



AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (iii) Property Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Update on French Immersion Secondary School Locations L. De Vos
D. Martins
 - * (b) Open Concept Classroom Report R. Wyszynski
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) Revised 2018-19 Committee/Board Meeting Schedule B. Blancher
 - * (b) 2019-20 Committee Board Meeting Schedule B. Blancher
 - * (c) Allocation of Educational Assistants L. Thompson
- D - 2 **New Business - Information Items**
- * (a) Student Senate Minutes/Report B. Blancher
 - * (b) Student Trustee Selection B. Blancher
 - * (c) MISA Update B. Blancher
 - * (d) Community Planning and Facility Partnerships – Annual Facility Status Report R. Wyszynski
 - * (e) Learner Intervention Tracking for Excellence (LITE) L. Thompson
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) BL02 Role of the Board (A) B. Blancher
 - * (b) BL12 Information Reports (A) B. Blancher
 - * (c) BL32 Capital Expenditure Financing – Telephone Replacement Project (R) R. Wyszynski
 - * (d) BL8 Committees of the Board – Native Advisory Committee Terms of Reference (A) D. Martins
 - * (e) FT6 Student Transportation (A) R. Wyszynski
 - * (f) FT7 Inclement Weather (A) R. Wyszynski
 - * (g) FT13 Pride of Place (A) R. Wyszynski
 - * (h) FT14 Environmental Standards for Facility Operations and Maintenance (A) R. Wyszynski
 - * (i) HR1 Bereavements (A) S. Sincerbox
 - * (j) HR8 Workplace Violence (A) R. Wyszynski

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, May, 13, 2019
Board Room, Education Centre

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- * (k) SO7 Student Expulsions (A) W. Baker
 - * (l) SO21 School Food and Beverages (A) L. De Vos
 - * (m) SO29 Threat/Risk Policy (A) W. Baker
- E - 2 **Procedure Consideration - Information Items**
- * (a) SO112 Appropriate Student Dress (I) L. Thompson
 - * (b) SO118 Opening and Closing Exercises at Schools (I) L. Thompson
 - * (c) HR108 Police Record Checks (I) S. Sincerbox
 - * (d) FT116 Building Security and Access (I) R. Wyszynski
- F - 1 **Other Business**
- (a) OPSBA Report D. Werden
- G - 1 **Correspondence**
- H - 1 **Adjournment**

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

Special Education Advisory Committee	May 16, 2019	6:00 PM	Board Room
Budget Meeting	May 22, 2019	5:30 PM	Board Room
Safe and Inclusive School Committee	May 23, 2019	1:00 PM	Board Room
Chairs' Committee	May 27, 2019	5:45 PM	Norfolk Room
Board Meeting	May 27, 2019	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk	May 28, 2019	9:00 AM	Brant Room
Native Advisory Committee	June 4, 2019	9:00 AM	McKinnon Park
Budget Meeting	June 4, 2019	5:30 PM	Board Room
Committee of the Whole	June 10, 2019	7:15 PM	Board Room
Indigenous Education Advisory Committee	June 12, 2019	6:00 PM	Lloyd S. King ES Hagersville
Special Education Advisory Committee	June 13, 2019	6:00 PM	Board Room
Audit Committee	June 18, 2019	4:00 PM	Brant Room
Chairs' Committee	June 24, 2019	5:45 PM	Norfolk Room
Board Meeting	June 24, 2019	7:15 PM	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
Denise Martins, Superintendent of Education
RE: **Update on French Immersion Secondary School Locations**
DATE: May 13, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Update on French Immersion Secondary School Locations report as information.</p>

Background

By the fall of 2020, the initial cohort of dual-track French Immersion students from all four locations will be entering Grade 9 and, a Haldimand-Norfolk secondary school location will be needed. At the March 4, 2019 Committee of the Whole Meeting, an information report was brought to trustees that outlined a number of factors that needed to be taken into consideration in determining where a French Immersion Haldimand-Norfolk secondary school should be located.

Senior administration recommended the following in that report:

- Send Caledonia Centennial Public School/River Heights Public School; Lakewood Elementary School & Walsh Public School dual track students to Simcoe Composite School
- Send Paris Central Public School/Burford District Elementary School dual track students to North Park Collegiate and Vocational School
- Creation of new boundary maps with no out of area permitted in alignment with the elementary process

Additional Information

Next steps in the March 4, 2019 report included confirmation of student intent to continue in the French Immersion program. On March 25, 2019, all parents of French Immersion dual track students were invited to participate in a survey to inform planning for a French Immersion Secondary Haldimand-Norfolk location. The survey closed on April 12th.

