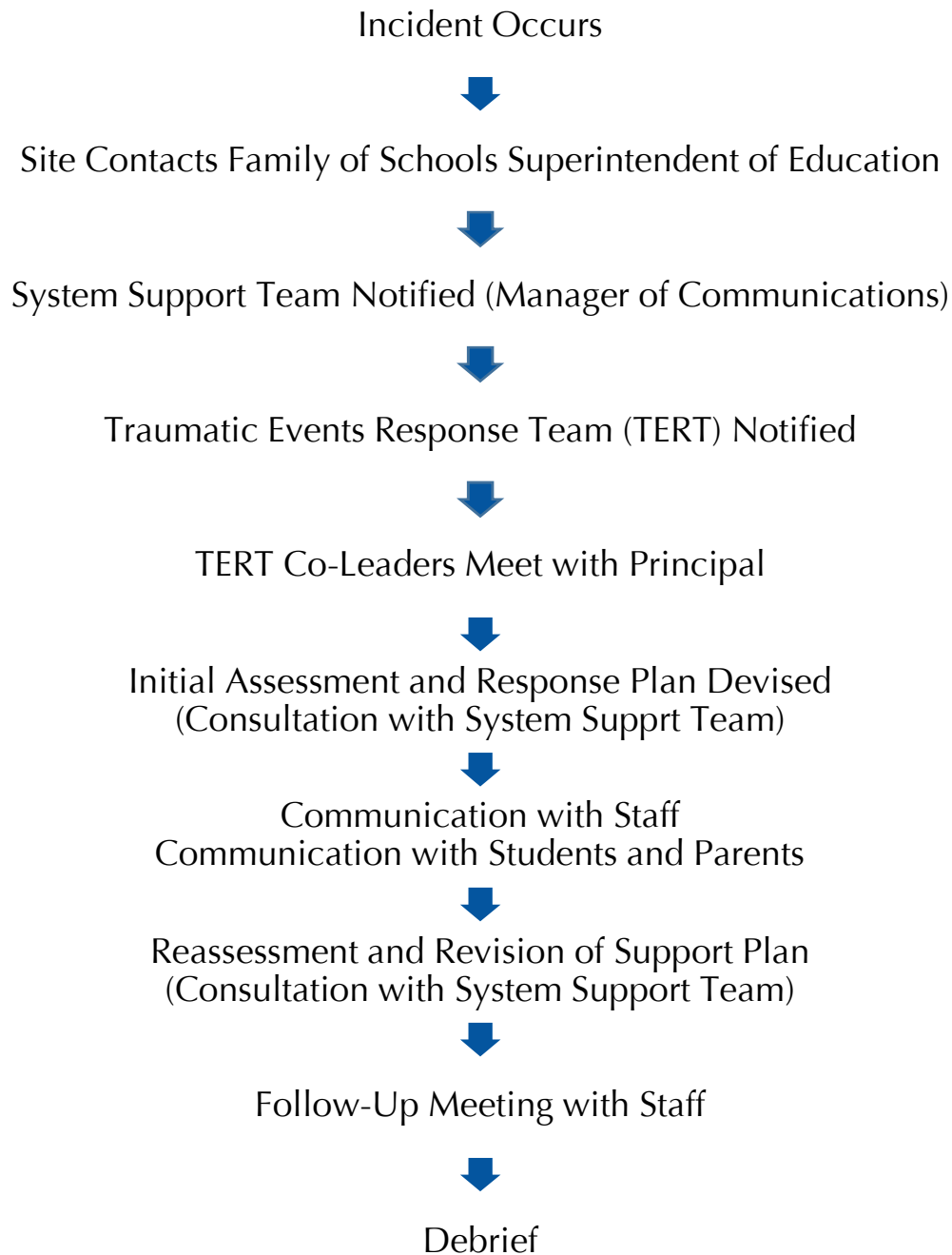
Other Considerations in the Event of Death

1. School Flag- Consult with Manager of Communications regarding lowering of the flag
2. Classroom and School presence- the student's desk/locker and personal belongings should be left until after the funeral or a natural break
3. Consider a way for staff and students to express condolences, such as a "Memory Box" or book for writing condolences and messages to the bereaved family. This will need to be reviewed before giving it to the family
4. Notification Systems and Absences - ensure that these systems are disabled, where necessary
5. School memorial services and on-site permanent memorials at the school are not recommended. Instead, help the school community find other ways to honour the individual
6. Funeral Arrangements - wishes of the family concerning the school's involvement and student attendance need to be determined and shared with the school as appropriate. The school should determine who will be representing the school at the visitation and funeral
7. Expression of sympathy on behalf of school - as appropriate. Express condolences on behalf of the school to the family of the deceased taking into consideration the religious/cultural beliefs and family wishes

Traumatic Events System Response in Grand Erie System Support Team Response



Traumatic Events Response Team – School-Level Response



Appendix A: Checklist for Principals

In the event of a death or traumatic event:

1. Contact Family of Schools Superintendent;
2. Contact family (this may be delegated to a member of the System Support Team)
 - a. offer condolences
 - b. Confirm accuracy of information
 - c. Request permission to inform staff and students
 - d. Ask family what they would like shared
 - e. Request permission to release photos for memory table;
3. Contact police if required- e.g. if police investigation is pending and/or to confirm information;
4. Identify staff and students who will likely be most affected and inform privately;
5. Staff meeting before or after school day begins;
6. Inform affected staff, students or support staff who may not be at the meeting or in the school that day (e.g. field trips, sick days, leave of absence, etc.);
7. Consider need for classroom coverage for teachers and educational assistants;
8. Prepare staff to inform students of event (Appendix) and provide scripts as appropriate;
9. Share process for monitoring students who may wish to leave the class, go home, or speak with a member of the TERT;
10. Caution staff against rumours, posting comments on social media, or having contact with the media;
11. Determine if other schools or individuals in the system will be affected by the event (e.g. child's elementary school, staff in other schools). Share this information with the System Support Team;
12. Consider how to inform parent community in conjunction with the Manager of Communications;
13. Determine space for TERT to see students;
14. Consult with Manger of Communications regarding lowering the flag;
15. Ensure the deceased child's name is removed from the automated attendance phone system and class lists;
16. In the event of a staff member, contact the individual's union;
17. Provide office staff with script to manage incoming calls from parents and community;
18. Be aware of your own reactions and feelings, seek support and look after yourself;
19. Keep the student or staff belongings until after the funeral or at family's request (e.g. locker contents, desk contents);
20. Arrange staff de-brief for end of day (staff meeting);
21. Obtain information about funeral arrangements and share as permitted;

22. Discuss with family their wishes regarding student's and staff's attendance at the funeral;
23. Consider staff coverage for the funeral and have TERT members available to support staff and students on the day of the funeral; and
24. Consider longer term needs for recovery for the school community, consult with school based TERT and System Support Team.

Appendix B: Guidelines for Staff Meetings

1. Introduce TERT members.
2. Give staff most recent accurate information about the incident.
3. Advise staff where team will be located and how to access support:
 - a. Individual counseling for staff and students, group support
 - b. Classroom intervention, discussion and support
 - c. Assessment for at-risk students
 - d. Home/school liaison for students and parents most affected
 - e. Reporting information received from students or parents
 - f. Offer support of TERT members in talking to classes about the traumatic event
4. Important information to share with staff regarding expectations for the day:
 - a. Expect that people will react in all different ways (e.g. sad, angry, shock, inappropriate humour);
 - b. Reinforce importance of modelling calmness;
 - c. Anticipate that vulnerable or highly anxious people will likely react even if they did not know the individual- you could expect behaviour increase;
 - d. Focus on well-being not curriculum, delay tests or other challenging academic tasks;
 - e. Identify vulnerable people;
 - f. Connect vulnerable people with guidance staff, administration or TERT team members;
 - g. Know the whereabouts of vulnerable people and report to administration if they leave school premises;
 - h. Remember that grief triggers other grief- you may be thinking about losses you have experienced;
 - i. Discuss issue of rumours, how they can be hurtful to families, and how to manage rumours;
 - j. Remind staff to be aware of their own reactions and feelings, take care of themselves and seek support (e.g. Employee Assistance Program, Lifespeak);
 - k. Invite staff to support one another and their students;
 - l. Consider reaching out to colleagues beyond the school day; and
 - m. Ask staff to help identify school, support staff or staff who have moved or retired that might need to be informed.
5. Discuss how to share information about the traumatic event:
 - a. Give only information confirmed to be true;
 - b. Answer questions honestly- It is ok to say we don't know;
 - c. Set some boundaries around discussion- It is normal to want details, but this is not always appropriate- address students who are perpetuating rumours by saying that we will only be discussing what we know to be true, and why rumours are hurtful to those most impacted;

- d. Allow students opportunity to be upset and express their feelings about loss;
 - e. Allow students to leave classroom (following school procedures) to access support; and
 - f. Complete activity with class, such as making cards for the family sharing memories, condolences, messages of support, and
6. Arrange an end of day staff meeting to bring people back together to debrief.

Appendix C: Helping Children Cope with Loss

Helping Children Cope with Loss, Death, and Grief

Tips for Teachers and Parents



Schools and communities around the country will be impacted by the loss of life associated with the war in Iraq. The effects may be significant for some people because of their emotional closeness to the war and/or their concern over terrorism. How school personnel handle the resulting distress can help shape the immediate and longer-term grieving process for students, staff, and families. Children, in particular, will need the love and support of their teachers and parents to cope with their loss and reach constructive grief resolution.

Expressions of Grief

Talking to children about death must be geared to their developmental level, respectful of their cultural norms, and sensitive to their capacity to understand the situation. Children will be aware of the reactions of significant adults as they interpret and react to information about death and tragedy. In fact, for primary grade children adult reactions will play an especially important role in shaping their perceptions of the situation. The range of reactions that children display in response to the death of significant others may include:

- ***Emotional shock*** and at times an apparent lack of feelings, which serve to help the child detach from the pain of the moment;
- ***Regressive (immature) behaviors***, such as needing to be rocked or held, difficulty separating from parents or significant others, needing to sleep in parent's bed or an apparent difficulty completing tasks well within the child's ability level;
- ***Explosive emotions and acting out behavior*** that reflect the child's internal feelings of anger, terror, frustration and helplessness. Acting out may reflect insecurity and a way to seek control over a situation for which they have little or no control;
- ***Asking the same questions over and over***, not because they do not understand the facts, but rather because the information is so hard to believe or accept. Repeated questions can help listeners determine if the child is responding to misinformation or the real trauma of the event.

