



Committee of the Whole Board

Monday, November 14, 2016
Board Room, Education Centre

AGENDA

- A – 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session
 - i) Personnel Matters
 - ii) Legal Matters
 - iii) Property Matters
 - (d) Welcome to Open Session (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B – 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) French Immersion Program Capping and Grandfathering (From September 12, 2016) L. De Vos
- C – 1 **Director's Report**
- (a)
- D – 1 **New Business — Action/Decision Items**
- * (a) Trustee Honoraria (F4) J. Gunn
 - * (b) Draft Annual Update, Multi-Year Accessibility Plan 2012-17 L. Thompson
- D – 2 **New Business — Information Items**
- * (a) Educational Technology Update D. Abbey
 - * (b) Health and Safety Annual Report 2015-2016 J. Gunn
 - * (c) Trustees' Travel and PD Expenses (F3) J. Gunn
 - * (d) Data Report- Student Suspension Report (SO6) W. Baker
 - * (e) Data Report – Student Expulsion Report (SO7) W. Baker
 - * (f) Parenting and Family Literacy Centres Update L. De Vos
 - * (g) Grand Erie Parent Involvement Committee (GEPIC) Membership 2016-2017 B. Blancher
 - * (h) Graduation Rate Report D. Martins
 - * (i) Haldimand East Capital Projects J. Gunn
 - * (i) Website RFP Initiation D. Abbey
- E – 1 **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- * (a) BL8 Committees of the Board – Privacy and Information Management as a Standing Committee (A) L. De Vos
 - * (b) BL25 Director's Performance Appraisal (A) B. Blancher
 - * (c) SO3 Involvement of Schools in Community Events (C) B. Blancher
 - * (d) FT5 Pupil Accommodation Reviews (A) J. Gunn
 - * (e) SO24 Copyright – Fair Dealing Guidelines (A) L. De Vos

SUCCESS for Every Student



Committee of the Whole Board

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E – 2 Procedure Consideration — Information Items

- | | | |
|-------|----------------------------------------------|--------------|
| * (a) | F104 Advertising (C) | B. Blancher |
| * (b) | HR109 Offence Declaration (C) | S. Sincerbox |
| * (c) | SO126 Volunteers (C) | B. Blancher |
| * (d) | F101 Hospitality Expenses (I) | J. Gunn |
| * (e) | FT116 Building Security (I) | J. Gunn |
| * (f) | P102 Procedure for Experiential Learning (I) | J. Gunn |

F – 1 Other Business

(a)

G – 1 Correspondence

- * (a) Sun Life Financial Chair in Adolescent Mental Health

H – 1 Adjournment

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

Chairs' Committee	November 28, 2016, 5:45 p.m.	Norfolk Room
Board Meeting	November 28, 2016, 7:15 p.m.	Board Room
Board Nomination	December 5, 2016, 6:30 p.m.	Board Room
Board Organizational	December 5, 2016, 7:15 p.m.	Board Room
Audit Committee	December 6, 2016, 6:00 p.m.	Dogwood Room Norfolk SSC
Special Education Advisory Committee	December 8, 2016, 6:30 p.m.	Board Room
Inaugural Board	December 12, 2016, 7:15 p.m.	Board Room
Native Advisory Committee	December 13, 2016, 12:00 p.m.	Hagersville Secondary School/New Start/NATIONS
Compensatory Education Steering Committee	December 15, 2016, 1:30 p.m.	Dogwood Room Norfolk SSC

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Linda De Vos, Superintendent of Education

RE: **French Immersion Program Capping and Grandfathering**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the recommendation of Senior Administration regarding French Immersion Program Capping and Grandfathering process.

Background:

At the September 12, 2016 Committee of the Whole Meeting the Board received an update report on French Immersion Program Accommodation as a follow-up to the report received on June 13, 2016 outlining the work of the Elementary French Immersion Consultation Committee.

The report on September 12, 2016 outlined a discussion of French Immersion Accommodation options that surfaced during the committee meetings along with considerations for each option. Out of the four options presented, Senior Administration recommended that caps be established each year prior to Kindergarten registration for all FI program and that caps for any new program space consider the space that will be required for full implementation of the new planned FI program. It was also recommended that any grandfathering should be considered as a temporary measure to accommodate existing attendance patterns and as such, should be in place for no more than 9 years following the change in boundaries. This timing would permit current out of area students time complete Grade 8. Senior administration recognizes the strain that change in catchment areas can put on families and recommends that grandfathering be strongly considered where possible with a sunset date on the process.

Trustees requested that further information come forward regarding the capping process and grandfathering.

Additional Information

Capping Process

In order to manage enrolment, there will be an enrolment cap established each year at our FI schools:

- the process to manage the cap will follow the model used in January 2016. Kindergarten Registration will take place in January as usual
- a process will be put in place to manage new registrations within the capped number and once the spaces are full, no more FI registrations will be allowed

Grandfathering

In the temporary capping process utilized for the 2016-17 year we allowed “grandfathering” whereby families who had a child already registered in French Immersion were exempt from the capping process and the Kindergarten sibling gained direct registration into the French Immersion program. By allowing this process, the number of spaces available for new registrants was reduced significantly as highlighted in Table 1 below.

It is important to note that there are two types of sibling circumstances that are need to be considered in this process:

1. **In Catchment** - Siblings who reside within the French Immersion catchment area for the school.
2. **Out of Catchment** - Kindergarten students who have siblings attending an out of area French Immersion program. Those Kindergarten students could be part of the registration program for French Immersion within their catchment area.

Table 1

French Immersion Registration - 2016-17					
As of February 6, 2016					
	Reg. with Siblings	New (No Siblings)	CAP	Spaces Available	Initial Wait List
École Dufferin	20	34	40	20	14
École Fairview	45	39	70	25	14
Burford District	14	15	25	11	4
Caledonia Centennial	6	7	24	18	0
Walsh	22	15	36	14	1

Additional Information

The draft Kindergarten registration process for September 2017 is attached as Appendix A.

In December a letter will be sent home to current French Immersion families outlining when Kindergarten registration will be open for French Immersion programs.

Information on Kindergarten registration for families new to French Immersion will made available at each French Immersion school and on the Grand Erie website.

Transportation

While we have been implementing the French Immersion Program at Burford, transportation has been provided from Brant County to the city of Brantford for students to attend École Dufferin and École Confederation programs, in the grades that are not available in Burford. Younger siblings of those students have also been provided transportation so they can attend the same school as older siblings. We propose, that once the program is fully implemented to Grade 8 at Paris Central in

2019-2020, transportation no longer be provided from the Burford and Paris French Immersion catchment to École Dufferin and École Confederation.

Recommendations

Senior Administration recommends the following:

1. That caps be established each year prior to Kindergarten registration for all FI programs and that caps for any new program space consider the space that will be required for full implementation of the new planned FI program.
2. Students are expected to attend the French Immersion Program in their catchment area. Aside from students currently enrolled in the program, there will be no further grandfathering. All new registrations will be part of the capping process.
3. Once the French Immersion Program is fully implemented to Grade 8 at Paris Central in 2019 – 2020, transportation no longer be provided from the Burford and Paris French Immersion Catchment to École Dufferin and École Confederation.

Respectfully submitted,

Linda De Vos,
Superintendent of Education

Appendix A

French Immersion Kindergarten Registration – January 2017

Enrolment Cap – Randomized Selection Process

- There is a Kindergarten enrolment cap in place which means that there are a limited number of spots available for students entering the program. The cap will be set for each school individually based on space available
- Spots are not assigned on a first come, first served basis. A randomized selection process system will be used to identify students gaining entrance into the Kindergarten FI program for the 2017-18 school year.
- Families should register their child at the French Immersion school within their catchment area by February 10, 2017 at 4:00 pm. Maps are available on the Board website.
- No out of area requests will be permitted.
- All students who apply by the deadline will be assigned a rank using a computerized random selection process. Once students have been assigned to all available spots registration will close at each school.
- Parents who apply will receive notification to inform them if their children have been placed in the Kindergarten FI program by February 27, 2017.

Communication Plan

- In December notice will go out to current FI families regarding the registration process
- Materials will be prepared ready for distribution before we break on December 23
- A meeting will be held with the Principals of FI schools to confirm the process
 - **Registrations for new students impacted by the capping process will be put in a folder** – school secretaries will be sent an Excel spreadsheet to complete with the information from each student and the spreadsheet will be sent to Elaine Roberts by February 17, 2017 along with a scanned copy of each of the registration forms
 - Using the completed spreadsheets Greg Rousell, System Research Leader, will conduct the randomized process
 - As part of the capping process, parents will be sent an email confirming that their registration form has been received
 - Parents will be informed, by each school, whether their child is in the program by February 27, 2017
 - Parents of students who were not granted a spot in the program through the randomized process will be provided with information on the Wait List process and will be directed to register at their home school

Wait List

Students who wish to enter the Kindergarten FI program but did not register by February 10, 2017 (4:00 pm) will be placed on a wait list.

Students will be placed on a wait list in the following order:

- Students who made the deadline but weren't selected by the randomized process – in the order given by the randomized process
- Students who missed the deadline will be placed in wait list in the order registration is received
- The wait list ends on the first Thursday of the school year

Wait List Timelines

- Once September enrolment data is collected and verified the wait lists will be reviewed and families will be notified whether or not their child is in the program by September 15, 2017
- Principals will consult with their Family of Schools Superintendent before placing a student from the wait list



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Trustee Honoraria**

DATE: November 14, 2016

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from
 December 1, 2016 to November 30, 2017 as presented.

Background:

Ontario Regulation 357/06 sets out the method for calculating the limits on honoraria and Board Policy F4 was established after community consultation to set out procedures for the annual calculation of honoraria.

Additional Information and Budget Implications:

Trustee honoraria consist of three components; a base amount, an enrolment amount and Chair/Vice Chair allowances. The base amount of \$5,900 per trustee was established by the regulation with adjustment for increases in the consumer price index for years beginning on or after December 1, 2010.

The Public Sector Compensation Restraint to Protect Public Services Act 2010 (Restraint Act) does not provide for any increases in the maximum amounts set out for each of the components for the Period of Restraint (March 25, 2010 to March 31, 2012). Ontario Regulation 357/06, Section 13 extends the period of restraint to November 20, 2014.

The enrolment amount is adjusted annually based on the actual enrolment from the previous school year.

Trustee Honoraria for the year from December 1, 2016 to November 30, 2017 are as follows (honoraria approved effective December 1, 2015 are show for comparison);

	December 2015	December 2016 <i>(proposed)</i>
Base Amount	5,900.00	5,900.00
Chairperson Allowance	5,000.00	5,000.00
Vice Chairperson Allowance	2,500.00	2,500.00
<u>Enrolment Amounts</u>		
All Trustees	4,538.99	4,499.30
Chairperson	1,296.86	1,285.52
Vice Chairperson	648.43	642.76
<u>Total Remuneration</u>		
Regular Trustee	10,438.99	10,399.30
Board Chair	16,735.85	16,684.82
Board Vice Chair	13,587.42	13,542.06

Detailed calculations for the proposed honoraria effective December 1, 2016 are shown on the attached schedule.

Respectfully submitted,

Jamie Gunn
Superintendent of Business &
Treasurer

Trustee Remuneration Calculations

Effective 01-Dec-16

Ending 30-Nov-17

ADE per Sched 13, Line 3.9, 2015-16 Financials- Pupils of the Board**25,710.30****Enrolment Amounts**

Regular Trustee	$25710.3 \times 1.75 / 10 =$	\$ 4,499.30
Chairperson	$25710.3 \times 0.05 =$	\$ 1,285.52
Vice Chairperson	$25710.3 \times 0.025 =$	\$ 642.76

Regular Trustee

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,499.30

Total Annual Remuneration	\$ 10,399.30	
Semi-monthly pay amount (1/24)	\$ 433.30	Taxable \$ 288.87
		Non Taxable \$ 144.43

Board Chair

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,499.30
Chair Allowance	\$ 5,000.00
Chair Enrolment Amount	\$ 1,285.52

Total Annual Remuneration	\$ 16,684.82	
Semi-monthly pay amount (1/24)	\$ 695.20	Taxable \$ 463.47
		Non Taxable \$ 231.73

Board Vice Chair

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,499.30
Vice Chair Allowance	\$ 2,500.00
Vice Chair Enrolment Amount	\$ 642.76

Total Annual Remuneration	\$ 13,542.06	
Semi-monthly pay amount (1/24)	\$ 564.25	Taxable \$ 376.17
		Non Taxable \$ 188.08

Prepared : October 20, 2016



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Liana Thompson, Superintendent of Education

RE: **Draft Annual Update, Multi-Year Accessibility Plan 2012-17**

DATE: November 14, 2016

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the Draft Annual Update, Multi-Year Accessibility Plan for 2012-17.

Background

The *Ontarians with Disabilities Act (ODA)* came into effect in 2001. It required Boards of Education to prepare an annual accessibility plan that outlined strategies to identify, eliminate and prevent barriers to accessibility for persons with disabilities. The *Accessibility for Ontarians with Disabilities Act (AODA), 2005* and the *Integrated Accessibility Standards Regulation (IASR), 2011*, include additional requirements for Boards of Education related to Customer Service, Transportation, Information & Communications, Employment and the Built Environment.

As required, the Grand Erie District School Board created a Multi-Year Accessibility Plan for the period 2012-17. The multi-year plan must be reviewed at least every five years. An annual report on the progress of the accessibility strategies must also be presented to the Board Committee of the Whole during November of each year.

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 (SEAC) on November 3, 2016. The cycle for this plan is complete August 2017. A renewed Multi-Year Accessibility Plan, incorporating any new or revised aspects from the AODA and the IASR will be provided to the board in November 2017.

Communication Plan

When approved, the Annual Update of the Multi-Year Accessibility Plan 2012-17 will be posted on the Board website and available as a link on the Staff Portal.

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 2012 TO NOVEMBER 2017

Annual Update, November 9, 2015–14, 2016

MULTI-YEAR ACCESSIBILITY PLAN

GRAND ERIE DISTRICT SCHOOL BOARD November 2012 – November 2017

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 ~~9, 2015~~ 14, 2016

This publication is available through the Grand Erie District School Board's

- website (www.granderie.ca → Community → Accessibility)
- Education Centre/Head Office
- Three Regional School Board Offices/School Support Centres-please see below
-also available at-
- Participation House, 10 Bell Lane, Brantford 519-756-1430
- Regional Public Libraries
- In accessible formats upon request*

*Contact the Education Centre/Head Office

Regional School Board Offices/School Support Centres

BSSC: 108 Tollgate Road, Brantford, ON N3R 4Z6
HSSC: 70 Parkview Road, P.O. Box 760 Hagersville, ON N0A 1H0
NSSC: 227 Main St. S., Waterford, ON N0E 1Y0

(519) 754-1600 Fax: (519) 754-4842
(905) 768-9886 Fax: (905) 768-9903
(519) 428-1880 Fax: (519) 428-1886

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Aim

This Multi-Year Accessibility Plan (the Plan) is developed in accordance with the Integrated Accessibility Standards Regulation 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 (ODA), 2001*. The Plan describes the measures that the Grand Erie District School Board (the Board) will take over the five year period from 2012-2017 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 Policies and Procedures.

[Integrated Accessibility Standards Regulation \(IASR\) Policy \(weblink\)](#)

1.0 Objectives

This Plan:

- 1.1 Describes the process by which the Board will identify, remove and prevent barriers;
- 1.2 Reviews recent efforts of the Board to remove and prevent barriers;
- 1.3 Describes the measures the Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- 1.4 Makes a commitment to provide an annual status report on the Board's implementation of the Multi-Year Accessibility Plan;
- 1.5 Makes a commitment to review and update the Plan at least once every 5 years;
- 1.6 Describes how the Board will make this Accessibility Plan available to the public.

2.0 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), and the Accessibility Committee. It is the Board's role to consider and approve the Plan.

The Grand Erie District School Board is committed to:

- 2.1 Maintaining an Accessibility Committee;
- 2.2 Continuing the process of consulting with the Special Education Advisory Committee and persons with disabilities;

- 2.3 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;
- 2.4 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.

The Director of Education has authorized the Accessibility Committee to review and update the Multi-Year Accessibility Plan that will enable the Grand Erie District School Board to meet these commitments.

3.0 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 encompasses an area of 4,067 sq. km. in south-central Ontario and includes the City of Brantford and the Counties of Brant, Haldimand and Norfolk. Major cities and towns are: Brantford, Caledonia, Cayuga, Delhi, Dunnville, Hagersville, Paris, Port Dover, Simcoe and Waterford. The area's population is approximately 223,000.

~~Board Mission Statement~~ Board Strategic Direction

SUCCESS for every student.

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

~~Engage, support, and inspire all learners to achieve and succeed.~~

~~Board Vision Statement~~

~~GRAND-ERIE
Growing Excellence... Inspiring Success~~

~~Board Belief Statement~~

~~We believe that our students should be considered first as the basis for decision making.~~

5.0 Members of Accessibility Committee

Working Group Member	Department	Contact Information
Lesley Boudreault - Program Coordinator	Special Education	519-756-6306 ext. 287219 lesley.boudreault@granderie.ca
Bell, Sharon - Manager Human Resource Services	Human Resource Services	(519) 756-6306, ext. 281289 sharon.bell@granderie.ca
Clement, Sandra – Supervisor of Purchasing	Purchasing	(519) 756-6306, ext. 281229

		sandra.clement@granderie.ca
Erauw, Robert– Supervisor of Operations Support and Development	Information Technology	(519) 756-6306, ext. 287028 robert.erauw@granderie.ca
Gregoire, Gabrielle – Web Designer	Communications and Community Relations	(519) 754-1606, ext. 281251 gabrielle.gregoire@granderie.ca
Crotta, Giancarlo – Principal, Houghton School	School Administration	(519) 875-2291, ext. 538001 Giancarlo.crotta@granderie.ca
Hunt, Doug-Participation House	Community	(519) 756-1430 ext. 273 dhunt@participationhousebrantford.org
Krukowski, Tom Division Manager Maintenance & Energy	Facilities Services	(519) 756-6306, ext. 281115
Kuckyt, Philip, Manager of Transportation Services	Transportation Services	(519) 751-7532 ext. 5 philip.kuckyt@granderie.ca
Chair - Mertins, Karin, School and Program Supports Lead	Student Support Services	519-756-6306, ext. 287219 karin.mertins@granderie.ca
Richardson, James–Trustee	Board of Trustees	905-975-9538 james.richardson@granderie.ca
McKillop, Shawn, – Manager of Communications and Community Relations	Communications and Community Relations	(519)756-6306, x-281147 shawn.mckillop@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)765-6306, ext. 281122 liana.thompson@granderie.ca
Wong, Rob – Vice-Principal, North Park Collegiate	School Administration	(519) 759-2560, ext. 274002 rob.wong@granderie.ca

The Accessibility Committee held 3 meetings in the last year to review and update the Multi-Year Accessibility Plan for 2012-17.

6.0 Strategy for prevention and removal of barriers

Beginning in September 1, 2001, the principles of inclusionary practice, freedom from barriers and accessible environments have informed 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, 2001*, 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 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.

7.0 Barrier Identification

The Accessibility Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students, parents and school staff. Facilities, Special Education, Safe and Inclusive Schools and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	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. Development of the Multi-Year Accessibility Plan and ongoing feedback opportunities are additional important methods to identify barriers to 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 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.

8.0 Recent Barrier Removal Achievements

The most recent Annual Accessibility Plan developed in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)* identified a range of barriers and appropriate strategies for their removal. The following chart details some of the recent barrier-removal achievements:

Type of Barrier	Location	Action Taken
Physical	Branlyn Community School	Front entrance upgrade
Physical	Grand Erie Learning Alternatives (GELA) - Rawdon	Front entrance accessible ramp and door upgrade
Physical	Delhi District Secondary School	Operators installed to office, library and exterior door. Hold open device on cafeteria.

		Removed interior wall to accommodate bed.
Physical	Houghton Public School	Accessible bathroom
Physical	Langton Public School	Installation of Life in bathroom
Physical	North Park Collegiate – Vocational School	Accessible washrooms and change rooms as part of Turf Field
Physical	Pauline Johnson Collegiate & Vocational School	Accessible washrooms and change rooms as part of Turf Field
Physical	Oneida Central Public School	Front entrance upgrade
Attitudinal	Board-wide	Mental Health Week addressing awareness
Attitudinal	Board-wide	Behaviour Management Systems Training
Attitudinal	Board-wide	Training re Integrated Accessibility Standards Regulation and Ontario Human Rights Code

*New school construction has adhered to the current building code and includes level access to schools, automatic door operators, elevators in schools of more than one floor, and accessible washrooms. Revisions to the Building Code came into effect January 1, 2015 and included things such as: amended mounting heights and location for washroom accessories, increased minimum clear floor areas for turning space in washrooms and power door operators on all barrier free washrooms.

9.0 Barriers to be addressed under the Multi-Year Accessibility Plan

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 2012-2017 Multi-Year Accessibility Plan, the Grand Erie District School Board intends to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

2012-2013

Type of Barrier	Location	Action	Effective Date and Compliance Update *Indicates Compliance
Systemic	Board-wide	Develop Accessibility Policy Statement	Jan. 1, 2013 *SO23 Jan. 28, 2013
Attitudinal – Information and Communications	Board-wide	Develop Procedure re Accessible Information and Communications	Jan. 1, 2013 *SO138 Jan. 28, 2013
Attitudinal – Employment	Board-wide	Develop Procedure re Accessible Employment	Jan. 1, 2013 *SO139 Jan. 28, 2013
Attitudinal-Transportation	Board-wide	Develop Procedure re Student Transportation	Jan. 1, 2013 *SO137 Jan. 28, 2013
Systemic	Board-wide	Review procurement practices to incorporate accessibility criteria for goods, services and facilities	Jan. 1, 2013 *Purchasing Dept. requires successful bidders to provide proof
Information and Communications	Board-wide	Provide accessibility awareness training for all educators and classroom-based staff on accessible instruction and program delivery	Ongoing 2012-2013 *Training to be completed Fall of 2013. Accessibility Compliance Report to be filed by Dec. 31, 2013
Information and Communications	Board-wide	Review practices to ensure readiness to provide educational resources or materials, student records and information on program requirements in accessible formats upon request	Jan. 1, 2013 *Administrators informed of this requirement, 2012-13

2013-2014

Type of Barrier	Location	Action	Effective Date and Compliance Update
Systemic - attitudinal	Board-wide	Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training	Ongoing 2013-2014 *Training to be completed in Fall 2013

Information and Communications	Board Offices	Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above	January 1, 2014 *Board website message under "Contact Us"
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content meet Web Content Accessibility Guidelines (WCAG) 2.0, Level A standards	January 1, 2014 *Communications and Community Relations Dept. working with schools to ensure compliance, effective 2012-13
Systemic - Employment	Board-wide	Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance management, career or professional development, redeployment	January 1, 2014 *Human Resource Services has adopted procedures and practices to achieve compliance, 2012-13
Information and Communications – Student Transportation	Board-wide (Student Transportation and Special Education)	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	January 1, 2014 *Transportation Dept. and Special Education Implemented Sept. 3, 2013
Information and Communications	School Libraries	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	Ongoing 2013-2014 in anticipation of the 2015 compliance date
Physical	Various Sites	Install accessibility features	Ongoing 2013-2014*refer to page 8 for recent improvements

2014-2015

Type of Barrier	Location	Action	Effective Date
Information and Communications	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events)	January 1, 2015
Information and Communications	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
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	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2014-2015

2015-2016

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Information and Communications	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline	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	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2015-2016

2016-2017

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained Develop capacity to train volunteers as appropriate Accessibility Awareness Day	Ongoing 2016-2017 Tied to Accessible Website design November 25, 2016
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing 2016-2017
Type of Barrier	Location	Action	Effective Date
Information and Communications	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request Evaluating Centre for Equitable Library Access (CELA) digital library	Ongoing preparation for 2020 deadline 2016-17
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 Process for developing GEDSB Accessible Website has been initiated	Ongoing preparation for 2021 deadline 2016-17
Physical	Various Sites	Install accessibility features Developing a process for tracking requests related to improved built environments	Ongoing 2015-2016 2016-2017 2016-17

10.0 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 Plan will be undertaken in 2016-17.

11.0 Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 2, the Grand Erie District School Board will post an annual status 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
Or
www.granderie.ca → "Contact Us"



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: David Abbey, Superintendent of Education

RE: **Educational Technology Plan Update**

DATE: November 14th, 2016

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Educational Technology Plan Update as information.

Background

This year marks the 7th year for Grand Erie's Educational Technology Plan which is now connected to Grand Erie's Multi Year plan and the goals of the 2016-17 Technology Annual Operating Plan. The members of the Educational Technology Team have started the implementation of a very focused Professional Development plan to positively impact student learning by enhancing teacher use of technology in the classroom. While the specific training and professional development opportunities are almost completely set for the year, the team is working with the board's System Research Lead to develop measurements to better understand the impact of the plan. Additionally, the team is working with the Communications department to create a plan for communicating how technology is enhancing learning in Grand Erie. This report provides details of the current status of implementation of the plan and next steps.

Additional Information

1. Hardware

1.1 Teacher Devices

- All LTO teachers received tablets in September.
- All newly hired contract teachers received tablets or will receive tablets in the near future.

1.2 Student Devices

- All remaining netbook classrooms will be refreshed to new touch screen convertible notebook PCs (likely in February) as they arrive from the vendor:
 - Elementary FSL and Self-Contained Special Education classes.
 - Secondary Canadian & World Studies, Science, and Self-Contained Special Education classes.
- Whiteboards, Projectors and Device Charging Units already exist in all classrooms and are being replaced as needed once they are no longer operable.

2. Professional Development

2.1 Digital Lead Learners (DLL's)

- 45 classroom teachers (including some Support Staff) who are using Educational Technology tools in innovative ways to support learning and teaching.
- They support Demonstration Classes, Educational Technology Projects, After School Workshops, EdTech Student Crew, and other Educational Technology General Professional Development.
- Completed DLL Orientation and Microsoft Innovative Educator Training Academy September-November, 2016.

2.2 Demonstration Classes

- 9 Demonstration Class Teachers (Digital Lead Learners) will be hosting 2 different sets of Observer Teachers (18 total Demonstration Classes) throughout 2016/17
- Each Demonstration Class will host 5-8 teachers as they participate in classroom observations and discussions as well as hands-on practical experiences that will prepare them for implanting new learning in their classes immediately
- See *Appendix A: Demonstration Classes*.

2.3 Educational Technology Projects

- 25 schools are participating in 16 projects that are running this year. All of these projects involve the use of digital tools to support learning and teaching around the 21st Century Competencies (see *Appendix D: 21st Century Competencies*).
- Members of each project receive 3 days of release time, support from Educational Technology Team and Digital Lead Learners, as well as some funding for project resources.
- See *Appendix B: Educational Technology Projects*.

2.4 After School Workshops

- 16 one-hour workshops designed for Grand Erie staff to support learning, teaching, and productivity with technology – hosted by the Educational Technology Team and Digital Lead Learners.
- Attendees can join face-to-face or online via Skype webinar – these webinars are recorded and hosted on Office 365 Video.
- See *Appendix C: After School Workshops*.

2.5 EdTech Student Crew

- Schools from last year's pilot of EdTech Student Crew (ESC) will return on November 28th, 2016 to continue their learning and planning.
- New schools will be invited to join in February 2017 where the pilot schools will work with the Educational Technology Team and Digital Lead Learners to support the new ESC teams.
- The ESC teams are available in their respective schools to share ideas with both students and staff around technology use to support learning and teaching.
- The Educational Technology Team continues to develop the BrightSpace (D2L) course for the ESC teams where students can learn about new digital resources and earn badges as they become proficient to support others in their schools.

- 2.6 Educational Technology General Professional Development
 - NTIP Educational Technology Training – Friday, October 17th, 2016.
 - Support Staff Educational Technology Training – Wednesday, November 23rd, 2016.
 - Camp21 Educational Technology Events – TBD.
- 2.7 Support Staff & Program Team Connections
 - The Educational Technology Team will be meeting with various Support Staff and Program Team members including Elementary Program, Student Success, and Special Education teams to collaborate and align goals.
- 2.8 Principals and Vice-Principals
 - School administrators have an open invitation to participate in all Educational Technology Professional Development opportunities.
 - Professional Development schedules, highlights and introduction to the six 21st Century Competencies are presented at monthly Director's meetings and GrEAT sessions.
- 3 Educational Technology Initiative Evaluation**
 - 3.1 Data collection has been incorporated into the various Educational Technology Professional Development opportunities, in consultation with the Board System Research Lead.
 - 3.2 The focus of the measures is on Results Based Accountability and the 21st Century Competencies (see *Appendix D: 21st Century Competencies*) – specifically focused on the competencies of “Critical Thinking & Problem Solving” and “Collaboration”.
 - 3.3 Creation of data collection instruments and analysis of data collected will take place with the support of the Board System Research Lead and an external research team.
- 4 Budget Implications**
 - 4.1 Budget has been allocated through the Board budget process to cover Phase 7 of the Educational Technology Plan.
- 5 Communication Plan**
 - 5.1 The Educational Technology Team is working with the Communications Department in November/December to share details with system and community around how technology is used to support learning in Grand Erie.
 - 5.2 Educational Technology Updates will be provided to the Trustees throughout the implementation of this plan.
 - 5.3 Information will be shared with school administrators at upcoming Director's Meetings and messaging will be reinforced through Family of Schools Meetings.

