



Committee of the Whole Board Meeting

Monday, November 12, 2018
Board Room, Education Centre

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (iii) Property Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Ad Hoc Committee – Grand Erie and Six Nations – Action Plan D. Martins
 - * (b) Rural and Northern Education Spending Report R. Wyszynski
 - * (c) Elgin Ave Public School Consolidation Report R. Wyszynski
 - * (d) Hagersville Secondary School Child Care Project Committee R. Wyszynski
 - * (e) Central Public School Child Care Project Committee R. Wyszynski
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) Facility Renewal Plan 2018-19 R. Wyszynski
 - * (b) Trustees' Travel and PD Expenses R. Wyszynski
- D - 2 **New Business - Information Items**
- * (a) 2018-19 Indigenous Education Board Action Plan D. Martins
 - * (b) Grand Erie Graduation Report D. Martins
 - * (c) Annual Update Multi-Year Accessibility Plan 2017-22 L. Thompson
 - * (d) Health & Safety Annual Report 2017-18 R. Wyszynski
 - * (e) Student Suspension Report (S06) W. Baker
 - * (f) Student Expulsion Report (S07) W. Baker
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) BL9 – Processes for Development of Bylaws, Policies and Procedures (**A**) B. Blancher
 - * (b) Policy Changes due to Enactment of the *Cannabis Act, 2017* W. Baker
 - SO10 – Bullying Prevention and Intervention Processes (**A**)
 - SO11 – Progressive Discipline and Promoting Positive Student Behaviour (**A**)
 - SO12 – Code of Conduct (**A**)
- E - 2 **Procedure Consideration - Information Items**
- F - 1 **Other Business**

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, November 12, 2018
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G - 1 Correspondence

H - 1 Adjournment

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

Special Education Advisory Committee	November 15, 2018	6:00 PM	Board Room
Chairs' Committee	November 26, 2018	5:45 PM	Norfolk Room
Board Meeting	November 26, 2018	7:15 PM	Board Room
Board Nominations and Organizational	December 3, 2018	7:15 PM	Board Room
Audit Committee	December 4, 2018	4:00 PM	Brant Room
Student Trustee Senate	December 4, 2018	10:30 AM	Board Room
Inaugural Board	December 10, 2018	7:15 PM	Board Room
Special Education Advisory Committee	December 13, 2018	6:00 PM	Board Room
Native Advisory Committee	December 18, 2018	9:00 AM	Tollgate Technical Skills Centre

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Ad Hoc Committee – Grand Erie and Six Nations Action Plan**
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Ad Hoc Committee – Grand Erie and Six Nations Action Plan report as information.

Background

In 2017-18 the Grand Erie District School Board struck an Ad Hoc Committee in collaboration with the Six Nations of the Grand River community to review the enrollment pressures at McKinnon Park Secondary School. The Grand Erie Board accepted the Ad Hoc Committee's report in June 2018 with the following next steps:

1. A commitment to continuing the conversation between Six Nations and Grand Erie – could be through the Native Advisory Committee or through the Indigenous Education Advisory Committee.
2. Development of an Action Plan including timeframe and responsibility to be shared with committee members to address ideas shared to enhance our relationship that will cover:
 - a. Communication Plan
 - b. Exploration of Program Opportunities
 - c. Joint Learning Opportunities
 - d. Partnership Opportunities

Additional Information

A. Communication Plan

- Produce media stories featuring Grand Erie Indigenous Education programs, services, and supports for release quarterly (November 15, January 15, April 15, June 30), and create a distribution plan and budget for this media strategy.
- More effectively promote existing programs and courses that have an Indigenous focus. (During Course Selection Process)
- Further facilitate information sharing with non-Grand Erie educational staff on how Six Nations students can access our unique programs and services. (2018-19 school year)

B. Exploration of Program Opportunities

- Increase visibility of Indigenous, Metis and Inuit culture in schools so these students see themselves reflected in their school's environment and resources. (Through access to resources in Board Action Plan)
- Investigate a Native Studies course option that will provide the best opportunity for all secondary school students to be exposed to learning about Indigenous Peoples of Canada and provide resources for schools to build that program. (No later than September 2020)
- Continue to provide professional development and resource support to Grand Erie staff to better equip them to bring an Indigenous focus into all courses across the curriculum.

- Explore the feasibility of consolidating existing programming that has an Indigenous lens to create a sustainable Indigenous culture packaged program. (No later than September 2020)

C. Joint Learning Opportunities

- Continue to work with Six Nations education staff to ensure there is at least one common professional activity day between Six Nations and Grand Erie to facilitate joint professional development opportunities.
- Continue to share out Grand Erie professional development opportunities with Six Nations education staff in a timely manner so we may engage together in joint professional learning.
- Expand upon opportunities for Six Nations intermediate teachers to develop a good working understanding of Pathways and Grand Erie secondary school programs through school support visits. (2018-19 school year)

D. Partnership Opportunities

- Work more closely with Six Nations education staff to ensure mutually agreed upon dates for activities in both transition plans to engage parents and provide effective measures for successful transition of Six Nations students to Grand Erie secondary schools. (2018-19 school year)
- Review Native Advisory Committee terms of reference and make recommendations for a greater community voice. (2018-19 school year)
- Increase Additional Qualification opportunities for staff to add Native Studies to their teaching qualifications as outlined in the Board Action Plan. (2018-19 school year)
- Promote opportunities with community stakeholders to encourage recruitment of Indigenous, Metis, Inuit people with respect to employment in a variety of roles within Grand Erie. (Ongoing)
- Launch the Indigenous Community Resource List that is accessible to Grand Erie staff. Investigate the creation of a protocol working standard which reflects each Indigenous, Metis, Inuit presenter, Indigenous elders and cultural mentors. (November 2018)

Next Steps

Share this Action Plan with the community via the Native Advisory Committee and the Indigenous Education Advisory Committee.

Grand Erie Multi-Year Plan:

This report supports the Achievement and Equity indicators 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. We will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Rural and Northern Education Fund Spending Report**
DATE: November 12, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2017-18 Rural and Northern Education Fund Spending Report as information</p>
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Background

In June 2017 the Ministry announced new funding, through the Grants for Student Needs (GSN), dedicated for school boards to further improve educational opportunities for students from rural communities. Funding was allocated to school boards based on the number of rural students and two factors measuring the density of rural student enrolment in the board.

School boards must use the funding for rural education based on local needs and report publicly on how the funding is used, such as:

- Improving programming and support services in rural schools
- Continuing the operation of rural schools; or
- Enhancing student transportation options such as late bus runs and mobile e-learning through tablets or Wi-Fi.

Schools must utilize the funding allocated to the Board using a preliminary school list from the Ministry. The list is comprised of schools in which at least half of their students are from rural communities.

Boards are required to publicly post details of RNEF expenditures as well as those schools in which RNEF funding was spent.

Grand Erie District School Board received \$583,173 for the 2017-18 school year.

Additional Information

The information below summarizes how the Grand Erie District School Board utilized this funding for the 2017-2018 school year.

Description	Budget	Actual
Ultraviolet Purification System installation at six elementary schools	\$123,000	\$181,319
Additional secondary programming for second semester <ul style="list-style-type: none"> • Plan: Expand programming offerings that would normally not be available • Actual: Due to a significant decline in enrolment in the secondary panel, funding was utilized to support existing sections in schools which qualified for RNEF. 	\$120,000	\$251,007
Central Position – 0.5 FTE Student Success Itinerant Re-Engagement Teacher <ul style="list-style-type: none"> • Plan: Supplement decrease in EPO grant (Re-Engagement 12/12+) • Actual: Other EPO funding was utilized to support this 0.5 FTE 	\$54,000	\$16,885
Principal and Vice-Principal Relief	\$120,000	\$22,085
Secondary Athletics Facilitator	\$25,000	\$16,930
Principal release time for transition at new Dunnville elementary school <ul style="list-style-type: none"> • Plan: To offset decreased funding in top up grants for rural schools • Actual: Deferred to 2018-19 due to construction delays 	\$26,000	\$ -
Distribution to all schools on Ministry list* <ul style="list-style-type: none"> • Support schools in: <ul style="list-style-type: none"> ○ Field trips ○ Transportation ○ Before/After school activities ○ Programming 	\$99,944	\$94,947
Contingency	\$15,229	\$ -
Total Allocated	\$583,173	\$583,173

Respectfully submitted,

Raf Wyszynski,
Superintendent of Business and Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Elgin Avenue Public School Consolidation Report**
DATE: November 12, 2018

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report on the Elgin Avenue Public School Consolidation as information.

Background

In 2016 the Grand Erie District School Board conducted an accommodation review which concluded with a proposed solution that would close West Lynn Public School and a partial demolition of Elgin Avenue Public School that would result in a four classroom addition onto the school. Elgin Avenue was selected as the site for retrofit and expansion because of its central location and large site. Elgin Avenue was also faced with some condition issues as the 2015 Condition Assessment provided by Asset Evolution Inc. suggested that the 1968 wing of the building (368.6 sq. meters) should be demolished due to its condition and poor functional relationship with the rest of the building. This wing currently houses the school library which was recommended to be relocated to the current school gym. The proposed solution would then add a new, more appropriately sized gym, two kindergarten classrooms and two regular classrooms on to the school while addressing accessibility and circulation issues.

At the October 24, 2016 Board Meeting, the Board approved the redevelopment of Elgin Avenue Public School to include additional classroom space and also approved the closure of West Lynn Public School which would become surplus pending capital approval.

A Capital Priorities Submission was sent to the Ministry and an Approval to Proceed letter was received from the Ministry in August 2017. Based on Ministry Funding, the Board received a total capital allocation of \$6,180,145 to spend on this project.

Funding Allocation					
Project	Capital Priorities	Full Day Kindergarten	Child Care	Child & Family Program	Total
Elgin Ave Consolidation	\$3,558,461	\$524,337	\$1,573,010	\$524,337	\$ 6,180,145

Further to this, the 2017-18 Board Capital plan indicated an additional commitment of \$2,500,000 from the School Renewal Grant (\$250,000), School Condition Improvement (\$2,000,000) and Community Hub (\$250,000). The addition of these internally assigned allocations created an anticipated project budget of \$8,680,145.

At the May 28, 2018 Board Meeting, Senior Administration brought back a report illustrating that the original scope of the original project would cost an additional \$6 million. In the report, five options were presented for Trustees for consideration:

1. Approve amount and use School Condition Improvement (SCI) funding to fund gap of approximately \$6,000,000
2. Approve design and seek ministry approval to proceed
3. Significantly modify original design by renovating library into classrooms, maintain current gymnasium, seek funding for library addition, and reduce renovations to existing site
4. Modify design by removing all enhancements such as “kiss and ride” lane, additional parking spots, new offices, reducing size and amenities of gymnasium, etc.
5. Do not renovate Elgin; seek funding for new school

The discussion at the Board meeting raised many perspectives:

- A \$6,000,000 infusion from the SCI fund would deplete a valuable resource for the Board
- Spending \$14.7 million on a 60-year-old building would not be feasible as new schools are being constructed for \$10-\$15m (depending on scope)
- There has been a drastic change in the current market for skilled labour and the funding no longer aligns with costs of construction
- Requesting additional funding for a new school from the current government may delay project for years
- One of the options presented at the accommodation review in 2016 was to renovate West Lynn but due to accessibility and logistics, it was not considered as the Board would be incurring \$100,000 year over year in transportation
- At some point the community needs to be engaged

Finally, the Trustees directed Senior Administration to postpone the renovation and movement of Elgin Avenue PS students to Lynndale Heights Public School and to revisit the options in November 2018.

Recent Developments

Since that meeting, staff have reviewed the 5 options above and have documented the following considerations for each option:

Option 1: Approve amount and use (SCI) funding to fund gap of approximately \$6,000,000

- Although the additional \$6m could be funded from the balance in the SCI Reserve, the Facilities Department has indicated that the \$6m is just an estimate and that unknown costs of exploring/mitigating issues with original structure and decades-old retrofits could yield additional costs; further depleting the SCI reserve and bringing the possibility of recognizing unsupported capital (against the goals in the Multi-Year Financial Recovery Plan).
- The \$14.7m total project cost would still leave certain components of the building in the current state or not addressed such as roofing, equipment, lockers, accessibility of entrances, etc.
- An Approval to Proceed (ATP) would still need to be submitted to the Ministry if the Board wanted to proceed in this manner.
- Senior Administration does not recommend proceeding with this option.

Option 2: Approve design and seek ministry approval to fund the \$6 million gap

- The Ministry has indicated in conversations that it will not approve a design that deviates so considerably from the original scope and funding.
- Senior Administration does not recommend proceeding with this option.

Option 3: Significantly modify original design by renovating library into classrooms, maintain current gymnasium, seek funding for library addition, and reduce renovations to existing site

- While reducing and significantly modifying the design may align costs to available funding (\$8.7m), the items that require modification will leave a school that would not meet standards and expectations the Board has set on its school designs.
- Many of the items mentioned in Option 1 above (roofing, equipment, lockers, accessibility of entrances, etc.) would not also be addressed and be deferred to future budgets.
- Current gymnasium does not address needs of school; but not replacing the gym would reduce cost estimate by \$1m.
- Ministry will not support funding a library addition.
- Renovations to existing spaces totaled \$4.8m in the initial estimates;

Type of Renovation	Cost
Plumbing and Drainage	550,000
Fire Protection	210,000
Electrical/Controls	1,300,000
HVAC and ducting throughout entire building	1,425,000
Flooring	190,000
Fitting, Fixtures and Equipment	400,000
Interior Finishes	200,000
Other	310,000
Demolitions	165,000
Total	\$4,750,000

- It would be difficult to prioritize which renovations to complete and which to defer to future years as many of these items can only be renovated efficiently while the building is unoccupied.
- Senior Administration does not recommend proceeding with this option.

Option 4: Modify design by removing all enhancements such as “kiss and ride” lane, additional parking spots, new offices, reducing size and amenities of gymnasium, etc.

- The table below outlines, from the cost consultant report, what each component is estimated to cost.

Project Component	Estimated Cost	Action	New Estimated Cost
Gymnasium	1,000,000	Exclude	-
Childcare	1,750,000	Must Include	1,750,000
Addition	4,800,000	Some Modifications	4,000,000
Plumbing and Drainage	550,000	Some Modifications	247,500
Fire Protection	210,000	Must Include	210,000
Electrical/Controls	1,300,000	Some Modifications	585,000
HVAC and ducting throughout entire building	1,425,000	only A/C in new construction	400,000
Flooring	190,000	Could exclude	-
Fitting, Fixtures and Equipment	400,000	Some Modifications	180,000
Interior Finishes	200,000	Some Modifications	90,000
Other	310,000	Some Modifications	139,500
Demolitions	165,000	Must Include	165,000
Site Works - Kiss and Ride	1,200,000	Exclude	-
Site Works - Mechanical & Electrical	600,000	Must Include	600,000
Site Works - Other	100,000	Must Include	100,000
Parking	210,000	Could exclude	-
Stairwells (Fire and Ramp)	100,000	Must Include	100,000
Other Demolitions	200,000	Must Include	200,000
Total	14,710,000		8,767,000

- Another engagement with the architect will be required to develop a new architectural plan
- Some of these costs cannot be deferred much longer as many items are nearing end-of-life within the next ten years.
- This would leave the school with a high risk of short term repairs.
- Students could still not attend Elgin Avenue PS due to renovation and portables at Lynndale Height PS would cost approximately \$250,000 per year.
- Transportation of students from Elgin Avenue PS to Lynndale Heights is approximately \$70,000 per year.
- Senior Administration does not recommend proceeding with this option.

Option 5: Do not renovate Elgin; seek funding for a new school

- The Board will need to forfeit the funding it has received from the Ministry for the Elgin Ave PS renovation project and absorb any fees (architect) currently expended.
- The 2018-19 Capital Priorities window has not yet opened, but given the complex nature of submitting a business case, this wouldn't be ready for 4 to 6 months.
- There are other priority submissions which are already in the queue for which the Board is awaiting approval.
- The 2016 South East Norfolk Accommodation Review Committee approved motion would not be executed.
- This option could be explored further.