Helping Children Cope

The following tips will help teachers, parents, and other caregivers support children who have experienced the loss of parents, friends, or loved ones. Some of these recommendations come from Dr. Alan Wolfelt, Director of the Center for Loss and Life Transition in Fort Collins, Colorado.

- ***Allow children to be the teachers about their grief experiences:*** Give children the opportunity to tell their story and be a good listener.
- ***Don't assume that every child in a certain age group understands death in the same way or with the same feelings:*** All children are different, and their view of the world is unique and shaped by different experiences. (Developmental information is provided below.)
- ***Grieving is a process, not an event:*** Parents and schools need to allow adequate time for each child to grieve in the manner that works for that child. Pressing children to resume "normal" activities without the chance to deal with their emotional pain may prompt additional problems or negative reactions.
- ***Don't lie or tell half-truths to children about the tragic event:*** Children are often bright and sensitive. They will see through false information and wonder why you do not trust them with the truth. Lies do not help the child through the healing process or help develop effective coping strategies for life's future tragedies or losses.
- ***Help all children, regardless of age, to understand loss and death:*** Give the child information at the level that he/she can understand. Allow the child to guide adults as to the need for more information or clarification of the information presented. Loss and death are both part of the cycle of life that children need to understand.
- ***Encourage children to ask questions about loss and death:*** Adults need to be less anxious about not knowing all the answers. Treat questions with respect and a willingness to help the child find his or her own answers.
- ***Don't assume that children always grieve in an orderly or predictable way:*** We all grieve in different ways and there is no one "correct" way for people to move through the grieving process.
- ***Let children know that you really want to understand what they are feeling or what they need:*** Sometimes children are upset but they cannot tell you what will be helpful. Giving them the time and encouragement to share their feelings with you may enable them to sort out their feelings.
- ***Children will need long-lasting support:*** The more losses the child or adolescent suffers, the more difficult it will be to recover. This is especially true if they have lost a parent who was their major source of support. Try to develop multiple supports for children who suffer significant losses.
- ***Keep in mind that grief work is hard:*** It is hard work for adults and hard for children as well.
- ***Understand that grief work is complicated:*** Deaths that result from a terrorist act or war can bring forth many issues that are difficult, if not impossible, to comprehend. Grieving may also be complicated by a need for vengeance or justice and by the lack of resolution of the current situation: the conflict may continue, and the nation may still feel at risk. The sudden or violent nature of the death or the fact that some individuals may be considered missing rather than dead can further complicate the grieving process.
- ***Be aware of your own need to grieve:*** Focusing on the children in your care is important, but not at the expense of your emotional needs. Adults who have lost a loved one will be far

more able to help children work through their grief if they get help themselves. For some families, it may be important to seek family grief counseling, as well as individual sources of support.

Developmental Phases in Understanding Death

It is important to recognize that all children are unique in their understanding of death and dying. This understanding depends on their developmental level, cognitive skills, personality characteristics, religious or spiritual beliefs, teachings by parents and significant others, input from the media, and previous experiences with death. Nonetheless, there are some general considerations that will be helpful in understanding how children and adolescents experience and deal with death.

- ***Infants and Toddlers:*** The youngest children may perceive that adults are sad but have no real understanding of the meaning or significance of death.
- ***Preschoolers:*** Young children may deny death as a formal event and may see death as reversible. They may interpret death as a separation, not a permanent condition. Preschool and even early elementary children may link certain events and magical thinking with the causes of death. For instance, as a result of the World Trade Center disaster, some children may imagine that going into tall buildings may cause someone's death.
- ***Early Elementary School:*** Children at this age (approximately 5-9) start to comprehend the finality of death. They begin to understand that certain circumstances may result in death. They can see that, if large planes crash into buildings, people in the planes and buildings will be killed. In case of war images, young children may not be able to differentiate between what they see on television, and what might happen in their own neighborhood. However, they may over-generalize, particularly at ages 5-6 - if jet planes don't fly, then people don't die. At this age, death is perceived as something that happens to others, not to oneself or one's family.
- ***Middle School:*** Children at this level have the cognitive understanding to comprehend death as a final event that results in the cessation of all bodily functions. They may not fully grasp the abstract concepts discussed by adults or on the TV news but are likely to be guided in their thinking by a concrete understanding of justice. They may experience a variety of feelings and emotions, and their expressions may include acting out or self-injurious behaviors as a means of coping with their anger, vengeance and despair.
- ***High School:*** Most teens will fully grasp the meaning of death in circumstances such as an automobile accident, illness and even the World Trade Center or Pentagon disasters. They may seek out friends and family for comfort or they may withdraw to deal with their grief. Teens (as well as some younger children) with a history of depression, suicidal behavior and chemical dependency are at particular risk for prolonged and serious grief reactions and may need more careful attention from home and school during these difficult times.

Tips for Children and Teens with Grieving Friends and Classmates

Seeing a friend try to cope with a loss may scare or upset children who have had little or no experience with death and grieving. Following are some suggestions teachers and parents can provide to children and youth to deal with this "secondary" loss.

- Particularly with younger children, it will be important to help clarify their understanding of death. See tips above under “helping children cope.”
- Seeing their classmates’ reactions to loss may bring about some fears of losing their own parents or siblings, particularly for students who have family in the military or other risk related professions. Children need reassurance from caregivers and teachers that their own families are safe. For children who have experienced their own loss (previous death of a parent, grandparent, sibling), observing the grief of a friend can bring back painful memories. These children are at greater risk for developing more serious stress reactions and should be given extra support as needed.
- Children (and many adults) need help in communicating condolence or comfort messages. Provide children with age-appropriate guidance for supporting their peers. Help them decide what to say (e.g., “Steve, I am so sorry about your father. I know you will miss him very much. Let me know if I can help you with your paper route....”) and what to expect (see “expressions of grief” above).
- Help children anticipate some changes in friends’ behavior. It is important that children understand that their grieving friends may act differently, may withdraw from their friends for a while, might seem angry or very sad, etc., but that this does not mean a lasting change in their relationship.
- Explain to children that their “regular” friendship may be an important source of support for friends and classmates. Even normal social activities such as inviting a friend over to play, going to the park, playing sports, watching a movie, or a trip to the mall may offer a much-needed distraction and sense of connection and normalcy.
- Children need to have some options for providing support—it will help them deal with their fears and concerns if they have **some concrete actions that they can take to help**. Suggest making cards, drawing helping with chores or homework, etc. Older teens might offer to help the family with some shopping, cleaning, errands, etc., or with babysitting for younger children.
- Encourage children who are worried about a friend to talk to a caring adult. This can help alleviate their own concern or potential sense of responsibility for making their friend feel better. Children may also share important information about a friend who is at risk of more serious grief reactions.
- Parents and teachers need to be alert to children in their care who may be reacting to a friend’s loss of a loved one. These children will need some extra support to help them deal with the sense of frustration and helplessness that many people are feeling at this time.

Resources for Grieving and Traumatized Children

At times of severe stress, such as the trauma of war or terrorist attacks, both children and adults need extra support. Children who are physically and emotionally closest to this tragedy may very well experience the most dramatic feelings of fear, anxiety and loss. They may have personally lost a loved one or know of friends and schoolmates who have been devastated by these treacherous acts. Adults need to carefully observe these children for signs of traumatic stress, depression or even suicidal thinking, and seek professional help when necessary.

Resources to help you identify symptoms of severe stress and grief reactions are available at the National Association of School Psychologist's website— www.nasponline.org. See also:

For Caregivers

- Deaton, R.L. & Berkan, W.A. (1995). *Planning and managing death issues in the schools: A handbook*.

Westport, CT: Greenwood Publishing Group.

- Mister Rogers Website: www.misterrogers.org (see booklet on Grieving for children 4-10 years)
- Webb, N.B. (1993). *Helping bereaved children: A handbook for practitioners*. New York: Guilford Press.
- Wolfelt, A. (1983). *Helping children cope with grief*. Bristol, PA: Accelerated Development.
- Wolfelt, A (1997). *Healing the bereaved child: Grief gardening, growth through grief and other touchstones for caregivers*. Ft. Collins, CO: Companion.
- Worden, J.W. (1996). *Children and grief: When a parent dies*. New York: Guilford Press
- Helping Children Cope with Death, The Dougy Center for Grieving Children, www.dougy.org.

For Children

- Gootman, M.E. (1994). *When a friend dies: A book for teens about grieving and healing*. Minneapolis: Free Spirit Publishing.
- Greenlee, S. (1992). *When someone dies*. Atlanta: Peachtree Publishing. (Ages 9-12).
- Wolfelt, A. (2001). *Healing your grieving heart for kids*. Ft. Collins, CO: Companion. (See also similar titles for teens and adults)

Adapted from material first posted on the NASP website after September 11, 2001.

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Appendix D: Helping Children and Youth after Tragic Events

Helping Children and Youth after Tragic Events

After a tragic event has occurred, students will have a lot of questions and parents will have increased worries about the safety of their children. You may notice a range of emotions and reactions in students such as sadness, anxiety, fatigue, isolation and absenteeism. An individual's response to a tragic event will depend on a multitude of factors, including their developmental age, prior traumatic experiences, and their physical proximity and/or emotional connection to the event.

In the days, and sometimes weeks, following a tragic event, varied reactions are not uncommon. Typically, these reactions subside over time as students are reassured they are safe and protected, gain a factual understanding of the event, and are provided opportunities to talk about their thoughts, feelings, and fears.

There are several ways that you can help support students:

- ☐ During times of tragedy, the reaction of adults will set the tone for students.
- ☐ Maintain a calm classroom environment, with a measured pace of learning.
- ☐ Maintain normal and predictable routines.
- ☐ Consider if any sensitive curriculum content needs to be delayed or changed.
- ☐ Listen and notice how students are viewing the situation.
- ☐ Notice when students are struggling and may require quiet check-in, additional support or dialogue to help alleviate fears.
- ☐ Validate feeling of sadness, worry, anger, etc. and understand that it takes time to process tragic events.
- ☐ Answer questions but keep explanations of events age-appropriate and factual.
- ☐ Where appropriate, help students to notice blessings, heroism, and signs of hope.
- ☐ Calm student's worries and fears by reminding them of safety procedures.
- ☐ Encourage students to draw on natural supports, faith and self-care skills, and other sources of strength that foster feelings of closeness and security. Help students identify trusted adults they feel comfortable talking to.
- ☐ Encourage breaks from news and social media as constant exposure may heighten anxiety and fear.