Respectfully submitted,

David Abbey,
Superintendent of Education

Appendix A: Demonstration Classes

School	Demonstration Class Teacher	Curriculum Support Teacher	Topic
Courtland Public School	Michelle Box	Jeff Dumoulin	Getting Students Started - Office 365
St. George German Public School	Melissa Schroeder-Hribal	Jeff Dumoulin	Teacher & Student Documentation
Onondaga-Brant Public School	Lisa Fleming & Shannon White	Norma Bingham	Learning Buddies Kindergarten & Grade 4/5
Delhi Public School	Cynthia Gozzard	Sarah Purdy	Elementary Learning Commons
Langton Public School	Cole Schaeffer	Ashley Sullivan	Guided Math
Hagersville Elementary School	Joe Archer	Norma Bingham	Elementary/Secondary Science Collaboration
Hagersville Secondary School	Jennifer Faulkner	Chris Bates	Elementary/Secondary Science Collaboration
Brantford Collegiate	Kate Johnson-McGregor	Sarah Purdy	Secondary Learning Commons
Paris District Secondary School	Mike Parsons	Chris Bates	Flipped & Blended Learning

Appendix B: Educational Technology Projects

School		Ed Tech Rep	Lead Teacher(s)	Project
TBD	1	Jeff Dumoulin	None	iPad Pilot
E-West Lynn	2a	Jeff Dumoulin	Pam Rooney	MakerSpaces
E-Houghton	2b		Braden Murray	MakerSpaces
E-Port Rowan	3a	Norma Bingham	Heather Chwastiak	Learning Commons
E-St. George German	3b		Christine Sellar Melissa Schroeder-Hribal	Learning Commons
E-Walter Gretzky	4	Norma Bingham	Jackie Poulin	Disaster Zone
E-Walsh	5	Jeff Dumoulin	Stacey DeSmedt	LiveScribe Pens - Documenting Student Feedback
E-River Heights	6	Sarah Purdy	Megan Cowan	D2L for Leaps and Bounds
E-Seneca	7	Norma Bingham	Caitlin McVean	De'Coding' Canadian History
E-Lakewood&Delhi	8	Norma Bingham	Cynthia Gozzard Dustin Carson	Makerfaire
E-Lansdowne	9	Sarah Purdy	Miriam Lapeare	STEM Robotics
E-Bellview	10	Jeff Dumoulin	Erica Lapage Angela Papineau	VEX Robotics at Bellview
E-Banbury Heights	11a	Norma Bingham	Leslie Butler	Primary Lego Robotics
E-Mt Pleasant	11b		Jenn Henderson	Primary Lego Robotics
E-King George	12	Chris Bates	Mark Finocchio VP	Green Screen and Coding Fun
Sec-BCI	1	Sarah Purdy	Bonnie Currie	ACE Goes Digital - BrightSpace
Sec-BCI-TTS	2	Chris Bates	Jenna Tsuchida Kyle Geerlings	Digital Citizenship: 21st Century Competencies Pathway
Sec-NPC	3	Chris Bates	Richard Humpartzoomian	VEX Robotics at North Park and Feeder Schools
Sec-MCK	4	Chris Bates	Jeff Steinback	Civic Mirror Implementation







Appendix C: After School Workshops

	Topic/Description	Tools	Competency	Date	Location
1	Organizing Your Classroom	OneNote Class Notebooks	Collaboration	Wed Oct 26	HSSC Haldimand Room
2	Sharing Files & Coauthoring	OneDrive	Collaboration	Tues Nov 8	Jo Brant Grand River Hall
3	Capturing Student Thinking	Snip & Office Mix	Self-Aware Learning, Communication	Thurs Nov 24	NSSC Dogwood
4	Introduction to Programming & Robotics	TBD	Innovation, Creativity	Thurs Dec 6	TRC Alexandra
5	Communication & Organization	Outlook Email & Calendars	Communication	Tues Dec 20	NSSC Dogwood
6	Assistive Technology	WordQ, Kurzweil, MS Speak, Dragon	Self-Aware Learning, Communication	Wed Jan 18	JB Pine Tree
7	Pedagogical Documentation	OneNote app, phone, tablet camera, SNIP	Communication, Collaboration, Self-Aware Learning	Wed Feb 1	HSSC Haldimand Room
8	Social Media to support learning in classroom	Twitter / Remind / Social Media	Communication, Collaboration, Global Citizenship	Wed Feb 15	TRC Alexandra
9	Self-Directed Learning	www.education.microsoft.com	Self-Directed Learning	Wed Mar 8	NSSC Dogwood
10	Effective Assessment & Student Feedback	Office Forms, Kahoot	Learning To Learn, Self-Aware Learning	Wed Mar 22	TRC Alexandra
11	Supporting Group Work and Projects	Office 365 Groups	Collaboration & Communication	Wed Apr 5	HSSC Haldimand Room
12	Enrich Your Research: Digital resources in Student Inquiry	Board & OSAPAC Resources	Critical Thinking	Wed Apr 19	JB Thay Room
13	Global Citizenship	Skype For Business, Skype in the Classroom, VROC	Global Citizenship	Wed May 3	NSSC Dogwood
14	Sway; sharing student learning	Sway	Communication, Collaboration	Thurs May 18	TRC Alexandra
15	Revitalize your PowerPoint	Office Mix	Collaboration, Communication	Wed May 31	HSSC Haldimand Room
16	OneNote in the Classroom and Staff Collaboration	OneNote	Collaboration	Wed June 14	JB Thay Room

Appendix D: 21st Century Competencies

56 ♦ 21st Century Competencies

December 2015 – Draft for Discussion

<p>Critical Thinking and Problem Solving</p>  <ul style="list-style-type: none">• Solves meaningful, real-life, complex problems (1), (6)• Takes concrete steps to address issues• Designs and manages projects• Acquires, processes, interprets, and analyses information to make informed decisions (critical and digital literacy)• Engages in an inquiry process to solve problems (1)• Makes connections and transfers learning from one situation to another (1), (6)	<p>Innovation, Creativity, and Entrepreneurship</p>  <ul style="list-style-type: none">• Contributes solutions to complex problems (3)• Enhances a concept, idea, or product• Takes risks in thinking and creating• Makes discoveries through inquiry research (1)• Pursues new ideas to meet a need of a community (3), (6)• Leads and motivates with an ethical entrepreneurial spirit (1), (3)	<p>Learning to Learn / Self-Aware & Self-Directed Learning</p>  <ul style="list-style-type: none">• Learns the process of learning (metacognition) (1),(3),(4),(5),(7)• Believes in the ability to learn and grow (growth mindset) (1), (4), (5)• Perseveres and overcomes challenges to reach a goal (1), (5)• Self-regulates in order to become a lifelong learner (1), (4), (5), (7)• Reflects on experience to enhance learning (1), (7)• Cultivates emotional intelligence to understand self and others (1), (2),(4)• Adapts to change and shows resilience to adversity (1), (5)• Manages various aspects of life – physical, emotional (relationships, self-awareness), spiritual, and mental well-being (5)				
<p>Collaboration</p>  <ul style="list-style-type: none">• Participates in teams; establishes positive relationships• Learns from, and contributes to, the learning of others (1)• Co-constructs knowledge, meaning, and content (1)• Assumes various roles on the team• Manages conflict• Networks with a variety of communities/groups• Respects a diversity of perspectives (2), (3)	<p>Communication</p>  <ul style="list-style-type: none">• Communicates effectively in different contexts in oral and written form in French and/or English• Asks effective questions to acquire knowledge (6)• Communicates using a variety of media (1), (5)• Selects appropriate digital tools according to purpose (1)• Listens to understand all points of view (2), (3), (6)• Gains knowledge about a variety of languages (2), (6)• Voices opinions and advocates for ideas	<p>Global Citizenship</p>  <ul style="list-style-type: none">• Contributes to society and the culture of the local, global, and digital community in a responsible, accountable, and ethical manner (2), (6)• Engages in local and global initiatives to make a difference (6)• Learns from and with diverse people (2), (5), (6)• Interacts safely and responsibly within a variety of communities (5), (6)• Creates a positive digital footprint• Relates to the environment and is mindful of the importance of all living things (2), (3)				
GLOBAL COMPETENCIES DRAFT SCOPING PLAN AND RELATED CMEC AREAS						
(1) Teaching and Learning	(2) Aboriginal Education	(3) Education for Sustainable Development	(4) Early Childhood Education and Development	(5) Wellness and Mental Health	(6) Experiential Learning	(7) Assessment

Source: *21st Century Competencies – Foundation Document for Discussion*, Ministry of Education, p. 56 <http://bit.ly/21stcomp>



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Health and Safety Annual Report 2015-2016**

DATE: November 14, 2016

Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2015-16 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 2015-16 the Occupational Health and Safety Services, 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.

2.0 Program Administration

2.1 Joint Occupational Health and Safety Committee

2015-2016 Joint Occupational Health and Safety Membership

Employee Group Appointees

Andrea Murick	OSSTF Teachers (Certified Member)
Jennifer Faulkner	CUPE Clerical/Technical (Alternate)
Jennifer Orr	GEETF (Certified Member)
Jim Clayton	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)
Dorothy Stedman	GEETF Occasional Teachers (Certified Member)
Laura Mels	Non-Union (Certified Member)
Angela Korakas	Early Childhood Educators

Board Appointees

Tom Krukowski	Facility Services
Griffen Cobb	Secondary Administration
George Nurse	Elementary Administration
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 2015-2016 school year, major items considered by the Committee included:

- Ministry of Labour Safe at Work Ontario
- Ministry of Labour visits
- Asbestos concerns and program updates
- Indoor Air Quality including Mould
- Updating certification training for site safety reps and Joint Health and Safety Committee members
- Workplace Inspections
- Workplace Hazardous Materials Information System Regulations 2015 for 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 Health and Safety Committee conducted an annual review of the guidelines as per regulations. This was completed September 2015 and no changes were made.

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	No. of Employees	Slips, Trip, & Falls	Strains/Sprains	Struck by Object & caught on	Workplace Violence *	Other	Total 2015-2016		Total 2014-2015	
		#	#	#	#	#	#	Incidents per 100 employee	#	Incidents per 100 employees
Non-union/Admin	167.60	2	1	0	5	3	11	6.56	17	8.25
Elementary Teachers	1066.00	28	8	27	47	16	126	11.8	109	10.19
Secondary Teachers	633.66	18	7	7	3	11	46	7.25	51	7.69
PSSP	55.00	2	0	0	0	1	3	5.45	3	5.26
Clerical/Technical	189.37	8	0	1	0	0	9	4.75	9	4.78
Educational Assistants	335.00	21	13	24	68	11	137	40.89	121	36.46
Facilities	224.63	9	17	16	0	11	53	23.59	75	32.94
ECE	114.00	0	0	1	0	0	1	0.877	2	1.79
Total	2785.26	88	46	76	123	53	386		387	

3.3 Student Aggression

2011-2012	--	354 incidents (72 First Aid, 21 Health Care, 4 Lost Time, 257 Treatment)
2012-2013	--	291 incidents (50 First Aid, 8 Health Care, 6 Lost Time, 227 No Treatment)
2013-2014	--	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)

With the 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 also provides for the right to

to now include 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 for all locations including portables on the Internet. This is accessible to all staff. It will be updated as any asbestos remediation is done (such as removal). The latest update date 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 done 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 require an employer to co-operate with the Committee to develop a written Health and Safety Program. The program was developed by Health and Safety Services 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 safety of students and the cleanliness of schools. The Occupational Health and Safety Act are 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 2015-16 the Ministry of Labour received 5 complaints related to employee health and safety concerns at the Board. Two resulted in no orders and three resulted in orders to the Board. One was to provide increased ventilation in a storage shed, and 2 were to complete an updated assessment for workplace violence at 2 specific secondary schools. All orders were complied with in the required time frame.

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 a number of locations and mould was remediated in a number of locations in 2015-16.

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

7.1 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.

7.2 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.

7.3 Summary of Harassment Complaints 2015-2016

# of Complaints Filed	# against Employees	# against Visitors	# of confirmed Cases of Harassment	# of confirmed cases of Objectionable Conduct
7	6	1	3	0

8 Priorities for 2016-2017

8.1 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 look into more ergonomically friendly tools for cleaning purposes to decrease strains and sprains injuries.

8.2 Workplace Hazardous Materials Information System

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

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

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.

8.3 Machine Guarding in Technology Classes

We continued with safety upgrades in 2015-16 with upgrades and improvements made to a total of \$200,000.00.

The improvements will continue in September of 2016 with a Board allocated budget amount of \$200,000.00. We look forward to continued funding allocation being available from the Ministry of Education Student Injury Prevention Initiative.

8.4 Training and Development

Training continues to be a significant component of Occupational Health and Safety activities. The focus in 2016-2017 will be on:

- Asbestos Awareness Training
- Occupational Health and Safety issues for Administrators
- Safe work practices for Technology Shops and Science programs
- Phase 2 – Clean Sweep Training for Custodians and Caretakers
- 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

8.5 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.

8.6 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).

MOL will conduct an enforcement strategy in the education sector in 2016 and 2017.

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 include an audit of the Internal Responsibility System at the Board.

MOL 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.

Workplace Violence: Inspectors will check that employers are in compliance with the workplace violence and harassment requirements.

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 being maintained.

Maintenance: Inspectors will check that equipment is maintained in good condition (for example guards on machines, annual inspection of lifting devices).

Safety Procedures: Inspectors will check that safety measures and procedures are in place including:

- machine guarding/shielding
- chemical hazards
- safe handling and storage of flammable liquids, and hot work
- slips, trips and falls hazards

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.

- November 1, 2016 – December 31, 2016 Chemical Handling

It will be a focus of the committee this year to continue to improve our accident statistics and make recommendations on training etc. that is needed to improve the safety of all staff.

Respectfully submitted,

Jamie Gunn
Superintendent of Business and Treasurer

Appendix A – Accident Statistics

	<u>2015-2016</u> %	<u>2014-2015</u> %	<u>2013-2014</u> %	<u>2012-2013</u> %
Slips, Trips, Falls	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)	124 44.3% (12 First Aid, 12 Health Care, 19 Lost Time, 81 No Treatment)	91 28.4% (10 First Aid, 9 Health Care, 17 Lost Time, 55 No Treatment)
Sprains/Strains	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)	58 20.7% (7 First Aid, 14 Health care, 16 Lost Time, 21 No treatment)	61 19.1% (3 First Aid, 13 Health Care, 13 lost Time 32 No treatment)
Struck by/Caught on Object	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)	62 22.1% (17 First Aid, 14 Health Care, 5 Lost Time, 26 No Treatment)	135 42.2% (52 First Aid, 15 Health Care, 11 Lost time, 57 No Treatment)
Workplace Violence (formerly put in aggression stats)	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	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)	36 12.9% (5 First Aid, 10 Health Care, 1 Lost Time, 20 No Treatment)	33 10.3% (2 First Aid, 10 Health Care, 11 Lost time , 10 No Treatment)
Totals	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)	280 100% (41 First Aid, 50 Health Care, 41 Lost Time, 148 No Treatment)	320 100% (67 First Aid, 47 Healthcare, 52 Lost Time, 154 No Treatment)

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 2016/2017.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Trustee Expense Report**

DATE: November 14, 2016

Recommended Action: It was moved by _____, seconded by _____
 THAT the Grand Erie District School board receive the Trustee Expense Report as information.

Rationale:

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, 2016 and current year to date expenses for 2016-17 from September 1, 2016 to October 31, 2016.

Respectfully submitted

Jamie Gunn,
 Superintendent of Business & Treasurer

Trustee Expense Report

for the year ended August 31, 2016

Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson		998.81	652.49	1,651.30
Rita Collver	587.42	3,992.35	551.56	5,131.33
David Dean	710.01	1,534.19	339.04	2,583.24
Brian Doyle		1,070.78	367.38	1,438.16
Alex Felsky	1,297.43	1,970.95	1,216.65	4,485.03
John Harris	710.01	1,424.86		2,134.87
James Richardson		1,388.58	661.51	2,050.09
Karen Sandy	587.42	3,214.41	735.37	4,537.20
Carol Ann Sloat	1,297.43	3,079.75	318.46	4,695.64
Diane Sowers		798.83	846.96	1,645.79
Tom Waldschmidt		1,041.02	1,065.84	2,106.86
Madeline Brown	365.00	3023.38		3,388.38
Alexandria Martindale		1178.27		1,178.27
Total All Trustees	5,554.72	24,716.18	6,755.26	37,026.16

Trustee Expense Report

for two months ended October 31, 2016

Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson		58.58	122.21	180.79
Rita Collver				-
David Dean		69.97	108.48	178.45
Brian Doyle				-
Alex Felsky		39.05	157.31	196.36
John Harris				-
James Richardson				-
Karen Sandy		55.33	72.32	127.65
Carol Ann Sloat		86.24	24.41	110.65
Diane Sowers				-
Tom Waldschmidt		169.25	144.64	313.89
Brett Newman				-
Elizabeth Marr				-
Total All Trustees	-	478.42	629.37	1,107.79



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: **Data Report – Student Suspensions 2015-16**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive “Data Report – Student Suspensions 2015-16” 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 to suspend pupils for a variety of infractions. Suspensions can range from one to twenty days in length.

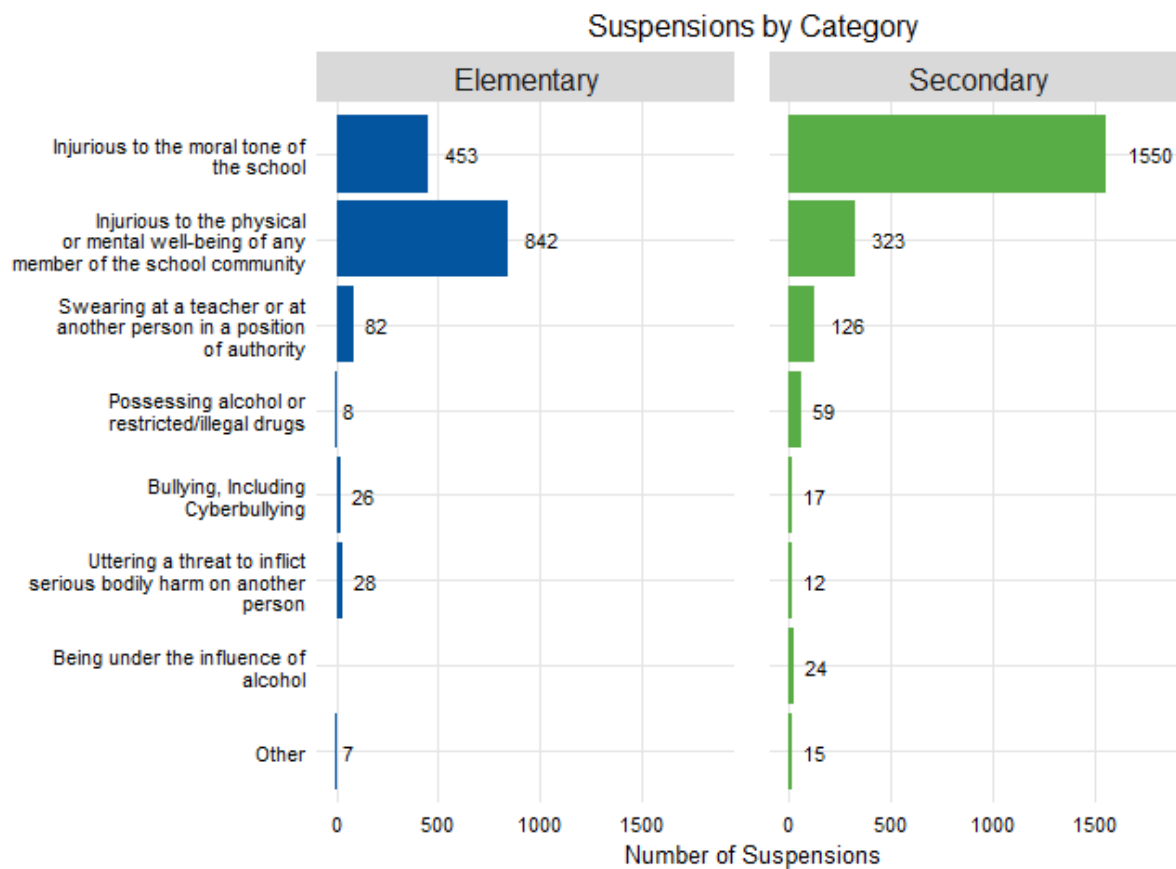
Additional Information:**Total Suspensions**

	Elementary	Secondary	Total
2011-12	1368	2958	4326
2012-13	1096	2707	3803
2013-14	1177	2513	3690
2014-15	1406	1920	3326
2015-16	1450	2126	3576

Students Suspended

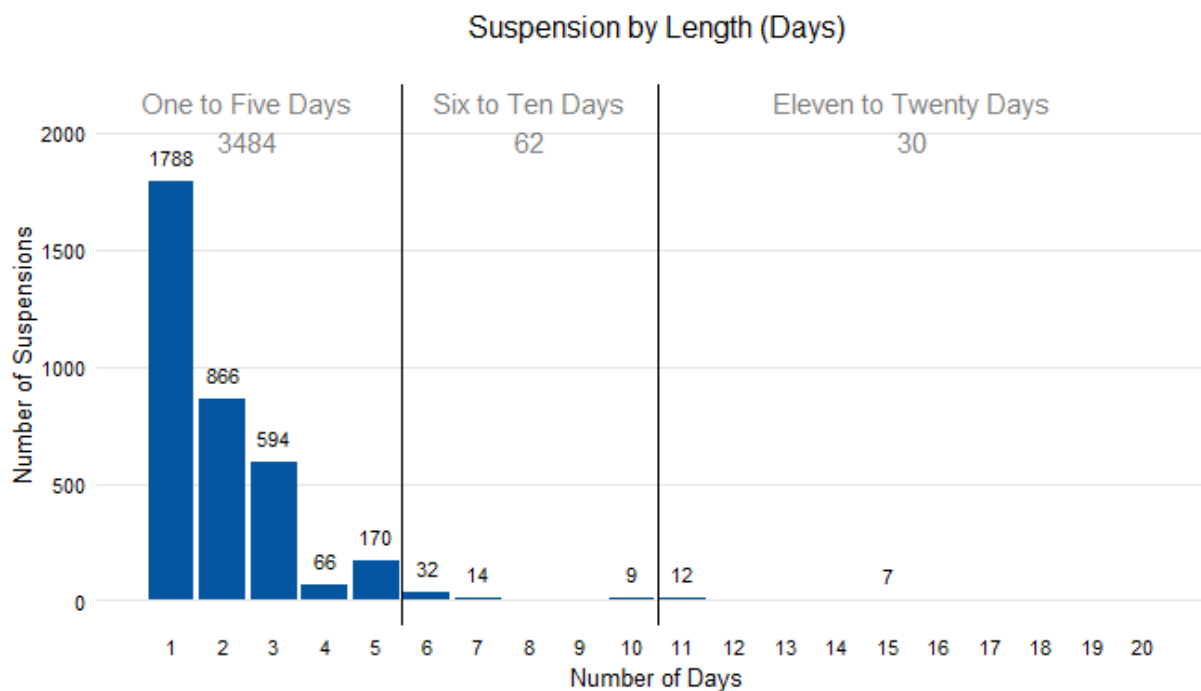
	2011-12	2012-13	2013-14	2014-15	2015-16
Number of Suspensions	4326	3803	3643	3326	3576
Number of Students	1984	1794	1758	1630	1659

Suspensions by Category



“Acts injurious to the moral tone of 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.

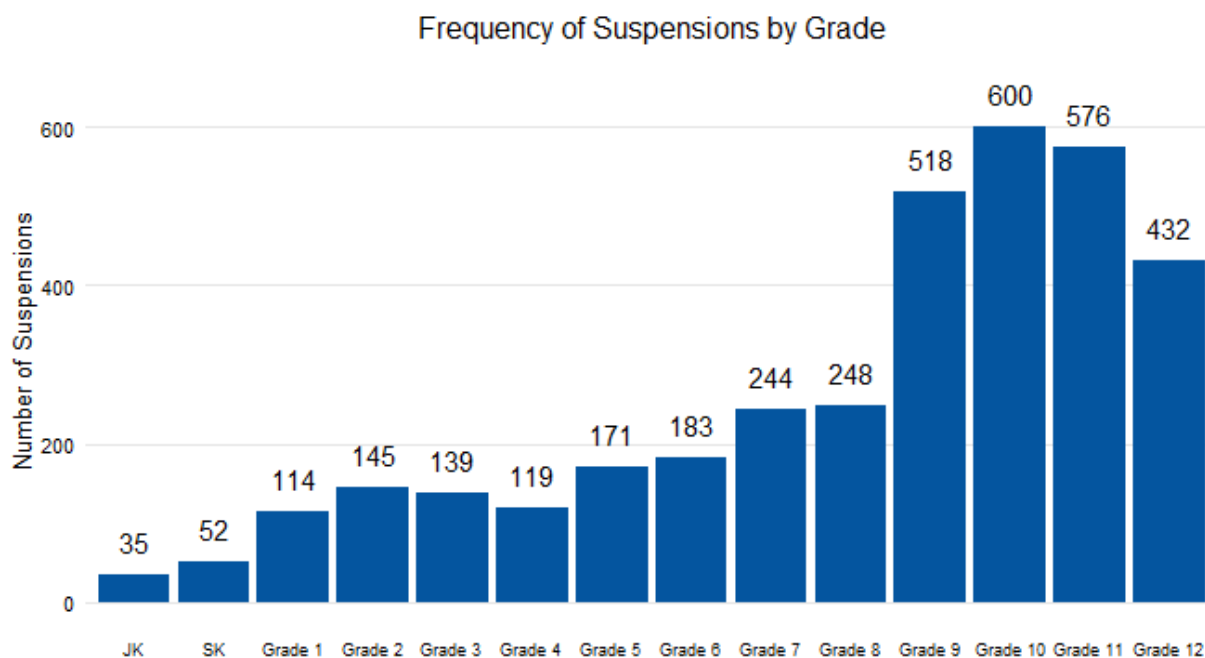
Suspensions by Length



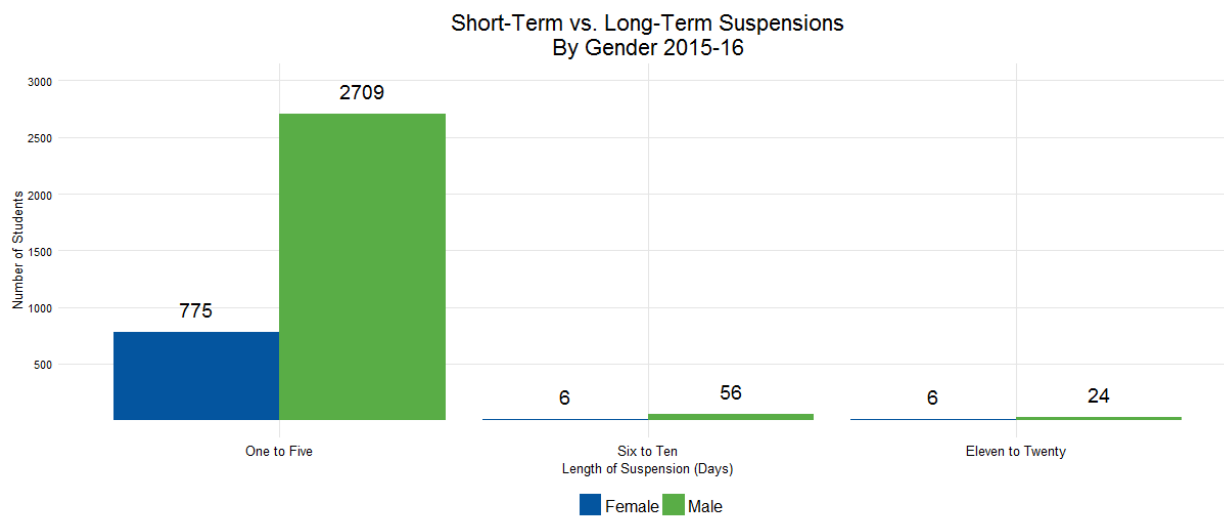
As in past years, the vast majority (97.4%) of 2015-16 suspensions were short-term, defined as less than six days. Teachers provide instructional materials for students on short-term suspension.

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 from 11 – 20 days are also eligible for social work/CYW supports.

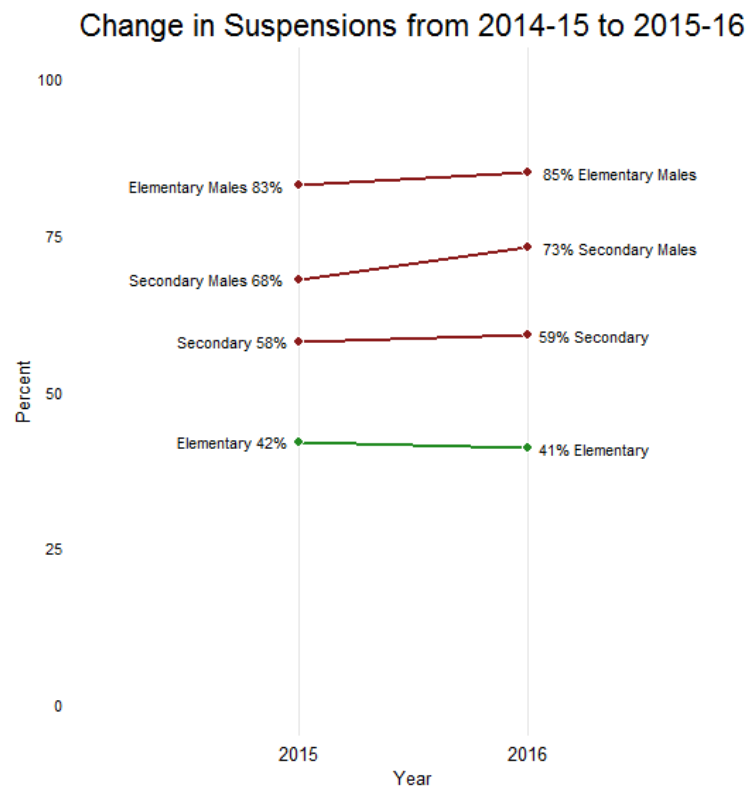
Suspensions by Grade



Suspensions by Gender



Summary of Suspensions



Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: **Data Report – Student Expulsions 2015-16**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive “Data Report – Student Expulsions 2015-16” as information.

Background:

For very serious infractions, students may be expelled by the Board. 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:

There were five expulsions in the 2015-16 school year.

Expulsions	Elementary	Secondary
2011-12	0	2
2012-13	0	6
2013-14	0	6
2014-15	0	6
2015-16	1	4

Four of the expulsions were issued to males, one to a female student.

The reasons for the expulsions were as follows:

- 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 (4)
- Committing sexual assault (1)

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Linda De Vos, Superintendent of Education

RE: **Parenting and Family Literacy Centres Update**

DATE: November 14, 2016

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the report Parenting and Family Literacy Centres Update as information.

Background:

The Grand Erie Parenting and Family Literacy Centres (PFLCs) located at Major Ballachey and Princess Elizabeth schools opened their doors to the community on April 2, 2013. The centres continue to support families and children within the communities they are located. Through the work of the PFLC Coordinator and the Parent Facilitators at each site we continue to promote and engage with the local communities.

Additional Information:

As PFLCs operate when schools are in session, the centres were closed for the months of July and August. The operational hours of the program are 8:30 am to 12:30 pm Monday through Friday. During this past summer, Barb Mitchell, the PFLC Coordinator, attended summer events in the local neighborhoods to promote the program. The Parent Facilitators started back to work the week before school opened and the centres were in full operation on September 6, 2016. The PFLC office space has been moved from the portable at Bellview School into an office space within the Best Start Parenting Centre.

Attendance Patterns

The Ministry of Education collects attendance statistics three times a year. The statistics for 2015-16 are listed below by site.

Major Ballachey Public School

- First Visit: 167 new children
- Number of Child Visits: 1577 children
- Number of Adult Visits: 1067 adults

Major Ballachey PFLC had a slight increase in the number of children who visited the centre from last school year.

Princess Elizabeth Public School

- First Visit: 142 new children
- Number of Child Visits: 1441 children
- Number of Adult Visits: 664 adults

Princess Elizabeth PFLC had a slight increase in the in the number of adults and children who visited the centre from last school year.

GEDSB - Monthly Averages 2015-2016									
		Major Ballachey School				Princess Elizabeth School			
Month	Number of reportable days	Total Child Visits	Child Visits Average per day	Total Adult Visits	Adult visits Average per day	Total Child Visits	Child Visits Average per day	Total Adult Visits	Adult visits Average per day
September	19	123	6.5	67	3.5	176	9.3	84	4.4
October	21	143	6.8	76	4	192	9.1	99	4.7
November	20	139	7	80	4	180	9	93	4.7
December	14	126	9	75	5.4	127	9.1	67	4.8
January	19	144	7.6	86	4.5	141	7.4	88	4.6
February	20	163	8.2	94	4.7	164	8.2	83	4.2
March	16	132	8.3	71	4.4	123	7.7	62	3.9
April	20	169	8.5	99	5	125	6.3	68	3.4
May	21	221	10.5	127	6	180	8.6	102	4.9
June	20	230	11.5	148	7.4	177	8.9	93	4.7
Totals		1590		923		1474		839	

Statistics for September 2016

Major Ballachey Pubic School

Month of September 2016 - (open 18 days)

- First Visit: 74 new children
- Number of Child Visits: 178 children
- Number of Adult Visits: 111 Adults

Princess Elizabeth Public School

Month of September 2016 - (open 18 days)

- First Visit: 52 new children
- Number of Child Visits: 130 children
- Number of Adult Visits: 91 adults

GEDSB - Monthly Averages 2016-2017									
		Major Ballachey School				Princess Elizabeth School			
Month	Number of reportable days	Total Child Visits	Child Visits Average per day	Total Adult Visits	Adult visits Average per day	Total Child Visits	Child Visits Average per day	Total Adult Visits	Adult visits Average per day
September	18	178	9.9	111	6.2	130	7.2	91	5.1

Community Outreach

Barb Mitchell and the PFLC Parent Facilitators are committed to community outreach. Some of the outreach activities are listed below:

- Jointly planned and participated in Family Literacy Days event in January 2016 through the local community. (Author Reading Events; handing out free books in Eagle Place)
- Toured each school's neighborhood (Eagle Place & East Ward) and handed out PFLC information postcards. Postcards were also dropped off at stores, food banks, and household mailboxes.
- Mail out to doctor offices was completed in the spring and to churches this fall.
- Ongoing connections with Brant Family and Children's Services (FACS) Parent Drop-In Programs in school communities
- PFLC had a display at the Parent Fair on April 23, 2016 which was held at the Civic Centre. The interactive display was done in partnership with the Early Years Consultant.
- Participation in the 2016 Kids Celebration day event at Mohawk Park in June 2016. An interactive station in conjunction with the Early Years Consultant was used to encourage parent and child interactions. The PFLC gave away promotion material.
- PFLC postcard inserts were provided to Toys R Us for give-away bags for new moms
- The Children's Librarian from Brantford Public Library offers special story time once a month.
- A health nurse has been attending Major Ballachey PFLC every other week since September.
- Fall 2016 the PFLC took part in a community events at in Eagle Place and East Ward. The centre had an interactive booth with pumpkin decorating and promotion of the programs. The event was coordinated by the East Ward and Eagle Place Neighborhood Associations.
- PFLC has created a twitter account and is tweeting. Facebook and Instagram pages have been created and the plan is to launch this fall.
- Advertisements have been placed in *Best Start Magazine* and *Brantford Leisure Guide*.
- Joined the community in promotion of Healthy Kids Challenge activities and offered free daily gym time.