Survey Questions

Burford/Paris Central

If North Park CVS is the secondary French Immersion site for your child will your child continue on in the French Immersion program?

Caledonia Centennial/Lakewood/Walsh

If Simcoe Composite is the French Immersion secondary school site for your child, will your child continue on in the French Immersion program?

For Caledonia Centennial Public School families, there was an additional question. The French Immersion Program for Grades 4-8 will be located at River Heights. Will your child be continuing on in the program at this location?

Results

Burford/Paris Central

Of the 68 students currently in Grades 4-7, 43 parents or 63% responded. Of those respondents, parents indicated that 20 students or 46.5% would continue on in the program.

Caledonia Centennial/Lakewood/Walsh

Of the 156 students currently in Grades 4-7, 102 parents or 65% responded. Of those respondents, parents indicated that 77 students or 76% would continue on in the program.

Caledonia Centennial to River Heights

Of the 67 students currently in Grades 4-7, 35 parents or 52% responded. Of those respondents, parents indicated that 31 students or 89% would continue on in the program.

Recommendation

Based upon data from the first report and healthy survey results, Senior Administration recommends the following:

1. Burford/Paris Central students attend an existing secondary school French Immersion program at North Park CVS.
2. Caledonia Centennial/River Heights/Lakewood/Walsh attend a secondary school French Immersion program at Simcoe Composite recognizing that the initial cohort will be small.

Next Steps

A review of secondary school French Immersion and other programs of choice will take place over the next school year.

Moving forward, Principals will communicate the results of the survey with parents and, Superintendents will work with the four elementary schools and two secondary schools to facilitate a smooth and transparent process for student transition.

Grand Erie Multi-Year Plan

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

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

Respectfully submitted,

Linda De Vos
Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Open Concept Classroom Report**
DATE: May 13, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Open Concept Classroom Report as information.</p>
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Background

During the presentation of Grand Erie District School Board's 2018-19 Facility Renewal Plan, there was a request to determine the feasibility of eliminating open concept classrooms from the Board's elementary classrooms. The report has been undertaken due to an increasing number of complaints regarding distracting sound transmission between learning environments, corridors and the library during the school day.

In late 2018, the Facilities department engaged an engineering firm to perform a visual condition survey to determine the scope, options and capital cost of eliminating the open concept design at Cedarland Public School. While Grand Erie has multiple open concept schools, only one was chosen to provide an initial idea of scope and cost. It should be noted that the results for Cedarland may not apply directly to the other sites.

The condition survey report was completed on January 21, 2019. The focus of the condition survey was to observe the existing open concept layout and address current concerns relating to sound transmission between spaces, barrier-free access, exiting requirements and adherence to current lockdown procedures within the school.

The report also provided commentary on elements that may require work for the proposed layout changes - including those items which do not meet present codes and standards. The condition assessment was visual only - elements behind finished ceilings and walls or cabinetry were not accessible and were not inspected.

Additional Information

The report received by the Facilities Department summarized the following information:

- The existing building is in good structural condition.
- New partition walls shall divide the existing learning pods into two (2) distinct classrooms along the center of the room, and along the face of the existing drywall bulkheads. New partitions to be installed to underside of existing steel deck.
- Existing classroom pods shall be opened with the removal of existing interior door and window assemblies to maintain a continuous barrier-free path of travel on the floor level to existing washrooms.
- Existing drywall ceilings with joint compound containing asbestos shall be removed using proper abatement procedures if disturbed during any renovations.

- Upon dividing the existing learning pods, all other recommendations (not including optional items) shall be implemented in one phase to ensure proper exiting, barrier-free paths of travel and lockdown measures can be provided. This will ensure that occupant safety takes priority above all else.

Architectural/Structural Considerations

There are two options for creating partitions between the walls to divide the existing pods; option A is to construct the walls with steel stud partitions; option B is to construct the walls with block wall partitions. The costs of these two options are summarized below.

