





Committee of the Whole Board Meeting

Monday, February 11, 2018
Board Room, Education Centre

H - 1 Adjournment

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

Native Advisory Committee	February 19, 2019	9:00 AM	Cayuga Secondary
Pre-Budget Review Meetings	February 20, 2019	5:30 PM	Board Room
Chairs' Committee	February 25, 2019	5:45 PM	Norfolk Room
Board Meeting	February 25, 2019	7:15 PM	Board Room
Indigenous Education Advisory Committee	February 27, 2019	7:00 PM	Pine Tree Room, JBLC
Committee of the Whole	March 4, 2019	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk	March 5, 2019	9:00 AM	Brant Room
Pre-Budget Review Meetings	March 6, 2019	5:30 PM	Board Room
Grand Erie Parent Involvement Committee	March 7, 2019	6:30 PM	Dogwood Room, Norfolk SSC
Audit Committee	March 19, 2019	4:00 PM	Brant Room
Safe and Inclusive School Committee	March 21, 2019	1:00 PM	Board Room
Special Education Advisory Committee	March 21, 2019	6:00 PM	Board Room
Chairs' Committee	March 25, 2019	5:45 PM	Norfolk Room
Board Meeting	March 25, 2019	7:15 PM	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Elgin Avenue Public School Consolidation Report**
DATE: February 11, 2019

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

Background

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

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

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

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

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

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

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

The discussion at the Board meeting raised many perspectives:

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

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

At the November 12, 2018 Committee of the whole, it was decided to defer a decision until February 2019.

Summary of options:

Between May and November 2018, staff reviewed the 5 options above and documented the following considerations for each option:

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

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

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

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

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

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

Type of Renovation	Cost
Plumbing and Drainage	550,000
Fire Protection	210,000
Electrical/Controls	1,300,000
HVAC and ducting throughout entire building	1,425,000
Flooring	190,000
Fitting, Fixtures and Equipment	400,000
Interior Finishes	200,000
Other	310,000
Demolitions	165,000
Total	\$4,770,000

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

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

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

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

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

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

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

Next Steps

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

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

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

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

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

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

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

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

Recommendation

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Draft Proposed School Year Calendars 2019-20**
DATE: February 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report Draft Proposed School Year Calendars 2019-20.

Background

The Grand Erie School Year Calendar Committee met on January 22, 2019, to review and discuss proposed school year calendars – elementary and secondary – that were circulated on January 10, 2019, for consideration by stakeholder groups. Committee members in attendance were: Eva Dixon (Trustee), James Richardson (Trustee), Alex Hauser (Student Trustee), Bruce Hazlewood (OSSTF), Sharon Armstrong (OSSTF Occasional), Shawn Martin (ETFO), Nancy D’Aurora (ETFO), Amanda Baxter (ETFO Occasional), Greg Rowe (Elementary Administrators), Nancy Carroll (PSSP), Nancy Waldschmidt (School Council – Elementary), Rochelle Winter (SEAC), Heather-Jo Causyn (Recording Secretary) and Wayne Baker (Chair).

The proposed calendars presented to the committee for consideration were developed in collaboration with the Brant Haldimand Norfolk Catholic District School Board, and received input from Executive Council. They were also vetted through the Indigenous Education department.

Additional Information

On January 7, 2019, the Ministry of Education sent a communication to Boards with respect to the development of school year calendars for 2019-20. It stipulated: the school year (September 1 to June 30); the minimum number of school days (194); the minimum number of instructional days (187); the maximum optional Board-designated professional activity days (4); and the maximum allowable number of examination days (10).

In compliance with *Regulation 304, “School Year Calendar, Professional Activity Days”*, three professional activity days must be designated for provincial priorities. For 2019-20, the provincial priorities are: achieving excellence; ensuring equity; promoting well-being; and ensuring public confidence. One PA day must focus on developing and implementing strategies to improve student achievement in numeracy. A second PA day must be devoted to teachers’ professional learning related to one of the provincial priorities. A third PA day must be devoted to a topic aligned with the provincial priorities (note: half of this day will be devoted to occupational health and safety training for elementary teachers and education workers).

Provincial priorities for 2019-20 include: Indigenous education; foundational math; science, technology, engineering and mathematics fundamentals (STEM); financial literacy; special education; equity, inclusion and human rights; job preparedness; mental health and well-being; and health and safety

Education workers will receive role-specific training during the professional activity days.

Calendar Specifications:

- The school year has been set at 194 days.
- Both calendars designate 7 Professional Activity days (3 mandatory Ministry days; 4 optional Board days), resulting in 187 instructional days.
- 10 instructional days will be designated as exam days.
- Both calendars share the same Ministry-designated PA days (September 14, October 8 and April 24).
- The Elementary calendar includes two PA days for report card writing (January 20 & June 5) and 1 for parent interviews (November 15).
- The Secondary calendar is balanced by semester in terms of school days (97) and examination days (5). Semester 1 has 4 PA days; semester 2 has 3 PA days.

Next Steps

Upon approval by the Trustees, the School Year Calendars will be shared with all stakeholder groups.

Respectfully submitted,

Wayne Baker
Superintendent of Education



2019-20 SCHOOL YEAR CALENDAR

Elementary

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
	H	1	2	3	4	5	1	2	3	P	4	5	1	2	3	4	5	1	2	3	4				
October		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
		5	1	2	3	4	P	5	1	2	H	3	4	5	1	2	3	4	5	1	2	3	4	5	
November					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					1	2	3	4	5	1	2	3	4	5	P	1	2	3	4	5	1	2	3	4	5
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	B	B	H	H	B	B	B			
January			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
			H	B	B	1	2	3	4	5	1	2	3	4	5	P	1	2	3	4	5	1	2	3	4
February	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
	5	1	2	3	4	5	1	2	3	4	H	5	1	2	3	4	5	1	2	3					
March	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	4	5	1	2	3	4	5	1	2	3	B	B	B	B	B	4	5	1	2	3	4	5			
April			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
			1	2	3	4	5	1	2	H	H	3	4	5	1	2	3	4	5	P	1	2	3	4	
May					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					5	1	2	3	4	5	1	2	3	4	5	H	1	2	3	4	5	1	2	3	4
June	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
	5	1	2	3	P	4	5	1	2	3	4	5	1	2	3	4	5	1	2	P	B	B			

The 2019-20 School Year Calendar provided a total of 187 Instructional and 7 Professional Development Days.



H School Holiday



B Board Designated Holiday



P Professional Activity Day

- Sep. 13/19 • H&S/Safe & Inclusive Schools Planning
- Oct. 08/19 • Focus on Fundamentals of Math
- Nov. 15/19 • Interviews/Reporting to Parents
- Jan. 20/20 • Student Assessment and Reporting

- Apr. 24/20 • School Self-Assessment Reflection
- Jun. 05/20 • Student Assessment and Reporting
- Jun. 26/20 • School Achievement Reflection & Planning

SUCCESS for Every Student



2019-20 SCHOOL YEAR CALENDAR

Secondary

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
	H									P															
October		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
							P				H														
November					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
															P										
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																B	B	H	H	B	B	B			
January			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
			H	B	B														E	E	E	E	P	P	
February	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
											H														
March	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
											B	B	B	B	B										
April			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
										H	H									P					
May					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																H									
June	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
															E	E	E	E	E	P	B	B			

The 2019-20 School Year Calendar provided a total of 187 Instructional and 7 Professional Development Days.



School Holiday



Examination Day



Board Designated Holiday



Professional Activity Day

- Sep. 13/19 • Improving Student Achievement
- Oct. 08/19 • Improving Student Achievement
- Nov. 15/19 • Focus on Mathematics
- Jan. 30/20 • Reporting/Program Planning

- Jan. 31/20 • Reporting/Program Planning
- Apr. 24/20 • Improving Student Achievement
- Jun. 26/20 • Staff Professional Development

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Pride of Place and Community Partnership Incentive Plan Report**
DATE: February 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Pride of Place and Community Partnership Incentive Plan Report for 2018-19

Background

In the Board's Multi-Year Plan, the Environment indicator goal is to "ensure that students and staff have a safe and welcoming environment in which to learn and work." At the November 12, 2018 Committee of the Whole meeting, Trustees were presented with a report that outlined a plan to allocate \$650,000 and \$150,000 to the Pride of Place (POP) and Community Partnership Incentive Program (CPIP) respectively.

Additional Information

POP allocations address facility features that contribute to a more welcoming environment for staff, students and the school community. Projects for 2018-19 have been prioritized and reviewed by Facility Services staff as set out in Policy FT13 Pride of Place and Community Partnership Incentive Programs. A detailed listing of the projects recommended for approval is attached in Appendix A.

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

Due to the nature of the submissions received, Senior Administration is recommending approval of an additional \$86,500 in FRG funding for a total of \$236,500 so that all school requests and projects can be supported. This can be accommodated from within the available FRG funds. Alternatively, projects could be denied starting with those that have received funding support in each of the last three years to reduce the approved project total to \$150,000.

Pending Board approval, Facility Services will notify all applicants of the approvals.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

PRIDE OF PLACE 2019

Facility # 126Name: Agnes Hodge

Priority	Component Description	Component Deficiency	Estimate
1	Blinds need to be replaced in the following order of priority: 105, 107, 108, 135, 208, 206, 101, 147	Blinds are missing and damaged	\$ 7,500.00
3	Painting in staff washroom	Aesthetics and odour	Maintenance

Facility # 157Name: Banbury Heights

Priority	Component Description	Component Deficiency	Estimate
2	New floor in library	Original carpet	\$ 12,500.00

Facility # 101Name: Bellview

Priority	Component Description	Component Deficiency	Estimate
1	Paint classes in back hall	Old peeling paint	\$ 5,000.00
2	Blinds For LRT, main office, staffroom	Current blinds do not work	\$ 2,000.00

Facility # 512Name: Bloomsburg

Priority	Component Description	Component Deficiency	Estimate
1	Paint main hallway	Old peeling paint	\$ 5,000.00
3	Blinds for principal office 67 and staffroom 66 doors	Privacy	\$ 1,000.00

Facility # 513Name: Boston

Priority	Component Description	Component Deficiency	Estimate
2	Paint ebase 27, staff bathroom	Old paint	\$ 3,500.00
3	Cork boards	Black boards not used, teacher needs bulletin boards	\$ 1,000.00

PRIDE OF PLACE 2019

Facility # 156

Name:

Branlyn

Priority	Component Description	Component Deficiency	Estimate
1	Paint upstairs corridor	Old, peeling paint	\$ 6,000.00
2	New flooring in rooms 1034, 1008A, 1007, 1008	In need of replacement	\$ 5,000.00

Facility # 106

Name:

Brier Park

Priority	Component Description	Component Deficiency	Estimate
1	Painting walls, ductwork, and gym	Old paint	\$ 5,000.00

Facility # 104

Name:

Burford

Priority	Component Description	Component Deficiency	Estimate
2	Carpets removed and new floor, 1042, 1042a, 1035, 1035a, 1021, 1022	Old flooring	\$ 5,000.00

Facility # 713

Name:

Caledonia Centennial PS

Priority	Component Description	Component Deficiency	Estimate
1	New flooring	Replace flooring in LRT room	\$ 3,000.00
2	Painting of classrooms	Needs to be refreshed	\$ 3,000.00

Facility # 108

Name:

Cedarland

Priority	Component Description	Component Deficiency	Estimate
2	Replace gym curtains	Curtains needs to be replaced for fire regulations	\$ 14,000.00

PRIDE OF PLACE 2019

Facility # 109

Name: Centennial Grand Woodlands

Priority	Component Description	Component Deficiency	Estimate
1	New asphalt walkway from sidewalk to front doors	Walkway is cracked	\$ 5,000.00
2	Paint ebase 13	Calming colour required	\$ 3,500.00

Facility # 110

Name: Central Brantford

Priority	Component Description	Component Deficiency	Estimate
1	Staff WR's 207, 212	needs refreshing	\$ 1,500.00

Facility # 161

Name: Cobblestone

Priority	Component Description	Component Deficiency	Estimate
2	Bathroom stalls and paint	Stalls and paint are in rough shape	\$ 10,000.00

Facility # 539

Name: Courtland

Priority	Component Description	Component Deficiency	Estimate
1	Revitalize baseball diamond	diamond is in rough shape and needs work	\$ 10,000.00

Facility # 543

Name: Delhi Public

Priority	Component Description	Component Deficiency	Estimate
1	Blinds in ebase 06	Existing curtains are old	\$ 1,500.00
3	Retaining wall	Current wall is not working, washouts etc.	\$ 10,000.00

Facility # 114

Name: Dufferin

Priority	Component Description	Component Deficiency	Estimate
1	Lockers	Install new lockers	\$ 8,000.00

PRIDE OF PLACE 2019

Facility # 115

Name: Echo Place

Priority	Component Description	Component Deficiency	Estimate
1	Gates for the fence between parking lot and playground	Doesn't exist	\$ 500.00
2	New security camera for playground	Doesn't exist	\$ 3,350.00
3	Replace outdoor storage doors	old and worn	\$ 3,000.00
4	Repaint parking lot and playgrounds	old and faded	\$ 2,000.00
5	Accessible door with camera and speaker/buzzer	Doesn't exist	Capital

Facility # 164

Name: Ecole Confederation

Priority	Component Description	Component Deficiency	Estimate
2	Locker refacing in Jr. Hallway	Continue to refurbish older lockers	\$ 10,000.00

Facility # 521

Name: Elgin Ave.

Priority	Component Description	Component Deficiency	Estimate
1	Repair drinking fountain	WO 506823	\$ 2,000.00

Facility # 103

Name: GELA Rawdon

Priority	Component Description	Component Deficiency	Estimate
1	Drinking fountain removal and wall repair	In process	Maintenance
4	20 lockers	don't exist	\$ 7,000.00

Facility # 119

Name: Glen Morris

Priority	Component Description	Component Deficiency	Estimate
1	Outdoor 360-degree camera	Improve security to prevent vandalism and improve safety	\$ 3,000.00
3	Library floor	Complete	\$ 1,000.00

PRIDE OF PLACE 2019

Facility # 120

Name:

Graham Bell

Priority	Component Description	Component Deficiency	Estimate
2	Outdoor cameras on front of school	Security	\$ 4,500.00
3	Indoor cameras	Prevent vandalism in basement	\$ 4,000.00
5	Change flooring in staff room	Tiles are cracked	\$ 4,500.00

Facility # 121

Name:

Grandview

Priority	Component Description	Component Deficiency	Estimate
1	Replace floors 204 and 214	Cracked, lifting floor	\$ 7,500.00

Facility # 123

Name:

Greenbrier

Priority	Component Description	Component Deficiency	Estimate
1	Kinder pen fence	done	\$ 3,300.00

Facility # 722

Name:

HAGERSVILLE ES

Priority	Component Description	Component Deficiency	Estimate
3	Paint classrooms 139, 148 and 149	old paint	\$ 6,000.00
4	Paint accessible WR	old paint	Maintenance

Facility # 538

Name:

Houghton

Priority	Component Description	Component Deficiency	Estimate
1	White boards in 12 classrooms	Install white boards as there is none	\$ 6,000.00
2	Magnetic door holders	Install door holders for gym	\$ 2,500.00

PRIDE OF PLACE 2019

Facility # 125

Name:

James Hillier

Priority	Component Description	Component Deficiency	Estimate
1	Painting of hallways	Walls are chipped and faded	\$ 5,000.00
2	Window/door blinds	Curtains are old and are in bad shape	\$ 3,000.00

Facility # 718

Name:

Jarvis

Priority	Component Description	Component Deficiency	Estimate
1	Painting of all hallways and classrooms in addition	old paint	\$ 5,000.00
2	New countertops in addition hallway	old countertops (6) are worn, chipped and missing edges	\$ 2,400.00

Facility # 719

Name:

JL Mitchener

Priority	Component Description	Component Deficiency	Estimate
1	Continue with blinds installations	old curtains	\$ 5,000.00
2	Paint classrooms and corridors	old paint	\$ 3,000.00

Facility # 129

Name:

King George

Priority	Component Description	Component Deficiency	Estimate
1	New drywall in basement corridor	23 year old drywall is in bad shape due damage and past water	\$ 15,000.00

Facility # 542

Name:

Lakewood

Priority	Component Description	Component Deficiency	Estimate
1	Roller blinds for all classrooms	Old curtains and vertical blinds	\$ 3,000.00
2	Replace flooring in 1023	Old carpet	\$ 5,000.00
3	Paint 1023	Old paint	\$ 2,800.00

PRIDE OF PLACE 2019

Facility # 534

Name: Langton Public

Priority	Component Description	Component Deficiency	Estimate
1	Paint walls and new counters rooms 16 and 50	Rooms are in rough shape	\$ 8,000.00

Facility # 130

Name: Lansdowne

Priority	Component Description	Component Deficiency	Estimate
1	Paint rooms 17, 18, 36, 39, 43, 59	Missing paint, chipped	\$ 5,000.00
2	Replace locksets	Old, not working well	\$ 5,000.00

Facility # 527

Name: Lynndale Hts.

