



Committee of the Whole Board

Monday, January 15, 2018
Board Room, Education Centre

AGENDA

- A – 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B – 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Ad hoc Committee Terms of Reference – Grand Erie and Six Nations to Review Enrolment Pressures at McKinnon Park B. Blancher
 - * (b) Paris District High School Transportation R. Wyszynski
- C – 1 **Director's Report**
- D – 1 **New Business — Action/Decision Items**
- * (a) Schedule of Pre-Budget Consultation Meetings R. Wyszynski
 - * (b) Transition Committee for New Dunnville Elementary School L. De Vos
 - * (c) Transition Committee for New Elgin Avenue Elementary School W. Baker
 - * (d) Contract Award – Major Ballachey Elevator R. Wyszynski
 - * (e) Contract Award – Primary Design Consultant for Elgin Ave Public School R. Wyszynski
- D – 2 **New Business — Information Items**
- * (a) Category III Trips B. Blancher
 - * (b) Enrolment vs Capacity by School Report R. Wyszynski
 - * (c) GELA Annual Report D. Martins
- E – 1 **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- * (a) SO14 Equity and Inclusive Education (A) W. Baker
 - * (b) SO136 Equity and Inclusive Education (R) W. Baker
 - * (c) SO18 Environmental Education and Stewardship (A) R. Wyszynski
 - * (d) SO19 Privacy and Information Management (A) D. Abbey
 - * (e) SO20 Assessment, Evaluation and Reporting (A) D. Martins
 - * (f) SO3 Electronic Communications and Social Media Guidelines Policy (C) B. Blancher
 - * (g) BL8 Committee of the Board – Indigenous Education Advisory Committee Terms of Reference – Standing Committee (A) B. Blancher

SUCCESS for Every Student



Committee of the Whole Board

Monday, January 15, 2018
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- E – 2 **Procedure Consideration — Information Items**
- * (a) HR107 Maintaining Employee Safety While Working with Identified Exceptional Students (I) L. Thompson
 - * (b) HR121 Injury/Incident/Disease Investigation and Reporting (I) R. Wyszynski
 - * (c) P106 Home Instruction (I) L. De Vos
- F – 1 **Other Business**
- G – 1 **Correspondence**
- H – 1 **Adjournment**

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

Special Education Advisory Committee	January 18, 2018, 6:00 p.m.	Board Room
School Year Calendar	January 24, 2018, 4:00 p.m.	Pine Tree Room Joseph Brant Learning Centre
Chair's Committee	January 29, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	January 29, 2018, 7:15 p.m.	Board Room
Privacy and Information Management	February 1, 2018, 3:00 p.m.	Norfolk Room
Committee of the Whole Board	February 12, 2018, 7:15 p.m.	Board Room
Special Education Advisory Committee	February 15, 2018, 6:00 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	February 20, 2018, 9:00 a.m.	Norfolk Room
Compensatory Education Committee	February 22, 2018, 1:00 p.m.	Dogwood Meeting Room, Norfolk SSC
Chair's Committee	February 26, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	February 26, 2018, 7:15 p.m.	Board Room
Committee of the Whole Board	March 5, 2018, 7:15 p.m.	Board Room
Native Advisory Committee	March 6, 2018, 9:00 a.m.	Board Room
Special Education Advisory Committee	March 8, 2018, 6:00 p.m.	Board Room
Grand Erie Parent Involvement Committee	March 22, 2018, 6:30 p.m.	Dogwood Meeting room Norfolk SSC
Chair's Committee	March 26, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	March 26, 2018, 7:15 p.m.	Board Room
Audit Committee	March 27, 2018, 4:00 p.m.	Brant Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Ad Hoc Committee – Grand Erie and Six Nations to Review Enrolment Pressures at McKinnon Park**

DATE: January 15, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Terms of Reference for the Ad Hoc Committee – Grand Erie and Six Nations to Review Enrolment Pressures at McKinnon Park.

Background

In November 2017, Trustees approved the striking of an Ad Hoc Committee including Senior Administration, Trustees, support staff and representatives of Six Nations of the Grand River to discuss enrolment pressures at McKinnon Park Secondary School and to develop shared solutions.

Additional Information

As per Bylaw 8 – Committees of the Board, the Board determines the membership and terms of reference for Ad Hoc Committees.

The draft Terms of Reference are attached as Appendix A.

Next Steps

Once the Terms of Reference are approved, representatives will be solicited for the committee and notified of the first meeting.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes. This report also supports the Equity indicator and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

Ad Hoc Grand Erie and Six Nations Committee to Review Enrolment Pressures at McKinnon Park Terms of Reference

1. Statement of Purpose and Responsibilities

- 1.1 The Ad Hoc Grand Erie and Six Nations Committee to Review Enrolment Pressures at McKinnon Park will:
- i. meet to review the enrolment pressures at McKinnon Park in Caledonia connected to attendance patterns for students on Six Nations of the Grand River
 - ii. develop shared solutions and offer input to Board staff
 - iii. reflect the opinions and interests of the groups represented by the members of the committee
 - iv. report back to the stakeholders they represent

2. Committee Composition

The Ad Hoc Committee to Review Enrolment Pressures at McKinnon Park shall be comprised of:

- 2.1 Director of Education
- 2.2 Native Trustee
- 2.3 One Trustee appointed by the Board
- 2.4 Superintendent of Education – Secondary Program
- 2.5 Native Advisor
- 2.6 Six Nations Elected Council Education Committee representative
- 2.7 Six Nations Confederacy Council representative
- 2.8 Principal of McKinnon Park Secondary
- 2.9 Principal of Hagersville Secondary
- 2.10 Two Principals – Six Nations
- 2.11 Maximum of 5 Parents – one from each Six Nations Elementary School

Total 16

3. Committee Operating Procedures

- 3.1 The committee will meet beginning in February 2018 and ending in May 2018 at which time the committee will be disbanded.
- 3.2 The Director of Education shall prepare the meeting schedule and agendas for each meeting.
- 3.3 A total of four meetings will take place over four months – in February, March, April and May of 2018.
- 3.4 Meetings will be held from 6:00 – 8:00 pm alternating between the Board and Six Nations.
- 3.5 Meeting Notes will be provided to all committee members.
- 3.6 A report on the work of the committee will be presented to the Grand Erie Board of Trustees on June 11, 2018.
- 3.7 Chair – The Director of Education.
- 3.8 Role of staff – Board staff may be called upon to support this committee.

4. Role of the Board

- 4.1 Appoint Trustee members.
- 4.2 Receive the final report of the consultation in June 2018.
- 4.3 Consider the opinions expressed and feedback generated from the committee work.

DRAFT



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Paris District High School Transportation**
DATE: January 15, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board continue to apply the transportation eligibility rules as outlined in Board Policy FT6 – Student Transportation.

Background

A report presented to Trustees on December 11, 2017 provided information on the financial cost of adding an additional school bus to service students of Paris District High School (PDHS) from the Hanlon Road subdivision.

The report also included details on walking distance, controlled intersections and safety measures currently under consideration by the County of Brant.

After receiving the report on December 11th, Trustees referred the issue to the January 15, 2018 Committee of the Whole for a decision.

Additional Information

While student safety is a key component in all decision making, as noted in the report to Board on November 13, 2017, the County of Brant indicates that there are safe routes for these students to take from their homes to Paris High. Further, the County has suggested routes that avoid the areas of concern by the delegation and is open to discussing them with parents.

In addressing the situation that was outlined in the delegation presented to the Board on October 20, 2017 it is important to consider the implications of adding transportation services. Grand Erie Policy FT6 – Student Transportation is clear on transportation eligibility and the addition of transportation services in this situation will contravene that policy. There is also the budget impact to take into consideration. Based on the current home-to-school contract, the cost of adding an additional bus to transport up to 48 secondary aged students to/ from Paris District High School is \$35,896.52 plus HST annually.

The Hanlon Road subdivision, where the initial concern originated, and neighbouring areas currently have approximately 20 PDHS students; however, Trustees will need to determine where they will put the boundary for any new transportation eligibility – this could affect the size of bus and/or the number of buses required. Eight of the students currently in the affected neighbourhood are courtesy riders. If Trustees approve additional transportation services for this area, there is a strong likelihood that families in other areas of the board with similar walking distance circumstances will also bring delegations to solicit additional transportation services.

The map attached as Appendix A shows where the PDHS students reside – all of the figures in green are students who are within 3.2 km walking distance to the school.

Recommendation

Based on a consideration of safety factors and the implications of adding transportation services for students within the current walking distance to Paris District High School noted above, Senior Administration recommends that the eligibility rules continue to be applied as outlined in FT6 – Student Transportation.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

This map of Dundas, Ontario, illustrates the locations of schools relative to the city's street network. The city is bisected by the Dundas River, which flows from the top right towards the bottom right. Major thoroughfares include Dundas Street (divided into East and West sections), King Edward Street, Main Street, and Church Street. A dense grid of residential streets is visible, particularly in the central and eastern portions of the map. Schools are indicated by green crosses, with a high concentration in the central area between Dundas Street and the river. A cluster of red crosses is located in the southwestern part of the map, near the intersection of Dundas Street and King Edward Street, and along Dundas Street West. The map also shows several smaller roads and lanes, such as Barker Street, Court Street, and Main Street, which provide access to various parts of the city.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Schedule of Pre-Budget Consultation Meetings**
DATE: January 15, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board set the dates for Pre-Budget Consultation Meetings as follows:</p> <ol style="list-style-type: none">1. Monday, February 5, 20182. Wednesday, February 21, 2018.
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Background:

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

Additional Information:

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **Transition Committee for Grandview Central Public School**
DATE: January 15, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the establishment of a Transition Committee for Grandview Central Public School.

Background

Grandview Central Public School will close June 30, 2018. Policy FT9 requires that a Transition Committee be established when schools are being reorganized as a result of school closures.

Additional Information

The Transition Committee will be comprised of the following:

- Principal of Grandview Central Public School
- Principal of Fairview Avenue Public School
- Family of Schools Superintendent for Haldimand Elementary – Chair of the Committee
- One Trustee
- School Council Representative from Grandview Central Public School
- School Council Representative from Fairview Avenue Public School
- One Teacher Representative from Grandview Central Public School
- One Teacher Representative from Fairview Avenue Public School

The role of the Transition Committee will be to:

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

Communication Plan

The Superintendent of Education responsible for Haldimand elementary schools will co-ordinate and chair the Transition Committee. The first meeting will be held in late January 2018. It is anticipated the Transition Committee will deliver a report to the Board in May 2018.

Respectfully submitted,

Linda De Vos
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Transition Committee for Elgin Avenue Students Moving to Lynndale Heights for 2018/19 School Year**
DATE: January 15, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the establishment of a Transition Committee to support the movement of Elgin Avenue students to Lynndale Heights for the 2018-19 school year.

Background

As the result of recommendations from the South East Norfolk Accommodations Review, Elgin Avenue Public School will close during the 2018-19 school year for renovations; Elgin Avenue is scheduled to re-open for the 2019-20 school year.

Policy FT9 requires that a Transition Committee be established when schools are being reorganized as a result of school closures.

Additional Information

During the construction phase of the Elgin Avenue rebuild, we will need to temporarily relocate the student population currently at Elgin Avenue to Lynndale Heights as per the recommendation approved by the Board in October 2017.

The Transition Committee will be comprised of the following:

- Principal of Lynndale Heights Public School
- Principal of Elgin Avenue Public School
- Family of Schools Superintendent for Norfolk Elementary Schools – Chair of the Committee
- One Trustee
- School Council Representative from Lynndale Heights Public School
- School Council Representative from Elgin Avenue Public School
- One teacher from Lynndale Heights Public School
- One teacher from Elgin Avenue Public School
- Additional members as deemed appropriate by the committee

The role of the Transition Committee will be to:

- Consider and review program delivery within the context of the project;
- Determine the disposition of furniture and equipment in accordance with Administrative Procedure FT112 – Disposal of Surplus Furniture and Equipment;
- Provide input and advice regarding the transition process as students prepare to temporarily change schools.

Communication Plan

The Superintendent of Education responsible for Norfolk elementary schools will co-ordinate and chair the Transition Committee. The first meeting will be held in late January 2018. It is anticipated the Transition Committee will deliver a report to the Board in May 2018.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Contract Award – New Elevator Addition at Major Ballachey Elementary School**
DATE: January 15, 2018

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the award General Contracting Services for the New Elevator Addition at Major Ballachey Elementary School as set out in Tender 2018-35-T to Abcott Construction Ltd. in the amount of \$545,140.00 plus HST.

Background:

Tender 2018-35-T for General Contracting services for the New Elevator Addition at Major Ballachey Elementary School was issued on October 20, 2017 and closed on November 21, 2017 at 2:00 p.m.

Bids were received from 8 firms and opened on November 21, 2017.

The results are listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
Abcott Construction Ltd.	\$545,140.00
Anacond Contracting Inc.	\$516,815.00
Bestco Construction Ltd.	\$568,989.00
CPM Construction Mgmt Inc.	\$855,500.00
Paulsan Construction Inc.	\$710,600.00
Porteous Hardcastle Ltd.	\$587,485.00
Ritestart Ltd.	\$721,000.00
STM Construction Ltd.	\$1,013,623.00

Additional Information:

Anacond Contracting Inc. was disqualified as their bid was not compliant with the Bid Documents Terms and Conditions. Abcott Construction Ltd. is the lowest compliant Bid received.

Respectfully submitted,

Rafal Wyszynski,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Contract Award – Prime Design Consultant Services for a Building Renovation at Elgin Ave. Public School**
DATE: January 15, 2018

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the award for Prime Design Consultant Services for a Building Renovation at Elgin Ave. Public School as set out in Request for Proposal 2018-9-P to Salter Pilon Architecture in the amount of \$334,750.00 plus HST.

Background:

Request for Proposal 2018-9-P for Prime Design Consultant Services for a Building Renovation at Elgin Ave. Public School was issued on September 29, 2017 and closed on November 1, 2017 at 2:00 p.m.

Bids were received from 7 firms and opened on November 1, 2017.

The results are listed in the table below:

Proponent	Score (lowest price per point)
Salter Pilon Architecture	426
Vallee Architecture	497
Bortolotto Architecture	522
+VG Architects	522
MMMC Inc. Architects	650
ATA Architects Inc.	Did Not Qualify for Financials to be Opened
Their Curran Architects Inc.	Did Not Qualify for Financials to be Opened

Additional Information:

After the 4 Step Evaluation process, Salter Pilon Architecture is the best scoring proponent having the lowest price per point.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Category III Trips**
DATE: January 15, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Category III Trips as information.</p>

Background Information

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

Additional Information

The January report includes trips that were approved between June and December 2017, and previously approved trips that have not yet taken place.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

Out of Classroom Trips and Excursions Report January 15, 2018

Director Approval	School	Destination	Trip Departure Date	Trip Return Date	Anticipated # Students	Educational Purpose & Outcomes
June 5, 2017	Woodman	Niagara Falls	June 15, 2017	June 15, 2017	25	Gr 7: Niagara Falls Trip - Hornblower Boat Tour
June 21, 2017	BCI	Arizona	December 18, 2017	December 24, 2017	15	Boy's Basketball team tournament
November 28, 2016	SCS	France/Italy	March 7, 2018	March 20, 2018	15	European Culture/French Language
August 10, 2016	MPSS	Spain/Portugal	March 8, 2018	March 16, 2018	30	Cultural/Historical/Language
January 18, 2017	PDHS	Spain and Italy	March 9, 2018	March 18, 2018	12	European Culture/French Language
June 20, 2016	HSS	Berlin	March 10, 2018	March 19, 2018	20	Art/Culture/History
February 3, 2017	CSS	Italy and Greece	March 9, 2018	March 18, 2018	12	World History and Geography
October 27, 2017	NPCVS	Florida	April 1, 2018	April 7, 2018	35	Performance
May 23, 2017	PDHS	Boston/New York	April 21, 2018	April 24, 2018	30	Explore architecture, culture, cuisine, points of interest
July 5, 2017	PJCVS	New York	April 25, 2018	April 29, 2018	40	Canadian World Studies and Art Trip
October 5, 2017	SCS	New York City	April 26, 2018	April 29, 2018	40	Experience architecture, theatre, culture, and workshops
November 27, 2017	TTSC	Camp Chikopi	June 7, 2018	June 16, 2018	35	Extension of Tech Program: Group work Experience exposure to French/Italian/Spanish language and culture/history/art
April 5, 2017	DSS	Mediterranean Coast	March 8, 2019	March 18, 2019	12	

This Chart reflects all trips approved by the Director since the last Board Report on June 12, 2017, and all previously approved trips that have not taken place yet



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Enrolment vs Capacity by School**
DATE: January 15, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report Enrolment vs Capacity as information.

Background:

In prior years, the Board had actively participated in pupil accommodation reviews in order to right size its capacity with pupil enrolment. Currently all pupil accommodation reviews have been put on hold as the Ministry updates the Pupil Accommodation Review Guidelines (PARG). These reviews are anticipated to re-open for the 2018-19 school year.

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

The following table summarizes the enrolment, school capacity and utilization as at October 31, 2017 with comparative data from October 2016. Elementary utilization is 86% of capacity but increases to 87% when accounting for space provided for community partners. Secondary utilization continues to decrease due to enrolment decline. School by school data is provided in Appendix A attached.