Option A: Steel Stud Partitions

- To construct partitions using steel stud partitions:
 - New Construction: \$181,500
 - Demolition: \$58,300
 - Soft Cost & Allowances: \$72,000
 - **TOTAL: \$311,800**

Option B: CMU (Block Wall Partitions)

- To construct partitions using block wall partitions:
 - New Construction: \$225,900
 - Demolition: \$58,300
 - Soft Cost & Allowances: \$85,300
 - **TOTAL: \$369,500**

Mechanical Considerations

Option C: New Heat Pumps

- A budget of approximately \$168,700 for the replacement of heat pumps, to ensure that the various mechanical systems are at a minimum Ontario Building Code compliance state.

Option D: Replace Existing Heat Pumps

- A budget of approximately \$91,950 to re-use the existing heat pumps, to ensure that the various mechanical systems are at a minimum Ontario Building Code compliance state

Electrical Considerations

A budget of approximately \$46,050 to ensure that the various electrical and life safety systems at a minimum Ontario Electrical Safety Code and Ontario Building Code compliance state, broken out as follows:

- Fire Alarm Upgrades, with \$1,000 Verification: \$10,150
- Exit Sign/Lighting/Battery Replacement: \$18,400
- Electrical Panel Installation: \$ 5,650
- Removal/reinstallation of Light Fixtures
- for Drywall Ceiling: \$ 1,250
- Project Soft Costs/Allowances: \$10,600

A summary of the options is summarized below:

Item	Option A + C	Option A + D	Option B + C	Option B + D
Option A: Steel Stud	311,800	311,800	-	-
Option B: Block Wall	-	-	369,500	369,500
Option C: New Heat Pumps	168,700	-	168,700	-
Option D: Re-use Existing Heat Pumps	-	91,950	-	91,950
Electrical	46,050	46,050	46,050	46,050
Permit and Design	87,000	87,000	87,000	87,000
Construction Total	613,550	536,800	671,250	594,500
+ 25% Contingency	153,388	134,200	167,813	148,625
Total Estimate	766,938	671,000	839,063	743,125

A construction period of 7 weeks is estimated for the steel stud construction option whereas a construction period of 9 weeks is estimated for the block wall construction option. A post-construction buffer of 3 weeks is recommended prior to classroom occupancy to allow for Grand Erie custodial teams and teaching staff to prepare the space as well as to provide for any delays to the project. This would also result in additional costs for storage of furniture and the temporary displacement of students during construction.

Next Steps

Due to the temporary displacement of students and associated costs; Senior Administrator does not recommend any of the four scenarios. However, if a preferred option is required, Option B+ C, estimated to cost approximately \$840,000 would be most suitable as the block wall construction would reduce long-term maintenance costs.

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education
RE: **Revised 2018-19 Committee/Board Meeting Schedule**
DATE: May 14, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the revised 2018-19 Committee/Board Meeting Schedule.</p>
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Background

The Board approved the 2018-19 Committee/Board Meeting Schedule in May 2018.

Additional Information

Looking ahead to the Committee of the Whole and Board meetings in August, it is evident that both of these meeting agendas are light and could easily be combined. Tracking past August meetings provided evidence that the two meeting model had early adjournments, such that it was felt the items for those agendas could be handled in one meeting. In May 2018, the Board approved the recommendation to combine the August 20, 2018 Committee of the Whole meeting with the August 27, 2018 Board meeting.

It is recommended that the Committee of the Whole meeting currently scheduled for August 19, 2019 be combined with the Board meeting scheduled on August 26, 2019.

Communication Plan

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

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
 FROM: Brenda Blancher, Director of Education
 RE: **2019-20 Committee of the Whole Board & Regular Board Meeting Schedule**
 DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the 2019-20 Committee of the Whole Board and Regular Board Meeting Schedule.