Priority	Component Description	Component Deficiency	Estimate
1	Fence with gates for kindergarten	Did not exist-WO #505061	\$ 5,400.00
2	More parking spots	Not enough parking spots	\$ 1,000.00

Facility # 132

Name: Major Ballachey

Priority	Component Description	Component Deficiency	Estimate
2	New flooring in LRT room	old carpet	\$ 2,500.00
3	Repaint main entrance area - stairs, walls, frames, doors	100th anniversary in Sept 2019	\$ 5,000.00

Facility # 134

Name: Mt. Pleasant

Priority	Component Description	Component Deficiency	Estimate
2	Stage curtains	Clean and treat	\$ 2,700.00
3	Pipes in primary/junior halls	Washrooms are prone to backing up	\$ 1,000.00

PRIDE OF PLACE 2019

Facility # 136

Name:

North Ward

Priority	Component Description	Component Deficiency	Estimate
1	Remove lockers	Lockers need to be remove, old , broken	\$ 5,000.00
2	Soccer nets	Failed inspection, need replaced	\$ 4,000.00

Facility # 148

Name:

Oakland - Scotland

Priority	Component Description	Component Deficiency	Estimate
1	Blinds- rooms 13, 12, 10	Old curtains	\$ 5,000.00
3	Paint all trim and door frames in primary hall	Paint is chipped	\$ 3,000.00
5	Curtains in gym	Clean and treat	\$ 3,000.00

Facility # 721

Name:

Oneida Central

Priority	Component Description	Component Deficiency	Estimate
1	New millwork in storage for sports equipment	doesn't exist	\$ 3,000.00
2	New blinds Classrooms 17 & 18, Offices	old curtains	\$ 2,700.00

Facility # 139

Name:

Onondaga Brant

Priority	Component Description	Component Deficiency	Estimate
1	Replace carpet, Library 33, Workrooms 06A and 38	old carpet	\$ 4,500.00

Facility # 140

Name:

Paris Central

Priority	Component Description	Component Deficiency	Estimate
1	Install lockers to accommodate new students	New French immersion students	\$ 10,600.00

PRIDE OF PLACE 2019

Facility # 537

Name:

Port Rowan

Priority	Component Description	Component Deficiency	Estimate
3	Roller blinds in lab	Lockdown safety	\$ 2,000.00

Facility # 142

Name:

Prince Charles

Priority	Component Description	Component Deficiency	Estimate
1	Security cameras on playground	Security and vandalism issues	\$ 6,000.00

Facility # 143

Name:

Princess Elizabeth

Priority	Component Description	Component Deficiency	Estimate
2	Repair front of stage	Old damaged wood	\$ 2,500.00

Facility # 723

Name:

Rainham

Priority	Component Description	Component Deficiency	Estimate
5	Paint front entrance area	old paint	\$ 500.00
7	Paint Corridor 40	old paint	\$ 6,000.00

Facility # 733

Name:

River Heights

Priority	Component Description	Component Deficiency	Estimate
1	Stage Drapes Fail - Clean & Treat	\$2282 Quote for clean and treat	\$ 2,350.00
2	Paint Classrooms 116 & 122	old paint	\$ 5,000.00
3	New blinds 118, 119, 121, 122, 123, 129 ...	old curtains and vertical blinds	\$ 3,500.00

PRIDE OF PLACE 2019

Facility # 146

Name: Russell Reid

Priority	Component Description	Component Deficiency	Estimate
2	Fence for kinder-pen	Complete	\$ 3,400.00
4	Windows in room 17	Windows do not open	Capital

Facility # 160

Name: Ryerson Heights

Priority	Component Description	Component Deficiency	Estimate
1	Painting	Paint washrooms, changerooms and corridors	\$ 5,000.00

Facility # 724

Name: Seneca Central

Priority	Component Description	Component Deficiency	Estimate
1	New shed	doesn't exist	\$ 7,000.00

Facility # 150

Name: St. George - German

Priority	Component Description	Component Deficiency	Estimate
1	Retractable curtain for stage	Current wall does not work	\$ 15,000.00

Facility # 519

Name: Teeterville

Priority	Component Description	Component Deficiency	Estimate
1	Replace sidewalk to kindergarten	old and cracked	\$ 6,000.00

Facility # 715

Name: Thompson Creek

Priority	Component Description	Component Deficiency	Estimate
1	Stage Drapes Fail - Clean & Treat	Replace stage drapery (clean and treat cost \$4600)	\$ 6,000.00
2	Ceiling fans for 25 Classrooms rooms	don't exist	\$ 12,500.00

PRIDE OF PLACE 2019

Facility # 726

Name: Walpole North

Priority	Component Description	Component Deficiency	Estimate
1	Exterior window in secretary's office	doesn't exist(install camera)	\$ 3,000.00
2	Replace VAT floor Classroom 19	old floor	\$ 4,000.00

Facility # 529

Name: Walsh

Priority	Component Description	Component Deficiency	Estimate
1	Paint classrooms 74, 75, Corridor 07	Old paint	\$ 5,000.00
3	Blinds in classroom	Old curtains	\$ 2,000.00

Facility # 162

Name: Walter Gretzky

Priority	Component Description	Component Deficiency	Estimate
2	Classroom needs paint to be touched up	Paint patchy in spots, looks tired	\$ 2,000.00

Facility # 516

Name: Waterford Public

Priority	Component Description	Component Deficiency	Estimate
3	New security camera at rear of school	Need new DVR or NVR as well	\$ 12,000.00

Facility # 524

Name: West Lynn

Priority	Component Description	Component Deficiency	Estimate
3	New soccer posts	Old, rusted	\$ 3,500.00

Facility # 154

Name: Woodman

Priority	Component Description	Component Deficiency	Estimate
3	2 new outside security cameras	Don't exist	\$ 4,000.00

PRIDE OF PLACE 2019

Facility # 271

Name: _____ BCI

Priority	Component Description	Component Deficiency	Estimate
1	Lower 100s atrium painting	Area needs paint, main gym entrance	\$ 12,500.00

Facility # 729

Name: _____ CSS

Priority	Component Description	Component Deficiency	Estimate
3	Classroom Paint	Freshening up required	\$ 5,000.00

Facility # 505

Name: _____ Delhi DSS

Priority	Component Description	Component Deficiency	Estimate
1	Office paint, blinds and flooring	Old and worn	\$ 15,000.00

Facility # 730

Name: _____ Dunnville SS

Priority	Component Description	Component Deficiency	Estimate
1	Repair entrance sidewalk	old, broken, cracked	\$ 23,000.00

Facility # 731

Name: _____ HSS

Priority	Component Description	Component Deficiency	Estimate
1	Replace cameras	old and/or non-functioning	\$ 10,000.00
2	Paint 3rd floor corridors	old paint	\$ 6,300.00

PRIDE OF PLACE 2019

Facility # 732

Name:

MPSS

Priority	Component Description	Component Deficiency	Estimate
1	Paint WR's 2054 and 2055	old paint	\$ 3,000.00
3	New blinds Portable 8 (P-8149) and Workroom 1021	old curtains	\$ 3,000.00
4	Replace library carpet	old carpet	\$ 10,000.00
5	Paint sink area 1117	old dirty and stained paint	\$ 500.00

Facility # 274

Name:

NPCVS

Priority	Component Description	Component Deficiency	Estimate
2	Remove carpeted floors	2056, 2057	\$ 8,000.00
3	VAT Floors	Needs replaced in classrooms	\$ 8,000.00

Facility # 275

Name:

PDHS

Priority	Component Description	Component Deficiency	Estimate
1	Remove carpet from Principals office and guidance	Old, worn out	\$ 10,000.00
2	Window coverings in office	Need replaced	\$ 5,000.00

Facility # 276

Name:

PJCVS

Priority	Component Description	Component Deficiency	Estimate
2	Paint cafeteria	old paint	\$ 7,000.00
3	paint main gym	old paint	\$ 12,000.00

Facility # 501

Name:

SCS

Priority	Component Description	Component Deficiency	Estimate
2	Greenhouse glass replacement	Continue with last years project	\$ 10,000.00

PRIDE OF PLACE 2019

Facility # 273

Name: _____

TTSC

Priority	Component Description	Component Deficiency	Estimate
1	Carpet removal from Principal and vice principal offices	Old and smells	\$ 5,000.00
2	Window screens for all 2nd floor windows	Safety issue	\$ 2,000.00
3	Blinds for main office, principal and VP	Lockdown	\$ 4,000.00
4	New stair treads	Slip/trip risk	\$ 7,500.00

Facility # 509

Name: _____

VHSS

Priority	Component Description	Component Deficiency	Estimate
1	Clean and treat stage curtains	Failed fire inspection	\$ 3,200.00
2	Replace floor room 1063	Several types of floor in this room	\$ 10,500.00

Facility # 507

Name: _____

WDHS

Priority	Component Description	Component Deficiency	Estimate
1	Paint small gym	Old paint	\$ 8,000.00
2	Repair display cases in corridor	New glass and repairs to hardware	\$ 2,000.00
3	Replace floor 2042	Old floor	\$ 4,000.00
4	Paint 2042	Old paint	\$ 3,500.00

Sub-Total \$640,000.00

Contingency \$10,000.00

Total \$650,000.00

Please note that each of these projects will be completed to the approved estimated value.

CPIP 2019

The list of schools below have never received funding under the CPIP program in previous years

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Brier Park	Painting of interior of school	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Caledonia Centennial	Outdoor learning space	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Delhi District*	New and upgraded CCTV equipment	\$15,000	\$5,000	\$10,000	Proceed with project as defined
Echo Place	Play area upgrade	\$6,000	\$3,000	\$3,000	Proceed with project as defined
Oneida	New sound system for gym	\$10,000	\$5,000	\$5,000	Proceed with project as defined
Russel Reid	AV system for gymnasium	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Ryerson Heights	AV system for gymnasium	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Teeterville	Playground revitalization	\$10,000	\$5,000	\$5,000	Proceed with project as defined
Valley Heights*	Scoreboard for gym	\$15,000	\$5,000	\$10,000	Proceed with project as defined
Walsh	Improve outdoor learning areas	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Woodman	School ground greening project	\$20,000	\$10,000	\$10,000	Proceed with project as defined
				\$93,000	

The list of schools below received CPIP funding in 2018

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Branlyn	Paving of a section of kinder pen area	\$5,000	\$1,000		Insufficient funding to proceed
Cayuga Secondary	New school sign	\$15,000	\$7,500	\$7,500	Proceed with project as defined
Dunnville Secondary	Replace old and worn lockers	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Langton	Greening of school grounds	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Mt Pleasant	Shaded learning play area	\$7,000	\$3,500	\$3,500	Proceed with project as defined
Paris Central	Painting of front foyer, staff washrooms and halls	\$6,000	\$3,000	\$3,000	Proceed with project as defined
River Heights	Window coverings in classrooms, flooring	\$20,000	\$10,000	\$10,000	Proceed with project as defined
				\$46,500	

The list of schools below received CPIP funding in 2017 and 2018

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Boston	Outdoor classroom	\$10,000	\$5,000	\$5,000	Proceed with project as defined
Burford Elementary	Replace flooring and paint in classrooms	\$12,000	\$6,000	\$6,000	Proceed with project as defined
Jarvis	Playground upgrade	\$23,000	\$13,000	\$10,000	Proceed with project as defined
JL Mitchener	Playground area for spec ed	\$12,000	\$6,000	\$6,000	Proceed with project as defined
Lakewood	Resurfacing of track	\$25,000	\$15,000	\$10,000	Proceed with project as defined
McKinnon Park	Creation of long jump area	\$5,000	\$2,500	\$2,500	Proceed with project as defined
McKinnon Park	New gym score clock	\$10,000	\$5,000	\$5,000	Proceed with project as defined
North Park	Upgrade of existing surveillance equipment	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Walter Gretzky	Natural play space area	\$20,000	\$10,000	\$10,000	Proceed with project as defined
				\$64,500	

The list of schools below received CIP funding in 2016 and 2018

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
BCI	New basketball backboards and nets	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Paris District High	Update washrooms near library	\$10,000	\$5,000	\$5,000	Proceed with project as defined
St George German	Greening items in primary yard area	\$20,000	\$10,000	\$10,000	Proceed with project as defined
				\$25,000	

The school below received CIP funding in 2013, 2014, 2015, 2016, 2017 and 2018

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Hagersville	Upgrade security cameras	\$15,000	\$7,500	\$7,500	Proceed with project as defined
				\$7,500	

The list of schools and projects below do not fall into the CIP criteria

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION
Bellview	Industrial dishwasher for snack program			
Graham Bell	Transform library into learning commons			
Paris District High	Furniture and Technology for learning commons			
Simcoe Composite	Banners for gym			
Waterford District	New cardio equipment			

Total for all projects

\$236,500

* Schools highlighted in yellow are compensatory and only need to contribute 1/3 to overall cost of project.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Linda De Vos, Superintendent of Education
Liana Thompson, Superintendent of Education

RE: **Early Literacy Interventions**

DATE: February 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Early Literacy Interventions report as information.

Background

During the 2017-18 school year, Elementary and Special Education Program Support Staff gathered data about early literacy intervention programs being used in Grand Erie by meeting with program developers, surveying classroom teachers about early intervention tools, and facilitating a Literacy Intervention Review Team. Through this work, characteristics of an effective literacy intervention program were identified. Elementary and Special Education Program Support Staff have continued to gather data on specific types of early literacy intervention tools used in Grand Erie schools in the 2018-19 school year in order to move toward a narrower and targeted list of early literacy intervention tools for use in Grand Erie schools. Currently there are no system strategies or standards to support or guide the selection of these tools for school administrators. A need for early literacy intervention programs has been demonstrated by the regular request from schools for guidance on what tool(s) to purchase.

Outcome Goals:

- To recommend a list of evidence-based literacy intervention tools by grade and/or by student profile
- To create a system strategy for the selection and use of early literacy intervention programs
- To determine materials and training requirements to match intervention recommendations to facilitate consistent implementation
- To ensure personal student information is used appropriately

Updated Information

The Elementary Program Coordinator and the Special Education Coordinator continue to gather data on existing early literacy intervention programs being implemented in Grand Erie schools.

Levelled Literacy Intervention (LLI) - LLI is a tool that is used mostly with primary students that focuses on decoding skills and phonological awareness but can include a writing component and a home connection. It was originally purchased in Grand Erie for schools identified as compensatory, but over the past several years has been purchased by schools if they have identified a need. 2017-18 data concluded that 26 schools have more than 1 LLI kit and 10 schools do not have any kits. There were 41 LRTs, 8 classroom teachers, and 5 other teachers running LLI groups with students. LLI teachers identified attendance, time in the learning resource teacher schedule, student behavior, and lack of home participation as challenges to the LLI Program. Last year's method for gathering data on the effectiveness of LLI measured only "growth by 1 level" or "growth by more than one

level” which limited our understanding of the program’s efficacy. This year teachers are being asked to identify growth by 1 level, 2 levels, 3 levels, or 4 plus levels over a specific time period. Data is still coming in but should provide more accurate information about literacy growth through LLI. Schools continue to use LLI in 2018-19, primarily as an intervention in grade 1. 25 classroom and learning resource teachers who are new to the LLI program were trained in fall of 2018.

Raz Kids –This tool is an online literacy program where students listen to or read stories and complete simple quizzes to check comprehension. In past years, Elementary Program has paid for 1 license per school and schools could purchase additional licenses. This year Elementary Program did not pay for any licenses and we’ve seen a decline in orders. Last year’s data showed that there were 264 teacher licenses purchased across Grand Erie and 33 were unused at the time of data collection. There were 9500 student accounts but only 3410 were accessed in the first three months of the school year. Last year’s data shows that the school that used Raz Kids the most averaged student use of less than 1 hour per month (during the first three months of the year). 146 licenses were purchased this year with only 6 unused at the time of data collection, which is a significant improvement. This equates to 5256 student accounts.

Strong Start – This is a volunteer run program that focuses on either letters and sounds or word building for students up to grade 2. Current data shows 57 schools and 494 students (ranging from SK to grade 4) participating in fall 2018.

Reading A-Z – This collection of levelled reading materials that teachers can download and print is not an intervention program, but many staff view it as one. 60 staff licenses were purchased in 2017-18 despite the fact that no qualitative data can be collected from the program. Only 28 licenses have been purchased for 2018-19 which is hopefully a reflection of the fact that other higher quality resources are available.