Next Steps

With many of the options above not recommended by Senior Administration, the Board is faced with exploring the possibility of two distinct scenarios. Given the quantity of internal and external information that is required to make a decision on each scenario, the Senior team is seeking direction from Trustees to explore one of these two scenarios:

Scenario 1: Forfeit the School Consolidation Funding and explore funding for a new school

This scenario, which mirrors Option 5 above would require a Board motion forfeiting the \$6.2 million from the Ministry and absorbing any fees currently expended on the Elgin Avenue PS renovation. Senior Administration would then initiate the research and planning necessary to develop a business case for funding for a new school on the existing site. Given the unknowns of the current political landscape, a successful business case may not be awarded to Grand Erie which could shelve the project and any development for at least three years.

Scenario 2: Re-visit the recommendations from the South East Norfolk Elementary Accommodation Review

At the October 17, 2016 Committee of the Whole Meeting, the South East Norfolk Accommodation Review – Addendum Information Report was presented summarizing various options. Option 7 was to keep West Lynn PS open and, instead, close Elgin Avenue PS. The rationale is summarized below:

- Enhanced utilization rates over Elgin, immediately and in 10 years.
- Renovations would be cheaper and less disruptive as students could attend school while construction occurs.
- Repurposing the Elgin property would present more revenue-generating possibilities than the West Lynn property.
- West Lynn's single-storey building is more accessible.

If this scenario was pursued, the accommodation of students from Elgin Avenue PS to West Lynn PS would require approximately 140 additional pupil places to be constructed. The expanded site would require grading, fencing, added parking, and new bus and parent drop off would need to be constructed. Interior renovations to the existing school and facility and utility service upgrades to address identified 5-year renewal needs would be needed to be completed. This new proposal would include the child care addition which was part of the renovation design of Elgin Avenue PS.

Based on the Ministry of Education benchmarks, the capital provided for the 140 pupil places would be approximately \$2.7 million. Additional site works plus renewal upgrades would be approximately \$2.6 million. The cost (or availability) of additional land is not known but would be in addition to these amounts. The total costs including land acquisition would be requested as a change of scope for the School Consolidation Funding from the Ministry. This change of scope would require consultation with Ministry staff, as well as an architect and cost consultant.

Recommendation

For the reasons mentioned above, Senior Administration is recommending that the Board rescind the motion approved on October 2, 2016 directing staff to close West Lynn PS and direct Senior Administration to explore an addition onto West Lynn PS, while closing Elgin Avenue PS.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Hagersville Secondary Child Care Renovation Project**
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the striking of a project committee for the Hagersville Secondary Child Care Renovation Project.

Background:

In May 2016, the Ministry announced capital funding for new child care spaces in schools, by supplementing the existing child care funding program to support further new builds, expansion, replacement and retrofits of child care spaces. This announcement included \$20 million to create space for new child care and child and family support programs through Ontario Early Years Child and Family Centres (OEYCFCs) in schools, and \$18 million to retrofit existing child care space within a school to open up more spaces for children under four years old.

In January 2017, the Ministry of Education's Early Years Division awarded \$786,505 to the Grand Erie District School Board to develop a new child care or child and family program through either an addition or retrofit at Hagersville Secondary School.

Starting in October 2017, the board began collaborating with the local Consolidated Municipal Service Manager (CMSM), the Child Care Quality Assurance and Licensing Branch, the architect and the provider, Mississaugas of the New Credit First Nation, to review reformed licensing regulations and square footage ratio requirements.

After months of discussion and numerous revisions to layouts, the Branch approved the floor plan for the Hagersville Secondary School child care program on May 31, 2018. The architect began developing construction documents which were essential in the creation of tender documents that were issued on September 11, 2018.

Additional Information

The general scope of the project is to renovate classroom space on the first floor at Hagersville Secondary School into a Child Care Program that will service 10 infants, 15 toddlers and 24 preschoolers. The anticipated opening date is September 2019.

Board Policy FT1-Major Construction Projects calls for a project committee to be established to assist with and guide the planning process for the project. Senior Administration respectfully requests that the Board approve the striking of the project team as set out in the policy.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Central Public School Child Care Addition Project**
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the striking of a project committee for the Central Public School Child Care Addition Project.

Background:

In 2017, the Ministry of Education completed a review of the stand-alone child care and child and family program joint submissions submitted for capital funding for school-based early years capital construction projects. Eligible child care capital projects being funded will support the government's announcement to create access to licensed child care for 100,000 more children aged 0 to 4 years old.

In December of 2017, the Grand Erie District School Board received an announcement indicating that it would receive \$2,057,016 in capital funding for a 4 room addition at Central Public School.

In June of 2018, the Board received confirmation that the floor and site plan for a child care centre license have been reviewed and approved in principle by the Ministry of Education pursuant to Section 14 of O. Reg. 137/15 under the Child Care and Early Years Act, 2014.

Additional Information

The general scope of the project is to create an addition onto Central Public School that will create a Child Care Program that will service 10 infants, 15 toddlers, 24 preschoolers and space to provide support for a family age group. The anticipated opening date is September 2019.

Board Policy FT1-Major Construction Projects calls for a project committee to be established to assist with and guide the planning process for the project. Senior Administration respectfully requests that the Board approve the striking of the project team as set out in the policy.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

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: **Facility Renewal Plan 2018-19**
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Facility Renewal Plan for 2018-19.

Background

In the Board's Multi-Year Plan, our objective is to "ensure that students and staff have a safe and welcoming environment in which to learn and work." Facility Services maintains a building condition inventory that identifies building components that may need repair or replacement. The Facility Services team reviews and prioritizes these needs guided by the objectives of the Multi-Year Plan. Beginning with the 2018-19 school year, the Facility Services team will provide a report in November outlining the spending plan for the upcoming school year. A report will also be brought back in April to update the Board on the status of the capital budgets.

Renewal Plans for 2018-19

The following plan for capital related work has been developed by Facility Services to address high and urgent renewal needs and other commitments. The 2018-19 capital project plans for the board have been summarized in **Table 1** below.

Proposed 2018-19 Projects total **\$20,091,925** funded by Facility Renewal (FRG), School Condition Improvement (SCI) and Community Hubs (Hub) allocations. This includes \$18,041,384 carried forward from prior years. Previously approved allocations for Building and Grounds budgets, Pride of Place, Community Partnership Incentive Projects and School/Program Improvement Fund Projects are included.

Table 1

2018-19 Capital Projects				
Capital Project Category	2018-19 Committed	Funding Source		
		Facility Renewal	School Condition Improvement	Community Hubs - Retrofit & Accessibility
Funding Available				
Balance Forward (From 2017-18)	\$ 18,041,384	\$ 1,557,640	\$ 15,502,024	\$ 981,720
2018-19 Grants	\$ 16,660,450	\$ 5,508,330	\$ 11,152,120	\$ -
Total Available	\$ 34,701,834	\$ 7,065,970	\$ 26,654,144	\$ 981,720
Planned Projects				
Principal Building and Grounds	\$ 135,000	\$ 135,000	\$ -	\$ -
Pride of Place (POP)	\$ 650,000	\$ 650,000	\$ -	\$ -
Community Partnership Incentive Program (CPIP)	\$ 150,000	\$ 150,000	\$ -	\$ -
Learning Commons Fund	\$ 1,250,000	\$ -	\$ 1,250,000	\$ -
Capital Projects Identified by Facilities	\$ 14,656,925	\$ 690,000	\$ 12,985,205	\$ 981,720
Accessibility Upgrades	\$ 900,000	\$ -	\$ 900,000	\$ -
Committed Capital and Other	\$ 2,350,000	\$ 2,350,000	\$ -	\$ -
Total Allocated	\$ 20,091,925	\$ 3,975,000	\$ 15,135,205	\$ 981,720
Total Unallocated	\$ 14,609,909	\$ 3,090,970	\$ 11,518,939	\$ -

Principal Building and Grounds (B&G)

This budget (\$135,000) is allocated to all schools to provide principals with a budget to address small facility related issues in their building. B&G projects would include the installation of an electrical outlet or some shelving or millwork.

Pride of Place (POP)

These allocations (\$650,000) address facility features that contribute to a more welcoming environment for staff, students and the school community. Projects for 2018-19 will be prioritized and reviewed by facilities staff as set out in Policy FT 13 Pride of Place and Community Partnership Incentive Programs. The request for POP projects was distributed to our schools in early October 2018 and submissions are due November 16, 2018. A detailed listing of the projects recommended will be provided in an updated report.

Community Partnership Incentive Plan (CPIP)

The 2018-19 Community Partnership Incentive Plan applications were distributed to our schools in October 2018. This year is the fifteenth consecutive year for this program and the Board has allocated \$150,000 from Facility Renewal funding to match money raised by schools up to \$10,000 for projects submitted and approved. As a point of reference, last year we received 37 applications with a total estimated project value of \$1,290,750.

Proposed projects have to meet the normal qualifications for work that is undertaken by the annual Facility Renewal Grant budget process. The installation of creative playground equipment, swings, climbing equipment etc. is not funded through Facility Renewal budgets therefore money raised for playground equipment would not be eligible for CPIP matching funds. However, other outside work such as basketball standards, backboards and nets, baseball backstops and field upgrades would be eligible.

Applications were due back from school Principals by the November 16, 2018 deadline. The applications will be reviewed to ensure that all projects met the CPIP criteria and that all required information is submitted as required. Facility services staff will prepare a project estimate, ensuring building code compliance and reviewed other regulatory requirements. Schools that had not previously received CPIP funding are given higher priority than schools which have benefited from the program over the past few years. Compensatory schools are also taken into consideration having to contribute one-third of the overall estimated cost of the project compared to one-half for all other schools.

In 2017-18, a large number of applications were received and **\$230,825** of FRG funding was approved so that all school requests and projects can be supported. If a similar approach needs to be taken in 2018-19, there will be an opportunity to do so within available FRG funds. A detailed listing of the projects recommended will be provided in an updated report.

Learning Commons Fund

In the 2017-18 Facility Renewal Plan, the Board allocated \$1,230,212 of its School Condition Improvement funding to a special fund intended to address emerging needs across the system to make improvements to learning spaces. The fund would provide capital resources to make changes to teaching and learning spaces with the intention of bringing them up to current standards. In 2017-18, one project was undertaken to convert the library at Central Public School to coincide with an investment of Community Hub funding. Although the costs have not yet been finalized for the conversion for the Central PS learning commons, the recommendation is to replenish the fund for 2018-19 to \$1,250,000 amount and earmark the funds for future learning commons projects.

As not all of the components required to complete the learning commons conversion qualify as capital expenditures, schools will need to augment the project with school budget funds (or other funding sources) to purchase durable goods such as furniture and equipment. Currently, schools have submitted proposals based on capital requirements, design, and availability of supporting funding. The facilities team, in collaboration with Information Technology services, will review the cost of each proposal and select the successful projects for conversion in the summer of 2018-19.

As of the date of this report; Waterford District High School and Bellview Public School have completed their conversions and Central Public School is nearing completion.

Community Hubs Capital Funding

The Ministry announced capital funding to support the expansion of community hub use in schools (2016: B18 – October 14, 2016). This funding is to be used to retrofit available space in schools into community hub space and to improve the accessibility of schools to allow greater opportunities by the community. Grand Erie's allocation was **\$981,720** for the 2017-18 school year. There was no allocation for 2018-19, but the Board has not spent any of its 2017-18 allocation and is permitted to carry the funds over until August 31, 2019. Boards were encouraged to work with their community partners to explore mutually advantageous opportunities to share space in schools that would benefit both the Board and the broader community. The B memo reminds us that the community partners are still expected to fully cover the operating and administrative costs to the board of the space occupied by the partner.

In March 2018, work began at Major Ballachey to improve access to the current Hub by installing an elevator that would enhance the current structure by improving accessibility to the school. This project is expected to be completed by November 2018 and will support the growing need for after-school community use.

The Facilities Service team is considering installing an elevator at Pauline Johnson Collegiate & Vocational School to make that school fully accessible. Based on initial scope, the project's budget is set at \$600,000.

With the above issues and discussions in mind, administration recommends that the following projects be considered for allocation of the Community Hubs Capital Funding in 2018-19.

Major Ballachey	Elevator	\$200,000
Pauline Johnson C & VS	Elevator	\$600,000
Unallocated		<u>\$181,720</u>
		<u>\$981,720</u>

Capital Projects Identified by Facilities

Proposed building renewal projects address renewal needs in four major categories;

- Major building components that are identified for replacement by the facility condition database and during annual building audits by facility personnel. These components ensure that the learning environment is warm, dry, well lit and comfortable for staff and students. Examples are roofing, windows and doors, heating and electrical systems.
- Life Safety, Intercom and Security Systems are critical to keeping our buildings safe for occupants. Because failure of these systems would likely result in the closure of a building, they are tested and monitored on a regular basis and when appropriate, identified for upgrade or replacement.
- Health and Safety upgrades, hazardous material removal including systematic removal of asbestos containing materials and underground storage tanks when appropriate and issues identified in monthly inspections.
- Accessibility Upgrades are considered any time a renovation or addition is made to a building

Projects recommended for approval are set out in **Appendix A**.

Committed Capital and Other

This group represents repayment of debt incurred in prior years for capital related projects, software licensing, permits and fees. The energy retrofit project is an example of committed capital. This also includes a commitment to drawn down the balance of historical unsupported capital items.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix A

Grand Erie District School Board - 2018/19 Capital Projects					
Project Category	Project Type	Projected Cost	Funding Source		
			Renewal	School Condition Improvement	Hub Retrofit & Accessibility
Access ibility Upgrades	Access ibility Upgrades	\$ 900,000	\$ -	\$ 900,000	\$ -
Capital Projects Identified by Facilities	Asbestos Removal	\$ 450,000	\$ -	\$ 450,000	\$ -
Capital Projects Identified by Facilities	Building Automation System Upgrades	\$ 100,000	\$ -	\$ 100,000	\$ -
Capital Projects Identified by Facilities	Community Hub and Access ibility	\$ 981,720	\$ -	\$ -	\$ 981,720
Capital Projects Identified by Facilities	Electrical Upgrades	\$ 750,000	\$ -	\$ 750,000	\$ -
Capital Projects Identified by Facilities	Fire Alarm Upgrades	\$ 100,000	\$ 100,000	\$ -	\$ -
Capital Projects Identified by Facilities	Gym Curtains	\$ 100,000	\$ 100,000	\$ -	\$ -
Capital Projects Identified by Facilities	HVAC	\$ 500,000	\$ -	\$ 500,000	\$ -
Capital Projects Identified by Facilities	LED Lighting Replacements	\$ 390,000	\$ 390,000	\$ -	\$ -
Capital Projects Identified by Facilities	Masonry	\$ 2,770,000	\$ -	\$ 2,770,000	\$ -
Capital Projects Identified by Facilities	PA Upgrades	\$ 100,000	\$ 100,000	\$ -	\$ -
Capital Projects Identified by Facilities	Paving	\$ 3,312,205	\$ -	\$ 3,312,205	\$ -
Capital Projects Identified by Facilities	Portables	\$ 350,000		\$ 350,000	
Capital Projects Identified by Facilities	Roofing	\$ 1,553,000	\$ -	\$ 1,553,000	\$ -
Capital Projects Identified by Facilities	Secondary Change Rooms	\$ 100,000	\$ -	\$ 100,000	\$ -
Capital Projects Identified by Facilities	Site Works	\$ 300,000	\$ -	\$ 300,000	\$ -
Capital Projects Identified by Facilities	Unidentified	\$ 2,000,000		\$ 2,000,000	\$ -
Capital Projects Identified by Facilities	Water Systems	\$ 100,000	\$ -	\$ 100,000	\$ -
Capital Projects Identified by Facilities	Window / Door Upgrades	\$ 700,000	\$ -	\$ 700,000	\$ -
Committed Capital and Other	Debt Repayment & Software Licencing	\$ 2,350,000	\$ 2,350,000	\$ -	\$ -
Community Partners hip Incentive Program	Community Partners hip Incentive Program	\$ 150,000	\$ 150,000	\$ -	\$ -
Learning Commons Fund	Learning Commons Fund	\$ 1,250,000	\$ -	\$ 1,250,000	\$ -
Pride of Place (POP)	Pride of Place	\$ 650,000	\$ 650,000	\$ -	\$ -
Principal Building and Grounds	Principal Building and Grounds	\$ 135,000	\$ 135,000	\$ -	\$ -
Grand Total		\$ 20,091,925	\$ 3,975,000	\$ 15,135,205	\$ 981,720



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustees' Expense Report**
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Trustee's Expense Report as information.