Background:

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

Additional Information

1. As outlined in Bylaw 5, Committee of the Whole meetings should be held on the second Monday of each month and Board meetings should be held on the fourth Monday of each month.
2. Thanksgiving is Monday, October 14, 2019 which is the second Monday, therefore October meetings are proposed for the **first and fourth** Monday.
3. Mid-Winter Break is March 16-20, 2020 therefore March meetings are proposed for the **second and fifth** Monday.
4. Easter Monday is Monday, April 13, 2020 which is the second Monday therefore April meetings are proposed for the **first and fourth** Monday

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

Communication Plan

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

Respectfully submitted,

Brenda Blancher
Director of Education

2019-20 Meeting Schedule

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

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

Meetings are located at 349 Erie Avenue

2019-20	
September 09	Committee of the Whole Board
September 23	Regular Board
October 07	Committee of the Whole Board
October 28	Regular Board
November 11	Committee of the Whole Board
November 25	Regular Board
December 02	Board Nomination and Organizational
December 09	Inaugural Board
January 13	Committee of the Whole Board
January 27	Regular Board
February 10	Committee of the Whole Board
February 24	Regular Board
March 09	Committee of the Whole Board
March 30	Regular Board
April 06	Committee of the Whole Board
April 27	Regular Board
May 11	Committee of the Whole Board
May 25	Regular Board
June 08	Committee of the Whole Board
June 22	Regular Board
August 24	Committee of the Whole Board
August 31	Regular Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Allocation of Educational Assistants 2019-20**
DATE: May 13, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the allocation of 303 Educational Assistants, as outlined in the report, pending final budget approval.</p>
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Background

In Grand Erie, two of the Guiding Principles in Special Education state;

1. Resources are provided to support students to become independent in reaching their educational goals.
2. The classroom teacher and early childhood educator are the primary support for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.

Educational Assistants are a human resources support assigned to schools, not to individual students, to support the needs of students with special needs.

Educational Assistants are allocated to schools to support students who display needs in the following areas:

- Medical/Physical – supports physical/medical needs, such as mobility, therapy, medications, use of specialized equipment, personal care.
- Safety/Supervision – supports safety needs, such as supervision to ensure student safety or the safety of others, behaviour/safety plan support and implementation under the direction of the teacher.
- Communication/Autism Spectrum Disorder – supports needs of students with severe communication concerns or diagnosed with Autism Spectrum Disorder, such as supervision to ensure student safety or the safety of others, social/behaviour/life skills program support and implementation under the direction of the teacher.

The goal in Grand Erie is to provide the supports and resources necessary to ensure success for every student. The goal for all students is to support them to develop skills for independence. This includes students with special education needs.

Educational Assistant support is a resource that is provided to schools to support the programs that are in place for students with special education needs that are moving them toward independence. This requires intentional planning for decreased Educational Assistant support, ensuring that the support of this resource is as non-intrusive as possible. Things that are considered when assessing the need for Educational Assistant support at a school:

1. Educational Assistant support is assigned to support schools, not individual students or programs.

2. Educational Assistants are special education supports for a teacher or a classroom. They are not a student's personal assistant.
3. The support of a student by an educational assistant must include an intentional plan to fade their support in order to promote student independence.
4. There is a recognition that a small number of students will require on-going direct support due to pervasive needs.

Unnecessary Educational Assistant support can have a negative impact on students.

INADVERTENT EFFECTS OF EXCESSIVE EA (ADULT) SUPPORT

- **Separation from Classmates-** student and EA are seated together at the side or back of the class
- **Unnecessary Dependence-** student hesitates unless prompted or cued by the EA
- **Interference with Peer Interactions-** EA creates a physical or symbolic barrier between student and peers
- **Insular Relationships-** EA and student do everything together to the exclusion of other adults and peers
- **Feeling Stigmatized-** student experiences embarrassment and discomfort about support- provocation of behaviour
- **Limited Access to Teacher Instruction-** student looks to the EA for instruction and stops paying attention to the teacher- is this the most competent instruction?
- **Interference with Teacher Engagement-** Teacher becomes dependent on the EA, some teachers are less involved because they give responsibility to the EA. The EA begins to operate with increasing autonomy making instructional decisions without direction.
- **Loss of Personal Control-** students are not permitted to exercise personal choices because the EA makes all the decisions

Reference: Teaching Exceptional Children, Vol. 42, No. 2, pp. 36-43, Council for Exceptional Children, 2009.

Current Model of Support

There are several types of Educational Assistant assignments provided in Grand Erie.

Self-contained Classroom Educational Assistant

The Educational Assistant is assigned to self-contained classrooms to support programming and integration of students in the classroom. They can support in other classrooms as required when appropriate.

School Assigned Educational Assistant

The Educational Assistant is assigned to schools based on the Needs Assessment.

Occasional Educational Assistant

The Educational Assistant is assigned to the school when someone is absent.