Take notice of your own needs and self-care:

- ☐ Recognize that you will need an opportunity to process the event, reflect on personal thoughts, feelings and fears, and consider any challenges that could arise while supporting students in your classroom and school.
- ☐ Keep regular schedules and routines.
- ☐ Remember the importance of self-care such as eating, being hydrated, sleeping, physical activity, exercise and connecting with others.
- ☐ Learn and practice positive ways of coping and ask for help, if needed.

Sources: School Mental Health ASSIST, National Association of School Psychologist and MayoClinic.org

Appendix E- Info Sheet for Educators on Tragic Events

INFO-SHEET

Mental Health Literacy for Educators

Helping Children and Youth after Tragic Events



After a tragic incident, it can be difficult to know what to do to support children and youth who have been affected or influenced by these events. You may observe that students appear upset, sad, anxious or tired, and/or you may notice a range of physical complaints. Reactions will vary according to students' development stage, physical or emotional proximity to the event, and prior experience with traumatic circumstances.

In the days, and sometimes weeks, following a tragic event, these reactions are not uncommon, and typically will subside over time as students have an opportunity to talk through feelings, to be reassured that they are safe and protected, and to gain perspective.

COMMON REACTIONS TO TRAGIC EVENTS

SADNESS	ANGER OR IRRITABILITY
ANXIETY	SOCIAL DISTANCING
FATIGUE	PHYSICAL COMPLAINTS
LACK OF FOCUS	ABSENTEEISM

As a caring adult in students' lives, there are many ways you can provide support:

- Maintain a calm classroom environment
- Support students as they work through strong feelings after a tragic event, in the course of daily school life
- Notice when a student is struggling and may require additional support
- Offer classroom accommodations to students struggling with social emotional concerns after a tragic event
- Assist struggling students and their families to access more intensive support, as needed.

***Note** - To provide needed support for your students, remember that you need to engage in your own self-care. Tragic events affect individuals in different ways, and you are not immune to the impact of these circumstances. Take time to process your thoughts and emotions with colleagues, friends, family, or using professional mental health assistance as needed, so that you are able to be present and helpful to students.*

1. SUPPORT FOR ALL – Maintain a calm classroom environment

- Maintain a calm classroom environment
- Support students as they work through strong feelings after a tragic event, in the course of daily school life
- Notice when a student is struggling and may require additional support
- Offer classroom accommodations to students struggling with social emotional concerns after a tragic event
- Assist struggling students and their families to access more intensive support, as needed.

- During times of tragedy, the reactions of adults will set the tone for students.
- Set a calm pace for learning, relaxing deadlines as needed.
- Maintain normal, predictable routines.
- Reduce the emphasis on and/or duration of formal lessons.
- Consider if any sensitive curriculum content might need to be delayed/changed.
- Use learning activities that allow you to float and check-in with students.
- Create quiet spaces for student reflection and dialogue within the classroom.
- Encourage students to take breaks from news and social media.

- Maintain a calm classroom environment
- Support students as they work through strong feelings after a tragic event, in the course of daily school life
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5. Assist struggling students and their families to access more intensive support, as needed.



2. SUPPORT FOR ALL – Support students as they work through strong feelings after a tragic event

- ☐ Rather than raising this at a class level, invite students to initiate conversations when the time is right for them.
- ☐ Listen well and notice how your students are viewing the situation.
- ☐ Keep explanations of events age-appropriate and factual.
- ☐ Calm worries, re-affirm safety procedures, and reassure students that they are safe.
- ☐ Validate feelings of sadness, anger, anxiety, etc. and note that it may take time to work through these emotions.
- ☐ Encourage students to draw on their faith, natural supports, self-care skills, and other sources of strength.
- ☐ Model compassion, positive coping and self-care skills.
- ☐ Help students to notice blessings, quiet heroes, and signs of hope.

3. SUPPORT FOR SOME – Notice when a student is struggling and may require additional support

- ☐ Make a list of students who may be at risk given proximity to the tragic event, prior trauma, etc.
- ☐ Monitor these students more closely, checking in with them each day.
- ☐ Be mindful that there may be students without an obvious link or vulnerability who may experience difficulty.
- ☐ Watch for changes in student behavior and/or emotions that are excessive in duration and intensity.
- ☐ Watch for signs that student behavior and/or emotions is interfering with day to day functioning at school.
- ☐ If you have concerns, record your observations and consult with appropriate staff (e.g., principal, social worker).
- ☐ Discuss your concerns with the student in a compassionate and age-appropriate manner.
- ☐ Use regular school/class protocols to connect with parents/guardians to discuss your observations and concerns.

4. SUPPORT FOR SOME - Offer classroom accommodations to students struggling after a tragic event

- ☐ Welcome students who may be more at risk, in a calm, caring, and intentional way each day.
- ☐ Let these students know about available school supports and how to access them.
- ☐ Create opportunities for quiet check-ins and dialogue.

- ☐ Maintain academic expectations but soften these if a student seems overwhelmed.
- ☐ Help students to complete school tasks by chunking assignments, pairing them with another student, etc.
- ☐ Offer more time for test and assignment completion, as needed.
- ☐ Allow students to cue you if they are struggling and want to talk, or need to step back from a task for a time
- ☐ Help these students to engage in activities that may assist with healing (e.g., write a card, make a donation, etc.)

5. SUPPORT FOR FEW – Assist struggling students and their families to access support

- ☐ Know about available supports at the school, board, and community level.
- ☐ Know your local pathway to accessing services.
- ☐ Work with the school team to describe available supports to the parent/guardian and/or student.
- ☐ With parent/guardian consent, share your observations to assist with referrals and treatment planning.
- ☐ Continue to provide classroom accommodations to students struggling after a tragic event.
- ☐ Use classroom strategies recommended by the service provider.

Personal Resiliency and Self-Care

As noted above, tragic events can be emotionally challenging for us as educators. It is not uncommon for grief reactions in ourselves, and in our students, to last many days or weeks. The following strategies can be helpful to encourage personal resiliency during difficult times.

- ☐ Take the opportunity to process the situation and your feelings with your friends, family and colleagues.
- ☐ Keep regular schedules and routines.
- ☐ Remember to eat, sleep, play, exercise, and laugh.
- ☐ Practice positive ways of coping with sadness, fear, anger, and worry.
- ☐ Ask for help. This is not an experience that you have to face alone.

GETTING HELP

Every Ontario school board has a Mental Health Leader who works to support schools with resources and coaching support. To find the Mental Health Leader for your board, visit smh-assist.ca, and use the pull-down menu to find your board.

School Mental Health ASSIST is a provincial implementation team, working alongside the Ministry of Education, to support Ontario's 72 school boards and four school authorities in their efforts to enhance student mental health and well-being.

Visit us: smh-assist.ca @SMHASSIST

Sources: Hamilton-Wentworth District School Board; Ottawa-Carleton District School Board; Peel District School Board; Simcoe-Muskoka Catholic District School Board; Toronto Catholic District School Board; Toronto District School Board; The Fred Rogers Company; the Child Mind Institute; PBS Parents; National Association of School Psychologists (NASP).

Appendix F: Handout for Parents

HANDOUT FOR PARENTS

COMMON REACTIONS TO STRESS OR TRAUMA

Having nightmares or trouble sleeping. When something really scary or upsetting happens, it takes awhile to figure out exactly what happened and what it means. After severe stress or trauma, people tend to keep thinking about what happened in order to digest it, just like your stomach has to work to digest a big meal. Nightmares are one way of digesting what happened.

Thinking about it all the time. This is another way to digest what happened. Just like nightmares, thinking about the trauma all the time is a problem because it makes you feel upset. It can be unpleasant.

Wanting to NOT think or talk about it. This is natural, since it is upsetting to think about a past stress or trauma, and it can make you feel all sorts of emotions. Avoiding it makes things easier, but only for a little while. It's important to digest what happened sooner or later. So, while avoiding it sometimes makes sense, you have to set aside some time to digest it also.

Avoiding places, people, or things that make you think about it. Just like not wanting to talk about or think about the trauma, avoiding situations that remind you of what happened can help you feel better right then. The problem with this, though, is that it keeps you from doing normal things that are an important part of your life.

Feeling scared for no reason. Sometimes this happens because you remember what happened to you, or you are thinking about what happened. Other times it happens because your body is so tense all the time that you just start feeling scared.

Feeling "crazy" or out of control. If all of these things are problems for you, you can start to feel really out of control or even crazy. Don't worry, though; these problems don't mean that you are going crazy. They are all common reactions to stress or trauma.

Not being able to remember parts of what happened. This happens a lot to people. The stressful event can be so awful that your memory doesn't work the way it usually does. Sometimes it gets easier to remember it later on, and sometimes it gets harder. This can be frustrating, but it's really normal.

Having trouble concentrating at school or at home. With all the nervousness you are feeling and all the time you are spending thinking about what happened, it can be hard to concentrate on school work or even what your friends or family say to you.

Being on guard to protect yourself; feeling like something bad is about to happen. After something bad happens to you, it makes sense to be prepared for another bad thing to happen. The problem with this is that you can spend so much time waiting for the next bad thing to happen that you don't have time or energy for other things in your life. Also, it is scary to think something bad is going to happen all the time.

Jumping when there is a loud noise. This is another way to say that your body is prepared for action, in case something else happens.

that happened afterward. Other times, people just feel angry all the time, at everything and everybody.

Feeling shame. Sometimes people are ashamed about what happened to them, or how they acted. Even though it's hard to believe, this gets better the more that you talk about what happened. If you keep it a secret, it's hard for the shame to go away.

Feeling guilt. People can feel guilty about what happened or about something they did or did not do. Sometimes you blame yourself for things that you couldn't control. You may also feel guilty for upsetting other people. Guilty feelings can make it hard to talk about what happened.

Feeling sadness/grief/loss. Sometimes stress events include losing someone close to you or losing something that is important to you. This make you feel sad and down.

Feeling bad about yourself. Sometimes, all this stress can make you feel really bad about yourself, like you're a bad person or that no one likes you. This makes it harder to be friendly and to have fun with others.

Having physical health problems and complaints. Stress has an effect on your body as well. People tend to get sick more often and to notice pain and discomfort more often when they have been under stress.

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Adapted from "Cognitive Behavioral Intervention for Trauma in Schools" by Lisa Jaycox, Ph.D.