Grand Erie Multi-Year Plan:

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

	Elementary			Secondary			Total		
	2016	2017	Change	2016	2017	Change	2016	2017	Change
Oct 31 Enrolment	17,722.0	17,829.0	107.0	8,598.5	8,415.1	- 183.4	26,320.5	26,244.1	- 76.4
School Capacity	20,964.0	20,837.0	- 127.0	11,850.0	11,850.0	-	32,814.0	32,687.0	- 127.0
% in use	85.0%	86.0%	1.0%	73.0%	71.0%	-2.0%	80.0%	80.0%	0.0%
Surplus Capacity	3,242.0	3,008.0	- 234.0	3,251.5	3,434.9	183.4	6,493.5	6,442.9	- 50.6

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Enrolment vs Capacity by School: October 31, 2017

Elementary School Building	Total FTE Enrol. Oct 31/17	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	Portables Portapaks RCMs
Agnes Hodge PS	421.00	492	86%	71.0		86%	1
Banbury Heights S	374.00	469	80%	95.0		80%	6
Bellview	221.00	308	72%	87.0	23.0	78%	1
Bloomsburg PS	192.00	268	72%	76.0		72%	
Boston	189.00	233	81%	44.0		81%	
Branlyn Community S	314.00	426	74%	112.0	23.0	78%	
Brier Park PS	325.00	363	90%	38.0		90%	3
Burford District ES	489.00	541	90%	52.0	23.0	94%	
Caledonia Centennial	334.00	366	91%	32.0		91%	2
Cedarland PS	259.00	348	74%	89.0		74%	
Centennial-Grand Woodlands	215.00	326	66%	111.0		66%	
Central PS	196.00	190	103%	-6.0		103%	2
Cobblestone ES	501.00	536	93%	35.0		93%	
Confederation	614.00	547	112%	-67.0		112%	4
Courtland PS	227.00	294	77%	67.0		77%	4
Delhi PS	424.00	412	103%	-12.0		103%	7
Dufferin PS	409.00	380	108%	-29.0		108%	4
Echo Place S	150.00	213	70%	63.0		70%	
Elgin Avenue PS	252.00	452	56%	200.0		56%	
Fairview Avenue PS	261.00	303	86%	42.0	69.0	112%	
Glen Morris Central PS	170.00	222	77%	52.0		77%	2
Graham Bell-Victoria PS	174.00	305	57%	131.0	23.0	62%	
Grandview Central PS	123.00	199	62%	76.0		62%	
Grandview PS	182.00	288	63%	106.0		63%	
Greenbrier PS	218.00	303	72%	85.0		72%	
Hagersville Elementary S	253.00	338	75%	85.0		75%	2
Houghton PS	295.00	328	90%	33.0		90%	2
J.L. Mitchener PS	302.00	420	72%	118.0	46.0	81%	
James Hillier PS	298.00	314	95%	16.0		95%	2
Jarvis PS	297.00	400	74%	103.0		74%	9
King George S	302.00	412	73%	110.0	23.0	78%	
Lakewood	516.00	593	87%	77.0	23.0	91%	
Langton PS	192.00	245	78%	53.0		78%	
Lansdowne-Costain PS	267.00	328	81%	61.0		81%	4
Lynndale Heights PS	394.00	442	89%	48.0		89%	9
Major Ballachey PS	343.00	400	86%	57.0	69.0	104%	
Mount Pleasant S	219.00	236	93%	17.0		93%	
North Ward S	377.00	504	75%	127.0	23.0	78%	7
Oakland-Scotland PS	157.00	225	70%	68.0		70%	
Oneida Central PS	246.00	213	115%	-33.0		115%	4
Onondaga-Brant PS	199.00	190	105%	-9.0		105%	2
Paris Central S	170.00	259	66%	89.0		66%	
Port Rowan PS	236.00	294	80%	58.0		80%	5
Prince Charles PS	180.00	300	60%	120.0	23.0	65%	1
Princess Elizabeth PS	198.00	294	67%	96.0		67%	
Rainham Central S	238.00	297	80%	59.0		80%	4
River Heights S	531.00	668	79%	137.0		79%	12
Russell Reid	303.00	377	80%	74.0		80%	
Ryerson Heights	578.00	593	97%	15.0		97%	1



Enrolment vs Capacity by School: October 31, 2017

Elementary School Building	Total FTE Enrol. Oct 31/17	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	Portables Portapaks RCMs
Seneca Central PS	137.00	164	84%	27.0		84%	
St. George-German PS	403.00	479	84%	76.0		84%	5
Teeterville	200.00	272	74%	72.0		74%	
Thompson Creek ES	506.00	455	111%	-51.0		111%	
Walpole North ES	255.00	236	108%	-19.0		108%	1
Walsh PS	383.00	421	91%	38.0		91%	4
Walter Gretzky	673.00	498	135%	-175.0		135%	8
Waterford PS	341.00	285	120%	-56.0		120%	3
West Lynn PS	298.00	337	88%	39.0		88%	7
Woodman-Cainsville/	308.00	236	131%	-72.0		131%	5
Total Elementary:	17829.0	20,837.0	86%	3008.0	368.0	87%	133

Secondary School Building	Total FTE Enrol. Oct. 31/17	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	Portables Portapaks RCMs
BCI & VS	1,259.25	1,260.0	100%	0.8		100%	
Cayuga SS	477.25	927.0	51%	449.8		51%	
Delhi District SS	518.04	525.0	99%	7.0		99%	
Dunnville SS	399.50	999.0	40%	599.5		40%	
Hagersville SS	475.50	861.0	55%	385.5		55%	
McKinnon Park SS	740.79	558.0	133%	-182.8		133%	12
North Park Collegiate & VS	1,088.75	1,386.0	79%	297.3		79%	5
Paris District HS	801.25	927.0	86%	125.8		86%	7
Pauline Johnson C & VS	821.50	1,353.0	61%	531.5		61%	
Simcoe Composite S	700.00	1,062.0	66%	362.0		66%	
Tollgate Tech Skills Ctr SS	308.79	684.0	45%	375.2		45%	7
Valley Heights SS	430.75	702.0	61%	271.3		61%	
Waterford District High S	393.75	606.0	65%	212.3		65%	
Total Secondary:	8,415.12	11,850.0	71%	3434.9		71%	31

NOTE: Portables reflect December 2017 figures



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Grand Erie Learning Alternatives (GELA) Annual Report**
DATE: January 15, 2018

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

Background

A program review for Grand Erie Learning Alternatives was completed and reported to the Board in February 2014. Since that time, an annual update on the status of Grand Erie Learning Alternatives (GELA) has occurred. We continue to implement Ministry initiatives and new revenue streams to support and engage all students as they strive to complete their Ontario Secondary School Diploma (OSSD).

Update of Programs and Services offered by GELA

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

1. Ministry of Education (MOE – for students under 21 years of age) – *Appendix A*
2. Ministry of Education (MOE – for students under 21 years of age) – Summer School- *Appendix B*
3. Ministry of Education (MOE – for students over 21 years of age)- *Appendix C*
4. Other Ministry Offerings – *Appendix D*
 - Ministry of Citizenship and Immigration (MCI)
 - Ministry of Immigration, Refugees and Citizenship Canada (IRCC)
 - Ministry of Advanced Education and Skills Development (MAESD)
 - CareerLink - Employment Ontario Service (EOS)
 - Ministry of Community Safety & Correctional Services

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

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

*programs include:

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

DAY SCHOOL (BRANTFORD CAMPUS AND SIMCOE CAMPUS)

The day school program supports students up to 21 years of age. The main campus is located on Rawdon Street in Brantford and a satellite campus is located at the Simcoe Town Centre in Simcoe. A model of continuous intake is used so that students can register throughout the school year. Students achieve credits through classroom instruction and teacher supported eLearning. Teachers use the eLearning Virtual platform within their classrooms by blending it with regular instructional strategies. Students are supported academically, socially and emotionally with support from staff and community partners. As a result of a MOE audit the program at the Rawdon Street campus saw a reduction of program offering of 12 sections. Compulsory courses were retained while the optional course offering was reduced.

Session	Enrollment	Credits Attempted	Credits Earned	Success Rate %
2014-2015	201	1202	594	49%
2015-2016	180	1096	570	52%
2016-2017	125	820	465	56%

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

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

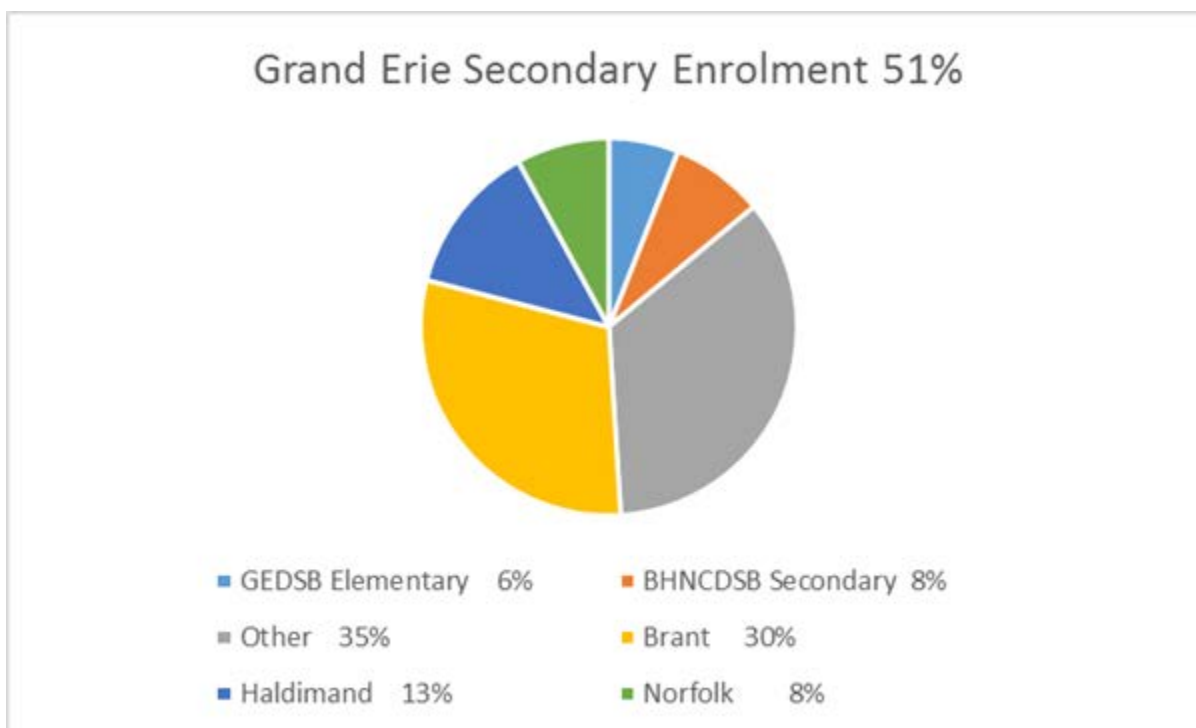
*programs include:

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

SUMMER SCHOOL

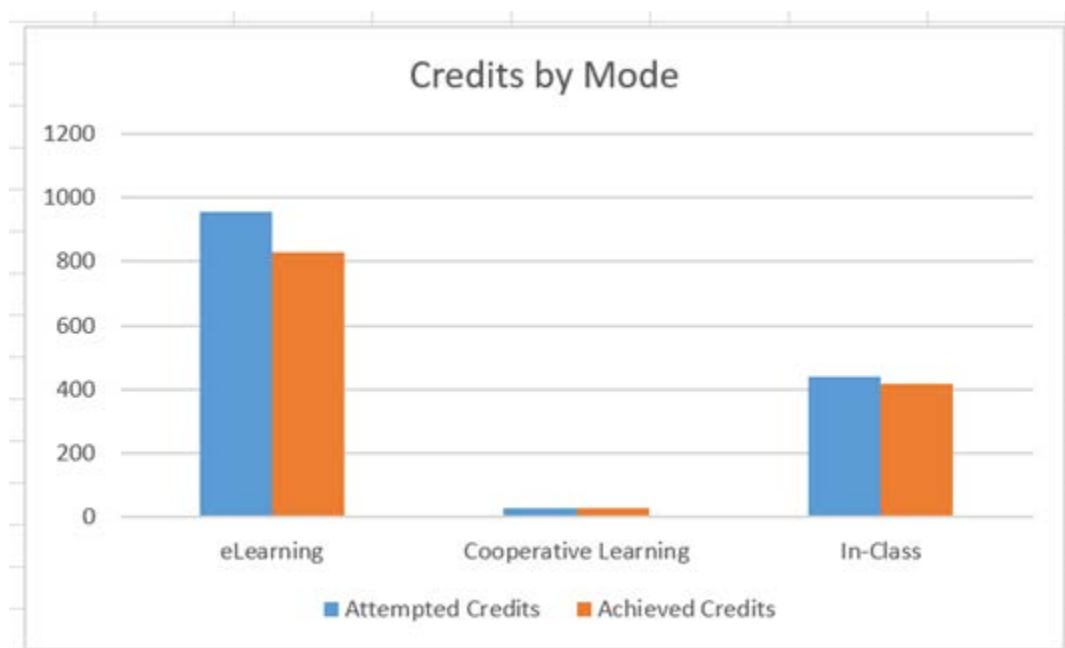
In 2017, Summer School was held in two locations: Brantford Collegiate Institute and Hagersville Secondary School. Summer school sites are selected using various criteria: availability, air conditioning, summer construction projects, and a central location in order to serve the maximum number of students and minimize transportation costs. Both the Hagersville and Brantford sites offered Full Credit, Repeat Credit, Credit Recovery and Reach Ahead Credit courses.

The Reach Ahead Program offered Grade 8 students the opportunity to earn Secondary School credits prior to entering Grade 9. (Note: data is included in the in-class numbers of Appendix B)



- a) GEDSB secondary: 818
- b) GEDSB elementary: 98
- c) BHNCSD: 136
- d) Other: 558 (includes students outside above categories; i.e., Six Nations, other Catholic and public schools, private schools) Inclusive of eLearning offerings.

CREDIT SUMMARY BY MODE



Observations:

- a) 953 eLearning credits attempted and 826 credits were successful (87%)
- b) Cooperative Education - 28 attempted credits and 28 credits were successful (100%)
- c) 439 In-class credits attempted and 417 credits were successful (95%)

OVERALL CREDIT SUMMARY

Session	Credits Attempted	Credits Earned	Success Rate %
2015	1536.5	1384.5	90%
2016	1500	1309	87%
2017	1420	1271	89.5%

THREE YEAR TREND DATA – COURSE ATTEMPTS

Grade/Mode	Brantford 2015	Brantford 2016	Brantford 2017
9	174	125	92
10	151	177	154
11	102	66	76
12	47	25	47
Co-op	21	38	28
Literacy/Numeracy Program	33	27	13
eLearning	1003	971	1142
Total	1531	1410	1552
Grade/Mode	Hagersville 2015	Hagersville 2016	Hagersville 2017
9	47	34	31
10	52	40	62
11	29	2	3
12	4	--	0
Dual Credit	20	14	7
Literacy/Numeracy Program	68	38	17
Total	139	128	120
Grand Total	1690	1538	1672

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

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

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

*programs include:

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

In 2016-17, Adult Education included a full or part-time program for adults to complete their OSSD. The City Centre Campus in Brantford offers four, 8-week sessions per year. Students achieve credits through classroom instruction, eLearning using the Ministry's Virtual Learning platform, and Adult Co-op with an opportunity for adult students to earn Co-op credits at their place of employment.

Independent Study and eLearning weekly program supports were continued for adult students in Norfolk. Weekly afternoon and evening program supports were added for adult learners in Dunnville in response to community needs.

As a result of a request from the OGWEHOWEH Skills and Trades Training Centre in Ohsweken, GELA has partnered with the program to provide learning support through our Independent Study program for students who require additional courses or upgrades while enrolled in the program.

Students are supported academically, socially and emotionally thorough collaborative work by staff and community partners.

4. Other Ministry Offerings

*refer to *Appendix D – Other Ministry Offerings*

*programs include:

- Ministry of Citizenship and Immigration (MCI) - English as a Second Language Program
- Ministry of Immigration, Refugees and Citizenship Canada (IRCC) - Language Instruction for Newcomers to Canada (LINC)
- CareerLink - Employment Ontario Service (EOS)
- Ministry of Advanced Education and Skills Development (MAESD) - Bridges to Success (BTS)
- Ministry of Community Safety & Correctional Services - Brantford Jail

In 2017, other Ministry Offerings included language supports through the English as a Second Language Program and Language Instruction for Newcomers to Canada (LINC) along with employment supports through CareerLink and Bridges to Success (BTS). In addition, GELA offers independent study (booklets) to the students located at the Brantford Jail that were previously serviced by a section 23 classroom.

GELA CREDIT TOTALS: Inclusive of Appendices A, B and C

Session	Credits Earned
2014-2015	4108.5
2015-2016	3069
2016-2017	2765

*This number does not include credits from PLAR or MPLAR assessments.

GELA GRADUATES:

School Year	Under 21 years of age	Over 21 years of age	TOTAL Number of Graduates
2014 - 2015	33	233	266
2015 - 2016	33	141	174
2016 - 2017	32	157	189

Summary

Grand Erie Learning Alternatives strives to meet the needs of a diverse group of learners in our communities. Our learners require various pathways and modes of program delivery in a learning environment that is sensitive to social and family circumstances as well as physical and emotional states.

Next Steps- Moving Forward

- GELA is participating in the Alternative Education Program Review to pursue other avenues and opportunities for students under 21 years of age pursuing their OSSD.
- The GELA Adult team has been actively engaged in the Ministry of Education Adult Program Review to increase opportunities and accessibility to programs for our local residents.
- An additional Personal Support Worker Program in Simcoe will be in place Semester 2 this year.
- Adult Dual Credit Programs will be offered in Brantford and Simcoe for Semester 2 of this year.
- A weekly Adult Independent Study Program began in Caledonia in November 2017 in response to community requests.
- Adult Program Supports are being arranged for Indigenous Adult Learners living on Six Nations or New Credit.
- A Punjabi credit course offered through Continuing Education for the 2017-18 year.
- The Brantford Jail program will no longer operate as of December 31, 2017 as the jail facility was closed.

Rebranding of GELA programs continue to evolve in response to community needs and Ministry of Education initiatives and program supports. As a result, an updated marketing plan will be required to communicate with the potential students and community partners.