Temporary Educational Assistant

The Educational Assistant is allocated to a school from the Special Education Department for short term support (generally less than two weeks) for a variety of reasons, where student need is generally not complex (implementation of a behaviour plan, transition support. A written application through the Teacher Consultant for Special Education is required to access this support.

Transition Support Educational Assistant

The Educational Assistant is allocated to a school to provide temporary support (between 2-5 weeks) to support the transition of a student with complex needs to the school or to a new program in the school, to provide emergency support during an assessment period while a behaviour/safety plan is being developed, or to implement a comprehensive behaviour or safety plan that requires reinforcement at a significant rate at its inception. Transition Educational Assistants work with school staff to build their capacity while they fade their support so that school staff can assume the responsibility of program implementation for the student. Transition Educational Assistants are funded through contract extension funding, which was in place for the 2017 to 2019 school year and not reflected in the trend data. This was staffed in addition to the trend data.

Current Educational Assistant Allocation Criteria

The criteria in 2018-19 in Grand Erie for assigning Educational Assistants to schools was:

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

Once these supports are deployed, additional Educational Assistants are allocated to schools for Students with **Pervasive and Extensive Support Requirements**. Students with **pervasive needs** usually require direct adult support and have limited to no independent skills. Students with **extensive needs** usually require shared support and have some independent skills but require support at specific times during the school day. A Needs Assessment is conducted at each school, involving school-based staff and the Teacher Consultant for Special Education assigned to the school to determine pervasive and extensive student support requirements.

Educational Assistant Allocations- Trend Data

	S.I.P. Total Care 2.0 per student	Multi- Handicapped, Developmentally Delayed, Autism, or Strategies Classroom	Mild Intellectual Disability, Mixed Exceptionality, On Track, or Hearing and Language Classroom	Extreme Support Requirements for Physical/Medical Safety Needs	Total Allocation
2018-19	28	88	24	167	307.0
2017-18	20	84	26	173	303.0
2016-17	16	76	26	182	300.0
TOTAL					307.0

Grand Erie Teacher Consultants – Special Education have met with school principals, teachers and relevant support staff to review the needs identified exceptional students to determine the number of Educational Assistants to be assigned to each school based on this needs assessment. The medical/physical needs, safety/supervision needs, as well as the communication/ASD needs of students discussed at School Resource Teams, are included in each School Educational Assistant Needs profile in an effort to better assess the total support requirement of each school. Also included in school projections is the data gathered from meetings between Teacher Consultants – Special Education and local agencies, Lansdowne Children's Centre and Haldimand-Norfolk Reach, in order to anticipate any additional supports that might be required for Junior Kindergarten, Senior Kindergarten, and Grade 1-aged students entering the system in Fall 2019.

For both early primary self-regulation and Autism support, we continue to see a rise in the need for supervision, however it is also necessary to be proactive in ensuring that supports that promote and

teach student skill development are included for students and the staff members that work with them. While the educational assistant is able to provide supervision and implement program and behavior support plans developed by other professionals, it is recognized that an increase in the professionals that can provide specific programming in the area of evidence-based behavior intervention, social-emotional learning and self-regulation is essential.

Proposed Educational Assistant Allocation Criteria

The criteria in 2019-20 in Grand Erie for assigning Educational Assistants to schools is revised to the following model:

- 2.0 for each Special Incident Portion (SIP) student
- 2.0 allocated to each Multi-Handicapped, Autism and Strategies classroom
- 1.0 allocated to each se//lf-contained classroom for Mild Intellectual Disability, Mixed Exceptionalities, and Developmentally Delayed classroom and On Track Program

Once these supports are deployed, we will continue to assign additional Educational Assistants to schools for Students with Pervasive and Extensive Support Requirements as determined through the school based needs assessment completed with the Teacher Consultant for Special Education. Schools needs will be continually reassessed to ensure the focus on student independence and skill acquisition is monitored in relation to the level of support schools are allocated.

	S.I.P. Total Care 2.0 per student	Mild Intellectual Disability, Mixed Exceptionality, Developmentally Disability, On Track Program 1.0 per class	Multi- Handicap, Autism, Strategies 2.0 per class	Extreme Support Requirements for Physical/Medical Safety Needs	Total Allocation
2019-20	18	40	52	193	303.0

Additional Information

Our focus continues to be skill acquisition to increase student independence balanced with prioritizing extensive needs in order to maintain safe environments for students and staff members while working within the proposed allocation of Educational Assistants.