Empower – This program, developed by Sick Kid’s Hospital, teaches 5 key reading strategies in one hour per day for 110 lessons. It is used primarily with students who did not demonstrate sufficient reading progress through their participation in LLI. Because the Empower facilitator must be trained by the program developer, it is only administered by learning resource teachers who have received special training. 22 elementary schools are currently participating in Empower, which is an increase of 1 school over last year. The Empower Program was added to Hagersville Elementary School for use in the Hearing and Language impaired self-contained classroom. 10 teachers who were new to the Empower Program were trained in 2018-19. Schools are progressing through lessons at varying rates, depending upon the priorities and busyness of the buildings. At the low end of the spectrum, one school has only completed 4 lessons while at the high end, we have a school that has completed 65 lessons. Average lesson completion was in the mid 40’s at the time of report writing. Variability and lack of fidelity to program implementation guidelines was one impetus for the initial literacy intervention review.

Empower continues to be implemented in two secondary sites, Tollgate Technical Skills Centre and Grand Erie Learning Alternatives, Brantford site, but these programs are not part of the pilot. The secondary program runs as a locally developed credit bearing course, providing students enrolled in the program with the opportunity to gain critical literacy skills while earning a compulsory English credit.

Lexia –This online decoding and comprehension intervention tool, is used with students at any grade level or ability. It ensures that students have mastered one level before allowing them to move on. It provides teachers with data about areas of struggle so that they can provide targeted lessons in response. Home participation is available. Unofficial pilots of the online Lexia Program had been

occurring at a handful of schools for the past few years. 530 student licenses were purchased for the 2018-19 school year to undertake an in-depth pilot of the effectiveness of this intervention tool. 9 schools that had no other formal literacy intervention programs in place were given enough licenses for their grade 2 students, with an additional 5-10 licenses to be used with students in other grades who are struggling with literacy. For comparison purposes, 3 schools that have both LLI and Empower were also given Lexia licenses for grade 2 students. 5 licenses were allocated to English Language Learners at Houghton Public School to monitor the effectiveness of the intervention for students with an ELL profile. Finally, licenses were allocated to self-contained classrooms for students with Mild Intellectual Disabilities and Hearing/Language Impairment to determine the effects of the intervention with students who have special education needs. The Lexia Core 5 Program is being used with our early readers and the brand new Lexia Power Up is for students grade 5 and up, depending on their skill level.

In November, one grade 2 teacher from each building and the special education teachers were trained on the use of the Lexia Program by a trainer from Greenfield Learning, our distributor for licenses. Learning Resource Teachers were also included in the training in order to be Lexia Administrators in the buildings.

Although it is very early in the implementation of Lexia, initial data shows promise. Extensive data can be collected from the Lexia Program, from both a district level and an individual student level. District data shows that 358 certificates for mastery of a unit have been awarded since the beginning of the pilot in November. Each student completes a placement test when entering the program which determines targets for minutes of usage for individual students based on the placement test results. Students who have not been meeting the targets for recommended usage minutes have still gained an average of 2 skills/units per student. Students who have been meeting recommended usage targets have gained an average of 6 skills/units per student. Teachers can use individual student data to develop guided lessons targeting specific skills areas where they are struggling. 88 total staff are registered in the Lexia Program and 53% of these have logged in over the last month to access this data. This is significant given that the teachers have thus far had limited training in how to access and analyze the data.

In early February, principals at pilot schools received a half day of training to provide an overview of Lexia and specifically teach them how to access and use the data provided by Lexia for developing programming. Due to professional development constraints, a second day of Lexia training for teachers that is intended to provide coaching on access and use of data was modified to an after school workshop which could be attended in person or via webinar. This has been offered on two dates and has been recorded for continued access.

A progress survey was sent to participating pilot teachers via Microsoft Forms. Early responses show:

- Student engagement with the Lexia Program is rated at 4.3 out of 5
- 60% of respondents indicate that they are having difficulty meeting recommended targets for usage minutes with the top two barriers. Functioning technology has been an issue and having time to fit the intervention into the daily program. Other barriers identified were difficulties with the internet, technical issues (program “freezing”), and the fact that teachers are still learning how to use the program.
- 50% of respondents indicate that they are using Lexia daily with most others using the program 2-3 times per week
- Respondents note the greatest literacy gains in the areas of phonetic knowledge and student confidence. Phonological awareness, knowledge of sight words, and comprehension skills were also noted as areas of improvement.

New Initiatives

In the fall of 2018, 87 grade 1 and 2 teachers were trained on the Benchmark Assessment system, a more detailed and in depth diagnostic assessment tool. Participants were also provided with a revised Continuum of Literacy Learning K-8 for improved program planning. For this school year, teachers can choose to continue to use the Diagnostic Reading Assessment (DRA) or use the Benchmark Assessment system.

In the fall of 2018, the Sound Bites resource was provided in either English or French to every kindergarten classroom. At a professional development day for kindergarten teams, speech language pathologists shared ways to use the tool to target early literacy skills like rhyming and phonemic awareness. Sound Bites was purchased as a more cost effective alternative to Kindergarten Language and Literacy in the Classroom (KLLIC) and Class Act as it is more accessible to classroom teachers and requires less training.

A goal of identifying an early literacy intervention for each primary grade is now met through:

Kindergarten	Sound Bites
Grade 1	LLI
Grade 2	Lexia
Grade 3	Empower

Strong Start continues to be available in most Grand Erie schools but is not considered as a graded intervention because of potential inequities of program implementation across schools due to a reliance on volunteers.

Board considerations for effective literacy intervention implementation:

- Protected and dedicated time for implementation
- Equity – accessible to all schools
- Training for administrators is crucial to program fidelity and engagement
- Consistent and regular training for staff implementing programs
- The teacher must appreciate the value of a program and be comfortable and knowledgeable using it

Costs

Intervention Tool/Program	Grade(s)	Cost	Training/Implementation Requirements	Status
Kindergarten Language and Literacy in the Classroom (KLLIC)	kindergarten	Kit – \$3,000 per kit + manpower to assemble for hard copy version -\$200-250 per kit for Smart Board version -Training – 0, as delivered by Grand Erie Speech Language Pathologists	Speech Language Pathologist or Communicative Disorders Assistant must train classroom staff, therefore time loss for Speech Language Pathologists and Communicative Disorders Assistants to complete assessments.	None purchased this year
Class Act	Grade 1	Kit – \$300 in materials costs plus 3-5 hours in SLP manpower to assemble a kit	It is helpful to have a Speech Language Pathologist or Communicative Disorders Assistant review the program with staff, but it	None purchased this year

Intervention Tool/Program	Grade(s)	Cost	Training/Implementation Requirements	Status
		-Training – 0, as delivered by Grand Erie SLPs	is not required to be able to use the kit. Training workshops could be delivered in 30-60 minutes	
Strong Start	Kindergarten – Grade 2	Kit – \$200 per school per year. -The cost is heavily subsidized by the Strong Start Program through donations and sponsorships. -Training - 0	Strong Start is implemented by volunteers who are trained. There must be a staff member who is trained as a coordinator in Strong Start at the school. Students are withdrawn from the classroom based on the volunteer's schedule which sometimes conflict with regular literacy programming.	In 58 schools, is \$200 per school per year.
Raz Kids	Kindergarten to Grade 8	License - \$79.95 US per year.	None. This license allows 36 students access to online leveled books to read, listen to or take a quiz.	146 teacher licenses purchased this year = approximately \$16,800
Reading A-Z	Kindergarten to Grade 8	License - \$89.95 US per teacher per year	None. This license is a teacher resource that provides access to hundreds of leveled books.	28 staff licenses purchased this year = approximately \$3,000
Levelled Literacy Intervention (LLI)	Grade 1 to Grade 12 (Our Schools have a variety of the Kindergarten to Grade 4 Kits.)	Kits – From \$5,000 to \$7,000 -Training - Approx. \$11,000 for 40 teachers who are new to the Program. (That includes the cost of 40 supply teachers. Having the trainer come is approx. \$4,000 per day.)	Teachers or learning resource teachers are not required to be trained to run the program, but the feedback is that attending training significantly improves the delivery of the program, for both staff and students. Although it can be difficult, staff members can share one kit. It is recommended that an LLI group meets once a day for 30 minutes, but the program is still	25 teachers trained this year Approx. \$10,500 – approx. \$6,000 for supply teachers, \$4,000 for the Pearson training and \$500 for lunch

Intervention Tool/Program	Grade(s)	Cost	Training/Implementation Requirements	Status
			effective if run for 20-minute sessions 3 times a week. LLI is delivered to a small group of students.	
Empower	Grades 2-5	Kit - \$2,860 -Training -\$2,640/staff member	Staff must be trained by Empower trainers. A kit can only be used by one staff member. Staff must dedicate 1 hour per day to program implementation. Empower is delivered to a small group of 4-8 students.	10 teachers trained this year = \$2,640 X10 = \$26,400 3 kits = \$8,580
Lexia	Grades Pre-K - 5	Cost fluctuates depending upon number of licenses purchased. Sample quotes: \$646,590 USD for a one-year license for 17,553 student licenses \$452,406 USD for hybrid package: 19 unlimited site licenses (ie. for comp ed schools) and 1,012 individual student licenses to be used at other schools Allows for school and home access	Cost quotes include a professional development package: a Lexia mentor for the board and 4 PD sessions. As Grand Erie staff become familiar with the program, they can take over some of the training requirements.	50 teachers and support staff trained this year = \$5,000 USD 530 licenses X \$40 each = \$21,000 USD
Sound Bites	Kindergarten-Grade 1	Kit - \$15.00 per kit. No Training	None. This is a key ring with games and activities to increase students' phonemic awareness.	275 were purchased (both in French and English), at \$14 each = \$3,850

Next Steps- we will identify and commit to:

- Survey kindergarten teams about the usefulness of the Sound Bites program
- Troubleshoot technical difficulties within the implementation of the Lexia pilot
- Gather student progress data for LLI, Empower, and Lexia for the 2018-19 school year
- Reconvene Literacy Intervention Review Committee to review new data and to make recommendations
- Elementary Program and Special Education will continue to work together to: support schools with implementation; coordinate our student selection process; clarify and communicate messaging around the structure and implementation of delivery; to ensure that

that integrity and fidelity of the early literacy intervention programs can be maintained in our schools in Grand Erie District School Board

This report supports the Multi-Year Plan indicator in Achievement by monitoring the effectiveness of our early literacy interventions and reflecting on student outcomes based on those interventions.

Respectfully submitted,

Linda De Vos
Liana Thompson
Superintendents of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education & Human Resources
RE: **Employee Assistance Program Report – 2017-18 School Year**
DATE: February 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Employee Assistance Program Report, 2017-18, as information.

1.0 Rationale/Background

An Employee Assistance Program (EAP) can support employees with personal problems through early identification and referral to appropriate community resources. This applies whether the problem is one of physical, mental or emotional illness, family distress, financial concerns or substance abuse. These issues, if left untreated or ignored, often affect not only home life but also the ability of the individual to maintain an acceptable level of performance at work. The EAP continues to be utilized by employees and assists them in resolving issues in a supportive environment with qualified providers.

2.0 Additional Information

2.1 Cost of the Employee Assistance Program

Employees are eligible for up to four, one hour, counselling sessions per school year of which the Board pays 75% of the cost.

2.2 Utilization of the Program and Statistical Summary

Budget for 2017-2018	\$60,390.00
Total expenditure for 2017-2018	\$56,227.36
Utilization of the available budget	93%

Year	EAP appointments subsidized by Board	EAP appointments paid by Employee
2017-2018	678	143
2016-2017	638	133
2015-2016	535	40
2014-2015	494	85
2013-2014	534	89
2012-2013	428	39.5

There was an increase in the number of sessions billed to the employer, as well as an increase in the number of sessions paid 100% paid by the employee. Sessions are paid wholly by the employee only after they have utilized the four GEDSB subsidized sessions each school year.

As per the chart below, the number of appointments increased by 50 last school year over the previous school year. There was also a decrease of 2 in the number of employees accessing the EAP.

Year	Number of Employees Utilizing Program	Number of Appointments
2017-2018	244	821
2016-2017	246	771
2015-2016	199	575
2014-2015	175	579
2013-2014	175	534
2012-2013	179	467.5

The following shows usage of the EAP as a percentage of the number of permanent employees, as well as the average number of Board-paid visits per year.

Year	Employee FTE on Oct. 31, 2017	% of Employees Accessing Service	Average No. Board-Paid Visits per Employee
2017-2018	2848	8.5%	2.78
2016-2017	2806	8.8%	2.59
2015-2016	2837	7.0%	2.69
2014-2015	2861	6.1%	2.82
2013-2014	2827	6.2%	3.05
2012-2013	2791	6.4%	2.39

The following shows the breakdown by union group of the number of employees who accessed EAP services.

Year	EFTO - Elementary Teachers	ETFO – ECEs	OSSTF – Secondary Teachers	OSSTF – PSSP	CUPE – Clerical	CUPE – Facility Services	CUPE – EAs	Non-Union
2017-2018	119	4	49	10	16	6	30	10
2016-2017	110	0	62	16	11	5	27	15
2015-2016	74	2	61	10	12	7	25	8
2014-2015	82	0	65	7	20	8	21	7
2013-2014	69	0	50	11	7	12	17	7
2012-2013	71	0	47	10	10	4	11	9

2.3 Presenting Problems

The five major presenting problems that emerged were: marital/relationship conflict, stress management, anxiety/depression (not related to grief), addiction and child behaviours. It is noted that no new issues were presented to the service providers during this past school year.

2.4 Committee Activities

No activities were taken on by the committee. The EAP brochure continues to be current.

2.5 EAP Participant Survey

Twenty-nine (29) Participant Surveys were received, representing an 11.8% response rate. Overall, comments were positive. Fourteen (14) respondents indicated that they learned of the EAP through the brochure, seven (7) indicated co-worker, one (1) indicated supervisor, three (3) indicated orientation and five (5) indicated other. Please note that one survey indicated two ways in which they learned about the EAP.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education & Human Resources



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **FT13 – Pride of Place**
DATE: February 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy FT13 – Pride of Place to all appropriate stakeholders for comments to be received by April 3, 2019.</p>

Background

Policy FT13 – Pride of Place was approved by the Board in January 2015 and has been identified for review.

Additional Information

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

Communication Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Pride of Place and Community Partnership Incentive Programs

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board is committed to providing safe, inviting, inclusive, accessible and environmentally responsible physical spaces that will improve the teaching and learning environment for staff and students.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – All Board facilities are well maintained
– Community Partnerships are developed

Pride of Place Program

The Pride of Place Program will allow the site administrator to spend more time on academic issues rather than physical school issues. The site administrator will be invited to participate in the identification of the school's physical needs as well as communicate ideas from the School Council and school community.

The following categories have been identified for the Pride of Place:

1. Flooring
2. Painting – Interior
3. Painting – Exterior
4. P/A Systems and Bells
5. Lockers
6. Flag Poles
7. Fencing
8. Health & Safety, CCTV & Security Systems & upgrades
9. Signage
10. Outdoor aesthetics / landscaping
11. Curtains & Roller Blinds
12. Playground line painting
13. Basketball hoops, & Triple hoops, & Soccer posts
14. Lighting upgrades
15. Ceiling replacements
16. Indoor aesthetics i.e. front foyer
17. Special Education Upgrades i.e. sensory based rooms; kitchen upgrades for Life Skills program.

Procedures

1. Facility Services will conduct a yearly audit of all Grand Erie sites. This audit shall be completed by the Maintenance Supervisor by the fall of the year. The ~~goal~~objective of the audit will be to document and rate the building's internal and external physical conditions and to develop a priority list of ~~P~~pride of ~~P~~lace items that could be addressed. The school/site administrator shall be consulted during the audit process and will have the opportunity for input and identification of school priorities. The school/site administrator shall be invited to accompany the supervisor completing the audit. The items on the audit list shall then be placed in priority order in consultation with the school/site administrator
2. Once all facility audits are complete, they shall be ~~blended~~combined to compile a master Pride of Place list for approval by the ~~B~~oard having regard for the total budget provided for this purpose. When developing the master project list a number of other factors will be taken into account.
 - a. Social ~~e~~conomic ~~f~~actors of the School Community
 - b. Geography – to allocate the resources across the system equitably based on need.
 - c. Proven ~~s~~ecurity concerns
 - d. Ministry of Education Data Bases – ie: ~~School Facility Inventory System (SFIS), Total Capital Planning System (TCPS),~~ VFA Facility Condition Assessments
 - e. Age of the Facility.
 - f. Equity of projects approved across all schools over time.
3. Following approval by the Board, Facility Services will notify the site administrator of Pride of Place work to be carried out during the remainder of the school year. Contractors undertaking Pride of Place work will be required to carry out the work with minimal disruption / impact on the school. Where required, requests will be made to have done in the evenings and weekend.

Community Partnership Incentive Plan – (CPIP)

CPIP provides funds to match money raised by schools from outside sources such as donations and or school fundraising activities. The funds can be used for qualifying buildings and grounds projects to a maximum of \$10,000.00 per school.