Background

Trustees are reimbursed for out of pocket expenses in accordance with Policy F3. The Policy requires that the expenses are reported to the Board in April and November each year.

The attached report details total expenses reimbursed for the year ended August 31, 2018 and current year to date expenses for 2018-19 from September 1, 2018 to October 31, 2018.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Expense Report				
For the year ended August 31, 2018				
Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson	-	2,718.78	1,942.22	4,661.00
Rita Collver	676.87	2,666.63	1,644.00	4,987.50
David Dean	1,021.03	953.32	1,325.85	3,300.20
Brian Doyle	-	816.48	1,836.60	2,653.08
Alex Felsky	-	258.44	1,830.39	2,088.83
John Harris	2,544.55	1,693.76	1,455.40	5,693.71
James Richardson	-	1,986.78	2,260.00	4,246.78
Karen Sandy	1,680.67	1,512.66	2,159.95	5,353.28
Carol Ann Sloat	1,920.54	1,997.72	324.00	4,242.26
Diane Sowers	-	1,950.34	1,753.83	3,704.17
Tom Waldschmidt	-	983.88	930.66	1,914.54
Jeriann Hsiao	-	360.50	-	360.50
Leicia Kelly	-	1,829.30	-	1,829.30
Total All Trustees	7,843.66	19,728.59	17,462.90	45,035.15

Trustee Expense Report				
For the two months ended October 31, 2018				
Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson	-	207.90	165.43	373.33
Rita Collver	-	303.05	146.89	449.94
David Dean	-	-	-	-
Brian Doyle	-	-	-	-
Alex Felsky	-	-	360.00	360.00
John Harris	-	-	-	-
James Richardson	-	-	-	-
Karen Sandy	-	82.62	180.00	262.62
Carol Ann Sloat	-	-	-	-
Diane Sowers	-	-	-	-
Tom Waldschmidt	-	33.48	79.04	112.52
Alexandra Hauser	-	-	-	-
Jayden Hsiao	-	-	-	-
Allan St. Pierre	-	-	-	-
Total All Trustees	-	627.05	931.36	1,558.41



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **2018-19 Indigenous Education Board Action Plan**
DATE: November 12, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2018-19 Indigenous Education Board Action Plan as information.</p>

Background

On March 5, 2014, the Ministry of Education released the [*Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan*](#). The plan builds on progress to date in the implementation of the [*Ontario First Nation, Métis and Inuit Education Policy Framework*](#) (2007) and guides the work of the ministry and school boards. In support of district school boards' ongoing *Framework* implementation activities, the Indigenous Education Office provides funding to support boards with developing and implementing a *Board Action Plan on Indigenous Education* through the 2018-19 Indigenous Education Allocation of the Grants for Student Needs.

Indigenous education remains a key priority for the Ministry of Education with a commitment to ensuring that each First Nation, Métis and Inuit student has every opportunity for success. The Ministry continues to focus on meeting two primary objectives:

1. To improve student achievement and well-being among Indigenous students, and;
2. To close the achievement gap between Indigenous students and "all students".

Additional Information

Grand Erie's Achievement Plan: Success for Every Student is a plan for all students and Indigenous students are included in that plan. The Board Action Plan for Indigenous Students is focused on the implementation plan in the First Nation, Metis, and Inuit Framework and the performance measures contained in the framework. The performance measures from the Indigenous Education Action Plan are linked to key statements as follows:

- Using data to support student achievement
 1. Increase in the percentage of First Nation, Metis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics
 2. Increase in the number of First Nation, Metis, and Inuit teaching and non-teaching staff in school boards across Ontario
 3. Increase in the graduation rate of First Nation, Metis, and Inuit students
 4. Increase in First Nation, Metis, and Inuit student achievement
- Supporting students
 5. Improvement in First Nation, Metis, and Inuit students' self-esteem
 6. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation students in First Nation communities receive the

preparation they need to succeed when they make the transition to provincially funded schools

- Supporting Educators
 7. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Metis and Inuit students more effectively
- Engagement and Awareness Building
 8. Increased participation of First Nation, Metis and Inuit parents in the education of their children
 9. Increased opportunities for knowledge sharing, collaboration, and issue resolution

For each performance measure there are related responsibilities of both the Ministry of Education and School Boards.

The total funding amount for this work for 2018-19 is \$123,563 not including funding from other areas such as the Indigenous Support and Engagement Teacher. The Ministry allowed boards to carry over unspent funding from 2017-18 which is why our Board Action Plan total is higher than the funded amount.

The plan that has been submitted to the Ministry of Education is attached as Appendix A.

Grand Erie Multi-Year Plan

This report supports the Achievement and Equity indicators 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. We will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Denise Martins
Superintendent of Education

Grand Erie District School Board
2018-19 Board Action Plan Ideas

Board Strategies of the First Nation, Métis and Inuit Education Policy Framework Implementation Plan	Initiatives	Outcome	Data	Budget
i. Using Data to support Student Achievement ii. Supporting Students iii. Supporting Educators iv. Engagement and Awareness Building	Title and update/report on board initiative identified in the BAP	What progress is being made/ has been made as related to the Framework Performance Measures identified in your BAP?	What data is the board using? Measurement Tool <input checked="" type="checkbox"/> survey, student <input checked="" type="checkbox"/> attendance rates; <input checked="" type="checkbox"/> community/educator/ student feedback; <input checked="" type="checkbox"/> EQAO data; <input checked="" type="checkbox"/> report card data; <input checked="" type="checkbox"/> Self-id data; <input checked="" type="checkbox"/> COPs (Conversations, Observations, Products) Other (please specify) example: board data, etc.	
I. Using Data to Support Student Achievement, Boards will:				
• Data Sharing (EQAO, OSSLT, etc.)	• ESA report to Six Nations- to be submitted Nov. 26th • Principals Meetings-Dec. 3, April 29 th .	TBD	Credit accumulation EQAO OSSLT	\$0
• Identify resources to improve achievement	• Collaborative Inquiry-Elementary: October 16 th , Nov. 26 th , January 16th, April 17 th • Secondary Support for MLILL: Dates TBD <ul style="list-style-type: none">To build effective practice in supporting English Language Learners with an aligned focus on Indigenous students in Grand Eriealign curriculum expectations, classroom instruction, and school improvement planning as they support student achievement with literacy using the STEP continuum.	Oct. 16 th date: 24 teachers attended day of learning at the Mohawk Chapel. Worked with the Unlearn team to analyze their current practice, environment, and pedagogy through the Grand Erie Equity Walk. TBD	Elem: Attendance 24 teachers (1 no fill) Reflections/COPS Sec: Grades Reflections/COPS	\$40,000 \$10,000
• Collect, report and analyze Self ID data	• Self ID Report to the Board in October.	Monday, October 1 st presentation.	Elementary: 826 Secondary: 919	\$0
• Community engagement	• Community Events: Solidarity Day, parent council meetings, school visits	TBD	TBD	1000

Board Strategies of the First Nation, Métis and Inuit Education Policy Framework Implementation Plan	Initiatives	Outcome	Data	Budget
	<ul style="list-style-type: none">Secondary Lacrosse Program- TTSC Teaching the fundamentals and history of Lacrosse through instructors and Knowledge Keepers to promote the development of a Lacrosse program for the school. To help build capacity for teachers/students in culture awareness and skill overall.	October 10: Introduction, October 17: first day of instruction.	Attendance, feedback, COPS,	\$10,000
	<ul style="list-style-type: none">Elementary Lacrosse: In partnership with Kana:ta Village, the Lacrosse program was increased to allow 28 of our Elementary schools to promote the history of the sport, culture and people. To help build capacity for teachers in culture awareness in a nonthreatening manner. After this year, we will have reached 40 schools in total in the last 2 years.	Dates TBD January to March 2019.	Engagement #s Repeat Visits/inquiries Student/Teacher Feedback Anecdotal	\$16,500
	Community Based Programs New Start Nations	<ul style="list-style-type: none">increase opportunities for Native languages and Native studies education, based on local demographics and student and community needs;focus on supporting successful transitions for First Nation, Métis, and Inuit students;develop lighthouse programs focused on Indigenous students under the ministry's Student Success and literacy/numeracy initiatives	Credit accumulation, grad rates, attendance and teacher feedback	GSN
	Resources: resources will be assessed as PD develops over the year. TBD Finding Our Voice-possible reprint	TBD	TBD	
Indigenous Staff	Indigenous Lead-Teacher Consultant, Six Nations Native Advisor, Instructional Coach with an Indigenous focus, Indigenous Engagement Strategy Teacher, Indigenous CYW	Oversee the implementation of the Framework Policy Implementation Plan. Oversee the implementation of the Framework Policy Implementation Plan with a focus on the Students from Six Nations of the Grand River Territory. <ul style="list-style-type: none">increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities;		Leadership Funding ESA Elementary Program Student Success Section 18

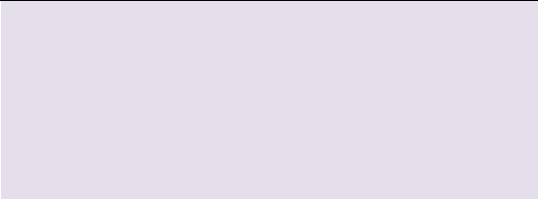
Board Strategies of the First Nation, Métis and Inuit Education Policy Framework Implementation Plan	Initiatives	Outcome	Data	Budget
		<ul style="list-style-type: none">enhance the inclusion of First Nation, Métis, and Inuit students' needs and experiences in board and school initiatives that promote safe and accepting schools; Overall, an increase of engagement, support and awareness for students and community about opportunities and pathways for PSE. <ul style="list-style-type: none">Significant increase in the graduation rate of First Nation, Métis, and Inuit studentsSignificant improvement in First Nation, Métis, and Inuit student achievement• Significant improvement in First Nation, Métis, and Inuit students' self-esteemresearch and promote effective practices for helping First Nation, Métis, and Inuit students, including students with special education needs, succeed in school;support teachers in adopting a variety of approaches and tools to teach and assess Aboriginal students more effectively;		
II. Supporting Students, Boards will:				
<ul style="list-style-type: none">Promoting Safe SchoolsStudent Voice Student Engagement	Sharing Our Voices Indigenous Peoples Day (June 21) The day brings together community partners, staff and students both Indigenous and non-Indigenous to celebrate the day. These community partners are community resources that have worked in the schools with our students or are role models in the community at large. We have student performers and community partner performers attend/perform. Theme is TBD.	June 20 <ul style="list-style-type: none">continue to support increased knowledge and awareness of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives among all students;continue to identify and fund initiatives to increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities;continue to engage in discussions with First Nation, Métis, and Inuit partners to identify opportunities for collaboration and capacity building;	Engagement #s COPS/inquiries Student/Teacher Feedback Anecdotal	\$10,000
	Elem. Indigenous groups-The Good Way Club increase opportunities for the participation of First Nation, Métis,	Meets bi-weekly <ul style="list-style-type: none">continue to support increased knowledge and awareness of First Nation, Métis, and Inuit	Attendance, COPS, Feedback	\$1,000

Board Strategies of the First Nation, Métis and Inuit Education Policy Framework Implementation Plan	Initiatives	Outcome	Data	Budget
	and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities in the school.	cultures, histories, traditions, and perspectives among all students; <ul style="list-style-type: none"> • continue to identify and fund initiatives to increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities; 		
	<ul style="list-style-type: none"> • Days of Significance Orange Shirt Day, Day of Red, Treaties Week, Veterans' Day. Oct. 21 Six Nations Veterans Parade/Ceremony Nov. 4th MNCFN Parade/Ceremony 	3 full day school visits for OSD, 45 social media post of participation for Grand Erie from Senior Admin to JK/SK on Twitter/Facebook. 3 Sisters in Spirit Vigils-Day of Red Indigenous Lead is attending both Veterans Day Ceremonies	Engagement #s COPS/inquiries Student/Teacher Feedback Anecdotal	\$0
	<ul style="list-style-type: none"> • Student Engagement: Teacher Requests for Community Support. Kana:ta Village, Woodland Cultural Centre etc. 	On a request basis	COPS Inquiries Anecdotal #of Visits/engagement	\$25,000
	<ul style="list-style-type: none"> • School Signage Welcome signs at the entrance of our Secondary schools. 			GSN supplement
<ul style="list-style-type: none"> • Transitions 	Six Nations/MNCFN Transition Plan: The plan is paralleled to that of the Grand Erie elementary schools transition plan: October: Secondary School Information Presentations in community November: Grade 8 Days @ various secondary schools December-January: Grade 8 Parent Information Nights @ various secondary schools January-February: Grade 8 transition meetings w/every student & parent April: Grade 7 secondary school tours May: Grade 8 Shadow Days @ various secondary schools Grand Erie Transition Plan: All First Nations, Métis, and Inuit Students.	Increased collaboration between First Nation education authorities and school boards to ensure that First Nation students in First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools	Feedback, COPS, attendance	\$10,000

Board Strategies of the First Nation, Métis and Inuit Education Policy Framework Implementation Plan	Initiatives	Outcome	Data	Budget
	<p>STEP Assessment will identify any gaps the students have as an English Language Learner. A plan has been developed to complete STEP Assessments with Six Nations Gr 8 students who are enrolled in a Grand Erie Secondary Schools. This will happen in Mar/Apr of their Gr 8 year.</p>	<ul style="list-style-type: none"> increase opportunities for Native languages and Native studies education, based on local demographics and student and community needs; ensure the First Nation, Métis, and Inuit students benefit from school-based early screening and intervention programs; 	Permission forms, COPS, assessments completed.	\$0
<ul style="list-style-type: none"> Mentorship/Leadership 	<p>Student Leadership Initiative: Indigenous student groups to promote leadership and student voice at the secondary level. The Indigenous Student Associations support the Student Senate of Grand Erie.</p>	September 6 th Live Different @ HSS, Sept. 19 th Planning Day, October 11 th -Inaugural meeting, Oct. 23 rd Student Senate	Attendance/Engagement COPS Feedback	\$25,000
III. Supporting Educators, Boards will:				
<p>Professional Development</p> <ul style="list-style-type: none"> Knowledge and Awareness 	<ul style="list-style-type: none"> Metis history, Culture, Arts (T. Clarke) with the Metis Nation to build capacity teachers to understand the Metis culture and how it differentiates from Anishinabek and Haudenosaunee people. Inuit history, Culture, Arts (Qauyisag Etitiq) how it differentiates from Anishinabek and Haudenosaunee people. November 2 Joint PD Day with SN-Honouring the Voices of Residential School Survivors Meaningful Reconciliation: December 6th: TC2 Residential School Grade 6 Resource: Curriculum being created for classroom teachers in conjunction with TC2, the WCC, community resources and board staff. <p>Resource was released October 12, 2018.</p>	<p>TBD</p> <p>November 26 (Collaborative Inquiry) 28th, open session at JBLC</p> <p>30 teachers-10 Jk-3 10 JR 10 INT</p> <p>40 teachers + non-classroom educators.</p>	Attendance Follow up Inquiries	<p>TBD</p> <p>TBD-shared with CI budget</p> <p>\$10,000 ESA Budget</p> <p>\$10,000</p>
	Professional Development TBD	Dependent upon feedback from Grand Erie staff		\$25,000
	<p>Symposium on “The Importance of Indigenous Education in Ontario Classrooms” engages different stakeholders in public education to discuss the integration of Indigenous content and methodologies into the current Ontario educational curriculum.</p>	<p>December 7th, 2018.</p> <p>Instructional Coach, Indigenous Lead, Six Nations Native Advisor attending.</p> <p>Possible 20 Teachers attending due to a grant between Grand Erie and MNCFN. Funding pending.</p>	Attendance COPS Feedback	\$5,000