Budget Implications/Funding Source(s)

Pending approval of the 2019-20 budget.

Next Steps:

The Principal Leader-Special Education and Human Resources will notify schools of their allocations.

Grand Erie Multi-Year Plan

This report supports the Achievement and Well-Being indicators of Success for Every Student and the following statements: we will increase student and staff understanding of effective learning strategies and how to use them; we will create and promote an enabling environment where all students can participate fully in their education.

Respectfully submitted,

Liana Thompson
Superintendent of Education



D-2-a Student Senate Meeting

April 25, 2019

Joseph Brant Learning Centre, Grand River Hall

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

Regrets: Nil

Student Trustees: Jayden Hsiao (Representing North)
Alex Hauser (Representing South)
Ashley Cattrysse (Representing Indigenous)

Director of Education: Brenda Blancher
Trustee: Carol-Ann Sloat
Teacher Consultant:

Student Success/ELearning: Jenna Tsuchida
Recorder: Jenna Tsuchida

1. Welcome – J. Hsiao/A. Hauser/A. Cattrysse, Director of Education – B. Blancher

J. Hsiao, A. Hauser and A. Cattrysse welcomed student leaders, teacher advisors, Carol-Ann Sloat (School Board Trustee), and Brenda Blancher (Director of Education) to the meeting.

Director Blancher thanked everyone for attending and teacher advisors for accompanying the students to the meeting and recognized the Student Trustees J. Hsiao, A. Hauser and A. Cattrysse for their contributions this year.

2. Student Trustee Elections

B. Blancher explained the importance of student voice and thanked J. Hsiao, A. Hauser and A. Cattrysse for their voices at the Board table this year. She enjoyed watching them grow in their roles as student trustees.

The role of Student Trustee was explained by the Director.

For the 2019–20 term, three applications were received from the “South”, one application from the “North”, and one application from “Indigenous” students. An election process was required for the candidates in “South” areas.

To facilitate the Student Trustee elections for the “South” area, the Student Senate members and Student Trustee applicants from the “South” were moved to the Thayendanegea Room accompanied by Director Blancher to hold the election. The Student members from the North and Indigenous students remained in the Grand River Hall with J. Tsuchida, where J. Hsiao and A. Cattrysse led them in various icebreakers and team-building games.



Brief Introductions from “South” Student Trustee Candidates for 2019-20

The candidates provided background information about themselves and summarized why they want to be a Student Trustee. The candidates fielded questions from the student leaders.

Election Results

- **Alexandra Hauser** was declared elected as the Grand Erie South Student Trustee
- **Zachary Garbaty** was declared elected as the Grand Erie North Student Trustee
- **la'teieka:nereh Doxtader-Swamp** was declared elected as the Grand Erie Indigenous Student Trustee

Student Trustees were congratulated.

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

3. **Breakout Session**

The student leaders were split into three groups and rotated through three different sessions around the following topics:

- a) Allyship – lead by J. Martin, Native Advisor. J. Martin spoke about how non-Indigenous students can be allies to their Indigenous peers, and about the importance of inclusion and support for Indigenous students in Grand Erie Secondary Schools.
- b) Communication – lead by J. Gladish, Communications Assistant. J. Gladish spoke about the importance of effective listening and making people feel valued. She also spoke about how to communicate complex details quickly and concisely, as well as online communications and social media.
- c) Prioritizing and Mindfulness – lead by J. Tsuchida, Teacher Consultant, Secondary/eLearning. J. Tsuchida spoke about prioritizing as a student leader, and about managing the many commitments and pressures that student leaders face. Students completed an exercise and engaged in some independent self-reflection about their current levels of mindfulness and stress.