Procedures

1. All CPIP projects shall fit into the category of either:
 - a. Projects for which the Ministry of Education does not provide funding, for example playground equipment or;
 - b. Projects which are upgrades to what the Ministry of Education funds, for example, upgrade to hardwood floors from vinyl composition tile (VCT)
2. There is a limit of matching funds capped at \$10,000.00 per school. School contributions are reduced to 1/3 for Compensatory schools identified as High Needs. ~~ie: (For example; a~~ An approved project for \$15,000 will require a \$5,000 contribution from the school and generate a \$10,000 CPIP grant.
3. All community partnerships shall follow the criteria established in ~~Grand Erie DSB Policy SO4 -~~ Distribution of Materials in Schools and maybe subject to other applicable ~~B~~oard policies or procedures.
4. The proposed projects must meet the normal qualifications for work that is undertaken by the annual Facility Renewal Program.
5. Invitations for application will be communicated to school administrators annually. Application forms will be included in the communication. The application must include a description of the project, the overall project budget, and the amount of community funds the school is planning to put toward the project.

6. To qualify for consideration, school principals must submit applications to their area Facility Services Maintenance Supervisor using the forms provided.
7. Facility Services will estimate project costs, perform building code compliance review, ensure compliance with all regulations ~~are not jeopardized~~ and will prepare all related purchase orders.
8. Facility Services will review all properly completed applications received by the deadline communicated and will grant final approval to qualifying projects within the confines of the program budget.
9. Projects approved will be reported to the Board of Trustees and all applicants will receive notice of the decision by ~~March~~ February 28th ~~31st~~.
10. Schools that have not previously received CPIP funding will be given a higher priority than schools which have benefited from the program in the last seven years.
- ~~10.~~ 11. Once a schools project is approved, the school must have its portion of funding deposited into a CPIP fund before May 31st of that year so Facilityies Services staff can commence with the project.

Related Policy and Procedure

- a) F3 - Capital Related Fundraising and Community Donations Policy
- b) ~~F105 Capital Related Fundraising and Community Donations~~
- e) ~~F6107~~ – Purchasing Policy ~~Procedures~~
- ~~d)c)~~ SO8 – Community Partnerships Policy



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT14 Environmental Standards for Facility Operations and Maintenance**
DATE: February 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy FT14 – Environmental Standards for Facility Operations and Maintenance** to all appropriate stakeholders for comments to be received by April 3, 2019.

Background

Policy FT14 – Environmental Standards was approved by the Board in January 2015 and has been identified for review.

Additional Information

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

Communication Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Environmental Standards for Facility Operations and Maintenance

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board is committed to the operation and maintenance of green and healthy equitable and accessible education facilities that contribute to a sustainable future. All facility operation and maintenance processes and procedures will consider the Board's Environmental Standards for Facility Operations and Maintenance Guidelines which are committed to achieving green and healthy facilities.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – All Board facilities are operated and maintained following the established Environmental Standards

Procedure – Facility Operations and Maintenance

The Grand Erie District School Board's Environmental Standards for Operations provides an overview of the targets and guidelines for operating our facilities in a manner that is environmentally friendly and healthy. The Environmental Standards for Facility Operations and Maintenance illustrates the Board's commitment to green and healthy education facilities.

<u>Standards for Facility Operation</u>	<u>Standard for Facility Maintenance</u>
<u>Waste Management</u>	<u>Energy Conservation/Building Automation Systems</u>
<u>Hazardous Waste</u>	<u>Purchasing Equipment</u>
<u>Green Clean</u>	<u>Waste Minimization</u>
<u>Water Conservation</u>	<u>School Ground Greening</u>
<u>Environmental Education</u>	

~~The Environmental Standards for Facility Operations address six categories directed to achieving green and healthy facilities:~~

- ~~1.0 — Waste Management~~
- ~~2.0 — Hazardous Waste~~
- ~~3.0 — Green Clean~~
- ~~4.0 — Water Conservation~~
- ~~5.0 — Energy Conservation/Building Automation System~~
- ~~6.0 — Environmental Education~~

A list of action items for achieving our Environmental Standards for Facility Operations and Maintenance is attached as Appendix A and B.

~~Procedure — Facility Maintenance~~

~~The Grand Erie District School Board's Environmental Standards for Facility Maintenance provides an overview of the targets and guidelines for maintenance to our facilities in a manner that is environmentally friendly and healthy. The Environmental Standards for Facility Maintenance illustrates the Board's commitment to green and healthy education facilities.~~

The Environmental Standards for Facility Maintenance address four categories directed to achieving green and healthy facilities:

- 1.0 — Energy Conservation/Building Automation System
- 2.0 — Purchasing Equipment
- 3.0 — Waste Minimization
- 4.0 — School Ground Greening

A list of action items for achieving our Environmental Standards for Facility Maintenance is attached as Appendix B.

Appendix A

Guidelines for achieving our Environmental Standards for Facility Operations1.0 Waste Management

- The Grand Erie District School Board shall, where possible, aim to reduce, reuse and recycle waste materials in all departments, schools and facilities.
- The Board shall conduct waste audits at a minimum of one elementary and one secondary school each school year. Based on audit results, a reduction plan will be developed and posted at all board facilities. This is in accordance with Ontario Regulation 102/94.
- The Board will support, ~~wherever~~however possible, initiatives and programs to divert materials from disposal in landfills by encouraging the reuse and recycling of items. Programs such as E-waste and battery recycling are examples of these initiatives.
- The Board will comply with the Waste-Free Ontario Act.

2.0 Hazardous Waste

- The Grand Erie District School Board is committed to the safe and environmentally friendly management of all hazardous waste generated through curricular activities and facility processes.
- The Board recognizes the importance of proper management and disposal of hazardous waste and compliance with legislative requirements (Ontario Environmental Protection Act), statutes, by-laws and procedures.
- Hazardous waste collection will be done each June where school staff will be responsible for completing the Hazardous Waste Inventory Forms and submitting to Facility Services.
- Examples of hazardous wastes created within our facilities include:
 - Chemicals, minerals, radioactive wastes, specimens, aged or obsolete chemicals.
 - Paints, wood, metal, chemical and construction wastes generated through technology.
 - Chemicals and supplies used in photo processing.
 - Oil, paints, solvents and lubricants used within auto technology programs.
 - Fluorescent Light tubes

3.0 Green Cleaning:

- The Grand Erie District School Board is committed to using the most human and earth friendly products which leave the least negative impact on the building occupants and the environment.
- Through a management program, ~~t~~The Grand Erie District School Board will:
 - adopt a green clean program;
 - strive to use certified green products through standards, such as: Forest Stewardship Council, EcoLogo, ~~and~~ GreenSeal and GreenGuard;
 - For all products without green certifications, we are committed to considering and evaluating chemical contents and composition, including consideration of pH levels and raw materials used.
 - Include Green Cleaning product specifications in all requests for proposal and tenders issued for cleaning products.

4.0 Water Conservation:

- The Grand Erie District School Board is committed to the protection of our local watersheds and resources.

- The Board recognizes the importance of water conservation and will seek to identify opportunities to reduce water consumption while promoting efficient use of water among staff, students and school community.
- The Board is committed monitoring and measuring potable water quality and consumption. This is in accordance with Ontario Regulation 170/03 and 243/07, made under the Safe Drinking Water Act.

~~5.0~~ Energy Conservation/Building Automation System

- ~~• The Grand Erie District School Board will consider renewable energy options, when economically feasible, as a way to minimize the building's environmental impact.~~
- ~~• The Board will conduct annual energy audits, which will include saving and cost analysis. Based on audit results, a reduction plan may be developed in order to identify energy saving opportunities and trends of inefficiency. This is in accordance with the Ontario Green Energy Act.~~
- ~~• The Grand Erie District School Board supports the ongoing accountability and optimization of building energy performance and identifies opportunities for additional energy saving investments through their Building Automation System (BAS).~~
- ~~• The Board's BAS monitors and controls the performance of mechanical equipment and major building systems, including heating, cooling, ventilation, and lighting, regulating indoor comfort and conditions during occupied and unoccupied times.~~
- ~~• The Grand Erie District School Board supports the purchasing and installation of energy-efficient equipment, where feasible.~~

~~6.0~~ 5.0 Environmental Education

- Refer to Grand Erie District School Board's Policy SO18

Appendix B

Guidelines for achieving our Environmental Standards for Facility Maintenance1.0 Energy Conservation/Building Automation System

- The ~~Grand Erie District School~~ Board will consider renewable energy options, when economically feasible, as a way to minimize the building's environmental impact.
- The Board will strive to conduct annual energy audits, which will include saving and cost analysis. Based on audit results, a reduction plan may be developed in order to identify energy saving opportunities and trends of inefficiency. This is in accordance with the Ontario Green Energy Act.
- The ~~Grand Erie District School~~ Board supports the ongoing accountability and optimization of building energy performance and identifies opportunities for additional energy-saving investments through their Building Automation System (BAS).
- The Board's BAS monitors and controls the performance of mechanical equipment and major building systems, including heating, cooling, ventilation, and lighting, regulating indoor comfort and conditions during occupied and unoccupied times.
- Through the BAS, information is collected and stored in order to make informed decisions regarding the buildings operations and potential energy-savings.
- The ~~Grand Erie District School~~ Board supports the purchasing and installation of energy-efficient equipment, where feasible.

2.0 Purchasing Equipment

- The Grand Erie District School Board's Maintenance ~~Department~~ ~~division~~ is committed to adhering to the Board's Policy F6 - Purchasing procedure F107, specifically the including subsection 19.0 titled Environment Protection.

3.0 Waste Minimization

- The Grand Erie District School Board Maintenance ~~Department~~ ~~division~~ shall, where possible, aim to reduce, reuse and recycle waste materials.
- The ~~Grand Erie District School~~ Board is committed to the safe and environmentally friendly management of all hazardous waste generated through curricular activities and facility processes.

4.0 School Ground Greening

- The Grand Erie District School Board will strive to provide school grounds that are safe, functional, maintainable, aesthetically pleasing and environmentally responsible.
- The ~~Grand Erie District School~~ Board Maintenance ~~Department~~ ~~division~~ shall, where possible, partner with school's administration, staff, parents and local community to support, design and implement school ground greening projects, enhancements and rehabilitations.
- School Ground Greening projects will increase educational opportunities related to the Ontario Curriculum; encourage active, passive and learning spaces; improvements to the safety, comfort and aesthetics; and/or contribute to greening and environmental initiatives. Projects include, but are not limited to, tree planting, outdoor classrooms, shade areas/structures, creation of gardens, sports areas and passive play areas.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR1 Bereavements**
DATE: February 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy HR1 - Bereavements to all appropriate stakeholders for comments to be received by April 3, 2019.</p>
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Background

Policy HR1 - Bereavements was approved by the Board in January 2015 and has been identified for review.

Additional Information

No revisions have been made to the Policy.

Communication Plan

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



Bereavements

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board is committed to allow individuals to show respect in the event of the death of an employee or student. While the system shows its respect, it is expected to continue an educational program for students.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Clear communication occurs
– Staff/students supported appropriately

In the event of the death of an employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.

Procedures**1. Notification**

In the event of the death of an employee or student, Principals/Supervisors should notify the Manager of Communications and Community Relations, who will send a message to the system.

2. School

- a) The school remains open and programs continue to be offered to students;
- b) Principals may choose to contact their Superintendent to arrange for the assistance of the Tragic Events Response Team;
- c) Individual employees or groups of employees may attend a funeral as representatives of the school, according to the extent to which internal arrangements for coverage can be made within the school. Occasional teachers are not normally provided for this purpose.

3. Education Centre, School Support Centres

Individual employees or groups of employees may attend a funeral as representatives of the centres, according to the extent to which internal arrangements for coverage can be made within the centre.

4. Flag

In the event that flags need to be lowered, the Manager of Communications will send a message out to the system.

- a) In the event of the death of an employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.
 - i) the flag of the school involved shall be flown at half-mast;
 - ii) the flag at the Education Centre and the appropriate School Support Centres shall be flown at half-mast; and

- iii) the flag at any other school may be flown at half-mast if, in the judgment of the Principal/Supervisor it is appropriate to do so.
 - iv) the flag will be flown at half-mast for 3 days.
- b) In the event of the death of a former employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.
- i) the flag of the school may be flown at half-mast, at the discretion of the Principal/Supervisor, when the death of a former employee or student occurs.
 - ii) the flag will be flown at half-mast for 3 days.
- c) In the event of a tragedy, or the death of a local politician, traditional First Nation Chief, First Nation Band Council Chief, civic official, former or present Prime Minister, Head of State of Canada, or Premier of Ontario, Principals/Supervisors are required to follow these procedures unless specifically directed to do otherwise by the Director of Education.
- i) the flag at the Education Centre, School Support Centres and schools shall be flown at half-mast on the death of a former or present Prime Minister, Head of State of Canada or Premier of Ontario.
 - ii) the flag at the Education Centre and the appropriate School Support Centres shall be flown at half-mast, and at any school at the discretion of the Principal/Supervisor, on the death of a local politician or civic official representing or working in the municipality where the school is located and on the death of certain individuals not covered above.
 - iii) the flag will be flown at half-mast for 3 days.
5. Memorial Statements
- When a current staff member or student enrolled in our system passes away, and family permission is obtained, a Memorial Statement celebrating the life of the individual shall be submitted by the Principal/Supervisor to the Director of Education as soon as possible to be read at the next regular Board Meeting by a trustee. The statement will then be forwarded to the family, along with the Board's sincerest sympathy.
6. Sympathy Cards
- When a staff member suffers the loss of an immediate family member (parent, partner/spouse, sibling or child), the information should be sent to the appropriate superintendent as soon as possible, including the name of the employee and the relationship of the employee to the deceased. These losses will be acknowledged with a sympathy card from the Superintendent.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **HR8 – Workplace Violence**
DATE: February 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Policy HR8 – Workplace Violence to all appropriate stakeholders for comments to be received by April 3, 2019.

Background

Policy HR8 – Workplace Violence was approved by the Board in January 2015 and has been identified for review.

Additional Information

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

Communication Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Workplace Violence

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board is committed to providing a working and learning environment which supports protection from Workplace Violence for all workers. Everyone should be able to work without fear of violence, in a safe and healthy workplace. Violence in the workplace is unacceptable. The Grand Erie District School Board will not tolerate violence.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Employee safety is enhanced
 - Reduction in harassing behaviour
 - ~~Reduction in reported harassing~~
 - This policy is reviewed by the Joint Occupational Health and Safety Committee annually

Background

Under the Occupational Health and Safety Act, everyone in the workplace has a responsibility to act cooperatively together to provide a safe and healthy work environment.

As part of an internal responsibility system, the Ministry of Labour requires that individuals engaging in unsafe activity be held accountable for their actions. This, together with Safe Schools legislation, means that violent and potentially violent activity will be investigated by the School Board and will be acted upon in a manner that protects members of the school community in the workplace. Violent behaviour and behaviour which increases the risk of violence in the workplace will not be tolerated.

With respect to employees, this means that the School Board's progressive discipline policy will be applied concerning any unsafe behaviour and particularly concerning behaviour that is described in the definition of "workplace violence" above.

This Policy is to be interpreted and applied in conjunction with other School Board policies related to having to do with employee behaviour, progressive discipline and school safety. This policy shall be reviewed annually by the Joint Occupational Health and Safety Committee (JOHSC) of the Board.

Procedures

Workplace Violence

1. Application

This procedure applies to all members of the Board community, including but not limited to, trustees, students, employees, visitors such as parents and community members, volunteers, permit holders, contractors, and employees of other organizations who work on or are invited onto Board property.

2. Definition of Violence

The Occupational Health and Safety Act defines workplace violence as:

- 2.1 the exercise of physical force by a person against a worker, in a workplace, that cause or could cause physical injury to the worker,
- 2.2 attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker; and
- 2.3 a statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

This definition of workplace violence is broad enough to include acts that would constitute offences under Canada's Criminal Code.

The following examples are provided for guidance and illustration and are not intended to limit the applicability of the Violence Policy.

- verbally threatening to attack a worker;
- leaving threatening notes at or sending threatening e-mails to a workplace;
- shaking a fist in a worker's face;
- wielding a weapon at work;
- hitting or trying to hit a worker;
- throwing an object at a worker;
- sexual violence against a worker;
- kicking an object the worker is standing on such as a ladder; or
- trying to run down a worker using a vehicle or equipment such as a forklift.
- situations where two non-workers, students for example, are fighting and a worker ~~is~~ could be injured when he or she intervenes. The non-workers may not have intended their violence to spill over to anyone else, but they used physical force, which could ultimately cause physical injury to a worker.
- a person who has a personal relationship with a worker – such as a spouse or former spouse, current or former intimate partner or a family member – may physically harm, or attempt or threaten to physically harm, that worker at work. In these situations, domestic violence is considered workplace violence.