Board Strategies of the First Nation, Métis and Inuit Education Policy Framework Implementation Plan	Initiatives	Outcome	Data	Budget
	Champions of Change: is an Indigenous education conference focussed on reciprocity, Indigenous sustainability, and closing knowledge gaps pertaining to Indigenous Peoples in Canada.	November 14/15 CYW, Instructional Coach, Indigenous Lead and Six Nations Native Advisor in attendance.	TBD	\$1,500
	AQ Courses: TBD	TBD	TBD	\$5,000
	STAO: Participants will learn about resources created by a team of educators and Indigenous Knowledge Keepers. These resources include strategies to integrate First Nations, Metis and Inuit perspectives and ways of knowing through instructional materials and explorations. Participants will have the opportunity to hear Dr. Niigaan Sinclair as the keynote speaker addressing the topic, "Is Treaty Scientific? Indigenous Creation as Science." Participants will attend a series of workshops on Indigenous perspectives. Upon completion of the one day program, participants will receive a certificate for their participation.	Sending two non-Indigenous teachers who will then return to present to a larger group of teachers what they have learned at the conference at an event TBD.	2 teachers	Mileage/food 500
• Culturally Responsive pedagogy	<ul style="list-style-type: none"> • Collaborative Inquiry • MLILL 	See above	See Above	See Above
• Literacy/Numeracy/Student Success	<ul style="list-style-type: none"> • TBD Not offered by the Ministry at this point. 	TBD	TBD	TBD
IV. Engagement and Awareness Building, Boards will:				
• Community Awareness of Self Id	Self Id Awareness Campaign Build capacity of our clerical staff and administrators of the incentives/programs to Self-ID during school registration (programming and services). We also want to have a stronger presence at Kindergarten orientations to meet families and build connections. Building Better Schools Newsletters Information Booths at Community Events	<ul style="list-style-type: none"> • consult on, develop, and implement strategies for voluntary, confidential Aboriginal student self-identification, in partnership with local First Nation, Métis, and Inuit parents and communities; 	Attendance, responses, Self Id #s, inquiries.	\$2,500
• Community Communications	IEAC Committee This committee is made up of community partners, parents, both Indigenous and non-indigenous and board personnel. They come together to hear the community perspective, give voice to the parents and partners in Indigenous Education.	<ul style="list-style-type: none"> • build strong positive connections with local First Nations and other Aboriginal organizations, such as Friendship Centres; • engage in shared planning with First Nation, Métis, and Inuit families and communities with respect to student transitions, 	Attendance, Election of the Chair, # of Members	\$500

Board Strategies of the First Nation, Métis and Inuit Education Policy Framework Implementation Plan	Initiatives	Outcome	Data	Budget
	October 24, 2018; December 13, 2018; February 6, 2019; April 25, 2019 June 12th, 2019 Newsletter, Social Media, Building Better Schools Parent Council newsletter, Grand Erie Media	curriculum, resource materials, and student supports; <ul style="list-style-type: none">maintain continuous dialogue with First Nations regarding tuition agreements, thus ensuring transparency and accountability;research and promote effective practices for helping First Nation, Métis, and Inuit students succeed in school.		\$2,500
			Total Budget:	\$201,000





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Graduation Rate Report**
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Graduation Rate Report as information.

Background

In 2003, the Ontario Government introduced the first component of a three-phase Student Success/Learning to 18 Strategy. The goal of the strategy encompassed Grades 7 to 12 and was developed to increase high school graduation rates and to have youth engaged in structured learning until age 18 or until graduation.

Since 2004, Ontario's provincial high school graduation rates were released as a province-wide graduation rate. The rate of students graduating **within five years** of starting high school was 68 percent in 2004. The Ministry of Education set an 85% provincial graduation rate target.

In the spring of 2015, the government publicly released graduation rates for individual school boards for the first time. The goal was to ensure parents, students, teachers and boards had access to locally-relevant, consistent data. This approach was implemented to inform and support efforts to improve students' success.

It should be noted that the province only releases the numbers of students that graduate within four and five years and that these graduation rates are based on a particular Grade 9 Cohort year.

Students are included in the 2012-13 Grade 9 Cohort based on the following rules:

Cohort	Includes
Student Age	Between 13 and 15 as of December 31, 2012
Grade	Grade 9 students only
Registration	Student's first year of registration in a secondary school in Ontario
Time Period	Enrolled at any time during the academic year of 2012-13, and did not become deceased or leave Ontario before the end of grade 12
School Type	Main school enrolment in a Publicly Funded Day School
Board Type	Public, Roman Catholic

Students in a Cohort are counted in a board's graduation rate in the following ways:

- Students that start in Grand Erie and graduate in Grand Erie count towards our graduation numbers.
- Students that start in Grand Erie and graduate in another board count towards our graduation numbers.
- Students that start in another board and graduate in Grand Erie are **not** included in our graduation numbers.

Note: Only students that receive an Ontario Secondary School Diploma (OSSD) count towards graduation numbers (e.g., although students that receive a Certificate of Accomplishment or an Ontario Secondary School Certificate count in our total number of students in any particular cohort, they do not count as graduates).

Data used to calculate graduation rates for the province and school boards comes from information stored in the Ontario Student Information System (OnSIS) as derived from the Student Information System.

Additional Information

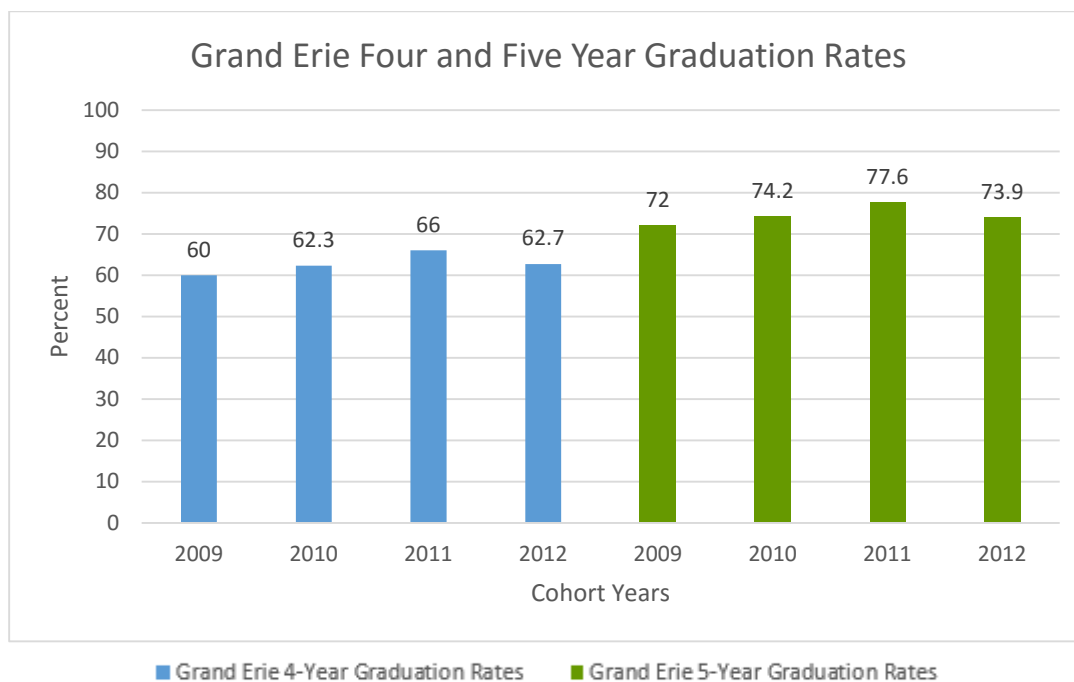
Graduation Data

2017 Graduation Rates – 2012-13 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	79.8%	86.3%
Grand Erie	62.7%	73.9%

2016 Graduation Rates – 2011-12 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	79.6%	86.5%
Grand Erie	66%	77.6%

2015 Graduation Rates – 2010-11 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	78.3%	85.5%
Grand Erie	62.3%	74.2%

2014 Graduation Rates – 2009-10 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	76%	84%
Grand Erie	60%	72%



The 2012-13 cohort graduation rate is consistent with the average graduation rate over the previous 3 years. The average 4-year graduation rate was 62.7% and the average 5-year graduation rate was 74.4% for the 2014, 2015 and 2016 graduation years.

The decrease is due to the fact that Grand Erie restricted the use of Independent Study as a means to earn credits and also restructured Alternative Education programming to be compliant with the Ministry Attendance Audit in 2016. The 2012-13 cohort was the first group to graduate under the changes mentioned.

Our current graduation rate for the 2012-13 Cohort is approximately 76.3 percent, after including our six-year graduates.

Note: The adjusted graduation rate only includes six-year graduates that started and graduated in our board. Therefore, the total percentage could be even higher if we had students that started in our board and graduated in another board in their sixth year.

Boards across the province make OnSIS submissions to the Ministry in October, March and June.

The following steps continue to provide growth in the accuracy of the Grand Erie graduation data submitted to OnSIS:

- Collaboration between Student Success, PowerSchool and Grand Erie secondary schools to ensure that data entry is accurate.
- Training of clerical staff annually with an emphasis on the importance of accurate data entry particularly with regards to data fields that affect our board graduation rates.
- Completion of data entry in PowerSchool for June graduates by July 15th of each year.

Engagement Strategy:

1. Credit recovery programs continue to run in all schools coupled with additional supports and resources.
2. An Indigenous Re-Engagement teacher and a System Re-Engagement teacher actively pursue students who did not return to school.
3. Responsiveness of Specialist High Skills Major (SHSM) and Dual Credit programing that offers an introduction and connection with college, apprenticeship and industry partners.
4. The implementation of the Transition Timeline for Grades 7 to 9 that emphasizes support and preparation for all students and specific transition planning for students being identified as potentially at-risk.
5. The implementation of Intermediate Itinerant Transition Teachers to support the transition of all students through grades 7 to 9.
6. The review of the Alternative Education Program in Grand Erie led to the revision of the Student Transition Experiential Program (STEP). STEP is designed to engage students by ensuring that their individualized strengths, needs, and interests are addressed in an alternative setting within the school.

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.

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Annual Update, Multi-Year Accessibility Plan 2017-22**
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Annual Update, Multi-Year Accessibility Plan for 2017-22.

Background

The Accessibility for Ontarians with Disabilities Act (AODA) 2005 and the Integrated Accessibility Standards Regulation 2011 require Boards of Education to prepare an annual accessibility plan that outlines strategies to identify, eliminate and prevent barriers to accessibility for persons with disabilities.

As per the legislative requirement, a Multi-Year Accessibility Plan for Grand Erie for the period 2017-22 has been developed and an annual report on the progress made towards the goals is outlined below.

Additional Information

The attached Annual Update of the Multi-Year Accessibility Plan has been vetted through Executive Council and our Accessibility Committee. It was presented to the Special Education Advisory Committee for input on October 18, 2018.

Highlights from 2017-18

- Accessibility Committee met four times
- Section 9 highlights specific accessibility related achievements for the 2017-18 school year: in partnership with Safe and Inclusive Schools Committee, all policies that were out for comment were reviewed through an accessibility lens
- All school board employees completed AODA training as part of the annual Health & Safety training
- Board website met AODA accessibility standard ahead of the 2021 deadline
- Program staff including Ed Tech, Elementary Program and Student Success continue to develop differentiated instruction skills in professional learning for teachers
- Accessibility related improvements at specific sites such as accessible washrooms, parking lot/door entrances and at one site braille signage listed
- Accessibility Awareness Day saw the celebration of diverse abilities across the board through participation in various activities

Planning for 2018-19

- Focus continues on the two outstanding AODA goals which include accessible formats in school libraries by 2020 and all facilities accessible by 2025
- Rolling out the *Ontario Human Rights Commission Policy on Accessible Education* as part of the Well-Being Annual Operating plan
- Accessibility Awareness Day continues to be recognized, partnering with Safe and Inclusive Schools to provide options for activities in which schools can engage on this day

- Improved communication by updating the Accessibility Feedback Button on the board website
- Rolling out updated signage for all sites to share the process for making a request for an accommodation from the public, to advise of elevator disruptions and to advise of service animals on site

Next Steps

The updates Multi-Year Accessibility Plan 2012-17 will be distributed in keeping with Board Bylaw BL9 and will be posted on the Board website.

Grand Erie Multi-Year Plan

This report supports the Equity and Environment indicators of Success for Every Student and the following statements: we will promote practices that help students, families and staff feel safe, welcomed and included and we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

349 Erie Avenue, Brantford, Ontario N3T 5V3

(519)756-6301 Long Distance 1-888-548-8878 Fax (519) 756-9181

MULTI-YEAR ACCESSIBILITY PLAN

NOVEMBER 2017 to NOVEMBER 2022

Annual Update, November 12, 2018

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MULTI-YEAR ACCESSIBILITY PLAN

GRAND ERIE DISTRICT SCHOOL BOARD November 2017 – 2022

Prepared by
Accessibility Committee

In accordance with:

Ontarians with Disabilities Act (ODA)
Accessibility for Ontarians with Disabilities Act (AODA)
Integrated Accessibility Standards Regulation (IASR)

Annual Update, November 12, 2018

Plan Availability:

The Grand Erie District School Board's Accessibility Plan is posted on the Board website at www.granderie.ca and hard copies will be made available upon request. The plan can be made in accessible formats by contacting:

Kimberly Newhouse, Manager of Communications and Community Relations
Grand Erie District School Board
269 Erie Avenue, Brantford ON
Telephone: (519) 756-1601 or 1-888-548-8878 ext. 281147
E-mail: kimberly.newhouse@granderie.ca

Aim:

This Multi-Year Accessibility Plan (the Plan) is developed in accordance with the [Integrated Accessibility Standard Regulation \(IASR\), Ontario Regulation 191/11](#) under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (AODA), 2005*. The Plan describes the measures that the Grand Erie District School Board (the Board) will take over the five-year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Plan will be guided by the Board's Accessibility Policy SO31 Accessibility.

1.0 Definitions and Terminology

Disability: Disability covers a broad range and degree of conditions, some visible and some not visible. A disability may be present from birth, caused by an accident, or developed over time.

Barrier: A “barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, policy or a practice; (“obstacle”)

Accessibility: Accessibility is defined as that which enables people to achieve their full potential.

Accommodation: An accommodation is a means, through reasonable efforts, of preventing and removing – in a timely manner – barriers that impede individuals with disability from participating fully in the services of the Board.

2.0 Objectives

This Plan:

- 2.1 Describes the process by which the Board will identify, remove and prevent barriers;
- 2.2 Reviews recent efforts of the Board to remove and prevent barriers;
- 2.3 Describes the measures the Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 2.4 Makes a commitment to provide an annual status report on the Board’s implementation of the Multi-Year Accessibility Plan;
- 2.5 Makes a commitment to review and update the Plan at least once every 5 years;
- 2.6 Describes how the Board will make this Accessibility Plan available to the public.

3.0 Commitment to Accessibility Planning

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board’s Special Education Advisory Committee (SEAC), the Accessibility Committee and other relevant stakeholders. It is the Board’s role to consider and approve the Plan.