Since PFLCs are part of the school community in which the centres are located, our PFLCs have taken part in many school events and initiatives to promote the program such as:

- Kindergarten Registration;
- Picture day;
- Meet the Teacher and Family Events;
- Joint planning and Professional Development with FDK Educator Teams;
- Princess Elizabeth Breakfast Program; and,
- School Newsletter Inserts.

On October 26 and 27 Brantford hosted the Provincial Managers PFLC Group from across Ontario. The group spent two days in learning sessions alongside Ministry of Education staff. The group toured our program and meet some of the families.

The PFLC joined the community and took part in Fostering Brant's Growth in Early Learning, a quality initiative in Brant. Providers of Child Care; Early Learning and Parenting Programs; Home Child Care Agencies; and, Special Needs Resource participate in this reflective process of program

practice review. The process is done yearly and provides an opportunity to engage with other services and reflect on our practice.

Families are asked to provide ongoing informal feedback and, formal feedback on the PFLC program once a year. Survey are reviewed and support the direction of the program.

The program continues to work collaboratively with the community hub/neighborhood association in the school community.

PFLC's continue to plan community outings each month. The trips are being organized in collaboration with families who are being asked for ideas about where they would like to explore in their local communities. Some of the community places that the PFLC has visited are: Mohawk Park; an apple orchard; the local public library; fire station; Crock-A-Doodle; Kidtastic; Apps' Mill; Syl Apps' Paris for Kinder Play; Brantford Twin Valley Zoo; Myrtleville House; and, hosted a local Reptile Show at all centres.

Ongoing professional development is provided for the PFLC staff. Examples of recent professional development include:

- Ongoing learning about *How Does Learning Happen?* and ways to promote Ontario Pedagogy for Early Learning into family support. Joined a community learning network with other family support programs.
- The team has begun to investigate ways to deepen our understanding of early math with infants and toddlers. Several webinar and research articles have been used and the staff have created math boards to support the families with their learning about how to use math strategies with infant and toddlers.
- During monthly staff meetings, we learn new ideas on how to engage families in learning and have open discussion on how music promotes child development.
- One of the parent facilitators is in the progress of been certified as a Triple P Session Trainer. Triple P Parenting Programs are being offered jointly with community agencies and coordinated through the Public Health Unit. The program will be offered at Major Ballachey in the winter.
- PFLC staff are attending the annual *Latest in Literacy Emergent Literacy Conference Event on November 14 and 15.*

As part of her community connections work to support the PFLCs, Barb Mitchell is a member of the following committees:

- Brant Best Start Network. Joined H&N Best start in November 2016.
- Best Start Magazine Committee
- Best Start Services Integration Committee (co-chair)
- Brant Baby Friendly Initiative Committee
- Kids Summer Celebration Committee
- Brant FCS Community Advisory Board
- Best Start Parent Fair Taskforce
- Family Literacy Committee
- Childcare Advisory Committee
- Planning committee through the Best Start Network for the Ontario Early Years Child and Family Centres.

In 2013, the Ministry of Education released the *Ontario Early Years Policy Framework* to outline the vision that Ontario's children and families are well supported by an early years' system that is

high quality, seamless, and accessible for children and their families. Since 2010, Ontario has taken a number of steps toward this vision, including the implementation of Full-Day Kindergarten, the release of a new child care funding formula, the *Ontario Early Years Policy Framework, How Does Learning Happen? Ontario's Pedagogy for the Early Years*, and the proclamation of the *Child Care and Early Years Act, 2014*.

In alignment with the commitment made in the *Ontario Early Years Policy Framework*, in February 2016 the Ministry announced its intention to transform Ministry-funded child and family programs into an increasingly integrated, cohesive system of services and supports for children ages 0-6 and their parents and caregivers known as Ontario Early Years Child and Family Centres (OEYCFCs). All existing child and family programs will be combined into one program model, and services will be provided through local Ontario Early Years Child and Family Centres (OEYCFCs). The province currently funds four child and family programs including

- Ontario Early Years Centres,
- Parenting and Family Literacy Centres,
- Child Care Resource Centres,
- Better Beginnings Better Futures

Beginning in 2018, Consolidated Municipal Service Managers (CMSMs) and District Social Service Administration Boards (DSSABs) will be responsible for the local management of OEYCFCs as part of their responsibility for the service system management of child care and other human services. In July 2016, OEYCFC Planning Guidelines were released. They will guide CMSMs/DSSABs in:

- Ensuring that children and their parents and caregivers have access to the same suite of high-quality, core OEYCFC services regardless of where they live in the province;
- Enhancing public awareness of available programs and services;
- Distributing programs based on demonstrated community needs; and
- Integrating programs with other relevant early years and community services.

The Ministry recognizes that implementing this transformation will require a carefully planned transition process that engages all partners and minimizes service disruptions for children, parents and caregivers. While the expectation is that the key features of OEYCFCs are implemented by 2018, it is understood that program implementation and service integration will take time to meet the goals outlined in this guideline.

The goal is to establish a provincial approach for integrating and transforming child and family programs for parents, caregivers and young children (ages 0-6). Our local Consolidated Municipal Service Managers (CMSMs) will manage the delivery of a suite of core OEYCFC services and will have the flexibility to determine how these core services are delivered and by whom, through local service planning.

Planning between CMSMs, school boards and other community partners in the planning of OEYCFC services has begun. A partnership group has been meeting to discuss the transition guidelines provided by the ministry and begun to look at services in our local community. Barb Mitchell has been co-chairing these meetings and continues to be involved in the process. Brantford CMSM Children Services have hired a consult to support the process and create a plan for the transition to the OEYCFC for Brant/ Brantford. The community plan needs to be completed and submitted to the ministry by May 1, 2017 with the transition happening January 1, 2018. The

planning process will be led by Michelle Connor, the Manager of Community Partnerships, Strategic Planning, City of Brantford and Kim Romano, Manager of Children Services City of Brantford. The city has scheduled their first meeting for November 17 to learn about the consultative process the City of Brantford will be taking in regards to OEYCFC planning. Children services staff will be touring our site in December.

Communication Plan:

- Update to Trustees at the November 14, 2016 Committee of the Whole meeting
- Ongoing communication takes place between the PFLC Coordinator, the PFLC Parent Facilitators, the Principals of the host schools and the Superintendent with responsibilities for PFLCs

Respectfully submitted,

Linda De Vos
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Board of Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **Grand Erie Parent Involvement Committee (GEPIC) Membership**

DATE: November 14, 2016

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) membership for the term November 2016 to November 2017 as information.

Background Information

The Grand Erie Parent Involvement Committee (GEPIC) has recently formed for the fifth year, and held their first meeting on October 20, 2016. At the meeting, Brent Howard was acclaimed as the Chair of GEPIC for the 2016-2017 year.

The Grand Erie Parent Involvement Committee (GEPIC) is a statutory committee of the Board. Its purpose is to support, encourage and enhance parent engagement at the Board level in order to improve student achievement and well-being. A parent involvement committee of the Board shall achieve its purpose by sharing effective practices to help engage all parents in their children's learning, identifying and reduce barriers to parent engagement at the system level, providing information and advice to the Board on parent engagement, and communicating with and supporting school councils of the Board.

The Terms of Reference were revised and received final approval by the Board on October 24, 2016.

Membership on the Grand Erie Parent Involvement Committee shall now be composed of:

- (i) School Council Chair or an Alternate Parent from each school is considered a member
 - a. Each parent member must be the parent of a pupil enrolled in a school of the Board.
 - b. Employees of the Board may serve as parent members and must inform the Committee of their employment at the first committee meeting they attend.
- (ii) Community members (a maximum of three)
- (iii) The Director of Education
- (iv) Two Trustees
- (v) Manager of Communications and Community Relations
- (vi) Two Principals — One elementary school principal and one secondary school principal
- (vii) Optional GEPIC members that could include: one elementary teacher, one secondary teacher, one non-teaching board employee

Parents shall be the majority of members.

2016-17 Grand Erie District School Board Membership

GEPIC Composition

GEPIC Chair Brent Howard

School Council Chairs/Alternate Parent are all members

Members Present at 2016-17 Inaugural Meeting

Liana Clarysse, École Dufferin
Brent Howard, Simcoe Composite
Sarah Nichol, Walsh Public
Christine Oliveira, West Lynn
Sheila Slood, Elgin Avenue
Nancy Waldschmidt, Paris Central

Additional Representatives:

Hilly Knill-Horvath (Elementary Administrator)
Susan Noort (Secondary Administrator)
John Harris (Trustee, Norfolk County (less Wards 3 & 7)
Tom Waldschmidt (Trustee, Brant County and Norfolk County, Wards 3 & 7)
Brenda Blancher (Director of Education)
Shawn McKillop (Manager of Communications and Community Relations)
Jean Montgomery (Community member to a maximum of 3)

Communication Plan

1. A notice of GEPIC membership will be posted on the Board's website.

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Denise Martins, Superintendent of Education

RE: **Graduation Rate Report**

DATE: November 14, 2016

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 per cent 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 2010-11 Grade 9 Cohort based on the following rules:

Cohort	Includes
Student Age	Between 13 and 15 as of Dec. 31, 2010
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 2010-11, 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 PowerSchool Student Information System.

Graduation Data:

	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 Grand Erie District School Board has shown a consistent graduation rate increase of 2% per year since the public release of this data for school boards.

As mentioned previously, provincial graduation rates do not include students who graduate after year five. Many of our students graduate beyond the five-year time frame established by the province, especially students with IEP's and those participating in our board's wide range of alternative programs.

Additional investigation regarding our six-year graduates, from the 2009-10 cohort, indicated that 93 per cent of those students participated in at least one alternative program (e.g., Turning Point, SAL and GELA) and/or had an IEP.

Our current graduation rate for the 2010-11 Cohort is approximately 76 per cent, 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

Over the last few years, we have discovered that a significant number of Grand Erie graduates have not been accurately included in OnSIS data reported to the Ministry. Boards across the province make OnSIS submissions to the Ministry in October, March and June. Incomplete graduation data entry and the timing of data entry in Maplewood/PowerSchool have been the main reasons for the inaccuracy of Grand Erie graduation data being reported to the Ministry.

The following steps have been taken to improve the accuracy of the Grand Erie graduation data submitted to OnSIS:

- Work done with IT and schools to ensure that data entry is accurate.
- Training of clerical staff has re-emphasized the importance of accurate data entry particularly with regards to data fields that affect our board graduation rates.
- Set a July 15th deadline for the completion of data entry in PowerSchool for June graduates.

Engagement Strategy:

1. Expanding Turning Point offerings through e-learning, credit recovery and co-op opportunities.
2. Indigenous Engagement and Support teacher to actively pursue students who did not return to school this year.
3. Expansion of SHSM and Dual Credit programs which offer an introduction and connection with college, apprenticeship and industry partners.
4. Enhanced focus on students transitioning from Grade 8 to 9 to remain full time students as they begin secondary school.

Respectfully submitted,

Denise Martins,
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Haldimand East Capital Projects**

DATE: November 14, 2016

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Haldimand East Capital Projects Report as information.

Background:

The Ministry of Education approval for a new elementary school to replace Fairview Avenue Public School and an addition to Thompson Creek Elementary School in support of the approved the recommendation from the Haldimand East Accommodation Review process was announced October 31, 2016.

Details of the accommodation announcement include two major capital projects:

- a) A four classroom addition to be added to Thompson Creek Elementary School to facilitate the accommodation of all students from Anna Melick Memorial School which will be closed.

Anna Melick Memorial School students will be welcomed into Thompson Creek Elementary School for the start of September, 2017.

- b) Fairview Avenue Public School to be replaced with a new school on the existing school site. It will accommodate all students from Grandview Central Public School, which will be closed following completion of the new school on the Fairview Avenue site.

The proposed opening of the new school is scheduled for the 2018-19 school year. Components of this plan include space to accommodate the Ontario Early Years Centre/Hub supported by Haldimand Norfolk REACH.

Thompson Creek Addition:

This is a relatively simple four classroom addition that can be designed, tendered and contract awarded, following Policy FT1, in time to get the project underway this spring. The goal is to complete the addition in time to accommodate students in September 2017. Key timelines are as follows:

November 2016 – Assign an architect from the roster of vendors pre-approved as architectural services vendors of records for smaller construction contracts.

November – December 2016 – Strike a project committee to review proposed plans and provide input into the design for consideration by the Board of Trustees. Obtain a cost consultants costing analysis for the proposed scope of work.

January 2017 – proposed design and scope of capital work is presented to the Board of Trustees for approval by the Board of Trustees for preparation and release of tender for construction.

February 2017 – receive and review tenders for construction and present a recommendation for award of the construction contract by the Board of Trustees

March – August 2017 – complete construction of the addition.

September 2017 – addition is open to students and staff.

Fairview Avenue replacement school:

This project is a complete design and build of a new school and subsequent demolition of the existing Fairview Avenue School. Guided by Policy FT2-New School Construction Projects, the following estimated timelines for key milestone activities is presented:

November-December 2016 – Issue a Request for Proposal for Project Management Services and Architectural Services.

January 2017 – receive and review RFP responses for Project Management Services and Architectural Services and present recommendations for award to the Board of Trustees.

February – March 2017 – Strike a project committee to review proposed plans and provide input into the design for consideration by the Board of Trustees. Obtain a cost consultants costing analysis for the proposed scope of work.

March 2017 - proposed design and scope of capital work is presented to the Board of Trustees for approval by the Board of Trustees for preparation and release of tender for construction. Community meeting is convened to share proposed design and solicit feedback. Ministry approval to proceed to tender is requested.

April – May 2017 - receive and review tenders for construction and present a recommendation for award of the construction contract by the Board of Trustees.

June 2017 – Construction commences.

September – December 2018 – Students move into the new school upon completion.

Spring 2019 – demolition of current school and site landscaping completed.

Additional Information:

Other transition, planning, school opening and closing activities will be scheduled at the appropriate times concurrently with the above construction project activities.

Respectfully submitted,



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Dave Abbey, Superintendent of Education

RE: **Website RFP Initiation**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Website RFP Initiation report as information.

Background

In the 2016-17 Budget, Trustees approved the direction for Senior Administration to seek a new website solution, including school sites and staff portal, as the contract from the Board's current vendor has expired.

In light of the lessons learned from the previous website contract, Grand Erie needs a website solution where staff can modify the website to meet the changing needs of technology and allow for ease in operating the website for its users.

For our end-users, our students, parents, staff and the broader community, Grand Erie needs to be responsive to meet their needs. This includes being compliant with the Accessibility standards provided by the Accessibility for Ontarians with Disabilities Act (AODA) and having a mobile version available, for example.

Grand Erie also needs to lead the way in terms of website communications by shaping, removing, adding and owning our own website in Information Technology Services.

Request for Proposal Initiation

Grand Erie District School Board is prepared to initiate a Request for Proposal for a new solution related to the website, school sites and staff portal.

The process to award the vendor will be based on a four-step process:

1. Mandatory requirements
2. Technical requirements
3. Oral presentation and demonstration
4. Cost proposal

The design must utilize the Board's existing active directory. Development will be done using an open source or commercial content management system. Source files once implemented will belong to the Board with access for subsequent changes.

Proponents will breakdown the pricing at each milestone: Design, Development, Implementation, training, content migration and yearly licensing structure.

Content migration, specifically, is the process of moving information stored on a web content management system to a new system. The vendor will provide assistance to allow for a relatively seamless transition to the new sites.

Highlights of the Technical and Communication Requirements include:

With respect to functionality and communications needs, the new software system will be designed to utilize current technologies and future technologies as they become available as appropriate to meet overall website objectives.

- **Information Technology Requirements**
 - Open access for all staff to access website pages
 - Human Resources and Information Technology employee name registry connection and manual editing abilities
 - Advanced search capability
 - Centralized document repository
 - Multi-language feature
 - Staff Portal
 - School websites
 - Ability to create Micro Sites for STSBHN, Careerlink and any new website that need to be created
 - Web governance tool that checks for broken links, checks for spelling, website accessibility issues, online PDF document accessibility and checks for website response time/downtime
 - Statistics related to basis analytics software for site traffic reporting
- **Functionality**
 - Uploading and embed video
 - Calendar section
 - Content updating will be easy for the end-users: Quick and easy document uploads, pdf, doc files, video, etc.
 - Start and stop expiration dates on pages, tell it when to start and end
 - Ability to push information to schools easily
 - Proponents will have an opportunity to showcase features and functionality to evaluation committee
 - Ability to push information to schools easily
 - Push notification
 - Ability to have push notification app for mobile devices (school info app)
 - Embed email
- **Communication Features**
 - Emergency Announcements: The Board changes its homepage to accommodate for emergency announcements when there is a significant weather event, closure, or emergency management situations
 - E Alerts and User Managed Functionality
 - Section for news items or stories or announcement; option to have a picture or not
 - Calendar- allows user to download selected calendar events into iCal, outlook, etc.

- Allows users to subscribe to receive new calendar event notices via RSS feed
- Integrated events calendar
- Survey and email forms
- Ability to be able to sign up for push notifications
- **Accessibility**
 - The Board and school websites must be accessible to everyone. The website must also meet standards as per the Accessibility for Ontarians with Disabilities Act (AODA)
 - Responsive design
 - Increase and/or decrease font
 - High contrast for accessibility
- **Social Media Integration**
 - The website design should provide links to all major social media platforms to enhance the accessibility and interaction level of the site
 - Share content directly to social networks via Facebook, YouTube, Twitter, Instagram
 - Social media feeds

Presentation: In addition to these highlights, the graphic representation will be considered to provide an engaging, visually appealing and user-friendly website with the latest in interactive features that will enhance the utilization of the site by external and internal users.

The visual components of the website will also ensure a rich, interactive experience for the user. This includes the ability to change the skin or background of the website, easily move pages up and down; change the order of the navigation; and create graphical designs and visual concepts for the website to complement the Board's visual identity, branding strategy, multi-year plan, and other initiatives.

Navigation: The navigation of the website will provide a client focused, well organized site that is intuitive and easy to navigate for all users, providing one click access to almost all content, with a maximum of three clicks. This includes searchable contact listings, two rows of tabs (menu options), and consistency in pages and tabs so to not duplicate – drive to one spot. The buttons or banners on all websites should have the option to go to a web page and not a website hosted within a Board page.

The website should be designed to increase search ability on all major search engines in order to drive more traffic to the Board's website. This may also include a Google search function.

Timelines: Once the RFP is issued and a vendor is selected, the website implementation plan will begin in the spring, with all websites moved to the new solution for the start of the 2017-18 school year.

Respectfully submitted,

Dave Abbey
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Linda De Vos, Superintendent of Education

RE: **Bylaw 8 – Committees of the Board – Addition of Privacy Information Management Committee as a Standing Committee**

DATE: November 14, 2016

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the report on Bylaw 8 – Committees of the Board – Addition of Privacy Information Management Committee as a Standing Committee.

Background:

The Privacy Information Management Committee is an Ad Hoc committee that was established to review the Accountability Interoperability Framework, work to implement a privacy program, and, to provide advice to the Board.

Additional Information

This report is to request that the Privacy Information Management Committee be added to the list of Standing Committees outlined in Bylaw 8.

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

Respectfully Submitted,

Linda De Vos
 Superintendent of Education



BYLAW

BL8

Committees of the Board

Board Received: November 23, 2015

Review Date: December 2019

Statutory Committees

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

1. **Special Education Advisory Committee (SEAC)**
The Board shall establish a Special Education Advisory Committee, in accordance with Regulation 464/97; a regulation made under the *Education Act*
2. **Supervised Alternative Learning (SAL) and Other Excusals from Attendance at School Committee**
The Board shall establish a Supervised Alternative Learning for Excused Pupils Committee, in accordance with Ontario Regulation 308; a regulation made under the *Education Act*.
3. **Identification, Placement and Review Committee (IPRC)**
The Board shall establish Identification, Placement and Review Committees, in accordance with Ontario Regulation 181/98; a regulation made under the *Education Act*.
4. **Student Discipline Committee**
Matters related to student suspensions and expulsions which have been directed to the Board will be referred to a sub-committee of the whole Board as permitted under the Education Act, Section 308 (7).
5. **Accessibility Committee**
The *Integrated Accessibility Standards Regulation* (2011) requires school boards to prepare a multi-year accessibility plan, with annual progress reports.
6. **Audit Committee**
The Board shall establish an Audit Committee in accordance with Ontario Regulation 361/10; a regulation made under the *Education Act*.
7. **Parent Involvement Committee**
The Board shall establish a Parent Involvement Committee in accordance with the Parent Engagement Policies of the Ministry of Education (Ontario Regulation 330/10).

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

Standing Committees

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

- Education Week
- Native Advisory
- School Year Calendar
- Director's Review Committee
- Brantford Joint Use Committee
- Student Transportation Services Brant Haldimand Norfolk
- Quality Accommodations Committee
- Compensatory Education Steering Committee
- Privacy Information Management

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

Ad Hoc Committees

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

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

The operating guidelines for Ad Hoc Committees are:

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

APPENDIX B**Privacy Information Management Committee
Terms of Reference****1.0 Statement of Purpose and Responsibilities**

The Privacy Information Management Committee shall review the Accountability Interoperability Framework; implement a Privacy Program; and, make recommendations to the Board.

2.0 Committee Composition

The Privacy Information Committee shall be comprised of:

- 2.1 Two Trustees
- 2.2 Superintendent of Education
- 2.3 System Research Leader
- 2.4 FOI Coordinator
- 2.5 HR Manager/Coordinator
- 2.6 IT Manager/Supervisor
- 2.7 Elementary Administrator
- 2.8 Secondary Administrator
- 2.9 Manager of Communication & Community Relations

3.0 Committee Operating Procedures and Scope

- 3.1 The committee's role includes reviewing the Privacy Framework and working toward implementing a Privacy Program.
- 3.2 Frequency or number of meetings — The committee shall meet a minimum of three times per year.
- 3.3 Minutes — The minutes shall be the responsibility of the Superintendent.
- 3.4 Co-Chair — The Superintendent and System Research Lead responsible for this committee.
- 3.5 Role of staff — Board staff may be called upon to support this committee.
- 3.6 The committee, through the Superintendent of Education, shall provide a report to the Board at the committee of the whole meeting as required.

4.0 Role of the Board

- 4.1 Receive the report as provided.
- 4.2 Consider Privacy Information Committee recommendations.
- 4.3 Appoint Trustee members.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **Bylaw 25 – Director’s Performance Appraisal**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve Bylaw 25 – Director’s Performance Appraisal.

Background

Bylaw 25 – Director’s Performance Appraisal was received in June 2013 and has been identified for review. On September 12, 2016 a revised Bylaw 25 was presented to the Trustees and based on discussion a motion was passed to have the Board establish an Ad Hoc committee to further review Bylaw 25.

The Ad Hoc Committee met on October 17 and 24 to review Bylaw 25 and made additional revisions.

Draft revisions have been made for Trustee consideration and a revised Bylaw 25 is attached.

Communication

Bylaw 25 will be distributed in accordance with By-Law 9.

Respectfully submitted,

Brenda Blancher
 Director of Education



BYLAW

BL25

Director's Performance Appraisal

Board Received: June 24, 2013

Review Date: September 2016

Guiding Principles

The Director of Education is accountable to the Board of Trustees for the management and leadership of the Grand Erie District School Board. The Board shall ensure that a Director's Performance Appraisal is completed on an annual basis in the following manner:

- a) The Director's Performance Appraisal shall be conducted by the Director's Performance Appraisal committee. The committee shall include the Chair and Vice-Chair of the Board and two other Trustees as selected by the striking committee of the Board.
- b) The Director's Performance Appraisal shall be conducted in accordance with the timelines set out in Appendix A of this By-Law.
- c) The Director's Performance Appraisal shall be based on the following assessment criteria, as approved by the Board:
 1. Board Improvement Plan for Student Achievement
 2. The System Annual Operating Plans
 3. The Director's Goal Package and Annual Learning Plan (Appendix A)
 4. Trustees' Performance Appraisal Rubric-Survey
 5. System Performance Appraisal Rubric-Survey
 6. System Level Data including but not limited to: EQAO (Grade 3,6 and 9), OSSLT, School Climate Survey, Enrolment, Year-end financial.
 7. Other criteria as determined by the Board
- d) District Effectiveness Framework Components as follows will be used to frame questions for the surveys that are sent out to staff as part of the Director's Performance Appraisal, as appropriate.
 1. A broadly shared mission, vision and goals
 2. A coherent instructional guidance system
 3. Deliberate and consistent use of multiple sources of evidence to inform decisions
 4. Learning-oriented organizational improvement processes
 5. Job-embedded professional learning for all members of the organization
 6. Budgets, structures, time and personnel policies and procedures aligned with the district's mission, vision and goals
 7. A comprehensive approach to leadership development
 8. Productive working relationships with staff and stakeholders
- e) Personal Leadership Resources as outlined in the The Ontario Leadership Framework (2013) will be used to frame questions for the Trustee survey.
- f) The Administrative Executive Assistant to the Board of Trustees will distribute the surveys performance rubrics in accordance with the attached timelines (Appendix A), collect and collate all responses. The Administrative Executive Assistant will submit the results to the members of the Performance Appraisal Committee and the Director and to the Board with the Committee Report.

Methodology Procedure

- a) The Director shall meet with the committee struck by the Board of Trustees to conduct the performance appraisal in accordance with the timelines set out in Appendix B.
- b) The Chair of the Board will lead the performance appraisal process. In accordance with the timelines set out in Appendix A, the Director shall provide evidence to the Performance Appraisal Committee related to the approved assessment criteria. The Director shall compile a file of evidence for summative evaluation purposes.

Draft

**Annual Learning Plan (Insert Year)
Performance Appraisal Tracking**

Goals	Strategies	Timelines	Measures/Evidence	Outcomes

Director's Performance Review Stages and Timelines

August and September

- Board Improvement Plan for Student Achievement and Annual Operating Plans for the next school year are presented to the Board.

August

- Director presents his/her goals and Annual Learning Plan for the next school year to the Board of Trustees for approval.

October

- Director meets with the Performance Appraisal Committee to review system level data and to present a response to the data including plans for improvement and plans to address gaps in achievement for the current school year.

February

- Director and the Performance Appraisal Committee meet for an interim a mid-year performance appraisal. This meeting will include the following:
 - Progress made towards the Director's Goals approved by Trustees in August using an Annual Learning Plan template
 - Review of the status of the Annual Operating Plans and Board Improvement Plan for Student Achievement – on track, challenges, barriers to progress, next steps
 - Sharing of any available system level data
 - An update on the implementation of Ministry initiatives – Mental Health, Elementary and Secondary Program, Special Education, FNMI
 - Outline of plans to work towards Director's Goals for the second half of the school year
- Director's Performance Appraisal Committee presents a written interim performance appraisal report to the Board.

April

- Administrative Executive Assistant to the Board of Trustees sends out the appropriate performance appraisal survey rubric to the Trustees annually.
- Administrative Executive Assistant to the Board of Trustees sends out the appropriate performance appraisal survey rubric to superintendents, school administrators and managers on an every other year basis.

May

- Performance Appraisal committee and the Director meet to review the approved assessment criteria:
 1. Director to provide evidence file related to the approved assessment criteria
 2. Summary of The appraisal rubrics surveys

May or June

- Director's Performance Appraisal Committee presents a written performance appraisal and the summary of the appraisal rubrics surveys in a report to the Board. The Board reports in public that the Director's performance appraisal has been completed.

Draft



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: SO3 – Involvement of Schools in Community Events

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward Policy SO3 – Involvement of Schools in Community Events to all appropriate stakeholders for comment to be received by February 17, 2016.

Background:

Policy SO3 – Involvement of Schools in Community Events was approved by the Board in October 2013 and has been identified for review.

Additional Information

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

Proposed Revisions

Original Wording	Proposed Wording
<p>ADMINISTRATIVE PROCEDURE</p> <p>1. Severity Threshold – Anything beyond the limits set out in Policy/Changes in Regulations</p> <p>Principals may, in consultation with the appropriate Superintendent and with the support of the School Council and the staff, designate a maximum of one instructional day per school year for the purpose of the school participating in such a community event.</p> <p><u>Procedures:</u></p> <p>Intention to designate a day must be submitted in writing by the principal to the appropriate superintendent one month prior to the event. Notification must include the purpose, the</p>	<p>ADMINISTRATIVE PROCEDURE</p> <p>2. Severity Threshold Anything beyond the limits set out in Policy/Changes in Regulations</p> <p>Principals The Board may, in consultation with the appropriate Superintendent Executive Council and with the support of the School Council and the staff, designate a maximum of one instructional day per school year for the purpose of the school participating in such a community event.</p> <p><u>Procedures:</u></p> <p>1. Principals, with the support of the School Council and the staff will request a community event day through their Family of Schools Superintendent.</p>

<p>nature of the educational activities involved, links to the curriculum and the strategies to ensure appropriate supervision of students for the day.</p>	<ol style="list-style-type: none"> 2. Intention The request to designate a day must be submitted in writing by the principal to the appropriate superintendent one month at least three months prior to the event. Notification must include the purpose, the nature of the educational activities involved, and links to the curriculum. and the strategies to ensure appropriate supervision of students for the day. 3. Executive Council will review all requests and take a report to Board for Trustee consideration to approve the Community Event day. 4. Once approved, the school community will be informed that the school(s) will be closed and transportation will be cancelled on the day of the community event. 5. Attendance for the Community Event day will be recorded as a General Absence Day ("G" Day) in the Daily Attendance Record.
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Communication Plan

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

Respectfully submitted,

Brenda Blancher,
Director of Education



Involvement of Schools in Community Events

Board Received: October 28, 2013

Review Date: November 2016

Policy Statement:

The Grand Erie District School Board supports the concept of the involvement of schools in community events that are significant to a local area.

~~Principals~~ The Board may, in consultation with the appropriate Superintendent Executive Council and with the support of the School Council and the staff, designate a maximum of one instructional day per school year for the purpose of the school participating in such a community event.