Domestic violence occurring in the workplace is recognized by the *Occupational Health and Safety Act (OHSA)* as workplace violence. Unlike many risks which may lend themselves to regular and ongoing assessment, the risk of domestic violence taking place in the workplace is much more variable and less easily anticipated, although nonetheless real. The *OHSA* does not require an assessment of the risks of domestic violence becoming workplace violence. However, the Grand Erie District School Board is committed to educating workers regarding

domestic violence, and to take every reasonable precaution to protect workers from domestic violence that is likely to expose workers to physical injury in the workplace.

3. Definition of Workplace

The Occupational Health and Safety Act defines a workplace as any land, premises, location or thing at, upon, in or near which a worker works.

A workplace could be a building, mine, construction site, vehicle, open field, road or forest.

4. Duties of Workplace Parties

4.1 Duties of Employer

Under Section 25 of the Act:

“Employers must take every precaution reasonable in the circumstances to protect workers.”

This includes protecting workers from the hazard of workplace violence and harassment. Under Section 32.0.2 (1) of the Act:

“An employer shall develop and maintain a program to implement the policy with respect to workplace violence required under clause 32.0.1 (1) (a).

Domestic Violence

Under sect 32.0.4 of the Act:

“If an employer becomes aware, or ought reasonably to be aware, that domestic violence that would likely expose a worker to physical injury may occur in the workplace, the employer shall take every precaution reasonable in the circumstances for the protection of the worker.”

Measures and Procedures for Summoning Immediate Assistance When Workplace Violence Occurs or is Likely to Occur

Depending on the nature, location and level of risk, this includes summoning assistance from the site supervisor or site emergency response team as well as community assistance through 911. When determining the effectiveness of various devices, it is important to consider the employee’s location (onsite or offsite) and time of day (working during or outside of regular hours). Training in emergency communication procedures is essential if they are to be used effectively.

Information about a Person with a History of Violent Behaviour

The Occupational Health and Safety Act clarifies that employers and supervisors must provide workers with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour. However, this duty is limited and applies only when the:

- a) worker can be expected to encounter the violent person in the course of his or her work; and the
- b) risk of workplace violence is likely to expose the worker to physical injury. Employers and supervisors must also not disclose more information than is reasonably necessary for the protection of a worker from physical injury.

Some factors to consider include:

- Was the history of violence associated with the workplace or work?
- Was the history of violence directed at a particular worker or workers in general?

- How long ago did the incident(s) of violence occur?
- What measures and procedures are in place in the existing workplace violence Procedure?

Administrator or designate to complete ~~Appendix C Notification of Risk and Appendix D-a~~ Workplace Violence Assessment ~~Survey Form~~ annually or updated as necessary.

As per Section 27 of the OHS Act:

4.2 Duties of Supervisors

- “Advise a worker of the existence of any potential or actual danger to the health or safety of the worker of which the supervisor is aware and”
- “take every precaution reasonable in the circumstances for the protection of a worker.” This includes from the hazard of workplace violence and harassment”.

Supervisors share the same duties related to Domestic Violence and Information about a Person with a History of Violent Behaviour as listed above for an employer.

4.3 Duties of Workers

- ~~Verbally r~~Report workplace violence incidents to your Principal / Supervisor immediately.
- Complete an incident report using the Safe Schools/Workplace Violence Incident Tool found on the staff portal ~~and submit to Supervisor Workplace Violence Report Form Appendix A~~
- Complete other reports as may be applicable. Such forms may include:
 - The Board’s Work Related Injury Form if an injury was sustained ~~Incident / Injury Report~~ (for workers / WSIB)
 - The Board’s Physical Restraint Incident Form may also be required.
 - ~~Safe Schools Forms~~

4.4 Enforcement of Personal Protective Equipment

All workers required to wear personal, protective equipment, provided by the Grand Erie District School Board, shall do so. This shall be supervised and monitored by the Principal / Supervisor. The need for such equipment should be reviewed as required.

5. Resources

Provide assistance and resources as required during and after workplace violence incidents. The utilization of such resources may require the activation of the Board’s Crisis/Emergency Response Team Such assistance and resources may include:

Site Based

- Emergency Response Team

Board Administration

- Tragic Events Response Team
- Employee Assistance Providers (for Board staff)
- Principal Leader of Special Education ~~Executive Supervisor of Student Support Services~~
- Human Resources Department
- Health & Safety Officer
- Processes outlined in the Board’s Harassment Policy
- Board Policies & Procedures

Community Based

- Police
- Children's Aid Society (CAS)

6. Reporting

- To the extent legally possible, reports of workplace violence or of potentially violent behaviour will be held in confidence.
- Under this policy, persons are required ~~and encouraged~~ to report an act of violence.
- Verbal r Reports shall be made to a person's immediate supervisor.
- The Employer is obliged to investigate the report. In most case, the investigation will be done by the immediate supervisor.
- Implement immediate crisis response measures if reasonably required by the circumstances;
- The results of the investigation will be communicated to the person who reported the circumstances and to others involved in the investigation who reasonably ought to be informed of the result.
- The Board will provide such medical and counseling support as necessary in the circumstances consistent with programs described in collective agreements or terms and conditions applicable to non-unionized staff.
- Implement progressive discipline based on the facts;
- In conjunction with any discipline that may be imposed, the Board may reassign staff or students during or after the Board's investigation as reasonable in the circumstances. Board-wide and school codes of conduct will be shared during each school year, and staff will receive training appropriate to the tasks they perform to deal with violent acts and the potential for violent acts.
- The Joint Occupational Health and Safety Committee will be provided with information respecting all workplace violent reports submitted ~~workplace occurrences~~.

STEPS IN THE REPORTING PROCEDURE

Following a report of workplace violence, the following process must be implemented immediately.

- Implement immediate crisis response measures if reasonably required by the circumstances.
- Requirement for employee:
 - Report immediately to his/her supervisor (*or school board management if supervisor is involved*); and the police if there is any question as to whether a criminal act has taken place.
 - 1. Complete an incident report using the Safe Schools/Workplace Violence Incident Tool found on the staff portal. ~~a workplace violence report form (See Appendix A)~~
It must be emphasized that in the event that the police become involved at the beginning of the incident, they will take control of the situation and the environment. Their instructions must be adhered to, and they must be allowed to complete their tasks before an internal investigation is initiated.

An employee who is the victim of an act of violence/threat may:

Refuse to work, if workplace violence/threat is likely to endanger him/herself. Follow steps for work refusal as outlined in Occupational Health and Safety Act In such case the worker, pending the investigation, shall remain during the worker's normal working hours, in a safe place that is as near as reasonably possible to his or her work station and available to the inspector for the purposes of the investigation.

Complete other reports as may be applicable based on injuries sustained to workers, students, parents, contractors or others. Such forms may include:

- The Board's Work Related Injury Form if an injury was sustained~~Incident / Injury Report~~ (for workers / WSIB)
- The Board's Physical Restraint Incident Form may also be required
- ~~Safe Schools Form(s)~~

The supervisor must:

- Give the Injured workers priority. Call emergency services for medical assistance, secure area and administer first aid
- Take all reasonable precautions in the circumstances to ensure workplace safety and the safety of persons who are connected with the reported incident.
- Request completion of an incident report using the Safe Schools/Workplace Violence Incident Tool found on the staff portal.~~Provide a copy of Workplace Violence Report Form Appendix A to staff member and request completion.~~
- Implement interim response measures as necessary while incident is under investigation.~~(See Responding to Student Violence Against Staff Appendix B for specific response steps for student related situations including completion of Appendix C Notification of Risk and D Workplace Violence Assessment form if required)~~
- In the case of a critical injury (loss of consciousness, substantial loss of blood, a fracture of the leg or arm, loss of sight, significant burns) as defined by regulation 834 under the OH&SA, report immediately the incident to the Board's Health and Safety Officer and if not available report to the Occupational Health and Safety Branch of the Ministry of Labour. The incident scene is to be preserved until an inspector from the Ministry of Labour has had an opportunity to view it or to instruct you otherwise.
- Apart from the OH&SA considerations, if there is any question as to whether the violent act was an assault under the Criminal Code, the police should be notified immediately. The incident scene should not be disturbed.
- Consideration must be given as to whether the School Board's Tragic Events Response Team needs to be notified.
- Consideration must be given as to who needs to be immediately informed (for example, family members).
- A list of potential witnesses needs to be developed~~made~~.
- In consultation with the supervisory officer, or with senior management, an initial analysis ought to be conducted which will include a plan for the incident investigation
- All incidents of workplace violence~~threat~~ must be reported to the school's Superintendent and the Superintendent responsible for Health and Safety or Designate. All incidents and measures taken need to be documented.
- Complete online the Principal/Supervisor section of the incident report in the Safe Schools/Workplace Violence Incident Tool Section 3 of the Workplace Violence Report Form Appendix A once received and forward to the school's Superintendent and the Superintendent responsible for Health and Safety or Designate.
- Complete other reports as may be applicable based on injuries sustained to workers, students, parents, contractors or others. Such forms may include:
 - The Board's Work Related Injury Form~~Incident / Injury Report~~ (for workers / WSIB)
 - Ontario School Board's Insurance Exchange ("OSBIE") Incident Report Form (for students, parents or other visitors to the building)
 - The Board's Physical Restraint Incident Form

7. Training/Awareness

7.1 Assessment Findings

Based on workplace violence assessments completed by Board staff, the following risk categories were identified:

1. Students on Worker
 - A. Special Education Students
 - B. All Other Students
2. Worker on Worker
3. General Public on Worker

7.2 Information and Instruction specific to staff in workplace areas where elevated risk exists

The Board and the site supervisor shall ensure that:

- all the staff who work on a regular basis in positions where moderate to high risk exists shall have the qualifications, experience and training necessary to minimize the risk of workplace violence;
- all staff have received training in the nature and recognition of the risks specific to their assignment;
- all staff have received training in procedures/safety measures that minimize the risks specific to their assignment;
- all staff have any personal protective equipment (PPE) deemed reasonable and necessary in the circumstances;
- ~~individual physical demands analysis has been conducted to ensure that all staff have the physical well being to carry out procedures/safety measures that minimize their risk of injury (reviewed on an ongoing basis);~~
- the effected and necessary staff are involved in the development of the Be Safe Plan ~~Safety Plan~~ for the staff working with the student. A copy of the Be Safe Plan is made available to all staff working with the student.
- procedures and safety measures are available to the effected staff as required;
- training is updated and/or refreshed as often as necessary;
- procedures are in place when these staff are absent
- any replacement staff (short or long-term) are aware of the risks and either have the training requirements noted above or are supported by additional staff who have the training requirements
- provide a copy of the student's crisis plan
- provide copies of Workplace Violence Assessment Form Appendix D and Notification of Risk Form Appendix C annually or as required (updates)

The assessment identified an elevated risk of workplace violence with Educational Assistants ("EA") and special education support staff and teaching staff working in high needs classes. All educational assistants, Special Education support staff and teaching staff identified as working in positions with elevated risk ~~should~~ where a Be Safe Plan is in effect will be trained in Behaviour Management Systems techniques.

7.3 Low Risk Worker

The assessment identified all other Board workers as being moderate to low risk. All such workers will be made aware of workplace violence prevention through this Procedure.

- ~~provide copies of Workplace Violence Assessment Form Appendix D and Notification~~

~~of Risk Form Appendix C annually or as required (updates)~~

7.4 New Hires

Behaviour Management Systems Training

All newly hired educational assistants, early childhood educators, Special Education support staff and teaching staff working in elevated risk classes ~~should~~ may be required to have behaviour management systems training or equivalent prior to being hired by the Board. However, if new educational assistants, early childhood educators, Special Education support staff and teaching staff new hires do not have behaviour management systems training or equivalent they will be offered this training and will be working with students who have a Be Safe Plan in effect, they must be trained in Behaviour Management Systems techniques or equivalent before beginning work in that area.

Workplace Violence Prevention Procedure

All new hires to the Board will be made aware of our workplace violence prevention program.

7.5 Annual Review

All Board workers will be required to attend / participate in an annual awareness review of this Procedure.

7.6 Re-Assessment

OHSA 32.0.3(4) an employer shall reassess the risks of workplace violence as often as is necessary to ensure that the related policy... and program ... continue to protect workers from workplace violence

The Board shall ensure that:

- ongoing annual review procedures are in place to monitor levels of workplace violence risk and to evaluate the effectiveness of controls, procedures and measures in place;
- all incidents of workplace violence are documented and reported immediately to the site supervisor and as required to the Joint Occupational Health and Safety Committee for the board; and
- an ongoing site-based process is in place to modify controls, procedures and measures as necessary.
- On an annual basis or as required by change that completion of Workplace Violence Assessment ~~Survey Form Appendix D and Notification of Risk Form Appendix C~~ is done by building Administrator in consultation with staff at the location and ~~provided or~~ posted to staff for information

8. Records

All correspondence and other documents generated under these procedures must, subject to the Municipal Freedom of Information and Protection of Privacy Act, be marked "Private and Confidential" and must be stored in a secure manner in the Human Resources Department for seven (7) years. If after seven (7) years, there is no litigation, investigation or further activity under these procedures involving a party to the original complaint, all records of the complaint will be shredded or erased.

9. Confidentiality

- 9.1 It is the duty of the Board and supervisory/managerial personnel to maintain strict confidentiality in the complaint process. All complainants, respondents, and other persons involved with the complaint processes under these procedures have a responsibility to ensure that all matters remain confidential. The obligation to maintain confidentiality does not prohibit any party to a complaint from obtaining advice or counsel or from speaking to any union/association representative.
- 9.2 The Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection of Privacy Act*. Examples of such agencies are the Ministry of Labour or Police.

10. Contacts and Supports

- a) Local ETFO President – Phone (519) 753-9291 or
- b) Local OSSTF President – Phone (519) 426-8545
- c) Local CUPE President – Phone (226) 250-3105 or
- d) Board – Superintendent of Education (Human Resources) Phone (519) 756-6301 Ext 281124
- e) Board – Manager of Human Resources Phone (519) 756-6301 Ext 281289
- f) Human Rights Commission, Toronto Office – Phone (416) 326-9511 or 1-800-387-9080
- g) Ministry of Labour, Call Centre – 1-877-202-0008

BOARD POLICIES & PROCEDURES (SEE ALSO)

1. Health & Safety Policy, HR4
2. Board's Safe Schools Policy, ~~SO9~~ SO13.
3. Physical Intervention/Restraint, Procedure SO107.
4. ~~Acceptable Use of Information Technology Policy, SO27~~
5. Code of Conduct, ~~Policy SO12~~ ~~Procedure SO131~~
6. ~~5.~~ Maintaining Employee Safety While Working with Identified Exceptional Students, HR107
7. ~~6.~~ Harassment/Objectionable Behaviour HR5
8. ~~7.~~ Employee Safety Protocol at Non Board Locations, HR104
9. ~~Reporting of Vandalism and Unusual Occurrence Incidents, FT104.~~
10. ~~Recorded Surveillance Board Buildings and School Transportation Vehicles, FT110~~
11. ~~8.~~ Local Police / School Board Protocol – Main Office.
12. ~~9.~~ Board's Crisis/Emergency Management Procedure – Flip Chart, Main Office.