Grand Erie Multi-Year Plan


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

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


Respectfully submitted,

Denise Martins
Superintendent of Education


Appendix B - Ministry of Education Programs (MOE - for Students Under 21 Years of Age Summer School)

 Description	Summer School - eLearning GELA offered 50 eLearning Courses covering a range of subjects primarily at the senior level. Students are able to take courses that may not normally be offered in their home school and are able to interact with students all across the province. Online learning offers students an educational experience that is engaging and flexible and meets their own unique learning needs.	Summer School – In-Class GELA offered 41 sections covering 8 different subjects in Grades 9 to 12 in summer school between the two sites in Brantford and Hagersville. This is inclusive of Reach Ahead opportunities provided.	Summer Co-op Summer School Co-op provides students the opportunity to be involved in experiential learning in the summer. GEDSB Summer School continued its partnership with St. Leonard's - Jobs for Youth Program, a program that helps support ‘At risk’ youth in the Brantford Community.	Summer Literacy and Numeracy Program The Summer School program for Grades 6, 7 & 8 offered by the Grand Erie District School Board provides students with the opportunity to improve their Basic Skills in Literacy and Numeracy. Two programs were offered in Brantford and Hagersville. Students also had opportunities to participate in physical activities and explore the arts.
Enrollment	1358	539	29	30
Credits Attempted	953	439	28	N/A
Credits Earned	826	417	28	N/A
Success Rate	87%	95%	100%	N/A

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

<div>Description</div>	Mature Prior Learning Assessment and Recognition (MPLAR)	Adult Day School (Brantford Campus and Simcoe Campus)	eLearning	Independent Study	Adult Co-op	Personal Support Worker Certificate (PSW)	Family Literacy Program
	MPLAR is a formal evaluation and accreditation process for secondary school adult learners over the age of 21. This process recognizes the knowledge and skills that adults have acquired, in both formal and informal ways, outside of the regular secondary school setting. MPLAR credits count towards completion of the OSSD. The MPLAR process for mature students involves three components: individual assessment/equivalency (Grade 9/10), equivalency (Grade 11/12), and challenge (Grade 11/12).	The Adult Day School program is a full or part-time program for adults (18 and over) to complete their OSSD. The City Centre Campus in Brantford offers four, 8-week sessions per year. Students achieve credits through classroom instruction and teacher supported eLearning. Students are supported academically, socially and emotionally with support from staff and community partners.	eLearning is a method through which secondary school credit courses are delivered online, using the Ministry's Virtual Learning platform. There were 59 courses offered which allowed students to study at their own pace in a continuous intake model.	These courses are independent study booklet courses that allow students to work at their own pace. We currently offer 26 of these courses. Available at the Simcoe, and Dunnville locations.	Adult Co-op provides an opportunity for adult students to earn Co-op credits at their place of employment. This continuous intake model significantly increases the graduation numbers for employed students. Many of these students also are enrolled in night school credits or eLearning credits.	The Personal Support Worker (PSW) Certificate program was offered in Brantford (Semester 2). This provincially accredited program also allows students to earn six secondary school credits.	Family literacy program was offered in Norfolk County through partnership with the Norfolk Community Help Centre. The Norfolk Community Help Centre provides the location, volunteer staff, meals and free child minding. Adults primarily from the Mennonite community, are able to take classes ranging from beginner reader to advanced literacy classes. These classes increase literacy levels and enables parents to better assist their children academically at home.
Enrollment	277 (Grade 9 & 10) 107 (Grade 11 & 12) Assessments/Challenges	211	1386 (780 students never submitted 1 assignment)	449 (149 students never submitted 1 assignment)	62	27	63
Credits Attempted		492	606	300	144	162	N/A
Credits Earned	652 (Grade 9 & 10) 778 (Grade 11 & 12)	307	191	97	34	141	N/A
Success Rate		62%	31.5%	32%	24%	87%	N/A

Appendix D – Other Ministry Offerings

<div></div> <div>Description</div>	Ministry of Citizenship and Immigration (MCI)- Adult Non-Credit Language Training (ESL)	Ministry of Immigration, Refugees and Citizenship Canada (IRCC) – Language Instruction for Newcomers to Canada (LINC) and Care for Newcomer Children (CNC)	Ministry of Advanced Education and Skills Development (MAESD) – Bridges to Success (BTS)	Co-Funded by Ministry of Citizenship and Immigration (MCI) + Ministry of Immigration, Refugees and Citizenship Canada (IRCC) – Coordinated Language Assessment and Referral System (CLARS)	Ministry of Advanced Education and Skills Development (MAESD) - CareerLink - Employment Ontario Service (EOS)	Ministry of Community Safety & Correctional Services-Brantford Jail
	<p>The Adult Non-Credit Language Training Program (ESL) offers tuition free language training to adult immigrants in Brantford. Learners enroll in language training with a wide variety of goals in mind, including improving their language skills for daily life, for the labour market or to pursue higher education. New learners must be assessed for their language proficiency levels by a qualified assessor at a CLARS centre.</p> <p>To be eligible, you must be 18 years old, someone whose first language is not English (or French) and:</p> <ul style="list-style-type: none">a Canadian citizen, permanent resident, Convention refugee or a refugee claimant; ora provincial nominee, or their dependent; ora temporary foreign worker, or their dependent; orapproved as a foreign domestic worker admitted under the Live-In Caregiver Program. <p>Fiscal Year: September 1-August 31</p>	<p>Language instruction for Newcomers to Canada (LINC) is a free language training program in Brantford offered to adults that are new to Canada. New learners must be assessed for their language proficiency levels by a qualified CLB assessor at a CLARS centre. Care of Newcomer Children (CNC) is an on-site child mindng service available to LINC students. CNC has limited spaces and is subject to availability.</p> <p>To be eligible, you must be of legal school-leaving age and: a permanent resident of Canada; or</p> <ul style="list-style-type: none">a protected person; ora person determined by the Immigration and Refugee board to be a Convention Refugee; ora person in Canada applying to become a Permanent Resident with initial approval of application <p>Fiscal Year: April 1-March 31</p>	<p>Bridges to Success (BTS) is an Employment Ontario service funded through the MAESD with locations at 1 Market Square (Upper Level) and Dunnville Secondary School. BTS is free and offers a continuum of education and training services to adults over the age of 19. These services are learner-centred, transition-oriented, based on adult learning principles and linked to the broader education and training system as well as the labour force.</p> <p>BTS helps learners prepare for e-learning and adult credit, post-secondary programs, employment, and independence needs. BTS also offers a number of topic specific targeted training programs such as:</p> <ul style="list-style-type: none">Digital BasicsCustomer ServiceOffice AdministrationFamily LiteracyBudgeting, Organization and Time ManagementG1 PrepPersonal Support Worker (PSW) Prep <p>Fiscal Year: April 1-March 31</p>	<p>The Coordinated Language and Assessment Referral System (CLARS) Centre is located at JBLC. All students are provided with a language assessment prior to beginning classes. The assessment allows them to be placed appropriately according to their levels in reading, writing, speaking and listening skills using the Canadian Language Benchmark (CLB) Assessment. Itinerant service is also offered on an as needed basis.</p> <p>As noted this assessment determines placement into the ESL or LINC programs.</p> <p>Fiscal Year: April 1-March 31</p>	<p>CareerLink is located at 1 Market Street (upper level) in Brantford and assists individuals to identify and reach their employment goals, make informed career choices and approach their job search with focus and confidence. CareerLink also offers supportive services to employers to assist them to meet their staffing and training needs.</p> <p>Employment Consultants offer 1:1 confidential assistance for employment and/or training/education. These services may include:</p> <ul style="list-style-type: none">a) Resumes, cover letters, references, job interview preparation, client supports (i.e. clothing, transportation, tools)b) Access to the Youth Employment Fund, Canada Ontario Job Grant and Second Careerc) Job Development – referrals to employers for job trials, apprenticeship, on the job training, coaching and mentoringd) Referrals for Ontario Self Employment Benefit, Job Creation Partnership, Education Upgrading, Ontario Works, ODSP, Canadian Mental Health Association, Business Resource Centre, Adult Credit, Bridges to Success and many moree) Ongoing collaboration with GELA, Business Resource Centre, Ontario Works, Workplace Safety Prevention Service, Enterprise Brant, and Workforce Planning Board of Grand Erie	<p>GELA offered independent learning opportunities (booklets) to the students located at the Brantford Jail that were previously serviced by a Section 23 classroom.</p>
Number of Clients Served	123	66 students 10 Children in CNC	117 learners	108 assessments	719/870 targets achieved	16
Credits Attempted	N/A	N/A			N/A	
Credits Earned	N/A	N/A			N/A	27
Success Rate	N/A	N/A			83% of target	



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO14 – Equity and Inclusive Education**
DATE: January 15, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Policy SO14 – Equity and Inclusive Education**.

Background

Policy SO14 – Equity and Inclusive Education was circulated to all appropriate stakeholders for comments to be received by November 3, 2017.

Comments Received

Comment: Policy Statement: Consider removing the sentence 'The Board endeavours to maintain...barrier free.' I believe school boards must follow the law to ensure a workplace free from discrimination and is barrier free. Can we say we're just 'endeavouring' to follow the law?

Response: No change. Ontario's Education Equity Action Plan is "the province's roadmap to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms...", acknowledging that every Board of Education has room for improvement in providing bias-free learning environments.

Comment: 2. Shared and Committed Leadership
Again, I'd recommend changing the word 'endeavouring' to 'working'.

Response: No change. That wording doesn't appear in that section.

Comment: 3. School-Community Relationships
Amend '...the Board will establish and maintain...' to '...the Board maintains...'
I'm guessing that the Board has already established collaborative relationships and would at this point want to 'maintain' those relationships.

Response: No change. Grand Erie has, indeed, established collaborative relationships with several community advocacy groups, however, work continues in establishing additional relationships.

Comment: Amend '...and employees are recognized and addressed.' to '...and employees are valued and reflected in our practice.'

Response: Amendment.

Comment: 4. Inclusive Curriculum and Assessment Practices

Amend 'The Board will implement...and review resources...' to 'The Board implements curricula in an inclusive manner and reviews resources...' Current wording implies that the Board only implements a curriculum that is inclusive (So does the Board not implement all of the curriculum? Does the Board create its own curriculum?)

Amend '...in order to identify and address discriminatory biases...' to 'in order to identify and eliminate discriminatory...'

Response: Amendment.

Comment: 7. Professional Learning

Amend 'The Board will provide...' to 'The Board provides.'

The future tense 'will' implies that at some point in the future the Board will do this.

Response: Amendment.

Comment: 8. Accountability and Transparency

As with number 7, I'd recommend changing it to the present tense so, 'The Board assesses and monitors progress...'

Response: Amendment.

Comment: Equity & Inclusive refers to the Human rights code differently

#1- Ontario human rights code

#4 – Human Rights Code of Ontario

Response: Amendment. - The reference should be "the Ontario Human Rights Code".

Comment: #8 how will these results be communicated to the community?

Response: The Safe and Inclusive Schools Committees vets every policy and procedure out for comment; when revised policies are made public, changes related to equity and inclusion will be included. School Improvement Plans can be shared with school communities. School climate surveys can be used as a gauge on inclusion.

Comment: Legislative and policy framework

Tuition agreement – AANDC to INAC

Response: This document should be removed from the list of resources; it isn't specifically an equity document.

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



POLICY

SO14

Equity and Inclusive Education

Board Received: _____ Review Date: _____

Accountability:

1. Frequency of Reports – as needed
2. Criteria for Success – consistent and fair practice in our schools
– diverse communities feel comfortable and supported within Grand Erie

Policy Statement:

The Grand Erie District School Board promotes the principles of equity and inclusive education, free of discriminatory biases and barrier-free. The Board values diversity within our school communities.

The Board recognizes that equity of access to the full range of programs, services, and resources is critical to the achievement of successful educational and social outcomes for those served by the school system. To that end, Grand Erie will implement strategies in accordance with the Ontario Education Equity Action Plan.

Definitions:

Diversity – Diversity refers to the presence of a wide range of human qualities and attributes within a group, organization or society. Dimensions include, but are not limited to, race, colour, creed, sexual orientation, age, ancestry, gender identity, disability, citizenship, family status, marital status, gender expression, sex, place of origin, and ethnicity.

Equity – Equity refers to a condition of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education – Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Equity and Inclusive Education Implementation Strategy:

The Board has identified eight areas of focus which serve to honour diversity and commit to the principles of equity and inclusive education.

1. **Programs, Guidelines and Practices**

Programs, guidelines and practices of the Board will serve students, staff and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Ontario Human Rights Code*.

2. Shared and Committed Leadership

The Board will foster development of leaders who demonstrate commitment to equity and inclusion, and include members of marginalized communities in shared leadership.

3. School–Community Relationships

The Board will establish and maintain a collaborative relationship with diverse communities so that the perspectives and experiences of all students, families, and employees are ~~recognized and addressed.~~ valued and reflected in our practice.

4. Inclusive Curriculum and Assessment Practices

The Board will implement ~~an inclusive curriculum~~ curricula in an inclusive manner and will review resources, instruction, and assessment and evaluation practices in order to identify, and ~~address~~ raise awareness of, discriminatory biases so that each student may maximize their learning potential.

The Board will ~~make certain~~ ensure that resources and instructional practices are respectful of the protected grounds of the *Ontario Human Rights Code* ~~of Ontario~~.

5. Religious Accommodation

The Board acknowledges each individual's right to follow, or not to follow, religious beliefs and practices free from discriminatory or harassing behaviour and is committed to taking all reasonable steps to provide religious accommodations to staff and students.

The Board is committed to ensuring that appropriate religious accommodations are developed collaboratively in an environment founded in trust and mutual respect.

~~The Board identifies the following as possible areas for accommodation:~~ Religious accommodations could include, but are not limited to, the following:

- a. Religious Holy Days and celebrations
- b. Opening and closing exercises
- c. Prayer
- d. Dietary requirements
- e. Fasting
- f. Religious attire
- g. Participation in daily activities and curriculum
- h. Scheduling for religious leaves
- i. Recruitment, job applications, and succession planning

6. School Climate and the Prevention of Discrimination and Harassment

The Board is committed to the principle that every person within a school community is entitled to a respectful, positive school climate and learning environment free from all forms of discrimination and harassment. The Board will ensure that revisions to school codes of conduct include active consultation with diverse communities.

7. Professional Learning

The Board ~~will provide~~ provides administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify, and ~~eliminate~~ raise awareness of, discriminatory biases and systemic barriers. The Board ~~will encourage~~ encourages and supports staff and students in their efforts to promote social justice, equity, and anti-discrimination in schools and classrooms.

8. Accountability and Transparency

The Board ~~will assess~~ assesses and monitors progress in implementing the principles of Equity and Inclusion into all Board policies, programs, guidelines and practices, and communicates these results to the community. The Board ~~will ensure~~ ensures that the principles of equity and inclusive education are embedded in school improvement plans, with particular emphasis on identifying and removing barriers to student achievement.

9. Communication and Outreach

This policy, and all related policies and procedures, will be communicated to parents/guardians, students, staff, and community members by all means possible.

All Grand Erie employees will be provided with information outlining policies and procedures related to Equity and Inclusive Education, in addition to training opportunities as they arise.

Legislative and Policy Framework

- *Guide to your rights and responsibilities under the Human Rights Code (2009)*
- ~~*Guidelines on developing human rights policies and procedures (2008)*~~
- ~~*PPM 119 – developing and implementing Equity and Inclusive Education policies in Ontario Schools (2009)*~~
- ~~*Tuition Agreement between Aboriginal Affairs and Northern Development Canada (AANDC) and The Grand Erie District School Board*~~
- *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy (2009)*
- *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2009)*
- *the Accepting Schools Act (2012)*
- *Achieving Excellence: A Renewed Vision for Education in Ontario (2014)*
- *Ontario Education Equity Action Plan (2017)*



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO136 – Equity and Inclusive Education**
DATE: January 15, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board rescind Procedure SO136 - "Equity and Inclusive Education".

Background

Procedure SO136 - Equity and Inclusive Education was approved by the Board in 2014 and has been identified for review.

Additional Information

The contents of SO136 have been included in Policy SO14 – Equity and Inclusive Education.

The rescinded procedure is attached.

Next Steps

Stakeholders will be notified that SO136 – Equity and Inclusive Education has been rescinded.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Equity and Inclusive Education

Board Received: May 26, 2014Review Date: June 2017

Accountability:

1. Frequency of Reports – as needed
2. Severity Threshold – as needed
3. Criteria for Success – consistent and fair practice in our schools
– Diverse communities are comfortable and supported within Grand Erie

Equity and Inclusive Education Implementation Strategy:

The Grand Erie District School Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for those served by the school system, as well as those who serve the system. The Board has identified eight areas of focus which will serve to guide the Board and its schools in honouring diversity and committing to the principles of equity and inclusive education.

Definitions:

Diversity – The presence of a wide range of human qualities and attributes within a group, organization or society. Dimensions include, but are not limited to, race, colour, creed, sexual orientation, age, ancestry, gender identity, disability, citizenship, family status, marital status, gender expression, sex, place of origin, and ethnicity.

Equity – A condition of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education – Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Areas of Focus:

1. PROGRAMS, GUIDELINES AND PRACTICES

Programs, guidelines and practices of the Board will serve students, staff and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Ontario Human Rights Code*.

Expectations:

1. Ensure that principles of equity and inclusive education are considered in all Board policies, programs, guidelines, operations, practices, and Board improvement plans.
2. Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's equity and inclusive education policy.

3. Provide support for school and system leaders to ensure that the principles of equity and inclusive education are embedded in all educational settings.

2. SHARED AND COMMITTED LEADERSHIP

The Board will provide and promote informed, shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing and removing all barriers and forms of discrimination.

Expectations:

1. Provide ongoing education for all staff, students and trustees that reflects comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
2. Foster the development of leaders who prioritize and demonstrate commitment to the equity and inclusion initiatives.
3. Establish a collaborative culture which strives to include members of communities that are underserved and/or marginalized in the shared leadership.

3. SCHOOL–COMMUNITY RELATIONSHIPS

The Board will establish and maintain a collaborative relationship with diverse communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.

Expectations:

1. Review practices and strategies to assess educational stakeholders' views on school environment and establish processes to identify and address systemic barriers that limit or prevent opportunities within any sector of the school community.
2. Expand community outreach efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and various community organizations, including business groups to foster and support an inclusive environment.
3. Invite and support representation of diverse groups on school and Board organizations and committees.

4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

The Board will implement an inclusive curriculum and will review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential

Expectations:

1. Support schools in using classroom materials, teaching and learning strategies, as well as assessment, evaluation and reporting procedures to identify and address systemic bias that may exist.
2. Provide a learning environment that recognizes and supports a variety of learning styles found in students. Provide for consistent monitoring of the growth of students who are on Individual Education Plans and/or are English Language Learners in order to meet the

specific needs of these students by removing barriers in instructional practice, assessment and evaluation. All needed accommodations and modifications must be in place to assist the student in accessing the curriculum.

3. Make certain that resources and instructional strategies respectful to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles; encourage open discussion of the prohibited grounds of discrimination under the *Code* (race, colour, creed, sexual orientation, age, ancestry, gender identity, disability, citizenship, family status, marital status, gender expression, sex, place of origin, and ethnicity) in society, the community, and the school. race, colour, creed, sexual orientation, age, ancestry, gender identity, disability, citizenship, family status, marital status, gender expression, sex, place of origin, and ethnicity

5. RELIGIOUS ACCOMMODATION

The Board acknowledges each individual's right to follow, or not to follow, religious beliefs and practices free from discriminatory or harassing behaviour and is committed to taking all reasonable steps to provide religious accommodations to staff and students.