Accountability:

1. Frequency of Reports – As needed
2. ~~Severity Threshold – Anything beyond the limits set out in Policy/Changes in Regulations~~
3. Criteria for Success – Connection to educational program
– Safety precautions addressed
– Supervision addressed

Procedures:

1. Principals, with the support of the School Council and the staff will request a community event day through their Family of Schools Superintendent.
2. ~~Intention~~ The request to designate a day must be submitted in writing by the principal to the appropriate superintendent at least three months prior to the event. Notification must include the purpose, the nature of the educational activities involved, and links to the curriculum. ~~and the strategies to ensure appropriate supervision of students for the day.~~
3. Executive Council will review all requests and take a report to Board for Trustee consideration to approve the Community Event day.
4. Once approved, the school community will be informed that the school(s) will be closed and transportation will be cancelled on the day of the community event.
5. Attendance for the Community Event day will be recorded as a General Absence Day (“G” Day) in the Daily Attendance Record.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **FT5 Pupil Accommodation Reviews**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve Policy FT5 - Pupil Accommodation Reviews.

Background

Policy FT5 – Pupil Accommodation Reviews was circulated to all appropriate stakeholders for comments to be received by October 7, 2016.

Comments Received

6.1 reference to bylaw 11 needs to be changed because while we use some parts of bylaw 11 (10 minutes, and information to the committee before the meeting) are relevant, not all apply.

Suggest the committee decides on timeline to receive the delegations before the meeting –

All delegations shall be limited to 10 minutes

The ARC committee shall receive the delegations for review 2 days before the delegation meeting

Response: Amended

The opportunity for public questions and feedback

Suggest adding - The committee may decide if questions are not required to be answered if they do not add value to the discussion

Response: Amended

7.0

1st paragraph - remove reference to CW #2

2nd paragraph – There will be a minimum of 10 business days... this does not line up with bylaw 11 section 1b

2nd paragraph – last sentence – not sure what this means or if this is necessary?

3rd paragraph – why the 10 business days between delegations and decision – bylaw 11 allows delegations at any time

Response: Amended

Trustees as ad hoc members – is this distinction necessary as this is in effect an ad hoc committee?

Response: Amended

Additional Information

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

Proposed Changes

Wording Approved for Circulation	Proposed Wording
<p>6.2 Public Meetings</p> <p>The ARC will hold at least two public meetings with the minimum of forty business days between the first and last meeting. There will be an opportunity for public questions and feedback at each meeting. At least one meeting will be to hear delegations from the public (Bylaw 11).</p>	<p>NEW</p> <p>6.2 Committee Orientation Meeting</p> <p>Prior to the first public meeting of the ARC, the Superintendent of Schools shall convene an Orientation Meeting for all committee members. The purpose of the orientation meeting is to prepare committee members for the work of the Accommodation Review Committee and include:</p> <ol style="list-style-type: none"> 1. A review of the Accommodation Review Process and Policy 2. A review of the mandate, role and responsibilities, and procedures of the ARC. 3. Distribution of copies of School Information Profiles as reference materials for review by committee members prior to the first ARC meeting. <p>6.2 Public Meetings</p> <p>The ARC will hold at least two public meetings with the minimum of forty business days between the first and last meeting.</p> <p>There will be an opportunity for public questions and feedback at each meeting.</p> <p>The committee will consider whether resource staff will be tasked with preparing responses to questions posed by the public in attendance or by later communication to the committee.</p> <p>At least one meeting will be to hear delegations from the public (Bylaw 11)</p> <p>Delegations wishing to speak to the Committee are required to submit their presentation by 4:00 p.m. two business days prior to the delegation meeting of the ARC. The presentation shall be in writing and include the name of the spokesperson</p>

<p><u>7.0 Completing the Accommodation Review</u></p> <p>Senior Administration will prepare a final report including feedback from the ARC and public plus information obtained from municipalities and community partners prior to and during the accommodation review. The Board can approve none, some or all of the recommendations in the report from Senior Administration. The report will come to a Committee of Whole # 2 and will be posted on the Board's website granderie.ca.</p> <p>The public will have the opportunity to make delegations to the Board of Trustees before the final Board decision either at a regular Committee of the Whole or Board meeting or if necessary at a Special Board meeting (Bylaw11). There will be a minimum of ten business days between the Board posting the report and public delegations. Notification of delegation will be posted on Board's website, in appropriate local media and schools involved in the review.</p> <p>The Board of Trustees final decision will be made no earlier than ten business days after hearing delegations. The decision of the Board of Trustees will be posted on the Board's website and made available at all schools in the review.</p>	<p>The Committee, at its discretion, may hear delegations with less than the required notice if written submissions are available on the day of the meeting.</p> <p>The time allowed for presentations will not exceed ten (10) minutes</p> <p>The spokesperson shall confine his/her remarks to the subject matter of the presentation.</p> <p>The committee members, through the Chair, may ask the spokesperson questions in order to clarify certain points.</p> <p><u>7.0 Completing the Accommodation Review</u></p> <p>Senior Administration will prepare a final report including feedback from the ARC and public plus information obtained from municipalities and community partners prior to and during the accommodation review. The Board can approve none, some or all of the recommendations in the report from Senior Administration. The report will come to a Committee of the Whole #2 and will be posted on the Board's website granderie.ca.</p> <p>The public will have the opportunity to make delegations to the Board of Trustees before the final Board decision either at a regular Committee of the Whole or Board meeting or if necessary at a Special Board meeting (Bylaw11). There will be a minimum of ten business days between the Board posting the report and public delegations. Notification of delegation will be posted on Board's website, in appropriate local media and schools involved in the review.</p> <p>The Board of Trustees final decision will be made no earlier than ten business days after hearing delegations one month following the date of the meeting at which the report from Senior Administration was presented.</p>
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<p>Terms of Reference</p> <p>2.0 Committee Composition</p> <p>An Accommodation Review Committee shall be comprised of:</p> <ul style="list-style-type: none"> i. one representative appointed by the School Council of each school involved in the review ii. Two Trustees as Ad Hoc members iii. Superintendent of Education as the facilitator 	<p>This will provide opportunities for the presentation of delegations at any meeting held between the date of the receipt of the report and the date the final decision is made. The decision of the Board of Trustees will be posted on the Board's website and made available at all schools in the review.</p> <p>Terms of Reference</p> <p>2.0 Committee Composition</p> <p>An Accommodation Review Committee shall be comprised of:</p> <ul style="list-style-type: none"> i. one representative appointed by the School Council of each school involved in the review ii. Two Trustees as Ad Hoc members iii. Superintendent of Education as the facilitator
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Communication Plan

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

Respectfully submitted,

Jamie Gunn
Superintendent of Business and Treasurer



Pupil Accommodation Reviews

Board Received:

Review Date: November 2019

Policy Statement

The Grand Erie District School Board is responsible for the development of viable solutions for pupil accommodation that support student achievement and well-being.

The Board is responsible for:

- Developing a long term capital and accommodation plan informed by relevant data and information from municipal governments and community partners.
- The provision of appropriate accommodation for all students
- The operation and maintenance of school buildings in an effective and efficient manner, consistent with available funding.
- Providing the opportunity for community feedback.

1.0 Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Improving student accommodation and program
 - Community feedback
 - Policy is followed

2.0 Criteria for the Initiation of an Accommodation Review

A school or group of schools may be designated for an accommodation review if:

1. the school(s) are no longer a viable operating unit from a program or administrative perspective.
2. a school is not organized as a JK-8 school.
3. there is excess capacity in other schools that may accommodate the students.
4. a school is below 75% of its rated capacity.
5. the physical condition of the school building is deteriorating such that the facility condition index (FCI) of the school is greater than the Board average FCI.
6. the student population in a school area is projected to decline or there is no projected growth for a school that is below 75% of its rated capacity.

3.0 Board Planning for Quality Accommodations

The board Quality Accommodations Committee as established in Bylaw 8 is tasked with responsibility for the review of demographic data, enrolment projection data and relevant information from local municipal governments; identification of capital needs; development of

accommodation strategies that support student achievement and well-being. The committee will make recommendations to the board for consideration of an accommodation review on the basis of the above criteria and other relevant information available to the committee.

4.0 Establishing an Accommodation Review

Informed by the Quality Accommodations Committee recommendations, Grand Erie District School Board Senior Administration will develop an accommodation report to be presented to the Board of Trustees for approval. This report includes information from municipal government and community partners prior to the commencement of the review including any confirmed interest in using the underutilized space.

The report will include:

- 1 accommodation issue(s) for each school under review
- 2 one or more options to address accommodation needs
- 3 a recommended option
- 4 where students would be accommodated
- 5 any changes to existing facility(ies)
- 6 any program changes required as a result of the proposed option(s)
- 7 changes to student transportation as a result of the proposed option(s)
- 8 new capital investment required and how it would be funded
- 9 timeline for implementation

The initial report and School Information Profiles (SIPs) will be made available to the public and posted on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

Within five business days of the Board of Trustees' approval a written notice will be sent to municipalities and community partners to solicit their comment on the staff report. Feedback must be received before the final public meeting. Notification will also be sent to Director of Education of our coterminous school boards and to the Assistant Deputy Minister of the Financial Policy and Business Division of the Ministry of Education.

The Board of Trustees will appoint an Accommodation Review Committee (ARC). The first meeting of the ARC will be no less than thirty calendar days from the date of Board approval of an accommodation review

5.0 The Accommodation Review Committee (ARC)

It is the role of the ARC to represent the school(s) under review and act as the official conduit for information shared between the Board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report to be presented to the Board of Trustees.

5.1 Membership of the ARC

- i. The Superintendent of Schools will facilitate ARC meetings
- ii. one parent/guardian representative appointed by the School Council of each school involved in the study
- iii. Two Trustees as Ad Hoc members

Alternate members representing the broader community may be named at the beginning of the review process.

5.2 Resource staff to support the ARC

- i. Principal of each school involved in the study
- ii. The Director of Education, Superintendent of Business, the Board's Planning Officer
- iii. other Board staff as required.

The ARC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

5.3 Role of Members

1. School council
 - Represent the views of the school community
 - Provide feedback
2. Trustees
 - Monitor the ARC progress
 - Act as a resource to the ARC
3. Superintendent of Education
 - Organizes and presents an orientation session to ARC members prior to the first meeting of the ARC
 - Facilitator
4. Principal
 - Act as a resource to the ARC

5.4 Terms of Reference and Mandate

The goal of the accommodation review process is to share relevant information and provide the opportunity for the school community and public to be heard. This process will have quality learning environment that support student achievement and well-being as its foundation.

The Accommodation Review Committee (ARC) will operate in accordance with all Board policies, procedures and by-laws and the Terms of Reference set out in Appendix A

5.5 Mandate

The ARC may comment and seek clarification on the staff report. The ARC will provide feedback on the staff report and may provide other accommodation option(s) that must include supporting rationale. The ARC members do not need to achieve consensus. Board staff will record feedback from the ARC and community which will be part of the final report presented to the Board of Trustees. The ARC has no decision making power but its feedback will be used by the Board during its deliberations. The final decision regarding pupil accommodation rests with the Board of Trustees.

6.0 Meetings of the ARC

- i. Where possible meetings of the ARC will be held in schools within the designated review area.
- ii. All ARC meetings will be open to the public.
- iii. All meetings will be publicized on the Board's website (granderie.ca), in appropriate local media and through the schools involved in the review.
- iv. Agendas and minutes of the ARC meetings and information relating to the review will be posted on Board's website.
- v. All information shared, developed and discussed will be posted on the Board's website and available in printed form upon request through any of the schools involved in the study.

6.1 Committee Orientation Meeting

Prior to the first public meeting of the ARC, the Superintendent of Schools shall convene an Orientation Meeting for all committee members. The purpose of the orientation meeting is to prepare committee members for the work of the Accommodation Review Committee and include:

1. A review of the Accommodation Review Process and Policy
2. A review of the mandate, role and responsibilities, and procedures of the ARC.
3. Distribution of copies of School Information Profiles as reference materials for review by committee members prior to the first ARC meeting.

6.2 Public Meetings

The first meeting of the ARC, the committee will;

- Review this policy and terms of reference of the ARC (Appendix A)
- Explain the role of the members of the ARC
- Explain the processes, timelines and expectations of the ARC
- Explain effective means of communication regarding the ARC
- Review staff report with recommended option(s)
- Review the School Information Profiles (SIP)
 - The SIP include data for each school which considers:
 - The value to the student
 - Its value to the school system

- The SIP will be developed by school board staff for each school under review. (Appendix B)

The ARC will hold at least two public meetings with the minimum of forty business days between the first and last meeting.

There will be an opportunity for public questions and feedback at each meeting.

- The committee will consider whether resource staff will be tasked with preparing responses to questions posed by the public in attendance or by later communication to the committee.

At least one meeting will be scheduled to hear delegations from the public (Bylaw 11).

- Delegations wishing to speak to the Committee are required to submit their presentation by 4:00 p.m. two business days prior to the delegation meeting of the ARC. The presentation shall be in writing and include the name of the spokesperson
- The Committee, at its discretion, may hear delegations with less than the required notice if written submissions are available on the day of the meeting.
- The time allowed for presentations will not exceed ten (10) minutes
- The spokesperson shall confine his/her remarks to the subject matter of the presentation.
- The committee members, through the Chair, may ask the spokesperson questions in order to clarify certain points.

7.0 Completing the Accommodation Review

Senior Administration will prepare a final report including feedback from the ARC and public plus information obtained from municipalities and community partners prior to and during the accommodation review. The Board can approve none, some or all of the recommendations in the report from Senior Administration. The report will come to a Committee of Whole # 2 and will be posted on the Board's website granderie.ca.

The public will have the opportunity to make delegations to the Board of Trustees before the final Board decision either at a regular Committee of the Whole or Board meeting or if necessary at a Special Board meeting (Bylaw 11). ~~There will be a minimum of ten business days between the Board posting the report and public delegations.~~ Notification of delegation will be posted on Board's website, in appropriate local media and schools involved in the review.

The Board of Trustees final decision will be made no earlier than ~~ten business days after hearing delegations~~ one month following the date of the meeting at which the report from Senior Administration was presented. This will provide opportunities for the presentation of delegations at any meeting held between the date of the receipt of the report and the date the final decision is made. The decision of the Board of Trustees will be posted on the Board's website and made available at all schools in the review.

A review of the Grand Erie District School Board's accommodation review process may be sought through the Ministry of Education's Administrative Review of Accommodation Review Process.

Reference: Ministry of Education Pupil Accommodation Review Guideline March 2015



Terms of Reference Accommodation Review Committee

1.0 Statement of Purpose and Responsibility

The Grand Erie District School Board believes that there is connection between quality accommodations and student achievement. The Board is responsible for the efficient and effective use of our school buildings and will ensure that students are learning in a high quality environment that supports excellent program delivery.

An Accommodation Review Committee is constituted to provide advice to the Grand Erie District School Board on pupil accommodation matters for a school or group of schools. The context for the committee is the Board's intent to:

- provide appropriate accommodation that supports and enhances student achievement
- ensure the efficient use of its building consistent with available funding
- ensure that schools can provide viable organizational units
- find efficiencies that support sound budget practices
- have community input on accommodation decisions

The Board of Trustees will approve the creation of an accommodation review committee.

2.0 Committee Composition

An Accommodation Review Committee shall be comprised of:

- i. one representative appointed by the School Council of each school involved in the review
- ii. Two Trustees as Ad Hoc members
- iii. Superintendent of Education as the facilitator

Board staff and Principals will be a resource to the committee as required.

3.0 Committee Operating Procedures and Scope

3.1 Prior to the first meeting of the ARC, members of the ARC will be invited to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

3.2 Minutes will be kept of all meetings.

3.3 Where possible meetings will be held in all schools in the review area.

3.4 The Superintendent of Education will facilitate the consultation

3.5 The committee will act in accordance with all Board policies, administrative procedures and by-laws.

- 3.6 There will a minimum of two meetings
- 3.7 There shall be a minimum of forty days between the first and last meeting of the committee. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays.
- 3.8 The meetings of the ARC will include the sharing and consultation/discussion of the Board's data and at least one student accommodation option developed by Senior Administration. The accommodation option(s) will address: where the students would be accommodated; required changes to facilities; program matters; transportation; and any related funding issues. Long-term enrollment data and partnership opportunities, where they exist, will also be presented. The Superintendent will present the School Information Profile for each school in the review area. Board staff will bring additional information during the review as requested by the ARC to support their work. Individual members cannot request additional information without the support of the ARC.
- 3.9 There will be an opportunity for public question and input at each meeting. The Superintendent of Education will submit a report to the Board from the consultation
- 3.10 The committee may recommend accommodation options and capital investment consistent with the statement of purpose and responsibilities set out in part one of this document.
- 3.11 The ARC will be disbanded by the Board.

Appendix B

School Information Profiles

Administration will develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- value to the student; and
- value to the school board.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

Facility Profile:

- School name and address.
- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
- School attendance area (boundary) map.
- Context map (or air photo) of the school indicating the existing land uses surrounding the school.
- Planning map of the school with zoning, Official Plan or secondary plan land use designations.
- Size of the school site (acres or hectares).
- Building area (square feet or square metres).
- Number of portable classrooms.
- Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
- Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
- Ten-year history of major facility improvements (item and cost).
- Projected five-year facility renewal needs of school (item and cost).
- Current Facility Condition Index (FCI) with a definition of what the index represents.
- A measure of proximity of the students to their existing school, and the average distance to the school for students.
- Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
- School utility costs (totals, per square foot, and per student).
- Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
- Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
- On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

Instructional Profile:

- Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
- Describe the course and program offerings at the school.
- Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
- Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
- Current grade organization of the school (e.g., number of combined grades, etc.).
- Number of out of area students.
- Utilization factor/classroom usage.
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- Current extracurricular activities.

Other School Use Profile:

- Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
- Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
- Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
- Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
- Description of the school's suitability for facility partnerships.

Each school under review will have a SIP completed at the same point-in-time, prior to the commencement of a pupil accommodation review for comparison purposes

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Linda De Vos, Superintendent of Education

RE: **SO24 – Copyright-Fair Dealing Guidelines**

DATE: November 14, 2016

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the revised Policy SO24 - "Copyright-Fair Dealing Guidelines".

Background:

Policy SO24 - "Copyright-Fair Dealing Guidelines" was brought to the Board on January 11, 2016 and was then circulated sixty days for public input. Following consultation and revision, SO24- "Copyright Fair Dealing Guidelines" was approved by the Board on May 2, 2016.

Additional Information:

On November 2, 2016, a memo was received from OPSBA with three urgent action items school boards must take to ensure demonstration of ongoing compliance with copyright Fair Dealing Guidelines for the use of copyrighted materials and resources. As a result, SO24 - "Copyright-Fair Dealing Guidelines" has been updated, as per Bylaw 16, to reflect the change to copyright prohibiting the copying of consumables, and to include the link to the new online Copyright Decision Tool.

Communication Plan:

1. The changes to Fair Dealing Guidelines were shared with Elementary Principals and Vice Principals at the November 8, 2016 Elementary Director's Meeting. Following the meeting, in an email communication, Elementary Principals and Vice Principals were directed to: a) share the consumable prohibition, and provide the link to the Copyright Decision Tool; and, b) post the Fair Dealing Guidelines and the Consumables poster near every photocopier, scanner, print station and/or other device used to reproduce copyright-protected material.
2. The changes to Fair Dealing Guidelines was also shared as above with Secondary Principals and Vice Principals in an email communication on November 8, 2016. The changes to Fair Dealing Guidelines will be followed up with Secondary Administrators at the November 15, 2016 Secondary Director's Meeting.
3. The changes to the procedures section of Policy SO24-Fair Dealings Guidelines was shared with Trustees on November 14, 2016.
4. The revised Policy SO24-Fair Dealings Guidelines will be shared with all stakeholders following the November 14, 2016 Committee of the Whole Meeting.

Respectfully submitted,

Linda De Vos
 Superintendent of Education



Copyright – Fair Dealing Guidelines

Board Received: May 30, 2016

Review Date: June 2020

Policy Statement:

The Grand Erie District School Board will comply with the Fair Dealing Guidelines as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium. The Grand Erie District School Board will communicate the Fair Dealing Guidelines to all school locations on an annual basis in order to ensure that all staff understand the obligations of the school board in accordance with the Copyright Modernization Act.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Fair dealing provisions of the Copyright Act are followed

Background

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the "dealing" must be for a purpose stated in the Copyright Act: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions.

These guidelines apply to fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions.

Procedures:

1. Fair Dealings posters and Consumables posters must be prominently displayed in all schools.
2. Teachers, instructors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
3. In order to remain "fairly" operating under the Fair Dealing Guidelines, all copying, scanning, or printing of materials intended for one-time use is strictly prohibited. "materials intended for one-

time use” are workbooks and exercise books in which a student records answers. This prohibition does not apply to reproducibles.

4. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
5. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
 - a. as a class handout
 - b. as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school
 - c. as part of a course pack
6. A short excerpt means:
 - a. up to 10% of a copyright-protected work
 - b. one chapter from a book
 - c. a single article from a periodical
 - d. an entire artistic work from a copyright-protected work containing other artistic works
 - e. an entire newspaper article or page
 - f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
 - g. an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work

Before engaging DJ services, schools must obtain written agreement that every song in performance from the storage medium utilized is a confirmed purchased song and is licensed for the purpose of public broadcast.
7. Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.
8. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to the Director or Superintendent of Education designated by the Grand Erie District School Board for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
9. Any fee charged for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.
10. Classroom teachers or other school board employees can access the “Copyright Decision Tool” at www.copyrightdecisiontool.ca when they have questions about copyright when preparing lesson materials to determine whether their copying is within the Fair Dealing Guidelines parameters.

Legal Framework:

Copyright Modernization Act

Fair Dealing Guidelines – Council of Ministers of Education Canada (CMEC) Copyright Consortium



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **F104 – Advertising**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward F104 - Advertising to all appropriate stakeholders for comment to be received by February 17, 2017.

Background:

Procedure F104 Advertising was approved by the Board in October 2013 and has been identified for review.

Proposed Revisions

Original Wording	Proposed Wording
ADMINISTRATIVE PROCEDURE	ADMINISTRATIVE PROCEDURE
Severity Threshold – As needed	Severity Threshold _____ As needed

A draft procedure is attached for circulation to stakeholders for comment.

Respectfully submitted,

Brenda Blancher,
 Director of Education



ADMINISTRATIVE PROCEDURE

F104

Advertising

Board Received: October 28, 2013

Review Date: November 2016

Accountability:

1. Frequency of Reports – As needed
2. ~~Severity Threshold~~ – ~~As needed~~
3. Criteria for Success – Corporate advertising coordinated centrally
– communications to stakeholder enhanced
– advertising reflects equity and inclusiveness

Procedures:

1. All advertising shall be coordinated through the Board's Manager of Communications and Community Relations. Advertising must adhere to the Visual Identity Policy (SO25) and the Purchasing Policy (F6).
2. The originating school/department will provide the Manager of Communications and Community Relations a draft of the required print advertisement, script and storyboard for audio and visual advertisements. The draft will be reviewed to ensure adherence to Grand Erie standards.
3. The Board supports advertising expenditures in support of public awareness and information. Appropriate advertising expenditures include, but are not limited to:
 - school registration, including junior/senior kindergarten and secondary school
 - program offerings
 - extracurricular activities
 - public consultations
 - employment opportunities
 - requests for tenders for good and services
 - school board accountability to the public
 - informing a Board decision and/or initiative
 - partnership activities that benefit our students
4. All advertising using Board funds, or raised under the auspices of the Board, must include an authorized version of the Grand Erie logo or design banner (see By-Law 19).
5. Advertising for community meetings, commercial bids and other items as required by regulation or statute, shall include the name of the Board Chair (appearing flush left, at bottom of advertisement) and the Director of Education (appearing flush right, at bottom of advertisement).



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **HR109 Offence Declaration**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward Administrative Procedure HR109 "Offence Declaration" to all appropriate stakeholders for comment to be received by February 17, 2017.

Background

Administrative Procedure HR109 "Offence Declaration" was approved by the Board in October, 2013 and has been identified for review.

Additional Information

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

Proposed Changes

Original Wording	Proposed Wording
ADMINISTRATIVE PROCEDURE	ADMINISTRATIVE PROCEDURE
<u>Accountability:</u> 2. Severity Threshold – As needed (eg. Changes in Ministry Guidelines)	<u>Accountability:</u> 2. Severity Threshold – As needed (eg. Changes in Ministry Guidelines)

Communication Plan

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

Respectfully submitted,

Scott Sincerbox
 Superintendent of Education

**Offence Declaration****Board Received:** October 28, 2013**Review Date:** November 2016**Accountability:**

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed (eg. Changes in Ministry Guidelines)~~
3. Criteria for Success – Policy is followed.
– Clear communication is present.

Procedures:**Rationale**

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

Definition

An Offence Declaration means, in respect of a Board, a written declaration signed by an individual listing all of the individual's convictions for offences under the *Criminal Records Act* (Canada) up to the date of the declaration that are not included in the last Police Record Check collected by the Board under this Regulation(s), and for which a pardon under Section 4.1 of the *Criminal Records Act* (Canada) has not been issued or granted.

Requirements

1. The Board shall collect an Offence Declaration from every employee by September 1 of each year in which the individual is employed by the Board after that day. Failure to provide an Offence Declaration by September 1 may result in discipline.
2. All Offence Declarations must be received by the Superintendent of Education (Human Resources), or designate, the Manager of Human Resources, either electronically or in an envelope marked "confidential and to be opened by addressee only". For Offence Declarations **with** convictions, the Superintendent of Education (Human Resources), or designate, will adjudicate these declarations as per HR108 Police Record Checks for Employees.
3. In completing and submitting the Offence Declaration, the employee agrees and understands that any false or misrepresented statements may be grounds for discipline up to and including dismissal.
4. All Offence Declarations shall be filed in a confidential, safe and secure location in Human Resources Services.

GRAND ERIE DISTRICT SCHOOL BOARD OFFENCE DECLARATION

Please complete the following;

Name			
Position		Location	

I DECLARE, since the last Police Record Check collected by the Grand Erie District School Board, or since the last Offence Declaration completed by me for this Board, that:

- ☐ I have **no** convictions under the *Criminal Code of Canada* for which a pardon has not been issued or granted under the *Criminal Code (Canada)*.

OR

- ☐ I have been convicted of the following criminal offences under the *Criminal Code of Canada*, for which a pardon under Section 4.1 of the *Criminal Records Act (Canada)* **has not been** issued or granted to me.

List of Offences

1. (a) Date

(b) Court Location

(c) Conviction

2. (a) Date

(b) Court Location

(c) Conviction

3. (a) Date

(b) Court Location

(c) Conviction

Dated at _____ this _____ day of _____ 20 _____

Signature

All Offence declarations must be received by the Superintendent of Education (Human Resources), or designate, the Manager of Human Resources, in an envelope marked Aconfidential and to be opened by addressee only@.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **SO126 – Volunteers**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward SO126 - Volunteers to all appropriate stakeholders for comment to be received by February 17, 2016.

Background:

Procedure SO126 - Volunteers was approved by the Board in October 2013 and has been identified for review.

Additional Information

Proposed Revisions

Original Wording	Proposed Wording
ADMINISTRATIVE PROCEDURE	ADMINISTRATIVE PROCEDURE
Severity Threshold – As needed (eg. Changes in Ministry guidelines/collective agreements)	Severity Threshold _____ As needed (eg. Changes in Ministry guidelines/collective agreements)
5.2 A staff member must accompany and be responsible for any team/individuals participating in out-of-town sanctioned competitions. All out-of-town trips will comply with the Board's Student Trips Policy (SO15) or Out-of-Classroom Trips/Tours for Students: Insurance Requirements for Trips and Excursions Procedure (SO 105). A supervisory adult, as approved by the principal of the school and of the same gender as the athletes, must be present and on site for the duration of the competition.	5.2 A staff member must accompany and be responsible for any team/individuals participating in out-of-town sanctioned competitions. All out-of-town trips will comply with the Board's Student Trips Out of Classrooms Field Trips and Excursions Policy (SO15) or Out-of-Classroom Trips/Tours for Students: Insurance Requirements for Trips and Excursions Procedure (SO 105). A supervisory adult, as approved by the principal of the school and of the same gender as the athletes, must be present and on site for the duration of the competition.

<p>6.0 <u>Volunteer Drivers</u></p> <p>The Board requires all volunteer drivers to complete the “Volunteer Driver” form as required in SO105 – Out-of-Classroom Trips/Tours for Students Policy (SO15): Insurance Requirements for Trips and Excursions.</p>	<p>6.0 <u>Volunteer Drivers</u></p> <p>The Board requires all volunteer drivers to complete the “Volunteer Driver” form as required in SO105 – Out-of-Classroom Trips/Tours for Students Out of Classrooms Field Trips and Excursions Policy (SO15): Insurance Requirements for Trips and Excursions Volunteer Drivers Information and Vehicle Liability Insurance.</p>
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A draft procedure is attached for circulation to stakeholders for comment.

Respectfully submitted,

Brenda Blancher,
Director of Education



Volunteers

Board Received: October 28, 2013**Review Date:** November 2016**Accountability:**

1. Frequency of Reports – As needed
2. ~~Severity Threshold~~ – ~~As needed (eg. Changes in Ministry guidelines/collective agreements)~~
3. Criteria for Success – Process adheres to Board Procedure

Procedures:**1.0 Definitions**

A volunteer in a school may be a parent or guardian who currently has a child enrolled in the system, a member of the community, a student or a Board employee, including a coach, who agrees to undertake, without pay or for academic credit, a designated task which supports a classroom, a classroom excursion, a school or a system-wide program.

2.0 Roles and Responsibilities**2.1 Role of Principal and Staff**

The principal, or designate, is responsible for the following:

- determining the volunteer needs of a school;
- recruitment, selection and screening of volunteers;
- approving and clarifying the tasks and assignments of volunteers in consultation with staff members working with the volunteers;
- training, orientation and supervision of volunteers;
- ensuring volunteer contributions are formally recognized

The principal and staff of the school will ensure that:

- volunteers are not responsible for the supervision of students or the delivery of programs without teacher direction;
- student volunteers have regular direct supervision by Board staff at all times;
- volunteers will not be involved in any assessment and evaluation of students, school personnel or program, and not be given access to personal information regarding students, their families or staff unless it is essential to the performance of their duties as a volunteer;
- parents are informed if volunteers will be participating in classroom or school-wide activities;
- the participation of volunteers will not violate any collective agreement requirements (~~Moved from Section 2.2~~).

Administrators shall refer to the Volunteer Checklist located in the Volunteer section on the staff portal to guide individual school volunteer plans in the areas of recruitment, selection, orientation, and recognition.

2.2 Role of the Volunteer

- volunteers will perform their assigned duties as directed by Board staff;
- volunteers will neither be responsible for the discipline or evaluation of students, or for the identification or diagnosis of their learning strengths or difficulties;
- volunteers will maintain in confidence any personal information which is shared with them in the performance of their duties, in compliance with the *Municipal Freedom of Information and Protection of Privacy Act*;
- volunteers will follow dress and behaviour codes as established by the school, will report to the school office on arrival, and, if applicable, will wear an identification badge at all times while in the school;
- volunteers will notify their supervising teacher/staff member of any unexpected absence, as far in advance as possible;
- volunteers will follow all Board health and safety rules and ensure that they act in a safe manner for the protection of both themselves and others.

3.0 Screening and Risk Management

3.1 The Principal will:

- arrange a school orientation session for all volunteers, as appropriate;
- provide in-service in relevant school and Board policies for volunteers;
- pursuant to 3.2, obtain from the volunteer the original copy of a Police Record Check (completed within the past six months) that includes a Vulnerable Sector Screening

3.2 Police Record Check:

Volunteers must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search completed within the previous six (6) months and acceptable to the Board, prior to commencement of duties.

- Police Record Checks will remain valid for a two year period from the date they are received by the school.
- Police Record Checks can be transferred within the two year period between schools.
- Current employees are not required to provide a Police Record Check.
- The principal shall provide the prospective volunteer with a copy of the appropriate forms to be taken to the Police Service in the jurisdiction in which the volunteer resides.
- The Board or school will not pay the cost of a Police Record Check in the areas where volunteers are charged.
- The principal shall retain the original, or a true copy taken from the original copy of the Police Record Check, in accordance with Section 4.0.

