



Committee of the Whole Board

Monday, May 8, 2017
Board Room, Education Centre

AGENDA

- A – 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session
 - i. Personnel Matters
 - ii. Legal Matters
 - iii. Property Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B – 1 **Business Arising from Minutes and/or Previous Meetings**
- C – 1 **Director's Report**
- D – 1 **New Business — Action/Decision Items**
- * (a) Revised 2016-2017 Committee/Board Meeting Schedule B. Blancher
 - * (b) 2017-2018 Committee/Board Meeting Schedule B. Blancher
 - * (c) Allocation of Educational Assistants L. Thompson
- D – 2 **New Business — Information Items**
- * (a) Community Planning and Facility Partnerships – Annual Facility Status Report (FT11) J. Gunn
 - * (b) Capital Planning Capacity Program J. Gunn
 - * (c) Student Senate Report B. Blancher
 - * (d) Student Trustee Selection (BL29) B. Blancher
 - * (e) Data Report – Learner Intervention Tracking for Excellence (LITE) Referrals for Professional Services L. Thompson
 - * (f) MISA Update B. Blancher
 - * (g) Anna Melick Memorial School Transition Committee Report L. DeVos
- E – 1 **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- * (a) SO8 Community Partnerships (A) L. Thompson
 - * (b) SO10 Bullying Prevention and Intervention (A) W. Baker
 - * (c) SO11 Progressive Discipline and Promoting Positive Student Behaviour (A) W. Baker
- E – 2 **Procedure Consideration — Information Items**
- * (a) HR120 Communicable Diseases (I) S. Sincerbox
 - * (b) SO134 Website Requirements (I) D. Abbey
 - * (c) SO129 Bullying Prevention and Intervention (R) W. Baker

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- * (d) SO130 Progressive Discipline and Promoting Positive Student Behaviour (R) W. Baker

F – 1 Other Business

- * (a) OPSBA Report

G – 1 Correspondence

- * (a) Thames Valley District School Board Letters re: Reduction of Class Size Requirements for Native Language Course – April 11, 2017

H – 1 Adjournment

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

Audit Committee	May 9, 2017, 6:00 pm	Dogwood Room Norfolk SSC
Budget Review Meeting	May 10, 2017, 5:30 p.m.	Board Room
Grand Erie Parent Involvement Committee	May 11, 2017, 6:30 p.m.	Dogwood Room Norfolk SSC
Budget Review Meeting	May 17, 2017, 5:30 p.m.	Board Room
Boundary Review Meeting	May 23, 2017, 6:00 p.m.	Ryerson Heights Public School
Budget Review Meeting	May 24, 2017, 5:30 p.m.	Board Room
Chairs' Committee	May 29, 2017, 5:45 p.m.	Norfolk Room
Regular Board	May 29, 2017, 7:15 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk	May 30, 2017, 1:00 p.m.	Norfolk Room
Native Advisory Committee	May 30, 2017, 1:00 p.m.	Joseph Brant Learning Centre
Caledonia Boundary Review Meeting	May 30, 2017, 6:00 p.m.	McKinnon Park Secondary
Special Education Advisory Committee	June 1, 2017, 6:30 p.m.	Board Room
Privacy and Information Management Committee	June 2, 2017, 2:00 p.m.	Norfolk Room
Committee of the Whole	June 12, 2017, 7:15 p.m.	Board Room
Regular Board	June 26, 2017, 7:15 p.m.	Board Room

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GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education
RE: **Revised 2016-17 Committee/Board Meeting Schedule**
DATE: May 8, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the revised 2016-17 Committee/Board Meeting Schedule.

Background

The Board approved the 2016-2017 Committee/Board Meeting Schedule in May 2016.

Additional Information

Looking ahead to the Committee of the Whole and Board meetings in August, it is evident that both of these meeting agendas are light and could easily be combined. The August meetings in 2015 had similar agendas and both of those meetings were adjourned before 8:00 pm. In June 2016, the Board approved the recommendation to combine the August 22, 2016 Committee of the Whole meeting with the August 29, 2016 Board meeting.

It is recommended that the Committee of the Whole meeting currently scheduled for August 21, 2017 be combined with the Board meeting scheduled on August 28, 2017.

Communication Plan

Once approved, the schedule will be circulated to the public for information.

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education
RE: **2017-18 Committee/Board Meeting Schedule**
DATE: May 8, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the 2017-18 Committee/Board Meeting Schedule.

Background:

It is customary each year for the Board to approve a schedule for all Board and Committee meetings for the upcoming year.

Additional Information

1. Committee of the Whole meetings should be held on the second Monday of each month and Board meetings should be held on the fourth Monday of each month, as outlined in BL5.
2. Thanksgiving is Monday, October 9, 2017 which is the second Monday therefore October meetings are proposed for the **third and fifth** Monday.
3. Christmas Break is December 25, 2017 to January 5, 2018, therefore January meetings are proposed for the **third and fifth** Monday.
4. Mid–Winter Break is March 12 to 16, 2018, therefore March meetings are proposed for the **first and fourth** Monday.
5. Victoria Day is May 21, 2018 therefore May meetings are proposed for the **second and fifth** Monday.

Looking ahead to the Committee of the Whole and Board meetings in August, it is evident that both of these meeting agendas are light. It is recommended that going forward the August Committee of the Whole and Board meetings be combined and scheduled on the fourth Monday of August.

The attached schedule is based on two meetings per month as per to Bylaw 3 and Bylaw 5.

Communication Plan

Once approved, the schedule will be circulated to the public for information.

Respectfully submitted,

Brenda Blancher
Director of Education

2017-2018 Meeting Schedule

The In Camera session meetings commence at 6:30 p.m.

The Public session meetings commence at 7:15 p.m.

Meetings are located at 349 Erie Avenue

2017	
September 11	Committee of the Whole Board
September 25	Regular Board
October 16	Committee of the Whole Board
October 30	Regular Board
November 13	Committee of the Whole Board
November 27	Regular Board
December 4	Board Nomination and Organizational
December 11	Inaugural Board
2018	
January 15	Committee of the Whole Board
January 29	Regular Board
February 12	Committee of the Whole Board
February 26	Regular Board
March 5	Committee of the Whole Board
March 26	Regular Board
April 9	Committee of the Whole Board
April 30	Regular Board
May 14	Committee of the Whole Board
May 28	Regular Board
June 11	Committee of the Whole Board
June 25	Regular Board
August 27	Committee of the Whole Board & Regular Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Liana Thompson, Superintendent of Education
RE: **Allocation of Educational Assistants 2017-2018**
DATE: May 8, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the allocation of 303 Educational Assistants, as outlined in the report “Allocation of Educational Assistants 2017- 2018”, pending final budget approval.

Rationale

Educational Assistants are assigned to schools to help meet the safety (medical and behavioural) needs of students so that they are more able to access their educational program.

Grand Erie Teacher Consultants – Special Education have met with school principals, teachers and relevant support staff and assessed the needs of identified exceptional students and students with special education needs to determine the number of Educational Assistants to be assigned to each school.

The criteria for assigning Educational Assistants to schools are:

- 2.0 for each Special Incident Portion (SIP) student
- 2.0 for each Developmentally Delayed, Autism, Multi-Handicapped or Strategies class that is at capacity.
- 1.0 for each Mild Intellectual Disability, Mixed Exceptionalities or On Track program that is at capacity.

Additional Educational Assistants are allocated for Students with **Pervasive and Extensive Support Requirements**. These students are defined as:

- Medical/Physical needs - students who require vigilant or significant ongoing supervision/support in all/most school settings and at all times for needs related to a medical/physical condition.
- Extreme Safety/High Risk - students who are a danger to self and/or others. This may include students who are unusually aggressive, who engage in self-harming behaviours, are sexual predators or who chronically run. Other such extreme concerns will be considered. Students with extreme social/emotional issues may fit this category. Without direct assistance and intervention, the student would be unable to appropriately engage safely in all school settings.
- Deaf/Blind students who require interpreter/intervener services.

Educational Assistant Allocations – Trend Data

	S.I.P. Total Care 2.0 per student	Multi- Handicapped, Developmentally Delayed, Autism, or Strategies Classroom	Mild Intellectual Disability, Mixed Exceptionality, On Track, or Deaf and Hard of Hearing Classroom	Extreme Support Requirements for Physical/Medical Safety Needs	Total Allocation
2017-18	16	84	26	177	303.0
2016-17	16	76	26	185	303.0
2015-16	18	74	23	185	300.0

Options Considered

Teacher Consultants – Special Education, in conjunction with school administrators and Learning Resource Teachers, completed School Education Assistant Needs Assessments in an effort to better identify the supports required in each location. The medical/physical needs, safety/supervision needs, as well as the communication/ASD needs of students discussed at School Resource Teams, are included in each School EA Needs profile in an effort to better assess the total need of each school. Also included in school projections of need, Teacher Consultants – Special Education met with local agencies - Lansdowne Children's Centre and Haldimand-Norfolk Reach - to assess additional supports that might be required for JK, SK and grade 1-aged students entering the system in Fall 2017.

Other factors that are impacting the distribution of Educational Assistants for the 2017-2018 school year is that we have added a new DD self contained class at Secondary, and existing self contained classes are at capacity with many students whose needs are greater than the standard allocation. This means that self-contained classes may require a greater allocation of EAs, which will decrease support to regular class. The request for support in regular class has increased as well. Essentially the focus is on prioritizing extensive needs at this point in order to maintain safe environments for students and staff members. (while working within the proposed allocation of EA's).

Budget Implications/Funding Source(s)

Pending approval of the 2017- 2018 budget.

Communication Plan

The Principal Leader-Special Education and Human Resources will notify schools of their allocations. Human Resources will notify Educational Assistants according to the collective agreement.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Jamie Gunn, Superintendent of Business & Treasurer
RE: **Community Planning and Facility Partnership – Annual Facility Status Report**
DATE: May 8, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Community Planning and Facility Partnership Report as information.

Background:

As stated in Policy FT11 – Community Planning and Facility Partnership, the Board supports and encourages cooperative and collaborative partnerships for Facility Sharing. The Board is committed to engaging community partners in planning to share facilities to the benefit of the Board, students and the community and to optimize public use of assets owned by the Board.

As set out in Policy FT11, Facility Partnerships, this Annual Status Report identifies facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools and administrative buildings.

Schools Suitable for Facility Partnerships –Unused space:

In order for schools to be able to accommodate a partnership, they must meet the following criteria:

- 200 or more excess pupil places are forecast for at least the next five years.
- The facility is at 60% utilization or less.
- Facility is not located within an area identified for a school accommodation review during the next five years from the time the space is identified as available.
- Space is not required for Board programming.
- Separate access is available.
- Student safety is not compromised
- Accessibility needs of the partner can be accommodated
- The partners use is permitted by zoning and site use restrictions
- Any other criteria as determined by the Board.

The attached tables detail school capacity and projected enrolment for the current, five, ten and fifteen year time frame. The tables highlight schools that are or are expected to be at 60% utilization or less and schools that are or are expected to have 200 or more excess pupil places in the same time frame. At this time, **Tollgate Technological SS, Cayuga SS, Dunnville SS, Hagersville SS and Waterford DHS** appear to meet the above criteria with both 60% or less utilization and 200 or more excess pupil places for at least the next five years. Cayuga SS, Dunnville SS and Hagersville SS were identified in the annual report to Board last year.

Schools Suitable for Facility Partnerships –New Construction:

Current approved capital projects and projects planned for the future should consider the opportunity for co-building with community partners to optimize the benefits to the public.

The current project to build a new school at the Fairview, Dunnville site includes purpose built space to accommodate child care and an early years centre. The business case submitted to the Ministry of Education for the re-development of Elgin Avenue PS includes a request for purpose built child care and early years spaces.

Planned growth schools in Southwest Brantford and Caledonia will consider co-building opportunities wherever possible. To date, planning for the school in Southwest Brantford (Shellard Lane) include the potential for co-building with the City of Brantford and the Brantford Public Library Board to include a community centre and a public library along with the school and shared access to the adjacent sports fields. Discussions with the Brant Haldimand Norfolk Catholic DSB indicate interest in establishing a joint elementary school in the McClung Road development in Caledonia. To date, there has been no interest expressed in child care or other municipal partnerships in this facility.

Facility Partnership Liaison:

Using specific funding provided by the Ministry, the Board engaged a consultant, Lynn Hewitt, to act as Facility Partnership Liaison. Lynn's role is to act on behalf of the Board working with our communities to find appropriate partners for our schools. Lynn has described the role as Facility Partnership Liaison as simple, challenging and fantastic - in that order.

It's simple because the primary objective is to engage with community partners in discussions about potential use of surplus school spaces. The ultimate goal is to outreach to both inside and outside of the affected communities and help them to understand the opportunities of being located in a school building.

It's challenging because we are introducing the relatively new concept of re-purposing these spaces and using it as a viable, cost effective, and logical business location. At the same time, we also want to make potential partners aware that by being located in these re-purposed, customized spaces they are contributing to the community's economic and/or social landscape in a positive and productive way (appealing to their social conscience). Not all of our potential partners are accepting of the concept of paying for the use of space in schools. While we expect tenant partners to cover the cost of operating the space (heat, hydro, custodial etc), we offer an economic advantage through a lease rate that is well below the market rate for similar space in our communities. Still this is a new concept to some of the potential partners we have been engaging over the past year.