4. **School Round Table Discussion**

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

1. *Anything they learned from the day?*

- Don't waste your time worrying about things that are out of your control because it wastes your energy and it doesn't bode well for your mental health to worry about things that you can't do anything about
- A big part of Student Council is communicating; we got to learn about communicating and the essentials of it
- How to pitch your idea or fundraiser to a potential donor



2. *Dance themes?*

- SCS: only 3; Gr 9 day with strobes; semi was "Iced Out" - cake pops like diamonds; ice sculpture; black silver gold; tickets paid for DJ, ice sculpture, photo booth; one more dance "Spring Fling"; found that having fewer dances per year made people more excited for them
- NPC: only 3; 1st was Gr 9 night - colour night - green and orange everything then had semi-formal "Night on the Sea" - under water, coat room and photos had cruise ship theme; treasure chest; Prom is "Enchanted Forest"
- BCI - Gr 9 and semi; homecoming - wear blue and gold and give out beads; everyone decked out, people wear tutus, this is a big one for 10/11/12; semi - Mardi Gras, streamers in gym, balloon arch; blew up balloons (not recommended because they got popped)
- CSS; Gr 9 dance - DJ on patio; it's the Friday of the first week of school; semi-formal in November/December; "Enchanted Forest" - branches everywhere, photo booth

3. *How do you advertise dances and get people to actually attend?*

- BCI: in Gr 9, they give students wristbands and tell them they get to meet all other Link Crew leaders; Link Crew leaders talk about "you only get to do this once"; free pizza at semi, new DJ that is more popular; also really helpful to poll people on social media; they have suggestion boxes i.e. for music (real poll box and on social media); important for people to know that dance is for them; "big ideas" really help (i.e. ice sculpture)
- SCS: 1-2 secret days for ticket sales after "done" selling; prepared to sell for an extra day or two; "everyone comes on those last two days"; word of mouth more than posters; School Messenger home to parents (student council members write it down for the secretary); School Cash Online and School Messenger are connected
- CSS: everything online; try to rely on social media; Spring Dance got canceled so they need help!
- General group: put signs up
- MPSS: people just buy it because it's there (School Cash Online); advertise to parents; 200 people bought tickets to dance even though that many people didn't attend; advertised on Facebook to parents; found last year that people didn't go because there was a "foam dance" around the same time; put out a poll and people said they liked to get dressed up (i.e. getting nails done, getting hair done); suggestion: ask whether people want a glow dance or another semi?; consider having dance committee open to others who aren't on student council
- NPC: tried to have a glow dance; gave out wristbands and giant banners in the cafeteria, only sold 80 tickets and had to cancel dance
- PDHS: had a bunch of Gr 9s show up - first dance in forever that sold out; maybe because there were a lot of Gr 9s on dance committee

4. *End of school barbecues? School year wrap-up?*

- Bring your own banana; banana split bar with ice cream etc.
- PJ: Mystery bus: grad students buy a ticket and don't know where they're going, teachers plan it - go to beach, mini golf, etc.; action day for climate change; Ministry of the Environment (club?) paired with student council; posters and slide show to



Student Senate Meeting

April 25, 2019

Joseph Brant Learning Centre, Grand River Hall

play; asking people to make posters and stand on front lawn and have a rally to let people know that they care about climate change, believe it's real, want it to change; encourage people to have picnic, study on the grass, etc.

- NPC: in Brant park, homerooms compete in a bunch of activities; leading up - spirit week including bring your own banana
- SCS: free BBQ during first week of June; what would you do for a Klondike Bar? (camera/video) - something embarrassing and reward them, compile into big video for year end assembly; a lot for Gr 12s in final semester; going to have everyone walk across stage (because their actual graduation is in the fall) including prom "Secret Garden Masquerade" - providing mask as keepsake; have a good committee that wants to do decorations on their own
- HSS: Relay for Life; adding Escape Rooms; only school that has successfully run RFL 15 years in a row; have a theme, this year's theme is decades; minimum of 6 people per team; they sleep inside the school; had a "Fashion Show" to promote costumes; they open it to other schools in the area (MPSS)
- PDHS: every year before exams they have a "Brain Break" - BBQ, crafts, meditation, etc.

5. *Debrief: any improvements for next year's Student Senate?*

- SCS: would have been nice for South students to be part of icebreakers; maybe a different layout for tables; would be nice to talk to people one-on-one more; before/after allow for networking
- More time for the breakout presentations
- Mix schools/areas together
- The breakout groups were good and the day felt quick; normally can feel like a long wait to eat; not being in the room with the food helped
- Topic of having time for more things: would be happy to be here for longer (Director Blancher suggested we need to accommodate busing)
- Reusable plates/eco-friendly alternatives for lunch; have students bring reusable water bottles
- More time talking to people one-on-one; smaller discussion before larger round table discussion
- Have schools paired because they don't know what is going on in other parts of the board; chance to talk to schools that are far away
- For the election part - Indigenous students should have chance to vote on their region (i.e. North, South) not just on Indigenous representation
- Time to go deeper into topics we had during breakout groups (i.e. time to go and talk to 'expert' presenters instead of just listening to their presentations)

Student Trustees encouraged student leaders to share the minutes with their Student Councils to learn what other schools are successfully doing.