Expectations:

1. As a principle of our system, the Board is committed to fairness and equity in religious practice through removing any barriers and providing accommodations for cultural and religious practices.
2. The Board is committed to ensuring that appropriate religious accommodations are developed collaboratively in an environment founded in trust and mutual respect.
3. School staff will not be placed in a position of monitoring an individual's compliance with a religious obligation and enforcing such personal practices. This is not the responsibility of the school.
4. The Board identifies the following as possible areas for accommodation:
 - a. Religious Holy Days and celebrations
 - b. Opening and closing exercises
 - c. Prayer
 - d. Dietary requirements
 - e. Fasting
 - f. Religious attire
 - g. Participation in daily activities and curriculum
 - h. Scheduling for religious leaves
 - i. Recruitment, job applications, and succession planning

6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

The Board is committed to the principle that every person within a school community is entitled to a respectful, positive school climate and learning environment free from all forms of discrimination and harassment.

Expectations:

1. Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents, and the community.
2. Put procedures in place that will enable students to report incidents of discrimination and harassment safely to the principal and enable staff to report incidents of discrimination and harassment safely to the Board (*Grand Erie District School Board Policy HR 5 – Harassment; Grand Erie District School Board Policy SO10 – Bullying Prevention and Intervention; Grand Erie District School Board Policy SO11 – Progressive Discipline and Promoting Positive Student Behaviour*)
3. Ensure that revisions to school codes of conduct include the active consultation and involvement of students, staff, parents, and a representative cross-section of community members to address the needs of diverse communities.

7. PROFESSIONAL LEARNING

The Board will provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers.

Expectations:

1. Build staff capacity through ongoing professional learning.
2. Ensure that the principles of equity and inclusive education are shared, modeled and incorporated in professional learning programs.
3. Encourage and support staff and students in their efforts to promote social justice, equity, anti-racism, and anti-discrimination in schools and classrooms.

8. ACCOUNTABILITY AND TRANSPARENCY

The Board will assess and monitor Board progress in implementing the principles of Equity and Inclusion into all Board policies, programs, guidelines and practices, and to communicate these results to the community.

Expectations:

1. Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers.
2. Embed equity and inclusive education principles in Board and school improvement plans with particular emphasis on identifying and removing barriers to student achievement.

Communication and Outreach

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

Legislative and Policy Framework

- *Guide to your rights and responsibilities under the Human Rights Code (2009)*
- *Guidelines on developing human rights policies and procedures (2008)*
- *PPM 119 – developing and implementing Equity and Inclusive Education policies in Ontario Schools (2009)*
- *Character Attributes*
- Tuition Agreement between Aboriginal Affairs and Northern Development Canada (AANDC) and The Grand Erie District School Board
- *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy (2009)*
- *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2009)*
- *Bill 13 (the Accepting Schools Act)*
- Policy SO14 – Equity and Inclusive Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business & Treasurer
RE: **SO18 Environmental Education and Stewardship**
DATE: January 15, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO18 – Environmental Education and Stewardship.</p>
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Background

Policy SO18 – Environmental Education and Stewardship was circulated to all appropriate stakeholders for comments to be received by November 3, 2017.

Comments Received

Comment: Suggest changing the tense to the present, so 'The Board promotes...', 'Students and staff engage in...', 'The Board seeks opportunities...'

Response: Considered changing to present tense, however the “Board will” statements indicate responsibilities which are followed by present-tense language

Comment: Procedure #5 - Is #5 needed – since it is referenced at the bottom? If kept in can it be changed to say Board’s policy on green schools – remove reference to procedure?

Response: Amended to “Board’s policy on green schools”

Comment: #6 – Aligned with the Board’s Character Attributes - be changed to the Multi Year plan?

Response: Amended

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

Respectfully submitted,

Raf Wyszynski,
Superintendent of Business & Treasurer



Environmental Education and Stewardship

Board Received: _____ Review Date: _____

Policy Statement:

The Grand Erie DSB encourages and supports environmental education and stewardship in our schools and administrative departments. The Board recognizes the importance of the environment to the long-term well-being of our students and staff. Our stewardship of the environment is an important part of building a healthy and sustainable future.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Increase in environmental education
– Board engages in environmentally sensitive practices

Procedures:

1. The Board will promote environmental education and practices by encouraging school, department and Board wide practices that demonstrate environmental sensitivity and stewardship.
2. Students and staff will engage in environmentally appropriate practices that reduce, reuse and recycle material where such practices are feasible.
3. The Board will seek opportunities to embed environmental education in the curriculum for all subjects and disciplines as indicated in Ministry of Education curriculum documents for specific subjects.
4. Purchasing procedures will reflect the Board's policy on environmental stewardship.
5. The Board's **policy on Green Schools** will complement this policy.
6. The Student Senate, through the Student Trustees, will be asked to identify opportunities for student leadership in the area of environmental stewardship which are aligned with the Board's **Multi-Year Plan**.

References:

FT10 Green School Construction
FT14 Environmental Standards for Facility Operations and Maintenance
F107 Purchasing
Ministry of Education Curriculum Grades 1-8: Environmental Education
Ministry of Education Curriculum Grades 9-12: Environmental Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Dave Abbey, Superintendent of Education
RE: **SO19 – Privacy and Information Management**
DATE: January 15, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Policy SO19 – Privacy and Information Management**.

Background

Policy SO19 – Privacy and Information Management was circulated to all appropriate stakeholders for comments to be received by November 3, 2017.

Comments Received

Comment: Who is the Freedom of Information (FOI) Coordinator. I couldn't find that in the Grand Erie 411 directory.

Response: The FOI Coordinator is the Executive Assistant to the Board of Trustees, Lisa Howells. Changes have been made to Grand Erie 411 reflect this role.

Comment: from an accessibility lens - are we required to provide information in a form that is appropriate for the person that is making the information request (ie., person is blind). Should instructions be included? Included on Board website.

Response: Under Right of Access sections in s.10, 47, 63, 65, 69 FIPPA / s.4, 36, 50, 52 MFIPPA there is no obligation to create a new record in response to a request under FIPPA/MFIPPA. While an institution may not have a duty to create a record, it may wish to do so where it is consistent with the spirit of the act. Similarly, the act does not require the board to translate records into the language of the requester.

Comment: Agenda that is lost could potentially contain confidential information. Obligation to report privacy breaches for an OSR. Need to understand rules and obligations surrounding confidentiality. Teachers use programs to communicate and share information with parents. The Board cannot be responsible for all of the various programs used. The Board has applications available to be used but those that decide to use other applications cannot be secured.

Response: Part of the PIM plan arising from the recommendation in the Grand Erie Privacy Audit is to provide learning and awareness to staff in this area. Understanding the implications of privacy in the role is everyone's responsibility. All staff who use external tools, digital or otherwise, with confidential information need to be aware of where the data is stored, how vendor is using use information and must make parents aware they are using the application and give an opportunity to opt out of use.

Comment: Procedures 1.1 - ...have access to training as deemed necessary. Who would deem it necessary? Can a group ask, or does the board have to decide it is necessary?

Response: The Privacy Information Management Committee is tasked with development of a training and communication plan to help staff better understand their rights and responsibilities. This may look different depending on the role in the board.

Comment: References – should F6 purchasing be included in this area?
- SO104 is a procedure – not a policy

Response: Changes made

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

Respectfully submitted,

Dave Abbey
Superintendent of Education



Privacy and Information Management

Board Received: _____ Review Date: _____

Policy Statement:

The Grand Erie District School Board is committed to the protection of personal information to which it is entrusted and to the individual's right of privacy regarding personal information that is collected, used, disclosed, and retained in the school system.

The Board complies with all applicable provisions under the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), the Personal Health Information Protection Act (PHIPA), the Education Act, including the Ontario Student Record Guidelines, and the Personal Information and Protection of Electronic Documents Act (PIPEDA) to collect, use, retain and disclose personal information in the course of meeting its statutory duties and responsibilities in the service of the staff, students and communities of Grand Erie.

The Grand Erie District School Board further commits to follow a national standard called the Canadian Standards Act (CSA) Model Code for the protection of Personal Information which is comprised of 10 Fair Information Principles.

This policy applies to:

- All records within the custody or under the control of the Board and addresses all aspects of Board operations and all records made or received in the day-to-day business operations of the school or Board, including student records, regardless of the medium in which those records are stored and maintained. It ensures that records are available as evidence of Board functions and activities and supports operating requirements.
- All business applications and information technology systems used to create, store, and manage records and information including email, database applications, and websites.
- All Board staff and to third party contractors or agents who collect or receive records and information on behalf of the Board. All staff shall be responsible and accountable for creating, maintaining accurate business records within their control.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – A privacy culture embedded into daily practices that promotes both the protection of personal information and freedom of access.

General Principles

1. Accountability

Under the *Municipal Freedom of Information and Protection of Privacy Act*, the Board is responsible for personal information and confidential records under its control and has designated a Freedom of Information (FOI) Coordinator and Head of Institution who is accountable for compliance with privacy legislation. ~~The Executive Administrative Assistant to the Board of Trustees holds the position of FOI Coordinator.~~

2. Specified Purposes

The Board shall specify the purposes for which personal information is collected, used, retained and disclosed, and shall notify individuals at or before the time the information is collected.

3. Consent

An individual's informed consent is required for the collection, use and disclosure of personal information, except where otherwise permitted by law.

4. Limiting Collection

The collection of personal information must be fair, lawful and limited to that which is necessary to the specified purpose. Personal information shall be collected only when it is necessary for providing for the education of students, the employment of staff, or as required and authorized by law.

5. Limiting Use, Retention, and Disclosure

The use, retention and disclosure of personal information and confidential records are limited to the specified purposes identified to the individual except where otherwise permitted by law.

6. Accuracy

The Board shall ensure that personal information and confidential records are accurate, complete and up-to-date in order to fulfill the specified purposes for its collection, use, disclosure and retention.

7. Safeguards

Personal information and confidential records are secured and protected from unauthorized access, disclosure and inadvertent destruction by adhering to safeguards appropriate to the sensitivity of the information.

8. Openness and Transparency

Policies and practices relating to the management of personal information and confidential records are made readily available to the public.

9. Access and Correction

An individual has the right to access his/her personal information and will be given access to that information, subject to any restrictions. All Freedom of Information requests shall be considered in consultation with the Freedom of Information Coordinator of the Board to ensure compliance with individuals' right of access.

An individual has the right to challenge the accuracy and completeness of the information and to request that it be amended as appropriate, or to have a letter/statement of disagreement retained on file. Any individual to whom the disclosure of the personal information has been granted in the year preceding a correction has the right to be notified of the correction/statement.

An individual is to be advised of any third party service provider's requests for his/her personal information in accordance with privacy legislation.

10. Compliance

An individual may address or challenge compliance concerning the above principles to the Freedom of Information Coordinator accountable to the Board.

Procedures

1.0 Training and Awareness

- 1.1 Role-specific privacy training is provided to all Grand Erie District School Board staff and trustees, including temporary staff to complete within a specified time-frame. Volunteers and third party service providers have access to training as deemed necessary. Subsequent privacy review shall be completed as deemed necessary.
- 1.2 All staff, volunteers and trustees shall sign, yearly, a Confidentiality agreement in relation to personal and confidential information to which they have access in the course of their work.

2.0 Records Information Management

All records and information received, created, and maintained within administrative departments and schools support the Board's day-to-day operations. As such, they are the property of the Board and subject to this policy.

References

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
Personal Health Information Protection Act (PHIPA)
Personal Information Protection and Electronic Documents Act (PIPEDA)
Education Act
Ontario Student Record (OSR) Guideline 2000
~~Policy~~ *Procedure SO104 Ontario Student Records*



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Policy SO20 – Assessment, Evaluation and Reporting**
DATE: January 15, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Policy SO20 – Assessment, Evaluation and Reporting**.

Background

Policy SO20 – Assessment, Evaluation and Reporting was circulated to all appropriate stakeholders for comments to be received by December 1, 2017.

Comments Received

Comment: Page 2, 3rd paragraph - staff will communicate to students
Response: Amended to indicate staff will communicate this information to students

Comment: Page 3, How do we include misappropriation?
Response: Amended to include thoughts and ideas in addition to written work that may not be the individual who is submitting.

Comment: Policy statement
2nd sentence should enabling all students to reach their full potential be updated to reflect Success for Every student?
Response: Amended to Success for Every Student

Comment: Page 3 last paragraph
States both "and be held in the database" and then "that their work may be stored"
Response: Amended

Comment: Page 3 P/J 2nd block should this be in the section consequences?
I/S is Turnitin mandatory? If the teacher uses turnitin do they inform the students of this?
Response: No change for P/J section
No change, I/S Turnitin is not mandatory but highly recommended
No change, Students would be informed of use of Turnitin on the course outline

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

Respectfully submitted,

Denise Martins
Superintendent of Education



Assessment, Evaluation and Reporting

Board Received: _____ Review Date: _____

Policy Statement:

The Grand Erie District School Board believes that assessment, evaluation and reporting practices must be fair, transparent, and equitable for all students. The Grand Erie District School Board is committed to enabling all students to reach their full potential. Success for Every Student. Assessment and evaluation practices support this commitment by ensuring that the primary purpose of assessment and evaluation is to improve student learning.

As required by the Ministry of Education, this policy encompasses three separate areas:

- Cheating and Plagiarism – Grades 1 to 12
- Late and Missed Assignments – Grades 7 to 12
- Lower Limit of Marks Below 50% on Report Cards – Grades 9 to 12

See attached Appendices.

Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services. (Volante, p. 34 – from *Growing Success* p. 8)

Accountability:

1. Frequency of Reports – As needed
3. Criteria for Success – Every school's Student Code of Conduct will reference this policy.
 - Schools will follow the policies as set out in this document and will communicate these policies through the regular school communication process such as student agendas and school website.

Resources:

- *Growing Success Assessment, Evaluation, and Reporting in Ontario Schools First Edition, 2010.*

Appendix A

Cheating and Plagiarism Grades 1 to 12

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including: cheating, plagiarism, forgery, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Teachers and parents should support students in striving for excellence and producing work with integrity.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

It is important that students understand the gravity of such behaviour and the importance of acknowledging the work of others. Schools need to develop strategies to help students understand what cheating and plagiarism are and how they can be avoided. Staff will communicate this information to students.

Addressing cheating and plagiarism will reflect a continuum of behavioural and academic responses and consequences will be based on the following:

- the grade level of the student
- the maturity of the student
- the number and frequency of incidents
- the individual circumstances of the student

1. Definitions

Cheating may take many forms including the following:

- claiming credit for work, thoughts or ideas not the product of one's own effort
- knowledge of or toleration of cheating by others
- use of unauthorized notes or materials during an evaluation
- submitting the same work to two different classes without prior approval
- a student allowing their work to be plagiarized
- assisting another student to cheat

Plagiarism — Plagiarism is a form of cheating. It can be defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success*, 2010 p. 151)

Plagiarism may take many forms, including the following:

- Copying word for word from any outside source without proper acknowledgement. This applies to use of an entire paper, to the use of entire sections and paragraphs, and to the use of a few words and phrases.
- Paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole or in part work completed by another student.
- Submitting in whole or in part an assignment completed for another course without prior approval of the teacher.
- Appropriation is considered submitting in whole or in part work, thoughts or ideas from any outside source without proper consent, consultation or acknowledgement.
- Allowing one's essay, assignment, and/or test answers to be copied by another student.

This is not a definitive list — Any action which implies that someone else's work is your own can be considered plagiarism.

2. Prevention of Cheating and Plagiarism

Some acts of plagiarism are unintentional — the student simply does not realize that what they are doing is wrong. One of the most common errors is not citing sources used for an assignment. A common misunderstanding among students relates to paraphrased material. Many students do not realise that paraphrased material should be attributed to the original author in the same manner as a direct quotation.

Some of the reasons that students plagiarize are:

- being unaware that they are plagiarising
- lacking knowledge and understanding of the subject
- poor time management skills
- believing that plagiarism is not serious

The wealth of digital information available to students has made it easier to capture and adapt, and there are many more sources of information today than in the past. The Internet, in particular, provides massive amounts of information on every conceivable topic; there are dedicated web sites which provide ready-made essays.

Any work (including art work, media work, music, performance tasks and other forms of student work) submitted by a student may be checked for plagiarism, including through an electronic system, and may be held in the database electronic system for future matching purposes and protection of the student's work against copying by others. Teachers will ensure that students are made aware that their work may be stored in the database.

Continuum of Behavioural and Academic Responses to Cheating and Plagiarism

Component	Primary /Junior	Intermediate/Senior
Prevention of cheating and plagiarism	<p>Students will be involved in plagiarism Awareness and Education. Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Teachers should design evaluation activities to include checkpoints so that student progress and work can be monitored.</p> <p>Teachers should change the topics or modify their approach to topics on assignments from one year to the next. Do not use the same topics so students are not tempted to copy or modify.</p> <p>Teachers should propose assignment questions that employ "higher order thinking skills".</p> <p>Teachers should set an example – acknowledge the sources of the materials used in class.</p> <p>Teachers should ask students to submit rough notes and a list of sources with their final copy as proof of their work.</p> <p>Teachers should take note of the behaviour to use as evidence in the evaluation of learning skills.</p>	<p>Teachers will review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course.</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Students will be made aware of the consequences of cheating and plagiarism.</p> <p>Teachers should design evaluation activities to include checkpoints so that student progress and work can be monitored.</p> <p>Teachers should change the topics or modify their approach to topics on assignments from one semester and year to the next. Do not use the same topics so students are not tempted to copy or modify.</p> <p>Teachers should propose assignment questions that employ "higher order thinking skills".</p> <p>Teachers should set an example – acknowledge the sources of the materials used in class.</p> <p>Teachers should ask students to submit rough notes and a list of sources with their final copy as proof of their work.</p> <p>Teachers should take note of the behaviour to use as evidence in the evaluation of learning skills.</p>
<p>Detection of incidents of cheating and plagiarism (including the use of online or electronic translators in submitting Foreign Language tasks)</p> <p>The following are some clues that academic honesty is in question:</p> <ul style="list-style-type: none"> • shifts in style or quality of writing • references or quotations lacking or missing completely 	<p>For young students, it is important to keep the focus on developing an understanding of the seriousness of cheating and plagiarism in a supportive and nurturing manner.</p> <p>Upon detection of incidents of cheating and plagiarism, students will be counseled and re-educated about cheating and plagiarism.</p>	<p>There are a number of methods for determining if plagiarism has occurred. These include:</p> <ul style="list-style-type: none"> • Searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines • Searching Library full text databases for text taken directly from a journal article • Searching research papers available for purchase via "paper mills" • Checking students' work using plagiarism detection software, such as Turnitin. Turnitin allows students to review their work and provides teachers and students with a tool for

Component	Primary /Junior	Intermediate/Senior
<ul style="list-style-type: none"> • similar or identical assignments submitted • datedness • odd, complex, out-of-place sentences • documented references are very unusual and hard to locate • spelling or grammar does not match the student's writing abilities 		<p>checking the integrity of work submitted. Turnitin can also be used as a teaching tool – it is accessed through the Desire 2 Learn (D2L) Virtual Learning platform.</p>
<p>Consequences for students who cheat or plagiarize</p>	<p>The teacher will use professional judgement and work with the student to determine the course of action on an individual basis.</p> <p>Subsequent incidents of cheating and plagiarism will result in notification to the parent(s) and school principal.</p> <p>Students will be expected to complete work to the best of their ability in a supportive and supervised school environment (work assigned should be developmentally appropriate and within their range of proximal development - incidents of cheating and plagiarism in young children most likely stem from a lack of understanding of the concept of academic property, or from a lack of understanding of the task at hand - both should be explored and considered a teachable moment).</p> <p>If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in SO11 Progressive Discipline and Promoting Positive Student Behaviour will take effect.</p>	<p>The teacher will conference with the student and contact the parent to explain the situation.</p> <p>The teacher will use professional judgement and work with the student to determine the course of action on an individual basis.</p> <p>Subsequent incidents will be reported to administration and tracked.</p> <p>Where the integrity of an evaluation activity has been compromised, a student is still responsible for meeting the missed expectations. For a first offence, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate assignment with no penalty. At the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions.</p> <p>In those instances, where a student demonstrates a pattern of behaviour, the school principal may determine an appropriate consequence.</p> <p>If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in SO11 Progressive Discipline and Promoting Positive Student Behaviour will take effect.</p> <p>Choosing not to complete the alternate evaluation activity or losing the opportunity due to repeated offences, will result in a mark of zero being assigned.</p>

Appendix B

Late and Missed Assignments Grades 7 to 12

Setting Collaborative Deadlines

Teachers of grades 7 to 12 will collaborate with students to establish deadlines for the submission of each assessment *of learning* (i.e. assignments for evaluation of achievement on overall expectations for reporting purposes) and clearly communicate those deadlines to students and, where appropriate, to parents / guardians.