The Grand Erie District School Board is committed to:

- 3.1 Maintaining an Accessibility Committee;
- 3.2 Continuing the process of consulting with the Special Education Advisory Committee and persons with disabilities;
- 3.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility

Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;

- 3.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the Multi-Year Accessibility Plan.

4.0 Description of the Grand Erie District School Board

The Grand Erie District School Board is a medium-sized school board in the Province of Ontario. It represents more than 26,000 students in ~~72~~⁷⁵ schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk. With a dedicated staff of 2,800, Grand Erie is committed to its goal that promotes *SUCCESS for Every Student*.

5.0 Board Multi-Year Plan

SUCCESS for Every Student.

We will achieve this through a focus on students and staff in a culture of high expectations.

6.0 Members of Accessibility Committee

Working Group Member	Department	Contact Information
Anderson, Greg	Board of Trustees	519-446-0170 greg.anderson@granderie.ca
Bell, Sharon - Manager Human Resource Services	Human Resource Services	519-756-6301, ext. 281289 sharon.bell@granderie.ca
Boudreault, Lesley – Special Education Program Coordinator	Special Education	519-756-6301 ext. 287217 lesley.boudreault@granderie.ca
Crotta, Giancarlo – Principal, Houghton School	School Administration	519-875-2291, ext. 538001 giancarlo.crotta@granderie.ca
Erauw, Robert– Supervisor IT Support and Development	Information Technology	519-756-6301, ext. 287028 robert.erauw@granderie.ca
Forbes, David – Supervisor of Purchasing	Purchasing	519-756-6301, ext. 281194 david.forbes@granderie.ca
Gregoire, Gabe – Graphic Designer Jenny Gladish, Communications Assistant	Communications and Community Relations	519-754-1601, ext. 281 161 ²⁵¹ gabrielle.gregoire@granderie.ca jenny.gladish@granderie.ca
Hunt, Doug - Participation House	Community	519-756-1430 ext. 273 dhunt@participationhousebrantford.org
Krukowski, Tom - Division Manager Maintenance & Energy	Facilities Services	519-756-6301, ext. 281115 tom.krukowski@granderie.ca
Kuckyt, Philip – Manager of Transportation Services	Transportation	519-756-6301, ext. 228 ²²⁰² philip.kuckyt@granderie.ca
Mertins, Karin - School and Program Supports Lead (CHAIR)	Student Support Services	519-756-6301, ext. 287219 karin.mertins@granderie.ca
Newhouse, Kimberly – Manager of Communications and Community Relations	Communications and Community Relations	519-756-6301, ext. 281147 kimberly.newhouse@granderie.ca
Senior, Jeff – Principal, Cobblestone School	School Administration	519- 442-2500, ext. 102001 jeff.senior@granderie.ca

Thompson, Liana – Superintendent of Education	Senior Management Special Education/Student Support Services	519-756-6301, ext. 281122 liana.thompson@granderie.ca
Wong, Rob – Vice-Principal, Cayuga Secondary School	School Administration	905-772-3301, ext. 729002 rob.wong@granderie.ca

The Accessibility Committee ~~will meet~~ met 4 times per year to review and update the Multi-Year Accessibility Plan for 2017-22.

7.0 Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all Grand Erie District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2005*, the Grand Erie District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a renewed Multi-Year Accessibility Plan which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment, School Transportation, and the Design of Public Spaces, in accordance with legislation.

8.0 Barrier Identification

The Accessibility Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students and parents. Staff in Elementary Program, Student Success, Special Education, Safe and Inclusive Schools, Facilities and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	In consultation with OSSTF, ETFO and CUPE, Staff, the Health and Disability Officer, and Human Resource Services identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, School Support Centres, or the Education Centre. The Board website also provides an opportunity for feedback: http://www.granderie.ca/board/community/accessibility
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Public School Boards Association <u>Ontario Education Services Corporation</u> are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board's Accessibility Committee for review and recommendations. In June 2017, administrators, SEAC and members of the public participated in a provincial consultation to develop an Accessibility Standard for Education at the invitation of Bruce Rodrigues, Deputy Minister of Education.

9.0 Recent Barrier Removal Achievements (2017-18 School Year)

Equipment

The Grand Erie District School Board is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs. Student equipment needs are identified through the Resource Team process which acts on recommendations made by qualified Board staff and community service providers such as: Lansdowne Children's Centre, Community Care Access Centres, Psychologists, Audiologists, Speech Language Pathologists and Ophthalmologists. Equipment requests with supporting documentation are approved by the Program Coordinator—Special Education. For computer hardware and software claims that meet the Special Equipment Amount (SEA) criteria, equipment is purchased with the SEA Per Pupil Allotment funds. For all equipment (non-computer related) costs that exceed the SEA criteria level of \$800, individual claims-based student SEA claims are submitted to the Ministry of Education. All other equipment needs are purchased with instructional supply funds.

Access to Program

Ed Tech, Elementary Program, Student Success and Special Education staff work collaboratively to ensure that classroom programs are accessible to all students by using universal design and differentiated instruction strategies. Improvements to digital library resources with accessible or conversion ready formats of print, digital or multi-media resources for full compliance with the *Integrated Accessibility Standards in School Boards*, January 2020 are on-going.

Accessible Website

Grand Erie websites are fully accessible with web content that meets WCAG 2.0, Level AA accessibility in advance of the January 2021 deadline.

Accessibility Awareness Day

In November, the Grand Erie District School Board invites all sites to participate in an annual Accessibility Awareness Day in support of accessibility for everyone and to engage in activities that celebrate abilities. The success of the day can be followed on social media.

Early and Safe Return to Work

Employees with an occupational or non-occupational illness or injury who require accommodation to return to work are supported through the Board's Return to Work programs. The objective of the program is to return employees to their pre illness/injury status as soon as possible, consistent with their medical condition. The Ontario Human Rights Commission *Policy and guidelines on disability and the duty to accommodate* have guided the development of these programs.

Transportation Services

The needs of each student, registered at the Grand Erie District School Board, is reviewed annually to determine what services need to be implemented to meet their needs as they relate to transportation services. Vehicles of a variety of sizes and other assistive/safety devices are made available to meet the integrated, accessible needs of each student of the Board.

Accessibility of School Buildings

The Grand Erie District School Board's Facility Services Department takes a portion of their annual budget and dedicates funds to address building accessibility opportunities. Proposals for upgrades are submitted through the Pride of Place process or by completing a request through the staff portal. The draft capital plan proposes alterations to ensure that all our facilities will be compliant with AODA by 2025.

~~Special Education Staff and Principals identify immediate and anticipated needs for barrier-free participation in learning at specific school sites based upon existing and anticipating students enrolled at each school.~~

~~Renovations are completed and new buildings are constructed to meet accessibility standards as defined in the Ontario Building Code.~~

~~A comprehensive list of accessibility features in all Grand Erie facilities has been created and informs planning.~~

Systemic

~~As policies/procedures are developed and/or revised, they are examined to reflect Grand Erie District School Board direction with regards to accessibility.~~

The Renewed Multi-Year Accessibility Plan 2017-22 developed in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)* identified a range of barriers and appropriate strategies for their removal. On an on-going basis, personalized equipment needs are met through the Special Equipment Amount (SEA) process, and student transportation needs are addressed individually. Program staff in all portfolios are working to enhance the skills of all educators to deliver programs using universal design and differentiated instruction strategies. Renovations are completed and new buildings are constructed to meet accessibility standards as defined in the Ontario Building Code. Other accessibility upgrades are considered through the Pride of Place process or submission of a request through a form available on the staff portal. Employees with an occupational or non-occupational illness or injury who require accommodation to return to work are supported through the Board's Return to Work programs. The Grand Erie website and staff portal meet current accessibility standards.

The following chart details some of the recent barrier-removal achievements:

<u>Type of Barrier</u>	<u>Location</u>	<u>Action Taken</u>
<u>Systemic</u>	<u>Board-wide</u>	<u>Safe & Inclusive Schools Committee reviewed all policies out for comment through an Accessibility lens</u>
<u>Attitudinal</u>	<u>Board-wide</u>	<u>School volunteers and all board staff completed AODA training as part of annual Health & Safety training</u>
<u>Attitudinal</u>	<u>Accessibility Awareness Day #AccessibleGE November 24, 2017</u>	<u>Schools held events to celebrate diverse abilities</u>
<u>Information and Communication</u>	<u>Board-wide</u>	<u>Migration of information and updating on newly developed accessible Website & Staff Portal</u>
<u>Technology</u>	<u>Board-wide through Ed Tech, Student Success, Elementary Program & Special Education</u>	<u>Explicit focus on accessibility features in teaching/learning software and understanding of universal (inclusive) lesson planning in all PD</u>
<u>Physical</u>	<u>BCI & VS</u>	<u>Braille signage</u>
	<u>Delhi Public School</u>	<u>Accessible washroom</u>
	<u>Delhi Secondary School</u>	<u>Accessible washroom</u>
	<u>Dunnville Secondary School</u>	<u>Accessible main office entry</u>

	Education Centre – Board Room Entrance	Walkway grading improvement and accessible door entrance
	Facilities Services Office	Accessible door entrance
	GELA Rawdon	Parking lot
	Langton Public School	Accessible door entrance
	Walsh Public School	Parking lot
	Waterford District High School	Parking lot grading and second accessible washroom

10.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2018-22

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Through this 2017-2022 Multi-Year Accessibility Plan, the Grand Erie District School Board intends to take action to address attitudinal barriers to accessibility with a special emphasis on raising awareness of individual differences. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

Type of Barrier	Location	Action	Recent Activity	Effective Date
Systemic	Board-wide	Newly developed and revised policies/procedures will be reviewed by the Accessibility Committee or through the Safe and Inclusive Schools Committee to provide input from an accessibility lens.	SO126 "Volunteers" revision February 2017	Ongoing
Attitudinal	Board-wide	Provide training to all staff and volunteers on accessibility standards requirements and on Human Rights Code provisions re: disabilities and ensure that third-party providers have similar training.	Access to training for volunteers with certificates of completion was placed on Board website May 2017. Roll out at May 2, 2017. Directors meeting with information provided for school newsletters. Added to school websites August 2017. Updated facilities rental permit agreement to indicate that permit holders must comply with AODA requirements, February 2017	On-going
Attitudinal		Accessibility Awareness Day #AccessibleGE	November 25, 2016	Annually November 24, 2017

Type of Barrier	Location	Action	Recent Activity	Effective Date
Attitudinal		With the support of Elementary Program, Student Success and Special Education, school staff design course content, instruction and assessment in an inclusive (universal) design framework. <u>Board supports and interventions will continue to be developed using a tiered approach. To achieve success for every student, Mathematics achievement and Literacy collaborative professional learning initiatives emphasize differentiated math instruction and assessment.</u>	Board supports and interventions have been and will continue to be developed utilizing a tiered approach. To achieve success for every student, Renewed Math Strategy and Literacy collaborative professional learning initiatives emphasize differentiated math instruction and assessment.	On-going
Information and Communications	School Libraries	Elementary Program and Student Success staff will <u>continue to</u> develop the capacity of school libraries to provide accessible or conversion-ready formats of digital or multi-media resources upon request		Ongoing preparation for 2020 deadline
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards		Board website compliant with this standard went live in August 2017, in anticipation of 2021 deadline
<u>Information and Communications</u>	<u>Board-wide</u>	<u>Develop school/work site signage to invite requests for accommodation from the public, advise of elevator disruption, advise of service animal at work</u>		<u>September 2019</u>
<u>Information and Communications</u>	<u>Board-wide</u>	<u>Update Customer Service Feedback process on website</u>		<u>September 2019</u>
Technology	Board-wide	Ed Tech and Special Education staff provide in-service to improve staff and student understanding of accessibility features available in Grand Erie software	Digital Lead Learners were trained on Microsoft accessibility features in OneNote, Word and PowerPoint.	On-going
Architectural	Board-wide	Facilities Services is working towards full compliance with AODS standards at all sites by 2025	Major Ballachey elevator Fairview Avenue PS rebuild Elgin Avenue PS re-construction	September 2017 September 2018 September 2019 <u>On-going</u>

Type of Barrier	Location	Action	Recent Activity	Effective Date
Physical	Board-wide	Accessibility requests can be made through submission of information to the Accessibility Committee or Pride of Place	See 2012-17 Multi-year Accessibility Plan 2017 Update	On-going

11.0 Review and Monitoring Process

The Accessibility Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.
- (c) Development of a new Multi-Year Accessibility Plan will be undertaken in 2021-22.

12.0 Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 3, the Grand Erie District School Board will post an annual update report on the progress of the Multi-Year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Chair
Accessibility Committee
Grand Erie District School Board
349 Erie Avenue, Brantford, ON N3T 5V3
Or
www.granderie.ca "Contact Us"
info@granderie.ca



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Health and Safety Annual Report 2017-18**
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2017-18 as information

1. Introduction

1.1. Occupational Health and Safety Services operates to:

- offer advice to Senior Administration and Trustees on ways in which the Board can strengthen its efforts to provide a healthy and safe environment in support of the entire range of educational activities.
- coordinate the activities of the Joint Occupational Health and Safety Committee.
- liaise with regulatory agencies and other organizations to keep the Board informed of developments which could impact the Board's Health and Safety Program.
- ensure that policies and procedures are in place for inspections, testing and training and that they are carried out as required by legislation.

In 2017-18 the Occupational Health and Safety office, under the direction of the Division Manager of Operations and Health and Safety, operates with a staff of 1.5 FTE – the Health and Safety Officer and a Human Resources Assistant.

2. Program Administration

2.1 Joint Occupational Health and Safety Committee (JOHSC)

2017-2018 Joint Occupational Health and Safety Membership

❖ Employee Group Appointees

Andrea Murick	OSSTF Teachers (Certified Member)
Liz Armstrong	CUPE Clerical/Technical
Jennifer Orr	GEETF (Certified Member)
Ian Smith	CUPE Facility Services
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Dan McDougald	OSSTF PSSP (Certified Member)
George Wittet	OSSTF Occasional Teachers (Co-Chair & Certified Member)
Amanda Baxter	GEETF Occasional Teachers (Certified Member)
Laura Mels	Non-Union (Certified Member)
Angela Korakas	Early Childhood Educators (Certified Member)

❖ **Board Appointees**

Tom Krukowski	Facility Services
Griffin Cobb	Secondary Administration (Certified Member)
Cheryl Innes	Elementary Administration (Certified Member)
Lena Latreille	Business Services (Certified Member)
Rebecca Jago	Human Resources (Co-Chair & Certified Member)

With the exception of a break during the summer months, the Committee meets monthly. Over the course of the 2017-2018 school year, major items considered by the Committee included:

- Ministry of Labour Safe at Work Ontario
- Ministry of Labour visits
- Approval of JOHSC Terms of Reference with the Ministry of Labour
- Ministry of Labour Workplace Violence Consultation
- Asbestos concerns and program updates
- Indoor Air Quality including mould
- Updating certification training for site safety reps and JOHSC members
- Workplace Inspections
- Workplace Hazardous Materials Information System (WHMIS) Regulations 2015 for Globally Harmonized System (GHS) compliance
- Slip, trips and falls prevention
- Preventing strains and sprains
- Workplace Violence and Workplace Harassment Legislation

2.2 Guidelines for the Joint Occupational Health and Safety Committee

The Joint Occupational Health and Safety Committee conducted an annual review of the guidelines as per regulations. This was completed September 2016 and no changes were made.

On January 16, 2017 we received a letter advising us that the Ministry of Labour required us to update our current Terms of Reference and resubmit for approval. The Ministry was engaging in a review of all multi worksite agreements that were granted in 2010 or prior.

This task was completed and an updated Terms of Reference was submitted to the Ministry of Labour on March 30, 2017. On March 5, 2018 we received notification that our Terms of Reference had been approved as submitted. It is valid until March 5, 2023.