All parties benefit from the use of space in schools by community partners. The school is using their surplus spaces constructively (pragmatically). The lease tenant serves their marketplace more effectively and efficiently and the community wins by having a service close by and accessible. The by-product is the economic development opportunities that we can help create as well as the essential value of social synergy that comes from this. Working collaboratively, effectively and creatively with all interested parties to help a community thrive.

Our success over the last year have been interesting to say the least. Through our outreach initiatives, we've had some wonderful feedback from the community. There have been a wide variety of ideas come forward. These comments, suggestions and ideas encourage us. It shows that the local community truly cares on how their school should be used and how every school is an integral part of their life, community and landscape. This "emotional" investment by the community is integral to the job of the Facility Partnership Liaison. By conducting an environmental scan of the area, we can concentrate on pursuing the best use - and tenants - for that particular area.

The attached promotional pamphlet has been developed to highlight space that is currently available. The Board website also provides details about available space.

Our observations over the past year is that this type of outreach is necessary and is gaining in momentum. The enrolment and capacity data indicates that we need to continue to think outside the box and view surplus school spaces as prime real estate to offer community partners for the betterment of the surrounding community and its residents. We believe that each school has a unique advantage and needs to be considered as a multi-use facility in order to sustain its viability, now and in the future.

We have had many conversations and promising leads over the past year but have yet to find a full time partner/tenant to move into the available spaces. Capital funding has been provided and earmarked for a child care facility and potential early years centre at Hagersville SS but no firm tenant or lease agreement is in place at this writing.

At some point the Board will need to consider what its next move will be for the surplus space identified in Haldimand County. The Accommodation Review was completed 3+ years ago and although many delegations expressed interest in becoming partners in the schools, none have materialized to date.

Communication with Community:

As set out in FT11, we invited community partners to a meeting to share information. On April 27th, representatives from each of the municipalities in Grand Erie attended our meeting. Attendees included municipal planning and community services staff. Grand Erie was represented by J. Gunn, Michelle LeDressay and Lynn Hewitt.

We shared information about:

- our long term accommodation forecast and key population/demographic statistics
- our recently completed accommodation reviews, development plans and school closures coming from these decisions
- our plans for future accommodation reviews
- our plans to address growth from residential development
- space in our schools available for facility partnerships

We also discussed co-building opportunities and past successes to highlight what is possible and working in our communities. Municipal Planning staff acknowledged the need to look at zoning bylaws to consider potential uses of school space by facility partners. Attendees expressed appreciation for the opportunity to share information about their communities and look forward to continuing the dialogue.

Respectfully submitted,

Jamie Gunn
Superintendent of Business & Treasurer

Grand Erie District School Board

Elementary School Enrolment and Utilization

	Enrolment				
	On-The-Ground Capacity	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
Brant North Elementary					
Cobblestone ES	536	493	497	557	655
Glen Morris Central PS	222	172	140	140	147
North Ward PS	504	392	355	346	370
Paris Central PS	259	163	169	180	207
St George-German PS	479	388	393	410	467
Total	2,000	1,608	1,554	1,633	1,845

Capacity Utilization				
Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031	
92%	93%	104%	122%	
77%	63%	63%	66%	
78%	70%	69%	73%	
63%	65%	69%	80%	
81%	82%	86%	97%	
80%	78%	82%	92%	

	Enrolment				
	On-The-Ground Capacity	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
Brant South Elementary					
Burford District ES (formerly Burford DHS)	541	488	568	580	565
Mount Pleasant PS	236	200	205	197	198
Oakland-Scotland PS	225	178	152	146	145
Total	1,002	866	925	923	908

Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031	
90%	105%	107%	104%	
85%	87%	83%	84%	
79%	68%	65%	64%	
86%	92%	92%	91%	

Surplus Spaces				
Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031	
43	39	(21)	(119)	
50	82	82	75	
112	149	158	134	
96	90	79	52	
91	86	69	12	
392	446	367	155	

Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031	
53	(27)	(39)	(24)	
36	31	39	38	
47	73	79	80	
136	77	79	94	

Grand Erie District School Board

Elementary School Enrolment and Utilization

Enrolment									
Brantford Central Elementary	On-The-Ground Capacity	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031				
	Dufferin PS	380	438	431	394	418			
	Graham Bell-Victoria PS	305	151	139	145	166			
	Grandview PS	288	211	206	206	221			
	James Hillier PS	314	306	282	254	255			
	Lansdowne-Constain PS	328	251	253	227	235			
	Prince Charles PS	300	198	192	193	195			
	Total	1,915	1,555	1,503	1,419	1,489			

Capacity Utilization									
Brantford Central Elementary	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031					
	115%	113%	104%	110%					
	50%	46%	48%	54%					
	73%	72%	72%	77%					
	97%	90%	81%	81%					
	77%	77%	69%	72%					
	66%	64%	64%	65%					
	81%	78%	74%	78%					

Surplus Spaces									
Brantford Central Elementary	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031					
	(58)	(51)	(14)	(38)					
	154	166	160	139					
	77	82	82	67					
	8	32	60	59					
	77	75	101	93					
	102	108	107	105					
	360	412	496	426					

Brantford East Elementary	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
	(9)	(20)	8	15
	61	56	60	60
	100	108	113	103
	89	106	128	116
	(22)	(11)	(13)	(21)
	(67)	(129)	(160)	(196)
	152	110	135	77

Brantford North Elementary	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
	70	96	95	103
	116	153	159	162
	44	73	97	111
	79	106	110	114
	91	140	147	148
	87	94	105	108
	66	27	(13)	(57)
	(75)	(119)	(116)	(127)

Grand Erie District School Board

Elementary School Enrolment and Utilization

		Enrolment				Capacity Utilization				Surplus Spaces				
Total		3,159	2,681	2,590	2,574	2,596	85%	82%	81%	82%	478	569	585	563

	On-The-Ground Capacity	Year 1 2016/2017		Year 5 2020/2021		Year 10 2025/2026		Year 15 2030/2031	
Brantford South Elementary									
Bellview PS	308	240	321	404	557	78%	104%	131%	181%
Princess Elizabeth PS	294	182	157	151	144	62%	53%	51%	49%
Total	602	422	479	554	702	70%	80%	92%	117%

	On-The-Ground Capacity	Year 1 2016/2017		Year 5 2020/2021		Year 10 2025/2026		Year 15 2030/2031	
Brantford West Elementary									
Agnes G Hodge PS	492	405	394	394	440	82%	80%	80%	89%
Ryerson Heights ES	510	576	553	780	1,296	113%	108%	153%	254%
Walter Gretzky PS	498	610	811	932	960	122%	163%	187%	193%
Total	1,500	1,591	1,758	2,107	2,696	106%	117%	140%	180%

	Year 1 2016/2017		Year 5 2020/2021		Year 10 2025/2026		Year 15 2030/2031	
	87	98	98	98	98	52		
	(66)	(43)	(43)	(786)				
	(112)	(313)	(434)	(462)				
	(91)	(258)	(607)	(1,196)				

Grand Erie District School Board

Elementary School Enrolment and Utilization

Enrolment					
Haldimand East Elementary	On-The-Ground Capacity	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
	210/0	92	0	0	0
	423	267	380	368	378
	199/0	134	0	0	0
	547	355	430	437	449
	Total	970	848	810	805

Capacity Utilization					
Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031		
44%	-	-	-		
63%	90%	87%	89%		
67%	-	-	-		
65%	79%	80%	82%		
73%	84%	83%	85%		

Surplus Spaces					
Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031		
-	-	-	-		
156	43	55	45		
-	-	-	-		
192	117	110	98		
122	160	165	143		

Haldimand North Elementary	On-The-Ground Capacity	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
	366	295	369	496	698
	213	249	210	187	197
	668	550	463	435	443
	Total	1,247	1,043	1,118	1,339

Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
81%	101%	136%	191%
117%	99%	88%	92%
82%	69%	65%	66%
88%	84%	90%	107%

Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
71	(3)	(130)	(332)
(36)	3	26	16
118	205	233	225
153	204	129	(92)

Haldimand South Elementary	On-The-Ground Capacity	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
	420	280	318	341	359
	297	236	212	203	212
	164	138	121	115	125
	Total	881	654	659	696

Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
67%	76%	81%	85%
79%	71%	68%	71%
84%	74%	70%	76%
74%	74%	75%	79%

Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
140	102	79	61
61	85	94	85
26	43	49	39
227	230	222	185

Haldimand West Elementary	On-The-Ground Capacity	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
	338	266	273	305	370
	400	288	303	303	321
	236	250	278	284	295
	Total	974	804	892	986

Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
79%	81%	90%	109%
72%	76%	76%	80%
106%	118%	120%	125%
83%	88%	92%	101%

Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
72	65	33	(32)
112	97	97	79
(14)	(42)	(48)	(59)
170	120	82	(12)

Grand Erie District School Board

Elementary School Enrolment and Utilization

Enrolment							Capacity Utilization					Surplus Spaces				
Enrolment							Capacity Utilization					Surplus Spaces				
Norfolk Central-East Elementary	On-The-Ground Capacity	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031		Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031		Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031	
Elgin Avenue PS	544	236	497	519	532		43%	91%	95%	98%		308	47	25	12	
Lynndale Heights ES	442	364	363	363	370		82%	82%	82%	84%		78	79	79	72	
Walsh PS	421	466	413	374	385		111%	98%	89%	91%		(45)	8	47	36	
West Lynn PS	337/0	295	0	0	0		88%	-	-	-		-	-	-	-	
Lakewood Elementary PS	593	405	532	553	594		68%	90%	93%	100%		188	61	40	(1)	
Total	2,000	1,766	1,805	1,809	1,881		79%	90%	90%	94%		234	195	191	119	

Enrolment							Capacity Utilization					Surplus Spaces				
Enrolment							Capacity Utilization					Surplus Spaces				
Norfolk North West Elementary	On-The-Ground Capacity	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031		Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031		Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031	
Bloomsburg PS	268	195	173	165	163		73%	65%	62%	61%		73	95	103	105	
Boston PS	233	192	178	164	155		82%	76%	70%	67%		41	55	69	78	
Delhi PS	412	424	443	457	469		103%	108%	111%	114%		(12)	(31)	(45)	(57)	
Teeterville PS	272	186	179	169	170		68%	66%	62%	63%		86	93	103	102	
Waterford PS (formely A.B. Masseurar)	285	342	376	378	395		120%	132%	133%	139%		(57)	(91)	(93)	(110)	
Total	1,470	1,339	1,350	1,332	1,352		91%	92%	91%	92%		131	120	138	118	

Enrolment							Capacity Utilization					Surplus Spaces				
Enrolment							Capacity Utilization					Surplus Spaces				
Norfolk South Elementary	On-The-Ground Capacity	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031		Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031		Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031	
Courtland PS	294	238	231	218	223		81%	79%	74%	76%		56	63	76	71	
Houghton PS	328	294	318	345	346		90%	97%	105%	105%		34	10	(17)	(18)	
Langton PS	245	204	170	158	157		83%	69%	64%	64%		41	75	87	88	
Port Rowan PS	294	241	198	186	200		82%	67%	63%	68%		53	96	108	94	
Total	1,161	977	917	907	927		84%	79%	78%	80%		184	244	254	234	

Grand Erie District School Board

Elementary School Enrolment and Utilization

Enrolment		Capacity Utilization					Surplus Spaces			
	On-The-Ground Capacity	Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031		Year 1 2016/2017	Year 5 2020/2021	Year 10 2025/2026	Year 15 2030/2031
Summary All Elementary										
Total Brant County Elementary	3,002	2,474	2,479	2,556	2,753	82%	528	523	446	249
Total City of Brantford Elementary	8,817	7,738	7,861	8,160	9,047	88%	1,079	956	657	(230)
Total Haldimand County Elementary	4,072	3,400	3,358	3,474	3,848	83%	672	714	598	224
Total Norfolk County Elementary	4,631	4,082	4,072	4,048	4,160	88%	549	559	583	471
Total Elementary	20,522	17,694	17,770	18,238	19,808	86%	2,828	2,752	2,284	714

Grand Erie District School Board

Secondary School Enrolment and Utilization

	Enrolment				
	On-The- Ground Capacity	Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031
Brantford/Brant Secondary					
Brantford CI & VS	1260	1283	1474	1663	1608
North Park Collegiate	1386	1134	1216	1223	1134
Paris District High	927	830	864	860	848
Pauline Johnson Collegiate	1353	816	822	892	922
Tollgate Tech Skills Centre	684	304	300	287	289
GELA	269	139	171	168	168
Total	5,679	4,506	4,846	5,092	4,970

Capacity Utilization				
Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031	
102%	117%	132%	128%	
82%	88%	88%	82%	
90%	93%	93%	91%	
60%	61%	66%	68%	
44%	44%	42%	42%	
52%	64%	62%	62%	
79%	85%	90%	88%	