The principal will not knowingly offer a volunteer position to any person with a record of criminal conviction for which a pardon has not been granted. The following offences, regardless of whether a pardon has been granted, are considered to compromise the safety and well-being of students, employees and other volunteers:

- any sexual offence under the *Criminal Code*;
- any violations under the *Controlled Drug and Substances Act*;
- any criminal offence involving minors;
- crimes of violence which include, but are not limited to threats, assaults, and use, possession or concealment of a weapon or imitation of a weapon;
- propagation of hate literature or incitement to hatred;
- possession, distribution or sale of any pornographic or violent material;

- other offences specifically related to the job.

Where evidence is received of a criminal conviction or other relevant conviction, the principal will consult with the appropriate Superintendent, or designate, to consider the following factors before deciding whether or not to accept the volunteer:

- specific duties and responsibilities of the volunteer position and relevance of the police record, charge or conviction to that position;
- the length of time since the offence(s);
- any involvement of children and/or sexual activity and/or violence and/or acts of dishonesty in the offence(s);
- the volunteer's attitude towards the offence(s);
- any treatment, counseling or other services received since the offence(s);
- other steps taken to rehabilitate;
- any likelihood the offence(s) will be repeated;
- if alcohol or illegal drugs were a factor in the commission of the offence(s);
- the level of risk posed to the safety and security of students, staff, other volunteers and Board property.

4.0 Record Keeping

A volunteer's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice-principal or designate only.

Files will be maintained while the volunteer provides services to the school and for a two-year period thereafter, after which time they will be shredded.

5.0 Volunteers Acting in the Capacity of Coach

5.1 All facilities, equipment and activities have inherent risks. Supervisors must be trained to manage those risks. The principal shall appoint a "coach liaison" who is a teacher or administrator for every team with a volunteer coach (es). The "liaison coach" will provide supervision for all practices, games and competitions.

5.2 A staff member must accompany and be responsible for any team/individuals participating in out-of-town sanctioned competitions. All out-of-town trips will comply with the Board's ~~Student Trips~~ ~~Out of Classrooms Field Trips and Excursions Policy (SO15)~~ ~~or Out of Classroom Trips/Tours for Students: Insurance Requirements for Trips and Excursions Procedure (SO 105)~~. A supervisory adult, as approved by the principal of the school and of the same gender as the athletes, must be present and on site for the duration of the competition.

6.0 Volunteer Drivers

The Board requires all volunteer drivers to complete the "Volunteer Driver" form as required in ~~SO105—Out of Classroom Trips/Tours for Students~~ ~~Out of Classrooms Field Trips and Excursions Policy (SO15): Insurance Requirements for Trips and Excursions~~ ~~Volunteer Drivers Information and Vehicle Liability Insurance~~.

7.0 Insurance

- 7.1 Volunteers are insured under the Board's Public Liability Insurance Policy when performing assigned duties in good faith and in a reasonable manner. Volunteers should be aware that the Board's insurance does not include a loss of income provision (i.e. Workers' Safety Insurance Board) should the volunteer sustain an injury that prevents him/her from resuming normal employment.
- 7.2 The Ontario School Boards' Insurance Exchange (OSBIE) is able to provide information regarding credentials, in addition to those of teachers, which could satisfy risk concerns around liability insurance for volunteers. OSBIE can be reached at 519-767-2182 or toll-free at 1-800-668-6724. For more information, visit www.osbie.on.ca.

8.0 Termination

Volunteers who do not adhere to the policies and procedures of the Grand Erie District School Board, or undertake an unauthorized role, or fail to satisfactorily perform their volunteer assignment, may have their assignment terminated at the sole discretion of the principal or the appropriate superintendent.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **F101 – Hospitality and Food Expenses**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Procedure F101 – Hospitality and Food Expenses as information.

Background

Procedure F101 – Hospitality and Food Expenses was circulated to all appropriate stakeholders for comments to be received by October 7, 2016.

Comments Received

Hospitality should include principals as we often order for staff or our secretary during Secretary Days, etc... This should be placed on our Purchase card and be allowable.

We have volunteer teas, staff luncheons and secretary day type things which we pay out of principal contingencies and would hate for this to be forgotten and we can no longer do some appreciation lunches or gifts.

Response: Already covered in 2.5(i)

Additional Information

As a result of these comments, no revisions have been made to the Procedure and a draft revised procedure is attached.

Proposed Changes

Wording Approved for Circulation	Proposed Wording

Communication Plan

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

Respectfully submitted,

Jamie Gunn
 Superintendent of Business and
 Treasurer



Hospitality and Food Expenses

Board Received:

Review Date:

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Only hospitality and food expense claims compliant with this procedure are processed

Principle:

Expenditures for meals and hospitality must be reasonable and transparent with appropriate accountability and reporting mechanisms based on system-wide policies.

This procedure establishes criteria and procedures for the reimbursement of expenses incurred by senior staff members while proffering hospitality on behalf of the Board. Hospitality expenses should be necessary and reasonable. Where specified, prior approval of a supervisor or the Board is required before the expense is incurred if it is to be eligible for reimbursement.

Food should only be provided for Board staff, at a cost to the Board, when it is appropriate and reasonable. The Grand Erie District School Board assumes no obligation to reimburse expenses that are not in compliance with this procedure.

Administrative Procedures:

1. The Board will reimburse superintendents and the Director for hospitality expenditures submitted on the Travel Expense Claim Form subject to the following parameters:
2. **Definition**
 - 2.1. Hospitality is the provision of food, non-alcoholic beverages, accommodation, transportation, or other amenities at Board expense.
 - 2.2. All hospitality at Board expense may only be extended by a Superintendent or the Director.
 - 2.3. Unless otherwise approved, hospitality should only be provided to individuals not employed by the Board, except in the instances covered by 2.5 (i) below.
 - 2.4. Hospitality should be extended in an economical, consistent and appropriate way when it will facilitate Board business or is considered desirable as a matter of courtesy.

- 2.5. Hospitality may be extended on behalf of the Board when;
 - i. Recognizing employees or other individuals for outstanding achievement (i.e., retirement, service, meritorious awards etc.);
 - ii. Engaging representatives of other boards, the broader public sector, industry, public interest groups or unions in discussions on official matters;
 - iii. Providing individuals from provincial, national or international organizations with an appreciation of the workings of the Board; and
 - iv. Sponsoring or attending formal conferences related to the goals of the Board;
 - v. Exceptions to the above must have prior approval of the Director.

3. Avoiding Conflicts of Interest

- 3.1. When hospitality is extended by vendors to the Board and/or representatives of the Board, prior approval must be obtained from the Superintendent of Business or designate to ensure that the hospitality extended does not give preferential treatment to any vendor.
- 3.2. Individuals shall seek approval from the Superintendent of Business or designate prior to accepting hospitality from vendors to the Board (current or prospective) to avoid either real or perceived conflicts of interest.

4. Alcohol

Alcoholic beverages will not be reimbursed at any time.

5. Reporting

- 5.1. All claims for hospitality expenses should be made on the Travel Expense Claim Form which is available electronically or at the Board Office.
- 5.2. When submitting an expense claim for hospitality the following information must be provided:
 - i. the circumstances or occasion, including any prior approval;
 - ii. the form of hospitality (breakfast, lunch, dinner, reception etc.);
 - iii. the costs supported by detailed receipts;
 - iv. name and location of the event;
 - v. number of attendees;
 - vi. names of individuals entertained, their titles and firm or organization represented;
 - vii. records of any required prior approvals; and
 - viii. the specific budget code to which the expense is to be charged
- 5.3. The claimant must sign the form and attach all original receipts showing the detail of the expense. Photocopies of receipts or credit/debit card slips are not acceptable as they do not show sufficient detail to authorize payment nor do they meet audit requirements.
- 5.4. All hospitality expense claims will be submitted for payment by the most senior employee at the event; and reviewed and signed by the claimant's supervisor prior to submission to Business Services for reimbursement.

6. Food

- 6.1. Food should only be provided at Board functions and/or meetings where board personnel are required to attend over the lunch or dinner hour and it is not feasible to break for a reasonable period of time to have staff leave the event for a meal break.

Examples of functions and/or meetings where meals would be provided are;

- i. Staff interviews where the team continues to meet through the lunch or dinner hour.
- ii. Board/Department meetings that require participants to meet and work through the lunch or dinner hour.
- iii. Board Professional Development activities that commence at the end of the regular school day and continue for a period of two hours or more without the opportunity for participants to break for a reasonable period of time to leave the event for a meal break.
- iv. Board Professional Development activities that extend over the lunch hour without the opportunity for participants to break for a reasonable period of time to leave the event for a meal break
- v. Board of Trustee or Board Committee meetings that extend over the dinner hour and do not provide a reasonable time period for participants to have an opportunity for a meal break.

6.2. Examples of functions and/or meetings where food would not be provided are;

- i. Morning meetings ending at lunch hour. No breakfast will be provided. Coffee, water and juice service ONLY is appropriate for such meetings.
- ii. All meeting held during regular business hours not included in 6.1 above

6.3. When planning meetings and Professional Development activities, staff should attempt to set a schedule that does not span the lunch or dinner hour or provides time for participants to break for a reasonable period of time to have staff leave the event for a meal break.

6.4. Board budgets and/or school funds must not be used to provide food for Christmas parties, individual retirement parties or year-end activities. The annual Board retirement dinner for all retirees is not prohibited by this section.

6.5. This section is not intended to prohibit the proffering of Hospitality as set out in section 2.5 above.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **FT116 – Building Security and Access**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive Procedure FT116 – Building Security and Access as information.

Background

Procedure FT116 – Building Security and Access was circulated to all appropriate stakeholders for comments to be received by October 7, 2016.

Comments Received

Appendix A & B should accompany this procedure

Response: Appendix attached

Section 1.1 a – include trustees in this group?

Response: Amended to include trustees

Section 1.1 c a refundable fee of up to \$50.00 appendix B states \$50.00 – who would determine the actual fee?

Response: Amended to set firm fee

Electronic access card – should this be updated to include photo id cards which are mostly used as access cards?

Response: Amended in several instances (not shown on tracking)

4.2 add contractor to this section?

Response: Amended

4.4 – should contractor be added to this section?

Response: Amended

4.2 section b,c & d – are covered below in section 4.5

Response: duplicate sections deleted

5.0 this does not seem to line up with AM-42 – school access and use in non-school days

Under 5.0 add a line: Key cards for all 10 month employees will be shut off for the summer holiday period with the exception of the first week of July and the last 1 week of August (although I need to clarify this as AM42 has some inconsistent information on access).

Response: Amended to include summer access

6.0 surrendering their access card – are staff required to hand in their ID badges – or are they just deactivated when they retire?

Response: Amended – Access Cards are ID Badges for staff

Should information from AM-42 be included in this procedure so that users do not have to look in two places for information?

Also AM are not accessible to our community partners or contractors, this information should be in the public domain

Response: No change. Information included in Admin Memos is intended to provide an additional level of detail for administrative staff than is required on the public domain.

Additional Information

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

Proposed Changes

Wording Approved for Circulation	Proposed Wording
Procedures: 1.0 Access to Board Buildings 1.1 Distribution of Electronic Access Cards a) The Board shall provide electronic access card and, if applicable, a security access code at no cost to: i) principals, teachers, head secretaries and other school staff as approved by the principal/building manager; administrative staff c) With the completion of Appendix B plus a refundable deposit of up to \$50.00, the Board shall provide electronic access card and, if applicable, a security access code to Board contractors as approved by	Procedures: 1.0 Access to Board Buildings 1.1 Distribution of Electronic Access Cards a) The Board shall provide an electronic access/ photo ID card and, if applicable, a security access code at no cost to: i) trustees , principals, teachers, head secretaries and other school staff as approved by the principal/building manager; administrative staff c) With the completion of Appendix B plus a refundable deposit of up to \$50.00, the Board shall provide electronic access/ photo ID card and, if applicable, a security access code to Board contractors as

<p>the Manager or Divisional Managers of Facility Services.</p> <p>1.2 Distribution of Master Keys c) Master Access Cards – System (electronic) – distributed to Director of Education, Supervisory Officers, Manager of Facility Services, Divisional Managers of Facility Services, Facility Supervisory staff – Custodial and Maintenance, other Maintenance and Information Technology staff assigned to system duties.</p> <p>4.0 Damaged Keys and Lost Keys Electronic access card, master access key (metal), Master access card (electronic) are the property of the Grand Erie District School Board and are not to be tampered with, defaced, damaged or exposed to theft or loss. Do not write your access code on the electronic card or leave it where it can be found.</p> <p>4.2 Lost Electronic Access Cards a) Staff members and permit holders are required to notify Facility Services as soon as they realize their Electronic Access Card is missing b) Staff members will be provided with their Electronic Access Cards at no charge; loss will result in a replacement charge of \$15.00 for the first chargeable loss with incremental increases of \$5.00 for each successive loss; frequent loss of electronic access cards may result in termination of access. c) Permit holders will forfeit the \$20.00 refundable deposit required to obtain the access card. d) Contractors will forfeit their refundable deposit required to obtain key/access cards.</p> <p>4.4 Damages and Theft to Board Buildings and Property Electronic access is tracked by the Board's security provider and damage to or theft from Board buildings which occurs during access by a staff member or permit holder,</p>	<p>approved by the Manager or Divisional Managers of Facility Services.</p> <p>1.2 Distribution of Master Keys c) Master Access/photo ID Cards – System (electronic) – distributed to Director of Education, Supervisory Officers, Manager of Facility Services, Divisional Managers of Facility Services, Facility Supervisory staff – Custodial and Maintenance, other Maintenance and Information Technology staff assigned to system duties.</p> <p>4.0 Damaged Keys and Lost Keys Electronic access card, electronic access/photo ID card, master access key (metal), Master access card (electronic) are the property of the Grand Erie District School Board and are not to be tampered with, defaced, damaged or exposed to theft or loss. Do not write your access code on the electronic card or leave it where it can be found.</p> <p>4.2 Lost Electronic Access Cards a) Staff members and permit holders are required to notify Facility Services as soon as they realize their Electronic Access Card is missing b) Staff members will be provided with their Electronic Access Cards at no charge; loss will result in a replacement charge of \$15.00 for the first chargeable loss with incremental increases of \$5.00 for each successive loss; frequent loss of electronic access cards may result in termination of access. c) Permit holders will forfeit the \$20.00 refundable deposit required to obtain the access card. d) Contractors will forfeit their refundable deposit required to obtain key/access cards.</p> <p>4.4 Damages and Theft to Board Buildings and Property Electronic access is tracked by the Board's security provider and damage to or theft from Board buildings which occurs during access by a staff member or permit holder,</p>
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<p>may be billed to that person(s).</p> <p>5.0 Deactivation of Electronic Access Keys may occur due to the following reasons</p> <ul style="list-style-type: none"> a) School Principal may choose to limit access to the building b) During major projects which may involve, e.g., asbestos removal, stripping & waxing floors c) Security and operational concerns, including loss of key, card, code 	<p>may be billed to that person(s).</p> <p>5.0 Deactivation of Electronic Access Keys may occur due to the following reasons</p> <ul style="list-style-type: none"> a) School Principal may choose to limit access to the building b) During major projects which may involve, e.g., asbestos removal, stripping & waxing floors c) Security and operational concerns, including loss of key, card, code d) Summer Use by Partners - The use of school facilities for municipal partners shall be granted where possible. Great effort will be given in planning summer operations and maintenance activities. Facility services will continue to work or relocate the permit to a suitable similar location. Municipal partners are encouraged to submit their choice of rental dates by no later than May 15 of each year in order that we can coordinate maintenance and operations activities. e) Summer Access for Staff - Educational Staff are given restricted summer access to schools. Their electronic keys are deactivated during this period. Summer access for Educational Staff will be limited to a two-week period consisting of the first week of July and the last one week of August in order to provide time for facilities staff to properly clean and maintain school buildings. In the event that educational staff require entry that can only be scheduled during the period of restricted access, staff must arrange for access through their principal (if available) or by contacting the Division Manager of Operations and Health and Safety by email at lana.latreille@granderie.ca or by calling facility services help desk at 281282 with at least 24 hours advance notice. When access is approved we will arrange for a facility team member to meet the staff member at the school for entry at a prearranged time and at the front door. Special consideration can also be given for teacher training that would require access
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	<p>during the restricted period. The request must first be approved by the Family of Schools Superintendent in consultation with the Manager of Facilities or Division Manager of Operations & Health and Safety. The school administrator shall be solely responsible for staff entering the school building during this time period. Any costs incurred by the Board for responding to secure school buildings after work hours will be billed back to the school.</p>
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Communication Plan

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

Respectfully submitted,

Jamie Gunn
Superintendent of Business and Treasurer



PROCEDURE

FT116

Building Security and Access

Board Received:

Review Date:

Accountability:

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

Procedures:

1.0 Access to Board Buildings

1.1 Distribution of Electronic Access Cards

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

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

1.2 Distribution of Master Keys

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

2.0 **Access Doors**

2.1 **Electronic Access Doors**

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

2.2 **Manual Lock Doors**

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

3.0 **After-Hours Access**

3.1 **Disarming and Arming the Security System**

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

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

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

3.1.4 Staff are not permitted after hours access for personal use and are not to permit entry to family members and friends; all personal use of Board facilities is to be via a Board permit issued by rentals services.

3.2 **Security Provider Charges**

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

a) permit holders will be billed directly for the cost incurred

b) school accounts will be charged for staff infractions

c) habitual negligence to arm the building will result in termination of access rights

4.0 **Damaged Keys and Lost Keys**

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

4.1 **Damaged Electronic Access Cards**

a) cards damaged from normal wear and tear will be replaced at no charge to staff

b) cards exposed to excessive or chronic damage, will result in a replacement charge to staff

c) cards wilfully damaged will result in a replacement charge to the staff member or permit holder

4.2 **Lost Electronic Access Cards**

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

- ~~b) Staff members will be provided with their Electronic Access Cards at no charge; loss will result in a replacement charge of \$15.00 for the first chargeable loss with incremental increases of \$5.00 for each successive loss; frequent loss of electronic access cards may result in termination of access.~~
- ~~c) Permit holders will forfeit the \$20.00 refundable deposit required to obtain the access card.~~
- ~~d) Contractors will forfeit their refundable deposit required to obtain key/access cards.~~

4.3 Lost Master Access Keys

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

4.4 Damages and Theft to Board Buildings and Property

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

4.5 Replacement Fees

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

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

- a) School Principal may choose to limit access to the building

- b) During major projects which may involve, e.g., asbestos removal, stripping & waxing floors
- c) Security and operational concerns, including loss of key, card, code
- d) **Summer Use by Partners** - The use of school facilities for municipal partners shall be granted where possible. Great effort will be given in planning summer operations and maintenance activities. Facility services will continue to work or relocate the permit to a suitable similar location. Municipal partners are encouraged to submit their choice of rental dates by no later than May 15 of each year in order that we can coordinate maintenance and operations activities.
- e) **Summer Access for Staff** - Educational Staff are given restricted summer access to schools. Their electronic keys are deactivated during this period. Summer access for Educational Staff will be limited to a two-week period consisting of the first week of July and the last one week of August in order to provide time for facilities staff to properly clean and maintain school buildings. In the event that educational staff require entry that can only be scheduled during the period of restricted access, staff must arrange for access through their principal (if available) or by contacting the Division Manager of Operations and Health and Safety by email at lena.latreille@granderie.ca or by calling facility services help desk at 281282 with at least 24 hours advance notice. When access is approved we will arrange for a facility team member to meet the staff member at the school for entry at a prearranged time and at the front door. Special consideration can also be given for teacher training that would require access during the restricted period. The request must first be approved by the Family of Schools Superintendent in consultation with the Manager of Facilities or Division Manager of Operations & Health and Safety.

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

6.0 **Surrendering Electronic Access Cards**

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

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

Facility Services Secretary
Facility Services Building / 349 Erie Avenue, Brantford /
519-756-6301 or Toll Free 1-888-548-8878

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

7.0 **Additional Information**

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

7.2 Staff Changing Locations/ Extended Absence from Work

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

a) Changing Locations

If you are transferring to another location, please have your site supervisor provide all pertinent information to Facility Services at least two (2) weeks before your new assignment begins.

b) Medical, Parental or Other Leave of Absence

If you will be away from your job for a period longer than three (3) weeks, your site supervisor must inform Facility Services to temporarily deactivate your electronic access card and to issue a new card and access to the temporary staff person.

7.3 Precedence of Facility Custodial Services and Maintenance

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

Key Card Access Form: Rental Permit Holders

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



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

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

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

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

Please consult the Board's Building and Security Access Procedure FT116 located on the Board's website.

If you require additional information or clarification, please contact Facility Services:
349 Erie Avenue, Brantford, Ontario. (519) 756-6301 or toll free 1-888-548-8878

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

For internal use only:

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

Key Card Access Form: Contractors

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



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

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

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

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

Please consult the Board's Building and Security Access Procedure FT116 located on the Board's website.

If you require additional information or clarification, please contact Facility Services:
349 Erie Avenue, Brantford, Ontario. (519) 756-6301 or toll free 1-888-548-8878

Work Order #:			
Date(s):		Site(s):	
Name:			
Company:		Contact Number:	
Address:		Alternative #:	
City, Province			

For internal use only:

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **P102 – Business Procedures for Experiential Learning Program**

DATE: November 14, 2016

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Procedure P102 – Business Procedures for Experiential Learning Program as information.

Background

Procedure P102 – Business Procedures for Experiential Learning Program was circulated to all appropriate stakeholders for comments to be received by October 7, 2016.

Comments Received

Procedures

#1 B & c – put into one - **combined**

Should term training station be used – would placement be a better term? - **amended**

#2

c viii second sentence – should this have its' own title/number – reassessment? – **new bullet added**

C ix – the first 2 bullets belong in one - **combined**

3 last line – “see section 3b” This is section 3b – or should there be a further reference to another place? -**corrected**

4 – there is no section A (there are B & C) - **renumbered**

4 iii – reference to AV technicians should be removed - **amended**

4 c reportable injuries – 1st line - .however minor, should be reported” is should strong enough?
 - **amended**

2 paragraphs later – typo – Min of Ed must “be” identified – **typo corrected**

5 c i – how are parents/students made aware of this before the placement starts. – **no prior notice provided for “intentional damage” much like we don’t provide notice about recourse to vandalism.**

5c ii b 2nd paragraph “In the event WSIB is not available” – this only occurs when it is a teacher supervised placement (appendix B) – should this just not be banned as part of the procedure?
 - **the determination of WSIB entitlement is not under Board control.**

3rd paragraph – should this not also be made completely clear to the student and their parents? – **Co-op teachers should provide awareness prior to start of placement**

5d – this is \$100.00 but section 5ci - states \$250.00 – **5d refers to property deductible, 5ci refers to automobile deductible.**

Should section 6 come before section 5? – **order is fine as is.**

6 a I – "...must be clearly described before placement is made – to whom? - **this is part of the Workers Education Agreement that is completed for each Co-op placement.**

6b i – should first sentence be rewritten to take out the editorial comments – certain Co-op placements require more investigation – **amended**

6 b ii – same as section i - **amended**

6 b iii – is more info required as stated? - **amended**

Additional Information

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

Proposed Changes

Wording Approved for Circulation	Proposed Wording
<p>1 f) Ministry Data Collection: The Ministry of Education requires the following data from school boards annually:</p> <p>i) The total number of hours, during the school year, for which the Ministry has supplied Workplace Insurance coverage. This amount is to be compiled from the cumulative totals on students' log sheets. It is important that the hours reported are the actual hours during which a student was at a training station</p>	<p>1 f) Ministry Data Collection: The Ministry of Education requires the following data from school boards annually:</p> <p>i) The total number of hours, during the school year, for which the Ministry has supplied Workplace Insurance coverage. This amount is to be compiled from the cumulative totals on students' log sheets. It is important that the hours reported are the actual hours during which a student was at a training station placement.</p>
<p>4 iii) Conditions of WSIB Coverage</p> <p>(a) Students are covered under the Workplace Safety and Insurance Act during the time they are performing the duties of a trainee at the training station under the supervision of a training supervisor.</p> <p>(b) Students are covered when their training station is located on Board property, and when they are supervised by non-teaching staff members (i.e. building custodians, maintenance supervisors, A.V. technicians, purchasing or accounting officers).</p>	<p>4 iii) Conditions of WSIB Coverage</p> <p>(a) Students are covered under the Workplace Safety and Insurance Act during the time they are performing the duties of a trainee at the training station under the supervision of a training supervisor.</p> <p>(b) Students are covered when their training station is located on Board property, and when they are supervised by non-teaching staff members (i.e. building custodians, maintenance supervisors, A.V. technicians, purchasing or accounting officers).</p>

<p>4 b) Reportable Injuries Any injury to a student in a work education program, however minor, should be reported by the student to the employer and to the appropriate teacher with full details, including when, where and how the injury occurred.</p> <p>6 b) High Risk Placements: i) Exposure to Infectious Diseases Concern has been expressed about students being placed in areas where they may be exposed to infectious diseases</p> <p>6a ii) Emergency Services Placements Concern has been expressed about Co-operative education placements with emergency services, i.e., police, ambulance or firefighting crews involving observation in emergency vehicles and possible attendance at emergency situations. While students may benefit from participating in certain situations, they are not to be permitted to travel in emergency vehicles</p> <p>iii) Placements Requiring Specialized Training Add information here on Roofing or placements involving confined spaces, farming with machine operations, equestrian or livestock placements.</p>	<p>4 b) Reportable Injuries Any injury to a student in a work education program, however minor, should must be reported by the student to the employer and to the appropriate teacher with full details, including when, where and how the injury occurred.</p> <p>6 b) High Risk Placements: i) Exposure to Infectious Diseases Concern has been expressed about students being placed Certain Co-op placements put students in areas where they may be exposed to infectious diseases</p> <p>6a ii) Emergency Services Placements Concern has been expressed about Co-operative education placements with emergency services, i.e., police, ambulance or firefighting crews involving observation in emergency vehicles and possible attendance at emergency situations present higher risks for students. While students may benefit from participating in certain situations, they are not to be permitted to travel in emergency vehicles</p> <p>iii) Placements Requiring Specialized Training Add information here on Specialized training will be required for placements involving roofing, confined spaces, farming with machine operations, equestrian or livestock placements.</p>
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Communication Plan

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

Respectfully submitted,

Jamie Gunn
Superintendent of Business and Treasurer



Procedures for Experiential Learning Programs

Board Received:

Review Date:

Accountability:

1. Frequency of Reports As Needed
2. Criteria for Success Program enhances curriculum.
Maintains Positive community / relationships.

Procedures

1. Program Administration

Central co-ordination of the overall Cooperative Education program shall ensure consistency in dealing with employers and the community. Each school will be invited to select a Cooperative Education teacher to represent the school in matters pertaining to Cooperative Education programs.

a) Access: Every effort shall be made to ensure that no student is denied access to a Cooperative Education program on the basis of personal financial constraint.

b) School Board Representative:

The representative for Business Services for the Grand Erie Board is the Superintendent of Business and Treasurer. Where indicated, business forms should be forwarded to the Office of the Superintendent of Business.

c) The Board encourages ongoing efforts to promote dialogue with other agencies involved in Cooperative Education (e.g. Fanshawe and Mohawk colleges, Laurier University, Brant Haldimand-Norfolk Catholic District School Board, W. Ross Macdonald School).

d) Open and ongoing communication between schools and between each school and its Cooperative Education employers is encouraged. Communication shall include sharing of placements within the system.

e) To encourage information sharing and feedback with employers, schools will invite employers to participate in program evaluations, workshops and sharing sessions.

f) Ministry Data Collection:

The Ministry of Education requires the following data from school boards annually:

- i) The total number of hours, during the school year, for which the Ministry has supplied Workplace Insurance coverage. This amount is to be compiled from the cumulative totals on students' log sheets. It is important that the hours reported are the actual hours during which a student was at a training station placement.
- ii) The total number of hours, during the school year, for which training organizations have supplied Workplace Insurance coverage.
- iii) The names of the students for whom reports were filed with the Workplace Safety Insurance Board, the dates of injury, and the assigned claim numbers.
- iv) A request for this information will be sent to school boards in January and June of each year. This information is to be recorded on Appendix B and sent to the office of the

Superintendent of Business at the end of each semester and following the conclusion of summer placements.

2. Program Implementation

Where system plans, resource documents and manuals, and/or forms are approved, all schools are expected to use them.

a) The Cooperative Education course consists of a classroom component and a placement component, which is described in detail in sections 2.3 and 2.4 of Cooperative Education and Other Forms of Experiential Learning, MOE, 2000.

b) Each student will receive:

- i) Pre-course Counselling and Interviewing
- ii) Classroom Component which includes pre-placement orientation, workplace preparation, health and safety
- iii) Placement Component
- iv) Personalized Placement Learning Plan (Appendix E)

c) Placement Assessment (Appendix D)

The Cooperative Education teacher must conduct an assessment of each placement, including placements at businesses or institutions owned and operated by students' families, taking into consideration the following:

- i) the employer's and supervisor's positive attitude and commitment to the provision of experiential learning opportunities
- ii) the opportunity for each student to work in a one-on-one relationship with a supervisor
- iii) the range and scope of the learning opportunities and experiences available
- iv) the technology, equipment, and facilities provided at the placement
- v) the health and safety conditions of the workplace
- vi) the business's employment policies
- vii) the provision of an environment that is free from discrimination, violence and expressions of hate
- viii) the ability to provide any necessary accommodations for students with special needs.
- ix) When a placement that has already been assessed is under consideration once again for a subsequent student, the cooperative education teacher must reassess it to ensure that it continues to meet the criteria listed above.

x) Placements involving any of the following activities are not acceptable:

- working in the student's home school, except under special circumstances (see section 2.4.1.2 of Cooperative Education and Other Forms of Experiential Learning, MOE 2000)
- working in the school store
- participating in dramatic presentations in the home school
- serving on the student council
- working at part-time jobs
- participating in Junior Achievement projects
- playing on a school or community athletic team
- working on the school yearbook
- replacing paid employees
- completing the community involvement requirement for the OSSD (see OSS, section 3.1.3)

- d) It is expected that the vast majority of students will have one work placement per Cooperative Education experience. In cases where a student is placed in more than one work placement, such placements should be complementary in nature and the student should spend enough hours in each placement to ensure a valuable learning experience which meets expectations set by the Ministry. The credit(s) granted shall reflect the actual learning experiences gained by the student, as per 3.2 p.29-30, "The Awarding of Credits", Cooperative Education and Other Forms of Experiential Learning, MOE, 2000.
- e) Students whose placements are interrupted by reason of collective actions in a unionized work environment, will be placed in their home school for the duration of the work stoppage, unless the length of time they are out of the placement jeopardizes the student's placement hours and/or credits at which point an alternate placement or activity will be found to meet the expectations of the related course and cooperative education expectations.

3. Health and Safety

- a) Each secondary school shall develop a written procedure to resolve safety and/or health hazards at the work placement, to include:
- i) provision that the School Administrator be informed immediately of any concerns related to health and/or safety hazards;
 - ii) direction that the School Administrator will remove the student from the workplace until the concern is resolved
 - iii) assurance that all students in Cooperative Education programs and other forms of experiential learning offered by the Board receive appropriate training as outlined in section 2.3.1.2 Health and Safety of Cooperative Education and Other Forms of Experiential Learning, MOE, 2000, prior to starting their work placement.

b) Procedures for Reporting Student Injuries:

i) Student

The student must report the injury to his/her workplace employer and Cooperative Education teacher immediately. In emergency cases, where the student has been transported by ambulance to the hospital, then the student's workplace supervisor must contact the Cooperative Education teacher immediately.

ii) Cooperative Education Teacher

The teacher must complete the following forms and fax them to the Superintendent of Business within 24 hours' notice of the accident:

- Form 7 - WSIB - Employer's Report of Injury/Disease (Appendix H)
- Copy of student's Work Education Agreement contract (Appendix C)
- If the student does not require medical attention, please refer to section 3 C Reportable Injuries.
- Coverage Provided Under the Workplace Safety and Insurance Act, 1997, see Section 4

4. WSIB

Before a student is placed with an employer, the Cooperative Education teacher should determine whether the student will be covered by the employer.

i) Obtaining WSIB Coverage

To ensure Workplace Insurance coverage, a Work Education Agreement must be completed and signed by the parties concerned before the student begins the placement at the training station. Forms are required for each student in a Cooperative Education, SAL, or work experience.