3. Accidents/Incidents Statistics

3.1. The statistics are set out in the table attached as Appendix A

3.2. Summary of Incident/Accidents (does not include aggressive behavior)

Employee Group	FTE	Slips, Trip, & Falls	Strains/ Sprains	Struck by Object & caught on	Workplace Violence	Other	Total 2017-2018		Total 2016-2017	
		#	#	#	#	#	#	Incidents per 100 employees	#	Incidents per 100 employees
Non- union/Admin	209.53	4	1	1	9	3	18	8.59	28	10.36
Elementary Teachers	1094	36	9	39	141	8	233	21.30	335	31.10
Secondary Teachers	624.33	9	1	9	10	3	32	5.13	35	6.26
PSSP	56	2	0	1	4	1	8	14.29	5	8.62
Clerical/ Technical	194.34	6	1	4	4	1	16	8.23	11	5.82
Educational Assistants	343.50	10	10	25	297	15	357	103.93	368	108.88
Facilities	208.33	12	19	10	0	10	51	24.48	68	32.85
ECE	115	5	1	4	47	3	60	52.17	56	49.12
Elementary Occasional Teachers	377	2	1	7	10	2	22	5.84	4	0.99
Secondary Occasional Teachers	226	0	0	1	0	0	1	.44	3	1.14
Casual Educational Assistants	116	0	0	1	2	0	3	2.59	27	20.15
Casual Early Childhood Educators	52	3	1	1	28	1	34	65.38	11	17.7
Casual Caretakers /Seasonal workers	32	1	0	2	0	2	5	15.63	**	**
Total		90	44	105	552	49	840		951	

*** Occasional numbers were not provided last year.*

3.3. Student Aggression

2013-14	225 incidents (38 First Aid, 10 Health Care, 14 Lost Time, 163 No Treatment)
2014-15	283 incidents (172 First Aid, 20 Health Care, 9 Lost Time, 82 No Treatment)
2015-16	357 Incidents (271 First Aid, 14 Health Care, 11 Lost Time, 61 No Treatment)
2016-17	345 incidents (232 First Aid, 22 Health Care, 11 Lost time, 80 No Treatment)
2017-18	454 incidents (351 First Aid, 26 Health Care, 11 Lost Time, 66 No Treatment)

With legislation in place related to workplace violence, there continues to be growing concern regarding personal safety amongst workers in an educational setting. Workers are entitled to a safe and healthy workplace and they can reasonably expect to leave their place of employment in the same state of health as they arrived. The legislation provides the worker with the right to refuse unsafe work when there are concerns of workplace violence. Comprehensive programs are in place and must be adhered to in order to protect all workers from aggression in an educational environment. This includes providing for the protection of workers in any of the special circumstances in which they are required to work.

4. Management of Hazardous Materials

4.1. Asbestos

The Asbestos Management program continues to be followed and updated on a regular basis. Asbestos surveys, status reports and floor plans are available online for all locations including portables. This is accessible to all staff. It is updated as any asbestos remediation is done (such as removal). The latest update will also be posted on the system to keep it current. Asbestos Regulations were updated in November 2005 which resulted in additional testing requirements for Clearance Certificates in asbestos abatement as well as upgrades in asbestos removal and management.

4.2. Hazardous Waste

In conjunction with Facilities, the annual Chemical Disposal Program continues to occur. This is completed annually in the summer. A disposal contractor is retained to package waste chemicals to ensure that the disposal efforts do not create either an environmental or safety hazard.

5. Compliance with Health and Safety Legislation

The Occupational Health and Safety Act requires an employer to co-operate with the Committee to develop a written Health and Safety Policy. The policy was developed by Health and Safety and accepted by the Committee and the Board.

The overriding philosophy in the Occupational Health and Safety Act is known as Internal Responsibility. This philosophy is an expectation that employers and workers will cooperate to control health and safety hazards in the workplace.

The Education Act and Regulations govern most activities in schools in Ontario. The Act and Regulations pay particular attention to duties of principals and teachers with regard to the safety of students and the cleanliness of schools. The Occupational Health and Safety Act is concerned with the safety of employees in the school. This overlap should ensure a safe and healthy environment.

For the Board to meet its health and safety responsibilities, the site supervisors/principals must take a more active role in ensuring compliance with Laws and Regulations; therefore they must be provided with ongoing support and training as well as policies/procedures for health and

safety and be held accountable to those. When this is provided the responsibility and liability for health and safety rests with the supervisor/principal.

In 2017-18 the Ministry of Labour received 3 complaints related to employee health and safety concerns at the Board, none of these resulted in any orders. There were 5 investigations into critical injuries conducted at the Board, three related to student injuries and two related to employee injuries. No orders were received by the Board for any of these investigations.

The Board had one work refusal during 2017-18 that resulted in three orders issued to the Board. Two orders related to reassessing the risk of workplace violence related to a student with a history of violence in the classroom and one order was to provide information and instruction to all employees on how to refuse unsafe work. These orders were complied with in the required time frame.

In March of 2018, the Ministry of Labour in conjunction with the Ministry of Education also conducted Province wide visits to all School Boards to provide Workplace Violence consultations. The Ministry discussed compliance with the Ontario Occupational Health and Safety Act related to workplace violence with a team of Board representatives, from both Management and the Union Members of our Multi Site Joint Occupational Health and Safety Committee. Additionally, they assessed the strength of our internal responsibility system including the effectiveness of our joint occupational health and safety committee.

6. Indoor Air Quality

This continues to be a major issue in some areas. Protocols have been developed to address this issue in a timely manner. Mould concerns continue to be raised in several locations and mould was remediated in a number of locations in 2017-2018.

7. Harassment and Objectionable Behaviour

The Grand Erie District School Board is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. It is recognized that, beyond the provisions of the *Ontario Human Rights Code*, every individual has an equal right to learn and work in an environment that is free from harassment or objectionable behaviour. Policy HR5: Harassment and Objectionable Behaviour is the policy which addresses this issue and outlines the process for investigation and resolution.

Definitions

a. Harassment/Workplace Harassment

Harassment/Workplace Harassment means engaging in a course of vexatious comment or conduct which is known or ought reasonably to be known to be unwelcome pursuant to the *Ontario Human Rights Code* and the *Occupational Health and Safety Act (OHSA)*. Harassment/Workplace Harassment can include sexual harassment.

b. Objectionable Behaviour

Objectionable Behaviour is often, but not always, persistent, ongoing vexatious conduct towards an individual in the workplace which might reasonably be known to be unwelcome. A single serious act or expression can constitute objectionable behaviour.

c. Summary of Harassment Complaints 2017-2018

Number of Reported Cases	Number where harassment or objectionable behaviour found	Number not Investigated
5	4	1

8. Priorities for 2018-19

a. Workplace Violence and Student Aggression

Workplace Violence with student aggression continues to be a concern in several schools in our Board. The Special Education Department, Special Education focus group and JOHSC continue to work on improvements and strategies in this area. Continued training, updating and maintaining safety plans, improved personal protective equipment and continued communication will be the focus of this year.

b. Slips, Trips and Falls, Strains and Sprains

Slips, trips, falls, strains and sprains continue to be the largest contributors to Workplace Safety and Insurance Board costs. The committee focus this year will be on continued education of preventing slips and falls through; proper foot wear, the use of traction aids and reminders to all staff to take care when walking in winter ice and snow conditions. The committee will continue to promote an awareness program which will include such things as continuing the education and training on proper lifting techniques for staff working with special needs children to prevent strains, education on how to maintain a healthy back, providing ergonomic workstations and equipment to prevent repetitive strain injuries with office and support staff. Facility Services in conjunction with the Accident Prevention, Products and Methods Committee continue to consider more ergonomically friendly tools for cleaning purposes to decrease strain and sprain injuries.

c. Workplace Hazardous Materials Information System

We will continue to ensure compliance with all aspects of the Workplace Hazardous Materials Information System Regulation.

June 1, 2015 the new WHMIS 2015 Regulation came into effect. This aligns the Workplace Hazardous Materials Information System with the Globally Harmonized System of Classification and Labelling of Chemicals.

Our training program for staff now include information on the new WHMIS 2015 hazard classifications, pictograms, Safety Data Sheet, labels etc.

As there is a transition period for the complete changeover to WHMIS 2015 (stakeholders to update Safety Data Sheets and Labels) we will be required to comply and provide training on both WHMIS 1988 and WHMIS 2015 until December 2018.

d. Machine Guarding in Technology Classes

We continued with safety upgrades in 2017-18 with upgrades and improvements made to a total of \$200,000. The improvements will continue in September of 2019 with a Board allocated budget amount of \$200,000.

e. Training and Development

Training continues to be a significant component of Occupational Health and Safety activities. The focus in 2018-2019 will be on:

- Asbestos Awareness Training
- Occupational Health and Safety issues for Administrators
- Student Injury Prevention Initiative
- Accident Investigation training for Administrators
- Safe Lifting Techniques for staff working with special needs students
- Continuing Certification training for new site safety representatives
- Refresher training for existing site safety representatives
- First Aid/CPR including Automated External Defibrillator training
- Workplace Violence and Harassment
- WHMIS 2015
- Working at Heights training

f. Chemical Management Program

MSDSOnline provides on line access and a management tool for the Board's Safety Data Sheets (formerly Material Safety Data Sheets). Inventories continue to be maintained for all schools and support locations. Access to the data base is through the Staff Portal.

g. Ministry of Labour: Safe at Work Ontario and Education Initiative

The Ministry of Labour *Safe at Work Ontario* program continues.

The plan allows Ministry inspectors to be flexible and strategic in determining which businesses require their attention based on a number of factors including:

- injury rates and associated costs
- compliance history
- hazards inherent to the work
- new businesses
- size of businesses
- specific events or incidents (e.g., critical or fatal injuries, or violence)
- new and/or vulnerable workers.

The new direction seeks to continue to improve the health and safety of Ontario's workplaces. Ministry of Labour inspections will focus on the Internal Responsibility System (IRS).

The Ministry of Labour will continue to conduct an enforcement strategy in the Education Sector in 2018 and 2019.

The purpose of the initiative is to continue to raise awareness of health and safety hazards in this sector and promote compliance with the OHSA and its regulations.

The Education Sector initiative will focus on hazards at secondary schools with technological education labs and shops (i.e., auto body, construction, and manufacturing courses) and science labs and will include an audit of the Internal Responsibility System at the Board.

Ministry of Labour inspectors will focus on the following:

Information: Inspectors will check that employers are providing workers with information, instruction and supervision to protect their health and safety.

Protective Equipment: Inspectors will check that appropriate personal protective equipment (safety glasses, goggles, gloves, etc.), eye wash stations and safety showers are available for workers and are being maintained.

Province wide sector and hazard-specific inspection blitzes will continue and are an important feature of the *Safe at Work Ontario*. This means that a business could receive a visit from an inspector even if they have a zero-injury rate but have a hazard inherent to the work that is part of the blitz. At this point there is nothing set specifically for the Education Sector however this does not prevent visits related to the blitzes below.

- October 1, 2018 – November 23, 2018 Health and Safety in Retail and Big Box Stores
- February 1, 2019 – March 29, 2019 Machine Guarding including electrical hazards
- April 1, 2018 – March 31, 2019 Workplace Hazardous Materials Information System

It will be a focus of the Joint Occupational Health and Safety Committee this year to continue to improve our accident statistics and make recommendations on training that is needed to improve the safety of all staff.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix A – Accident Statistics

	<u>2017-2018</u> <u>%</u>	<u>2016-2017</u> <u>%</u>	<u>2015-2016</u> <u>%</u>	<u>2014-2015</u> <u>%</u>
Slips, Trips, Falls	90 10.72% (54 First Aid, 15 Health care, 12 Lost Time, 9 No Treatment)	108 11.4% (62 First Aid, 13 Health care, 18 Lost Time, 15 No Treatment)	88 22.8% (45 First Aid, 15 Health care, 12 Lost Time, 15 No Treatment, 1 Reoccurrence)	99 25.6% (51 First Aid, 15 Health Care, 11 Lost Time, 20 No Treatment, 1 Reoccurrence)
Sprains/Strains	44 5.24% (18 First Aid, 12 Health Care, 13 Lost Time, 1 Reoccurrence)	45 4.7% (20 first Aid, 13 Health Care, 12 Lost Time)	46 11.9% (19 first Aid, 12 Health Care, 13 Lost Time, 2 Reoccurrence)	44 11.4% (14 First Aid, 10 Health Care, 15 Lost Time, 2 No Treatment, 3 Reoccurrence)
Struck by/Caught on Object	105 12.50% (72 First Aid, 22 Health Care, 8 Lost Time, 2 No Treatment, 1 Reoccurrence)	133 14.0% (86 first Aid, 17 Health Care, 18 Lost Time, 12 No Treatment)	76 19.7% (47 First Aid, 15 Health Care, 11 Lost Time, 3 No Treatment)	105 27.1% (60 First Aid, 13 Health Care, 7 Lost Time, 25 No Treatment)
Workplace Violence (formerly put in aggression stats)	552 65.71% (14 First Aid, 1 Health Care, 5 Lost Time, 531 No Treatment, 1 Reoccurrence)	612 64.4% (31 first Aid, 8 Health Care, 1 Lost Time, 572 No Treatment)	123 31.9% (12 First Aid, 5 Health Care, 106 No Treatment)	95 24.5% (6 First Aid, 3 Health Care, 1 Lost Time, 85 No Treatment)
Other	49 5.83% (19 First Aid, 12 Health Care, 8 Lost Time, 10 No Treatment)	53 5.6% (32 first Aid, 4 Health Care, 7 Lost Time, 9 No Treatment, 1 Reoccurrence)	53 13.7% (28 First Aid, 8 Health Care, 8 Lost Time, 9 No Treatment)	44 11.4% (25 First Aid, 8 Health Care, 4 Lost Time, 7 No Treatment)
Totals	840 100% (177 First Aid, 66 Health Care, 46 Lost Time, 552 No Treatment, 3 Reoccurrence)	951 100% (231 first Aid, 55 Health Care, 56 Lost Time, 608 No Treatment, 1 Reoccurrence)	386 100% (151 First Aid, 55 Health Care, 44 Lost Time, 133 No Treatment, 3 Reoccurrence)	387 100% (156 First Aid, 50 Health Care, 38 Lost Time, 139 No Treatment, 4 Reoccurrence)

Classification of accidents/incidents shows the major contributions are workplace violence, slips, trips, falls, struck by/caught on an object, sprains and strains. This analysis will provide a focus for the Joint Occupational Health and Safety Committee and Supervisors in 2018/2019.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Student Suspensions Report 2017-18**
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the "Student Suspensions Report 2017-18"
as information.