Surplus Spaces				
Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031	
(23)	(214)	(403)	(348)	
252	170	163	252	
97	63	67	79	
537	531	461	431	
380	384	397	395	
130	98	101	101	
1,173	833	587	709	

	Enrolment				
	On-The- Ground Capacity	Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031
Haldimand Secondary					
Cayuga SS	927	543	428	447	428
Dunnville SS	999	418	380	359	361
Hagersville SS	861	476	384	450	471
McKinnon Park SS	558	812	846	834	820
Total	3,345	2,249	2,038	2,090	2,081

Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031	
59%	46%	48%	46%	
42%	38%	36%	36%	
55%	45%	52%	55%	
146%	152%	149%	147%	
67%	61%	62%	62%	

Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031	
384	499	480	499	
581	619	640	638	
385	477	411	390	
(254)	(288)	(276)	(262)	
1,096	1,307	1,255	1,264	

	Enrolment				
	On-The- Ground Capacity	Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031
Norfolk Secondary					
Delhi District SS	525	533	510	603	574
Simcoe Composite	1062	743	782	777	814
Valley Heights SS	702	513	543	512	491
Waterford District HS	606	412	352	377	367
Total	2,895	2,201	2,188	2,269	2,247

Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031	
102%	97%	115%	109%	
70%	74%	73%	77%	
73%	77%	73%	70%	
68%	58%	62%	61%	
76%	76%	78%	78%	

Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031	
(8)	15	(78)	(49)	
319	280	285	248	
189	159	190	211	
194	254	229	239	
694	707	626	648	

Grand Erie District School Board

Secondary School Enrolment and Utilization

Enrolment					
	On-The- Ground Capacity	Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031
Summary All Secondary					
Total City of Brantford & Brant County Secondary	5,679	4,506	4,846	5,092	4,970
Total Haldimand County Secondary	3,345	2,249	2,038	2,090	2,081
Total Norfolk County Secondary	2,895	2,201	2,188	2,269	2,247
Total Secondary	11,919	8,956	9,072	9,451	9,298

Capacity Utilization				
	Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031
	79%	85%	90%	88%
	67%	61%	62%	62%
	76%	76%	78%	78%
	75%	76%	79%	78%

Surplus Spaces				
	Year 1 2016/ 2017	Year 5 2020/ 2021	Year 10 2025/ 2026	Year 15 2030/ 2031
	1,173	833	587	709
	1,096	1,307	1,255	1,264
	694	707	626	648
	2,963	2,847	2,468	2,621

School Spaces currently available for lease within:



Cayuga Secondary School
#70 Haldimand Highway 54
Cayuga, N0A 1E0
Close proximity to County's Administrative building, OPP detachment, Provincial Courts.



Dunnville Secondary School
110 Helena Street
Dunnville, N1A 2S5
Located near Dunnville's downtown core.



Hagersville Secondary School
Box 669, 70 Parkview Road
Hagersville, N0A 1H0
Conveniently located across from the West Haldimand General Hospital.



Waterford District High School
227 Main Street South
Waterford N0E 1Y0
Close proximity to City of Brantford.

School Spaces are perfect for:

- Technical Training Facilities
- Post Secondary Learning Centres
- Childcare/Daycare Facility
- Healthcare Related Services
- Research Facilities
- Social Service Offices
- Community Hubs

For more information about long-term leasing opportunities, please contact Lynn Hewitt, Facility Partnership Liaison at 905-818-9246 or lynn.hewitt@granderie.ca



349 Erie Avenue, Brantford ON N3T 5V3
Telephone: 519.756.6301 • Toll Free: 1.888.548.8878
Fax: 519.756.9181 • Email: info@granderie.ca
www.granderie.ca



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FOR LEASE



SUCCESS for Every Student



THE BENEFITS

There are many benefit to being located in a school building within the district.

1. Being located within the community
2. Customized leasehold improvement options available
3. Cost effective alternative both in rent and utilities, etc.

THE COMMITMENT

The Board recognizes that a healthy working relationship with tenants is key to the success of this commitment and will ensure that all tenants are provided with a safe, fully accessible space that creates a positive workplace environment.

THE PARTNERSHIP

The Grand Erie District School Board wants to create partnerships with all long-term lease tenants and the community. Using the benefits of the school's location and resources, addressing the needs of the surrounding community and finding the right tenant, is a priority for the Grand Erie District School Board.

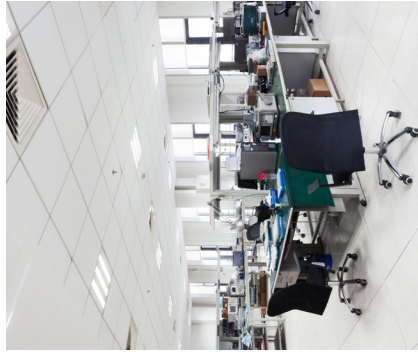


THE OPPORTUNITY

The Grand Erie District School Board has created the opportunity for organizations, businesses and institutions to lease space within area schools on a long-term basis. By re-purposing these surplus school spaces and using them as permanent business locations, organizations will have the opportunity to serve their community effectively and efficiently at a more cost effective rate than traditional real estate avenues/sources.

THE OFFER

The Board is offering surplus indoor square footage in various schools within the Grand Erie District School Board's catchment area. These spaces have a wide variety of applications and uses that can easily be retrofitted to any company or organization's needs. Tenants will have the flexibility to completely customize their space with any necessary leasehold improvements required; both structurally and cosmetically. Available space is offered based on square footage and includes all applicable school amenities and/or services such as utilities, maintenance and custodial services, etc.





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Jamie Gunn, Superintendent of Business & Treasurer
RE: **Capital Planning Capacity Program**
DATE: May 8, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Capital Planning Capacity Program as information.

Background:

Ministry memorandum **2016:B04 Capital Planning Capacity Program 2015-16 and 2016-17 (CPC)** provides funding to support boards as they undertake additional capital planning activities to make efficient use of school space, as funding supports for underutilized space (top-up funding) are phased out.

The CPC allocation for Grand Erie District School Board for the 2017-18 school year is \$163,370 as confirmed by the recent release of the GSN.

The allocation is intended to support planning and data management as follows:

1. Capacity Building:
 - To develop capital plans to effectively right-size and manage excess school capacity.
 - Support Boards to undertake accommodation reviews
 - Identify and develop potential facility partnership opportunities in underutilized schools that have been deemed by the Board as being viable to support such arrangements.
2. Data Management:
 - To manage School Facilities Information System (SFIS) updates.
 - To manage VFA system facility updates.

Implementation Plans:

Administration has reviewed the B Memo and the supports targeted by the funding and proposes to direct the allocation as follows.

Capacity Building:

- Engage a firm to update enrolment trends and population statistics in the current Long Term Accommodation Plan to reflect population data from the 2016 Census. Estimated cost \$25,000 for 2017-18.
- Continue to support the Facility Partnership Liaison contract to seek appropriate facility partners to occupy space in underutilized school facilities in accordance with policy

FT11. Estimated cost \$75,000 for 2017-18 including consultant fee, travel and advertising/print media resources.

Data Management:

- Continue to support one current half time clerical position in Facility Services to full time for 2017-18. This individual is responsible for the data input to SFIS and VFA to keep these systems up to date. Budget \$30,000 annually.
- Remaining data management funds would be used to employ resources on a temporary basis to update facility information systems during peak reporting periods.

The funding allocation and related budget expenditure lines will be included in the 2017-18 budget.

Respectfully submitted,

Jamie Gunn
Superintendent of Business & Treasurer



Present: Brantford Collegiate Institute & Vocational School, Cayuga Secondary School, Delhi District Secondary School, Dunnville Secondary School, Hagersville Secondary School, McKinnon Park Secondary School, North Park Collegiate-Vocational School, Paris District High School, Pauline Johnson Collegiate & Vocational School, Simcoe Composite School, Valley Heights Secondary School and Waterford District High School

Regrets: Tollgate Technological Skills Centre

Student Trustees: Brett Newman (Representing North)
Elizabeth-Anne Marr (Representing South)

Director of Education: Brenda Blancher

Chair of the Board David Dean

Trustees: C.A. Sloat

Teacher Consultant

Student Success/ELearning: Charleen Clark-Pearce

Recorder: Lisa Kay

1. Welcome – Brett Newman /Elizabeth-Anne Marr and Chair of the Board – David Dean

B. Newman and E. Marr welcomed student leaders, teacher advisors, David Dean (Chair of the Board), Carol Ann Sloat (Board of Trustees), and Brenda Blancher (Director of Education) to the meeting.

David Dean welcomed everyone. He was pleased to see such a high level of engagement in the schools, as it is a very important part of the mission in the Board. He recognized B. Newman and E. Marr for their contributions at the Board table.

2. Student Trustee Elections

B. Blancher explained the important of student voice and thanked B. Newman and E. Marr for their voices at the Board table this year. She enjoyed watching them grow in their roles of student trustees.

The role of student trustee was explained by the Director.

For the 2017–18 term, three applications were received from the “South” and two applications from the “North”. An election process was required for the candidates in the “South” and “North” areas.

In order to facilitate the Student Trustee elections, Student Senate members and Student Trustee applicants from the North moved to the Norfolk Room accompanied by Student Trustee Newman and Director Blancher while Student Senate members and Student Trustee applicants from the South remained in the Board Room.



Student Senate Meeting

April 20, 2017
Education Centre, Board Room

Brief Introductions from Student Trustee Candidates for 2017/2018

The “South” and “North” candidates provided background information about themselves and summarized why they want to be a student trustee. The candidates fielded questions from the student leaders.

One interview for the North area was conducted via telephone as the candidate was unable to attend the meeting due to a scheduled school trip out of province.

Election Results

Leicia Kelly from Simcoe Composite School was declared elected as the “Grand Erie South” Student Trustee and **Jeriann Hsiao from Brantford Collegiate Institute and Vocational School** was declared elected as the “Grand Erie North” Student Trustee. Trustees were congratulated.

All applicants were applauded for their interest and willingness to run in the election.

3. Presentation on Inclusiveness

Grand Erie Special Education Program Coordinator Lesley Boudreault, with support from Special Education Teacher Consultants Debra Barbon and Lindsay Sheppard led the group in a presentation and discussion around the inclusion of students with special education needs in the School Board.

The student leaders were asked to move around to four stations and to consider what their school is already doing or could add by asking the following questions:

- What structures currently exist in your school that support inclusive education?
- What is the evidence at your school (visible and invisible) that all students are included?
- What opportunities are open to all students?
- Are there any barriers?

The Four Stations focused on:

- In class
- Socially
- Extra-Curricular
- Community

4. Living the Two Row Project

Jeannie Martin, Indigenous Support and Engagement Teacher, provided an overview of the Living the Two Row Project. J. Martin indicated the project was developed by the Board a way of furthering its commitment to implement the Truth and Reconciliation Calls to Action.



Student Senate Meeting

April 20, 2017

Education Centre, Board Room

J. Martin brought in a representation of the Two Row treaty belt that represents the mutual treaty agreement made between representatives from the Haudenosaunee and Dutch. This agreement is considered to be the basis of all subsequent treaties with others coming to North American. J. Martin reviewed what each part of the belt represents, indicating the two rows of purple signify the course of two vessels – a Haudenosaunee canoe and a European ship – traveling down the river of life together, parallel but never touching. The three white stripes denote peace and friendship.

Video presentation was viewed.

5. **School Round Table Discussion**

The students participated in an open forum discussion to share the following:

Prom themes were also shared:

- Arabian nights
- Enchanted forest
- Into the woods
- Night in Paris
- A night in Athens
- Sparkles and feathers
- Rustic
- Rustic
- Old Hollywood
- Evening of elegance

Fundraisers:

- Silent Day – raised about \$1 per kids in the school
- Calendar fundraiser – in February - raised \$5,200 towards the new school scoreboard
- Valentines – Sad Sunday Bar – Fun foods day
- Charity Dodgeball
- Intramural Sports Tournament – Dodge ball raised \$900 – sports units are good no funds used to run them
- Concession and Spirit Wear at Friday Night Lights Football
- Kiss the Pig – Teacher Volunteers

Upcoming Events:

- NPC official opening Bisons Alumni North Park Sports Complex – May 3rd
- BCI - End of year BBQ – outdoor activities –
- PJC – Fitnik day
- PJ / CSS – Relay for Life
- CSS – Grand Erie games – Spec Ed Games – elementary / secondary
- MPSS - Board Wide Rainbow Dance



Student Senate Meeting

April 20, 2017
Education Centre, Board Room

Issues/Concerns

- lack of staff enthusiasm and involvement

The following suggestions were shared to help improve staff involvement:

- *Speak with staff and identify that increased engagement from teacher may help them in the classroom.*
- *Give staff gift at the beginning of the year (school supplies)*
- *Thank teachers following the event for the support.*
- Online payment issue – students spoke about ability to pay for things like Prom on a credit card; however, there is a deadline for payment

6. Office 365 groups – do we continue

C. Clark-Pearce asked the group for feedback if we continue to use O365 and what we could improve on.

Feedback:

- Found the tool helpful and easy to use
- Continue to use the tool
- Like the fact that is separate from social network
- Some students are not aware they have O365 account
- Suggest also using the Remind App

It was suggested that O365 tutorial sessions be arranged at the Fall Student Senate session.