WORKPLACE VIOLENCE REPORTING FORM

APPENDIX A

A copy of this Workplace Violence Report Form must be completed and submitted to the Superintendent responsible and Health and Safety within 24 hours of an occurrence (Scan, Email or Fax 519-756-9181)

SECTION ONE: WORKER INFORMATION (Completed By Worker)	
Name (print):	Union Affiliation:
Employee ID (#):	Work Location:
Position:	Date Reported to Supervisor:
Supervisor's Name (print):	
SECTION TWO: DETAILS OF INCIDENT (Completed By Worker or Supervisor)	
Date of Incident:	Category of Violence (check any that apply)
Time of Incident:	<input type="checkbox"/> a. The exercise of physical force by a person (worker, student, or non-Board employee) against a worker, in a workplace, that causes or could cause physical injury to a worker.
Site of Incident (school name, facility, etc.):	<input type="checkbox"/> b. An attempt to exercise physical force against a worker in a workplace that could cause physical injury to a worker.
Location of Incident at site (e.g.: office, field, etc.):	<input type="checkbox"/> c. Statement or behaviour that is reasonable for the worker to interpret as a threat to use physical force that could cause physical injury to the worker.
Alleged Aggressor (check any that apply)	Nature of Incident (check any that apply)
<input type="checkbox"/> Co-worker <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Visitor/Public	<input type="checkbox"/> Intimidation <input type="checkbox"/> Threat <input type="checkbox"/> Punch <input type="checkbox"/> Push/Pull
<input type="checkbox"/> Student <input type="checkbox"/> Supervisor	<input type="checkbox"/> Scratch <input type="checkbox"/> Hair Pull <input type="checkbox"/> Slap <input type="checkbox"/> Grab
Alleged Aggressor Name:	<input type="checkbox"/> Bite <input type="checkbox"/> Pinch <input type="checkbox"/> Kick
Repeat Incident: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Other (please specify):
Weapon: <input type="checkbox"/> Yes <input type="checkbox"/> No Type:	
Injuries Sustained: <input type="checkbox"/> Yes <input type="checkbox"/> No	
To Whom:	
Medical Attention Required: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Brief Description Of Incident	
Witness (optional)	
SECTION THREE: STEPS TAKEN TO PREVENT A REOCCURRENCE (Completed By Supervisor)	
Tools to be utilized / Actions taken: (check any that apply for this incident) Additional information & contact names, dates, times, etc.	
<input type="checkbox"/> Incident Documented and Reported	
<input type="checkbox"/> Contacted Superintendents	
<input type="checkbox"/> Contacted Parents/Guardians (if student involved)	
<input type="checkbox"/> Staff Training / In-servicing / Behaviour Management System (BMS) Training	
Contacted Other Board Services:	
<input type="checkbox"/> Employee Assistance Program	
<input type="checkbox"/> Learning Support Services referral (e.g. Social Work, Psych. Services, Special Ed. Coordinator)	
<input type="checkbox"/> Health And Safety Officer	
Special Education:	
<input type="checkbox"/> Case Conference scheduled (re: student)	
<input type="checkbox"/> Reviewed Student Safety Plan/Behaviour Plan for changes with all applicable workers	
<input type="checkbox"/> Community Agency referral	
<input type="checkbox"/> Personal Protective Equipment	
<input type="checkbox"/> Threat Risk Assessment	
<input type="checkbox"/> Reinstruct / Train Worker / Behaviour Management System (BMS) Training	
<input type="checkbox"/> Children's Aid Society	
Safe Schools:	
<input type="checkbox"/> Contacted Police (Officer; case number)	
<input type="checkbox"/> Safe Schools Incident Reporting form	
<input type="checkbox"/> Discipline of Student (see Appendix B)	
<input type="checkbox"/> Suspension	

WORKPLACE VIOLENCE REPORTING FORM

APPENDIX A

A copy of this Workplace Violence Report Form must be completed and submitted to the Superintendent responsible and Health and Safety within 24 hours of an occurrence (Scan, Email or Fax 519-756-9181)

<input type="checkbox"/> Suspension pending Expulsion	
<input type="checkbox"/> Exclusion	

SECTION THREE: STEPS TAKEN TO PREVENT A REOCCURRENCE (Completed By Supervisor)

Tools to be utilized: (check any that apply for this incident)

<input type="checkbox"/> Workplace Violence Re-assessment (see App D)	
<input type="checkbox"/> Notification of Risk (all applicable workers, including your OJH&SC (see App G)	
<input type="checkbox"/> Trespass Order	
<input type="checkbox"/> Access to School Premises Order	
<input type="checkbox"/> Restraining Order	
<input type="checkbox"/> Relocation of Worker in consultation with HR	

OTHER NOTES:

SECTION FOUR: SIGNATURES AND DISTRIBUTION (Completed By Supervisor)

Print name if completing for worker:

Signature Of Worker/Other:	Date:
Signature Of Supervisor:	Date:

This report must be completed for every workplace violence incident and submitted by the supervisor to the Superintendent of Special Education and Health and Safety within 24 hours.

The reporting of workplace violence is free of reprisals in accordance with this Policy and Management Program made under OHSA.

RESPONDING TO STUDENT VIOLENCE TOWARDS STAFF

APPENDIX B

The Grand Erie District School Board recognizes its responsibilities to provide a safe working and learning environment for all staff and students.

This safe working and learning environment can be achieved despite the challenges presented by the behaviour of some students, through effective educational programming to address exceptionality specific needs, staff training, and effective incident response procedures.

This procedure was developed and is intended to help prevent occurrences of violence towards staff.

AGGRESSIVE INCIDENT NOT RESULTING IN MEDICAL ATTENTION OR LOST TIME

TYPE OF INCIDENT: A minor, non-serious violent incident by a student towards staff (i.e. spit, bite, scratch, pinch, etc.) in which no physical injury (no first aid) to a minor physical injury (first aid only) may have occurred.

IMMEDIATE ACTIONS:

- Worker must immediately summon assistance and report to the Supervisor.
- Supervisor or designate will conduct a preliminary investigation to assess the situation and implement steps to prevent a reoccurrence.
- Such steps may include:
 - Calling the parent / guardian / sending the student home for the day.
 - Reviewing the Safety Plan / Behaviour Plan and triggers.
 - Adjusting / retooling (see section three of the Board's Workplace Violence Report Form).
 - Filling out and submitting the Board's Workplace Violence Report Form (Appendix A) within 24 hours.
 - If student(s) were injured (minor), fill out OSBIE Report Form.
 - If worker(s) were injured (minor), fill out Employee Incident / Injury Report Form within 48 hours.
- Any further steps / actions to be taken to prevent a reoccurrence will be at the discretion of the Supervisor pending their investigation findings.
- Supervisor to advise all applicable staff of what steps have been taken to prevent a reoccurrence utilizing the Notification of Risk Form (Appendix C).
- A Workplace Violence Re-assessment (Appendix D) may not be required depending on the nature of the incident.

VIOLENT AGGRESSIVE INCIDENT RESULTING IN MEDICAL ATTENTION OR LOST TIME FIRST OFFENCE

TYPE OF INCIDENT: A physical assault, serious threat and / or any situation in which a worker requires medical assistance (e.g. punch, hit, threat to exercise physical force, etc.).

IMMEDIATE ACTIONS:

- Worker must immediately summon assistance and report to the Supervisor.
- Supervisor or designate must immediately address the hazard of the situation and provide assistance to deal with the immediate threats and dangers.
- Such steps shall include:
 - first aid and medical assistance for injured worker(s) or student(s)
 - call the Police and/or inform your School / Site Police Liaison Officer
 - call the parents / guardians
 - ~~suspend~~ student for the period of time required to investigate / develop a response plan and implement steps to prevent a reoccurrence *Follow Safe Schools Procedures including SO127-Student Suspensions
 - notify your Superintendent
 - fill out the Board's Workplace Violence Report Form (Appendix A) within 24 hours
 - if student(s) were injured fill out OSBIE Report Form
 - if worker(s) were injured fill out Employee Incident / Injury Report Form within 48 hours

RESPONSE PLANNING / STEPS TO PREVENT / STUDENT RE-ENTRY:

- Supervisor must investigate and utilize all applicable resources and tools to prevent a reoccurrence. Such steps shall include:
 - utilizing internal and external resources (see Section three of the Board's Workplace Violence Report Form)
- Supervisor will ensure that the student does not return until response plan has been completed and:
 - Notification of Risk is relayed to all applicable workers (see Notification of Risk Form)
 - Workplace Violence Re-Assessment Form has been completed (see Workplace Violence Assessment Form)
- Supervisor to advise all applicable staff of what steps have been taken to prevent a reoccurrence utilizing the Notification of Risk form

RESPONDING TO STUDENT VIOLENCE TOWARDS STAFF

APPENDIX B

- ~~If the worker feels that the situation endangers their health and safety and indicates a refusal to work due to this incident please follow steps outlined in Administrative Memo 27 Occupational Health and Safety Act – Right to Refuse Unsafe Work Procedures~~

AGGRESSIVE INCIDENT RESULTING IN MEDICAL ATTENTION OR LOST TIME SECOND (REPEAT) OFFENCE

TYPE OF INCIDENT: ~~A second physical assault, serious threat and / or any situation in which a worker requires medical assistance (e.g. punch, threat, hit, etc).~~

IMMEDIATE ACTIONS:

- ~~Worker must immediately summon assistance and report to the Supervisor.~~
- ~~Supervisor or designate must immediately address the hazard of the situation and provide assistance to deal with the immediate threats and dangers.~~
- ~~Such steps shall include:~~
 - ~~first aid and medical assistance for injured worker(s) or student(s)~~
 - ~~call the Police~~
 - ~~call the parents / guardians~~
 - ~~exclusion of student or suspension pending expulsion~~
 - ~~notify your Superintendent~~
 - ~~fill out the Board's Workplace Violence Report Form within 24 hours~~
 - ~~if student(s) were injured fill out OSBIE Report Form~~
 - ~~if worker(s) were injured fill out Employee Incident / Injury Report Form within 48 hours~~

INVESTIGATION:

- ~~Supervisor to seek direction from the Director's Office, Superintendent responsible for Safe Schools and /or Special Education, Behaviour Consultants regarding the findings of the investigation.~~
- ~~If ALL Board resources and tools have been utilized / exhausted, then a decision must be made if the Board can or cannot continue to service the student.~~

NOTIFICATION OF RISK FORM

APPENDIX C

Site Name:	Date:
<p>Under the provisions of OHSA per this Management Program all supervisors are required to inform their workers with a "Notification of Risk" on a regular basis. This would include but is not limited to:</p> <ul style="list-style-type: none"> —Every September / beginning of each school year; —As persons are identified and the supervisor has knowledge of; —Upon every workplace violence occurrence <p>The OHSA requires that employers and supervisors must provide workers with information, including personal information (as prescribed), related to a risk of workplace violence from a person with a history of violent behaviour.</p> <p>The following person(s) (student, parent, worker, other) has conducted an act of Workplace Violence, as defined by OHSA:</p>	
Alleged Aggressor:	
Risk: <input type="checkbox"/> Student	<input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Worker <input type="checkbox"/> General Public
Steps To Prevent _____	
Alleged Aggressor:	
Risk: <input type="checkbox"/> Student	<input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Worker <input type="checkbox"/> General Public
Steps To Prevent _____	
Alleged Aggressor:	
Risk: <input type="checkbox"/> Student	<input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Worker <input type="checkbox"/> General Public
Steps To Prevent _____	
Alleged Aggressor:	
Risk: <input type="checkbox"/> Student	<input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Worker <input type="checkbox"/> General Public
Steps To Prevent _____	
Alleged Aggressor:	
Risk: <input type="checkbox"/> Student	<input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Worker <input type="checkbox"/> General Public
Steps To Prevent _____	

For Further information, see Workplace Violence Assessment (Appendix D)

Supervisor Name (print):	Supervisor Signature:
Site Name:	Date:

WORKPLACE VIOLENCE ASSESSMENT FORM

APPENDIX D

This Workplace Violence Assessment Form must accompany the site's Workplace Violence Floor Plan Drawing

Site Name:	Date:
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IDENTIFIED AREAS	MEASURES AND PROCEDURES
<p>Where workplace violence has occurred (Person(s) against Worker)</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 	<p>Tools For Daily Business:</p> <p>Summoning Immediate Assistance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed Notification Of Risk (Appendix C) <input type="checkbox"/> P.A. Systems <input type="checkbox"/> Walkie Talkies <input type="checkbox"/> Telephones in Classrooms <input type="checkbox"/> P.P.E. (Personal Protective Equipment) <input type="checkbox"/> 911 <p>Tools For Existing Identified (Violent) Person(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safety Plan <input type="checkbox"/> Behaviour Plan <input type="checkbox"/> Threat/Risk Assessment <input type="checkbox"/> BMST Trained Staff <input type="checkbox"/> Spec. Ed. Coordinator <input type="checkbox"/> Social Worker <input type="checkbox"/> Psychological Services <input type="checkbox"/> Principal / Vice Principal <input type="checkbox"/> Site Map with Identified Areas <input type="checkbox"/> Workplace Violence Management Program <input type="checkbox"/> Trespass Order
POTENTIAL LOCATIONS	PREVENTATIVE MEASURES
<p>Potential For Violence Areas (Worker against Worker; Student against Worker; General Public against Worker)</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 	<p>Preventative Measures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Controlled Entry <input type="checkbox"/> Sign-In <input type="checkbox"/> Barrier in Office <input type="checkbox"/> Badges in Office for Visitors (Volunteers, Occasional Teachers, etc.) <input type="checkbox"/> P.P.E. (Personal Protective Equipment) <input type="checkbox"/> Workplace Violence Assessment (Appendix D) <p>Summoning Immediate Assistance</p> <ul style="list-style-type: none"> <input type="checkbox"/> P.A. Systems <input type="checkbox"/> Walkie Talkies <input type="checkbox"/> Telephones in classrooms <input type="checkbox"/> 911

This Workplace Violence Assessment Form must accompany the site's Workplace Violence Floor Plan Drawing and be re-evaluated on an annual basis.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **SO21 School Food and Beverages**
DATE: February 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy SO21 – School Food and Beverages to all appropriate stakeholders for comments to be received by April 3, 2019.</p>
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Background

Policy SO21 – School Food and Beverages was approved by the Board in January 2015 and has been identified for review.

Additional Information

No revisions have been made to the Policy.

Communication Plan

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

Respectfully submitted,

Linda De Vos
Superintendent of Education



School Food and Beverages

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board is committed to making schools healthier places for students. Student learning and success as well as social and emotional well-being are enhanced in a healthy school environment. As part of the commitment to a healthy environment, schools in Grand Erie will comply with the Ministry of Education's School Food and Beverage Policy as outlined in Policy/Program Memorandum No. 150. All contracts for school food and beverage services provided in our schools will comply with PPM 150.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Schools are in compliance with PPM 150.
– Monitoring is performed on an ongoing basis.

Procedures

1. The policy applies to food and beverages sold:
 - in all venues on school property, such as cafeterias, vending machines and tuck shops
 - through all programs, including catered lunch programs; and
 - at all events on school property, including bake sales and sports events.
2. The standards do not apply to food and beverages that are:
 - offered in schools to students at no cost;
 - brought from home or purchased off school premises and are not for resale in schools;
 - available for purchase during field trips off school premises;
 - sold in schools for non-school purposes (e.g., sold by an outside organization that is using the gymnasium after schools hours for a non-school-related event);
 - sold for fundraising activities that occur off school premises;
 - sold in staff rooms.
3. The school principal may designate up to ten days during the school year as special-event days on which food and beverages sold in schools would be exempt from the nutrition standards. The principal must consult with school council, and is encouraged to consult with staff and students, prior to designating a special-event day.
4. As part of school supervision responsibilities, Family of Schools Superintendents will monitor school compliance with PPM 150.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO29 – Threat/Risk Assessment**
DATE: February 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Policy SO29 – “Threat/Risk Assessment” to all appropriate stakeholders for comments to be received by April 3, 2019.

Background

Policy SO29 – Threat/Risk Assessment was created in 2014 to support the Community and Board Threat/Risk Assessment Protocol, and has been identified for review.

The purpose of this policy is to provide guidance to schools in assessing threats made by students or the potential risk of violence posed by students.

Additional Information

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

Next Steps

This policy will be circulated for stakeholder input in accordance with Board Bylaw BL9.

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Wayne Baker
Superintendent of Education

**Violence Threat/Risk Assessment and Intervention**

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board's mission is to engage, support and inspire all learners to achieve and succeed. Safety in schools is fundamental to learning and well-being for all students. The Grand Erie District School Board is committed to creating and maintaining safe, caring, and accepting school environments.

As a result, the Grand Erie District School Board will respond to all student behaviours that pose a potential risk to other students, staff, and members of the school community through the process of violence threat/risk assessment (VTRA).

Accountability

1. Frequency of Reports – as needed
2. ~~Severity Threshold~~ as needed
3. Criteria for Success
 - ~~T~~hreat/risk assessments are completed promptly
 - Early intervention supports are in place for students posing risks to others
 - School safety is enhanced.

Definitions

Baseline Behaviours refer to an individual's typical behaviours. Baseline behaviours serve as a means for future reference and comparison, to be used in identifying an evolution in behaviour.

High-Risk Behaviours are words or actions that express a potential intent to do harm or act out violently against someone or something. "High-Risk" behaviours include, but are not limited to: interest in violent content; unusual interest in setting fires; an escalation of physical aggression; significant change in anti-social behaviour; unusual interest in or possession of a weapon or replica; bomb threats; threatened violence; electronic threat to be violent or kill or cause injury to self and/or others. These behaviours must always be communicated to the Principal.

Threat is the expression of intent to do harm or act out violently against someone or something. Threats can be spoken, written or symbolic and can be classified as direct, indirect, veiled or conditional. An immediate threat always results in a 911 call and activation of a VTRA ~~threat/risk~~ assessment. Threats must always be communicated to the Principal.

VTRA Threat/Risk Assessment Procedure

The process of implementing a threat and risk assessment protocol ensures that potentially high-risk behaviour of students is properly assessed and supportive intervention plans put in place.

Step 1: Make Sure All Students Are Safe and Call the Police (911)

- Monitor and/or detain the student(s) of concern until the police arrive.
- Do not allow access to coats, backpacks, desks or lockers.
- Contact Superintendent(s) of Safe Schools and Family of Schools.
- Contact ~~s~~School Social Worker and Threat Assessment Team.
- Contact Resource Officer at Secondary School; if not available, keep ~~them~~him/her informed.