Background

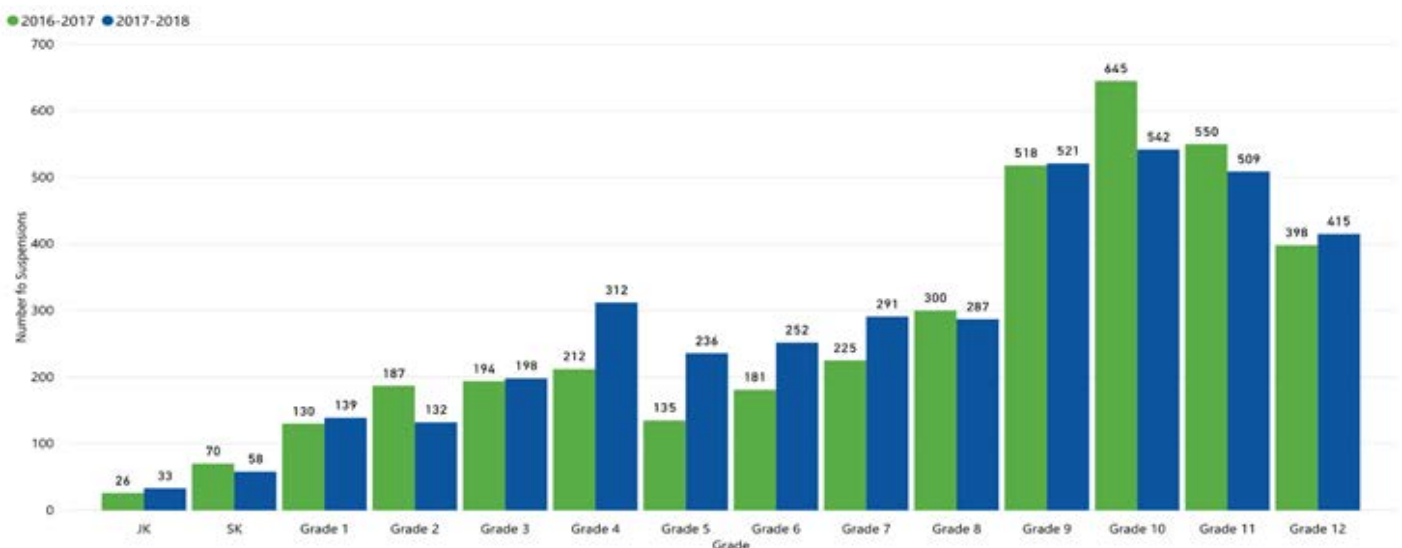
Regulation 298 states that *"Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends..."* Principals have the authority – under s.306(1) of the Education Act – to suspend pupils for a variety of infractions. Suspensions can range from one to twenty days in length. SO6 – Student Suspensions was revised in June 2018 to include an updated list of reasons to consider suspension. Next year's data report will be based upon that revised list.

Additional Information

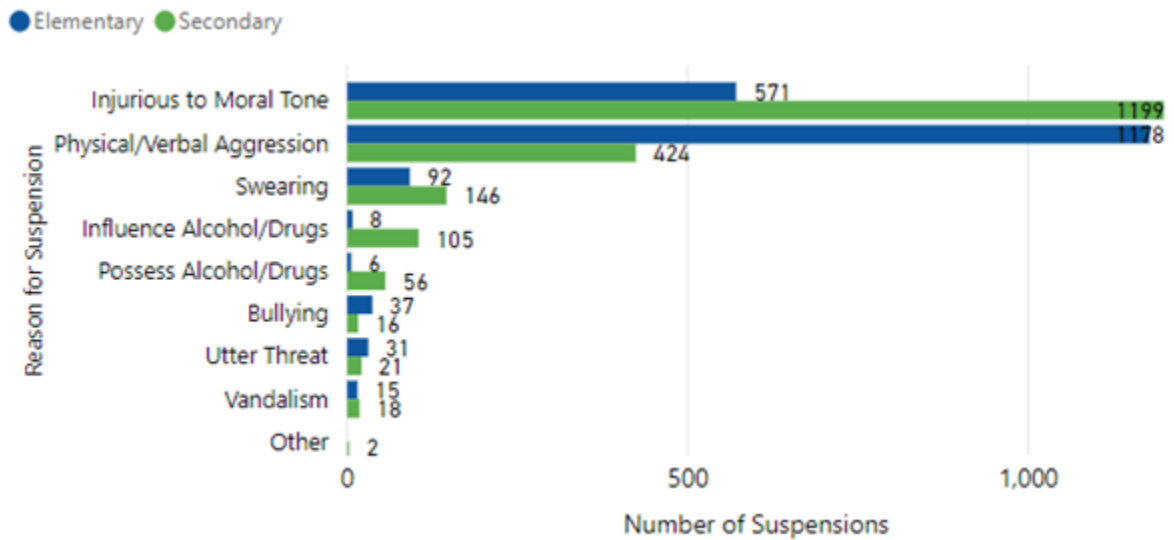
Total Suspensions

Year	Elementary	Secondary	Total
2014-15	1452	1945	3397
2015-16	1454	2131	3585
2016-17	1665	2111	3776
2017-18	1938	1987	3925

Suspensions by Grade

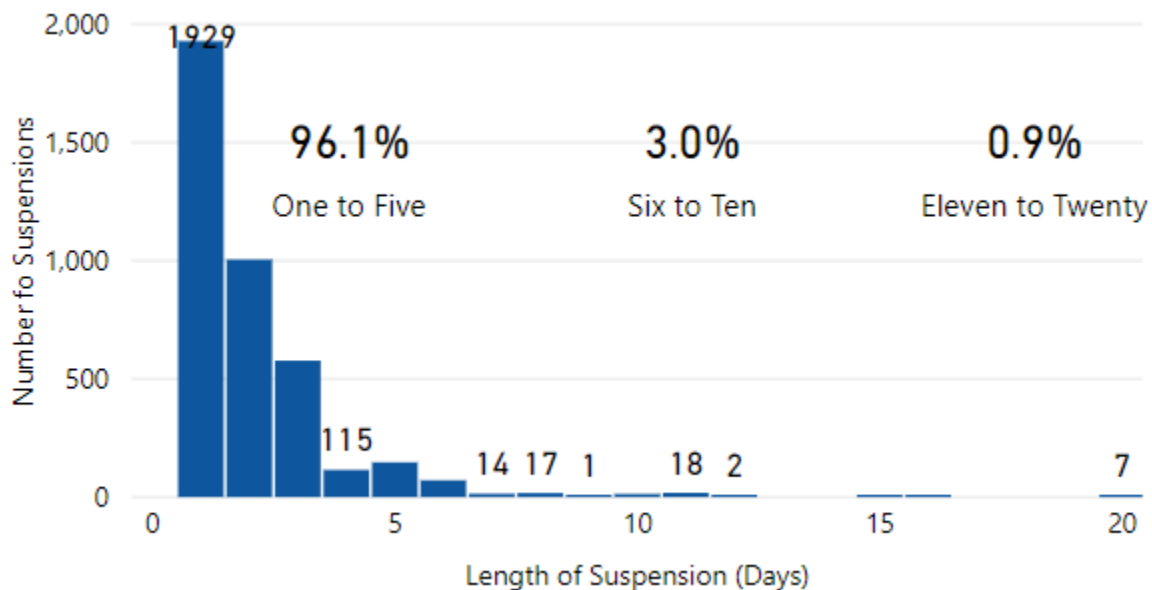


Reasons for Suspension



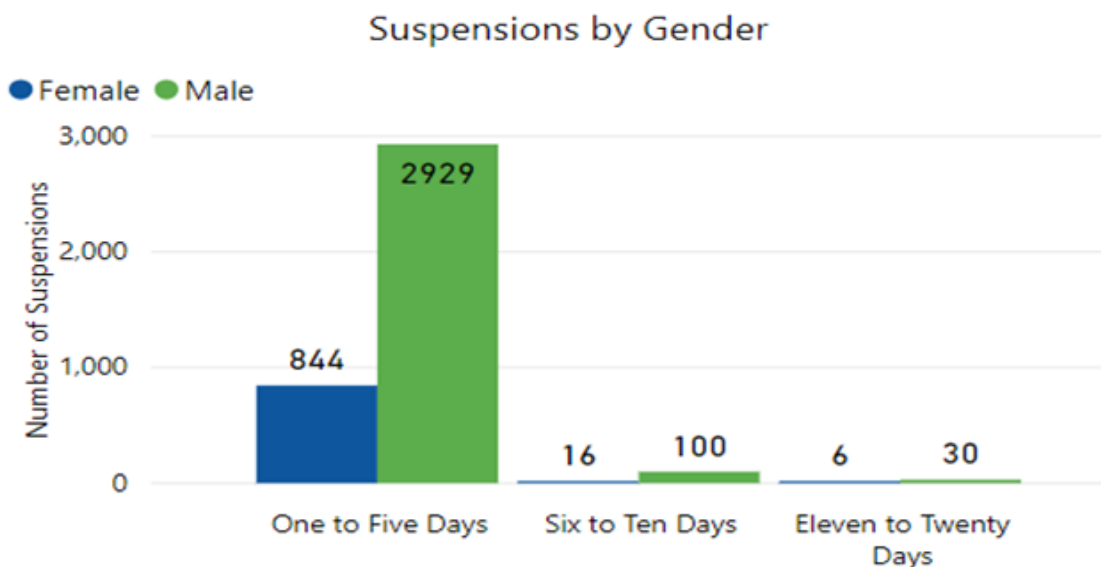
“Acts injurious to the moral tone of the school” characterize behaviours that reflect non-compliance and defiance by students. “Acts injurious to the physical or mental well-being of others” characterize behaviours that reflect student aggression toward others.

Suspension Length (Days)



Consistent with historical data, the large majority of 2017-18 suspensions were short-term, defined as less than six days; 49% of all suspensions were for one day. The school provides instructional materials for students on short-term suspension.

Long-term suspensions range from 6-20 days, and qualify the student for Safe Schools supports. Students serving suspensions of 6-10 days are eligible to work with a Safe Schools teacher. Students serving suspensions of 11-20 days are also eligible for social work/CYW supports.



Suspensions for boys increased by 204 from 2016-17 to 2017-18 (2855 to 3059)

Suspensions for girls decreased by 56 from 2016-17 to 2017-18 (921 to 866)

Observations

- Total Suspensions (3925): 51% secondary; 49% elementary
 - Student enrolment: 32% secondary; 68% elementary
- Total Suspensions (3925): Elementary increased (273); Secondary decreased (124)
- Elementary suspensions (1938): 83% boys; 17% girls
- Secondary suspensions (1987): 73% boys; 27% girls
- Increase in 2017-18: 272 in grades 4-6. 86% of the grades 4-6 suspensions went to boys.

Next Steps

- The suspension report will be shared with Executive Council, Trustees and school administrators.
- Administrators will be directed to review their schools' historic suspension data and make their observations – in conjunction with Our School results – the focus of their school improvement planning.

Grand Erie Multi-Year Plan:

This report supports the Well-being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Student Expulsions Report 2017-18**
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the "Student Expulsions Report 2017-18" as information.

Background

For very serious infractions, students may be expelled by the Board (s.310 of Ed Act). All expulsions are preceded by a 20-day suspension, while information is gathered concerning the incident in question. Expulsion is the responsibility of a group of trustees comprising the Student Discipline Committee.

Additional Information

During the 2017-18 school year, there were eight 20-day suspensions pending expulsion; one resulted in an expulsion, that to a male secondary student.

Expulsions	Elementary	Secondary
2014-15	0	6
2015-16	1	4
2016-17	0	2
2017-18	0	1

The reason for the expulsion was as follows:

- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others

** Trustees have approved an updated list of reasons for expulsion, which will form the basis of the expulsion report in 2019-20.

Next Steps

The report will be shared with Executive Council, Trustees and school administrators.

Grand Erie Multi-Year Plan:

This report supports the Well-Being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 9 – Process for Development of Bylaws, Policies and Procedures**
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Bylaw 9 – Process for Development of Bylaws, Policies, Procedures and Protocols.**

Background

Bylaw 9 – Process for Development of Bylaws, Policies and Procedures was received in November 2014 and has been identified for review.

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

Comments Received

1. Comment: *Purpose*- think it would be cleaner – “the process to be followed” – remove “outlined below is”
Response: wording changed to provide clarity
2. Comment: Bylaw – review and revision
#1 – we do not review the financial bylaws on this schedule, they used to come up and trustees would ask about the validity of them being signed by a former chair who is no longer a trustee etc. They are reviewed at the inaugural board meeting
Should some language be included to explain this?
Response: wording added to provide clarity
3. Comment: Administrative memos
I do not think they used to “operationalize Board policies procedures”
Think the language here should be updated
Response: language updated
4. Comment: Since this Bylaw includes information of Admin Memos and Protocols, should the title be changed?
Response: Protocols has been added to the title for Trustee consideration
5. Comment: A section on Protocols should be added
Response: section added
6. Comment: Why are Administrative Memos part of this Bylaw as they don’t seem to fit since they are internal documents?
Response: suggest that this section should be removed?

7. Comment: Need to be consistent with the spelling of “Bylaw” – different in the title and the text in the body.

Response: consistent spelling in place

8. Comment: At least one policy has a Resource Package not a Manual or a Form. Can this be added to the section that deals with Manuals and Forms?

Response: reference to a Resource Package has been added

9. Comment: The title doesn’t seem to fit the content of the Bylaw since Admin Memos are included and protocols are being added - these are neither bylaws, policies or procedures. If this is about bylaws, policies and procedures, why are Admin Memos included?

Response: for Trustee consideration – can either remove Admin Memos or change the title

10. Comment: Are 60 days for comment too many. It might make sense to tighten this up to be more efficient with the process so that revisions can be enacted more quickly. A review of surrounding school boards show a range for comments from 25 to 40 days

Response: Senior Admin would like to recommend, for Trustee consideration, changing the comment window from 60 days to 30 days. In checking with the Executive Assistant to the Trustees, the vast majority of comments are currently submitted in the first 30 days.

Next Steps

Bylaw 9 will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL9

Processes for Development of Bylaws, Policies and Procedures and Protocols

Board Received: November 24, 2014

Review Date: December 2018

Purpose

~~The To outline the process outlined below is~~ to be followed in the development of Board ~~By-Laws~~ Bylaws, Policies and Procedures.

~~Where possible a Policy should include procedures for approval by the Board.~~

For the purpose of this ~~By Law~~ Bylaw, stakeholders are defined as: students; trustees; staff; employee groups; school councils, and the broader education community.

Definitions:

Frequency of Reports – Some policies require an annual report to the Board. For most policies a report to the Board would be recorded “as necessary” to address legislative changes, a change in practice or a significant breach of the Policy that will affect the Board.

Criteria for Success – statements to guide when the Policy and/or Procedure have been successfully applied.

Bylaws

These are rules and directives that the Board of Trustees follows with respect to conducting the business of the Board of Trustees.

Development Process

1. The need for a new ~~By Law~~ Bylaw is identified by the Board or necessitated by a financial covenant.
2. A draft ~~By Law~~ Bylaw shall be written by Trustees or Executive Council to address the identified need.
3. The Board may direct that the draft ~~By Law~~ Bylaw be circulated to all stakeholders for input.
4. The draft ~~By Law~~ Bylaw shall be modified and approved by the Board with consideration to stakeholder input, if sought and received.
5. Once approved by the Board, the new ~~By Law~~ Bylaw shall be included in the Policy Manual posted on the Board’s Website.

Review and Revision Cycle

1. All ~~By Laws~~ Bylaws of the Board, with the exception of financial Bylaws, shall be reviewed on a four-year schedule.
- ~~1.2.~~ All financial Bylaws are reviewed annually at the Inaugural Meeting of the Board in December.
- ~~2.3.~~ The Board may direct that any proposed revisions to current ~~By Laws~~ Bylaws may be circulated to all stakeholders for input.
- ~~3.4.~~ The ~~By Law~~ Bylaw shall be modified and approved with consideration to the stakeholder input, if sought and received.
- ~~4.5.~~ Once approved by the Board, the revised ~~By Law~~ Bylaw shall be included in the Policy ~~Manual~~ posted on section of the Board’s Website.

Policies

These are a set of rules and directives that direct the Board of Trustees and the staff of the Board. The Policy Statement is a clear, concise statement of position or direction of the Board. The Procedure (if included) provides clear direction to staff in addressing the intent of the Policy Statement.

Development Process

1. The need for a new policy is identified by the Board.
2. A draft policy shall be written by Trustees or Executive Council to address the identified need.
3. The draft policy shall be circulated to all stakeholders for a minimum of ~~60~~30 days for input.
4. The draft policy shall be modified and approved by the Board after consideration of stakeholder input.
5. Once approved by the Board, the new policy shall be included in the Board Policy Manual posted on the Board's Website.

Review and Revision Cycle

1. All policies of the Board shall be reviewed on a four-year schedule.
2. Policies shall be circulated to all stakeholders for a minimum of ~~60~~30 days, for input with respect to revision.
3. Policies shall be modified and approved after consideration of stakeholder input.
4. Once approved by the Board, the revised policy shall be included in the Policy Manual posted on the Board's website.