Student trustees encouraged student leaders to share the minutes with their school councils to learn what other schools are successfully doing.

E. Marr and B. Newman thanked everyone who attended, those candidates who put their name forward and congratulated the new trustees for 2017-2018.

The meeting was adjourned at 1:25 p.m.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education
RE: **Student Trustee Selection 2017-18**
DATE: May 8, 2017

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Student Senate's report on the appointment of the following Student Trustees for 2017-18:
Grand Erie North: Jeriann Hsiao
Grand Erie South: Leicia Kelly

Rationale:

In accordance with By-Law 29 - Student Trustees, correspondence was forwarded to secondary school principals in February inviting applications for the position of student trustee for Grand Erie District School Board. Five responses were received from the invitation, two from the "North" portion of the Board (Brantford and Brant County) and three from the "South" (Haldimand and Norfolk):

All student trustee candidates attended the Student Senate meeting held on April 20, 2017. Comments and questions were exchanged amongst all present.

It was necessary to follow the selection process and hold an election for the "South" and "North" as outlined in By-Law 29.

Leicia Kelly was declared elected as student trustee for the "South" and Jeriann Hsiao was declared elected as student trustee for the "North".

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Liana Thompson, Superintendent of Education
RE: **Data Report – Learner Intervention Tracking for Excellence (LITE)**
DATE: May 8, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive “Data Report – Learner Intervention Tracking for Excellence (LITE) as information

Background

Over the past eight (8) years the Grand Erie District School Board has worked with Cardinal Software Systems Inc. to collaborate on, develop, and implement an electronic software system to streamline, reorganize, restructure and simplify a number of processes within our Board. LITE (Learner Intervention Tracking for Excellence) has afforded the opportunity to:

- Move away from a paper process to a fully integrated electronic process
- Increase cost savings by working in a user group model
- Deploy staff and resources in a more strategic manner based on student/school need
- Identify and target specific programming needs
- Allow staff to make informed, data driven and relevant ongoing decisions to enhance the learning process
- Respond to the unique needs in our elementary and secondary school

Since its implementation, LITE and its use in Grand Erie has evolved. Currently there is the flexibility in LITE to create completely customizable modules to address our Board’s unique requirements. LITE is integrated with our Student Information System and contains a complete security system that ensures our users have access to only the data that they require or have permission to view. Single sign-on and integration with our active staff directory increases the ease of use of the platform for staff members. LITE allows school administrators to monitor the data generated at their school, however the data can be extracted from the school or the system level depending on purpose or need.

LITE is NOT a data warehouse. Although we are able to generate data from LITE, the software is a process software. LITE takes the user through an entire process generating the required forms/electronic paperwork etc.

The comprehensive accommodations, strengths, needs, strategies and other reference tables in all modules are maintained and expanded by our system manager, who handles the support for staff to use the platform appropriately, security access, populating tables that run from the back end, the development of modules, and year end procedures.

Additional Information

Below is an overview of the LITE modules currently being used in Grand Erie.

Individual Education Plan Writer (IEP Writer)

This web based application provides the tools necessary to meet the Ministry standards for Individual Education Plans. Board specific course codes, expectation statements have been added to meet our requirements. Alternate Report Cards and Transition Plans, are also part of the IEP Writer module.

- 2014 - 2015 → 5,079 active IEPs
- 2015 – 2016 → 5,192 active IEPs
- September 1, 2016 – March 20 2017 → 5,403 active IEPs

LRTs and P&VPs are able to print the following reports:

- IEP Ownership Summary
- IEP Accommodations Report
- IEP School Summary
- IEP School History

Instead of having to go into each and every IEP or through OSRs, they can very quickly print a report which will give them all the accommodations for each student, including the permitted ones for Ministry testing (EQAO),

For example, new to the platform this year is the IEP Accommodations Report. The IEP Accommodations Report will display all of the Instructional, Environmental, Assessment, and Permitted Accommodations on an IEP for all students from the selected School (student demographic data & IPRC data included). Available for LRT's and Principals & Vice Principals. This report is under the IEP Management and Printing menu. This will be a very useful tool when preparing for Ministry assessments.

Instructional Acc.	Environmental Acc.	Assessment Acc	Permitted Acc
E -chunk information	^ -alternative work space	^ -ask student to only write main points then expand verbally	^ SETTING (adjustments to environment)
-cue first before giving instructions	^ -minimize background noise	^ -extended time limits	^ -an individual or quiet setting
E -ability grouping	^ -quiet setting	^ -extra time processing each question	^
-chunk information	^ -proximity to instructor	^ -access to computer for written work	^
E -ability grouping	^ -alternative work space	^ -extended time limits	^
-access to computer	^ -highlight key information in text	^ -access to computer for written work	^
E -assign one task at a time	^ -highlight key information in text	^ -ask student to only write main points then	^
-cueing/prompting	^ -individual desk or work area	^ -extended time limits	^
E -ability grouping	^ -individual desk or work area	^ -oral responses	^
-cueing/prompting	^ -minimize distractions	^ -highlight key words on test	^
E -assign one task at a time	^ -proximity to instructor	^ -reduce quantity of test items	^
-chunk information	^ -alternative work space	^ -alternative settings	^
E -ability grouping	^ -alternative travel times in hallways	^ -observation and monitoring	^
-increased task completion time	^ -minimize distractions	^ -extended time limits	^
E -ability grouping	^ Attend Enrichment Centre every other week.	^ -observation and monitoring	^
-concrete/hands-on materials	^ Oral reporting.	^ -alternate to written tests and exams	^
E Opportunities for problem solving.	^ -access to enriched information on a range of topics as appropriate	^ -opportunities to co-create success criteria	^
Provide extensions activities that provide	^ -minimize distractions	^ -opportunities for alternate assessment and	^
E -opportunities to develop leadership skills	^ -alternative work space	^ -assistive technology (i.e., text to speech software, word prediction) when appropriate	^ SETTING (adjustments to environment)
-ability/flexible grouping	^ -highlight key information in text	^ -ask student to only write main points then expand verbally	^ -an individual or quiet setting
E -use of visual presentation as alternate to writing	^ -physical, gestural, verbal prompts	^ -ask student to only write main points then expand verbally	^ SETTING (adjustments to environment)
E -ability grouping	^ -alternative work space	^ -ask student to only write main points then expand verbally	^ -an individual or quiet setting
-assign one task at a time	^ -minimize background noise	^ -extra time to respond	^ SETTING (adjustments to environment)
E -chunk information	^ -minimize distractions	^ -extended time limits for assessments	^ -an individual or quiet setting
-cue first before giving instructions	^ -proximity to instructor	^ -access to computer for written work when	^ SETTING (adjustments to environment)
E -ability grouping	^ -alternative work space		
-concrete/hands-on materials			
E -ability grouping			

The IEP Ownership Summary will display the IEP owner for all students from the selected School, as well as the owner for each Accommodated, Alternative and/or Modified Program Page (student demographic data included).

School Name	Family Codes	Family Name	IEP Owner	Program Subject	Program Type	Program Owned By
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A key benefit of the implementation of the LITE platform is that the move to an electronic system has greatly reduced the amount of time required by staff to complete the necessary paperwork required in their jobs.

Interventions

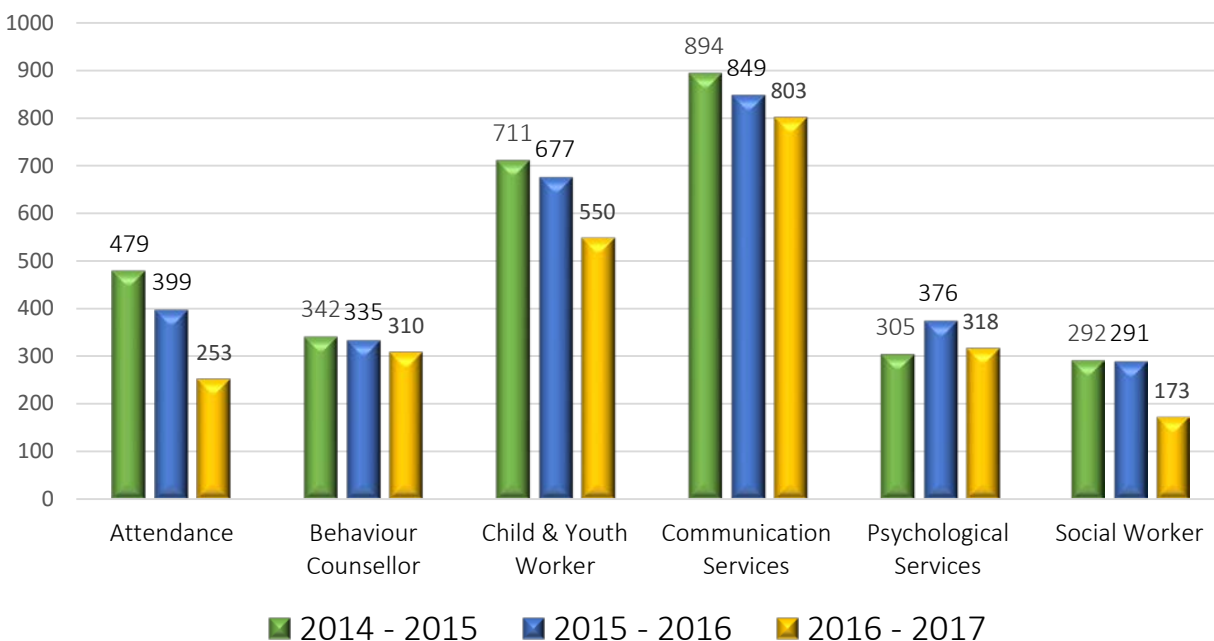
This module provides for the creation, approval and parental consent of customized student referrals. Referral query and export tools monitor the referral volumes across the board, for a school and/or for a period of time. With the data export capability administrators and special education management team members are able to monitor the number of referrals being made within the board to ensure resources can meet the demand. Included in this module is an electronic case log management system which all Professional Support Services Personnel (PSSP) staff use to document interventions and supports provided to students. Our cumulative student profile is also accessed through this module.

- 3972 student profiles have been created

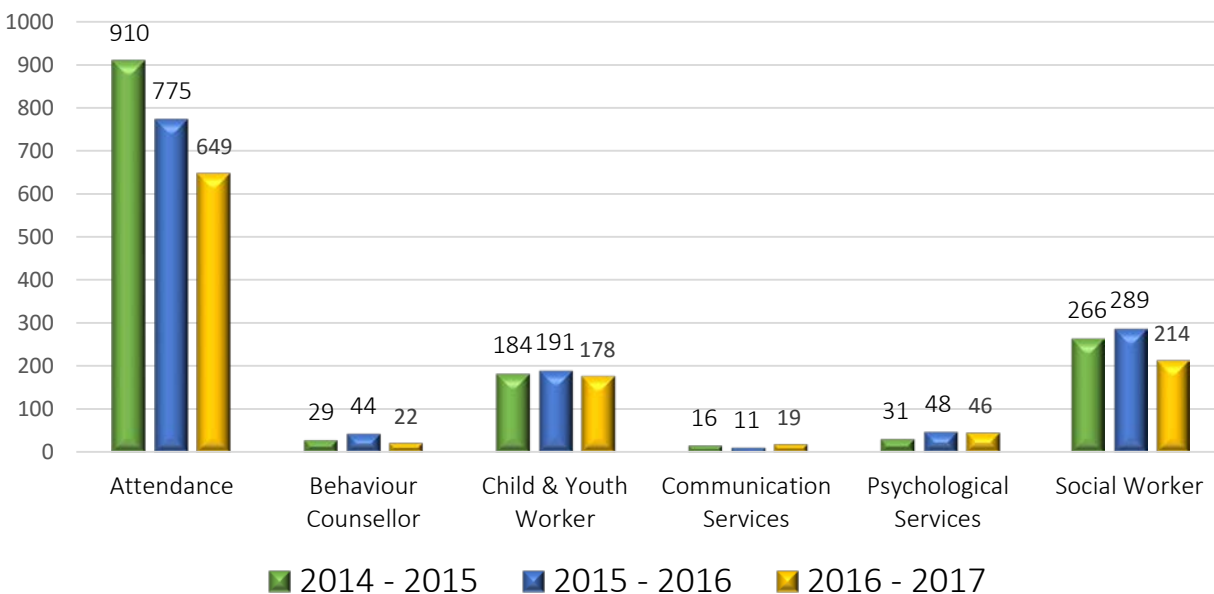
Referral data has been provided based on the Total # of Referrals and Total # of Students served for each discipline and the Total # of Referrals for Elementary and Secondary Schools. You will note that the total number of students with referrals differs in each column from the total number of referrals for the support personnel. This is because some students receive and complete service and are then re-referred within the same school year. Compared in this report are 2014-2015, 2015-2016 and 2016-March 2017 data. Please note that the data included for 2016-2017 is data gathered up to end of March 2017, not the end of June. The numbers shown for 2016-2017 do not represent the entire school year.