Step 2: Determine if the threat maker has access to the means (knife, gun, etc) of the threat.

- School personnel are to check the threat maker's locker, backpack, clothing, work area, and/or desk to look for possible weapon(s).
- If there is any evidence of bombs or traps, discontinue the search and inform the police.

Step 3: Interview witnesses, including all participants directly and indirectly involved.**Step 4: Notify the ~~Threat~~threat-maker's ~~p~~Parent(s) or ~~g~~Guardian(s), unless the student is 18 (or is 16 or 17 and has withdrawn from parental control).**

- If possible, parents/guardians should be notified of the situation and the threat/risk assessment.

WORDING:

"Your son/daughter has been involved in an incident today whereby we are concerned for ~~their~~his/her safety and the safety of others in our school. It has come to our attention that ~~they have~~he/she has made a clear and plausible threat (share nature of the threat). What I can share with you so far is _____ (share the facts that are known and confirmed). Your son/daughter is currently with _____ and is safe. Our Threat Assessment Team is now involved and we will be assessing the situation and determining the best way to proceed. Are you able to come to the school at this time?"

- Ask parent if the student has access to weapons. Ask them to do a bedroom check.

Step 5: Initiate Data Collection with Team Members.

- Sources of immediate data may be obtained from multiple sources including:
 - Target(s)
 - Witness(es)
 - Teachers and other school staff (secretaries, teacher assistants, bus drivers, etc)
 - Friends, classmates, acquaintances
 - Parents/caregivers (~~Call both parents. Ask them to do a bedroom check.~~)
 - Current and ~~previous~~previous school records, ~~eds~~ (~~Call the sending school.~~)
 - Police record check
- Determine who will interview which parties and who will be responsible for which tasks. Ensure team members have a copy of the Threat Assessment Form to record information.

- Community ~~a~~Agencies may be involved in the process as consultants to the school/police Threat Assessment Team. Agencies may be sources of initial data relevant to the case at hand, based on past or current involvement.
- Determine which team member will contact community agencies. Some examples include ~~z~~ but are not limited to:
 - Children's Aid Society (Child Protection) for record check relevant to the case at hand
 - Family ~~d~~Doctor/~~s~~Specialist
 - St. Leonard's' Community Services
 - Youth Probation Services
 - Haldimand Norfolk REACH
 - Woodview Children's Centre
 - Contact Agencies (i.e. ~~z~~: Contact Haldimand-Norfolk, Contact Brant)
 - Hospitals, Public Health Units
 - Domestic ~~v~~Violence ~~a~~Agencies
- The questions in the Threat Assessment Profile are offered to guide the threat assessment process. The purpose of this process is to determine whether a student ~~poses~~~~poses~~ a threat to the safety of others. Does the student appear to have the resources, intent and motivation to carry out the threat? Is there evidence of attack-related behaviours that suggest movement from thought to violent action?
- Document and discuss all warning signs that are present.

Step 6: Review Findings with the Threat Assessment Team

- * Convene the Threat Assessment Team and discuss all relevant information regarding the student.
- * As a team, ask the question: *"To what extent does the student pose a threat to school/ student safety? "Does the student pose a threat to themselves or someone outside the school (e.g. ~~i.e.~~ family)?"*

~~Variable~~Low Level of Concern:

- * Risk to the safety of target(s), students, staff, and school is minimal.
 - Threat is vague and indirect.
 - Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
 - Available information suggests that the person is unlikely to carry out the threat or become violent.
 - Typical baseline behaviour~~ur~~.

Medium Level of Concern:

- The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.
- Threat is more plausible and concrete than a low-level threat. Some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon seeking), although there may be ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty. "I'm serious!"
- There are moderate or lingering concerns about the student's potential to act violently.

- Increase in baseline behaviour.

High Level of Concern:

- The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.
- Threat is specific and plausible. There is an identified target. Student has the capacity to act on the threat.
- Concrete steps have been taken toward acting on threat (e.g., the student has acquired or practised with a weapon or has had a victim under surveillance).
- Information suggests legitimate concern about the student's potential to act violently.
- Significant increase in baseline behaviour.

Step 7: Decide on a Course of Action

Low to Medium Level of Concern

- The student can likely be managed at school with appropriate (increased) supervision.

Variable to Medium Level of Concern

- The student can likely be managed at school with interventions.
- Implement the Intervention Plan.

Medium to High Level of Concern

- Medical/psychiatric/family assessment is needed.
- If there is imminent danger, call 911 (e.g., a gun is found).

Step 8: Develop an Intervention Plan

Use the Intervention Plan to address all concerns identified during the [VTRA Threat/Risk Assessment](#). To reflect the level of risk and corresponding intervention plan, a summary report form will be completed by the school Social Worker and/or the school administrator. This report will be signed by both the author of the report [and along with](#) the school administrator. A copy of the summary report will be provided to parents. The summary report will also be stored in the student's Ontario Student Record and a copy sent to Safe Schools for tracking purposes.

Reference

School and Community [Violence Threat/Risk Assessment and Intervention Protocol \(2018\)](#)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 38 – Trustee Pregnancy and Parental Leave**
DATE: February 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve Bylaw 38 - Trustee Pregnancy and Parental Leave.

Background

The Education Act was amended in May 2017, to require “every school board to adopt and maintain policies with respect to pregnancy leaves and parental leaves of members of the board. Section 228 of the Act currently sets out circumstances where a member of the board’s seat becomes vacant. A new subsection 228 (2.1) is added to provide that s.228(1)(b) does not apply to vacate the office of a member of a board who is absent for 20 consecutive weeks or less if the absence is the result of the member’s pregnancy, the birth of the member’s child or the adoption of a child by the member.”

Additional Information

A draft Bylaw recommended for approval is attached for the review of Trustees.

Next Steps

Bylaw 38 will be distributed in accordance with Bylaw 9.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL38

Trustee Pregnancy and Parental Leave

Board Received: February 25, 2019 Review Date: _____

Purpose

To outline the guidelines for pregnancy and/or parental leave which respects a trustee's statutory role as an elected representative.

Section 228 of the Education Act, subsection 2.1 states that a Member of a Board is permitted to be absent from meetings of the Board *for 20 consecutive weeks or less if the absence is a result of the member's pregnancy, the birth of the member's child or the adoption of a child by the member.*

Conditions of Leave

1. The trustee exercising the leave will notify the Chair of the Board in writing at least six (6) weeks in advance of the leave, if possible. the Director of Education and Trustees will be notified by the Chair.
2. Trustees on pregnancy and/or parental leave shall:
 - i. Continue to receive the trustee's honorarium, as specified in Policy F4 – Trustee Honoraria
 - ii. Continue to have relevant expenses paid in accordance with Bylaw 15 – Trustee Expenses
 - iii. Be exempt from attending meetings of the Board and any committee of which the trustee is a member
 - iv. Continue to have access to information through their designated board-provided technology
 - v. Respond to email communications at the level they determine, utilizing an out-of-office email response to identify they are on leave, the level of service offered, and an alternate contact as appropriate



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Bylaw 8 – Committees of the Board – Special Education Advisory Committee**
DATE: February 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the amendment of the Terms of Reference for the Special Education Advisory Committee.

Background

The Special Education Advisory Committee (SEAC) is a statutory committee established under Ontario regulation 464/97 made under the Education Act.

Additional Information

The current Terms of Reference for SEAC required updating based on a motion made at the December 13, 2018 SEAC meeting allowing for up to two members representing the interests of Indigenous students be allowed to sit as members of the Grand Erie SEAC.

The Bylaw 8 SEAC appendix with amended Terms of Reference is attached for consideration and approval.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Liana Thompson
Superintendent of Education

APPENDIX A

Special Education Advisory Committee
(Ontario regulation 464/97 made under the Education Act)
Terms of Reference

1.0 Statement of Purpose and Responsibility

The Special Education Advisory Committee makes recommendations to the Board regarding matters related to the establishment, development and delivery of special education programs and services. All meetings of SEAC shall be open to the public and shall be held at a location that is accessible to the public.

2.0 Committee Composition

As per Ontario Regulation 464/97 of the Education Act, the Special Education Advisory Committee (SEAC) shall be comprised of:

2.1 A member of SEAC, unless an ~~Indigenous~~ ~~Native~~ representative, must be:

- a Canadian citizen,
- 18 years of age,
- a resident within the jurisdiction of the Board, and
- a public school board elector.

A person is not eligible to be a member of SEAC if he/she is employed by the Board.

2.2 One representative from no more than twelve local associations

2.3 One alternate for each representative of local associations/agencies, where possible.

2.4 Two Trustees appointment by the Board and two alternates

2.5 Up to two members to represent the interest of Indigenous students

2.6 One alternate for each representative for Indigenous students, where possible

2.7 Additional members may be appointed by the Board who are neither a representative of a local association nor members of the Board nor another committee of the Board (these members will be considered community members)

2.8 Total number should not exceed 20

~~2.2 One representative from no more than twelve local associations appointed by the Board. Local Association is defined as an association or organization of parents that operates locally within the area of jurisdiction of the board which further the interest and well-being of exceptional children or adults and one alternate for each representative of local associations/agencies, where possible.~~

~~2.3 Two trustees appointed by the Board and two alternates.~~

~~2.4 Community members who are neither a representative of a local association or organization, nor members of the Board of Trustees.~~

~~2.5 — One Native representative and one alternate.~~

~~2.6 — The total number of members of SEAC should not exceed 20.~~

3.0 Committee Operating Procedures and Scope

- 3.1 The term of members of the committee shall be the same as the term of the Board of Trustees.
- 3.2 In September of an election year, the Superintendent of Education with responsibility for Special Education shall commence a recruitment process for a new roster of SEAC members. All current SEAC members will be involved in this process and will submit a proposed roster to the board of Trustees for approval by the November Board meeting.
- 3.3 There shall be a minimum of ten meetings per year excluding July and August. Meetings may occur by electronic means. All meetings are open to the public.
- 3.4 Minutes will be taken at all meetings and distributed to members. Once approved by members of SEAC, minutes will be distributed to the Board of Trustees.
- 3.5 Recommendations from SEAC to the Board can occur at any time providing a majority of SEAC members approve the recommendation.
- 3.6 A majority of the members of SEAC is a quorum, and a vote of the majority of the members is necessary for a recommendation to be approved to move forward to the Board.
- 3.7 Every member present at a meeting, or his/her alternate when attending a meeting in his/her place, is entitled to one vote.
- 3.8 In January of each year SEAC will select both a Chair and Vice-Chair of the committee. Both the Chair and Vice-Chair positions should not be held by a trustee at the same time.
- 3.9 Vacancies:
 - a) If any Local Organization / Agency Representative SEAC member vacates their position, the organization will be asked for a representative to replace the vacancy by the Superintendent responsible for Special Education.
 - b) If the Native Representative SEAC member vacates their position, the Superintendent responsible for Special Education will liaise with the Six Nations Community to find a replacement.
 - c) If any Community Representative SEAC member vacates their position, the Superintendent responsible for Special Education will review previous applications, and if necessary, initiate a recruitment process.
 - d) New recruits will be recommended to the Board as a member of SEAC.
- 3.10 Staff will provide information, support, and direction and will facilitate the work of the committee in matters related to the establishment, development and delivery of Special Education programs and services.

4.0 Role of the Board of Trustees

- 4.1
- 4.2 Provide the opportunity to the committee to participate in the Board's annual review of its Special Education Plan.
- 4.3 Provide the opportunity to the committee to participate in the Board's annual budget process as it relates to special education.
- 4.4 Provide the opportunity to the committee to review the financial statements of the board as they relate to special education.
- 4.5 Ensure the Superintendent with responsibility for Special Education will provide orientation sessions and arrange for knowledgeable persons to provide information during regular meetings.
- 4.6 Receive and review the minutes of the committee.
- 4.7 Appoint trustees and alternates. Approve membership to SEAC
- 4.8 May solicit and will take in to consideration the recommendations from SEAC with regard to matters that relate to special education programs and services
- 4.9 In the case of recommendations/motions from SEAC, the Superintendent responsible for Special Education will provide a response to the outcome of the Board recommendation/motion in a timely fashion.

5.0 Role of SEAC Members

- 5.1 Attend regular meetings. If a SEAC member is unable to attend a meeting, that member needs to notify the alternate, where one exists for that position to attend instead. If an alternate is unavailable, the SEAC member should notify the secretary and the Chair of SEAC that there will not be a representative at the meeting.
- 5.2 If a member of SEAC misses three consecutive meetings without notice, the member's position will be disqualified and a new member will be appointed as laid out in section 3.9.
- 5.3 A member of SEAC may resign their position at any time by providing a letter, in writing, to the Chair of SEAC with a copy to the Superintendent responsible for Special Education.
- 5.4 To be well informed about the role of SEAC and expectations set out for SEAC by legislation.
- 5.5 To acquire and maintain a working knowledge of the special education programs and services provided by the board.
- 5.6 In the case of members representing local organizations, to represent effectively the organizations by which they were nominated to SEAC, by ensuring that they are expressing the concerns of their organizations and not their own personal concerns. In addition, to provide their organizations with a report on relevant SEAC

proceedings.

- 5.7 To represent the interests of all students of the board receiving special education programs and services from the perspective they bring as parent and/or community partner.
- 5.8 To be respectful, responsible, build positive relationships and to act with integrity in keeping with the values of the Board and to ensure smooth operation of SEAC.
- 5.9 In the interest of avoiding a perception of conflict of interest, SEAC members should state their conflict and abstain from speaking and voting on any recommendation that might be perceived as a conflict to them or their organization.

6.0 Role of School Board Personnel

- 6.1 The Administrative Assistant to the Superintendent responsible for Special Education, attends SEAC meetings to record the minutes of SEAC and to produce and distribute minutes and agendas. Draft minutes will be reviewed by the Chair before distribution. Agendas will be developed by the Superintendent responsible for Special Education and the Chair and Vice-Chair of SEAC, with input from members as appropriate. Materials for meetings will be distributed ahead of each SEAC meeting to provide members with time to prepare for the meetings.
- 6.2 The Superintendent responsible for Special Education will attend SEAC meetings to provide information on special education programs and services. The Superintendent of Business Services or an alternate will attend SEAC meetings as deemed necessary to provide information and obtain feedback on the annual budget process as it pertains to special education.
- 6.3 The Principal-Leader of Special Education will attend SEAC meetings on a regular basis, and may act as alternate to the Superintendent if the Superintendent is unable to attend a scheduled meeting.
- 6.4 Other board personnel will be made available to SEAC to address their area of expertise in the Board.
- 6.5 Board personnel do not vote at SEAC.

7.0 Making Recommendations to the Board of Trustees

- 7.1 A recommendation made by SEAC to the Board requires a mover and a seconder.
- 7.2 A recommendation can be made through the approved minutes of the SEAC meeting or more immediately by the Superintendent responsible for SEAC directly to the Board of Trustees and presented by the Superintendent responsible for SEAC.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 28 – Trustee Code of Conduct**
DATE: February 11, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 28 – Trustee Code of Conduct.

Background

Revisions to Bylaw 28 – Trustee Code of Ethic were presented at the January 14, 2019 Committee of the Whole Meeting. At that time Trustees referred Bylaw 28 to the February 11, 2019 Committee of the Whole Meeting due to the fact that Bill 68, Modernizing Ontario's Municipal Legislation Act includes new requirements concerning Conflict of Interest become effective March 1, 2019. It was suggested that the Conflict of Interest requirements be included in Bylaw 28.

Draft revisions to the Bylaw have been made for Trustee consideration.

Communication Plan

Bylaw 28 – Trustee Code of Conduct will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL28

Trustee Code of Ethics Conduct

Board Received: February 27, 2017 Review Date: March 2021

Grand Erie District School Board Trustees are elected community leaders who realize the future welfare of the our community communities, of the Province and of Canada depends in the largest measure upon the quality of education we provide in our public school to meet the needs of every learner.

Grand Erie District School Board Trustees also recognize that they should deliberate in many voices and govern in one. We uphold the board's vision:

Success for Every Student

Trustee(s)' where it appears, shall be deemed to include elected and appointed trustees and student trustees. It is recognized that the roles and responsibilities of all trustees are set out in the Education Act and Regulations. The Six Nations of the Grand River Band Council shall appoint the native trustee and students shall elect student trustees.

Code of Ethics Conduct

1. Integrity

Trustees shall ensure that students are considered first as the basis for decision- making.

Trustees shall render all decisions based on available facts and their independent judgement, and shall refuse to surrender that judgement to individuals or special interest groups.

All Trustees of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.

2. Respect

Trustees shall express their individual opinions on issues under consideration by the Board. When expressing individual views, trustees shall respect the differing points of view of colleagues, staff, students and the public.