The student's signature must appear, indicating consent to the conditions of coverage in the agreement. The consent of a parent or guardian is also required if a student is less than eighteen years of age. (This requirement is still valid despite the fact that the Municipal Freedom of Information and Protection of Privacy Act gives students who are sixteen years old the right to protection of their personal information.)

Forms are to be completed signed and once returned, information is to be uploaded to Cardinal by the teacher and filed at the school.

ii) Job Shadowing or Job-twinning

A Work Education Agreement form must also be completed for students who are participating for more than one day in job shadowing or “job twinning”, in which they are involved in hands-on work, provided that they are at least fourteen years of age.

Coverage is not provided for students under fourteen years of age. Job-shadowing or job-twinning experiences lasting one day should be treated as field trips and all necessary forms that apply to SO15 Out of Classroom Trips and Excursions should be completed for students involved in these experiences.

iii) Conditions of WSIB Coverage

- (a) Students are covered under the Workplace Safety and Insurance Act during the time they are performing the duties of a trainee at the training station under the supervision of a training supervisor.
- (b) Students are covered when their training station is located on Board property, and when they are supervised by non-teaching staff members (i.e. building custodians, maintenance supervisors, ~~A.V. technicians~~, purchasing or accounting officers).
- (c) Students are not covered when working as teacher assistants/aids in a classroom or shop in a school.
- (d) Students are covered when assigned to placements that do not have compulsory Workplace Insurance coverage (e.g., banks) since they are considered to be employees of the Ministry of Education.
- (e) The employer is to assume the responsibility for providing coverage under the Workplace Safety and Insurance Act for students in specialized programs where wages are earned. (Turning Point/SAL/OYAP Military)
- (f) Students enrolled in international Cooperative Education programs are covered under the Workplace Safety and Insurance Act for up to six months while at their work placement in the host country. If the placement continues beyond the six months, a written request for extension of coverage must be sent to the Ministry of Education prior to the end of the initial six-month period.
- (g) Students are not covered when traveling to and from the training station.

a) Benefits

For the purpose of Workplace Insurance coverage, students are deemed to be employees of the Ministry of Education, although they do not receive wages. For the purpose of calculating

Workplace Insurance benefits, the deemed rate of pay for an injured student is the general hourly rate according to current minimum-wage legislation.

If a student has an accident during unpaid Cooperative Education hours that results in loss of time from a part-time job not connected with the Cooperative Education program, and if the accident results in loss of wages from that job, the student is entitled to compensation for the hours missed at that part-time job. Details regarding the number of hours worked weekly and pay rate must be provided to the Workplace Safety Insurance Board on Form 7 (attached as Appendix H)

b) Reporting Procedures and Claims

Social Insurance Numbers

Note: Since accident reporting procedures require students' social insurance numbers (SIN), it is recommended that all students involved in cooperative education or work experience have a social insurance number before beginning the placement, but in the event they do not, they may be permitted to start their placement as long as the SIN application has begun and is in process. (Cooperative Education and Other Forms of Experiential Learning, p.18,2.3.1.3, MOE, 2000)

In the event of injury to a student who does not have a SIN, benefits will not be withheld, but the WSIB adjudicator will work with the student to obtain it.

Reportable Injuries

Any injury to a student in a work education program, however minor, ~~should~~ **must** be reported by the student to the employer and to the appropriate teacher with full details, including when, where and how the injury occurred. Accidents that don't require seeking medical attention do not have to be reported to the Workplace Safety Insurance Board, but a record of the details must be submitted in an Incident Report. If medical treatment by a doctor, dentist, hospital, or other treatment agency is required, or if an accident results in loss of time from the program, a completed FORM 7 must be sent by the Superintendent of Business for submission to the to the Workplace Safety Insurance Board and Ministry of Education.

Submission of Report

In the case of an accident, the Employers' Report of Injury/Disease (WSIB Form 7) must be submitted to the WSIB and to the Ministry of Education, by the Superintendent of Business within seven (7) business days of the employer learning of the accident. (Business days are Monday to Friday, and do not include statutory holidays.) Access to WSIB Form 7 is available through the Cardinal software program.

Co-operative Education teacher/monitor must ensure that the name and address of the training organization, as well as the name and telephone number of the training supervisor, must be completed on the Form 7. The Ministry of Education must be identified as the employer and the Firm Number 250379-FJ must be entered as the firm.

Incomplete reports may be filed to comply with the time frames, if all pertinent information is not readily available. However, a completed report must follow as soon as all details have been gathered. Students must receive a copy of the accident report that is provided to the WSIB (including any additional information provided by the employer).

Fines for Failure to Comply-

The WSIB may levy four separate \$250 penalties -- one each for

- late reporting
- incomplete reporting,
- not reporting on a pre-approved version of the form, and
- failing to provide a copy of the Form 7 to the worker.

5. Insurance

The Grand Erie District School Board has liability insurance coverage through the Ontario School Boards' Insurance Exchange (OSBIE). The following are excerpts from an OSBIE bulletin which provides an overview of the insurance coverages that are applicable in a Cooperative Education program - for the student, the employer, the board and board employees."

a) Liability Insurance - Who is insured?

The Board's Liability Insurance protects students and employers while students are engaged in a specified cooperative education, work experience or job shadowing program. If they are sued for an alleged negligence arising out of the student's involvement in the work experience program, they are protected.

Coverage is not extended to situations when an employer involves a student in work or activities outside of the program, e.g., an employer has hired a Cooperative Education student to work after hours. As this activity is not part of the Cooperative Education program, there is no coverage through the school board's liability insurance.

b) Student Accident Insurance

The Board does not provide insurance for students who are injured accidentally while on the job. Students who have or whose parents have purchased student accident insurance through plans approved by the Board may be able to make a claim under the policy provided they have purchased the option which includes coverage for accidental injury while on a work experience project. Student Accident Insurance is valuable coverage, and should be actively promoted by school boards. Student Accident insurers usually extend the Limited Plan coverage to students who are on work experience projects, even if the student has not voluntarily purchased the insurance. The Grand Erie Board currently makes Student Accident insurance packages available through the Reliable Life Insurance Company in Hamilton.

Students participating in work education programs may purchase the student accident insurance (the Platinum Plan option is recommended) by obtaining an application package from the school office, the Board Office or directly from Reliable Life by calling 800-463-5437 or at www.insuremykids.com

c) Non-Owned Automobile Coverage

Definition: a vehicle which is not owned by the school board, the employer, the student or a member of the student's household

i) Working on a Non-Owned Automobile

Students will be protected for accidental and negligent damage, but not for intentional damage they cause to a non-owned vehicle while working on it in a work experience program. Students and parents/guardians may be required to contribute wholly or partly to the insurance deductible, which is currently \$250.00 (and may be subject to change). See Restitution Form Letter, Appendix G

- ii) Driving a Non-Owned Automobile
 - (a) Liability Insurance

The Grand Erie District School Board strongly recommends that students not be permitted to drive. However, in cases where it is a requirement for the placement the following information must be understood:

The non-owned automobile insurance policy does not extend to protect co-op students or their employers from liability claims for injury to others or damage to property of others where co-op students are driving an employer's vehicle or a vehicle belonging to a customer of an employer. The co-op student would be driving a vehicle on the business of the employer, not the school board. Students who drive vehicles of employers or of customers of their employers while on co-op assignment do so at the employer's risk for physical damage to the vehicle and for third party liability (student damages other's property or injures a person while operating an employer's vehicle).

- (b) Accident Insurance

Students who are injured as a result of driving an employer's vehicle would be entitled to benefits provided under the Workplace Safety and Insurance Act.

In the event, WSIB is not available, accident benefits would be provided by the auto insurance policy of the student or the student's parent/guardian (if the student is listed as a dependent). If WSIB is not available and neither the student nor the parent / guardian has an auto policy, the benefits of the employers' auto policy would be accessed.

The Cooperative Education teacher and employer should clearly understand the liability and accident benefits for students operating non-owned vehicles and ensure the employer is aware the student is insured under the automobile owner's liability policy when operating such vehicles during the work experience placement.

- d) Damage to Property of Employers

The Board's Liability Policy extends coverage to students who damage property in their care, custody and control while involved in a work experience project. Students and parents/guardians may be required to contribute wholly or partly to the deductible, which is currently \$100.00 (and may be subject to change). See Restitution Form Letter, Appendix G

It should be noted that there is no coverage for intentional damage or damage resulting from the dishonesty of students or from errors and omissions.

6. Risk Management

- a) OSBIE

- i) The cooperative education or work experience program must be clearly described before placement is made.
 - ii) Employers are responsible for supervising and training students, both for the protection of the students, and for the protection of the employer.
 - iii) Students should be instructed by the teacher and the employer on health and safety issues. The use of protective equipment and safety regulations must be stressed. Occupational Health & Safety Regulations must be addressed and followed.
 - iv) Students on Cooperative Education or other job assignments should not be allowed to drive vehicles.

- v) Employers should be informed that if they allow students to drive their vehicles, any resulting damage to vehicles must be covered by the vehicle owner's or employer's automobile insurance.
- vi) However, we strongly recommend that students not be permitted to drive vehicles of any kind on co-op placements. This includes forklifts, ATVs, golf carts, snowmobiles, ride-on lawn equipment, etc. as well as vehicles licensed for the road.
- vii) Grand Erie DSB Advisories are available on the Staff Portal – Experiential Learning and are accessible by all teachers and principals.

b) High Risk Placements:

i) Exposure to Infectious Diseases

Exposure to Infectious Diseases

~~Concern has been expressed about students being placed~~ Certain Co-op placements put students in areas where they may be exposed to infectious diseases. Such areas include hospitals, laboratories, dental offices, ambulance services, veterinarian offices, day-care centres, and nursing homes. Placements are not consistent in their requirements for vaccinations. The Cooperative Education teacher is advised to investigate the need for vaccinations or tests in each circumstance. If it is determined that a risk exists, vaccination or testing of the student must be a condition of accepting the placement. Further, if there are other safety concerns specific to the placement, the Board should decide if any additional pre-placement action is required.

ii) Emergency Services Placements

~~Concern has been expressed about~~ Co-operative education placements with emergency services, i.e., police, ambulance or firefighting crews involving observation in emergency vehicles and possible attendance at emergency situations present higher risks for students. While students may benefit from participating in certain situations, they are not to be permitted to travel in emergency vehicles.

iii) Placements Requiring Specialized Training

~~Add information here on~~ Specialized training will be required for placements involving roofing, confined spaces, farming with machine operations, equestrian or livestock placements.

7. Student Assessment and Evaluation:

a) Personalized Placement Learning Plans (PPLP):

The personalized placement learning plan outlines the course of study for the placement component and the basis for assessment and evaluation and for the granting of one or more credits in the specific subject. Cooperative Education and Work Experience students must have Personalized Placement Learning Plans that identify the overall and specific curriculum expectations of the related course that describes the knowledge and skills the student will apply and further develop at the placement, as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement.

When a student is earning cooperative education credits related to more than one course, the Personalized Placement Learning Plan must include the learning expectations that relate to each course. The learning plan must be developed within the first three weeks of the placement. Please refer to Appendix E for a copy of the PPLP form.

A provincial OYAP student card is now available and students must keep this card (duly completed) on their person at all times when at the placement site, especially in the case of the

restricted trades. Students should be prepared to show this card to a Ministry of Labour inspector who has the right to request proof the student is abiding by the trade regulations.

Draft

**Ontario Youth Apprenticeship Program
(OYAP)
PLACEMENT CARD**

Student Name: _____
Trade: _____
Company Name: _____
Company Contact: _____
School Board: _____
School: _____
Co-op Teacher: _____
School Tel: _____
Hours of Placement: _____ Expiry: _____
Teacher Signature: _____



Apprenticeship Certification Act
Ontario Regulation 566/99

In accordance with the Apprenticeship and Certification Act, Regulation 566/99 Exemptions, subsection 6.2(a)(b), the participant is permitted to work in the identified trade only during the supervised work placement of the Ontario Youth Apprenticeship Program.

b) Awarding of Credits

Please refer to page 30, section 3.2.2 of the Cooperative Education and Other Forms of Experiential Learning, MOE, 2000

In regard to the awarding of credits when a student is taking a cooperative education course concurrently with a related course, and successfully completes the cooperative education course but is unsuccessful in the related course, he or she may be awarded cooperative education credit(s) as determined by the principal.

Cooperative Education Credits Earned Per Semester

The maximum number of credits that can be earned during a semester must be outlined in the Personalized Placement Learning Plan within the first three (3) weeks of placement. Seven (7) hours of integration must be completed for each cooperative education credit and student learning at the placement must be assessed and documented by a qualified teacher a minimum of three (3) times per 110 hours of a cooperative education course. At least two (2) of the three assessments must be made through direct personal contact.

8. Forms

a) Cooperative Education/Work Experience Roles & Responsibilities Contract (Appendix A)

This form highlights the responsibilities on the part of the student, the training station and the school. Cooperative Education teachers must ensure that the training station supervisor is well aware of the information on this form, particularly in cases where a student will be required to drive an employer's vehicle as part of his/her placement. This form must be signed before the student starts at the placement.

b) Report of Training Station Hours (Appendix B)

This form is used to collect data for an annual report by school boards to the Ministry of Education. Completed forms must be signed by the Principal and submitted to the Assistant to the Superintendent of Business no later than one week following the completion of each semester including summer placements.

c) Work Education Agreement (Form 631970) (Appendix C)

This is the official contract that must be completed for each student prior to him/her starting their work placement. The form must be completed, signed and filed at the school. Information is to be uploaded to Cardinal.

The Agreement must be signed by:

- i) the student,
- ii) the student's parent/guardian if student is under 18,
- iii) the training supervisor,
- iv) the Cooperative Education teacher.

In some cases, there will be spontaneous opportunities (i.e. trade shows, banquets) for a Cooperative Education student to work beyond the normal placement hours that have been indicated on their Agreement.

The following excerpt can be added to Section B #2 of the student's Agreement to cover him/her for the extra hours: "normal working hours - (state hours) and for exceptional circumstances as they may arise".

However, if a workplace is intending to pay a student for the extra hours, this goes beyond the mandate of the Workplace Education Agreement. Also, keep in mind, that there are three

adult signatures on the Work Agreement and that one adult must be in attendance during these extra hours.

Student placement hours are NOT to be loaded at the top of the placement. Situations exist where a student's placement, e.g., a construction site, may be more beneficial when a full day is spent on the job rather than performing the duties in three hour segments. For these situations the student should work alternate full days. The hours should be spread across the placement period to provide a more gradual and grounded learning experience and to permit the student to obtain part-time employment, to have a social life or to explore other avenues of interest. Employers who wish to engage students beyond the requirements of the program should offer the student paid employment and take over the WSIB premiums for those periods. The work experience program is extremely valuable and should never be regarded as "free labour" for the employers willing to take students in placements.

d) Roles and Responsibilities of all who are involved. Appendix F

e) WSIB (Workplace Safety & Insurance Board) Form 7. Completed copy of the Form 7 to be provided to the student. (Appendix H)

f) Treatment Memorandum (Form 156C) (Appendix I)

To be completed by the physician and forwarded to WSIB. Physicians and clinics will have these forms in stock; larger facilities, such as hospitals will have an electronic version of this form available.

Cooperative Education and Work Experience Roles and Responsibilities

Grand Erie District School Board

STUDENT	EMPLOYER/SUPERVISOR	COOPERATIVE EDUCATION TEACHER
PROGRAM IMPLEMENTATION		
<ul style="list-style-type: none"> • Work in courteous, responsible, and business-like manner and show appropriate initiative • Observe and comply with the rules and regulations of the placement and the school, including confidentiality requirements • Comply with school attendance policies in both the placement and classroom sessions • Submit assignments as required • Inform the placement supervisor and cooperative education teacher in advance if they are unable to report to their placements • Complete their course requirements to obtain credits towards the Ontario Secondary School Diploma • Work with teachers and supervisors to ensure that problems are dealt with immediately • Ensure you have a Social Insurance Number before starting the placement or have applied for one • Provide your own transportation to and from the work site unless other arrangements are made by coop teacher 	<ul style="list-style-type: none"> • Provide a safe working and learning environment • Designate one employee to be responsible for supervising and evaluation each student • Provide challenging learning experiences that will encourage personal growth and develop career goals • Help students function as an integral part of a team • Direct and guide students' learning through on-site supervision • Acquaint students with company personnel and procedures • Report student absences to the cooperative education teacher immediately • Contact the cooperative education teacher when concerns arise • Work with students and teachers to ensure that any problems are dealt with immediately • Review and sign the daily logs at the end of each week • Complete program effectiveness survey <i>upon request</i> • Share their expertise with students • Help students function as an integral part of a team 	<ul style="list-style-type: none"> • Promote the cooperative education, work experience, and school-work transition programs to students, parents, staff, school councils, and potential employers • Interview and select students for community-based learning programs • Identify and secure placements in which students will be able to achieve the course expectations, experience growth, and develop career goals • Assess placements for suitability • Inform employers of their role and responsibilities and of the responsibilities of the partnership prior to student placement • Organize and conduct pre-placement orientation sessions to prepare students • Consult regularly with students, employers, supervisors, employees, and other teachers • Assess whether placement supervision is appropriate • Organize and conduct regular integration activities (a minimum of seven hours per cooperative education credit) • Manage the day-to-day administrative tasks associated with cooperative education and work experience programs (including reporting to the school administration or to the Ministry of Education) • Help students arrange appropriate transportation to their placements • Liaise with guidance counsellors, school administrators, teacher-advisers, special education staff, and parents • Work with students and supervisors to ensure that any problems are dealt with immediately

STUDENT	EMPLOYER/SUPERVISOR	COOPERATIVE EDUCATION TEACHER
HEALTH AND SAFETY		
<ul style="list-style-type: none"> Comply with all company rules as to dress, safety codes, work schedule, and policies Notify the coop teacher promptly of safety or other concerns or problems that can not be resolved by the placement Supervisor Ensure you have Health Card coverage before starting work 	<ul style="list-style-type: none"> Provide a safe working and learning environment Provide orientation and workplace health and safety training Sign the Work Education Agreement to identify who provides WSIB student coverage Are familiar with and follow accident reporting procedures Provide placement specific safety training NEW! Provide adequate and appropriate insurance for vehicles driven by student and for vehicle(s) in which the student is a passenger in, while the student is involved in the placement activities 	<ul style="list-style-type: none"> Follow the school board's placement procedures for all community-based learning programs Assess placements for suitability Assess whether placement supervision is appropriate Provide health and safety instruction and information on insurance coverage Follow Workplace Safety and Insurance Board and school board procedures for accident reports
STUDENT ASSESSMENT AND EVALUATION		
<ul style="list-style-type: none"> Participate in the development and implementation of their Personalized Placement Learning P¹ans Participate with their supervisors and teachers in the assessment of their own performances Keep a Daily Activity Report as well as a record of your experience as required by the coop teacher 	<ul style="list-style-type: none"> Provide students with written or oral feedback after an employment interview as part of the learning experience Help develop Personalized Placement Learning Plans by identifying workplace applications Assist the cooperative education teacher in developing realistic and challenging Personalized Placement Learning Plans for their students Become familiar with students' strengths and the areas in which improvement is needed Jointly assess student progress with teachers, and provide written performance appraisals 	<ul style="list-style-type: none"> Develop a Personalized Placement Learning Plan for each student with the assistance of the student, the supervisor, and the teacher of the related course Make regular on-site learning assessments of students at their placements (three times per student cooperative education credit, at least twice through direct personal contact) Assess and evaluate student performance Update and adjust students' placement learning plans as required Keep dated, anecdotal records on student placement learning assessment
ACCIDENT REPORTING PROCEDURES		
<ul style="list-style-type: none"> Report immediately to the Supervisor and Cooperative Education teacher any personal injuries that happen during placement 	<ul style="list-style-type: none"> If student is unable, report accident immediately to the student's Cooperative Education teacher 	<ul style="list-style-type: none"> Complete forms and fax to the Superintendent of Business within 24 hours notice of the accident <i>See Program: Procedures 1:1 for more details.</i>

The above responsibilities and liabilities have been explained to me and I accept these conditions. I hereby agree to participate in the Cooperative Education/Work Experience program of the Grand Erie District School Board.

MUST BE SIGNED BY ALL PARTIES BEFORE PLACEMENT STARTS.

Student _____ Training Station Supervisor _____
 Parent/Guardian _____ Teacher/Monitor _____
 Dated this _____ day of _____ (mth), _____ (yr)



Grand Erie District School Board

P102 Co-operative Education Appendix B

Report of Training Station Hours

Reporting School: _____
Co-op Ed. Teacher: _____
Reporting Period From: _____ 200__ To: _____ 200__

Notes:

- 1 Report only actual attendance hours.
- 2 Record hours for students under the appropriate column with regard to their placement.
- 3 Reporting periods - Sep-Jan (Sem I) & Feb-Jun (Sem II). Include summer placements with Sem II reports.
- 4 Submit form signed by school principal to Paula Curran at the at the Education Centre, at the end of each reporting period.

Student Name (alphabetically)		Placement Name	Number of Hours		
			WSIB MOE Paid	WSIB Employer Paid	WSIB Not Available
			(Non-School Placements)	(Non-School Placements)	(Teacher Supervised Placements)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Totals (this Page)			0	0	0
GRAND TOTALS					

Please print. See reverse for further details / En lettres moulées S.V.P. Voir au verso pour plus de détails.

The information on this form will be used to maintain the employment record of the training participant and is collected under the authority of the Workplace Safety and Insurance Act, 1997, c.16, s.21, 22; and the Education Act, R.S.O. 1990, c. E.2, s.8 and s.8.1. Because the Ministry of Education covers the cost of Workplace Safety and Insurance Board coverage for students 14 years of age or older, the Ministry and School Boards may use this information to verify the legitimacy of claims. Inquiries regarding this form should be directed to an Education Officer at the Ministry of Education, telephone 416 325-2547.

Les renseignements contenus dans ce formulaire serviront à tenir à jour le relevé d'emploi de la personne recevant une formation. Ils sont recueillis en vertu des articles 21 et 22 de la Loi de 1997 sur la sécurité professionnelle et l'assurance contre les accidents du travail, chap. 16, et des articles 8 et 8.1 de la Loi sur l'éducation, L.R.O. 1990, chap. E.2. Le coût de la couverture de la Commission de la sécurité professionnelle et de l'assurance contre les accidents du travail pour les élèves de 14 ans ou plus étant assumé par le ministère de l'Éducation, celui-ci et les conseils scolaires peuvent utiliser ces renseignements pour vérifier la légitimité des demandes d'indemnité. Pour toute question sur ce formulaire, s'adresser à un agent d'éducation du ministère de l'Éducation, au 416 325-2547.

District School Board / Conseil scolaire	Date Completed / Rempli le
------------------------------------------	----------------------------

A. Parties to the Agreement / Parties contractantes

1. Name of student trainee / Nom de l'élève stagiaire		Age / Âge	
Address / Adresse		Home phone no. / N° de tél. (domicile)	Postal Code / Code postal
Related course / Matière connexe			
2. Name of placement / Nom de l'organisme de formation	Employment Sector / Secteur d'activité	Name of placement supervisor / Nom du/de la superviseur-e de la formation	
Placement address / Adresse	Telephone no. / N° de téléphone	Postal Code / Code postal	
3. School / École	Name of teacher / Nom de l'enseignant ou de l'enseignante		
Address / Adresse	Telephone no. / N° de téléphone	Postal Code / Code postal	

B. Specific Time at Placement / Durée, horaire, emploi du temps

1. **Period of Agreement / Durée de l'accord**

The student shall, from _____ month/mois day/jour year/année to _____ month/mois day/jour year/année
 L'élève stagiaire devra, du _____ au _____

faithfully, honestly and diligently perform the duties of a trainee at the placement as / exécuter fidèlement, honnêtement et assidûment pour l'organisme de formation les tâches de _____
 (job title / désignation de fonction)

and devote his/her whole time and attention to such placement during the hours hereunder prescribed.
 et consacrer tout son temps et toute son attention à la formation pendant les heures précisées ci-dessous.

2. **Placement Hours / Horaire de travail** The normal hours at the placement shall be from _____ to _____
 L'horaire de travail habituel sera de _____ à _____

3. **Schedule / Jours de travail** Identify the days when the student will be at the placement (or attach student's schedule).
 Inscrire les jours où l'élève sera au poste de formation (ou joindre son emploi du temps).

 (days of placement / jours de travail)

C. Workplace Safety & Insurance Board Coverage / Couverture de la Commission

1. Workplace Safety & Insurance Board Coverage will be provided at the training station by: / La couverture de la Commission de la sécurité professionnelle et de l'assurance contre les accidents du travail sera fournie, en ce qui concerne le poste de formation, par :

(a) the placement / l'organisme de formation <input type="checkbox"/> for the entire period / pour toute la durée du stage <input type="checkbox"/> for the period between _____ and _____ / pour la période comprise entre le _____ et le _____ inclusive / inclusivement	(b) the Ministry of Education / le ministère de l'Éducation <input type="checkbox"/> for the entire period / pour toute la durée du stage <input type="checkbox"/> for the period between _____ and _____ / pour la période comprise entre le _____ et le _____ inclusive / inclusivement
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. Number of placement hours for which Workplace Safety & Insurance Board Coverage has been provided:
 Nombre d'heures au poste de formation pour lesquelles la couverture de la Commission a été fournie par :

(a) By the placement / l'organisme de formation 20 _____ 20 _____	(b) By the Ministry of Education / le ministère de l'Éducation 20 _____ 20 _____
-------------------------------------------------------------------	----------------------------------------------------------------------------------

D. Signatures of Parties to the Agreement / Signature des parties contractantes

Student / Élève	Parent/Guardian / Père, mère, tuteur ou tutrice
X	X
Placement / Organisme de formation	Teacher / Enseignant ou enseignante
X	X

White - Student's O.S.R. / blanche - dossier scolaire
 Green - Training Organization/Placement / verte - organisme de formation
 Yellow - Board / citron - conseil
 Pink - Student / rose - élève
 Goldenrod - Teacher / verge d'or - enseignant/enseignante

DEFINITIONS

Work Education Programs - are work experience, supervised alternative learning for excused pupils, and co-operative education programs.

Placement - is an individual, a commercial enterprise or an agency that is external to the school board.

GENERAL CONDITIONS

1. The Board has approved a Work Education Program for pupils in its schools pursuant to Section 8 of the *Education Act* 1990.
2. The Placement and the Student have agreed to participate in the said Work Education Program on the terms and conditions herein set forth.
3. **Termination**
Notwithstanding anything herein contained to the contrary, any party hereto may, with or without cause, summarily terminate this agreement with notice in writing to the other parties.
4. **Supervision**
During the hours of training herein set forth, the Student shall be under the supervision of the Placement Supervisor; however, the Board or its representatives shall be allowed access to the Placement and the Student at times that are mutually agreed upon with the Placement Supervisor.
5. **Full-time Employee Tenure**
The Placement agrees that the training of the Student hereunder shall in no way affect the job security of any full-time employee.
6. Where Workplace Safety & Insurance Board coverage is not provided for the Student by the Placement, then pursuant to the *Education Act*, the Student, for the purposes of coverage under the *Workplace Safety and Insurance Act*, shall be deemed to be an "employee" of the Ministry of Education upon the execution of this agreement and the commencement of duties by the Student. Workplace Safety & Insurance Board coverage will be provided by the Ministry of Education under Schedule 1 of the *Workplace Safety and Insurance Act*.
7. Where the Student is on the payroll of the Placement, the Placement is the Employer and is responsible for providing Workplace Safety & Insurance Board coverage and reporting claims.
 - If the Placement is currently reporting to the W.S.&I.B. the earnings must be included in their regular W.S.&I.B. returns.
 - If the Placement is NOT reporting to the W.S.&I.B., the Placement must contact the nearest W.S.&I.B. office to determine if coverage is mandatory when hiring workers.
8. Where the Student is employed by the Placement outside the scope of this Agreement, the Employer and Worker are subject to the *Employment Standards Act*, the Regulations and Orders thereunder.

How to Obtain Workplace Safety & Insurance Board Coverage

- An agreement must be completed by the parties concerned before the student starts at the placement.

Who is Covered?

All students who are registered as participants in a work education program administered by a school board are covered by Workplace Safety and Insurance Board. The Ministry of Education provides this coverage unless it has been arranged by the placement.

When are Students Covered?

Students are covered during the time they spend at the placement under the supervision of the placement. Students are not covered for classroom or shop work in the school, when working as teachers' aides, or when travelling to and from the placement.

Students are covered when their placement is located on school board property, but in an area that is not directly supervised by a qualified teacher, e.g. building maintenance staff, audio-visual centre, purchasing department.

Types of Benefits Payable

For the purpose of Workplace Safety & Insurance Board coverage, students are deemed to be employees of the Ministry of Education although they do not receive wages. For purposes of calculating Workplace Safety & Insurance Board benefits, the "deemed" rate of pay is the general hourly rate established by minimum wage legislation.

The *Workplace Safety and Insurance Act* provides compensation, medical aid, and non-economic loss for employees injured in on-the-job accidents. Compensation is provided for actual loss of earnings, e.g. student's part-time job.

When are Workplace Safety & Insurance Board Reports Required?

All injuries to students in the Work Education program, however minor, should be reported by the student to the school board representative with full details of when, where and how the injury occurred. Accidents requiring only first aid treatment do not have to be reported to the Workplace Safety & Insurance Board, but a record of the details must be kept by the school board. If treatment is given by a medical doctor, or if an accident results in lost time from the program, a report must be sent to W.S.&I.B.

Reporting Procedures

In case of an accident, the "Employer's Report of an Accidental Injury or Industrial Disease" (Form 7) must be completed by the school board representative within 3 days of the accident. The original report must be received by the Workers' Compensation Board with a copy of the Work Education Agreement, within 7 working days of the accident.

Please refer to Policy/Program Memorandum 76A for more complete details.

DÉFINITIONS

Programmes de formation pratique : stages en milieu de travail, apprentissage parallèle dirigé pour élèves dispensés de fréquentation scolaire et programmes d'éducation coopérative.

Organisme de formation : personne, entreprise commerciale ou organisme indépendants du conseil scolaire.