Appendix G: Sample Parent Meeting Agenda

TEMPLATE ONLY Agenda

i) Welcome and Introductions

ii) Context/Why we are here!

iii) Local School Community Focus – Data Phase

- What are your students/children saying?
- What else are your children or students talking about? What insights are they giving you?
- Where some of you connected in other ways to the car crash (i.e. knew the driver and are struggling to make sense how it could be him etc.)?

iv) Local School Community Focus – Teaching Phase

Teach some of the aftermath dynamics and common responses to crises and trauma Lessons learned

- Trauma Response Continuum
- Delayed and Denied Responses to Trauma
- Pre-trauma Functioning as a Predictor for Response and Recovery
- Open vs. Closed Family and School Systems
- Polarization
- Entitlement
- The Power of a Meaningful Conversation: Open Communication with Our Students and Children and Each Other. ‘The biggest problem in human communication isn’t that people won’t answer the question(s), it is that we are often too afraid to ask’.

POTENTIAL HIGH-RISK STUDENTS:

Note: These criteria may be extrapolated and applied to assess struggling staff and parents as well.

- anyone whose senses were activated by traumatic stimuli (i.e., student who witnesses a school incident)
- immediate family members
- relatives
- close friends
- boyfriend/girlfriend
- team mates
- ex-boyfriend(s)/girlfriend(s)
- classmates
- students with active mental health concerns (i.e., suicidal ideation, severe depression, anxiety disorder...)
- students who abuse drugs and alcohol

- students with a significant emotional tie with the deceased, positive or negative. (This includes any student who was involved in an adversarial relationship with a victim.)
- students that have experienced a recent loss such as death of a parent, sibling, friend
- students with unresolved abuse/trauma
- leaders or over-responsible students who may blame themselves for “not seeing the signs” or not “knowing what to do”

Individual Trauma Response Continuum

No Response

- any that you intuitively suspect may be at risk student(s) etc.

INDIVIDUAL TRAUMA RESPONSE CONTINUUM	
No Response	PTS

v) Local School Community Focus – Assessment Phase

1. Considering the Trauma Response Continuum, how would you say the students are doing?
2. How are you staff doing?
3. How are you parents/caregivers are doing? NOTES

- * Teach (reference) the BASIC Assessment/Screening Model as a more focused way of assessing self and our children (students):

Changes in Functional Domains (Mild – Moderate – Severe):

B – Behavioural
 A – Affective
 S – Somatic
 I – Interpersonal
 C – Cognitive

Focusing on these domains is not meant to be a comprehensive assessment it is just a way for the adults to make sense of what changes they are seeing but haven't been able to put words to. Also, the most important qualifier of the assessment is the whether or not the frequency or intensity of the symptoms are actually increasing or decreasing. Many individuals may actually be doing better, and their symptoms are reducing but they don't see it that way because they believe "getting better" means having no symptoms at all.

Local School Community Focus – Intervention Phase

- School staff, what do you need the most?
- Parents, what do you need the most?
- Community Professionals – What we can offer!

Available Supportive Resources

- Community Professionals – What we need from you?

- * Teach (reference) the BASIC Assessment/Screening Model as a more focused way of assessing self and our children (students):

Changes in Functional Domains (Mild – Moderate – Severe):

B – Behavioural
 A – Affective
 S – Somatic
 I – Interpersonal
 C – Cognitive

Focusing on these domains is not meant to be a comprehensive assessment it is just a way for the adults to make sense of what changes they are seeing but haven't been able to put words to. Also, the most important qualifier of the assessment is the whether or not the frequency or intensity of the symptoms are actually increasing or decreasing. Many individuals may actually be doing better, and their symptoms are reducing but they don't see it that way because they believe "getting better" means having no symptoms at all.

NOTES:

- * This can be Mental Health and the other professionals saying:
- 2. We need each school to assign one designate to be our contact person when school consults are being requested or referrals made.
- 3. We need both parents or caregivers (inasmuch as possible) involved in the treatment of their children to create a solid support for the child.
- 4. We need you staff members and parents (just like us counsellors) to be honest with yourselves as well and ask for help when you need it – we are all in this together!

vi) Conclusion/Next Steps



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 17 – Process for Communication with the Board**
DATE: September 9, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Bylaw 17 – Process for Communication with the Board.**

Background

Bylaw 17 – Process for Communication with the Board was received in September 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: This Bylaw needs a larger scope – suggest changing the name to incorporate communication from and to the Board to include OPSBA information and the Chair communicating to a third party.

Response: A suggested revision to the name of the Bylaw in order to increase the scope has been made for Trustee consideration.

2. Comment: Also suggest we need to include the process for sharing with all Trustees any internal communication before meeting or sending. It needs to be made more clearly that all communication to the Chair and the Director in their role as Secretary to the Board must be shared with the Board. All communication received in these capacities must be on our Agenda.

Response: Draft revisions have been made for Trustee consideration.

3. Comment: Add a line like, “The Board shall direct the chair by Board motion or direction for all correspondence of the Board and shall share the correspondence with the Board.

Response: Revisions for Trustee consideration have been made to reflect this requirement.

Next Steps

Bylaw 17 will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL17

Processes for Communication to and from ~~with~~ the Board

Board Received: _____

Review Date: _____

~~Groups and/or individuals communicating with or seeking an opinion of the Board shall direct such communication through the Chair of the Board of Trustees or the Director of Education/Secretary to the Board.~~

1. Communication to the Board

- a) ~~To ensure~~Any correspondence ~~is brought to the board table, it must be~~ addressed to the Chair of the Board of Trustees and/or the Director of Education/Secretary to the Board must be brought to the Board table at an upcoming Committee of the Whole or Board Meeting as correspondence.
- b) Communication received from the Ontario Public School Boards' Association (OPSBA) must be shared with all Trustees by the OPSBA Director.
- c) Requests by outside agencies or organizations to meet with the Chair of the Board must be shared with Trustees prior to the meeting taking place so that Trustees are informed and able to offer input as appropriate.

2. Communication from the Board

- a) Correspondence from the Chair, as directed by Board motion, will be shared with all Trustees for input prior to the correspondence being sent.
- b) Correspondence with the community, including media releases, being sent out by the Chair, or on behalf of the Chair, will be shared with all Trustees for input prior to the correspondence being sent.

3. Delegations

The Chair of the Board of Trustees and/or Director of Education/Secretary to the Board shall:

- a) Facilitate the process for delegation status as per Bylaw 11
- b) Determine if the correspondence is an in-camera matter as per Bylaw 18
- c) Include the communication or request for an opinion on the agenda for an upcoming Committee of the Whole or Board meeting as correspondence.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **F1 Supplier Exclusivity: Food Services and Vending Machines in Schools**
DATE: September 9, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy F1 - Supplier Exclusivity: Food Services and Vending Machines in Schools** to all appropriate stakeholders for comments to be received by October 24, 2019.

Background

Policy F1 - Supplier Exclusivity: Food Services and Vending Machines in Schools was approved by the Board in June 2015 and has been identified for review.

Additional Information

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

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



Supplier Exclusivity: Food Services and Vending Machines in Schools

Board Received: _____

Review Date: _____

Policy Statement

The Grand Erie District School Board supports open and fair treatment of all approved suppliers. On occasion, the Board may deem it necessary or beneficial to enter into an exclusive agreement with a supplier, in accordance with approved procedures.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success –
 - Quality of Foods/Services
 - Competitive Pricing Benefits
 - Customer Satisfaction
 - Compliance with Ministry of Education Guidelines

Procedures

1. Guiding Principles:

- a) Vending Machines: ~~the~~The Grand Erie District School Board will recoup its operating costs and the balance of revenue will remain with the participating school.
- b) Food Services: ~~the~~The Grand Erie District School Board will share in revenue with each participating school, based on a rate of return negotiated with suppliers.
- c) ~~Separate competitive bids will be required for each of the f~~Food services and vending machine contracts ~~will be~~ reviewed separately and may be sourced in separate competitive bids where appropriate.
- d) Food Service and Vending Machine providers who are awarded contracts with the Grand Erie District School Board will be expected to guide their operations in schools in accordance with Policy S04 – Advertising in Schools.
- e) Food Service and Vending Machine providers will be offered exclusive rights to all participating schools within Grand Erie District School Board.
- f) All Food Services and Vending Machine Contracts will include provisions that ensure compliance with Canada Revenue Regulations with respect to the proper collection and remittance of HST.

2. General Procedures:

- a) To ensure all stakeholder interests are considered in these revenue generating contracts, a supplier selection committee will be created at the outset of each project.
- b) Committee membership may include five or more voting members including the following:

Voting Members

- o Secondary School Administrators -Brantford/Brant and Haldimand/Norfolk
- o Elementary School Administrators
- o Trustee
- o Student Trustee
- o School Council Representatives
- o Manager of Facility Services ~~(Operations & Maintenance)~~
- o Superintendent of Business ~~& Treasurer~~

Advisory Members

- One representative from the Brant County Health Unit
- One representative from the Haldimand-Norfolk Health Unit
- c) Bid documents will be in the form of a request for proposal (RFP) and will include wording that requires companies to address areas of concern relating to performance level, service area, nutritional value of products, with compliance to current Government of Ontario Policy/Programs for School Food and Beverage Policy and catering for other school-related functions.
- d) Contracts will have a reasonable length of term for a maximum of five years and may include options for extensions. All contract extension options will be presented to the board for consideration no later than three months prior to the expiration of the contract term.
- e) Principals shall have the option of selecting which products from the contracted supplier will be made available in their school.
- f) Principals will be permitted to arrange and participate in small ventures with independent suppliers.
- g) Participating schools will receive a copy of the awarded contract for information and dissemination purposes.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **F3 - Capital Related Fundraising and Community Donations**
DATE: September 9, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy F3 - Capital Related Fundraising and Community Donations to all appropriate stakeholders for comments to be received by October 24, 2019.</p>
--

Background

Policy F3 - Capital Related Fundraising and Community Donations was approved by the Board in June 2015 and has been identified for review.

Additional Information

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

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



Capital Related Fundraising and Community Donations

Board Received: June 22, 2015

Review Date: September 2019

Statement of Policy

The Grand Erie District School Board supports, facilitates and encourages the development of authentic, mutually beneficial relationships between schools and the larger community, including business and non-business sectors, with due sensitivity and regard for the legitimate needs of all parties involved.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Contributions for Capital Donations meet the criteria
– Public input recognized

1. Ethical Guidelines

The Grand Erie District School Board subscribes to the following ethical guidelines from the Conference Board of Canada.