Late Assignments

If a student does not complete an assessment *of learning* by the deadline, the teacher will record an “N” (for non-submitted assignment) in the mark record. The teacher will then use professional judgment and work with students to determine the subsequent course of action on an **individual basis**.

In cases where the teacher finds it appropriate to set a new deadline without penalty, a number of strategies may also be used to help prevent and/or address late assignments. These include but are not limited to:

- Helping students develop better time-management skills;
- Planning for major assignments to be completed in stages;
- Setting up a student contract
- Using peer tutoring to try to deal positively with problems;
- Holding teacher-student conferences;
- Requiring the student to work with a school team to complete the assignment
- Providing alternative assignments where it is reasonable and appropriate to do so
- A complete list of strategies can be found on page 43 of *Growing Success*

In order to ensure that any mark deduction does not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student’s actual achievement, it is suggested that the penalty for late submission of work not exceed either one full level or 10% of the final grade for the assignment.

The teacher’s decision to change a deadline and/or to deduct marks will be made on an **individual basis** and be based on: (1) the grade level of the student; (2) the maturity of the student; (3) the number and frequency of incidents; and (4) the individual circumstances of the student. In cases where a penalty is to be deducted, the teacher must inform the student and parent or guardian (when appropriate) of the specific penalty. Principals will develop a school based process whereby teachers communicate those students who have late assignments to administration.

Incomplete Assignments / Evaluation Tasks

The teacher will inform the parents/guardians and the school administration of the student’s failure to submit the assignment.

If the student does not complete the assignment, the grade of “N” can change to 0 in the mark record. The decision to change the grade from “N” to 0 will also be based on the individual circumstances of the student.

Schools may choose to offer opportunities to complete work beyond the deadline in order to accommodate for changes in circumstances that may have hindered a student's chances for success.

Impact of Mark Penalty or Mark of 0 on Final Grades

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. The teacher's decision to deduct marks or assign a mark of 0 must not result in a final mark that misrepresents the student's actual achievement.

The teacher must consider each student's level of performance on the overall expectations addressed in the course.

Where one or more assignment is incomplete, the teacher must decide the impact of each incomplete assignment on the student's ability to continue with learning in the subject area in subsequent courses. Additionally, the teacher can use the course achievement chart as a means of determining whether the performance standards of the course have been met at an appropriate level for successful learning in the next course.

In some cases, alternate assessment data, including assessments *for* learning and/or the culminating task(s) may substitute for missed assignments covering the same overall expectations.

If a teacher determines significant gaps in the achievement of overall expectations, a secondary student's credit may be in jeopardy. It is the principal's responsibility to establish school-based procedures and appropriate course of action for students whose credits are in jeopardy.

Appendix C

Lower Limit of Marks Below 50% on Report Cards Grades 9 to 12

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. (*Growing Success 2010*, p. 39)

Grades are used to report evidence of achievement of overall course expectations, not to reward or to punish. This evidence should be collected over a period of time and gathered from a variety of sources including: observations, conversations, and student products.

Zero can be assigned as a student's report card mark only when there is **no** evidence of achievement of the required curriculum expectations for that course.

Additional Considerations

When reporting marks for students in Grades 9 and 10, teachers may use the code "I", as defined on page 42 of *Growing Success, 2010*. "I" may not be used in Grades 11 and 12.

For Grades 9 to 10, the code "I" may be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgment to determine when the use of "I" is appropriate and in the best interests of the student (*Growing Success 2010*, p. 41). Teachers must provide specific information in the report card comment to support the mark of "I" so students, parents/guardians and school administration understand the reason for this mark. A final mark of "I" indicates that no credit is granted.

For a student who does not obtain a credit, the teacher must provide a Recommended Course Placement Form to the Student Success Team. This may lead to credit recovery, repeating the course, summer school, or an alternate plan allowing for completion of missing work as agreed upon by the student, teacher, and administrator. Pages 84 – 86 of *Growing Success* outline the policy and guiding principles regarding placement of students into a credit recovery program.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **SO3 – Electronic Communication and Social Media Guidelines**
DATE: January 15, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy SO3 – Electronic Communication and Social Media Guidelines to all appropriate stakeholders for comments to be received by April 6, 2018.</p>

Background Information

Policy SO3 – Electronic Communication and Social Media Guidelines is a new policy and is prepared to go out for review.

Next Steps

This Policy will be circulated for stakeholder input in keeping with Board Bylaw 9.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



Use of Electronic Communication and Social Media Guidelines

Board Received: _____ Review Date: _____

Policy Statement:

The Grand Erie District School Board recognizes that electronic communication and social media are an effective tool to connect and engage with a wide-range of audiences, including colleagues, students, parents, staff and the community.

The Board recognizes the changing nature of technology and continues to work to remain current while providing staff with increased opportunities for the use of new technologies and applications.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Electronic Communication and Social Media accounts on behalf of the Board, a school, student and/or parent group follow these guidelines

Procedures:

Electronic communication includes social media and other messaging forms that allow users to interact, create, share and communicate information online. Electronic communication includes, but is not limited to, messaging or video chat applications, websites, email, texting and blogging. It also includes social media networking platforms such as Facebook, Twitter, YouTube, Instagram and Snap Chat.

The use of social media is voluntary and accounts do not require Board or school approval. However, students, School Council representatives and staff are required to inform their school principal when creating an account connected to the school (e.g., a club, group, event or activity). Any activity that relates to the operation of the Board and/or the education of students is considered the business of the Board. All staff, students, trustees and stakeholders of the Board, including but not limited to, School Councils, the Grand Erie Parent Involvement Committee (GEPIC), and the Student Senate, must take this into consideration when using technology to communicate about the business of the Board.

A personal account for staff, whether the individual identifies their place of work or not, is considered public. Staff must always consider their professional standards of practice when engaging on social media. Board or school personnel may discuss or address an individual's choice of content when that content contradicts the Board's vision of Success for Every Student.

Each time staff communicate, they shape public opinion about themselves, their profession, their school, the Grand Erie District School Board and public education. Statements such as, "Tweets are my own and do not reflect my employer's views" do not hold true. Staff must use sound judgement and due care when using social media.

Use of Social Media

Staff, students or School Council Chairs who administer social media accounts on behalf of a student group, a School Council, or an official school/board group, club, event or activity should follow these best practices.

- Social media can be used to promote events – before, during or after-the-fact.
- Social media can promote public education and can positively impact Grand Erie's reputation.
- Social media can be used to communicate during day-to-day activities as well as emergency situations.
- Content on a website can be repurposed through social media.
- Social media can be used to promote meetings, decisions and actions or to highlight achievements or accomplishments.
- Use social media as a tool for collaboration and two-way communication.
- Use social media to solicit input or feedback on various topics.
- Retweet/share information that promotes student, parent, staff or community engagement, including information you feel is relevant to these groups.

Important considerations when using Social Media

- Respect others.
- Maintain confidentiality and privacy.
- Be clear, factual and accurate. Correct mistakes.
- Understand your personal responsibility with respect to the content created and/or shared. Ensure that you have permission to share the personal information of others.
- Consistently monitor and stay current with social media trends and activity.
- Address comments. Be thoughtful and respond in a timely manner.
- Build community. Try to be positive and add value to the conversation.
- Understand that nothing is private. The comments and information you share is public and you are responsible for what you say.
- Avoid political or commercial endorsements.
- Be mindful when someone is expressing an opinion and when someone is being confrontational.
- Remain calm when conflict occurs. Take time to respond thoughtfully.
- Users that post social media content that contravenes the Board's values will be required to remove it.
- Report inappropriate or unsafe behaviour.
- All online dialogue and interactions with students should be for educational purposes only.
- Social media interactions should be professional and reflect the board's character attributes.
- Be mindful of all equity and inclusivity-related board policies and the Ontario Human Rights Code when posting content.
- Retweets, likes and favourites are perceived as endorsements. These interactions should be limited and done with care.

When the Board finds that a violation of this Policy has occurred, it may result in the imposition of one or more of the following:

- administration of the Progressive Discipline process found in Procedure HR119
- disciplinary action up to and including student expulsion;
- disciplinary action up to and including employee termination;
- civil or criminal proceedings

References:

Grand Erie's Code of Digital Citizenship

SO27 – Acceptable Use of Information Technology

Ontario College of Teachers – *Professional Advisory: Use of electronic communication and social media*

Elementary Teachers' Federation of Ontario – *Electronic Communication and Social Media: Advice to Members*

Draft



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Bylaw 8 – Committees of the Board – Addition of Indigenous Education Advisory Committee (IEAC) as a Standing Committee**

DATE: January 15, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 8 – Committees of the Board – Addition of Indigenous Education Advisory Committee (IEAC) as a Standing Committee.</p>
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Background

In June 2016, a memo from the Assistant Deputy Minister for Aboriginal Learning outlined that school board Indigenous Education Leads are required to implement an Indigenous Education Advisory Committee (IEAC). Due to a change in staff and the fact that Grand Erie had a Native Advisory Committee in place, we were allowed to use the latter part of the 2016-17 school year to begin initial exploration into an IEAC with the goal of having an IEAC in place during the 2017-18 school year. Sabrina Sawyer, Grand Erie Indigenous Education Lead connected with leads in other school boards and attend IEAC meetings in Halton as part of her exploration.

The first of two organizational meetings for the Grand Erie IEAC was held on October 24, 2017 with a small group of Grand Erie staff, community representatives and parents. At this meeting we discussed the mandate of the IEAC and began work on a draft Terms of Reference document. The second organizational meeting was held on December 12, 2017 where the draft Terms of Reference were finalized.

Additional Information

This report is to request that the Indigenous Education Advisory Committee be added to the list of Standing Committees as outlined in Bylaw 8.

Attached to this report are the revised Bylaw 8 cover pages and the Terms of Reference for this committee.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will foster and celebrate inclusive school communities to enhance the learning experiences of all students. This report also supports the Equity indicator and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL8

Committees of the Board

Board Received: June 26, 2017 Review Date: September 2021

Statutory Committees

The Board is required under the Education Act and its Regulations to establish the following committees:

1. **Special Education Advisory Committee (SEAC)**
The Board shall establish a Special Education Advisory Committee, in accordance with Regulation 464/97; a regulation made under the *Education Act*
2. **Supervised Alternative Learning (SAL) and Other Excusals from Attendance at School Committee**
The Board shall establish a Supervised Alternative Learning for Excused Pupils Committee, in accordance with Ontario Regulation 308; a regulation made under the *Education Act*.
3. **Student Discipline Committee**
Matters related to student suspensions and expulsions which have been directed to the Board will be referred to a sub-committee of the whole Board as permitted under the Education Act, Section 308 (7).
5. **Accessibility Plan Committee**
The *Integrated Accessibility Standards Regulation* (2011) requires school boards to prepare a multi-year accessibility plan, with annual progress reports.
6. **Audit Committee**
The Board shall establish an Audit Committee in accordance with Ontario Regulation 361/10; a regulation made under the *Education Act*.
7. **Parent Involvement Committee**
The Board shall establish a Parent Involvement Committee in accordance with the Parent Engagement Policies of the Ministry of Education (Ontario Regulation 330/10).

The Terms of Reference for Statutory Committees shall be consistent with the associated Regulations and are attached in Appendix A.

Standing Committees

The Board will establish Standing Committees to provide advice to the Board. The work of a Standing Committee is on-going from year-to-year. The following Standing Committees will be established at the Inaugural Meeting of the Board:

Native Advisory
School Year Calendar
Director's Review Committee
Brantford Joint Use Committee
Student Transportation Services Brant Haldimand Norfolk
Quality Accommodations Committee
Compensatory Education Committee
Privacy Information Management
Safe and Inclusive Schools
Indigenous Education Advisory Committee (IEAC)

The Board may create and eliminate Standing Committees based on the needs of the Board. The Terms of Reference for Standing Committees are attached in Appendix B.

Ad Hoc Committees

The Board may establish Ad Hoc Committees to provide advice to the Board.

Ad Hoc Committees are created to collect and analyze information around an identified issue, to evaluate the information, and to make recommendations to the Board. Unless otherwise described in Regulation, By-Law or policy, the Board shall determine the membership and terms of reference for the Ad Hoc Committee. Upon completing its report an Ad Hoc Committee will be disbanded.

The operating guidelines for Ad Hoc Committees are:

1. Ad Hoc Committee may request information reports from staff or other resources personnel.
2. Ad Hoc Committees will provide opportunities for public and staff input, if such opportunities are part of the mandate of the Committee.
3. Only members of the Ad Hoc Committee (or their designated alternates) may participate in the deliberations of the Committee. Student Members and Student Trustees may participate fully in the discussions of the Committee. On issues that come to a vote, committee members (or designates) may vote. Student Members and Student Trustees are non-voting members but may have their position officially recorded in the minutes
4. Decisions of the Ad Hoc Committee will be reached through consensus, to the greatest extent possible.

Role of Trustees on Committees of the Board

Trustee representation on statutory and standing committees is referenced in the Terms of Conditions for each committee. A Striking Committee meets immediately following the annual Organizational Meeting of the Board to nominate representation on Committees of the Board. The role of Trustees on Committees of the Board is as follows:

- To represent the Board of Trustees
- To respond to Trustee questions arising from the minutes of the committee as appropriate
- To attend all meetings of the committee(s) to which they are assigned.

If an individual Trustee is unable to attend a scheduled committee meeting they are to contact the committee alternate where applicable. Where there is not a designated alternate or if the alternate is not available the Trustee representative will contact the Chair of the Board who will seek to find a replacement for that meeting.

If a Trustee is unable to continue to represent the Board on a committee, they are to communicate this to the Chair of the Board in writing. The Chair of the Board will then reconvene the Striking Committee to choose another Trustee for the committee for the duration of the term.

Indigenous Education Advisory Committee Terms of Reference

1. Mandate

To promote, enhance and improve Indigenous Education for all students.

2. Statement of Purpose and Responsibilities

The Indigenous Education Advisory Committee will:

- i. advise, consult and collaborate on how best to improve Indigenous student outcomes
- ii. provide advice on initiatives including, but not limited to, student programs, native studies, student retention and alternative education programs
- iii. advocate both provincially and locally for specific needs of Indigenous students
- iv. provide input into supports to build capacity of educators to develop strategies to improve the integration of Indigenous perspectives in the classroom and school community
- v. identify community issues that impact education
- vi. reflect the opinions and interests of the groups represented by the members of the committee
- vii. report back to the stakeholders they represent

3. Committee Composition

The Indigenous Education Advisory Committee (IEAC) shall be comprised of:

- 3.1 Native Trustee
- 3.2 Trustee appointed by the Board
- 3.3 Chair of Six Nations Council Education Committee or Alternate
- 3.4 Six Nations Confederacy Council Representative
- 3.5 Director of Education – New Credit or Alternate
- 3.6 Mississaugas of the New Credit Education Pillar Lead
- 3.7 Additional Representative from MNCFN
- 3.8 Region 9 Metis Representative
- 3.9 Representation from no more than 5 local associations. Local association is defined as an association or organization that operates locally within the area of jurisdiction of the board which further the interest of Indigenous education.
- 3.10 Up to 10 Parent Representatives

4. Committee Operating Procedures

- 4.1 In January of each year IEAC will select a Chair of the committee.
- 4.2 The Indigenous Ed Lead shall prepare the meeting schedule and agendas for each meeting.
- 4.3 A total of five meetings will take place annually – October, December, February and April and June
- 4.4 Meetings will alternate between day and evening.
- 4.5 The committee will operate using a consensus model.
- 4.6 Meeting Minutes will be provided to all members
- 4.7 Role of staff – Board staff may be called upon to support this committee.

5. Role of Staff

Staff will provide information, support, and direction and will facilitate the work of the committee in matters related to the advisory role of the committee.

6. Role of the Board

- 6.1 Appoint Trustee members.
- 6.2 Ensure that Indigenous parent and community members constitute a majority of the Committee
- 6.3 Support the Work of the Committee

DRAFT



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **HR107 – Maintaining Employee Safety while Working with Students**
DATE: January 15, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure HR107 – Maintaining Employee Safety while Working with Students as information.</p>

Background

Procedure HR120 – Maintaining Employee Safety while Working with Students was circulated to all appropriate stakeholders for comments to be received by December 1, 2017.

Comments Received

Comment: The Board recognizes Incident response procedures and debriefing. Response procedures - opportunity to debrief after traumatic event

Response: Amended to include information about staff debrief after traumatic events

Comment: response to staff

Response: Amended

Comment: 3.0 last paragraph – add SO12 (Code of Conduct)

Response: Amended to include reference to policy number.

Comment: 4.0 d) remove Administrative

Response: Amended

Comment: 4.0 2nd paragraph – should exceptional be removed from this section?