CONDITIONS GÉNÉRALES

1. Le conseil a approuvé un programme de formation pratique pour les élèves de ses écoles conformément à l'article 8 de la *Loi sur l'éducation*, 1990.
2. L'organisme de formation et l'élève ont accepté de prendre part au programme de formation pratique selon les conditions énoncées dans le présent accord.
3. **Résiliation**
Nonobstant toute disposition contraire du présent accord, l'une ou l'autre des parties peut, avec ou sans motif à l'appui, mettre fin sommairement à cet accord en avisant par écrit les autres parties.
4. **Supervision**
Pendant les heures du stage prescrites dans le présent accord, l'élève sera sous la surveillance du superviseur ou de la superviseuse de la formation; cependant, le conseil ou ses représentants ou représentantes auront accès au poste de formation et pourront rencontrer l'élève aux heures sur lesquelles ils se seront entendus avec le superviseur ou la superviseuse de la formation.
5. **Sécurité d'emploi du personnel à plein temps**
L'organisme de formation est d'accord pour que la formation de l'élève nommé dans les présentes n'entrave nullement la sécurité d'emploi des employés et employées à plein temps.
6. Si la couverture de la Commission n'est pas fournie par l'organisme de formation à l'élève stagiaire, ce dernier sera considéré, en vertu de la *Loi sur l'éducation* et aux fins de couverture prévue par la *Loi sur la sécurité professionnelle et l'assurance contre les accidents du travail*, comme un « employé » du ministère de l'Éducation à la signature du présent accord et dès le début du stage. La couverture de la Commission sera fournie par le Ministère en vertu de l'annexe 1 de la *Loi sur la sécurité professionnelle et l'assurance contre les accidents du travail*.
7. Si l'élève figure sur la liste de paye de l'organisme de formation, celui-ci est l'employeur et doit fournir la couverture de la Commission et lui signaler toute demande d'indemnités.
 - Si l'organisme de formation fait déjà rapport à la Commission, il doit inclure les gains de l'élève dans ses déclarations régulières.
 - Si l'organisme de formation NE fait PAS rapport à la Commission, il doit contacter le bureau de la Commission le plus proche pour s'informer s'il est tenu de fournir la couverture lorsqu'il embauche du personnel.
8. Dans le cas où l'élève est employé par l'organisme de formation en dehors de cet accord, l'employeur et le travailleur ou la travailleuse doivent se conformer à la *Loi sur les normes d'emploi* ainsi qu'aux règlements et directives qui s'y rapportent.

Formalités à remplir pour obtenir la couverture de la Commission

- Un accord doit être signé entre les parties concernées avant le début du stage.

Qui est assuré?

Tous les élèves inscrits comme participants à un programme de formation pratique administré par un conseil scolaire sont couverts par la Commission. Le ministère de l'Éducation fournit cette couverture, à moins que l'organisme de formation ne s'en charge.

Quand les élèves sont-ils assurés?

Les élèves sont couverts pendant qu'ils travaillent à leur poste de formation, sous la supervision de l'organisme de formation. Les élèves ne sont pas assurés s'ils travaillent en classe, en atelier à l'école ou comme aides-enseignants ou aides-enseignantes ou lorsqu'ils se rendent au lieu du stage ou en reviennent.

Les élèves sont assurés lorsqu'ils font leur stage sur la propriété du conseil scolaire, s'il s'agit d'un travail (l'entretien du bâtiment, par exemple) ou d'un endroit (le centre audio-visuel ou le service des achats, entre autres) qui n'est pas supervisé par une enseignante ou un enseignant qualifié.

Genre d'indemnités payables

Aux fins de la couverture de la Commission, les élèves sont considérés comme des employés et employées du ministère de l'Éducation, même s'ils ne reçoivent pas de salaire. Pour calculer les indemnités, le taux de « salaire » est le taux horaire général établi par la loi touchant le salaire minimum.

La *Loi sur la sécurité professionnelle et l'assurance contre les accidents du travail* prévoit des indemnités, des soins médicaux et une compensation des préjudices moraux pour les employés et employés blessés dans un accident du travail.

Quand doit-on contacter la Commission?

Toute blessure subie par une ou un élève au cours d'un programme de formation pratique, même si elle est mineure, doit être déclarée par l'élève en cause au représentant ou à la représentante du conseil scolaire en précisant la date, le lieu et les circonstances de la blessure. Il n'est pas nécessaire de signaler à la Commission les accidents qui n'exigent que des premiers soins, mais le conseil scolaire doit établir un dossier des détails et le conserver. Si des traitements médicaux sont donnés par un médecin ou s'il y a une perte d'heures du programme à la suite d'un accident, un rapport doit être adressé à la Commission.

Façon de signaler un accident

En cas d'accident, le représentant ou la représentante du conseil scolaire doit remplir, dans les trois jours qui suivent l'accident, le formulaire n° 7 intitulé Avis d'accident de travail et de maladie professionnelle (Employeur). La Commission doit recevoir l'original de ce rapport et une copie de l'Accord sur la formation pratique dans les 7 jours ouvrables suivant l'accident.

Veuillez consulter la note Politique/Programmes n° 76A pour plus de renseignements.



Cooperative Education and Work Experience: *Placement Assessment Checklist*

Placement Name & Address:		
Type of Placement (manufacturing, health sciences, transportation, etc.):	# of Employees:	
Placement Supervisor:		
Teacher:	School:	Date:

Placement Representative(s) Responses:

PART ONE: ORIENTATION

- Does the company have: Employment Policies & Procedures ☐ Yes ☐ No Harassment Policy ☐ Yes ☐ No
- Will the student be provided with an orientation of the facility, personnel, and procedures? ☐ Yes ☐ No
 I.e. Fire Alarm Procedures
- Is the supervisor familiar with accident reporting procedures for the student? ☐ Yes ☐ No
- Will student be working at additional placement sites? ☐ Yes ☐ No
If yes, will transportation be provided: ☐ Yes ☐ No
- Does the company have any restrictions (e.g. clothing, piercing, immunization, security checks, etc.) unique to this placement? ☐ Yes ☐ No **Details:** _____
- Is a qualified/accredited employee willing and available to act as a supervisor and to follow the student's progress on an individual basis? ☐ Yes ☐ No
- Will this placement provide the student with a variety of learning experiences? ☐ Yes ☐ No
- Will the student be required to operate mobile equipment or motorized vehicles? ☐ Yes ☐ No
Identify mobile equipment or motorized vehicle(s) to be used: _____
Will student be trained before use: ☐ Yes ☐ No

***NOTE:** School Boards do NOT provide any insurance coverage for students driving motorized vehicles while at their placements - Employers assume 100% of the liability for students who drive while at their placement.

PART TWO: FACILITIES

- Is the business able to accommodate students with special needs? (ie. Wheelchairs, tools) ☐ Yes ☐ No
- Are there handicapped accessible washroom facilities? ☐ Yes ☐ No

PART THREE: HEALTH AND SAFETY

- Is there a health and safety policy at the workplace? ☐ Yes ☐ No
- If "Yes" is the policy posted? ☐ Yes ☐ No
- Is there a Joint Health and Safety Committee? (20 or more employees) ☐ Yes ☐ No
OR Is there a Workplace Health and Safety Rep.? (6 – 10 employees)
- Is a copy of the Ontario Workplace Health and Safety Act readily available? ☐ Yes ☐ No
- Are health and safety posters displayed? ☐ Yes ☐ No
- Will the student participate in relevant health and safety orientation and training? ☐ Yes ☐ No
- If no**, provide explanation: _____
- If needed, is there an Eye Wash and Shower station? ☐ Yes ☐ No

PART FOUR: CHEMICAL RISKS

1. Will the student be required to work with hazardous material? ☐ Yes ☐ No

If yes, continue. List substances that may be used: _____

2. Do all hazardous material containers carry WHMIS labels? ☐ Yes ☐ No
3. Are the Material Safety Data Sheets readily available (MSDS)? ☐ Yes ☐ No
4. Are the WHMIS posters displayed in the workplace? ☐ Yes ☐ No
5. Will student receive necessary training and/or certification where appropriate? ☐ Yes ☐ No

PART FIVE: PHYSICAL RISKS

1. Will the student be required to work with hand tools? ☐ Yes ☐ No
2. Will the student be required to work with mechanically controlled devices/tools? ☐ Yes ☐ No

If yes to 1 or 2, continue.

3. Is the equipment fitted with protective devices, safety devices and mechanisms? ☐ Yes ☐ No
4. Will the student be trained on the proper use of the safety devices? ☐ Yes ☐ No
5. Will the student be required to wear protective gear? ☐ Yes ☐ No
6. Will the student be required to work in an enclosed space? ☐ Yes ☐ No

If yes, continue.

7. Will the student be trained on confined spaces, use of ladders, ramps, harnesses ... ☐ Yes ☐ No
8. What additional training is required? _____

PART SIX: ERGONOMIC HAZARDS

1. Will the student be required to lift heavy loads or perform repetitive motion tasks? ☐ Yes ☐ No

If yes, continue.

2. Are there rules in place for lifting? (ie. Weight limits, # of consecutive lifts, passage ways clearing) ☐ Yes ☐ No
3. Is lift equipment used in the workplace? ☐ Yes ☐ No
4. Will the student be trained on proper safety procedures for using such equipment? ☐ Yes ☐ No
5. Will the student be trained on practices to prevent strain injury? ☐ Yes ☐ No

PART SEVEN: BIOLOGICAL HAZARDS

1. Within the assigned duties, will the student be exposed to biological hazards? (ie. Animals, plants, insects, liquids, organic materials, infectious diseases, raw foods, body fluids, other) ☐ Yes ☐ No

If yes, continue.

2. Will the student be required to wear safety gear? ☐ Yes ☐ No
3. Is a sink and hot water readily available? ☐ Yes ☐ No
4. Will the student receive training on the proper handling of biological hazardous materials? ☐ Yes ☐ No
5. Will the student be required to be vaccinated? ☐ Yes ☐ No
6. If yes, list vaccinations: _____

PART EIGHT: PLACEMENT ACCOMMODATIONS *List any special accommodations that may be required*

PART NINE: NOTES

IE. Vaccinations required, protective gear required if employer is not providing, Police check

PLACEMENT REPRESENTATIVE NAME: _____ DATE: _____

Questions were asked and recorded by:

SCHOOL BOARD REPRESENTATIVE'S NAME: _____ DATE: _____

Copies: 1. Teacher/Student File Additional copies available upon request.



Grand Erie District School Board
Cooperative Education and Experiential Learning
PERSONALIZED PLACEMENT LEARNING PLAN
SECTION 1: PERSONAL AND PLACEMENT INFORMATION

Student Name:	Date:
Related Course Name:	Course Code:
Credit Value:	Grade Level: <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 (Please check)
Type of Course: (Please check one) <input type="checkbox"/> Applied <input type="checkbox"/> Academic <input type="checkbox"/> Open <input type="checkbox"/> LDC <input type="checkbox"/> Workplace <input type="checkbox"/> College <input type="checkbox"/> University <input type="checkbox"/> College/University	
Curriculum Policy Document:	
Placement Location:	Placement Supervisor:
IEP: Yes <input type="checkbox"/> No <input type="checkbox"/>	OYAP: Yes <input type="checkbox"/> No <input type="checkbox"/>

The PPLP is designed to identify the opportunities that the placement will provide, and the learning strategies that will be employed, to enable the student to refine, extend, apply and practise the identified co-op and related course expectations.

SECTION 2: ASSESSMENT AND EVALUATION

The cooperative education student will experience ongoing assessment and evaluation. The results of the assessment and evaluation will reflect their achievement of the co-op and related course expectations as outlined in subsequent sections of this PPLP. A variety of strategies will be employed to gather evidence of their achievement. These strategies will include careful, critical observation, anecdotal records, journals, student/teacher/employer conferencing, assignments, an independent learning project (performance task) and a minimum of two performance appraisals. A variety of assessment/evaluation tools will be used to score the student's work including rubrics (achievement chart), checklists, and marking schemes. Evidence of student achievement will include input from several sources including the teacher, student and employer. A student's proficiency level will be based on the criteria described in the various categories/competencies of the related course achievement chart including Knowledge/Understanding (K/U), Application (A), Communication (C), and Thinking/Inquiry (T/I).

SECTION 3: LEARNING STRATEGIES

These may include (but are not limited to):

- ☐ Brainstorming - group generation of initial ideas expressed without criticism or analysis
- ☐ Case Study - investigation of real and simulated issues
- ☐ Collaborative/cooperative learning - small group learning opportunities where there is a sharing of ideas and resources
- ☐ Computer assisted learning - learning of new materials or review/reinforce material previously learned
- ☐ Conferencing/discussion - student-student discussion, teacher to student discussion, student - supervisor conferencing to encourage confidence and motivation to success in all learners
- ☐ Role modelling/playing - student will observe and respond to new tasks that have been demonstrated
- ☐ Independent study - exploration/research of a topic linked to the expectations of their related course
- ☐ One-to-one mentoring - students have an opportunity to learn directly
- ☐ Journal writing - the practice of expressing ideas, experiences, and personal understandings
- ☐ Reports/presentations - oral, visual, and written presentation of researched topic
- ☐ Research - model of investigation
- ☐ Socratic lesson - oral presentation of information by the teacher/employer/supervisor or training personnel
- ☐ Teacher-directed class discussion - students actively participate in discussing current issues
- ☐ Additional:

SECTION 4: EMPLOYER EXPECTATIONS

These expectations have been identified by the employer and are different from the Learning Skills and related course expectations.

Employer Expectations:

SECTION 5: EXPECTATIONS AND PLACEMENT OPPORTUNITIES

This PPLP contains the **curriculum expectations** of the cooperative education course and *Related Course Code* that describe the knowledge and skills the student will extend and refine through application and practice at the workplace. The PPLP also identifies the opportunities that the placement will provide to enable the student to apply and refine the required knowledge and skills as outlined in the co-op and related course expectations and to develop an understanding of current industry practices and standards. Students will be assessed and evaluated throughout the semester on their achievement of these expectations.

The student will:

Co-op Course Expectations	Opportunities at the Placement

Add more boxes as required. Refer to "Cooperative Education Course Expectations"

The student will:

Related Course Expectations (Overall and Specific Expectations)	<i>Opportunities at the Placement (Description of tasks to be performed at the workplace)</i>

Add more boxes as required. Refer to Related Course Expectations

PLACEMENT COMPONENT PERFORMANCE APPRAISAL	
LEVEL 1 (50 - 59)	
<ul style="list-style-type: none"> • uses procedures, equipment and technology safely and correctly only with supervision • applies ideas and skills in familiar contexts with limited effectiveness • makes connections with limited effectiveness • transfers concepts, skills to procedures to new contexts with limited effectiveness 	
•	LEVEL 2 (60 - 69)
<ul style="list-style-type: none"> • uses procedures, equipment and technology safely and correctly with some supervision • applies ideas and skills in familiar contexts with moderate effectiveness • makes connections with moderate effectiveness • transfers concepts, skills to procedures to new contexts with moderate effectiveness 	
•	LEVEL 3 (70 - 79)
<ul style="list-style-type: none"> • uses procedures, equipment and technology safely and correctly • applies ideas and skills in familiar contexts with considerable effectiveness • makes connections with considerable effectiveness • transfers concepts, skills to procedures to new contexts with considerable effectiveness 	
•	LEVEL 4 (80 - 100)
<ul style="list-style-type: none"> • demonstrates and promotes the safe and correct use of procedures, equipment and technology • applies ideas and skills in familiar contexts with a high degree of effectiveness • makes connections with a high degree of effectiveness • transfers concepts, skills to procedures to new contexts with a high degree of effectiveness 	

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING: ROLES AND RESPONSIBILITIES							
School Boards	Principals	Cooperative Education Teachers	Employers	Supervisors	Students	Guidance Counsellors	Non-Teaching Personnel
POLICY AND PROCEDURES							
<ul style="list-style-type: none">Implement provincial policies on cooperative education, work experience, school-work transition, and apprenticeship programsDevelop policies and procedures for involving community partners in the planning and delivery of cooperative education, work experience, and school-work transition programsEstablish procedures to assess new placementsDevelop policies that require teachers appointed to positions of responsibility in cooperative education to obtain specialist qualifications in cooperative educationDevelop a protocol to ensure regular and consistent cooperation and communication among cooperative education personnel where more than one school or board operate cooperative education and work experience programs in the same communityDevelop a policy statement regarding a student's activities in the event of a strike or a labour dispute	<ul style="list-style-type: none">Assume overall responsibility for cooperative education, work experience, school-work transition, and apprenticeship programs, including student health and safety	<ul style="list-style-type: none">Develop pre-course counselling and interviewing procedures for all students who wish to participateFollow the school board's placement procedures for all community-based learning programs					
PROGRAM ADMINISTRATION							
<ul style="list-style-type: none">Provide cooperative education and other forms of experiential learning and related programsExtend and strengthen partnerships with colleges, employers, and the community to promote cooperative education, work experience, and school-work transition programsDevelop specialized programs that include cooperative education and/or work experience	<ul style="list-style-type: none">Ensure that a teacher with qualifications in the subject area in which the student is earning cooperative education credits (normally, the teacher of the related course) is directly involved in the development of the personalized placement learning plan, including the development of assessment criteria and strategiesMake every effort to encourage the growth of cooperative education and the involvement of teachers from a variety of subject areasImplement the program effectiveness survey						

School Boards	Principals	Cooperative Education Teachers	Employers	Supervisors	Students	Guidance Counsellors	Non-Teaching Personnel
PERSONNEL AND RESOURCES							
<ul style="list-style-type: none"> Assign personnel to ensure implementation of ministry policies and effective coordination Allocate resources and personnel to support the development and implementation of cooperative education programs Enable teachers to engage in professional development activities to ensure effective implementation of cooperative education, work experience, and school-work transition program policies Encourage the sharing of resources among school boards within the same area or in adjacent areas Ensure that appropriate supports and resources are provided for exceptional students 	<ul style="list-style-type: none"> Give careful consideration to teachers' qualifications when allocating staff cooperative education and work experience programs Recognize the need to incorporate in the timetables of coop. education teachers blocks of time that will enable them to secure placements and conduct assessments of student achievement at the workplace Determine class size in cooperative education based on student credits Give consideration to staff allocation where exceptional students with physical or learning disabilities are involved 						
PROGRAM IMPLEMENTATION							
		<ul style="list-style-type: none"> Promote the cooperative education, work experience, and school-work transition programs to students, parents, staff, school councils, and potential employers Interview and select students for community-based learning programs Identify and secure placements in which students will be able to achieve the course expectations, experience growth, and develop career goals Assess placements for suitability Inform employers of their role and responsibilities and of the responsibilities of the partnership prior to student placement Organize and conduct pre-placement orientation sessions to prepare students Consult regularly with students, employers, supervisors, employees, and other teachers Assess whether placement supervision is appropriate Organize and conduct regular integration activities (a minimum of seven hours per cooperative education credit) 	<ul style="list-style-type: none"> Provide a safe working and learning environment Designate one employee to be responsible for supervising and evaluation each student Provide challenging learning experiences that will encourage personal growth and develop career goals Help students function as an integral part of a team 	<ul style="list-style-type: none"> Direct and guide students' learning through on-site supervision Acquaint students with company personnel and procedures Report student absences to the cooperative education teacher immediately Contact the cooperative education teacher when concerns arise Work with students and teachers to ensure that any problems are dealt with immediately Review and sign the daily logs at the end of each week Complete program effectiveness survey Share their expertise with students Help students function as an integral part of a team 	<ul style="list-style-type: none"> Work in courteous, responsible, and business-like manner and show appropriate initiative Observe and comply with the rules and regulations of the placement and the school, including confidentiality requirements Comply with school attendance policies in both the placement and classroom sessions Submit assignments as required Inform the placement supervisor and cooperative education teacher in advance if they are unable to report to their placements Complete their course requirements to obtain credits towards the Ontario Secondary School Diploma Work with teachers and supervisors to ensure that problems are dealt with immediately 	<ul style="list-style-type: none"> Work collaboratively with the cooperative education teachers Inform cooperative education teachers on an ongoing basis of potential student candidates Assist with pre-placement and orientation sessions on request Assist with career fairs, portfolio development, and other related activities Maintain regular liaison between guidance and cooperative education staff Actively recruit appropriate students for participation in cooperative education Keep informed about the types of placements available 	<ul style="list-style-type: none"> May promote programs and identify sources of new placements for students May assist school staff with clerical duties associated with cooperative education and work experience programs May assist in data collection related to program management May develop a data base of employers and update regularly May coordinate high-demand placements May assist with the writing of funding proposals May liaise with community resources and develop a list of guest speakers May not place students May not be responsible for delivering the pre-placement program to students May not interview students May not plan integration activities

School Boards	Principals	Cooperative Education Teachers	Employers	Supervisors	Students	Guidance Counsellors	Non-Teaching Personnel
PROGRAM IMPLEMENTATION cont'							
		<ul style="list-style-type: none"> Manage the day-to-day administrative tasks associated with cooperative education and work experience programs (including reporting to the school administration or to the Ministry of Education) Help students arrange appropriate transportation to their placements Liaise with guidance counsellors, school administrators, teacher-advisers, special education staff, and parents Work with students and supervisors to ensure that any problems are dealt with immediately 					
HEALTH AND SAFETY							
<ul style="list-style-type: none"> Establish procedures to assess new placements 	<ul style="list-style-type: none"> Assume overall responsibility for cooperative education ... including student health and safety 	<ul style="list-style-type: none"> Follow the school board's placement procedures for all community-based learning programs Assess placements for suitability Assess whether placement supervision is appropriate Provide health and safety instruction and information on insurance coverage Follow Workplace Safety and Insurance Board and school board procedures for accident reports 	<ul style="list-style-type: none"> Provide a safe working and learning environment Designate one employee to be responsible for supervising and evaluating each student Provide orientation and workplace health and safety training 	<ul style="list-style-type: none"> Sign the Work Education Agreement to identify who provides WSIB student coverage Are familiar with and follow accident reporting procedures Provide placement specific safety training 	<ul style="list-style-type: none"> Comply with all company rules as to dress, safety codes, work schedule, and policies 		
STUDENT ASSESSMENT AND EVALUATION							
		<ul style="list-style-type: none"> Develop a Personalized Placement Learning Plan for each student with the assistance of the student, the supervisor, and the teacher of the related course Make regular on-site learning assessments of students at their placements (three times per student cooperative education credit, at least twice through direct personal contact) Assess and evaluate student performance Update and adjust students' placement learning plans as required Keep dated, anecdotal records on student placement learning assessment 	<ul style="list-style-type: none"> Provide students with written or oral feedback after an employment interview as part of the learning experience Help develop personalized placement learning plans by identifying workplace applications 	<ul style="list-style-type: none"> Assist the cooperative education teacher in developing realistic and challenging personalized placement learning plans for their students Become familiar with students' strengths and the areas in which improvement is needed Jointly assess student progress with teachers, and provide written performance appraisals 	<ul style="list-style-type: none"> Participate in the development and implementation of their personalized placement learning plans Participate with their supervisors and teachers in the assessment of their own performances 		<ul style="list-style-type: none"> May not create personalized placement learning plans for students May not participate in on-site learning assessment activities or evaluate students

Date

“WITHOUT PREJUDICE”

Parent/guardian Name
Student Name
Street Address
Municipality
PC

Dear (parent or student name):

We are in receipt of a report indicating (student name), while involved in a cooperative education placement at (placement), was involved in (incident description) resulting in (damage to property).

The cost to repair this damage is (total cost of insurance claim). The Grand Erie District School Board liability insurance policy protects students who participate in these ventures, subject to certain specified deductible amounts.

In this instance, insurance coverage amounted to (amount paid by OSBIE), leaving an outstanding deductible amount of (fill in amount). Please send a cheque in this amount made payable to the “Grand Erie District School Board” to the attention of:

Grand Erie District School Board
c/o Superintendent of Business and Treasurer
349 Erie Avenue
Brantford, ON
N3T 5V3

If you have any questions regarding this incident, please do not hesitate to contact the writer at 519-756-6306, x-281134.

Sincerely,

Assistant to the Superintendent of Business and Treasurer

c: *School Principal*
Co-op Monitor

Please PRINT in black ink

Claim Number

A. Worker Information

Job Title/Occupation (at the time of accident/illness - do not use abbreviations)		Length of time in this position while working for you		Social Insurance Number	
Please check if this worker is a: <input type="checkbox"/> executive <input type="checkbox"/> elected official <input type="checkbox"/> owner <input type="checkbox"/> spouse or relative of the employer					
Last Name		First Name		Worker Reference Number	
Address (number, street, apt., suite, unit)				Date of Birth dd mm yy	
City/Town		Province		Postal Code	
Is the worker covered by a Union/Collective Agreement? <input type="checkbox"/> yes <input type="checkbox"/> no				Worker's preferred language <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other	
Sex <input type="checkbox"/> M <input type="checkbox"/> F				Date of Hire dd mm yy	

B. Employer Information

Fold here for #10 envelope

Trade and Legal Name (if different provide both)		Check one: <input type="checkbox"/> Firm Number OR <input type="checkbox"/> Account Number		Provide Number	
Mailing Address		Rate Group Number		Classification Unit Code	
City/Town		Province		Postal Code	
Description of Business Activity		Does your firm have 20 or more workers? <input type="checkbox"/> yes <input type="checkbox"/> no		FAX Number	
Branch Address where worker is based (if different from mailing address - no abbreviations)					
City/Town		Province		Postal Code	
				Alternate Telephone	

C. Accident/Illness Dates and Details

1. Date and hour of accident/Awareness of illness dd mm yy AM PM Date and hour reported to employer dd mm yy AM PM		2. Who was the accident/illness reported to? (Name & Position) Telephone Ext.																																																								
3. Was the accident/illness: <input type="checkbox"/> Sudden Specific Event/Occurrence <input type="checkbox"/> Gradually Occurring Over Time <input type="checkbox"/> Occupational Disease <input type="checkbox"/> Fatality		4. Type of accident/illness: (Please check all that apply) <input type="checkbox"/> Struck/Caught <input type="checkbox"/> Fall <input type="checkbox"/> Slip/Trip <input type="checkbox"/> Overexertion <input type="checkbox"/> Harmful Substances/Environmental <input type="checkbox"/> Motor Vehicle Incident <input type="checkbox"/> Repetition <input type="checkbox"/> Assault <input type="checkbox"/> Fire/Explosion <input type="checkbox"/> Other																																																								
5. Area of Injury (Body Part) - (Please check all that apply) <table border="0"> <tr> <td><input type="checkbox"/> Head</td> <td><input type="checkbox"/> Teeth</td> <td><input type="checkbox"/> Upper back</td> <td>Left</td> <td>Right</td> <td>Left</td> <td>Right</td> <td>Left</td> <td>Right</td> <td>Left</td> <td>Right</td> </tr> <tr> <td><input type="checkbox"/> Face</td> <td><input type="checkbox"/> Neck</td> <td><input type="checkbox"/> Lower back</td> <td><input type="checkbox"/> Shoulder</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Wrist</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Hip</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Ankle</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Eye(s)</td> <td><input type="checkbox"/> Chest</td> <td><input type="checkbox"/> Abdomen</td> <td><input type="checkbox"/> Arm</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Hand</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Thigh</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Foot</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Ear(s)</td> <td></td> <td><input type="checkbox"/> Pelvis</td> <td><input type="checkbox"/> Elbow</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Finger(s)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Knee</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Toe(s)</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Other</td> <td></td> <td></td> <td><input type="checkbox"/> Forearm</td> <td><input type="checkbox"/></td> <td></td> <td></td> <td><input type="checkbox"/> Lower Leg</td> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> </table>				<input type="checkbox"/> Head	<input type="checkbox"/> Teeth	<input type="checkbox"/> Upper back	Left	Right	Left	Right	Left	Right	Left	Right	<input type="checkbox"/> Face	<input type="checkbox"/> Neck	<input type="checkbox"/> Lower back	<input type="checkbox"/> Shoulder	<input type="checkbox"/>	<input type="checkbox"/> Wrist	<input type="checkbox"/>	<input type="checkbox"/> Hip	<input type="checkbox"/>	<input type="checkbox"/> Ankle	<input type="checkbox"/>	<input type="checkbox"/> Eye(s)	<input type="checkbox"/> Chest	<input type="checkbox"/> Abdomen	<input type="checkbox"/> Arm	<input type="checkbox"/>	<input type="checkbox"/> Hand	<input type="checkbox"/>	<input type="checkbox"/> Thigh	<input type="checkbox"/>	<input type="checkbox"/> Foot	<input type="checkbox"/>	<input type="checkbox"/> Ear(s)		<input type="checkbox"/> Pelvis	<input type="checkbox"/> Elbow	<input type="checkbox"/>	<input type="checkbox"/> Finger(s)	<input type="checkbox"/>	<input type="checkbox"/> Knee	<input type="checkbox"/>	<input type="checkbox"/> Toe(s)	<input type="checkbox"/>	<input type="checkbox"/> Other			<input type="checkbox"/> Forearm	<input type="checkbox"/>			<input type="checkbox"/> Lower Leg	<input type="checkbox"/>		
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<input type="checkbox"/> Other			<input type="checkbox"/> Forearm	<input type="checkbox"/>			<input type="checkbox"/> Lower Leg	<input type="checkbox"/>																																																		
6. Describe what happened to cause the accident/illness and what the worker was doing at the time (lifting a 50 lb. box, slipped on wet floor, repetitive movements, etc. . .). Include what the injury is and any details of equipment, materials, environmental conditions (work area, temperature, noise, chemical, gas, fumes, other person) that may have contributed. For a condition that occurred gradually over time, please attach a description of the physical activity required to do the work.																																																										

Please PRINT in black ink

Worker Name	Social Insurance Number
-------------	-------------------------

C. Accident/Illness Dates and Details (Continued)

7. Did the accident/illness happen on the employer's premises (owned, leased or maintained)? <input type="checkbox"/> yes <input type="checkbox"/> no	Specify where (shop floor, warehouse, client/customer site, parking lot, etc..).
8. Did the accident/illness happen outside the Province of Ontario? <input type="checkbox"/> yes <input type="checkbox"/> no	If yes , where (city, province/state, country).
9. Are you aware of any witnesses or other employees involved in this accident/illness? <input type="checkbox"/> yes <input type="checkbox"/> no	If yes , provide name(s), position(s), and work phone number(s). 1. _____ 2. _____
10. Was any individual, who does not work for your firm, partially or totally responsible for this accident/illness? <input type="checkbox"/> yes <input type="checkbox"/> no	If yes , please provide name and work phone number _____
11. Are you aware of any prior similar or related problem, injury or condition? <input type="checkbox"/> yes <input type="checkbox"/> no	If yes , please explain
12. If you have concerns about this claim, attach a written submission to this form. <input type="checkbox"/> submission attached	

D. Health Care

1. Did the worker receive health care for this injury? <input type="checkbox"/> yes <input type="checkbox"/> no If yes , when : dd mm yy	2. When did the employer learn that the worker received health care? dd mm yy
3. Where was the worker treated for this injury? (Please check all that apply) <input type="checkbox"/> On-site health care <input type="checkbox"/> Ambulance <input type="checkbox"/> Emergency department <input type="checkbox"/> Admitted to hospital <input type="checkbox"/> Health professional office <input type="checkbox"/> Clinic <input type="checkbox"/> Other: _____ Name, address and phone number of health professional or facility who treated this worker (if known) _____ _____	

E. Lost Time - No Lost Time

1. Please choose one of the following indicators. After the day of accident/awareness of illness, this worker: <input type="checkbox"/> Returned to his/her regular job and has not lost any time and/or earnings. (Complete sections G and J). <input type="checkbox"/> Returned to modified work and has not lost any time and/or earnings. (Complete sections F, G, and J). <input type="checkbox"/> Has lost time and/or earnings. (Complete ALL remaining sections).			
Provide date worker first lost time dd mm yy	Date worker returned to work (if known) dd mm yy	<input type="checkbox"/> regular work <input type="checkbox"/> modified work	
2. This Lost Time - No Lost Time - Modified Work information was confirmed by: <input type="checkbox"/> Myself <input type="checkbox"/> Other Name _____ Telephone _____ Ext. _____			

F. Return To Work

1. Have you been provided with work limitations for this worker's injury? <input type="checkbox"/> yes <input type="checkbox"/> no	2. Has modified work been discussed with this worker? <input type="checkbox"/> yes <input type="checkbox"/> no	3. Has modified work been offered to this worker? <input type="checkbox"/> yes <input type="checkbox"/> no	If yes , was it <input type="checkbox"/> Accepted <input type="checkbox"/> Declined <input type="checkbox"/> If Declined please attach a copy of the written offer given to the worker.
4. Who is responsible for arranging worker's return to work <input type="checkbox"/> Myself <input type="checkbox"/> Other Name _____ Telephone _____ Ext. _____			

Please PRINT in black ink

Worker Name	Social Insurance Number
-------------	-------------------------

G. Base Wage/Employment Information - (Do not include overtime here)

1. Is this worker (Please check all that apply)

- | | | | | |
|----------------------------------------------|-------------------------------------------|-----------------------------------------|------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Permanent Full Time | <input type="checkbox"/> Casual/Irregular | <input type="checkbox"/> Student | <input type="checkbox"/> Registered Apprentice | <input type="checkbox"/> Owner Operator or (Sub) Contractor |
| <input type="checkbox"/> Permanent Part Time | <input type="checkbox"/> Seasonal | <input type="checkbox"/> Unpaid/Trainee | <input type="checkbox"/> Optional Insurance | |
| <input type="checkbox"/> Temporary Full Time | <input type="checkbox"/> Contract | <input type="checkbox"/> Other | | |
| <input type="checkbox"/> Temporary Part Time | | | | |

2. Regular rate of pay \$ _____ per ☐ hour ☐ day ☐ week ☐ other _____

H. Additional Wage Information

1. Net Claim Code or Amount Federal <input type="text"/> Provincial <input type="text"/>	2. Vacation pay - on each cheque? <input type="checkbox"/> yes <input type="checkbox"/> no Provide percentage _____ %
3. Date and hour last worked dd mm yy <input type="checkbox"/> AM <input type="checkbox"/> PM	4. Normal working hours on last day worked From <input type="checkbox"/> AM <input type="checkbox"/> PM To <input type="checkbox"/> AM <input type="checkbox"/> PM
5. Actual earnings for last day worked \$ _____	6. Normal earnings for last day worked \$ _____
7. Advances on wages: Is the worker being paid while he/she recovers? <input type="checkbox"/> yes <input type="checkbox"/> no If yes, indicate: <input type="checkbox"/> Full/Regular <input type="checkbox"/> Other _____	

8. Other Earnings (Not Regular Wages): Provide the **total of additional earnings** for each week for the 4 weeks before the accident/illness.