Trustees shall maintain confidentiality of privileged information discussed in closed sessions. Such information includes but is not limited to:

- the security of the property of the Board;
- intimate, personal or financial information about an identifiable individual;
- the acquisition or disposal of a school site;
- negotiations with employees of the Board;
- litigation affecting the Board.

3. Responsibility

Once the Board has voted, Trustees are bound by the majority decision. Trustees shall be prepared to explain the rationale for the decision and ensure that it is understood, implemented and monitored. Trustees who wish to explain the minority position on a decision shall do so in this context.

Trustees shall refuse direct or indirect hospitality, economic expressions of gratitude and/or gifts other than those of a nominal value which would be reasonably accepted as a courtesy in a business relationship from individuals, agencies or organizations doing business with the Board.

~~Trustees shall declare any pecuniary conflict of interest (direct, indirect, or deemed).~~

Trustees shall carefully review all ~~information~~ Board packages in preparation for discussion at all scheduled meetings of the Board.

Trustees shall base their actions on unimpeachable conduct, acting at all times with utmost good faith in accordance with their fiduciary duty.

Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to board staff/ ~~or~~ fellow Board members or the broader community.

Trustees shall endeavor to participate in trustee development opportunities to enhance their ability to fulfill their obligations.

The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or Board to do so. When individual Trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

4. Relationships

Trustees shall speak as the voice of their entire community at the Board table, ~~(including people who do not have children in the school system.)~~ ~~at the Board table~~.

Trustees shall work with other trustees in a spirit of respect, openness, courtesy, co-operation and proper decorum, in spite of differences of opinion that may arise during debate.

Trustees shall play a lead role in promoting partnerships with the community to enhance programs and services for students.

5. Conflict of Interest

Trustees shall declare any pecuniary conflict of interest (direct, indirect, or deemed).

Where a trustee has any pecuniary interest, direct or indirect, in any matter and is present at a meeting of the Board at which the matter is the subject of consideration, the trustee,

- a) Shall, prior to any consideration of the matter at the meeting, disclose the interest and the general nature related to the interest
- b) Shall not take part in the discussion of, or vote on any question in respect of the matter; and

- c) Shall not attempt in any way before, during or after the meeting to influence the voting on any such question

Where the meeting is in private session (in camera), in addition to complying with the requirements listed in above, the trustee will leave the meeting or the part of the meeting during which the manner is under consideration and the fact that the trustee has left the meeting will be recorded in the minutes.

At the next meeting that is open to the public, the declaration of conflict of interest shall be recorded in the minutes but not the general nature of that interest.

At a meeting at which a trustee discloses a conflict of interest, or as soon as possible afterwards, the trustee shall file a written statement of the conflict of interest and its general nature with the Secretary of the Board (Appendix B)

All written statements of conflict of interest shall be maintained in a Declaration of Interest Registry on granderie.ca for four years.

5.6. Annual Review

The Code of ~~Ethics~~ Conduct Summary, as underlined in Appendix A, shall be read at each Inaugural meeting.

Application of the Code of ~~Ethics~~/Conduct

To ensure the smooth functioning of the Board as a cohesive governing body, it shall be the right and the responsibility of the Board Chair/Vice chair to counsel any trustee(s) whom ~~they~~~~he/she~~ deems to be compromising the best interests of the Board.

1. Informal Resolution Process

If the issue involves one trustee then the Board Chair /Vice Chair may counsel that trustee individually and decide whether or not the formal procedure needs to be commenced. If the issue involves more than one Trustee, then the Board Chair and Vice Chair may counsel only those trustees involved and decide whether the formal procedure needs to be commenced.

2. Formal Resolution Process

A Trustee who has reasonable grounds to believe that another Trustee of the Board has breached The Code of ~~Ethics~~ Conduct may bring the breach to the attention of the Board by first providing to the Board Chair, and Vice Chair, a written, signed complaint setting out the following:

- (i.) The name of the Trustee who is alleged to have breached the Code;
- (ii.) The alleged breach or breaches of the Code;
- (iii.) Information as to when the breach came to the Trustee's attention;
- (iv.) The grounds for the belief by the Trustee that a breach of the Code has occurred;
- (v.) The names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

The complaint must be submitted no later than six (6) weeks after the breach comes to the knowledge of the Trustee reporting the breach. Notwithstanding the foregoing, in no circumstance shall an inquiry into a breach of the Code be undertaken after the expiration of six (6) months from the time the contravention is alleged to have occurred.

If the Board Chair and Vice Chair ~~of the Board~~ are of the opinion that the ~~breach complaint~~ is trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for ~~an a formal~~ inquiry, ~~an inquiry shall not be conducted~~ they shall prepare a confidential report to all the Trustees of the Board stating their opinion and the rationale for it. The Trustee who is alleged to have breached the Code of Conduct shall not vote on the resolution. If the opinion is adopted by the Board, a formal inquiry shall not be conducted.

If a formal inquiry of an allegation of a breach of the Code of ~~Ethics~~ Conduct is undertaken, it shall be done by a committee comprised of the Chair and Vice Chair of the Board, the Chair and Vice Chair of Committee of the Whole. The Chairs' Committee may decide to engage a third party investigator.

If it is any member of the Chairs' Committee who has committed the alleged breach, then that member shall be removed and the Board will determine the composition of the Committee and consider the possibility of engaging a third party investigator.

The Chair of the Board shall provide to all Trustees of the Board a confidential copy of the complaint within ten (10) days of receiving it.

The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the Trustee has breached the Code of ~~Ethics~~ Conduct.

Procedural fairness and the rules of natural justice shall govern the formal inquiry. The formal inquiry will be conducted in private.

The inquiry may involve both written and oral statements by any witnesses, the Trustee bringing the complaint and the Trustee who is alleged to have breached the Code of ~~Ethics~~ Conduct.

The Trustee who is alleged to have breached the Code of ~~Ethics~~ Conduct shall have an opportunity to respond to the allegations both in writing and in a private meeting with the Committee.

It is expected that the formal inquiry will be conducted within a reasonable period of time which will depend on the circumstances of the case. The Trustee who is alleged to have breached the Code of ~~Ethics~~ Conduct shall provide a written response to the allegations within 10 days of receiving the written allegation, or such extended period of time as the committee deems appropriate in the circumstance.

Once the inquiry is complete, the Committee will provide a copy of the report containing the findings of fact to the Trustee who is alleged to have breached the Code of ~~Ethics~~ Conduct and to the Trustee who brought the complaint for their written comment to the Committee investigator(s). The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. The two Trustees shall have ten (10) days (or such reasonable period of time as deemed by the committee) from the receipt of the draft report to provide a written response.

3. The Decision

The report shall outline the finding of facts, but not contain a recommendation or opinion as to whether the Code of ~~Ethics~~ Conduct has been breached. This will be determined by the Board of Trustees as a whole.

The report shall be delivered to the Board of Trustees, and a decision by the Board of Trustees as to whether or not the Code of ~~Ethics~~ Conduct has been breached and the sanction, if any, for the breach shall be made as soon as practical after receipt of the report by the Board.

Trustees shall consider only the findings in the final report when voting on the decision and sanction. No Trustee shall undertake their own investigation of the matter.

The determination of a breach of the Code of ~~Ethics~~ Conduct and the imposition of a sanction must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolutions shall be recorded in the minutes of the meeting.

If the breach involves matters that need to be discussed in camera as per 207(2) (a) to (e) of the Education Act, then the meeting shall be in camera.

The trustee who was alleged to breach the ~~code~~ Code of ~~ethics~~ Conduct may be present during the deliberations but shall not participate, answer questions, or vote.

4. Sanctions

Sanctions will follow the philosophy of progressive discipline with consequences of increasingly serious steps being imposed in order to correct unacceptable behavior or conduct.

If the Board determines that the Trustee has breached the Board's Code of ~~Ethics~~ Conduct, the Board may impose one or more of the following sanctions:

- Public Censure of the Trustee;
- Barring the Trustee from attending all or part of a committee of the whole or Board meeting;
- Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board. ~~and/or~~
- ~~Restrictions on rights to attend in camera meetings or receive in camera materials.~~
- ~~A requirement that the trustee to successfully completes a specified training session at the expense of the Board.~~
- ~~Board approval of a motion to publicly disassociate the Board from the trustee.~~

A Trustee who is barred from attending all or part of a meeting of the board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.

The Board will give the Trustee written notice of the determination and sanction imposed by the Board which will inform the Trustee that they may appeal the decision within 14 days.

The Board will consider any appeal and shall confirm or revoke the decision within 14 days after receiving the appeal.

Reference: The Education Act and Regulations
Good Governance for School Boards, A Guide for Trustees, School Boards,
Directors of Education and Communities, OESC, 2014

Appendix A

Trustee Code of ~~Ethics~~ Conduct

1. Integrity

I will ensure that students are considered first as the basis for decision-making.

I will render all decisions based on available facts and their independent judgement, and shall refuse to surrender that judgement to individuals or special interest groups.

I will accept that authority rests with the Board and that a Trustee has no individual authority.

2. Respect

I will express my individual opinions on issues under consideration by the Board. When expressing individual views, I will respect the differing points of view of colleagues, staff, students and the public.

I will maintain confidentiality of privileged information discussed in closed sessions. Such information includes but is not limited to:

- the security of the property of the Board;
- intimate, personal or financial information about an identifiable individual;
- the acquisition or disposal of a school site;
- negotiations with employees of the Board;
- litigation affecting the Board.

3. Responsibility

Once the Board has voted, I will be bound by the majority decision. I will be prepared to explain the rationale for the decision and ensure that it is understood, implemented and monitored. Trustees who wish to explain the minority position on a decision shall do so in this context.

I will refuse direct or indirect hospitality, economic expressions of gratitude and/or gifts other than those of a nominal value which would be reasonably accepted as a courtesy in a business relationship from individuals, agencies or organizations doing business with the Board.

I will declare any pecuniary interest (direct, indirect, or deemed).

I will carefully review all information packages in preparation for discussion at all scheduled meetings of the Board.

I will base my actions on unimpeachable conduct, acting at all times with utmost good faith in accordance with my fiduciary duty.

I will ensure that my comments are not personal, demeaning or disparaging with regard to board staff or fellow board members.

I will endeavor to participate in trustee development opportunities to enhance my ability to fulfill my obligations.

I will ensure that when I express my opinions in public, I make it clear that I am not speaking on behalf of the Board.

4. Relationships

I will represent my constituents (including people who do not have children in the school system) at the Board table.

I will work with other trustees in a spirit of respect, openness, courtesy, co-operation and proper decorum, in spite of differences of opinion that may arise during debate.

I will play a lead role in promoting partnerships with the community to enhance programs and services for students.

Appendix BTRUSTEE DECLARATION OF CONFLICT OF INTEREST

Pursuant to Bylaw 28 and subsection 5.1 of the *Municipal Conflict of Interest Act*, Trustee must file a written statement with the Secretary of the Board when making a declaration of pecuniary interest, direct or indirect, at any Meeting.

TO: Secretary of the Board

I, _____, declare a potential (deemed, direct or indirect) conflict of interest with respect to:

Subject Matter/Agenda Item: _____

Meeting Date & Name: _____

I am making this declaration because (state the general nature of the conflict):

I confirm that I will not vote on the matter, I will not take part in discussion on any question in respect to the matter, and I will not attempt in any way whether before, during or after the meeting influence the voting on any such question.

Trustee Signature

Date

Secretary of the Board Acknowledgement:

Received on: _____

By: _____

Secretary of the Board Signature



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO112 – Appropriate Student Dress**
DATE: February 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure SO112 – “Appropriate Student Dress” to all stakeholders for comments to be received by April 3, 2019.</p>
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Background

Procedure SO112 – Appropriate Student Dress was approved by the Board in January 2015 and has been identified for review.

Additional Information

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

Communication Plan

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

Grand Erie Multi-Year Plan:

This report supports the Community and Environment indicators of Success for Every Student and the following statements: we will encourage and support family involvement in our schools and we will build a culture of care and respect in all schools and workplaces.

Respectfully submitted,

Liana Thompson
Superintendent of Education



PROCEDURE

SO112

Appropriate Student Dress Code

Board Received: _____ Review Date: _____

Accountability

1. Frequency of Reports – As needed
- ~~2. Severity Threshold – As needed (eg. Changes in Regulations)~~
- ~~3.2.~~ Criteria for Success – Annual review with School Council conducted
 - Code is enforced

Procedures

1. ~~School administrators~~ Principals will consult with School Councils on an annual basis to review expectations related to student dress as per Regulation 330/10 Changes may be made to these expectations by the principal in consultation with School Council. This is a consultative process that, in a few cases, may ultimately require the school administrator to make a decision.
2. ~~As well, the~~ The school dress code must be communicated annually to parents/guardians and students.
3. ~~Appropriate consideration must be~~ Consideration will be given to the following issues:
 - affordability for families
 - consistency with the Human Rights Code and the Charter of Rights and Freedoms
 - expectation for student compliance
 - a review process that involves consultation with the school community
 - the essential role that an appropriate dress code has in promoting a ~~safer and more respectful~~ safe and respectful learning and teaching environment
4. ~~Students should appreciate that clothing~~ Clothing worn to school must be conducive to a safe, culturally inclusive learning environment. ~~Clothing that detracts from the learning environment, including clothing or paraphernalia that may be gang related is considered inappropriate. While the selection of clothing worn at school is the responsibility of parents and students,~~
- 4.5. ~~The~~ The school administration reserves the right of final decision concerning student dress on a daily basis.
- 5.6. ~~Requests for changes to a School Dress code (including requests for the implementation of a school uniform) are to be directed to the School Council.~~
- 6.7. ~~The~~ The School Council must determine if there is interest in pursuing the issue through communication with parents/guardians, students, staff and community. If there is not sufficient interest, no further action will be taken during the school year.
- 7.8. ~~If there is sufficient interest to proceed, a School Council sub-committee (including representatives from the community, staff, students, parents/guardians and the school administrator principal) will be formed to consider changes to the student dress code. The sub-committee will prepare recommendations for consideration by all stakeholders.~~
- 8.9. ~~Recommendations made by the School Council sub-committee must be supported by 75% of eligible parents in the school community to proceed to implementation. Each family is eligible to one vote per student in the school.~~
- 9.10. ~~If the 75% support for dress code changes is achieved, it will be communicated to the school community and implemented the following September. If the 75% support is not achieved, the issue will not be studied again unless 51% of parents with children currently attending the school or entering the school the following September that there is interest in reviewing the dress code policy of the school.~~

~~10.11.~~ Once the appropriate student dress code has been formalized and communicated to all stakeholders, every student is to be in compliance. Non-compliance with the school dress code will result in ~~the imposition of consequences which may include~~ the implementation of progressive discipline, up to and including suspension if necessary.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO118 – Opening and Closing Exercises at School**
DATE: February 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Procedure SO118 – “Opening and Closing Exercises at School” to all stakeholders for comments to be received by April 3, 2019.

Background

Procedure SO118 – Opening and Closing Exercises at School was approved by the Board in January 2015 and has been identified for review.

Additional Information

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

Communication Plan

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

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Liana Thompson
Superintendent of Education



Opening and Closing Exercises at School

Board Received: _____ Review Date: _____

Accountability

1. Frequency of Reports – As needed (i.e. changes in regulations)
2. ~~Severity Threshold~~ – ~~As needed (eg. Changes in Regulations)~~
3. Criteria for Success – Clear communication between school administration and School Council

Inclusive opening or closing exercises provide the opportunity for building cross-cultural awareness responsible citizenship and a global perspective.

Procedures

1. The Principal shall ensure that opening or closing exercises are held in ~~his/her~~ the school, in accordance with the requirements set out in S.304 of the *Education Act* and in Ontario Regulations 435/00 and 298(4).

2. The opening or closing exercises **must** include the singing or playing of “O Canada” ~~and~~

3. The opening or closing exercises may include

- the recitation of a pledge of citizenship ~~and/or~~
- readings that impart social, moral or spiritual values which are representative of Ontario’s multicultural society ~~and/or~~
- 2. a period of silence. ~~Inclusive opening or closing exercises provide the opportunity for building cross-cultural awareness, responsible citizenship and a global perspective.~~

3.4. Annually, the Principal may decide, in consultation with the School Council, whether the opening or closing exercises will include the following pledge of citizenship:

“I Affirm that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfil my duties as a Canadian citizen.”

5. Schools are encouraged to include the acknowledgement of the Indigenous people of the land in their opening exercises and at other school events as deemed appropriate by the Principal

“The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.”

4.6. As stated in Ontario Regulation 435/00, a pupil is not required to sing “O Canada” or recite the pledge of citizenship in the following circumstances:

- i) in the case of a pupil who is less than 18 years old, if the pupil’s parent or guardian applies to the principal to be exempt from doing so; or
- ii) in the case of a pupil who is at least 18 years old, if the pupil applies to the principal to be exempted from doing so.