Response: Amended

Comment: 4.0 c) – who can change the safety plan? Are parents involved when changes are made? Reviewed annually by whom?

Response: If involved, BC can change plan in consultation with staff, principal and teacher can also change plan. Whoever is involved in the development of the plan can make edits. Final approval of the implemented plan is the principal.

Parents should be involved or at least informed when changes are made. (often parents do not agree with what the school feels needs to be in a safety plan. Parents do not sign to agree with the plan. The principal has an obligation to keep staff safe. So parents are an important contributor to the plan, but there is occasions where they do not agree with restraint for example and we have to leave it in the plan.

The annual review is the responsibility of the school principal. Every September I remind admin to ensure that all staff have copies of the most current plans and now that the plan is in LITE, will need to be updated with current staff, printed and signed each September.

Comment: 7.0 7th paragraph “if 18 years of age or older the student will be notified directly” Some students over 18 may not be able to understand this conversation – should the language be updated to include substitute decision makers, or other appropriate person?

Response: Amended

Comment: Page 6 – spell out CAS

Response: Amended

Comment: Student re-entry plan

3rd paragraph, 2nd sentence. Would this make more sense in a different part of procedure? Maybe in follow up actions?

Response: Already included in follow-up actions section.

Comment: Page 7 – short & LT 3rd bullet – does exceptional belong here?

Response: Amended to remove

Comment: 7.0 2nd paragraph suggest ...and promote prevention of incidents from the behaviour...

Response: Amended

Comment: Appendix A

Change he/she himself/herself

Spell out JOHSC

Response: Amended

Comment: Appendix B - Should there be reference to where this document is on the portal?

Response: Amended to include reference to where this form can be found on the staff portal.

Comment: On page 6, under section 7.0 "Student Re-entry Plan", I would like the Board to consider adding to the list of steps that the principal takes before the return of the student:

The principal will meet with the classroom teacher, the learning resource teacher, and other appropriate school personnel to plan for the return of the student prior to meeting with the student or the student's parents.

The reason I submit this proposed change is that I do hear of cases where the classroom teacher is given no opportunity to meet and discuss the return of the student before other Board employees and parents meet. It's important that the person who will be spending the most time at school with the student, and the one who is most responsible to enact updated or new plans, be ensured the opportunity to give input and express concerns in the process.

Response: Amended

Comment: Regarding the actual form, *Employee's Report of Injury/Disease/Incident Form 1* (Appendix B), I would recommend that more space be given to add details, and to change the 'full, part, casual' area to check boxes

Response: On the staff portal the form meets these criteria.

Comment: This procedure talks about “exclude a student from attending school...”. We state number of days a student can be suspended should we not also have the same for exclusion? Are we tracking the number of exclusion letters sent home and the duration of the exclusion? I believe we report on suspension and expulsions the same should happen for exclusion.

Response: There is a template that principals modify for their individual use, but there is no specific policy just for exclusion currently in Grand Erie. Currently we follow Regulation 265(1)m and PPM 145 which states that exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, they are expected to notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1) m. The number of days a student may be excluded is specific to each case. We are currently not formally tracking the number and duration of exclusions in Grand Erie.

Comment: Is there a timeframe to the development of safety plans?

Response: There is no specific time frame for the development of safety plans, however once it is deemed that a safety plan is required for a child there is every effort to complete it in a timely fashion. Because the plans are housed in LITE now, schools can write one immediately putting preliminary precautions/responses into place. Behaviour Counsellors can also consult with the school, or write them through the referral process.

Additional Information

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

Communication Plan

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

Respectfully submitted,

Liana Thompson
Superintendent of Education



PROCEDURE

HR107

Maintaining Employee Safety While Working with Students

Board Received: _____ Review Date: _____

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Active roles in supporting staff to develop strategies to prevent violence are present.
– Clear communications with employees and parents.

Procedures:

1.0 INTRODUCTION

Grand Erie District School Board recognizes its responsibility, in partnership with pupils, their families, staff and the community, to provide a safe, positive learning and working environment for staff working with students.

The main purpose of this procedure is to provide schools with direction in dealing with situations in which the behaviour of students has resulted in injury to a Board employee.

It is recognized that enhanced measures for staff working with students who display violent or aggressive behaviours may be required.

It is recognized that students may, at times, exhibit some aspects of behaviours that may be considered aggressive. This may be due to cognitive or developmental level, or as part of the nature of their exceptionality as a student who has special needs. As well, the behaviours are not necessarily intended to harm others and take place due to limited control over their actions or changes in their environment that can adversely affect them.

The Board recognizes that, despite the challenges presented by the behaviour of students, every precaution reasonable will be taken in the circumstances for the protection of a worker, to maintain a safe working environment. The safe working environment may be achieved through protective equipment and/or effective educational programming to address student - specific needs, staff training, and effective incident response to staff procedures and debriefing. Staff will have the opportunity to debrief after a traumatic event.

2.0 BACKGROUND

Principals, Vice Principals, regular education and special education teachers, educational assistants, early childhood educators and support staff provide instructional programs and services to students. As well, secretaries and custodians are also involved in supporting students.

On occasion, aggressive behaviour may be directed toward staff members resulting in significant physical or emotional trauma to the Board employee.

The Board will take all reasonable precautions to ensure the safety of staff for anticipated and unanticipated acts that result in physical or emotional injury to staff due to the behaviour of students.

The Board is committed to working with staff and students to plan proactively to minimize occurrences of injury and to respond effectively when unsafe situations arise.

3.0 AUTHORITY

Under the Occupational Health and Safety Act, and applicable regulations, The Board is required to take every precaution reasonable for the protection of a worker. Under Regulation 857, the Principal and Vice Principal are supervisors, and are therefore responsible for taking reasonable precautions when dealing with students in our schools.

Also, under the Education Act, Part 13, Behaviour, Discipline, and Safety, the Principal has a duty to ensure that a student's behaviour does not affect the safety of staff, students and others. In exercising this duty, the Principal or Vice Principal may exclude a student from attending school pending a review of safety precautions.

The Board's **Policy SO12 - Code of Conduct** outlines the expectations for ensuring a safe environment, student behaviour expectations, and consequences for failure to meet these expectations.

4.0 RESPONSIBILITIES

Board staff have varying responsibilities depending on their role. However, all staff must work together to respond appropriately to incidents that occur. It is the responsibility of:

- a) The Principal to respond to concerns about staff safety, to investigate and develop follow up plans regarding incidents and to communicate this procedure to staff.
- b) All staff to follow instructions for safety procedures in the school, and to follow procedures outlined in Individual Education Plans and safety and behaviour plans for students if these are in place.
- c) The Family of Schools Superintendent in consultation with the Superintendents responsible for Special Education and/or Safe Schools (or designates) to oversee program adjustments and staff or resource needs that may be required to provide for the learning needs of students that demonstrate violent or aggressive behaviour and the safety of staff.
- d) The Joint Occupational Health and Safety Committee (JOHSC) to monitor and review concerns regarding the implementation of this **Administrative Procedure** and consider training when necessary.
- e) The Superintendent of Education with responsibilities for Human Resources to assist with procedures for employee support, deployment, and response to concerns.

5.0 GENERAL PROCEDURES TO PREVENT OCCURRENCES OF VIOLENCE AGAINST STAFF

Wherever possible, preventative planning should take place to be prepared for situations where risk may occur.

The application of consequences may be mitigated and/or modified to meet the needs of some students based on information contained in the student's Individual Education Plan. Responses will be handled consistently, and in compliance with the policies and procedures

of the Board and legislation found in the Education Act, Occupational Health and Safety Act, and other legislative statutes governing residents of Ontario.

The following information outlines areas that need to be addressed:

- a) At the initiation of the principal, an individualized safety plan will be developed for a student whose behaviour is known to pose ongoing risk to staff or others.
- b) The Principal and Teachers will participate in the development of the safety plan and will gather input from educational assistants, and other staff and parents, as appropriate. All involved staff will receive copies of safety plans for those students with whom they directly work. These plans are to be stored in a secure location.
- c) Parents/guardians are to be involved in the development of the safety plan with the appropriate staff. Changes to any plan will be documented and shared with the Principal and other all appropriate staff members by the school principal. The plan will be reviewed at least annually.
- d) The review of the safety plan will be used to identify and facilitate staff training and orientation appropriate for staff assigned to that student.

The Principal is responsible for informing all staff including supply staff, of existing or new safety plans.

6.0 STAFF TRAINING

Staff training is an essential part of effective planning and programming for students with challenging behaviours.

In addition, enhanced training measures may be required for staff dealing with students with known high levels of needs to promote prevention of incidents occurring due to student behaviour.

A variety of training materials and methods will form the basis of ongoing training, and are reviewed regularly. Some examples are:

- Behaviour Management Systems
- Principles of Applied Behaviour Analysis
- Workplace violence reporting

Other appropriate training as deemed necessary by Human Resources or the Superintendents with responsibilities for Special Education and/or Safe Schools will be provided for staff as required.

Employees will be expected to undertake training where it is deemed necessary, to deal effectively and proactively with students demonstrating challenging behaviour. The Board will provide opportunities for training as required by the Occupational Health & Safety Act. For staff routinely working with students who have challenging behaviours, the level of training will need to be in accordance with the level of behaviour presented by the students.

7.0 SPECIFIC INCIDENT PROCEDURES TO ADDRESS INJURY OR VIOLENCE TOWARD A STAFF MEMBER

The following guidelines are intended to support school staff in dealing with a behavioural situation involving the injury of a staff member that results from aggressive behaviour of students.

Immediate Actions:

Employees will immediately report to the principal or principal designate:

- a violent incident or a serious threat by an student.
- any situation in which an employee requires medical, emotional, or other assistance

The Principal will conduct a preliminary investigation to assess the seriousness of the incident and immediate responses needed. Also refer to Policy HR8 Workplace Violence and follow if appropriate.

It is the responsibility of all staff to ensure that the safety and physical well-being of the student(s) and employee(s) involved are attended to immediately.

The Principal (or designate) will ensure that all persons involved are safely and securely situated and will determine whether any person is in need of emergency first aid, emotional, or other immediate assistance.

The appropriate Superintendent will be notified as soon as possible for any serious incident.

The Parent/guardian of the student (if the student is under 18) will be notified. If 18 years of age or older the student (or the person with legal entitlement to make decisions for them) will be notified directly.

The Principal will make a determination of whether the student should be suspended or excluded from school pending the completion of the investigation and follow-up measures by the Principal. This decision will be communicated to the parents by the Principal.

The emergency contact/family member of the employee may be notified depending on the seriousness of the incident and employee wishes.

The Principal will make a determination regarding police involvement. In circumstances where the Principal has chosen not to involve the police, the affected employee will be informed of her/his right to notify the police.

If the employee feels that the situation endangers her/his health or safety, and indicates a refusal to work due to this concern, the “Work Refusal Process” (See Appendix A) agreed upon through the Joint Occupational Health and Safety Committee will be followed. The Superintendent responsible for Special Education and/or Safe Schools (or designates) and the Family of Schools Superintendent should be advised as soon as possible if a work refusal is initiated.

Follow Up Actions:

Investigation:

The principal will investigate the circumstances surrounding the incident. Investigation will include the review of:

- The details of the incident including interviewing of witnesses, examination of the incident site, medical treatment required, etc.
- Current work practices employed and student responses to same;
- Previous history and documentation to date;
- Current Individual Education Plan and safety plan (if in place for the student) and adherence to the strategies contained in each

The Principal shall follow appropriate disciplinary procedures with respect to the Board's Code of Conduct and individual student Individual Education Plans and safety plans. Also refer to Policy HR8: Workplace Violence regarding investigation.

Documentation:

If an employee is injured:

An *Employee Report of Injury/Incident/Disease Form* (Appendix B) must be used to document the circumstances relating to the injury or incident. The Board's Procedure HR121 Employee Injury/Incident/Disease Investigation and Reporting Procedures outlines the requirements for notification and investigation of the incident. If this falls within the definition of workplace violence, then follow Policy HR8 and complete the Workplace Violence Report Form.

Support of staff:

The school principal may arrange other support of the staff as determined in consultation with Board staff (Family of Schools Superintendent, Superintendent with responsibilities for Special Education and/or Safe Schools (or designates), Special Education, Safe Schools and Human Resources Departments). This support may be required to meet:

- Physical needs (medical assessment or treatment, recuperation)
- Emotional needs (counselling, Employee Assistance Plan, debriefing)
- Risk management needs (assistive devices, additional support staff, and training, Violence Threat Risk Assessment, review of behaviour and/or safety plan).

Prevention of Recurrence:

Based on the findings of the above investigation, the principal will recommend appropriate actions to avoid a recurrence.

Short-term and long-term responses may include:

- Review of the Individual Education Plan and/or safety and/or behaviour plan, with revisions as needed
- Violence Threat Risk Assessment
- Environmental modifications
- Changes in work procedures
- Additional staff training
- Personal protective equipment
- Counselling, timeout, suspension
- Modified school attendance;

- Police intervention or Child and Family Services CAS intervention
- Other intervention deemed appropriate

Student Re-entry Plan

The re-entry of a student after an aggressive incident must be well planned in order to avoid further difficulties.

The Principal will make the determination of the appropriateness and timing of the student's return to school. In cases of any significant injury or safety concern, a student may need to be suspended or excluded from school until the necessary actions have been taken to address the safety concerns and prevent further incidents.

Written communication should be sent to the parent following notification of the status of the student that has taken place in the immediate response phase. This notification would generally consist of one of the following:

- Notice of concern about student behaviour
- Modifications to the work environment or procedures for the student may require an extended period of absence of the student from the class or school
- Suspension, Suspension Pending Expulsion, or Exclusion letters

The following steps must be taken prior to the return of the student:

- The principal will meet with the classroom teacher, the learning resource teacher, and other appropriate school personnel to plan for the return of the student prior to meeting with the student or the student's parent.
- The Principal will schedule a case conference with parent/guardian or the student who is 18 years of age or older (or the person legally entitled to make decisions for them), appropriate school, board and/or community personnel to prepare for the transition back to school for the student
- The Principal will support the preparation and/or review of a safety and/or behaviour plan or a Student Action Plan and modify where necessary.
- Short- and long-term responses may include:
 - Environmental modifications
 - Staff training as needed
 - Involvement of community agencies to support the school in meeting the student's needs (e.g., counselling)
 - Modified school day
 - Review and modify the Individual Education Plan, safety and/or behaviour plan as appropriate
 - Other interventions which the Principal may deem appropriate

8.0 MONITORING

The monitoring of employee incidents of injury and concerns about the behaviour of students is necessary to minimize further occurrences, and to develop plans where needed for training and other preventative measures.

It is the responsibility of all staff and system partners within the Board to support and promote prevention of incidents resulting from the behaviour of students.

The following steps will be taken annually to monitor the area of employee injury due to the behaviour of a student:

- All Employee Report of Injury/Incident/Disease Forms will be forwarded to the Human Resources Department.
- Reports identifying aggressive behaviour will be reported to the Joint Occupational Health and Safety Committee.
- ~~The Health and Safety Office will provide to Executive Council monthly reports identifying aggressive behaviour and injury trends with recommendations to reduce the level of aggressive behaviour.~~

Monthly reports will be provided to the Joint Occupational Health and Safety Committee to monitor the implementation of this procedure and make the necessary recommendations to the employer.

Appendix A



GRAND ERIE DISTRICT SCHOOL BOARD

WORK REFUSAL PROCESS

As per The Occupational Health and Safety Act and Regulations for Industrial Establishments Regulations 851, Section 43.

The Right to Refuse Unsafe Work

A worker has the right to refuse unsafe work that ~~he/she has~~ they have reason to believe may endanger ~~him/herself~~ themselves or another worker.

The right to refuse unsafe work applies to all those covered under the Occupational Health and Safety Act. Certain workers who have a responsibility to protect public safety cannot refuse work that is in the normal course of their duty, i.e.: firefighters, police, ambulance etc.

Limitations:

Teachers employed under the Education Act and governed by the Teaching Profession Act have a "limited" right to refuse work. Teachers may not exercise the right if the life, health or safety of a student is placed in imminent jeopardy (RRO 1990 Reg. 857). It should be noted however, that teachers have always had the right to refuse to use unsafe equipment. Refer to Administrative Memo 27 – Right to Refuse Unsafe Work.

From the Occupational Health and Safety Act

Refusal to work

(3) A worker may refuse to work or do particular work where ~~he or she has~~ they have reason to believe that,

- (a) any equipment, machine, device or thing the worker is to use or operate is likely to endanger ~~himself, herself~~ themselves or another worker;
- (b) the physical condition of the workplace or the part thereof in which ~~he or she works~~ they work or is to work is likely to endanger ~~himself or herself~~ themselves;
 - (b.1) workplace violence is likely to endanger ~~himself or herself~~ themselves; or
- (c) any equipment, machine, device or thing ~~he or she is~~ they are to use or operate or the physical condition of the workplace or the part thereof in which ~~he or she works or is~~ they work or are to work is in contravention of this Act or the regulations and such contravention is likely to endanger ~~himself, herself~~ themselves or another worker. R.S.O. 1990, c O.1, s. 43 (3).

***Note:** Due to the complexity of the refusal process, a principal/supervisor should contact the Health and Safety Officer immediately and in the meantime the employee should not be required to undertake the work that ~~he or she considers~~ they consider unsafe.

The Occupational Health and Safety Act describes the exact process for refusing dangerous work and the responsibilities of the supervisor, JOHSC Joint Occupational Health and Safety Committee member designated to handle work refusals, and the refusing worker.



GRAND ERIE DISTRICT SCHOOL BOARD

Employee's Report of Injury/Disease/Incident – FORM 1

(All injuries/diseases/incidents must be reported on this form on the day of the injury or awareness of disease/incident. This form can be found on the Staff Portal-Forms-Health and Safety Forms)

Date:	
Name:	Occupation:
Address:	Full-time:
	Part-time:
	Casual:
Telephone:	Worksite Location:
Date and time of injury/awareness of disease/incident:	
Date and time reported to supervisor:	
Lost time? Yes <input type="checkbox"/> No <input type="checkbox"/>	Date last worked: Hour last worked: a.m. p.m.
	Date returned to work: Hour returned to work: a.m. p.m.
1. What happened to cause the injury/disease/incident? Describe the injury, part of the body involved and specify left or right side.	
2. Name and position of person to whom injury/disease/incident was reported. If the injury/disease/incident was not reported immediately, please give reasons.	
3. What were you doing at the time of the injury/disease/incident was reported. In the injury/disease/incident was not reported immediately, please give reasons.	
4. Was anyone else involved or was there any other contributing factor? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please give details.	
5. Where did the injury/disease/incident occur? (Within the worksite)	
6. Name(s) and address(es) of witnesses.	