2014 -2015						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
2018	387	919	928	340	577	5169
# of Students						
1389	371	895	910	336	558	4459
2015 - 2016						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
1817	386	881	876	441	587	4988
# of Students						
1174	379	868	860	424	580	4285
Sept 1 2016 to March 20 2017						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
1307	338	741	827	376	391	3980
# of Students						
902	332	728	822	364	387	3535

Elementary Referrals - # of Students



Secondary Referrals - # of Students



Meeting Management (MMM Module)

This module is integrated with the IEP Writer module. Planning, scheduling and reporting of Identification, Placement and Review Committee meetings are managed within this module, ensuring that schools do not miss an annual IPRC Review meeting. The centralized calendar ensures that meeting rooms and committee members are available. Meetings can be scheduled based on family of schools. Decisions made during the IPRC (placement, exceptionality, etc.) are automatically transferred to the IEP. The meeting request checklist ensures preparedness for IPRCs

2014 – 2015	→	2,275 IPRCs
2015 – 2016	→	2,255 IPRCs
2016 – March 20 2017	→	2,189 IPRCs

Supervised Alternative Learning (SAL Module)

This module includes the planning, scheduling and reporting of SAL plans for students. The pre-request checklist ensures that all information has been gathered and prepared in preparation for the meeting. Automated emails notify the SAL resource secretary of new referrals. Embedded in the software is a one-click access to all the forms required for the SAL process. Key documentation such as Parent Notification, consent and committee decision letters are automated. SAL Review and monitoring data entry screens and reports are available to assist the users in meeting the reporting requirements, including the “Pending SAL Reviews” report. Warning and return to school letters are also available. The export capabilities for SAL reports in the module make Ministry reporting more efficient.

- 307 SAL Plans have been submitted this year to date

Student Support and Transportation Plans (SSTP Module)

Student Support Plans (both school based and transportation) ensure that the primary medical concerns of particular students are recorded including triggers and signs of medical concern and the communication protocol and action required if a health related incident should occur. The Individual Transportation Plans provide a comprehensive plan outlining specialized transportation needs related to the health concern. Expectations regarding responding to student health concerns during boarding, securement and de-boarding are outlined for all parties. Support Plans that are generated are automatically emailed to the Principal Leader of Special Education and Transportation Department ensuring the special needs of the student are addressed. These plans are electronic, follow the student and populate a central database which allows us to deploy staff to meet these unique needs if required.

- 443 Support Plans have been created this year to date, 327 Support Plans School, 116 Support Plans Transportation

Special Education Export (SPEX Module)

The SPEX module is designed to streamline and consolidate data of Special Education programs and/or services. The Special Education Class Management module, which is a component of the SPEX module, provides for the electronic management of Special Education Self-Contained classes. Data included is information about self-contained classroom settings such as numbers and types of classes and numbers of students enrolled in the classes.

Elementary Self-Contained Classrooms by Type

- Multi-Handicap: 2
- Junior Tech: 2
- Strategies (Behaviour): 6
- Developmental Disability: 8
- Gifted: 2
- Mild Intellectual Disability: 4
- Mixed Exceptionality: 3
- Autism: 7
- Deaf/ Hard of Hearing: 1

Secondary Self-Contained Classrooms by Type

- Multi-Handicap: 3
- On Track: 2
- Developmental Disability: 9
- Mixed Exceptionality, Fully Contained: 10
- Mixed Exceptionality, Partially-Integrated: 4
- Autism: 3

Student Services Forms Module

The Student Services Forms module enables authorized personnel to electronically create, administer, update, query and report on the services that are provided to the student. The SSF module provides a student profile—a dashboard—that offers a powerful tool to view at a glance which services have been provided to the student.

We anticipate in the future, should budget allow adding an SEA (Special Equipment Amount) module, an ELL (English Language Learning) module and a Mental Health Strategy module to streamline data collection, the application process and inventory management (SEA), as well as simplify the collection of information for board and Ministry reports.

To summarize, this report is presented to the Board to demonstrate the increased capability of the LITE platform to collect not only data about Referrals to Professionals in the Student Support Services Department, but also the capacity of the LITE system to collect and manage a variety of data related to the supports and services of students across Grand Erie.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education
RE: **MISA Update**
DATE: May 8, 2017

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

Background

MISA (Managing Information for Student Achievement) was established by the Ministry of Education in 2005 for the purpose of building capacity to use data to improve student achievement by:

1. Improving provincial data quality and setting standards for data integrity; implementing data collection (OnSIS) processes; integrating multiple sources of data for research, analysis & reporting
2. Improving data management practices in school boards, promoting and supporting evidence-informed decision-making, increasing data analysis skills

Funding for this initiative is provided through the Grants for Student Needs (GSNs). Every school board is required to designate one MISA Leader who is required to participate in one of seven MISA Professional Network Centres [PNC] across the province. Our PNC consists of the 16 school boards in the Ministry's geographic "London Region". MISA Leaders work together in their PNC to benefit all school boards (<http://misalondon.ca/>). The seven provincial MISA PNC Executive Leads work together with the Ministry to shape and support the MISA

The Ministry has identified four priority funding areas for MISA:

1. Build and sustain capacity by continuing work on high priority common core activity(s) to achieve/maintain level(s), as set out in the MISA Common Core Capacities Continuum (January 2006).
2. Create more collaboration at the classroom, school, board, and/or PNC level(s) in activities related to identifying, analysing, implementing, monitoring, and/or evaluating targeted improvement strategies/initiatives.
3. Promote prioritized availability and usability of information for end-users (e.g. teacher, principal, superintendent), while having regard for privacy protection.
4. Data quality management (DQM) projects that will improve the timeliness, accuracy and completeness of school board data/information submitted through the Ontario School Information System (OnSIS)

Additional Information

In 2016-2017 Grand Erie's priorities aligned with areas 1,2 and 3:

Priority 1:

- Analysis and reporting (system and school level) of EQAO, Report Card, and socio-demographics.
- Beginning development of online dashboards and reporting tools for Senior Administration
- Database Analyst training for IT staff

Priority 2:

- Ongoing evaluations of Education Technology, Multi-Year Plan and Renewed Math Strategy
- Members of the Senior Administration along with the System Research Leader attended the International Congress for School Effectiveness and Improvement
- As a result of the collaboration on the Education Technology evaluation between staff from Grand Erie and the evaluators from University of Western Ontario, two papers will be presented at the 2017 conference of the Canadian Society for Studies in Education
- Student Success and Elementary Program staff attended a two day workshop on Balanced and Accurate Assessment

Priority 3:

- Working with Superintendent De Vos, the Privacy and Information Management committee has been changed to a standing committee with representation from across the board, including a senior administrator, school administrators, Human Resources, Information Technology Services, Freedom of Information Coordinator and Manager of Communication and Community Relations
- In the summer of 2017 the System Research Leader and Freedom of Information Coordinator will be attending "Design and Delivery of Information Management, Privacy, and Access Programs" training. This will occur in July at the University of Guelph, delivered by Fazila Nurani a privacy and information management lawyer.

The MISA Leader will continue to work within Grand Erie on the MISA priorities as set out by the Ministry of Education.

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Linda De Vos, Superintendent of Education
RE: **Anna Melick Memorial School Transition Committee Report**
DATE: May 8, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Anna Melick Memorial School Transition Committee Report as information

Background

Policy FT9 – Transition Committees states that a Transition Committee be established when schools are being reorganized as a result of a school closure.

Additional Information

The Anna Melick Memorial School Transition Committee was comprised of:

Board Personnel

Linda De Vos, Superintendent of Education
James Richardson, Trustee
Elaine Roberts, Executive Administrative Assistant

Anna Melick Memorial School

Stacey MacDonald, Principal
Kara Duliban-Gee, Teacher
Meaghan McCormick, Parent

Thompson Creek

George Nurse, Principal
Colleen Kelly, Vice Principal
Nancy Rose, Teacher
Madeleine Jobb, Parent

The Anna Melick Memorial School Transition Committee met on three separate dates:

- February 6, 2017
- March 7, 2017
- April 11, 2017

The following items were addressed at the meetings:

- Transition of resources, furniture, staff and students
- Open House for Anna Melick Memorial School

There was an Open House held at Anna Melick Memorial School on Saturday April 29, 2017 from 11:00 – 2:00 pm in lieu of a closing ceremony, to celebrate the history and life of the school.

Respectfully submitted,

Linda De Vos
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Liana Thompson, Superintendent of Education
RE: **SO8 – Community Partnerships**
DATE: May 8, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Policy SO8 – Community Partnerships**.

Background

Policy SO8 – Community Partnerships was circulated to all appropriate stakeholders for comments to be received by April 7, 2017.

Comments Received

Section 2.1 - SO3 has been rescinded by e board

Response: Amended to remove SO3

SO13 correct name of policy does not include safe schools

Response: Amended to reflect the correct name of the policy

Is there a partnership agreement to be signed?

Response: SO108 Community Service Providers and Schools Working Together outline procedures relating to partnership agreements.

What about things like police record checks - don't think these would fall under SO126

Response: Amended to include procedures for Police Record Checks, AODA Training and associated record keeping.

<i>Present Wording</i>	<i>Proposed Wording</i>
Guiding Principles, #3	Guiding Principles, #3 add: 3.9 open communication and trust 3.10 defined problem-solving and decision making process 3.11 mechanisms for reflection and assessment
Police record checks – N/A	Police record checks - Police Record Check: If community partners are working in schools with students, they must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search subject to availability, completed within the previous six (6) months and acceptable to the Board, prior to commencement of duties. <ul style="list-style-type: none">• Police Record Checks will remain valid for a three-year period from the date they are received by the school.

	<ul style="list-style-type: none"> • Police Record Checks can be transferred within the three-year period between schools. • If the community partner does not have a current Police Record Check and Vulnerable Sector Search, the principal shall provide the prospective partner with a copy of the appropriate forms to be taken to the Police Service in the jurisdiction in which the community partner resides. (see SO126 – Volunteers)
AODA Training – N/A	<p>Accessibility for Ontarians with Disabilities Act (AODA) Training</p> <p>All community partners are required to complete an online AODA training module and proof of completed AODA training will be provided to the school principal. If a community partner has not completed AODA training, they may access the training on the Grand Erie District School Board website (see SO126 – Volunteers)</p>
Record Keeping – N/A	<p>Record keeping - Record Keeping</p> <p>A community partner's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice-principal or designate only. Files will be maintained while the community partner provides services to the school and for a two-year period thereafter, after which time they will be shredded.</p>
Section 5.1 – SO3 – Involvement of Schools in Community Events	<p>Section 5.1 SO3 – Involvement of Schools in Community Events</p>
SO13 – Safe Schools – Access to School Premises	<p>SO13 – Safe Schools – Access to School Premises</p>

Additional Information

Minor revisions were made to the original policy. Additions were made to the guiding principles to include the principles of open trust and communication, defined problem-solving and decision making process and mechanisms for reflection and evaluation. Three sections were added to the policy to clarify procedures for community partners regarding Police Record Checks and Vulnerable Sector Screening, Accessibility for Ontarians with Disabilities Act Training and Record Keeping.

Communication Plan

This Policy will be distributed in keeping with Board Bylaw BL9 and information about police checks and AODA training will be shared with school administrators.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Community Partnerships

Board Received: _____ Review Date: _____

Policy Statement:

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

Accountability:

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

Guiding Principles:

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

Procedures:

- 1.0 Working with school staff under their direction and keeping the focus on students, principals should:
 - 1.1 encourage partnerships where appropriate
 - 1.2 protect the interests of students by being selective about partnerships

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

2.0 Police Record Check: If community partners are working in schools with students, they must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search subject to availability, completed within the previous six (6) months and acceptable to the Board, prior to commencement of duties.

- Police Record Checks will remain valid for a three-year period from the date they are received by the school.
- Police Record Checks can be transferred within the three-year period between schools.
- If the community partner has a current Police Record Check and Vulnerable Sector Search, they will provide a copy of this to the school principal.
- If the community partner does not have a current Police Record Check and Vulnerable Sector Search, the principal shall provide the prospective partner with a copy of the appropriate forms to be taken to the Police Service in the jurisdiction in which the community partner resides. (see SO126 – Volunteers)

3.0 Accessibility for Ontarians with Disabilities Act (AODA) Training

3.1 All community partners are required to complete an online AODA training module and proof of completed AODA training will be provided to the school principal. If a community partner has not completed AODA training, they may access the training on the Grand Erie District School Board website (see SO126 – Volunteers)

4.0 Record Keeping

A community partner's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice-principal or designate only. Files will be maintained while the community partner provides services to the school and for a two-year period thereafter, after which time they will be shredded.