Partnerships are supported which:

- enhance the quality and relevance of education for learners
- must be appropriate for the school setting
- health and safety of students must be protected
- must not compromise the student achievement strategy.
- mutually benefit all partners
- treat fairly and equitably all those served by the partnership
- provide opportunities for all partners to meet their shared social responsibilities toward education
- acknowledge and celebrate each partner's contributions through appropriate forms of recognition
- are consistent with the ethics and core values of all partners
- are based on the clearly defined expectations of all partners
- are based on shared or aligned objectives that support the goals of the partner organizations
- allocate resources to complement and not replace public funding for education
- measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
- are developed and structured in consultation with all partners
- recognize and respect each partner's expertise
- identify clearly defined roles and responsibilities for all partners
- involve individual participants on a voluntary basis
- are congruent aligned with the Grand Erie District School Board multi-year plan
- Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government-funded, are not eligible partners

2. Principles for fundraising activities

There may be times when fundraising is proposed to support capital items. These might include ~~capital-related or small-scale~~ capital items such as computers, furniture, ~~street~~ facility signage or creative playgrounds. There might also be occasions when there will be fundraising for a *capital project*—such as a school auditorium, theatre ~~or~~ gymnasium or sports complex.

For both *capital-related* and *capital projects*, the proposal for such fundraising may come from a parent group, community organization or at the request of the Grand Erie District School Board. Such fundraising must meet the Guidelines and Principles of this policy and for all *capital project* fundraising, a Viability Review is a required part of the process.

The Viability Review is not required for ~~capital-related items or small-scale~~ capital items, as described above.

The principles, which are outlined below, are intended to provide guidance to schools in the area of acquiring resources from non-Grand Erie District School Board sources. These may be financial, human, or material in nature.

Arrangements are supported which:

- reflect a philosophy of support and assistance to schools and students
- are consistent with Grand Erie District School Board values
- include consultation with the local school community
- are legal, ethical, and benefit ~~students~~ school communities (example: no tobacco, vaping, cannabis or alcohol products)
- are subject to the discretion of principal and staff in the use of donated materials, resources and services
- do not require students to listen to or read commercial advertisements (i.e. avoids commercialization)
- are subject to normal audit process and system accountability
- involve specified time frames and include a regular review of arrangements/agreements
- involve cooperative (consortium) efforts to achieve maximum commercial advantage (e.g. multi-school and/or multi-board) wherever possible
- allow for recognition by board and school, including display of corporate symbols where acceptable and appropriate
- involve widespread sharing of best practice, expertise and creative ideas to achieve maximum benefits to the system
- do not require direct endorsement of products or services

3. Operational definitions

To assist with clarity of communications the following definitions are used:

advertisements: the provision of advertising space on behalf of a commercial concern in exchange for revenue or goods in kind (e.g. yearbook ads). This should not be confused with the display of corporate logos as sponsorship recognition.

capital projects: Capital Projects are larger in scale and usually involve construction—such as an auditorium, theatre or ~~pool~~ sports complex.

capital-related items: Capital-related items are those which are smaller in scale and include computers, creative playgrounds, ~~street~~ facility signs, furniture, etc.

donation: a gift of funds, equipment, materials or services which may involve the provision of a charitable donation receipt as appropriate.

fundraising: the acquisition of resources from other than Grand Erie District School Board sources. These include proceeds from sales of various items (e.g. food, materials) donations (e.g. money, equipment) or advertisements (e.g. yearbook).

partnership: the collaborative effort of schools, community, and businesses to prepare students to function productively in society as workers, consumers, citizens and lifelong learners through the exchange of human, intellectual and/or material resources to the mutual benefit of all involved.

school-generated funds: all revenues and assets acquired by schools from other than school board budgets. These are still subject to audit and there is full accountability for disposition.

sponsorship: the provision of funds, price reductions, equipment, materials or services in exchange for some form of exclusivity and/or product recognition for a specified period to time. This might include cross promotions. (e.g., chocolate bar sales).

viability review: Viability Review is a defined process for determining approval of Capital Projects as outlined in Section 4.2.

4. Procedures

4.1 Capital ~~related~~ Item Fundraising:

4.1.1 Capital ~~related or small scale capital~~ item fundraising would include items such as computers, furniture, playgrounds or ~~street~~ facility signage. In such cases, fundraising is performed by a school council in consultation with the school principal. In addition to the fundraising guidelines and principles in Policy SO1, Fundraising, the school principal needs to ensure that system standards and requirements are met. These include:

4.1.1.1 Computers and Computer Equipment - the fundraising/donation must provide equipment that meets the current Grand Erie District School Board technical standard for information technology. The equipment must be approved by the IT Department prior to initiating a fundraising plan or accepting donations of equipment.

4.1.1.2 Creative Playgrounds - all playground equipment donations must meet the criteria defined in FT 105 Playground Equipment Administrative Procedures.

4.1.1.3 School Signage - The Grand Erie District School Board Visual Identity standards as set out in Policy SO25 must be adhered to for display signs, illuminated signage, etc., and must be pre-approved by the Manager of Facility Services to ensure construction requirements, signage standards and municipal bylaw requirements are met.

4.2 Capital Project Fundraising

4.2.1 Capital Project fundraising, ~~or larger scale fundraising~~, would generally involve construction of an item such as an auditorium, theatre or ~~portable~~ sports complex. If a group - such as a School Council - wishes to fundraise for a capital project, on its own or at the request of the Board, there are additional considerations. In these cases:

4.2.1.1 If a school council or other group/organization has an interest in capital project fundraising, they should begin with the previously identified capital

needs ~~congruent~~ which align with the ~~multi-year plan~~ Multi-Year Plan of the Grand Erie District School Board. This is the preferred starting point. This should begin with a discussion with a school principal and superintendent of education and local trustee(s) to determine the recommended course of action for capital project fundraising.

- 4.2.1.2 Any group or individual with a capital project proposal then needs to bring the proposal for consultation to the superintendent of education, school principal, school council and local trustee(s). Depending on the proposal, there may need to be consultation with the parent community beyond the school council.
- 4.2.1.3 If supported, the capital project proposal would then be referred by the superintendent of education for a review, in terms of viability, by Planning and Facility Services in consultation with other Service areas such as Business Services and School Program
- 4.2.1.4 A Viability Review will be conducted by the appropriate Superintendent of Education, the Superintendent of Business and other senior administration as determined by the scope of the project and related donation. The Viability Review will include examination of the Capital Plan to identify if the proposed construction is already planned and funded, whether fundraising for the project would free-up funds to use for other capital projects, any implications on capital funding from the Ministry of Education, and alignment with Grand Erie District School Board and Ministry of Education curriculum priorities. The review would also measure the value of the fundraising compared to the staff time required to implement the project. A timeline for review would be established at the beginning of the process.
- 4.2.1.5 For all capital projects, the Viability Review will include careful examination of the long-term impact of the project such as utility costs, costs of maintenance, enrolment projections, and the condition of the existing structure.
- 4.2.1.6 The Viability Review will either recommend or not recommend that the project progress. If the recommendation is for the project to progress, the Superintendent of Education will bring a report to Executive Council that provides an overview of the project and also addresses issues such as school-to-school equity.
- 4.2.1.7 There may be times when such a project will also be taken to the Ministry of Education for review/approval.
- 4.2.1.8 There may be specific proposals which will require consultation with the broader community - such as installation of outdoor lighting.
- 4.2.1.9 Should a project be approved, it must comply with existing Grand Erie District School Board policies and procedures as well as Ministry of Education Regulations and directives including procurement regulations

for tendering and purchase, conflict of interest, fundraising and financial management, construction standards and health and safety requirements.

5. Approval and Agreement

- 5.1 Prior approval by the principal is required for fundraising activities within the school community, and by the Superintendent of Education for activities beyond the school community.
- 5.2 Senior administration and Board of Trustees approval is required for any region-wide fundraising activities or campaigns for funds by outside organizations
- 5.3 Board of Trustees approval is required for all capital projects funded by donations above \$50,000 in a year.
- 5.4 If approved, capital projects will require a written agreement to proceed. The agreement would cover such areas as collection and holding of funds, the process for tax receipts, long-term maintenance and operation issues, etc.
- 5.5 All funds would need to be raised and in place before the design and construction process begins.
- 5.6 The agreement would reinforce that the Grand Erie District School Board retains governance over decision making, design and construction details and that all capital construction, once completed, remain the property of the Grand Erie District School Board.

6. Reporting

- 6.1 A full report on the project outcomes including funds raised and project expenditures will be provided to the Board upon completion of the approved project. Interim reports will be provided annually, in June for approved projects that span more than one school year.

Related Resources:

- Grand Erie DSB ~~multi-year plan~~ [Multi-Year Plan](#).
- SO1 Fundraising Policy
- SO4 Advertising and Material Distribution in Schools
- SO8 Community Partnerships
- FT1 Major Construction Projects
- FT105 Playground Equipment



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR9 Hiring, Supervision and Placement of a Family Member**
DATE: September 9, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward HR9 – Hiring, Supervision and Placement of a Family Member to all appropriate stakeholders for comments to be received by October 24, 2019.</p>

Background

HR9- Hiring, Supervision and Placement of a Family Member was approved by the Board in June 2015 and has been identified for review.

Additional Information

No 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,

Scott Sincerbox
Superintendent of Education



Hiring, Supervision and Placement of a Family Member

Board Received: _____

Review Date: _____

Policy Statement

The Grand Erie District School Board is committed to a policy of employment and advancement based on qualifications, merit and principles of equity. As such, situations in which a family member is a direct supervisor, and participates in any board process which involves decisions about hiring, promotions or evaluations of another family member, may result in perceptions of nepotism or favoritism.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Effective and transparent hiring, supervision and transfer/placement procedures

Definition

For the purpose of this Policy, a family member shall be defined as a person's spouse/partner, parents, brother and sister (including step-brother and step-sister), daughter-in-law, son-in-law, sister-in-law, brother-in-law and child.

Procedures

1. An employee of the Board shall not participate in a decision to appoint or hire any family member.
2. A new hire, appointment, transfer, or promotion shall not be made if a candidate would be placed in direct supervision of, or supervised by, a family member.
3. Employees will avoid placing themselves in situations where their personal interests, actually or potentially, conflict with the interests of the Board, or may affect the real or perceived ability to exercise skill and good judgment.
4. This policy will not affect situations where an existing relationship pre-dates the approval of this policy (November 2011).
5. In limited circumstances, there may be situations where an exemption may be granted by the Director of Education or designate.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO6 – Student Suspensions**
DATE: September 9, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward SO6 – Student Suspensions to all appropriate stakeholders for comments to be received by October 24, 2019.</p>
--

Background

SO6 – Student Suspensions was approved by the Board in 2015 and has been identified for review.