<p>7. Have you had a previous similar injury/disease? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, give details.</p> <p>If the previous similar injury/disease was work related, was a WSIB claim established? Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>8. Did you receive:</p> <p>a) first aid? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>b) medical attention? (by doctor, dentist, chiropractor) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, provide the name and address of the practitioner and/or hospital.</p> <p>Use this space if you wish to provide additional information to describe the injury/disease/incident</p>

Supervisor's Report

1. What do you consider to be the obvious cause of the injury/disease/incident?
2. What do you consider to be the underlying cause of the injury/disease/incident?
3. What immediate steps have you taken to prevent recurrence?
4. What additional steps will be taken to prevent recurrence?
5. Name and phone number of Supervisor conducting investigation.
6. Date of Investigation

PLEASE NOTE

Injuries/disease/incidents should be reported to the supervisor immediately and the completed Form 1 sent to DL-EMPLOYEE_ACCIDENTS as soon as possible. The report can also be faxed to 519-7595362. The Workplace Safety and Insurance Board must be notified (by Human Resources staff) within 72 hours of the supervisor becoming aware of any incidents involving lost time or medical attention. Failure to report may result in WSIB levying a minimum fine of \$250 for each infraction.

Please notify Health and Disability Officer at Head Office of the date and time of the employee's return to work (519) 756-6306, ext. 281130 or by e-mail.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business & Treasurer
RE: **HR121 – Injury / Incident / Disease Investigation and Reporting**
DATE: January 15, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure HR121 – Injury/ Incident / Disease Investigation and Reporting** as information.

Background

Procedure HR121 – Injury / Incident / Disease Investigation and Reporting was circulated to all appropriate stakeholders for comments to be received by December 1, 2017.

Comments Received

Comment: 1.1 Principal shall ensure that first aid is provided

Response: Yes. Already included in pre-amble.

Comment: Opening statement - states this section is for supervisors, but 1.4 & 1.5 cover employee's responsibilities

Response: Moved to opening statement.

Comment: 1.1 suggest - sufficient number of personnel with up to date first aid training

Response: Amended

Comment: 1.5 are other methods of informing other than telephone

Response: Amended to include other types of communication. (Email, text)

Comment: 1.6c who notifies? Appendix B states H & S officer

Response: Communication protocol is listed under 2.0 D

Comment: 2.0 A 1 - complete Injury/Disease/Incident Report - is this the correct title for this form?

Response: Yes

Comment: B4- what about an employee's duty to tell the supervisor?

Response: As per 1.0 - 1.4, "All incidents and accidents must be reported to the employee's Principal or supervisor within 72 hours of the occurrence."

Comment: D2- if situation requires (remove such)

Response: Amended

Comment: 3.0 accident investigation procedures, when does an investigation occur? Is a report written? How are the results of the investigation shared if appropriate? Prevention?

Response: A written accident investigation report is completed on every incident and the detail of the report is based on the severity and complexity of the accident. The details of the report are shared with the JOHSC and the committee determines the next actions (training, repairs, communication)

Comment: Appendix B - Last box - why does it say the supervisor complete the paper form?

Response: This is triggered by the severity of the accident. Critical injuries (or worse) will require a supervisor to complete the report due to the likelihood that the employee may not be able to complete it.

Additional Information

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

Communication Plan

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

Respectfully submitted,

Raf Wyszynski
Superintendent of Business & Treasurer



PROCEDURE

HR121

Employee Injury/Incident/Disease Investigation and Reporting Procedures

Board Received: _____ Review Date: _____

Accountability:

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

Procedures:

All incidents and accidents must be reported to the employee's Principal or supervisor within 72 hours of the occurrence.

Employees injured while acting within the scope of his/her duties, but outside regular working hours shall report the accident as soon as possible either by telephone, email, text or in person.

The following procedures outlines the steps a Principal or Supervisor shall take when an employee is injured while acting within the scope of his/her duties for the Board.

1.0 Initial Response

- 1.1 Administer first aid. Under the Workplace Safety and Insurance Act each school and worksite is required to have a sufficient number of personnel with up to date first aid training able to provide quick access to treatment for staff.
- 1.2 If necessary, call for an ambulance (911) or arrange for the injured person to be transported to the hospital or doctor. The school principal or site supervisor is responsible for ensuring that appropriate measures are taken.
- 1.3 If necessary, notify the emergency contact if known.
- 1.4 In the event of a critical injury or death, do not disturb the accident site, except for the purpose of:
 - a) saving life or relieving human suffering;
 - b) maintaining an essential public utility service or a public transportation system; or
 - c) preventing unnecessary damage to equipment or other property, until the OSBIE adjuster, as well as the Ministry of Labour Inspector and/or the JOHSC Certified members have seen the site and conducted an investigation and released the site.
- 1.5 See Policy HR8 Workplace Violence and if the event falls within the definition, then complete appropriate forms.

2.0 Injury/Disease/Incident Reporting Requirements

The principal or supervisor must report all incidents or accidents to the appropriate school board officials and government agencies immediately. Please see Appendix B for a flow chart.

A. Reporting an event that does not result in physical injury, for example, slip/trip with no fall, verbal threat.

1. Complete Injury/Disease/Incident Report. This can be done through on line access to the Board's Staff portal. Please see instructions on Appendix A attached.

B. Reporting a First Aid Injury (staff person injured, First aid provided at school level, but no lost time)

1. Control hazardous conditions to prevent further injuries.
2. Ensure first aid is provided.
3. Complete Injury/Disease/Incident Report. This can be done through on line access to Staff Portal. Please see instructions on Appendix A attached
4. If this situation becomes a lost time injury or if a health care professional is consulted, the Principal or Supervisor **MUST** notify the Health and Disability Officer as soon as this comes to their attention.

C. Reporting a Medical Treatment Injury (services requiring the professional skills of a health care practitioner, services provided by hospitals or health facilities, the administration of prescription drugs)

1. Control hazardous conditions to prevent further injuries.
2. Ensure first aid is provided/call 911 or provide transportation to doctor/hospital.
3. Complete Injury/Disease/Incident Report. This can be done through on line access to Staff Portal. Please see instructions on Appendix A attached
4. Monitor employee who is on injury leave or modified work placement. (See HR116 Return to Work Program and Workplace Accommodation.) The Principal and Supervisors shall assist the Human Resources Department in providing modified work.
5. Report employee return to work to the Health and Disability Officer as soon as this comes to their attention.

D. Reporting a Critical Injury

NOTE: Critical Injury Reporting applies to **ANY PERSON** on Board property, including staff, students and visitors.

Critical Injury is defined as:

- a) Places life in jeopardy **or**
- b) Produces unconsciousness **or**
- c) Results in substantial loss of blood **or**
- d) Involves the fracture of a leg or arm but not a finger or toe (includes the fracture of a wrist, hand, ankle or foot) and (fracture of more than one finger or more than one toe does constitute a critical injury if it is an injury of a serious nature) **or**
- e) Involves the amputation of a leg, arm, hand or foot but not a finger or toe (the amputation of more than one finger or more than one toe does constitute a critical injury if it is an injury of a serious nature) **or**
- f) Consists of burns to a major portion of the body **or**
- g) Causes the loss of sight in an eye

1. Control hazardous conditions to prevent further injuries
2. **If required**, evacuate building as per emergency evacuation procedures.
3. Ensure first aid is provided; call 911 or provide transportation to hospital.

4. Do not disturb the accident site.
5. Report accident to Fire Department and/or Police.
6. Inform School Health and Safety Site Reps. and Trade Union if necessary.
7. Inform Board Health and Safety Officer.
 - 7.1 Health and Safety Officer will inform the Ministry of Labour and coordinate any investigation conducted by the MOL.
 - 7.2 Health and Safety Officer will inform the Certified JOHSC members.
8. If you are unable to contact the Board Health and Safety Officer, then you **MUST** contact the Ministry of Labour 1-877-202-0008 and the Certified JOHSC members, who can be reached through the HR Assistant to Health and Safety.
9. Ensure a written report of the circumstances of the occurrence and investigation is completed by the Certified JOHSC members and sent to a Director of the Ministry of Labour within 48 hours.
10. Complete Injury/Disease/Incident Report. This can be done through on line access to Staff Portal. Please see instructions on Appendix A attached
11. Monitor employee who is on injury leave or modified work placement. (See HR116 Return to Work Program and Workplace Accommodation.) The Principal and Supervisors shall assist the Human Resources Department in providing modified work.
12. Report employee return to work to the Health and Disability Officer as soon as this comes to their attention.

E. Reporting a Fatality

NOTE: Fatality Reporting applies to **ANY PERSON** on Board property, this includes staff, students and visitors.

1. Control hazardous conditions to prevent further injuries and call 911.
2. Do not disturb the accident site.
3. Report immediately to school Superintendent and Director of Education.
4. Inform Board Health and Safety Officer.
 - 4.1 Health and Safety Officer will inform the Ministry of Labour and coordinate any investigation conducted by the MOL.
 - 4.2 Health and Safety Officer will inform the Certified JOHSC members.
5. If you are unable to contact the Board Health and Safety Officer, then you **MUST** contact the Ministry of Labour 1-877-202-0008 and the Certified JOHSC Co-Chairs they can be reached through the HR Assistant to Health and Safety.
6. Inform School Health and Safety Site Representatives and Trade Union(s) if necessary.
7. Ensure a written report of the circumstances of the occurrence and investigation is completed by the Certified JOHSC members and sent to a Director of the Ministry of Labour within 48 hours.
8. Complete Injury/Disease/Incident Report. This can be done through on line access to Staff Portal. Please see instructions on Appendix A attached

NOTE: The family of any person on board property suffering a fatality will be notified by the Director of Education or designate.

3.0 Accident Investigation Procedures

In consultation with the Health and Safety Officer, if required.

- 3.1 Principals or supervisors shall visit the site of the accidents and observe the task, equipment, materials, environmental conditions, work procedures and any unusual situations.
- 3.2 Principals and supervisors may interview injured workers and/or any other workers who are likely to know the causes of the accident/incident.
- 3.3 All hazardous conditions will be controlled to prevent further injuries.

Appendix A

Accessing the On Line Report

1. The "Injury/Incident/Disease Report" is now available on line through the Staff Portal.
2. This on line report will be electronically submitted to the HR Dept. and to your supervisor for them to complete their portion.
3. The use of this on line form does not negate you from verbally informing your supervisor of the incident.
4. We encourage everyone to use the on-line form, but the paper copy will still be accepted.
5. You MUST access the form through the Staff Portal
6. If you do not have or do not know your LOG IN information for Staff Portal, call the Help Desk and request that information. 519-756-6306 ext 287070 (Toll free: 1-888-548-8878)

EMPLOYEES REPORT OF INJURY/INCIDENT/DISEASE INSTRUCTIONS

Step 1: Go to the Staff Portal.

- a) Go to the Applications tab across the top.
- b) Expand the Applications tab and then click on Employee Injury Report.

Step 2: Complete the Form

- a) Click on the **Lookup** Button and enter your information to find your record

The screenshot shows the 'parklane' logo at the top left and 'Employee Incident Report' at the top right. The form is divided into several sections:

- Introduction:** Contains instructions on how to report an incident and a note about the importance of accurate reporting.
- Employee Details:** Includes a 'Lookup' button, a text input for 'Employee Name', and dropdown menus for 'Job Class / Position', 'City', and 'Birth Date'.
- Reporting Information:** Includes a dropdown for 'Supervisor / Contractor' with a search prompt, and text inputs for 'Your Telephone Number' and 'Your Email Address'.
- Incident Description:** Includes a section for 'Incident Type' with radio button options for different types of incidents.

Enter your name and birthdate to find your record.

The screenshot shows the 'Employee Incident Report' form from Parklane. An 'Employee Lookup' modal is open, allowing the user to search for their record by entering their first name, last name, and birth date (in YYYYMMDD format). The background form includes sections for 'Introduction', 'Employee Details' (with fields for Employee Name, Job Class / Position, Supervisor / Contractor, and contact information), 'Reporting Information', and 'Incident Description' (with radio buttons for incident type and fields for date and time).

Using your keyboard and the various drop down menus, complete the required information in the various fields, ensuring that you provide as much necessary detail as possible.

This section provides a detailed view of the 'Reporting Information' and 'Incident Description' parts of the form. The 'Reporting Information' section includes a field for 'Supervisor / Contractor' and a section for 'Please provide your contact information below' with fields for 'Your Telephone Number' and 'Your Email Address'. The 'Incident Description' section includes a section for 'Incident Type' with four radio button options, and fields for 'Date of Incident' (with a 'Today' button) and 'Time' (with a 'Pick' button).

You have 950 characters left

Injury Details

Describe your Injury:

Affected Areas (check all that apply):

<input type="checkbox"/> Head	<input type="checkbox"/> Teeth	<input type="checkbox"/> Lower Back
<input type="checkbox"/> Face	<input type="checkbox"/> Neck	<input type="checkbox"/> Abdomen
<input type="checkbox"/> Eye(s)	<input type="checkbox"/> Chest	<input type="checkbox"/> Pelvis
<input type="checkbox"/> Ear(s)	<input type="checkbox"/> Upper Back	

Left Right	Left Right	Left Right
<input type="checkbox"/> Shoulder	<input type="checkbox"/> Hand	<input type="checkbox"/> Lower Leg
<input type="checkbox"/> Arm	<input type="checkbox"/> Fingers	<input type="checkbox"/> Ankle
<input type="checkbox"/> Elbow	<input type="checkbox"/> Hip	<input type="checkbox"/> Foot
<input type="checkbox"/> Forearm	<input type="checkbox"/> Thigh	<input type="checkbox"/> Toes
<input type="checkbox"/> Wrist	<input type="checkbox"/> Knee	

Medical

Did you seek medical treatment? ☐ Yes ☐ No ☒ Unknown

If you click **yes** to Medical attention a drop down menu will appear to add more information.

You have 950 characters left

Injury Details

Describe your Injury:
 scratch

Affected Areas (check all that apply):

<input checked="" type="checkbox"/> Head	<input type="checkbox"/> Teeth	<input type="checkbox"/> Lower Back
<input type="checkbox"/> Face	<input type="checkbox"/> Neck	<input type="checkbox"/> Abdomen
<input type="checkbox"/> Eye(s)	<input type="checkbox"/> Chest	<input type="checkbox"/> Pelvis
<input type="checkbox"/> Ear(s)	<input type="checkbox"/> Upper Back	

Left Right	Left Right	Left Right
<input type="checkbox"/> Shoulder	<input type="checkbox"/> Hand	<input type="checkbox"/> Lower Leg
<input type="checkbox"/> Arm	<input type="checkbox"/> Fingers	<input type="checkbox"/> Ankle
<input type="checkbox"/> Elbow	<input type="checkbox"/> Hip	<input type="checkbox"/> Foot
<input type="checkbox"/> Forearm	<input type="checkbox"/> Thigh	<input type="checkbox"/> Toes
<input type="checkbox"/> Wrist	<input type="checkbox"/> Knee	

Medical

Did you seek medical treatment? ☒ Yes ☐ No ☐ Unknown

Where were you treated?

☐ On Site Clinic
☐ Ambulance
☐ Health Professional Office
☒ Medical Clinic
☐ Emergency
☐ Admitted to Hospital

When you have entered in all the appropriate information then click **Submit**.

Once you have submitted your report you will see a drop down like below that verifies that the report was submitted and gives you the option to print a copy for your records.

The form is divided into several sections. The top section contains checkboxes for body parts, organized into three columns. The middle section is titled 'Medical' and contains two sub-sections: 'Did you seek medical treatment?' and 'Where were you treated?'. The bottom section is titled 'Submission Complete' and contains a confirmation message, a submission ID, and two buttons: 'Print Report' and 'Start a New Report'.

<input type="checkbox"/> Eye(s)	<input type="checkbox"/> Chest	<input type="checkbox"/> Pelvis
<input type="checkbox"/> Ear(s)	<input type="checkbox"/> Upper Back	
Left <input type="checkbox"/> Shoulder	Left <input type="checkbox"/> Hand	Left <input type="checkbox"/> Lower Leg
Right <input type="checkbox"/> Arm	Right <input type="checkbox"/> Fingers	Right <input type="checkbox"/> Ankle
<input type="checkbox"/> Elbow	<input type="checkbox"/> Hip	<input type="checkbox"/> Foot
<input type="checkbox"/> Forearm	<input type="checkbox"/> Thigh	<input type="checkbox"/> Toes
<input type="checkbox"/> Wrist	<input type="checkbox"/> Knee	

Medical

Did you seek medical treatment? ☒ Yes ☐ No ☐ Unknown

Where were you treated?