5.0 Resources to Support Partnerships:

5.1 Relevant Board By-Laws, Policies and Procedures:

By-Laws:

BL19 Use of Board Logo, Grand Erie Name

Policies:

FT4 Community Use of School Facilities

F1 Exclusive Suppliers: Food Services and Vending Machines in Schools

F3 Capital Related Fund Raising and Community Donations

F6 Purchasing

SO1 Fund-raising

~~SO3 Involvement of Schools in Community Events~~

SO4 Distribution of Materials in Schools

~~SO13 Safe Schools~~ Access to School Premises

- SO19 Privacy and Information Management
- SO21 School Food and Beverage
- SO25 Visual Identity
- SO26 Event Planning and Organization
- SO31 Accessibility

Procedures:

- FT105 Playground Equipment
- FT111 School Initiated Facility Upgrades
- F101 Hospitality Expenses
- F104 Advertising
- F106 Receipt of Charitable Donations
- SO108 Community Service Providers and Schools Working Together
- SO120 Student and Visitor Injuries/Accidents
- SO126 Volunteers

5.2 Relevant Service Contracts:

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

5.3 Education Office Support Staff to Contact:

Director of Education

Superintendent of Education (appropriate Family)

Superintendent of Business

Superintendent of Education — Human Resources Services

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

Manager of Business Services

Manager of Information Technology (if technology is involved)

Manager of Human Resources Services

Manager of Communications and Community Relations



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Wayne Baker, Superintendent of Education
RE: **SO10 – Bullying Prevention and Intervention**
DATE: May 8, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve Policy SO10 – Bullying Prevention and Intervention.

Background

Policy SO10 – Bullying Prevention and Intervention was circulated to all appropriate stakeholders for comments to be received by April 7, 2017.

Comments Received

1. Bullying - Definition of bullying - inclusion of gender expression, gender identity
Response – Amendment
2. Policy statement - Needs to be clearer that this policy is for students only and that non-student issues will be dealt with under HR5 Harassment
Response – Amendment
3. #4 3rd paragraph electronic acknowledgement using Part II - is the acknowledgement for the receipt or to let the person reporting what the outcome is?
Response – Part II acts as acknowledgement that the principal has received an incident report, and also indicates the action taken by the principal with respect to the behavioural incident.
4. Does part II reflect what is required by PPM 145 page 22?
Response – Yes. Part II provides the principal with the opportunity to inform the submitter as to the actions taken by the principal, which is the intent in PPM145.

<i>Present Wording</i>	<i>Proposed Wording</i>
<p>1. Definition of Bullying Persons may attain or maintain power over others through real or perceived differences. Some areas of difference may be:</p> <ul style="list-style-type: none">• size• strength• age• intelligence• economic status• social status• solidarity of peer group <ul style="list-style-type: none">• ethnicity• disability• need for special education• sexual orientation• family circumstances• gender• race	<p>1. Definition of Bullying Persons may attain or maintain power over others through real or perceived differences. Some areas of difference may be:</p> <ul style="list-style-type: none">• size• strength• age• intelligence• economic status• social status• solidarity of peer group <ul style="list-style-type: none">• ethnicity• disability• need for special education• sexual orientation• family circumstances• gender• race• gender identity• gender expression

<p><u>Policy Statement</u></p> <p>This policy applies to all employees, students, parents, guardians, and visitors/volunteers to any building or event of the Board. All employees of the board must take seriously allegations of bullying behaviour and act in a sensitive and supportive manner when responding to anyone who reports bullying incidents.</p>	<p><u>Policy Statement</u></p> <p>This policy applies to students all employees, students, parents, guardians, and visitors/volunteers to any building or event of the Board (incidents of bullying involving Board personnel will be addressed through Policy HR5 – Harassment/Objectionable Behaviour; incidents involving visitors or parents could involve Trespass Letters or police). All employees of the board must take seriously allegations of bullying behaviour and act in a sensitive and supportive manner when responding to anyone who reports bullying incidents.</p>
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Additional Information

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

Communication Plan

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



Bullying Prevention and Intervention

Board Received: _____ Review Date: _____

Policy Statement

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

Bullying adversely affects:

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

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

This policy applies to ~~students all employees, students, parents, guardians, and visitors/volunteers to any building or event~~ of the Board (incidents of bullying involving Board personnel will be addressed through Policy HR5 – Harassment/Objectionable Behaviour; incidents involving visitors or parents could involve Trespass Letters or police). All employees of the board must take seriously allegations of bullying behaviour and act in a sensitive and supportive manner when responding to anyone who reports bullying incidents.

Accountability

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

1. Definition of Bullying

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

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

- size
- strength
- age
- intelligence
- economic status
- social status
- ethnicity
- disability
- need for special education
- sexual orientation
- family circumstances
- gender

- solidarity of peer group
- religion
- race
- gender identity
- gender expression

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

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

2. Prevention and Awareness-Raising Strategies

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

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

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

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

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

3. Intervention and Support Strategies

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

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

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

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

4. Reporting to Principals

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

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

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

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

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

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

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

5. Notifying Parents

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

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

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

6. Training Strategies

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

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

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

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

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

The Grand Erie Safe Schools Team will act as a resource and support for school teams.

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART I —

CONFIDENTIAL

Report No:			
Name of School			
1. Name of Student(s) Involved (if known)			
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify)		
	<input type="checkbox"/> At a school-related activity (please specify)		
	<input type="checkbox"/> On a school bus (please specify route number)		
	<input type="checkbox"/> Other (please specify)		
3. Time of Incident	Date:	Time:	
4. Type of Incident (check all that apply)	Activities for which suspension must be considered under section 306(1) of the Education Act: <ul style="list-style-type: none"> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol, or illegal/restricted drugs <input type="checkbox"/> Being under the influence of alcohol or drugs <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school <input type="checkbox"/> Any act considered by the principal to be injurious to the physical or mental wellbeing of any member of the school community 		
	Activities for which expulsion must be considered under section 310(1) of the Education Act: <ul style="list-style-type: none"> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor 		
5. Report Submitted By:			
Name:			
Signature:		Date:	
Contact Information:			
Location:		Telephone:	

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART II —*ACKNOWLEDGEMENT OF RECEIPT*

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Wayne Baker, Superintendent of Education
RE: **SO11 – Progressive Discipline and Promoting Positive Student Behaviour**
DATE: May 8, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Policy SO11 – Progressive Discipline and Promoting Positive Student Behaviour**.

Background

Policy SO11 – Progressive Discipline and Promoting Positive Student Behaviour was circulated to all appropriate stakeholders for comments to be received by April 7, 2017.

Comments Received

1. Section 1 - 2nd paragraph – how often must this plan be reviewed?
Response: The continuum of interventions to be used at a particular school should be reviewed when there is substantial change to the membership of the School Council or the arrival of a new principal.
2. #2 level 2 – student support staff – should that be “may” support – not will support
Response: Level 2 discipline is primarily the responsibility of the classroom teacher. When these groups are called on to intervene, the purpose is to assist the classroom teacher.
3. #3 3rd paragraph - Should there also be information on the location of this form in the board portal?
Response: Amendment.
4. 5th paragraph - Suggest changing must to “may”
Response: Documentation would only be inserted in the OSR after the principal had determined that action “must” be taken.
5. #6 2nd sentence – may delegate to VP anything but the decision to expel - Last sentence says VP can suspend up to 6 days – don’t say the same thing
Response: Amendment.
6. PPM 145 page 12 – Does this policy need a reference to transportation and before and after school programs of their duty to also report to the Principal?
Response: Amendment

<i>Present Wording</i>	<i>Proposed Wording</i>
<p><u>3. Reporting to Principals</u> (Note: The Safe Schools Incident Reporting forms can be found in policy SO10 – Bullying Prevention and Intervention.)</p>	<p><u>3. Reporting to Principals</u> (Note: The Safe Schools Incident Reporting forms can be found in policy SO10 – Bullying Prevention and Intervention. The electronic versions can be located in the staff portal.)</p> <p>Third-party service providers working with students of the Board will establish procedures for reporting inappropriate student behaviours to principals.</p>
<p><u>6. Delegation of Authority</u> In the event that the school principal is not present on school property, the principal has the authority to delegate powers, duties and functions to the vice-principal. Delegation may include all authority except the final decision regarding a recommendation to the Board to expel a pupil. Vice-principals may be delegated the authority to suspend a student for less than six school days.</p>	<p><u>6. Delegation of Authority</u> In the event that the school principal is not present on school property, the principal has the authority to delegate powers, duties and functions to the vice-principal, except assigning long-term suspensions or expulsions. Delegation may include all authority except the final decision regarding a recommendation to the Board to expel a pupil. Vice principals may be delegated the authority to suspend a student for less than six school days.</p>

Communication Plan

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

Respectfully submitted,

Wayne Baker
 Superintendent of Education



Progressive Discipline and Promoting Positive Student Behaviour

Board Received: _____ Review Date: _____

Policy Statement

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

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

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

Accountability

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

Statement of Guiding Principles

The Board recognizes the following principles:

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

1. Progressive Discipline and Awareness Raising

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

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

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

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

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

2. Progressive Student Discipline Model

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

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

Level 1

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

Level 2

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

Level 3

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

Level 4

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

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

3. Reporting to Principals

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

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

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

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

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student

Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student's OSR.

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

Third-party service providers working with students of the Board will establish procedures for reporting inappropriate student behaviours to principals.

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

4. Responding to Incidents

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

Board employees who work directly with students – including administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate, whether on or off school property.

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

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

5. Support for Students

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

Principals are required to notify parents/guardians of the victim of serious student incidents unless the victim is 18 years old or over (or is 16 or 17 years of age and has withdrawn from parental control) or, in the opinion of the principal, doing so would put the victim at risk of harm from a parent. When principals have decided not to notify parents of victims, they must inform

the teacher who reported the incident. Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision. In addition, principals must refer students to a community agency that can provide the appropriate type of confidential support when parents are not called.

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

6. Delegation of Authority

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reference

PPM 128 – Provincial and Board Codes of Conduct

PPM 141 – Programs for Long-term Suspension

PPM 144 – Bullying Prevention and Intervention

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR120 – Communicable Diseases**
DATE: May 8, 2017

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure HR120 – Communicable Diseases as information.

Background

Procedure HR120 – Communicable Diseases was circulated to all appropriate stakeholders for comments to be received by April 7, 2017.

Comments Received

- 3.2 employees who experience... should there be more info i.e. Where to find the form, who to give it to etc. Is it form 7 not form 1?
Response – Both the document and the associated form are on the portal under Health and Safety Department, Forms.
- 4.1 does this section go too far into medical advice which we are not qualified to give?
Response – Amended
- 4.4 is first paragraph needed?
Response – Amended
- 4.7 medical advice?
Response – Amended
- 4.8 a medical advice?
Response – This information is included to provide further clarification for principals.
- 4.8 c I've reference at end to "see iv below " don't think this is correct
Response – Amended

I believe there is a requirement of the health units to report to them when absenteeism hits a certain percentage. Would this be a good place to add this reporting requirement?

Response – Reporting procedures are explained through an email, with attachments, sent out every fall to all administrators from our Health and Safety Department. In it, the procedures are explained (e.g., who does what and exactly steps to follow). Therefore, there is no need to include this in HR120.

<i>Present Wording</i>	<i>Proposed Wording</i>
<p><u>Procedure:</u></p> <p>3.0 <u>General Guidelines</u></p> <p>3.2 Employees who experience an unprotected exposure to blood or body fluids (i.e. human bite, needle puncture) will report the incident using Form 1 'Employee Report of Injury/ Disease/ Incident' within 72 hours.</p> <p>4.1 <u>Varicella</u> (Chickenpox) Staff with no immunity are encouraged to take two doses of varicella vaccine at least twenty-eight days apart. Protection is particularly important for women of child-bearing age, however, the vaccine may not be given during pregnancy and pregnancy should be avoided for at least three months after receiving the vaccine.</p> <p>4.4 <u>Tetanus</u> Some employees (i.e. custodians) work with equipment and tools that pose an abrasion risk.</p> <p>4.7 <u>Measles, Mumps and Rubella (German Measles)</u> Women of child-bearing age are encouraged to consider immunization, however, no pregnant woman should be given the vaccine. Pregnancy should be avoided for a least three months post-inoculation.</p> <p>4.8 <u>Parvovirus B-19</u> (fifth disease) c) iv. Direct the pregnancy employee to obtain a doctor's note immediately and forward to the Health and Disability Officer within 24 hours (see iv below)</p>	<p><u>Procedure:</u></p> <p>3.0 <u>General Guidelines</u></p> <p>3.2 Employees who experience an unprotected exposure to blood or body fluids (e.g. human bite, needle puncture) will report the incident using Form 1 'Employee Report of Injury/Disease/Incident – form 1' within 72 hours (see HR121).</p> <p>4.1 <u>Varicella</u> (Chickenpox) Staff with no immunity are encouraged to take two doses of varicella vaccine at least twenty eight days apart. Protection is particularly important for women of child-bearing age, however, the vaccine may not be given during pregnancy and pregnancy should be avoided for at least three months after receiving the vaccine.</p> <p>4.4 <u>Tetanus</u> Some employees (i.e. custodians) work with equipment and tools that pose an abrasion risk.</p> <p>4.7 <u>Measles, Mumps and Rubella (German Measles)</u> Women of child bearing age are encouraged to consider immunization, however, no pregnant woman should be given the vaccine. Pregnancy should be avoided for a least three months post-inoculation.</p> <p>4.8 <u>Parvovirus B-19</u> (fifth disease) c) iv. Direct the pregnancy employee to obtain a doctor's note immediately and forward to the Health and Disability Officer within 24 hours (see iv d below)</p>

Additional Information

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

Communication Plan

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



Communicable Diseases

Board Received: _____ Review Date: _____

Accountability:

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

Procedure:

1.0 Definition

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

2.0 Hygiene

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

3.0 General Guidelines

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

- 3.1 Employees with communicable diseases are considered to have a medical disability and are protected by the *Ontario Human Rights Code*. They will be treated fairly and equitably and in a manner that respects their privacy and dignity in the workplace. These employees will be given the opportunity to remain in their position(s) providing they are physically and mentally able to meet appropriate performance standards, and providing that their presence does not pose a safety or health hazard to themselves or others. Confidentiality of an employee's medical information shall be maintained.
- 3.2 Preventing exposure to infectious and communicable disease is a shared responsibility of all staff. Routine precautions should be used whenever employees have contact with blood or body fluids at work. Refer to Procedure HR 102 for information regarding hand washing, the use of gloves, clean-up procedures and disposal of waste. Employees who experience an unprotected exposure to blood or body fluids (e.g. human bite, needle puncture) will report the incident using, 'Employee Report of Injury/Disease/Incident-form 1' within 72 hours (see HR121).