Additional Information

Revisions were made to SO6 in 2018 related to the legalization of cannabis. Specific language was added to the reasons for suspending a student: being under the influence of cannabis on school property; possession of cannabis on school property.

At the same time as the legalization of cannabis, a working group of administrators recommended revisions to the reasons for suspending a student, which were approved by Trustees.

Consequently, there are few revisions presently being suggested before circulating for comment. Those revisions are included in the draft revised policy attached.

Next Steps

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



Student Suspensions

Board Received: _____

Review Date: _____

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 student suspension.

Accountability

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

Procedures

This document outlines the procedures and process which may result in the suspension of a pupil or the appeal of a suspension. It has been created in accordance with the Education Act, the Education Amendment Act, Progressive Discipline and Safety, 2007 ~~and~~ Regulation 472/07 ~~and~~ the Cannabis Act.

A principal's investigation of an incident should include consultation with the parent/guardian and the pupil involved (or the adult pupil). [As per PPM 141, an adult pupil is a student who is eighteen (18) years of age or older or a sixteen (16) or seventeen (17) year old student who has withdrawn from parental control.] If it is determined 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, a principal will consider whether that pupil should be suspended. Mitigating and other factors must be taken into account.

The principal will also contact the police, consistent with the ~~Police/Board Protocol~~ Grand Erie police protocol, if the alleged infraction requires such contact. When in doubt, the principal will consult with ~~his/her~~ their Superintendent of Education and/or ~~the~~ Superintendent of Education responsible for Safe Schools.

Circumstances in Which a Principal May Consider Suspending a Student

1. ~~Threatening~~ Threatening to inflict serious bodily harm on another person;
2. Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
3. Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
4. Swearing at, or in reference to, a teacher or another person in a position of authority;
5. Committing an act of vandalism that causes ~~extensive~~ significant damage to Board or personal property on school premises or any school-related activities;
6. Bullying, including cyberbullying;
7. Physical or verbal aggression;
8. Persistent opposition to authority;

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; or
10. Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

The minimum duration of a suspension is **one (1) school day** and the maximum is **20 school days**.

Factors to Consider Before Deciding to Impose a Suspension

Before deciding whether to impose a suspension, or some other form of discipline, a principal will make every effort to consult with the parent/guardian and pupil involved (or adult pupil) to identify whether any mitigating and/or other factors might apply in the circumstances.

Mitigating Factors

The following mitigating factors shall be taken into account:

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

If a pupil does not have the ability to control ~~his/her~~ their behaviour or does not understand the foreseeable consequences of ~~his/her~~ their behaviour, alternative discipline and/or other interventions 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 ~~his/her~~ their Superintendent of Education or the Superintendent of Education responsible for Safe Schools regarding appropriate accommodations and/or strategies that might be instituted to ensure the safety of staff and pupils.

Other Factors to be Considered

Where the pupil is able to control ~~his/her~~ their behaviour and is able to understand the foreseeable consequences of ~~his/her~~ their behaviour, the principal will consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the pupil:

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 ~~his/her~~ their race, ethnic origin, religion, disability, gender or sexual orientation
4. How the suspension would affect the pupil's ongoing education?
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii. whether appropriate individualized accommodation has been provided, and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Progressive Discipline

The principal shall review the following in the context of progressive discipline:

1. Whether the teacher, principal or designate has utilized early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:
 - contact with the pupil's parent(s)/guardian(s);
 - oral reminders;
 - review of expectations;
 - written work assignments with a learning component;
 - assigning the pupil to volunteer services to the community;
 - conflict mediation and resolution;
 - peer mentoring;
 - referral to counseling.
2. Whether the principal has used a progressive discipline approach to address inappropriate behaviour for which a suspension could have been imposed, such as:
 - meeting(s) with the pupil's parent(s)/guardian(s), pupil, and principal;
 - referral of pupil to a community agency for anger management or substance abuse counselling;
 - detentions;
 - withdrawal of privileges;
 - withdrawal from class;
 - restitution for damages;
 - restorative practices; and/or
 - transfer.

In circumstances where one or more of the factors above mitigate the decision to apply a suspension as a form of discipline ~~for the pupil~~, the principal may consider whether alternative discipline and/or other intervention is appropriate in the circumstances.

Consultation

Consultation must occur between the Principal and the Family of Schools Superintendent of Education before imposing a suspension of ten (10) days or longer. As well, before imposing suspensions of fifteen (15) days or longer, the Superintendent of Education responsible for Safe Schools must also be consulted. In both circumstances, consultation must be regarding:

1. the investigation undertaken;
2. the circumstances of the incident;
3. whether or not one or more of the factors outlined above are applicable in the circumstances; and
4. the appropriate length of the suspension.

School Work

A pupil who is subject to a suspension of **under six (6) school days** must be provided with school work by school personnel to complete at home while serving the suspension.

In addition to receiving school work for the **first five (5) school days** of suspension, a pupil who is subject to a suspension of **over five (5) school days** must be offered an academic program through the Grand Erie Safe Schools Team.

Procedural Steps When Imposing a Suspension

Where a principal has determined that it is appropriate in the circumstances to impose a suspension, ~~he/she~~ they shall take the following steps:

1. Within 24 hours of the decision, the principal must make all reasonable efforts to inform the parent/guardian (or adult pupil) of the suspension;
2. The principal must inform the pupil's teacher(s) of the suspension;
3. The principal, in conjunction with the pupil's teacher(s), must organize school work to be provided for the pupil to be completed during the duration of the pupil's suspension;
4. The principal ~~invoking the suspension~~ is responsible for the prompt written notification of the suspension to the parent/guardian (or adult pupil) and the Family of Schools Superintendent of Education;
5. The written notice of suspension will include:
 - a) The reason for suspension;
 - b) The duration of the suspension;
 - c) Information about the Grand Erie Safe Schools Program (GESSP), where the pupil is suspended for **six (6) or more school days**;
 - d) Information about the right to receive an informal review of the suspension by the Superintendent of Education and the right to appeal the suspension.
6. Every effort should be made to include the school work with the letter of suspension on the day the pupil is suspended ~~if the letter is provided to the pupil to take home~~. If it is not possible to provide the letter because the pupil and parent/guardian are not available, the letter should be mailed, couriered, faxed or e-mailed to the home address that day and the parent/guardian (or adult student) should be notified that school work ~~should will~~ be made available for pick-up from the school the following school day.
 - 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.
 - If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.

Grand Erie Safe Schools Program (GESSP)

Where a pupil has been suspended for **over five (5) school days**, the pupil will be provided with school work by the principal for the **first five (5) school days** and will be offered a Safe Schools Program.

A pupil cannot be compelled to participate in this program. Should the parent/guardian (or adult pupil) choose not to have the pupil participate, the pupil will continue to receive school work consistent with the pupil's program, to be completed at home for the duration of the suspension. This school work will be available at the school for pick-up during the suspension period.

A **Student Action Plan (SAP)** will be developed for every pupil subject to a suspension of six (6) or more school days who agrees to participate in a Grand Erie Safe Schools Program.

Agreement or refusal to participate in a GESSP may be communicated to the school orally by the parent/guardian (or adult pupil). Where the parent/guardian (or adult pupil) declines the offer to participate, the principal shall record the date and time of such refusal.

Planning Meeting

For pupils subject to a suspension **for over five (5) school days** ~~school days~~ who choose to participate in the GESSP, the principal of the school or designate will hold a planning meeting for the purpose of developing the SAP.

The parent/guardian and the pupil (where appropriate), (or adult pupil), as well as any appropriate teaching and support staff, including members of the Safe Schools Team, 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 the parent/guardian (or adult pupil) informing the school that the pupil will participate in a GESSP.
- If the parent/guardian (or adult pupil) is not available to participate in the planning meeting, the meeting will proceed and a copy of the SAP will be provided following the meeting.
- During the planning meeting the principal will review the issues to be addressed in the pupil's SAP.

Student Action Plan (SAP)

A pupil subject to suspension for **eleven (11) or more school days** will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP. Pupils subject to a suspension of **fewer than eleven (11) school days** may be offered non-academic supports where such supports are appropriate and available.

1. The SAP will be developed under the direction of the principal with assistance from the Safe Schools Team.
2. The principal will make every effort to complete the SAP **within ~~five (5)~~ three (3) school days** of the parent/guardian (or adult pupil) informing the school that the pupil will participate in a GESSP.
3. This timeline will be communicated to the parent/guardian (or adult pupil).
4. Once completed, the SAP will be shared with the parent/guardian and the pupil (or adult 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 other disciplinary issues regarding the pupil that have been identified by the school;
 - d) any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
 - e) any program(s) or service(s) that might be provided to address those learning or other needs;
 - f) 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;
 - g) 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;
 - h) the non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
 - i) the measurable goals the pupil will be striving to achieve during the period of suspension.

Re-Entry

Following a suspension of **six (6) or more school days**, a re-entry meeting will be held to provide positive and constructive redirection for the pupil. Where the pupil has participated in a long-term suspension program, the pupil's success in achieving the goals outlined in the SAP will be reviewed with the parent/guardian and pupil (or adult pupil). Further programs and services might be recommended by the principal for the purpose of achieving additional or greater success in meeting the goals outlined in the SAP.

Informal Review Process

An informal review by the Family of Schools Superintendent of Education may be requested by ~~one of the designated parties—school principal and~~ the parent/guardian (or adult pupil) - prior to an appeal. If, after consulting the Superintendent of Education, the ~~party~~ parent/guardian (or adult pupil) wishes to appeal the suspension under section 309 of the *Education Act*, the appellant must provide written notice of intention to appeal to the Director of Education **within ten (10) school days** of the commencement of the suspension.

A request for review does not stay the suspension.