Procedures

These are a set of rules and directives that the staff of the Board follow with respect to operational and administrative functions.

Development Process

1. The need for a new procedure is identified by Executive Council
2. A draft procedure shall be written by Executive Council to address the identified need.
3. The draft procedures shall be brought to the Board for review. The Board will approve the circulation to stakeholders.
4. The draft procedure shall be circulated to all stakeholders for a minimum of ~~60~~30 days for input.
5. The draft procedure shall be modified and approved by Executive Council after consideration of stakeholder input and the final document brought to the Board for information.
6. Any new procedure shall be included in the Policy Manual posted on the Board's website.

Review and Revision Cycle

1. All procedures shall be reviewed on a four-year schedule.
2. The revised procedures shall be brought to the Board for review. The Board will approve the circulation to stakeholders.
3. Procedures shall be circulated to all stakeholders for a minimum of ~~60~~30 days, for input with respect to revision.
4. The procedure shall be modified and approved by Executive Council after consideration of stakeholder input and the final document brought to the Board for information.
5. Any revised procedure shall be included in the Policy Manual posted on the Board's website.

Manuals/Forms/Resource Packages

1. Manuals ~~and~~ forms and resource packages shall accompany Policies and/or Procedures according to the four-year review cycle. These will be posted on the Board website and portal.
2. As “living documents”, manuals, ~~and~~ forms and resource packages may be subject to minor revisions during the four-year review cycle. The Board will be informed of any changes.
3. Direct links to applicable manuals, ~~and~~ forms and resource packages will be embedded into Policies and/or Procedures.

Protocols

1. Protocols are a system of rules that explain the correct conduct and procedures to be followed in formal situations. These documents outline common objectives and commitments shared within Grand Erie, and with outside agencies and organizations that are put in place to support students.
2. Review timelines are specific to each protocol.

Administrative Memos

1. ~~Administrative memos are internal documents created by Executive Council to operationalize Board policies, procedures, address changes in Ministry regulations/policy memorandums as well as matters pertaining to health and safety, insurance and risk management.~~ provide direction on operational issues to school administrators and managers.
2. ~~Administrative memos will be placed on the Board portal.~~
3. ~~All administrative memos are to be reviewed annually by Executive Council.~~
4. ~~Trustees, Principals and Managers will be informed of any changes.~~



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Policy Changes due to Enactment of the *Cannabis Act, 2017***
DATE: November 12, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating

- SO10 Bullying Prevention and Intervention;
- SO11 Progressive Discipline and Promoting Positive Student Behaviour; and
- SO12 Code of Conduct

to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve changes to policies:

- SO10 Bullying Prevention and Intervention;
- SO11 Progressive Discipline and Promoting Positive Student Behaviour; and
- SO12 Code of Conduct

as a result of enactment of the *Cannabis Act, 2017*

Background

Ontario's *Cannabis Act, 2017* came into effect on October 17, 2018. The *Cannabis Act, 2017* amends the *Education Act* to reflect suspension, expulsion, and code of conduct changes such that recreational cannabis remains prohibited on school property and at school-related activities.

The following Ministry of Education Policy and Program Memoranda reference these changes and have been updated:

- PPM 128 – Provincial Code of Conduct and School Board Codes of Conduct
- PPM 144 – Bullying Prevention and Intervention
- PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour

Consequently, the following Grand Erie policies must be revised:

- SO10 – Bullying Prevention and Intervention
- SO11 – Progressive Discipline and Promoting Positive Student Behaviour
- SO12 – Code of Conduct

Additional Information

In anticipation of these legislative changes, Trustees approved out-of-cycle revisions to SO6 Student Suspensions and SO7 Student Expulsions. The revisions also included the recommendations of a suspension working group.

Since the latest policies mandated for revision are not scheduled for Board review until 2019 (SO12) and 2021 (SO10 and SO11), it is recommended that similar out-of-cycle revisions be approved. The revisions would reflect all changes made to SO6 and SO7.

Draft revised documents are attached for review.

Next Steps

Approved revised policies will be shared with stakeholders.

Grand Erie Multi-Year Plan:

This report supports the Well-being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
Superintendent of Education

**Bullying Prevention and Intervention**

Board Received: May 29, 2017 **Review Date:** June 2021

Policy Statement

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

Bullying adversely affects:

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

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

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

Accountability

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

1. Definition of Bullying

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

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

- | | | |
|----------------------------|------------------------------|---------------------|
| • Size | • Ethnicity | • Religion |
| • Strength | • Disability | • Gender identity |
| • Age | • Need for special education | • Gender expression |
| • Intelligence | • Sexual orientation | |
| • Economic status | • Family circumstances | |
| • Social status | • Gender | |
| • solidarity of peer group | • Race | |

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

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

2. Prevention and Awareness-Raising Strategies

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

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

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

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

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

3. Intervention and Support Strategies

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

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

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

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

4. Reporting to Principals

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

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

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

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

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

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

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

5. Notifying Parents

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

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

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

6. Training Strategies

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

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

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

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

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

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

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART I —

CONFIDENTIAL

Report No:		
Name of School		
1. Name of Student(s) Involved (if known)		
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify)	
	<input type="checkbox"/> At a school-related activity (please specify)	
	<input type="checkbox"/> On a school bus (please specify route number)	
	<input type="checkbox"/> Other (please specify)	
3. Time of Incident	Date:	Time:

4. Type of Incident
(check all that
apply)

Activities for which suspension must be considered under section 306(1) of the Education Act:

~~—Threatening to inflict serious bodily harm on another person.~~
~~Uttering a threat to inflict serious bodily harm on another person~~

☐ ~~Possessing alcohol, or illegal/restricted drugs~~

☐ ~~Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription~~

~~Under the influence of alcohol, illegal or restricted drugs, or~~

☐ ~~cannabis, without a prescription~~

~~Being under the influence of alcohol or drugs~~

~~—Swearing at, or in reference to, a teacher or at another person in a~~
~~position of authority~~

☐ ~~—~~

☐ ~~Committing an act of vandalism that causes extensive damage to~~
~~Board or personal school property on school premises at the~~

~~student's school or at any school-related activities to property~~
~~located on the premises of the student's school~~

☐ ~~—~~

☐ ~~Bullying, including cyberbullying~~

☐ ~~Physical or verbal aggression~~

☐ ~~Persistent opposition to authority~~

☐ ~~Any inappropriate behaviour motivated by bias, prejudice or hate~~
~~based on race, national or ethnic origin, language, colour, religion,~~
~~sex, age, mental or physical disability, sexual orientation, gender~~
~~identity, gender expression, or any other protected human right~~

~~Any act considered by the principal to be injurious to the moral~~
~~tone of the school or the well-being of members of the school~~

☐ ~~community~~

☐ ~~Any act considered by the principal to be injurious to the moral~~
~~tone of the school~~

☐ ~~Any act considered by the principal to be injurious to the~~
~~physical or mental wellbeing of any member of the school community~~

Activities for which expulsion must be considered under section 310(1) of the Education Act:

~~Possessing a weapon, including possessing a firearm~~

☐ ~~Possessing a weapon or replica, including a firearm~~

☐ ~~Using a weapon to cause or to threaten bodily harm to another~~
~~person~~

☐ ~~Using a weapon or replica to cause or to threaten bodily harm to~~
~~another person~~

☐ ~~Committing physical assault on another person that caused bodily~~
~~harm requiring treatment by a medical practitioner~~

☐ ~~Committing sexual assault~~

☐ ~~Trafficking in weapons or drugs~~

☐ ~~Trafficking in weapons or illegal/restricted drugs~~

☐ ~~Committing robbery~~

☐ ~~Giving alcohol or cannabis to a minor~~

☐ ~~Bullying, if,~~

	<p>i. <u>the pupil has previously been suspended for engaging in bullying, AND,</u></p> <p>ii. <u>the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;</u></p> <p><input type="checkbox"/> <u>Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right where;</u></p> <p>i. <u>The pupil has previously been suspended for this behaviours, AND</u></p> <p>ii. <u>The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person.</u></p> <p><input type="checkbox"/> <u>Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; and</u></p> <p><input type="checkbox"/> <u>Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities.</u></p> <p><input type="checkbox"/></p>
5. Report Submitted By:	
Name:	
Signature:	Date:
Contact Information:	
Location:	Telephone:

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

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



Progressive Discipline and Promoting Positive Student Behaviour

Board Received: May 29, 2017 Review Date: June 2021

Policy Statement

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

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

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

Accountability

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

Statement of Guiding Principles

The Board recognizes the following principles:

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

1. Progressive Discipline and Awareness Raising

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

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

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

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

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

2. Progressive Student Discipline Model

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

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

Level 1

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

Level 2

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

Level 3

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

Level 4

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

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

3. Reporting to Principals

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

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

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

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

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

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

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

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

4. Responding to Incidents

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

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

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

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

5. Support for Students

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

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

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

6. Delegation of Authority

In the event that the school principal is not present on school property, the principal has the authority to delegate powers, duties and functions to the vice-principal, except assigning long-term suspensions or expulsions.

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

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

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

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

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

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

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

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

- ~~Uttering a threat to inflict serious bodily harm on another person;~~ Threatening to inflict serious bodily harm on another person.
- ~~Possessing alcohol or illegal/restricted drugs;~~ Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- ~~Being under the influence of alcohol or drugs;~~ Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;

- ~~Swearing at a teacher or at another person in a position of authority;~~Swearing at, or in reference to, a teacher or another person in a position of authority;
- ~~Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;~~Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities;
- ~~Bullying, including cyberbullying;~~
Physical or verbal aggression;
Persistent opposition to authority;
Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.;
- ~~Any act considered by the principal to be injurious to the moral tone of the school; or~~
- ~~Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community.~~

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

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

- ~~Possessing a weapon, including possessing a firearm;~~Possessing a weapon or replica, including a firearm;
- ~~Using a weapon to cause or to threaten bodily harm to another person;~~Using a weapon or replica to cause or to threaten bodily harm to another person;
- ~~Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;~~
- ~~Committing sexual assault;~~
- ~~Trafficking in weapons or illegal/restricted drugs;~~Trafficking in weapons or illegal/restricted drugs;
- ~~Committing robbery;~~
- ~~Providing alcohol~~ or cannabis ~~to a minor;~~
- ~~Bullying, if,~~
 - i) ~~The pupil has previously been suspended for engaging in bullying, AND~~
 - ii) ~~The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.~~
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
 - i) The pupil has previously been suspended for this behaviour, AND
 - ii) The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person

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

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

Reference

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



Code of Conduct

Board Received: October 26, 2015 Review Date: November 2019

Accountability

1. Frequency of reports— as needed
2. Criteria for Success — Safe climates in all schools of the Board
 - all members of the school community are aware of, and adhere to, the Board and Provincial Codes of Conduct

Policy Statement

The Grand Erie District School Board believes that, in addition to academic excellence, a school promotes responsibility, respect, and civility in an environment that is safe, inclusive, caring, and accepting. This maximizes student potential and encourages a positive school climate for all members of the school community.

This policy defines the standards of behaviour for all members of the Grand Erie community in all Board settings. The standards are consistent with the Provincial Code of Conduct as outlined in Policy/Program Memorandum 128.

Responsible citizenship involves active participation in the civic life of the school community. Engaged citizens are aware of their rights, but, more importantly, they accept responsibility for protecting their rights and the rights of others.

Procedures

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community, or any other person attending on Board property, while on school buses, at school-related events or activities, or in any other circumstances that could have an impact on the climate of a school, must, in consideration of the Grand Erie Character Traits:

- Respect and comply with all applicable federal, provincial, and municipal laws;
- Demonstrate honesty and integrity;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- Show proper care and regard for school property and the property of others;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect persons in positions of authority;
- Respect the needs of others to work in an environment that is conducive to learning and teaching;

Safety

Any person attending on Board property for any reason, while on school buses, at school-related events or activities, or in any other circumstances that could have an impact on the climate of a school must not:

- Engage in bullying behaviours, including cyber-bullying;
- Commit sexual assault;
- Traffic weapons or illegal/restricted drugs;
- Give alcohol or cannabis to a minor;
- Commit robbery;
- Be in possession of any weapon
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object intentionally or recklessly;
- Be in possession of, or be under the influence of, alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal/restricted drugs;
- Provide others with alcohol, illegal/restricted drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- Be in possession of, under the influence of, or provide others with, alcohol;~~under the influence of, or provide others with, alcohol;~~
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda or other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes damage to school property or to property located on the premises of the school; or
- Create a disturbance in a school, on school property, or at a school-sanctioned event which disrupts the operation of a school or the learning environment;

Roles and Responsibilities***Grand Erie***

The Grand Erie District School Board provides direction to schools to ensure opportunity, academic excellence, and accountability in the education system. Specifically, the Board will:

- develop policies that set out the manner in which schools will promote and support respect, civility, responsible citizenship, and safety;
- review these policies by seeking input from all staff, student, parent and community stakeholders;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe and inclusive learning and teaching environment; and
- whenever possible, collaborate to provide coordinated prevention and intervention programs and services.
- arrange for appropriate training of staff.

Principals

Under the direction of the Board, principals will provide leadership by:

- taking every reasonable precaution for the health and safety of all staff and students;
- advising staff of the existence of any potential or actual danger to the health or safety of staff;
- facilitating appropriate training of staff;
- investigating, documenting, and reporting to parents about all violent incidents involving their children;

- arranging for academic and non-academic supports for suspended or expelled students,
- fulfilling any other responsibilities that the Board may delegate to them;
- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community; and
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff Members

Under the leadership of their principals, teachers and school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents/guardians
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all members of the school community;
- prepare students for the full responsibilities of citizenship.
- understand the nature of bullying and harassment, and refrain from engaging in any conduct of this nature.

Students

Students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- refrains from bringing anything to school that might compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions;
- attends classes punctually and regularly;
- is diligent in attempting to master such studies as are part of the program in which the student is enrolled;
- accepts such discipline as would be exercised by a kind and judicious parent, and;
- understands the nature of bullying and harassment, and refrains from engaging in any conduct of this nature.

Parents/Guardians

Parents/guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents/guardians fulfil their role when they understand the nature of bullying and harassment, and encourage and assist their child(ren) in behaving responsibly and refraining from any acts of violence, including bullying and harassment of any sort. They should:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- be familiar with the School's code of conduct;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be created. Community agencies are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies and of formalizing the relationship between them. (For example, the School and Community Threat/Risk Assessment Protocol and the CAS Protocol)

The police play an essential role in making our schools and communities safer. The police investigate school-related incidents in accordance with the protocol developed between them and the Grand Erie District School Board.

School Codes of Conduct

All Principals of Grand Erie will establish Codes of Conduct for their schools governing the behaviour of all persons in the school. The code must be consistent with the *Provincial Code of Conduct* and the Board's Code of Conduct, as well as with the requirements of Policy/Program Memorandum 128. School Codes of Conduct may take into account local circumstances which apply to a particular school.

Communication of Code of Conduct

The Board's Code of Conduct will be communicated to members of the school community in the following manner:

- A copy of the Board's Code of Conduct will be posted on the Board's web site (Programs – Safe Schools)
- Newly hired Board employees, school volunteers, and contractors providing services to the Board will be directed to view the Board's Code of Conduct on the Board website;
- Schools will send home with each student, at the outset of each school year, a copy of the School's Code of Conduct;
- All schools will develop programs within their schools, in consultation with administration, which promote and support respect, civility, responsible citizenship and safety and which brings the School's Code of Conduct to the attention of students.

Programs Promoting "Respect, Civility, Responsible Citizenship and Safety"

Schools, in consultation with and under the direction of Administration, will develop and implement programs which promote respect, civility, responsible citizenship and safety. Each school shall establish a Safe Schools team to monitor and evaluate individual school climate and safety issues.

Reference: Policy/Program Memorandum 128