4.0 Communicable Diseases

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

4.1 Varicella (Chickenpox)

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

4.2 Hepatitis B

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

4.3 Influenza

An annual influenza vaccine is strongly suggested.

4.4 Tetanus

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

4.5 Pertussis (Whooping Cough)

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

4.6 Conjunctivitis (Pink Eye)

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

4.7 Measles, Mumps and Rubella (German Measles)

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

4.8 Parvovirus B-19 (Fifth disease)

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

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

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

- iii. be granted a leave of absence with pay if the Board determines that a reassignment is not possible.
 - iv. Be deducted pay if the employee refuses a re-assignment
- g) If an employee is found to be susceptible to fifth disease and does not wish to remain in a school/location for fear of potential exposure, although no presence of the disease has been confirmed, the Board may grant an unpaid leave of absence for the period requested.

4.9 Meningococcal Disease

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

4.10 Scabies/Head Lice

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

5.0 Employees with a Communicable Disease

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

Appendix A

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

Date _____

Dear Parents/Guardians:

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

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

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

If you have any questions, please contact your doctor or your local Health Unit.

Principal _____

Appendix B

REPORTABLE DISEASES

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

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

NOTE:

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

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: David Abbey, Superintendent of Education
RE: **SO134 – Website Requirements**
DATE: May 8, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure SO134 – Website Requirements as information.</p>
--

Background

Procedure SO134 – Website Requirements was circulated to all appropriate stakeholders for comments to be received by April 7, 2017.

Comments Received

Comment #1

2.1 why only school websites?

Response: Working with the vendor of the new websites, there will be a feedback section built into all school and board websites. Schools need to have a mechanism in place for reviewing and addressing any feedback about website. Amended 2.1 to reflect this change.

Comment #2

2.2 why only school sites to be compliant with visual identity?
Should there be a reference to visual identity policy #SO25
2nd sentence schools will be provided (remove site)

Response: Included board and added reference to Policy SO 25. Reworded 2nd line so reference is to school sites.

Comment #3

2.4 last line remove mission, vision and value to multi-year plan

Response: Amended

Comment #4

2.6 remove brackets

Response: The brackets are used to clarify with reader what is meant by “public pages” and “secure pages”. Left brackets in place.

Comment #5

3.1 spell out FOI

Also the parent information sheet only shares information does not collect consent
Think it should be rewritten for clarity

Response: Amended FOI to full meaning. The Parent information sheets completed at registration also have a section that they can check off for informed consent to use pictures or other media on school/board websites.

Comment #6

3.3 2nd paragraph The board urges all school guests...How is this shared with parents/grandparents visitors? Should there be suggestions to schools how to share this info? I.e. Announcements at school concerts etc?

Response: The communications department has provided schools with direction and messaging to be shared through newsletters and other ways with parents regarding taking and sharing of photos at public events.

Comment #7

4.1 a web pages and any links - instead of their links
Or its mission - change to multi year plan

Response: Amended

Comment #8

5.1 b students or parents volunteers - change to students, parents or volunteers or students or parent volunteers. Why would parent volunteers not be allowed access to update school websites under the supervision of a staff member? This is the public side of the website, there would be no confidential information

Response: Amended. The information posted on the school site must comply with school and board policies around content and visual identity. It is difficult to supervise the all materials that non-staff volunteers post to our sites and even harder to hold them accountable when something is posted that is in contravention of our board policy.

Comment #9

5.2 b suggest "school public page content cannot provide...."

Response: Amended.

<i>Present Wording</i>	<i>Proposed Wording</i>
p. 1 2.3 Creators of web pages need to familiarize themselves with – and practice	2.3 Creators of web pages need to familiarize themselves with – and practise
Comment #1 2.1 Each school web page shall contain a statement similar to the following: <i>If there are errors on the website, please contact info@granderie.ca.</i>	2.1 All board and school web pages shall provide a section for feedback. Schools will have in place a mechanism for reviewing and addressing feedback submissions in a timely manner.
Comment #2 2.2 All school websites must comply with the Visual Identity of the and must be hosted on the appropriate web platform supported by Information Technology Services. School sites will be provided with a	2.3 All board and school websites must comply with the Visual Identity of the Board (See Policy SO25 – Visual Identity) and must be hosted on the appropriate web platform supported by Information Technology Services. School sites will have a shortened

shortened style domain address for ease of access.	style domain address for ease of access.
<p>Comment #3</p> <p>2.5 Websites should provide information about the Grand Erie District School Board's schools, programs and services, be easily accessible and reflect a positive image. Information should be organized in a coherent manner that is easy to navigate. Web sites should provide a high degree of customer service and demonstrate how the Board is fulfilling its mission, vision and values.</p>	<p>2.5 Websites should provide information about the Grand Erie District School Board's schools, programs and services, be easily accessible and reflect a positive image. Information should be organized in a coherent manner that is easy to navigate. Web sites should provide a high degree of customer service and demonstrate how the Board is fulfilling its Multi Year Plan.</p>
<p>p. 2</p> <p>2.5 Content on Grand Erie sites, including school sites, will not be in contravention of any Board Policy or Administrative Procedure</p>	<p>2.5 Content on Grand Erie sites, including school sites, will not be in contravention of any Board Policy or Procedure</p>
<p>Comment #5</p> <p>3.1 For the safety of our students, the Board will not use the name of a Grand Erie students or the photograph of a Grand Erie student on any website without consent given through the FOI Parent Information Sheet process collected annually through the registration form or the current information sheets.</p>	<p>3.1 For the safety of our students, the Board will not use the name of a Grand Erie students or the photograph of a Grand Erie student on any website without consent given through the <i>Freedom of Information</i> Parent Information Sheet process collected annually through the registration form or the current information sheets.</p>
<p>Comment #7</p> <p>4.1 (a) All subject matter on Grand Erie District School Board web pages and their links must relate to curriculum and instruction, school-authorized activities, or information about the Grand Erie District School Board or its mission.</p>	<p>4.2 (a) All subject matter on Grand Erie District School Board web pages and any links must relate to curriculum and instruction, school-authorized activities, or information about the Grand Erie District School Board or Multi Year Plan.</p>
<p>Comment #8</p> <p>5.1 (b) Students or parents volunteers shall not act as webmaster or have access to update web-content on public pages of school sites.</p>	<p>5.1 (b) Students or parent volunteers shall not act as webmaster or have access to update web-content on public pages of school sites.</p>
<p>Comment #9</p> <p>5.2 (b) No public school page content should provide the means for people to contact any student directly. If communication back to the school is needed, it should be directed to the appropriate staff member.</p>	<p>5.2 (b) Public school pages content cannot provide the means for people to contact any student directly. If communication back to the school is needed, it should be directed to the appropriate staff member.</p>

Communication Plan

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

Respectfully submitted,

David Abbey
Superintendent of Education



Website Requirements

Board Received: _____ Review Date: _____

Accountability:

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

1. Overview:

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

2. Website Content Requirements:

- 2.1 All board and school web pages shall provide a section for feedback. Schools will have in place a mechanism for reviewing and addressing feedback submissions in a timely manner.
- 2.2 All board and school websites must comply with the Visual Identity of the Board (See Policy SO25 – Visual Identity) and must be hosted on the appropriate web platform supported by Information Technology Services. School sites will be provided with have a shortened style domain address for ease of access. No alternative domain, site, blog, or server shall be used to represent the school in an official or unofficial capacity.
- 2.3 Creators of web pages need to familiarize themselves with — and practice practise — the following requirements. Grand Erie websites should be relevant, have information that is easy to access, reflect the values of the Grand Erie District School Board and establish brand equity throughout the system. The Grand Erie board employs communication methods and

strategies to convey and strengthen the image and culture of the organization as a quality public educator which reflects equity and inclusiveness. Consistent messaging in print and electronic materials supports this objective and helps our communities identify with Grand Erie, which is essential in maintaining the Grand Erie District School Board as the educator of choice for the communities we serve. Websites must meet the Web Content Accessibility Guidelines (WCAG) under the Accessibility for Ontarians with Disabilities Act (AODA).

2.4 Websites should provide information about the Grand Erie District School Board's schools, programs and services, be easily accessible and reflect a positive image. Information should be organized in a coherent manner that is easy to navigate. Web sites should provide a high degree of customer service and demonstrate how the Board is fulfilling its ~~mission, vision and values~~ Multi Year Plan.

2.5 Content on Grand Erie sites, including school sites, will not be in contravention of any Board Policy or Administrative Procedure

- (a) Content will not promote violence or hatred
- (b) Content will not contain sectarian or denominational content
- (c) Content that is focused on issues must inform or educate, create awareness of issues in the community and or/facilitate community discussions
- (d) Content will not promote a specific political party
- (e) No advertising from external organizations is permitted
- (f) Content shall not contain criticisms of trustees, staff or students or statements that could cause the Board embarrassment or liability
- (g) Content must be organized in a user-friendly format
- (h) Content must be clear, comprehensive and jargon-free. It must be responsive and provide a mechanism for visitors to the site to contact the school or Board e.g. by offering an email address
- (i) Material must reflect the principles of equity and diversity as outlined in the Grand Erie Equity and Inclusive Education Policy, SO14
- (j) Content must adhere to the privacy and information requirements (See section 3)

2.6 All board and school websites will provide public pages (accessed by school and local community) and secure pages (accessed by single sign-in authentication; not available to others outside board). Functionality in secure pages will be specific to the users logging in (staff, students and parents).

2.7 External links should be relevant and are subject to the same standards of content quality as Grand Erie websites as noted in Sections 2.4 and 2.5 of this document. All linked pages should open in a new window, thereby maintaining the visitor within a Grand Erie website.

3. Photographs, Personal Information and Student Safety:

3.1 For the safety of our students, the Board will not use the name of a Grand Erie students or the photograph of a Grand Erie student on any website without consent given through the FOI Parent Information Sheet process collected annually through the registration form or the current information sheets.

3.2 A class picture will not be posted online if there is even one student in the photo whose parents/guardians have not provided informed written consent on the Registration/Current Information Sheet based on the ~~FOI~~ Freedom of Information Parent Information Sheet.

- 3.3 Grand Erie employees should refrain from taking photographs of a large group when there are students in the group who do not have consent to be photographed.

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

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

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

4. Content Standards:

4.1 Subject Matter

- (a) All subject matter on Grand Erie District School Board web pages and ~~their~~ any links must relate to curriculum and instruction, school-authorized activities, or information about the Grand Erie District School Board or ~~its mission~~ Multi Year Plan.
 - (i) Staff or student work may be published only as it relates to a class project, course, or other school-related activity
 - (ii) Staff and student work should not contain or promote non-school items, events or products unless approved by the school and/or Board administration.
 - (iii) Neither students, staff, nor other individuals may use the Board's or School's public web pages to provide access to their personal pages (non-teaching pages) on other servers or online services. Staff and students may provide links to instructional sites or materials not on Grand Erie servers from within the secure pages but these links/materials need to be related to class work, curriculum, and instruction and should never divulge personal information of students.
 - (iv) Classroom or individual teacher sites are to be linked from the landing page of the secure student or teacher page on the school website. Web tools that facilitate communication, learning and dialogue may be used with the permission of the principal e.g. discussion wikis, podcasts etc. These tools may not be used to communicate personal information or facilitate personal conversations, they must be learning focused.

4.2 Copyright

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

4.3 Quality

- (a) All content must be free of any spelling or grammatical errors.

- (b) Documents may not contain objectionable material or point directly to objectionable material (i.e., material that does not meet the standards for instructional resources specified in other related Board procedures).