Suspension Appeal Process

1. The Suspension Appeal shall be held in accordance with the *Education Act* and the Board's Suspension Policy ~~and Procedures~~. All suspension appeals will be received by the Director of Education. Please note that:
 - a) An appeal of a suspension does not stay the suspension.
 - b) A person who intends to appeal a suspension must give written notice of the intention to appeal **within ten (10) school days** of the commencement of the suspension.
 - c) The Board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal unless the parties - school principal and parent/guardian (or adult pupil) agree to an extension.
2. Appeals of Suspensions will be heard by the Student Discipline Committee sitting as a committee of three (3) Trustees appointed by the Board. One of the appointed Trustees will be elected Chair of the Student Discipline Committee. Appeals will be scheduled by the Director of Education.
3. A suspension may be appealed by a parent/guardian (or adult pupil) or any third party with legal decision-making authority for a student.
4. The Director of Education will act as Secretary to the Student Discipline Committee to facilitate the Appeal, ensure that a copy of the Principal's Report is forwarded to the Appellant prior to the Appeal and provided to the Student Discipline Committee at the beginning of the Appeal, and to ensure that any documents, reports and/or submissions prepared by the Appellant are provided to the Principal at the earliest opportunity and to the Student Discipline Committee at the beginning of the Appeal.
5. A lawyer or agent may represent the Appellant. Prior notice of a lawyer's or an agent's attendance at the Appeal must be provided to the Superintendent responsible for Safe Schools. If prior notice is not provided, the Suspension Appeal may be rescheduled by the Student Discipline Committee.
6. The Student Discipline Committee and/or the Principal may exercise the right to legal counsel.
7. The Principal will prepare a report summarizing the incident, the evidence relied upon and the rationale for discipline, including the pupil's disciplinary and academic history, any progressive discipline strategies that have been used and any mitigating and other factors that may be applicable.
8. When making its determination the Student Discipline Committee shall consider:
 - a) the Principal's Report and submissions;
 - b) the submissions and any other information provided by the Appellant; and
 - c) the analysis and application of the mitigating and other factors, which may or may not be applicable in the circumstances.
9. The Student Discipline Committee may give such directions or make such orders at a Suspension Appeal as it considers necessary for the maintenance of order at the Appeal. 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.

10. The Student Discipline Committee will wait for thirty (30) minutes after the time communicated for the commencement of the Suspension Appeal. If the Appellant(s) or their representative have not yet attended and notice that they may be late has not been provided, the Student Discipline Committee may proceed to hear the Appeal or dismiss the Appeal in ~~their absence~~ the absence of the Appellant.
11. The Director of Education will invite the parties into the Student Discipline Committee meeting room and will introduce the parties to the Student Discipline Committee.
12. The Chair of the Student Discipline Committee will introduce the committee and indicate:
 - a) that they have been appointed by the Board to hear the matter;
 - b) that they are not connected as Trustees to the school in question;
 - c) that they have had no prior involvement with the matter that has come before them;
 - d) that this matter will be heard *In Camera* (in private); and
 - e) that the decision of the Discipline Committee is final.
13. The Chair of the Student Discipline Committee will call the Suspension Appeal meeting to order.
14. The Chair of the Student Discipline Committee will outline:
 - a) the process to be followed during a Suspension Appeal;
 - b) the matter on appeal before the Student Discipline Committee, including the Suspension that was imposed and the infraction for which the pupil was suspended.
15. The Director of Education will distribute copies of the Principal's Report and any documents submitted by or to be submitted by the Appellant to the Student Discipline Committee. The Student Discipline Committee may choose to have a brief recess in order to read the reports and documents.
16. The Appellant will be invited to make an oral presentation.
 - a) Trustees may ask questions of clarification through the Chair.
 - b) The Administration may ask questions of clarification through the Chair.
17. The ~~Administration~~ Principal will be invited to make a presentation.
 - a) Either the Principal, the ~~Family of Schools~~ Superintendent of Education, or the Superintendent of Education responsible for Safe Schools will review the Report provided to the Student Discipline Committee and the Appellant, and provide any response to the Appellant's presentation.
 - b) Trustees may ask questions of clarification through the Chair.
 - c) The Appellant may ask questions of clarification through the Chair.
18. The Appellant will be invited to respond to the Administration's presentation, but only with respect to issues the Appellant has not previously addressed.
19. At the conclusion of both presentations, the Appellant and the Administration will be invited to make summary statements but may not introduce new issues. The Student Discipline Committee may choose to have a brief recess prior to hearing the summary statements.
20. Trustees may ask final questions of clarification.
21. The Chair of the Student Discipline Committee will explain that:
 - a) all persons, except the Student Discipline Committee and the Secretary of the Board, will be asked to leave the room while the Student Discipline Committee deliberates and makes its decision;
 - b) The Student Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether the decision to discipline and the discipline imposed ~~was~~ were reasonable in the circumstances, and shall determine:
 - i. the Suspension was justified and should be upheld; or
 - ii. the Suspension was justified but that the number of days imposed was too many, in which case the Student Discipline Committee may reduce the length of the Suspension and amend the record of suspension accordingly; or

- iii. the Suspension was justified, but that the record of Suspension be removed after a period of time if there are no further incidents requiring discipline; or
 - iv. the Suspension was not justified, in which case the record of Suspension will be expunged, and the pupil will be permitted to return to school, if the Suspension remains outstanding.
 - c) At the conclusion of the hearing, the Chair of the Student Discipline Committee calls back all the participants of the hearing and delivers the decision.
22. The Director of Education will inform the Appellant, in writing, of the decision of the Student Discipline Committee.



GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• One to Five Days ••

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 suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

- ☐ ~~Threatening~~Threatening to inflict serious bodily harm on another person;
 - ☐ Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
 - ☐ Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
 - ☐ Swearing at, or in reference to, a teacher or another person in a position of authority;
 - ☐ Committing an act of vandalism that causes ~~extensive~~significant damage to Board or personal property on school premises or any school-related activities;
 - ☐ Bullying, including cyberbullying;
 - ☐ Physical or verbal aggression;
 - ☐ Persistent opposition to authority;
 - ☐ 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; or
 - ☐ Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

Additional Information:

- ☐ This suspension is for a violent act as defined in the Ontario Policy/Program Memorandum No. 120.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Term of Suspension:
Length of Suspension: Days	Number of Suspensions: (Current school year including this suspension)

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. Student Name may return to school on Date of return. School work is available from the school during the suspension.

REVIEW OF SUSPENSION

Should you wish to discuss this matter, please contact me at the school. If you wish to consult with the Superintendent of Education regarding this suspension, please contact Name Superintendent of Education, Telephone, Ext. If after consulting the Superintendent of Education, you wish to appeal the suspension under section 309 of the *Education Act* and Board Policy SO6, you are required to provide written notice of your intention to appeal to the Director of Education, 349 Erie Avenue, Brantford N3T 5V1 (519-756-6301 or 888-548-8878) within 10 school days of the commencement of the suspension. Please be advised that an appeal of the suspension does not stay the suspension.

Sincerely,

Principal's Signature



**GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• Six to Ten Days ••**

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 suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

- ☐ ~~Threatening~~ to inflict serious bodily harm on another person;
- ☐ Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Swearing at, or in reference to, a teacher or another person in a position of authority;
- ☐ Committing an act of vandalism that causes ~~extensive~~ significant damage to Board or personal property on school premises or any school-related activities;
- ☐ Bullying, including cyberbullying;
- ☐ Physical or verbal aggression;
- ☐ Persistent opposition to authority;
- ☐ 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; or
- ☐ Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

Additional Information:

- ☐ This suspension is for a violent act as defined in the Ontario Policy/Program Memorandum No. 120.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Term of Suspension:
Length of Suspension: Days	Number of Suspensions: (Current school year including this suspension)

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. Student Name may return to school on Date of return. Information regarding the Grand Erie Safe Schools Program is available from the school principal. We encourage students to make use of this opportunity to continue their education during the suspension period.

REVIEW OF SUSPENSION

Should you wish to discuss this matter, please contact me at the school. If you wish to consult with the Superintendent of Education regarding this suspension, please contact Name Superintendent of Education, Telephone, Ext. If after consulting the Superintendent of Education, you wish to appeal the suspension under section 309 of the *Education Act* and Board Policy SO6, you are required to provide written notice of your intention to appeal to the Director of Education, 349 Erie Avenue, Brantford N3T 5V1 (519-756-6301 or 888-548-8878) within 10 school days of the commencement of the suspension. Please be advised that an appeal of the suspension does not stay the suspension.

Sincerely,

Principal's Signature



GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• Eleven to Twenty Days ••

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 suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

- ☐ ~~Threatening~~Threatening to inflict serious bodily harm on another person;
- ☐ Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Swearing at, or in reference to, a teacher or another person in a position of authority;
- ☐ Committing an act of vandalism that causes ~~extensive~~ significant damage to Board or personal property on school premises or any school-related activities;
- ☐ Bullying, including cyberbullying;
- ☐ Physical or verbal aggression;
- ☐ Persistent opposition to authority;
- ☐ 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; or
- ☐ Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

Additional Information:

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REVIEW OF SUSPENSION

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Sincerely,

Principal's Signature



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO109 – Availability and Use of Naloxone in Schools**
DATE: September 9, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board circulate **SO109 – Availability and Use of Naloxone in Schools** for comments to be received by October 24, 2019.

Background

SO109 – Availability and Use of Naloxone in Schools is a new procedure. It culminates three years of Board involvement with issues related to opioid overdose and first aid response.

Naloxone is an effective short-term antidote to an opioid overdose. Every Grand Erie school has a naloxone kit containing two doses of naloxone. In 2017, as a new component of first aid response, all school administrators, and at least one first aider per school, were trained in the signs of opioid overdose and use of the naloxone kit. This training is now included in standard first aid training in Grand Erie.

Additional Information

Grand Erie has been involved in community opioid-awareness groups in Norfolk, Haldimand and Brant/Brantford since their inception 2015-16. Many of our community partners operate either under the auspices of, or in collaboration with, the Ministry of Health; consequently, these organizations had access to government-funded naloxone kits. However, funding did not extend to educational settings, so, when the decision to supply naloxone kits to Grand Erie schools was made, the full cost fell to the Board (\$149.00 per kit, with a two-year shelf life).

In Spring 2019, one of our community partners – the Brant County Health Unit – offered a partnership opportunity in the provision of naloxone. In short, the Health Unit will provide Grand Erie schools in Brant/Brantford with naloxone kits – as part of their harm-reduction strategies - to have on hand in support of at-risk youth; these kits are then available for school staff to use in their first aid responses. In return, Grand Erie is expected to share statistics related to use of naloxone kits in our schools, as well as develop a Board procedure related to naloxone. Discussions are in progress concerning a similar arrangement for Haldimand and Norfolk schools.

Finally, Executive Council has approved the posting of signage related to opioid-overdose response in Grand Erie schools.

Next Steps

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



Availability and Use of Naloxone in Schools

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – as needed
2. Criteria for Success – naloxone is available in an emergency
– naloxone is administered properly

Procedures

1.0 Purpose

To establish emergency response procedures in the event that an individual experiences an opioid-related overdose on school property.