* For Rotational Shift workers - If the shift cycle exceeds 4 weeks, please attach the earnings information for the last complete shift cycle prior to the date of accident/illness.

Use these spaces for any other earnings (indicate Commission, Differentials, Premiums, Bonus, Tips, In Lieu %, etc..).

Period	From Date (dd/mm/yy)	To Date (dd/mm/yy)	Mandatory Overtime Pay	Voluntary Overtime Pay				
Week 1			\$	\$	\$	\$	\$	\$
Week 2			\$	\$	\$	\$	\$	\$
Week 3			\$	\$	\$	\$	\$	\$
Week 4			\$	\$	\$	\$	\$	\$

I. Work Schedule (Complete either **A, B or C. Do not** include overtime shifts)

☐ **(A.) Regular Schedule** - Indicate normal work days and hours.

► **Example:** Monday to Friday, 40 hours

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

S	M	T	W	T	F	S
8	8	8	8	8	8	

or,

☐ **(B.) Repeating Rotational Shift Worker** - Provide

NUMBER OF DAYS ON	NUMBER OF DAYS OFF	HOURS PER SHIFT(s)	NUMBER OF WEEKS IN CYCLE

► **Example:** 4 days on, 4 days off, 12 hours per shift, 8 weeks in cycle.

or,

☐ **(C.) Varied or Irregular Work Schedule** - Provide the total number of regular hours and shifts for each week for the 4 weeks prior to the accident/illness. (Do not include overtime hours or shifts here).

	Week 1	Week 2	Week 3	Week 4
From/To Dates (dd/mm/yy)				
Total Hours Worked				
Total Shifts Worked				

J. It is an offence to deliberately make false statements to the Workplace Safety and Insurance Board. I declare that all of the information provided on pages 1, 2, and 3 is true.

Name of person completing this report (please print)	Official title
Signature	Telephone Ext. Date dd mm yy

THE WORKPLACE SAFETY AND INSURANCE ACT REQUIRES YOU GIVE A COPY OF THIS FORM TO YOUR WORKER

Claim Number

Please PRINT in black ink

Worker Name

Social Insurance Number

K. Additional Information

THE WORKPLACE SAFETY AND INSURANCE ACT REQUIRES YOU GIVE A COPY OF THIS FORM TO YOUR WORKER



Workplace Safety & Insurance Board
Commission de la sécurité
professionnelle et de l'assurance
contre les accidents du travail

200 Front Street West
Toronto ON M5V 3J1
200, rue Front Ouest
Toronto ON M5V 3J1

Treatment Memorandum Avis de traitement

Practitioner/Hospital: The worker claims to have been injured in our employ and requests treatment. We, the employer, are sending a report to the Workplace Safety and Insurance Board (WSIB).

Praticien/Hôpital : Le travailleur affirme avoir subi une lésion pendant qu'il travaillait pour nous et demande des traitements. En tant qu'employeur de ce travailleur, nous ferons parvenir un rapport à la Commission de la sécurité professionnelle et de l'assurance contre les accidents du travail (CSPAAT).

Worker Identification Identification du travailleur	Last Name/ Nom de famille		First Name/ Prénom		Initials/ Initiale	S.I.N./ N° d'assurance sociale	
	Address (no., street, apt. no.)/ Adresse (n°, rue, app.)		City/Town/ Ville		Province	Postal Code Code postal	
Identification Identification de l'employeur	Firm Name/ Nom de l'entreprise					WSIB Firm No./ N° d'entreprise à la CSPAAT	
	Address/ Adresse		City/Town/ Ville		Province	Postal Code Code postal	
Accident Information Renseignements sur l'accident	Date and hour of accidental injury Date et heure de l'accident		Date and hour accident reported Date et heure où fut signalé l'accident		Nature of Injury/Nature de la lésion		
	dd/jj	mm/mm	yy/aa	time/heure	am	pm	
Important:			Name of Company Officer/ Nom du dirigeant de l'entreprise			Date (dd/mm/yy) (jj/mm/aa)	

Please retain and file this document for future reference and submission to the WSIB if requested.

Veillez conserver ce document pour référence future et pour présentation à la CSPAAT sur demande.

Please see other side/ Voir au verso.

Please submit your account to the WSIB/ Veuillez envoyer votre compte à la CSPAAT.

0156C (05/02)

Injured Worker

Regardless of whether you have received attention at a hospital emergency department for your injury, you are entitled to choose your health professional (i.e. family doctor, dentist, chiropractor, specialist, etc.) if you require further treatment. After choosing, however, you may not change health professionals without the permission of the Workplace Safety and Insurance Board (WSIB).

Health Professional

If you have determined the injured worker will be disabled from earning full wages on any day beyond the day of injury, please submit the appropriate form to the WSIB: **Health Professional -Form 8, Health Professional's First Report****Chiropractors - Form 284C, Chiropractor's First Report.**

The WSIB supports early and safe return to work. If your patient is injured immediate action is recommended to ensure that appropriate measures are instituted. Many employers accommodate their injured workers advantageously by minor modifications to their normal jobs or by transfer to other occupations more suited to their functional abilities. To assist the employer in planning such measures, the WSIB urges that you discuss this matter with your patient and co-operate with the employer's medical staff or responsible representatives in implementing a program which is reasonable and appropriate for the injured worker.

Travailleur blessé

Que vous ayez ou non été traité à l'urgence d'un hôpital pour votre lésion, vous avez le droit de choisir votre professionnel de la santé (c.-à-d. médecin de famille, dentiste, chiropraticien, spécialiste, etc.) si vous devez recevoir d'autres soins. Cependant, une fois que vous avez fait votre choix, vous ne pouvez pas changer de professionnel de la santé sans l'autorisation de la CSPAAT de la sécurité professionnelle et de l'assurance contre les accidents du travail (CSPAAT).

Professionnel de la santé

*Si vous avez déterminé que le travailleur blessé est invalide, c.-à-d. qu'il ne sera pas en mesure de gagner son plein salaire après le jour de l'accident, veuillez faire parvenir à la CSPAAT le formulaire approprié **Professionnel de la santé - Formulaire 8, Premier rapport du professionnel de la santé; Chiropraticiens - Formulaire 284C, Premier rapport du chiropraticien.***

La CSPAAT encourage le retour au travail rapide et sécuritaire. Si votre patient est invalide, nous recommandons que les mesures appropriées soient prises sans tarder pour assurer son retour au travail. Bon nombre d'employeurs tentent de faciliter le retour au travail de leurs travailleurs blessés en modifiant légèrement leur travail régulier ou en leur offrent un autre emploi convenant mieux à leurs capacités fonctionnelles. Afin d'aider l'employeur à planifier de telles mesures, nous vous prions de discuter de cette question avec votre patient et de collaborer avec le personnel médical de l'employeur ou les représentants de celui-ci, en vue de mettre en oeuvre un programme approprié pour le travailleur blessé.



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IWK Health Centre - Maritime Outpatient Psychiatry
5850 University Ave. P.O. Box 9700
Halifax, NS CANADA B3K 6R8

Web: <http://www.teenmentalhealth.org>
Email: info@teenmentalhealth.org

Tel: (902) 470-6598
Fax: (902) 492-0383

September 14th, 2016

Carol Ann Sloat
349 Erie Ave
Brantford, ON
N3T 5V3

REC'D
OCT. 18, 2016

Dear Carol Ann Sloat,

Re: Improving mental health for students and teachers in schools

On behalf of the Sun Life Financial Chair in Adolescent Mental Health and Teenmentalhealth.org we thank you for your commitment to improving outcomes for youth through education. One important component of this is mental health literacy, the foundation for mental health promotion, prevention and care, which you can help ensure is easily, effectively and inexpensively delivered in schools.

The Mental Health and High School Curriculum Guide was developed by Dr. Stan Kutcher, Sun Life Financial Chair in Adolescent Mental Health at the IWK Health Centre and Dalhousie University, and is the first and only evidence-based Canadian mental health literacy curriculum resource designed for use in grade 9 and 10 classrooms. In numerous studies in Canada and globally it has consistently been shown to significantly and substantially improve mental health knowledge, decrease stigma and enhance help-seeking efficacy for students and teachers alike. It is freely available on-line in classroom ready modular format and is designed to be pedagogically familiar to teachers and meet Provincial curriculum expectations. Using the password t33nh3alth, you can review the resource at: <http://teenmentalhealth.org/curriculum/>.

The Guide's effectiveness stems from its evidence based materials and approach to enhancing teachers' understanding of mental health and mental disorders through self-study and a one day training session. This allows teachers to better communicate with, and educate their students using six web-based, classroom ready interactive modules. It promotes positive dialogue between teachers and students regarding mental health and creates an environment where youth feel safe to ask questions and educate themselves and each other.

Currently eight Canadian provinces have received mental health literacy training in over 60 school boards. Evidence for its effectiveness has been demonstrated in evaluations, longitudinal cohort studies and a randomized control trial. A study of pre-service teachers in the UBC Faculty of Education has shown a highly positive impact. In addition, the Curriculum Guide has seen success in upwards of ten countries around the world.

Your influence in the education system and local community can help promote evidence based mental health literacy for youth, educators and parents. We would welcome the opportunity to work with you and your school board to enhance your existing work in the area of youth mental health.

If you have any questions or want to learn more please feel free to contact Amy MacKay at amy.mackay@iwk.nshealth.ca or 902-470-6598.

Sincerely,

A handwritten signature in black ink, appearing to be 'Stan Kutcher', with a large, sweeping initial 'S'.

Stan Kutcher

Stan Kutcher, ONS, MD, FRCPC, FCAHS
Sun Life Financial Chair in Adolescent Mental Health
Director, World Health Organization Collaborating Center
Dalhousie University, IWK Health Center



MENTAL HEALTH LITERACY

ENHANCING THE PATHWAY THROUGH CARE FOR YOUTH

THE ISSUE

Approximately 1 in 5 youth worldwide will experience a mental illness before they turn 25. This makes adolescence a critical time for mental health promotion, prevention, early identification, and intervention. Not addressing these issues leads to negative short- and long- term outcomes. Mental health literacy is foundational for all mental health improvements.

THE SOLUTION

Mental Health Literacy – What is it?

Mental health literacy in the junior high and high school setting has four unique but integrated components:

1

**Understand how to
optimize and
maintain good
mental health**

2

**Understand mental
disorders and their
treatments**

3

Decrease stigma

4

**Increase help-
seeking efficacy**

School settings are the ideal place to address mental health literacy as most youth attend school and the average teen spends over thirty hours per week in the classroom. The “School-Based Pathway Through Care” was developed to help schools better address youth mental health in an effective, inexpensive, system strengthening, and pedagogically familiar way. This approach has five goals:

- promote mental health and reduce stigma by enhancing mental health literacy of students, educators and parents;
- promote appropriate and timely access to mental health care through early identification, triage and referral, or site-based mental health interventions;
- enhance linkages between schools and health care providers;
- provide a framework in which students receiving mental health care can be seamlessly supported in their educational needs within usual school settings;
- involve parents and the wider community in addressing the mental health needs of youth.

This approach is comprised of interrelated domains that when linked together create this integrated pathway. They include:

- mental health promotion through mental health literacy for youth, educators, and families;
- training for teachers, student services providers, and primary care providers, with knowledge upgrading for mental health professionals, to facilitate early identification, prevention and intervention;
- processes for coordination and collaboration between schools and their communities;
- evaluation.

The key school-based components are: **The Mental Health and High School Curriculum Guide** and the **Go-To Educator Training**.



MENTAL HEALTH LITERACY: THE HOW PROGRAMS & TRAINING

MENTAL HEALTH & HIGH SCHOOL CURRICULUM GUIDE

The Mental Health & High School Curriculum Guide is the **first** and **only** evidence-based Canadian mental health literacy curriculum resource designed for use in schools. Building on existing strengths, it is delivered by classroom teachers in a sustainable and cost-effective manner.

The Guide resource includes six interactive web-based classroom-ready modules, a teacher self-study module, lesson plans, print and video resources, PowerPoint presentations, evaluation options, and supplementary materials. The curriculum provides a complete set of educational tools research demonstrated to increase mental health literacy of both students and teachers. A one-day face-to-face learning session for classroom teachers, and a two-day train-the-trainer workshop for key individuals builds regional capacity for program sustainability.

“GO-TO” EDUCATOR TRAINING

Based on the observation that in each school, there are educators with whom students naturally form good relationships, go to for help, and feel comfortable talking to about their problems, the “Go-to” Educator Training program trains “go-to” educators in the early identification of mental health problems and mental disorders. It also provides strategies for linking students in need of help with the local care system within and beyond the school system.

“Go-to” Educator Training is a companion program to the Guide, and can be implemented independently, or as part of a package that includes the Guide. “Go-to” educators can be subject or classroom teachers, student service providers (guidance counselors, psychologists, social workers, nurses, etc.), principals, or other staff members identified by the school.

8

Canadian provinces
have received
mental health
literacy training

60+

Canadian school
boards have
received training to
date

15k

Educators have
received mental
health literacy
training

10+

Countries engaged
in improving mental
health literacy
worldwide

BENEFITS

- Student, teacher, and administration friendly
- Easily integrated into existing school curriculum in any jurisdiction
- Sustainable, affordable, capacity building and research proven to be effective for both teachers and students

CONTACT

- Access: www.teenmentalhealth.org/curriculum
- Contact amy.mackay@iwbk.nshealth.ca for more information and to book training



School Mental Health Literacy

A national curriculum guide shows promising results

by Stan Kutcher & Yifeng Wei

Dr. Stan Kutcher is the Sun Life Financial Chair in Adolescent Mental Health and professor in the Department of Psychiatry at the Dalhousie University and IWK Health Centre. Dr. Kutcher is an internationally renowned expert in the area of adolescent mental health and a national and international leader in mental health research, advocacy, training, policy, and health services innovation.

Ms. Yifeng Wei is Research Associate in the Sun Life Financial Chair in Adolescent Mental Health team at the Dalhousie University and IWK Health Centre. Her research interests are knowledge translation in school mental health and youth mental health, with a focus on promoting mental health literacy in schools.

THE INCREASING GLOBAL AWARENESS of the need to address youth mental health in the school setting is now spreading across Canada. Numerous initiatives at the school, school board and policy (provincial and territorial) levels have begun to develop. Evergreen, the national child and youth mental health framework created under the direction of the Mental Health Commission of Canada,¹ identified the importance of developing school mental health initiatives as part of a comprehensive approach to addressing the complex mental health needs of young people. The recent national report by the School-Based Mental Health and Substance Abuse Consortium² and national child and youth mental health policy development documents, such as the Canadian Institutes of Health Research white paper on access and wait times in child and youth mental health,³ have further highlighted the importance of this issue nationwide.

Many approaches to addressing the complexities of school mental health have been applied and studied. While the results have been mixed and hopes for universal interventions leading to significant and substantial positive mental health results have not yet been achieved,⁴ much has been learned and these lessons can help us here in Canada bring a more thoughtful and informed approach to addressing school mental health. Two important lessons have to do with:

1. the need for research-based interventions that achieve sustainable positive results by building on the existing ecological strengths of schools; and
2. the importance of creating integration across the

many separate systems traditionally involved in providing human services to young people (education, health, child welfare, etc.).

Such approaches can avoid the high-cost and often less-than-effective “program in a box” applications so commonly being applied to address mental health in school settings and can be designed to meet specific mental health needs of young people within the context of local realities.

Foundational to all school mental health domains is the need to effectively address the mental health literacy of students, educators and administrators alike. Like any form of literacy, mental health literacy is a foundational component upon which additional structures – such as mental health promotion, validated and effective prevention, enhanced access to the most appropriate mental health care, etc. – can be built.

Early approaches to addressing mental health literacy were often one-dimensional, focusing mostly on addressing one mental disorder, such as depression. They were not contextualized to the school setting, not designed to fit into students’ usual class/course-based educational experiences, and not related to existing school ecologies. Moreover, they were often applied in isolation from existing health and human services organizations that needed to be included to meet student’s mental health care needs. As a result, according to a recent systematic review of school-based mental health literacy interventions,⁵ the positive results of these early applications

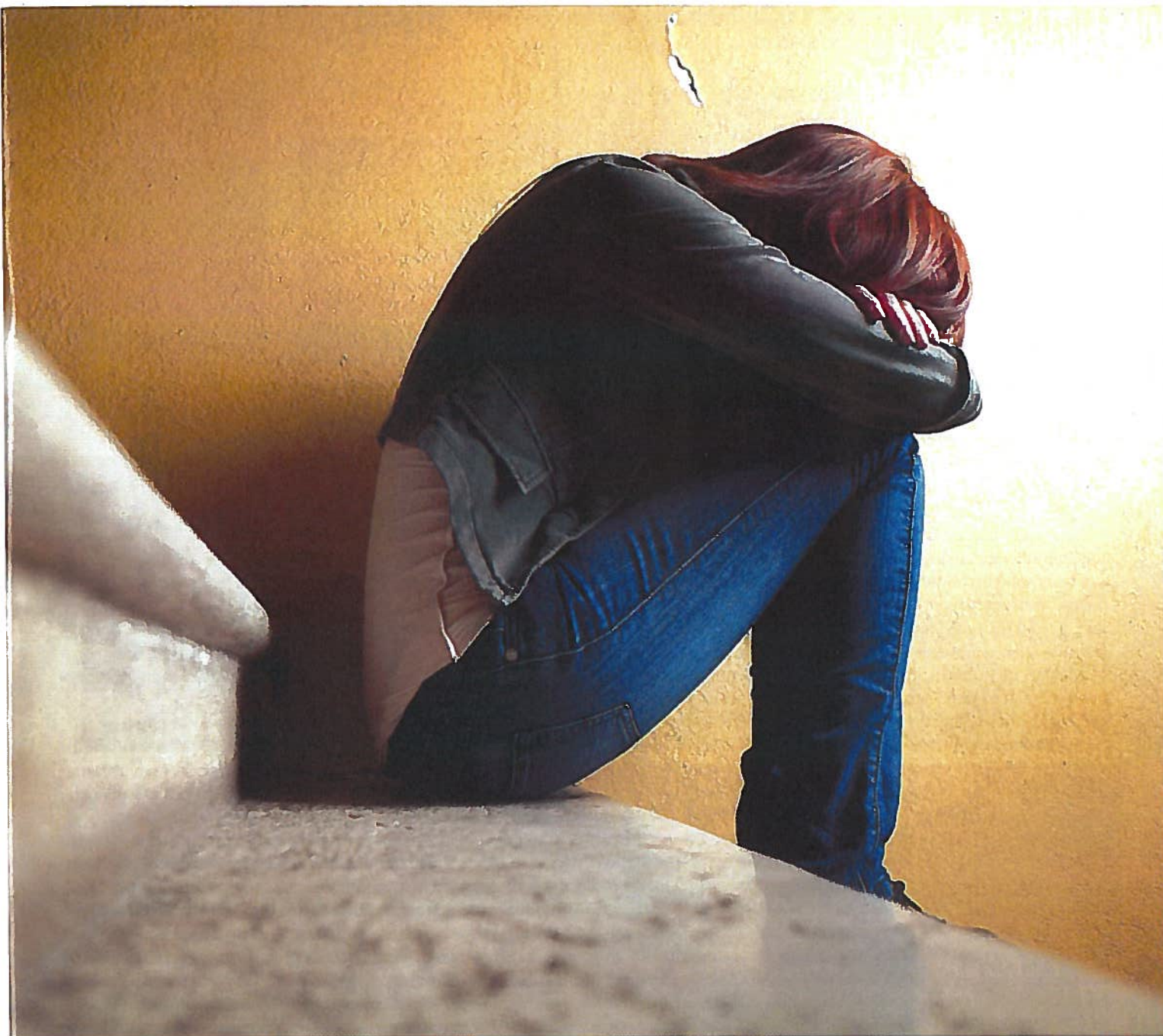


PHOTO: ISTOCK

were difficult to determine. A more recent Canadian approach has been informed by the need to widen the concept of mental health literacy and to create interventions that are student-, teacher- and administration-friendly, easily integrated into the school curriculum, sustainable and inexpensive to apply. Further, this approach facilitates horizontal integration across existing human services systems and builds upon the professional capabilities of teachers, as described in the *School-Based Integrated Pathway to Care Model for Canadian Secondary Schools*.⁶

Mental health literacy in the junior high and high school setting can be defined as having four unique but integrated components:

1. understanding how to foster and maintain good mental health;
2. understanding mental disorders and their treatments;
3. decreasing stigma; and
4. seeking help effectively.

In order to help address mental health literacy in the Canadian school setting, the Canadian Mental Health Association, in collaboration with Dr. Kutcher, created and field tested the *Mental Health & High School Curriculum Guide* (hereafter the *Guide*), a resource for teachers designed for classroom use primarily in Grades 9 and 10. This target point was chosen because of the data that demonstrates a rapid increase in the onset of mental disorders beginning around the onset of puberty and lasting until about age 25.⁷

Written in collaboration between educators and mental health professionals, the *Guide* underwent extensive field tests and multiple modifications based on those tests. It addresses mental health literacy in the classroom through six teacher-ready, online-available modules (<http://teenmentalhealth.org/curriculum>) covering:

- the stigma of mental illness;
- understanding mental health and mental illness;

EN BREF

La sensibilisation mondiale croissante à l'égard de la nécessité de porter attention à la santé mentale des jeunes dans un cadre scolaire s'étend actuellement au Canada.

L'article décrit *La santé mentale et l'école secondaire – Guide de formation*, une ressource nationale en matière de formation en santé mentale à l'école qui a été instaurée et a fait l'objet d'études dans des écoles secondaires (9^e et 10^e années / 3^e et 4^e secondaire) partout au Canada. Il est question du contenu du guide et de ses processus d'instauration qui peuvent être contextualisés pour répondre aux besoins des élèves, quelle que soit l'école fréquentée. L'article présente également les plus récents résultats de recherche et d'évaluation de l'application du guide, lesquels font état de connaissances considérablement enrichies, d'une stigmatisation moindre et d'une efficacité accrue de la recherche d'aide chez les élèves et les éducateurs qui l'ont utilisé dans le cadre du curriculum scolaire habituel.

- information on specific mental illnesses;
- first-person experiences of mental illness;
- seeking help and finding support;
- the importance of positive mental health.

Teacher self-study and face-to-face training programs to support the classroom application of the *Guide* were created, and extensively evaluated with highly positive outcomes.⁸ Both the teacher training programs and classroom application were implemented in the Province of Nova Scotia. There, the *Guide* was applied by teachers trained in its use by school board-based training teams and used to meet the provincial curriculum standards in the Healthy Living course taken by all Grade 9 students. This has been followed by widespread school- and board-level applications in various jurisdictions across Canada.

Evaluation results for seven English school boards in N.S.⁹ demonstrate that the teacher training program on the classroom use of this resource significantly and substantially increased teachers' knowledge about mental health (Figure 1). In addition, the training program significantly and substantially decreased participants' mental health related stigma (Figure 2). It is noticeable that participants' attitudes towards mental illness were highly positive before the training, yet even so, their attitudes were substantially enhanced after the training.

In other words, the data demonstrate that simply providing training to teachers on how to use the *Mental Health Curriculum Guide* resource and helping them integrate this resource into their existing professional competencies has significant and substantial positive impacts on their own mental health literacy. This occurs without creating and delivering a stand-alone teachers' mental health program or exposing teachers to non-contextualized, expensive and less impactful universal approaches. Participants further provided overwhelmingly positive comments on this training program. Some examples from teachers include:

Thank you for a curriculum that includes mental health! This guide and in-service is a great resource.

I truly appreciate all of the resources. I feel I wasn't simply told to be better, but shown how to teach mental health better. I wish all outcomes were addressed in this manner. Thank you. Very interesting information and useful resources.

In addition, two large independent research studies conducted in Ontario have demonstrated similar significant and substantial impacts of the classroom curriculum approach using the *Mental Health Cur-*

Figure 1: Group Mean for Educators' General Mental Health Knowledge

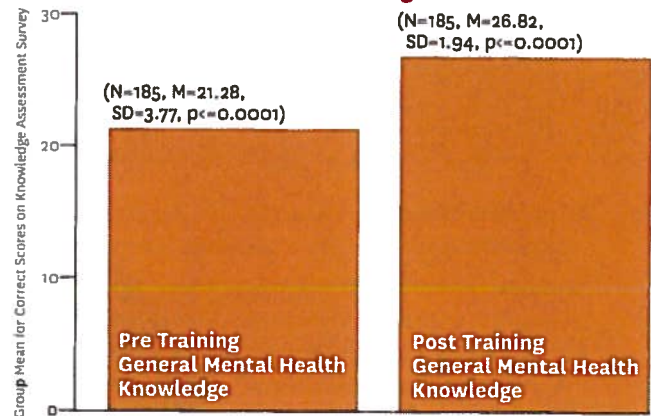
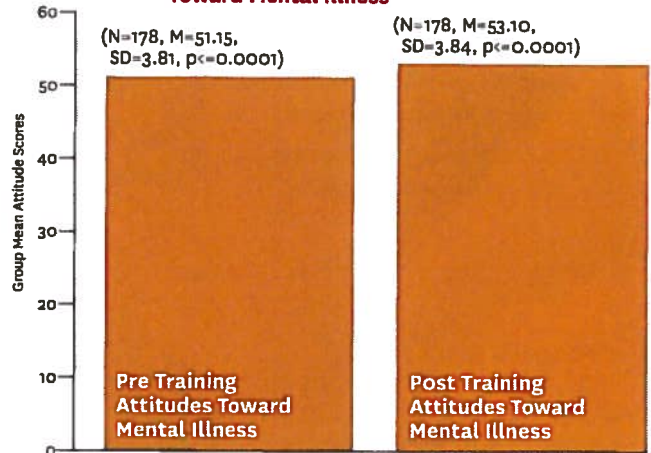


Figure 2: Group Mean for Educators' Attitudes Toward Mental Illness



riculum *Guide* on students. A study using a case-controlled cohort design conducted in a number of school boards demonstrated that students exposed to the curriculum in the classroom substantially improved their mental health literacy, showing increased knowledge and decreased stigma from pre-test to post-test.¹⁰ These positive impacts in knowledge and attitudes were maintained over a two-month followup. Further, a randomized, controlled trial in 25 Ottawa schools demonstrated similar outcomes, as well as significant improvement in student-reported help-seeking efficacy.¹¹ Qualitative feedback from teachers was positive and identified ease in classroom application and no demonstrated negative outcomes. Quotes from teachers and students include:

Before this mental health unit I thought that people with a mental illness couldn't have a normal life and couldn't have any friends. I also thought that people with a mental illness could get better if they wanted to but I know that they can't do it by themselves and they need help from family, friends, counselors etc. - an Ontario student

Thank you for a very meaningful and informative session. Very valuable and important information for all teachers. - an Ontario teacher

Similar studies in other locations, including globally in countries as different as Malawi and Brazil, have been implemented and are

How to Access the Mental Health Curriculum Guide

- The *Mental Health Curriculum Guide* resource is now available online: <http://teenmentalhealth.org/curriculum>
- The *Guide* includes lesson plans, classroom resources (e.g. first-person and animated videos), teaching resources (e.g. handouts and web-based directions for information retrieval), student evaluations, etc. Further enhancement of this material for use by teachers is underway with the development of an enhanced pre-screened and validated resource kit that will be posted soon.
- Information about training programs for use of the *Mental Health Curriculum Guide* is also available through: www.teenmentalhealth.org
- For more information, email inquiries to: info@teenmentalhealth.org

awaiting completion.

Overall, this approach to addressing mental health literacy as the foundation for mental health promotion, prevention and care in teachers and students is based on utilizing the existing ecological strengths of schools and the professional competencies of teachers instead of parachuting costly stand-alone programs into schools. It provides a relatively simple, economical and effective method to improve knowledge, decrease stigma and enhance help-seeking efficacy in both teachers and students. This approach mirrors the method by which teachers usually learn and prepare for their teaching, and by integrating student learning about mental health into existing curriculum, it avoids isolating mental health from everyday school activities. The creation of school board-based training teams that can meet training needs in-house enhances the probability of sustainable integration at minimal cost. Positive results have been found in every school in Canada where the resource has been applied and evaluated, thus making it feasible for use across the diverse Canadian mosaic. **EC**

NOTES

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- 5 Y. Wei, J. Hayden, S. Kutcher, A. Zygmunt, and P. McGrath, "The Effectiveness of

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- 6 Y. Wei, S. Kutcher, and M. Szumilas, "Comprehensive School Mental Health: An integrated 'School-Based Pathway to Care' model for Canadian secondary schools," *McGill Journal of Education* 46, no. 2 (2012): 213-229.
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- 8 S. Kutcher, Y. Wei, A. McLuckie, and L. Bullock, "Educator Mental Health Literacy: A program evaluation of the teacher training education on the mental health & high school curriculum guide," *Advances in School Mental Health Promotion* (2013); A. McLuckie, S. Kutcher, Y. Wei and C. Weaver, "Sustained Improvements in Students' and Teachers' Mental Health Literacy with Use of a Mental Health Curriculum in Canadian Schools," unpublished manuscript (Sun Life Financial Chair in Adolescent Mental Health, 2013).
- 9 Sun Life Financial Chair in Adolescent Mental Health, "Mental Health & High School Curriculum Guide Training Report for Nova Scotia," (2013). http://teenmentalhealth.org/images/uploads/mental_health_curriculum_guide_training_NS_final_July_25_2013.pdf
- 10 McLuckie et al., "Sustained Improvements in Students' and Teachers' Mental Health Literacy."
- 11 R. Milin, S. Kutcher, S. Lewis, S. Walker, and N. Ferrill, "Randomized Controlled Trial of a School-Based Mental Health Literacy Intervention for Youth: Impact on knowledge, attitudes, and help-seeking efficacy" (poster presentation at American Academy of Child and Adolescent Psychiatry 60th Annual Meeting, 2013).



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