☐ On Site Clinic

☐ Ambulance

☐ Health Professional Office

☒ Medical Clinic

☐ Emergency

☐ Admitted to Hospital

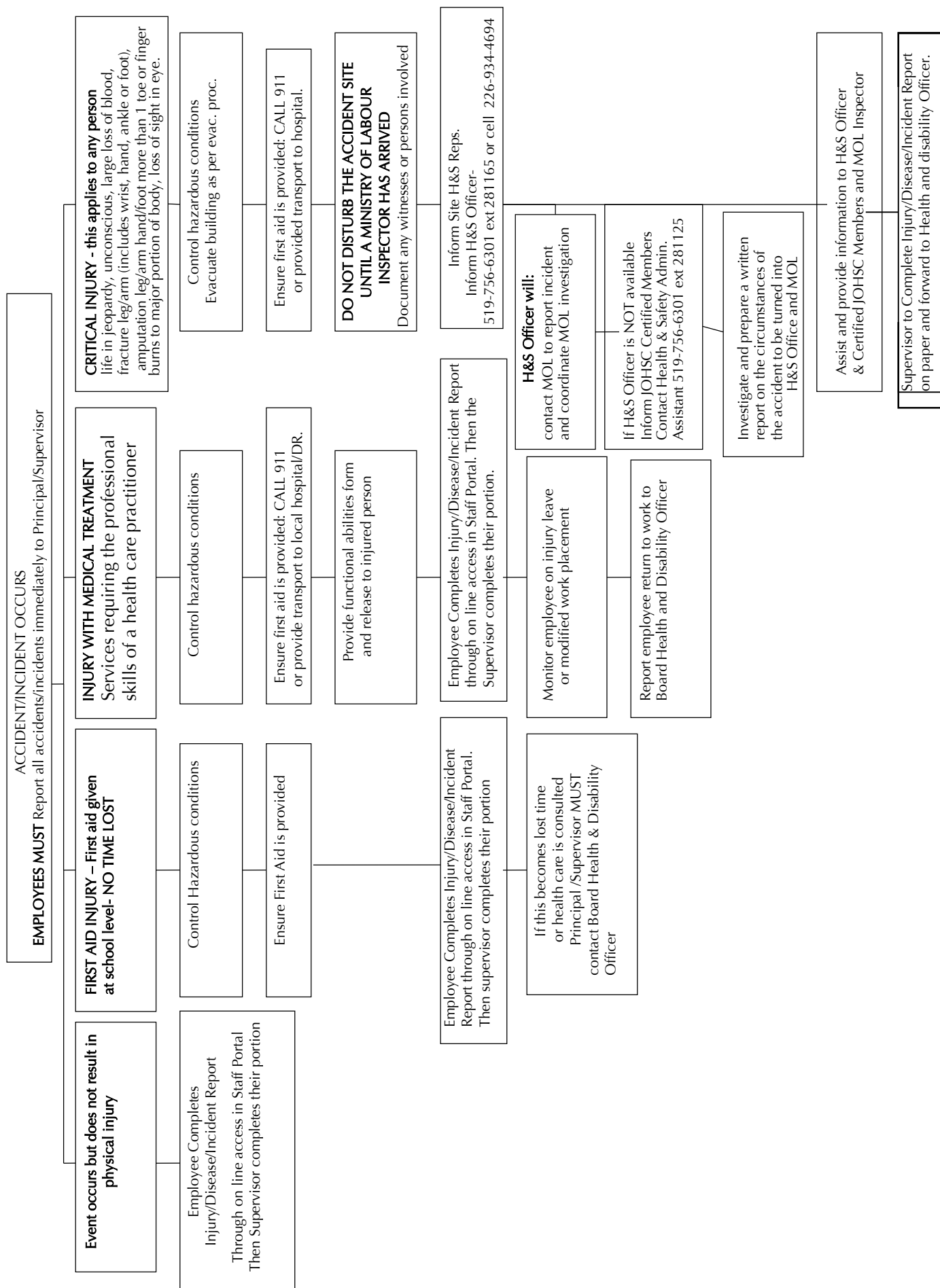
Submission Complete

Your submission ID is **345**

This report has not been submitted. You can either print a copy of the submitted report, create a new report, or log out.

Your Supervisor will receive an email telling them an injury report has been completed and give them a link to complete their portion of the report.

APPENDIX B — Accident Reporting





GRAND ERIE DISTRICT SCHOOL BOARD

Employees Report of Injury/Disease/Incident - FORM 1

(All injuries/diseases/incidents must be reported on this form on the day of the injury or awareness of disease/incident)

Date:	_____	Occupation:	_____
Name:	_____	Full-time:	<input type="checkbox"/>
Address:	_____	Part-time:	<input type="checkbox"/>
Postal Code:	_____	Casual:	<input type="checkbox"/>
Telephone Number:	_____	Worksite Location:	_____
Date of Birth:	_____	SIN:	_____
Date of Hire:	_____		
Date and time of injury/awareness of disease/incident: _____			
Date and time reported to supervisor: _____			
Lost Time:	YES <input type="checkbox"/> NO <input type="checkbox"/>	Date Last worked:	_____
		Hours Last Worked	_____ a.m./p.m.
		Date Returned to Work	_____

1. What happened to cause the injury/disease/incident?
Describe the injury, part of the body involved and specify left or right side.

2. Name and position of the person to whom the injury/disease/incident was reported. If the injury/disease/incident was not reported immediately, please give reasons.

3. What were you doing at the time of the injury/disease/incident?
Give details of the equipment or materials used and the size and weight of objects being handled.

4. Was anyone else involved? Yes ☐ No ☐
Were there any other contributing factors? Yes ☐ No ☐
If yes, please give details.

5. Where did the injury/disease/incident occur? (Location within the worksite)

6. Name(s) and address(es) of witnesses.

7. Have you had a previous similar injury/disease? Yes ☐ No ☐
If yes, give details.

If the previous similar injury/disease was work related, was a WSIB claim established?
Yes ☐ No ☐

8. Did you receive: First Aid? Yes ☐ No ☐
Medical Attention? (by Doctor, Dentist, Chiropractor) Yes ☐ No ☐
If yes, provide the name and address of the practitioner and/or hospital:

Use this space if you wish to provide additional information to describe the injury/disease/incident.

Supervisor's Report

1. What do you consider to be the obvious cause of the injury/disease/incident?

2. What do you consider to be the underlying cause of the injury/disease/incident?

3. What immediate steps have you taken to prevent recurrence?

4. What additional steps will be taken to prevent recurrence?

Name and phone number of Supervisor conducting this investigation

Date of Investigation:

PLEASE NOTE

Injuries/disease/incidents should be reported to the supervisor immediately and the completed Form 1 sent to DL-EMPLOYEE_ACCIDENTS as soon as possible. The Workplace Safety and Insurance Board must be notified (by Human Resources staff) within 72 hours of the supervisor becoming aware of any incidents involving lost time or medical attention. Failure to report may result in WSIB levying a minimum fine of \$250. for each infraction.

Please notify Health and Disability Officer at Head Office of the date and time of the employee's return to work (519) 756-6306, ext. 281130 (toll free at 1-888-548-8878) or by e-mail.

H&S/Forms and Memos/Employees Report of Injury 2004



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **P106 – Home Instruction**
DATE: January 15, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure P106 – Home Instruction** as information.

Background

Procedure P106 – Home Instruction was circulated to all appropriate stakeholders for comments to be received by December 1, 2017.

Comments Received

Comment: Medical evidence- 2nd paragraph "this is all that is required" is this line necessary?

Response: Amendment

Comment: Page 2 procedure - 2nd paragraph suggest

The principal may request and the student be approved for an additional hour per week from the appropriate family of schools superintendent

Response: Amendment

Comment: Should the 4th and 5th paragraphs be reversed?

Deal with school year first then summer

Response: Amendment

Comment: The proposed wording under the section titled, 'Classroom Teacher Responsibilities' causes concern regarding the increase in workload for classroom teachers and their responsibility to record attendance. Specific concerns are as follows:

Attendance: *The student shall be marked present for the course(s)/subjects for which they are receiving Home Instruction with a "H" in PowerSchool.*

Elementary classroom teachers may not be aware if the student is absent or receiving home instruction. The classroom teacher may not know if the letter 'A' for absent or 'H' should be used. Also, there was discussion whether or not teachers can access the letter 'H' in PowerSchool. I believe that attendance for such students receiving home instruction should be completed by a staff member who is aware of the status of the student (i.e. principal or school secretary).

Response: The student's attendance must be recorded for the course(s)/subjects for which the student is receiving Home Instruction. This statement has been moved to the Procedures section on page two.

...where possibly they are to work with the Home Instruction teacher on the appropriate instruction materials, and assessment and evaluation methods for grading and marking course materials.

I agree with the wording, 'where possible' but this additional paragraph adds to the workload and responsibilities of the classroom teacher. The home instructor is paid to plan and deliver the program. I agree that the classroom teacher should provide some direction to the home instructor (i.e. curriculum expectations that will be taught during the absence, assessment methods used for other students) but should not be expected to provide materials or to assess the student while he or she is away. The classroom teacher should also not be held responsible for the teaching methods and outcomes of home instruction. The home instructor should be providing assessment information to the classroom teacher and if the student is absent for a whole term, the instructor should determine the report card grade.

I believe the responsibilities of the classroom teacher need to be limited, yet supportive, and should be more clearly stipulated than as proposed.

Response: Responsibilities for Home Instruction reside with both the classroom teacher and the Home Instruction teachers. A statement has been added under *Home Instructors Selection and Responsibility* and, this statement remains under *Classroom Teacher Responsibilities*.

Comment: Page 3 Note - removed "administrative" before procedure

Response: Amendment

Comment: Classroom teacher responsibilities

This only appears to speak to secondary students. Should this be broadened to include elementary

Response: It is a K-12 focus. This section has been amended as a result of other comments and, is now reflective of both elementary and secondary.

Comment: Application form

Request to continue

Nature of student's inability to ability to attend school If the Dr's note only needs to say medical reasons (page 1) the reason may not be known Where is this document retained?

Response: Amendment

Comment: Record of home instruction

Course/subject. Should grade be added here for elementary students?

Response: Amendment

Comment: **Re: Classroom Teacher Responsibilities**

"Attendance: The student shall be marked present for the course(s)/subjects for which they are receiving Home instruction with a "H" in PowerSchool.

The teacher of record in PowerSchool is responsible for the attendance reporting for the student on their class list. As well, where possible they are to work with the Home Instruction teacher on the appropriate instruction materials, and assessment and evaluation methods for grading and marking course materials. They are solely responsible for the reporting of the student's achievement in PowerSchool."

Our response:

If the student is not attending class and is excused from class for Home Instruction, the classroom teacher has no clerical responsibilities for that student. The classroom teacher should not be considered “the teacher of record” for that student unless that student is attending the class.

Experience from other Boards indicates that it is possible for such clerical work to be completed by administration.

If the student is not attending class and is excused from class for Home Instruction, the classroom teacher has no responsibilities to work with the Home Instruction teacher on appropriate instruction materials, or assessment and evaluation methods for grading and marking course materials.

In secondary schools, it is common that the classroom teacher will never know or see the Home Instruction student. As well, the instructional, assessment and evaluation methods appropriate for use in a classroom setting are unlikely to be appropriate for one-on-one instruction with the Home Instruction student. The requirement that the classroom teacher assume responsibility for this not only imposes additional work load on the classroom teacher, but does a disservice to the Home Instruction student.

It is significant to note the proposed Procedure makes no reference to the responsibilities of the Home Instructor. Home Instructors are trained professional Teachers, who have access to the curriculum requirements specified by the Ministry and the Board, and are capable of generating and applying appropriate instructional, assessment and evaluation materials. As well, this is what they are paid for. If Home Instructors do not have access to PowerSchool to input attendance and achievement data, these clerical duties can be assumed by administration.

Response: Amendment to: the Home Instruction Teacher’s responsibility; student attendance moved to the Procedure section; and, removal of the teacher of record in PowerSchool statement.

Additional Information

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

Communication Plan

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

Respectfully submitted,

Linda De Vos
Superintendent of Education



PROCEDURE

P106

Home Instruction

Board Received: _____ Review _____

Accountability

1. Frequency of Reports – As needed
3. Criteria for Success – Students with legitimate absences (usually related to injury/illness) receive support
Supports are time limited to ensure re-entry into school

Procedures

Background

A child may be excused from attendance at school if "...the child is unable to attend school by reason of sickness or other unavoidable cause." On occasion, due to the anticipated length of an absence, it is deemed advisable to assist day school pupils in maintaining their program and progress throughout the duration of their absence.

"A principal, subject to the approval of the appropriate supervisory officer, may arrange for home instruction to be provided for a pupil where,

1. medical evidence that the pupil cannot attend school is provided to the principal; and
2. the principal is satisfied that home instruction is required." [Reg. 298, S.11(11)]

Home Instruction is not to be confused with "Home Schooling".

Home Instruction will be approved then coordinated by the appropriate Family of Schools Superintendent through the home school principal. The Superintendent will ensure that the required written documentation is complete and will notify the home school principal of students who are approved to receive Home Instruction.

Medical Evidence

"Medical evidence" is considered to be acceptable if it consists of a signed statement from an appropriately qualified medical practitioner. Appropriately qualified medical practitioners include, but are not limited to, psychologists, psychiatrists and medical doctors. Questions concerning appropriately qualified medical practitioners, other than those listed above, should be directed to the appropriate Family of Schools Superintendent.

"Medical evidence" should consist of the clear and simple signed statement that "(student's name) is unable to attend school for medical reasons", and the approximate dates between which the student will require Home Instruction. ~~This is all that is required.~~

Charges for the provision of medical certificates will not be assumed by the Grand Erie District School Board.

Procedure

Principals are asked to submit the “statement of medical evidence” along with a completed copy of the attached **“Application for Authorized Home Instruction”** form.

A maximum of four (4) hours per week will be available. In exceptional cases, the principal may request ~~an extension of an additional hour and receive approval~~ and, the student be approved for ~~an additional hour per week~~, from the appropriate Family of Schools Superintendent.

In some instances, approval for Home Instruction may be given verbally, by telephone, by the appropriate Family of Schools Superintendent, prior to receipt of the necessary documentation. This would allow for a quick response to circumstances where the medical evidence is clear.

Home instruction will occur on instructional days as per the Grand Erie District School Board calendar and will cease on the last instructional day of the school year, or when the student returns to school. ~~Principals must seek approval regarding extenuating circumstances from the appropriate Family of Schools Superintendent for home instruction to occur outside of the regular school year.~~

Home instruction will not go beyond the end of the semester (secondary schools) or term (elementary schools) unless the principal re-submits the Application for Home Instruction Form with the Request to Continue Home Instruction section completed; and, receives authorization from the appropriate Family of Schools Superintendent. An updated “statement of medical evidence” shall be required in order for the extension to be approved. ~~Principals must seek approval regarding extenuating circumstances from the appropriate Family of Schools Superintendent for home instruction to occur outside of the regular school year.~~

Application for extension must occur prior to the end of semester (secondary schools) or term (elementary schools).

Although rarely, there are occasions on which Home Instruction may be provided to students who are able to attend school, but only part-time or on an unpredictable schedule. These circumstances should be discussed in advance with the appropriate Family of Schools Superintendent.

Following approval, the original request and medical statement will be returned to the school and will be retained in the student’s O.S.R. A copy will be retained at the Office of the FOS Superintendent for a period of one year in accordance with freedom of information legislation.

When home instruction is discontinued, the principal/vice-principal shall complete the “Termination of Home Instruction” section on the “Application for Authorized Home Instruction” form and return it to the appropriate Family of Schools Superintendent.

In order to support student achievement, schools need to have a return to school plan in place for students returning after a period of home instruction.

~~The student shall be marked present for the course(s)/subjects for which they are receiving Home Instruction with a “H” in PowerSchool.~~

Home Instructors Selection and Responsibilities

The principal of the school is expected to make arrangements for providing a Home Instructor.

Home instructors should be board employees, thereby subject to the requirements of police reference checks/Vulnerable Sector screening that is required of all teaching employees. Home Instructors are usually teachers selected from the Occasional Teacher List; however, they may be the student's own teacher or another teacher from the staff of the student's school. If the student's own teacher, or another teacher from the staff of the student's school, is willing to provide home instruction, this instruction will occur **outside** the regular hours of the school day and will be tracked on the **"Record of Home Instruction"** form. Home Instructors maintain contact with the home school teacher(s) of record regarding the student's progress and, participates in meetings related to the needs of the student as necessary.

Note – teachers acting in the role of Home Instructors should be made aware of **Administrative Procedure HR104 – Employee Safety Protocol at Non-Board Locations**.

Classroom Teacher Responsibilities

Attendance: ~~The student shall be marked present for the course(s)/subjects for which they are receiving Home Instruction with a "H" in PowerSchool.~~

~~The teacher of record in PowerSchool is responsible for the attendance reporting for the student on their class list. As well, Where possible they the classroom teacher are is to work with the Home Instruction teacher on the appropriate instruction materials, and assessment and evaluation methods for grading and marking course materials. They however are solely~~ The classroom teacher is responsible for the reporting of the student's achievement in PowerSchool, unless otherwise arranged through the Principal.

Payment of Home Instructors

A record of the home instruction which has been provided is to be forwarded to the appropriate Family of Schools Superintendent **monthly** on the attached form, **"Record of Home Instruction"**. The Record of Home Instruction will be submitted to the Payroll Department, by the Superintendent's Office, for payment.

Payment to teachers delivering home instruction is for the actual time instructing the student.



GRAND ERIE DISTRICT SCHOOL BOARD APPLICATION FOR AUTHORIZED HOME INSTRUCTION

Surname	Given Name	Year/month/day D.O.B:	School
Address (Street /Lot/Con/Town/Postal Code)		Telephone	Grade
Parent / Guardian Signature			
Nature of Student's Inability to Attend School			
Medical Certificate attached: Yes <input type="checkbox"/> No <input type="checkbox"/> (Medical certificate must accompany initial application)			
Date Last Attended Schools:		Date Home Instruction to Commence	
Anticipated Date of Return	Course(s) / Subject(s)		
Teacher(s) recommended to deliver instruction			
Requested by:	Principal	Date:	
Authorized by	Superintendent of Education	Date:	

REQUEST TO CONTINUE HOME INSTRUCTION

Home Instruction **continuation** requested for the **above-named student** beginning:

Medical Certificate attached Yes ☐ No ☐ Anticipated Date of Return:

Nature of student's inability to attend school:

Principal's Signature	Date:
Superintendent's Signature	Date:

TERMINATION OF HOME INSTRUCTION

Home instruction has been **terminated/completed** for the **above-named student**.

Date completed: (i.e. date of last home visit)	
Principal's Signature	Date:
Superintendent's Signature	Date:

CC: Ontario Student Record
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD
RECORD OF HOME INSTRUCTION
INSTRUCTOR - TIME SHEET

A. INSTRUCTOR:

Surname _____

Given Name _____

Address (Street / Town, Lot / Con., Postal Code) _____

Telephone _____

STUDENT'S NAME _____

SCHOOL _____

Course/Subject or Grade: _____

B. RECORD OF INSTRUCTION:

Curriculum Covered			Assessment/Evaluation		
Dates worked	# of hours	Parent initial	Dates worked	# of hours	Parent initial

Hourly Rate: _____

Total No. of Hours Worked: _____

Total Amount: _____

NOTICE: FAILURE TO SIGN BELOW WILL RESULT IN RETURN OF FORM AND DELAY IN PAYMENT

Personal information recorded on this form is collected and maintained under the authority of the Education Act and will be used by authorized Board personnel to determine eligibility for employment and if hired for the purposes consistent with and necessary to the proper administration of an employer-employee relationship such as information required for enrolment in benefit plans, preparation of payroll, compliance with provisions of the Income Tax Act, Worker's Compensation Act, collective agreements and for purposes of compliance with an act of the Ontario Legislature or the Parliament of Canada. Questions about this collection of personal information should be directed to the Superintendent of Education (Human Resources), Grand Erie District School Board, 349 Erie Avenue, Brantford, Ontario N3T 5V3

I hereby consent to the use of the personal information contained herein for the purposes set out in the above notice.

This record should be submitted regularly to the Superintendent of Education's Office – minimum, **on a monthly basis**, if the term of the Home Instruction is prolonged.

SIGNATURES:_____
Employee_____
Principal_____
Superintendent of Education

Date: _____