4.4 Content should be regularly updated and maintained.

5. School Websites:

5.1

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

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

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

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Wayne Baker, Superintendent of Education
RE: **SO129 – Bullying Prevention and Intervention**
DATE: May 8, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board rescind **Procedure SO129 – Bullying Prevention and Intervention.**

Background

Procedure SO129 - “Bullying Prevention and Intervention” was approved by the Board in 2013 and has been identified for review.

Additional Information

The contents of SO129 have been included in Policy SO10 – Bullying Prevention and Intervention.

The rescinded procedure is attached.

Proposed Changes

Recommendation to rescind.

Communication Plan

Stakeholders will be notified that SO129 – Bullying Prevention and Intervention has been rescinded.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Bullying Prevention and Intervention

Board Received: November 25, 2013

Review Date: December 2016

Accountability:

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

1. Definition of Bullying

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

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

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

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

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

2. Prevention and Awareness-Raising Strategies

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

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

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

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

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

3. Intervention and Support Strategies

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

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

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

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

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

4. Reporting to Principals

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

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

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

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

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

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

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

5. Notifying Parents

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

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

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

6. Training Strategies

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

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

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

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

7. Communication and Outreach Strategies

(a) **Communication as Prevention**

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

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

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

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

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

(b) **Communication as Intervention**

(i) **Monitoring and Review**

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

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

(ii) **School Level Plans**

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

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

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

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

(iii) Safe Schools Teams

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

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

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART I —

CONFIDENTIAL

Report No:			
Name of School			
1. Name of Student(s) Involved (if known)			
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify)		
	<input type="checkbox"/> At a school-related activity (please specify)		
	<input type="checkbox"/> On a school bus (please specify route number)		
	<input type="checkbox"/> Other (please specify)		
3. Time of Incident	Date:	Time:	
4. Type of Incident (check all that apply)	Activities for which suspension must be considered under section 306(1) of the Education Act: <ul style="list-style-type: none"> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol, or illegal or restricted drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school <input type="checkbox"/> Any act considered by the principal to be injurious to the physical or mental wellbeing of any member of the school community 		
	Activities for which expulsion must be considered under section 310(1) of the Education Act: <ul style="list-style-type: none"> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor 		
5. Report Submitted By:			
Name:			
Signature:		Date:	
Contact Information:			
Location:		Telephone:	

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART II —*ACKNOWLEDGEMENT OF RECEIPT*

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Wayne Baker, Superintendent of Education
RE: **SO130 – Progressive Discipline and Promoting Positive Student Behaviour**
DATE: May 8, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board rescind Procedure SO130 – Progressive Discipline and Promoting Positive Student Behaviour.</p>
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Background

Procedure SO130 - “Progressive Discipline and Promoting Positive Student Behaviour” was approved by the Board in 2013 and has been identified for review.

Additional Information

The contents of SO130 have been included in Policy SO11 – Progressive Discipline and Promoting Positive Student Behaviour.

The rescinded procedure is attached.

Proposed Changes

Recommendation to rescind.

Communication Plan

Stakeholders will be notified that SO130 – Progressive Discipline and Promoting Positive Student Behaviour has been rescinded.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Progressive Discipline and Promoting Positive Student Behaviour

Board Received: November 25, 2013

Review Date: December 2016

Accountability:

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

Statement of Guiding Principles

The Board recognizes the following principles:

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

1. Progressive Discipline Prevention and Awareness Raising

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

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

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

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

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

2. Progressive Student Discipline Model

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

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

Level 1

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

Level 2

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

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

Level 3

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

Level 4

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

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

3. Reporting to Principals

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

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

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

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

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

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

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

4. Responding to Incidents

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

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

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

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

5. Support for Students

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

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

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

6. Delegation of Authority

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

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

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

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

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

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

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

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

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

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol or restricted drugs;

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

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

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

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

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

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

9. Communication and Outreach Strategies

Communication as Prevention

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

- school agendas
- school newsletters

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

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

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

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

10. Communication as Intervention

(a) **Monitoring and Review**

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

(b) **Training Strategy**

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

(c) **School Level Plans**

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

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

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

Reference

PPM 128 – Provincial and Board Codes of Conduct

PPM 141 – Programs for Long-term Suspension

PPM 144 – Bullying Prevention and Intervention

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour

SO11 – Policy Progressive Discipline and Promoting Positive Student Behavior

Rescinded

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART I —
CONFIDENTIAL

Report No:		
Name of School		
1. Name of Student(s) Involved (if known)		
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify)	
	<input type="checkbox"/> At a school-related activity (please specify)	
	<input type="checkbox"/> On a school bus (please specify route number)	
	<input type="checkbox"/> Other (please specify)	
3. Time of Incident	Date:	Time:
4. Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under section 306(1) of the Education Act:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school <input type="checkbox"/> Any act considered by the principal to be injurious to the physical or mental wellbeing of any member of the school community <p>Activities for which expulsion must be considered under section 310(1) of the Education Act:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor 	
5. Report Submitted By:		
Name:		
Signature:		Date:
Contact Information:		
Location:		Telephone:

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART II —

ACKNOWLEDGEMENT OF RECEIPT

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

Notes from meeting April 21, 22, 2017

Finance

17-18 EPO funding \$101.4 million. It has been allocated by program and school board in the B3 memo

Grand Erie District School Board

Autism Supports and Training	\$38,421
Autism: Supporting Transition to the New Ontario Autism Program	\$117,645
Community Use of Schools: Outreach Coordinators	\$95,200
Community Use of Schools: Priority Schools	\$102,000
Focus on Youth Program	\$130,000
Professional Development	\$87,169
Renewed Math Strategy K-12	\$1,085,868
Well-Being: Safe, Accepting and Healthy Schools and Mental Health	\$84,548

Grand Erie District School Board Total **\$1,740,851**

There will be a further \$39 million that will be allocated at a later date with a new B memo.

Copyright

Under the copyright act as employers, school boards have an obligation to ensure that their staff is routinely made aware of those rights and responsibilities.

One of the most important and most useful tools in the “Copyright School Bundle” is an electronic web-based tool that can be found at the URL www.copyrightdecisiontool.ca

An educator who is unsure about whether or how much they can copy from a resource can go to this website, answer a few quick questions (no more than 4) and have an answer within a minute. It is easy to use, requires no password or log-in, and ensures that educators are doing their due-diligence with respect to their copyright responsibilities.

Legislative update

The Ministry of Education's upcoming [Rural and Remote Education Review](#) (letter from Minister Hunter March 6, 2017) has been of great interest to Ontario school boards and OPSBA has reached out to the Minister's Office to learn more about the timing, process and how boards and trustees can be part of this review. The consultation will include stakeholder and public town hall meetings in rural areas across the province. Feedback is due June 9, 2017. Concerns were raised because there are many rural areas in the Province not just areas that are northern and rural. The closest to Grand Erie appears to be Markdale (Bluewater DSB).

Recent talks about a governance review in the following areas

- 1- Mandate a code of conduct for trustees, and all boards must have access to an integrity commissioner (who will pay?) (also there are no qualifications for an integrity commissioner – you can call yourself one any time you choose)
- 2- From the Hall report, broaden the qualifications to be able to be a Director of Education to add in business, financial, educational expertise
- 3- Student trustees – a 2 year term (Niagara has recently gone to this model)
- 4- Trustee Honoraria
- 5- Electronic participation for rural boards. Act speaks about 3x a year trustees have to be in face to face board meeting – does this make sense when some boards have such vast area to cover etc.

Healthy Schools Working Table

The Auditor General is reviewing Board's compliance with the Daily Physical Activity.

Is DPA happening, how are boards tracking it? Auditor General plans to have reviewed all school boards by the end of the 16-17 school year.

Ministry is considering revising PPM 138 so that the 20 minutes do not need to occur all at one time

OPSBA 17-18 budget

It was passed. There will be an increase of 6.49% to our OPSBA fees

Respectfully Submitted

Carol Ann



Laura Elliott, Director of Education and Secretary

April 11, 2017

Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Attention: Honourable Mitzie Hunter, Minister of Education

Dear Minister Hunter:

Re: Request for Reduction of Class Size Requirements for Native Language Courses

At the January 24, 2017, Board meeting of the Thames Valley District School Board, Trustee Schuyler moved the following motion that was carried:

That the Chair of the Board, in collaboration with the First Nation Trustee write a letter to the Ontario Ministry of Education requesting that the class size required to offering Native Language be reduced from 12 to 5 students in Ontario schools. This would also be done in collaboration with the Federal Government who has the responsibility for funding First Nation education.

During the Truth and Reconciliation Commission, there were ninety-four calls to action that flowed from the abuses that occurred at residential schools in Canada. Through the atrocities that occurred in residential schools, our First Nations communities lost their language. Furthermore, their culture was denied by the government and churches that ran the schools.

As a result of these actions, it is incumbent upon the government to help ensure that our current and future First Nations students have the opportunity to learn their native languages and help open the doors to learn their culture. It is important that not only students on reserves are able to access language courses but also those First Nations students who are living in urban settings and attending a variety of our schools.

...2

Thames Valley District School Board - Office of the Chairperson

1250 Dundas Street, P.O. Box 5888, London, ON N6A 5L1 Tel: 519-452-2000 Ext. 20219 Fax: 519-452-2396 website: www.tvdsb.ca

We build each student's tomorrow, every day.

Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

- 2 -

April 11, 2017

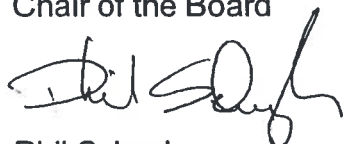
The Ministry currently has criteria for a class size of twelve (12) students for our school board to be able to offer a fully funded First Nations language class. This poses a major obstacle in many of our urban schools to run a class. Furthermore, when we do have the critical mass to run a class we are not able to recognize the diverse native languages that are found within our region. It contradicts the goals of the Truth and Reconciliation's Calls to Action to require an Ojibway First Nations child to learn the Oneida (Iroquois) language at their school. The Thames Valley District School Board urges the Provincial Government to work with the Federal Government and properly fund First Nations Language classes and reduce the class size to a minimum of five (5) students to ensure more students will have access to learn and celebrate their language and culture.

Thank you in advance for your attention to this matter. We look forward to working with you more as we move forward to improving our education system for all of our students.

Sincerely,



Matthew Reid
Chair of the Board



Phil Schuyler
First Nations Trustee

cc: Carolyn Bennett, Minister of Indigenous and Northern Affairs
Kathleen Wynne, Premier of Ontario
David Zimmer, Minister of Indigenous Relations and Reconciliation
Laura Elliott, Director of Education, TVDSB
OPSBA
Ontario School Board Chairs



Laura Elliott, Director of Education and Secretary

April 11, 2017

Office of the Prime Minister
80 Wellington Street
Ottawa, ON K1A 0A2

Attention: The Right Honourable Justin Trudeau, Prime Minister of Canada

Dear Prime Minister Trudeau:

Re: Request for Reduction of Class Size Requirements for Native Language Courses

At the January 24, 2017 Board meeting of the Thames Valley District School Board, the following motion was moved by Trustee Tisdale and seconded by Trustee Schuyler:

That a letter be sent to the Federal Government emphasizing their commitment and responsibility to fully fund First Nations, Inuit and Métis student's education.

Through the ninety-four calls to action in the Truth and Reconciliation Commission, our government has recognized the atrocities that occurred in residential schools that saw abuse of our students along with them being prevented from learning their language and culture.

As a result, there are concerns of First Nations communities losing their language and identity. Our school board would like to raise the concerns over the lack of resources that are currently being provided for our First Nations students on reserves. The fact that First Nations communities are provided less education funding per student than our provincially funded students continues the disgraceful legacy of previous governments that allowed residential schools to operate for so many generations.

Furthermore, we would like to ask that the Federal Government work with the Ontario Government to provide further funding for First Nations language classes for our urban students. Currently in our school board, the Ministry of Education requires a class to have twelve (12) pupils to be fully funded. This creates an obstacle when we are unable to create the critical mass needed in our urban schools with First Nations students. The

Thames Valley District School Board - Office of the Chairperson

1250 Dundas Street, P.O. Box 5888, London, ON N6A 5L1 Tel: 519-452-2000 Ext. 20219 Fax: 519-452-2396 website: www.tvdsb.ca

We build each student's tomorrow, every day.

Office of the Prime Minister
80 Wellington Street
Ottawa, ON K1A 0A2

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April 11, 2017

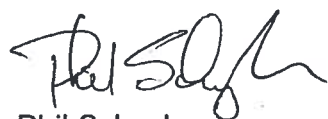
Thames Valley District School Board has called on the Ontario Government to reduce the number of pupils required for a First Nations language class to five to help ensure more students have access to learning their language.

Thank you in advance for your attention to this matter. We look forward to working with you as we move forward to improving our education system for all of our students.

Sincerely Yours,



Matthew Reid
Chair of the Board



Phil Schuyler
First Nations Trustee

cc: Carolyn Bennett, Minister of Indigenous and Northern Affairs
Kathleen Wynne, Premier of Ontario
David Zimmer, Minister of Indigenous Relations and Reconciliation
Laura Elliott, Director of Education, TVDSB
OPSBA
Ontario School Board Chairs