2.0 Background

- 2.1 Opioids are a class of psychoactive drugs that are often used for pain management. These include fentanyl, morphine, heroin, and oxycodone. While opioids are effective for pain relief, and many individuals can use them for short periods of time without concern, this class of drugs has contributed to many overdose deaths across Canada.
- 2.2 The Board recognizes the potential need for the emergency administration of medication to a student or other individual who becomes ill, injured or unconscious as a result of an opioid-related overdose while on school property.
- 2.3 The Board recognizes that, in the event that an emergency administration of medication is required, the Good Samaritan Act (2017) protects any individual who administers such medication by stipulating that such individual cannot be held liable for any harm or damage resulting from their actions, as long as they have acted in good faith in administering the medication.

3.0 Procedures

- 3.1 School first responders in Grand Erie will administer naloxone in response to opioid overdose.
- 3.2 The Board will ensure that each school has at least one naloxone kit available at all times. The Principal will immediately communicate the need for a replacement kit to the Division Manager of Operations and Health and Safety.
- 3.3 The Division Manager of Operations and Health and Safety will monitor expiry dates of all naloxone kits and replace them in a timely manner.
- 3.4 Each Principal will ensure that all staff members are aware of the locations of naloxone kits within the school.
- 3.5 Each school will have at least two staff members trained in the administration of naloxone. The Board will ensure that naloxone administration is a component of all first aid training.
- 3.6 Each school will prominently display overdose-response materials, e.g., “S.O.S. Opioid Overdose” poster, “Be a Lifesaver” poster. In elementary schools, the office area would be an appropriate location, as would elementary washrooms. In

secondary schools, appropriate locations would be the office area, washrooms, and guidance offices.

3.7 The Principal will ensure that each administration of naloxone is recorded. An OSBIE Incident Report will be used in situations where the victim is a student or visitor; an Employee Injury Report will be used where the victim is a Grand Erie employee.

3.8 Each Brantford/Brant County school will – in conjunction with the Brant County Health Unit – maintain an effective means of distributing naloxone kits to students, staff or parents.

4.0 Dispensing of Naloxone

4.1 Grand Erie school staff will administer naloxone in the event of an opioid-related emergency on Board property.

4.2 Grand Erie school staff will not dispense naloxone kits proactively to students or staff, even if they are clients of the Haldimand Norfolk Health Unit or the Brant County Health Unit.

4.3 The Brant County Health Unit and the Haldimand Norfolk Health Unit may dispense naloxone kits proactively to students or staff on Board property.

5.0 Signs and Symptoms of Opioid Overdose

The school's first responder will identify opioid overdose in the course of standard first aid assessment. The following are signs and symptoms of opioid overdose:

- Unresponsive to stimuli (shake their shoulders and shout their name)
- Slow or no breathing
- Bluish lips and fingernails
- Body is limp
- Deep snoring or gurgling sounds
- Vomiting
- Pinpoint pupils

6.0 Emergency Response

If the individual is unresponsive and/or experiencing any of the opioid-related overdose signs and symptoms, staff will:

- Call 911 immediately
- Access a naloxone kit from the nearest location
- Administer naloxone
 - Peel back the tab of the naloxone nasal spray container
 - Place thumb on plunger and one finger on each side of the nasal applicator (do not press plunger/do not prime)
 - Insert tip of nozzle into one nostril
 - Support the victim's neck
 - Press plunger into nostril
- If the individual wakes up and/or breathing is restored, place the person into recovery position and stay with them until EMS arrives
- If individual does not wake up and is not breathing, begin CPR
- After 2-3 minutes, give the second dose of the naloxone Nasal Spray kit into the other nostril
- If the individual wakes up and/or breathing is restored, place the person into recovery position and stay with them until EMS arrives

- If individual does not wake up and isn't breathing, continue with CPR until EMS arrives
- Once ambulance has arrived, staff will provide paramedics with a verbal report of care provided.

Post-Emergency

- Staff will complete an OSBIE Incident Report (if the victim was a student or a visitor) or an Employee Injury Report (if the victim was a Grand Erie employee) and submit it to their manager
- Principal or designate will immediately contact their supervisory officer
- As soon as appropriate after experiencing an opioid-related incident, the principal will de-brief with staff, who should be made aware of available supports (e.g., EAP). The Principal should also consult with the Traumatic Events Response Team.

Resources:

1. Brant County Health Unit Memo of Understanding – Naloxone
2. Link to Employee Injury Report
3. Link to OSBIE form

BE A LIFESAVER IN 5 STEPS

- 

1

SHAKE at the shoulders
SHOUT their name
- 

2

CALL 9-1-1
If unresponsive
- 

3

NALOXONE

 - Give Naloxone at any time
 - Insert tip of nozzle into one nostril and press the plunger firmly
- 

4

PERFORM RESCUE BREATHING AND/OR CHEST COMPRESSIONS
- 

5

IS IT WORKING?

If NO improvement after 2-3 minutes:

 - Administer a second dose of Naloxone
 - Continue with chest compressions



GRAND ERIE DISTRICT SCHOOL BOARD

349 Erie Avenue, Brantford, Ont., N3T 5V3
 Telephone: 519-756-6301 | Toll Free: 1-888-548-8878
 Email: info@granderie.ca | www.granderie.ca

Information courtesy of Hastings Prince Edward Public Health

Follow and join the conversation @GEDSB on Twitter and Facebook, @granderie.dsb on Instagram.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO116 – Pupil’s Return from Absence**
DATE: September 9, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward SO116 – Pupil’s Return from Absence to all appropriate stakeholders for comments to be received by October 24, 2019.</p>
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Background

SO116 – Pupil’s Return from Absence was approved by the Board in 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Procedure, which 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,

Wayne Baker
Superintendent of Education



PROCEDURE

SO116

Pupil's Return from Absence

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Parental request in writing
– Accurate records of excused students ~~is~~ are evident in OSRs

Procedures

1. Principals are required to obtain the reason(s) - either orally or in writing - for a pupil's absence when the pupil returns to school. The principal shall inform parents/guardians and adult pupils of the preferred method of notification
2. A pupil's absence from school under the conditions of Regulation 298, S.23(2) will be either a "legitimate reason" or "truancy" depending on the principal's evaluation of the reason given for the absence.
3. "Legitimate reasons" for the purposes of this section would include:
 - a) failure of transportation arrangements due to Board-declared inclement weather*;
 - b) Board-declared inclement weather*;
 - c) sickness;
 - d) medical/dental appointments;
 - e) other unavoidable cause;
 - f) a day regarded as a holy day by the church or religious denomination to which the child belongs*.
 - g) Music lessons*

* recorded as "G" in the Register of Daily Attendance. All other absences are recorded using the prescribed attendance codes.
4. If the pupil does not have a "legitimate reason" for an absence, the pupil would be considered to be truant. The absence would be recorded as "A" and a report forwarded to the appropriate Attendance Counsellor if the principal considers the pupil's pattern of attendance to be of concern.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO117 – Parental Request for Temporary Excuse from Attendance at School**
DATE: September 9, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **SO117 – Parental Request for Temporary Excuse from Attendance at School** to all appropriate stakeholders for comments to be received by October 24, 2019.

Background

SO117 – Parental Request for Temporary Excuse from Attendance at School was approved by the Board in November 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,

Liana Thompson
Superintendent of Education



PROCEDURE

SO117

Parental Request for Temporary Excuse from Attendance at School

Board Received: _____

Review Date: _____

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Parental requests in writing
– Accurate records of excused students are evident in OSRs

Procedures:

1. Requests from parents to excuse pupils from school temporarily for more than 15 consecutive days must be received in writing using the Request for Temporary Absence Form. If the request is approved, school personnel will collaborate with parents to develop a study plan for the student's use during ~~their~~^{his/her} absence.
2. Because excusing a pupil from attendance at school in response to parental request represents a discretionary exercise of power, and because the parental request must be in writing, principals must respond in writing using the Request for Temporary Absence form.
3. The written response of the principal must contain a clear statement as to the decision in response to the parental request.
4. Pupils will not be excused to work at parents' request.
5. The written response of the principal should contain a clear statement which confirms the importance of attendance at school and/or acknowledges the possible detrimental effect on student achievement as a result of absence. (A form suitable for the purposes of items #1 through 4 is attached as Appendix A.)
6. The request of the parent, the principal's response and the study plan must be filed in the Ontario Student Record (O.S.R.) folder.
7. In the event the principal's response to the parent's request is positive, the Register of Daily Attendance should record the student's absence as "G" in accordance with the "General Absence" section of the instructions which accompany the Register of Daily Attendance.
8. In the event the principal denies the parent's request and the student is absent nevertheless, the Register of Daily Attendance should record the student's absence as "A", the absence should be considered to be "truancy", and reported to the appropriate Attendance Counsellor.



GRAND ERIE DISTRICT SCHOOL BOARD

REQUEST FOR TEMPORARY ABSENCE**A. STUDENT INFORMATION:**

Student Name: Surname, Give names DOB: mm/dd/yy
School: _____ Grade: _____
Address: _____
Parent/Guardian: _____
Telephone: _____

B. REQUEST:

Date of Absence: From mm/dd/yy To: mm/dd/yy
Reason for absence: _____

We, the undersigned:

- request that our child be excused from school temporarily in accordance with Regulation 298 S.23(3)
- realize that the school may or may not give permission for the absence;
- accept the responsibility for any lack of school progress or failure that may result from the absence;
- acknowledge that absence from school may be detrimental to the educational progress and achievement of the student;
- realize that school work, assignments or tests missed during such absence may restrict the school's ability to fully evaluate a student's performance.

Parent's/Guardian's Signature

Student's Signature (secondary only)

C. PRINCIPAL'S RESPONSE:

I, the undersigned;

- ☐ acknowledge receipt of your request to temporarily excuse your child from attendance at school for the specified period

AND

- ☐ give permission for your child to be temporarily excused from attendance at school for the specified period; provided the attached required program of study components are completed and submitted upon return from or throughout the temporary absence period

Courses(s) where applicable: _____

OR

- ☐ do not give permission for your child to be temporarily excused from attendance at school for the specified period.

Principal's Signature

Date:

Distribution: Original -- O.S.R. Copy -- Parent/ Teacher(s)

~~This form is retained in the student's OSR under the Ontario Archives and Recordkeeping Act, 2006 S.O. 2006, Chapter 34, Schedule A, for the current school year and the following school year.~~