J. Hsiao, A. Hauser and A. Cattrysse thanked everyone who attended, those candidates who put their name forward and congratulated the new trustees for 2019-20.

The meeting was adjourned at 1:30 p.m.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Student Trustee Selection 2019-20**
DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Student Senate's report on the appointment of the following Student Trustees for 2019-20:
Grand Erie North: Zachary Garbaty
Grand Erie South: Alexandra Hauser
Grand Erie Indigenous: la'teieka:nereh Doxtader-Swamp

Background

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

All student trustee candidates attended the Student Senate meeting held on April 25, 2019.

It was necessary to follow the selection process and hold an election for the South as outlined in Bylaw 29.

Alexandra Hauser, a student at McKinnon Park Secondary was declared elected as student trustee for the South, Zachary Garbaty, a student at North Park Collegiate was declared acclaimed as student trustee for the North and la'teieka:nereh Doxtader-Swamp, a student at McKinnon Park Secondary was declared acclaimed as Indigenous student trustee.

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education
RE: **MISA Update**
DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the MISA Update report as information.

Background

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

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

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

The Ministry has identified four priority funding areas for MISA:

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

Additional Information

In 2018-19 Grand Erie's priorities aligned with areas 1 and 3:

Priority 1:

- Development and implementation of "Count Us In" student census
- Migration of survey system from subscription based service to in-house software system
- In depth analysis of student identity data to support marginalized students

- Using data from the student census, begin to develop machine learning algorithms to predict student outcomes
- Specialised statistical training for System Research Leader

Priority 3:

- Continued creation and maintenance of online, interactive reports for senior administration. Data sets include EQAO, report card, credit accumulation, suspension and community level demographic data
- Creation of online dashboards for school administrators
- Power BI training for System Research Leader

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

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Community Planning and Facility Partnership – Annual Facility Status Report**
DATE: May 13, 2019

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

As stated in Policy FT11 – Community Planning and Facility Partnership, the Board supports and encourages cooperative and collaborative partnerships for Facility Sharing. The Board is committed to engaging community partners in planning to share facilities to the benefit of the Board, students and the community and to optimize public use of assets owned by the Board. This Annual Status Report identifies facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools and administrative buildings.

Schools Suitable for Facility Partnerships – Unused space

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

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

The tables in the appendix illustrate each school's capacity and projected enrolment for the current, five, ten and fifteen-year time frame. The tables highlight schools that are or are expected to be at 60% utilization or less and schools that are or are expected to have 200 or more excess pupil places in the same time frame. The data in the tables highlights that Pauline Johnson Collegiate & Vocational School has met the 200 excess pupils and 60% utilization criteria; however, since the facility is located in an area identified for an accommodation review within the next five years, it will not be advertised as space that can accommodate a partnership., Elgin Avenue PS qualifies for the capacity percentage and the surplus spaces, but the school is unsuitable for new partnerships until the review of proposed renovations at the site are completed.

The following schools appear to meet the above criteria with both 60% or less utilization and 200 or more excess pupil places for at least the next five years. The year in which they met the criteria is listed in parentheses.

- Cayuga Secondary School (2016, 2017, 2018)
- Dunnville Secondary School (2016, 2017, 2018)
- Hagersville Secondary School (2016, 2017, 2018)
- Tollgate Technological Secondary School (2017, 2018)

Schools Suitable for Facility Partnerships – New Construction

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

As mentioned above, the planned re-development of Elgin Avenue PS included a significant portion of space dedicated to child care and an Early ON centre. This project is on currently on hold until the Board determines the best use of Ministry of Education funding.

At Hagersville SS, a proposed project scope to convert four classroom spaces into a child care space was submitted to the Ministry for Approval to Proceed (ATP) based. Design schematics and costing were developed and require an ATP prior to the Board releasing a tender. Similarly, a proposed addition onto Central PS is also at the same stages in the capital development process. This project is also stuck at the ATP phase as the new Provincial government reviews its priorities.

In April 2019, the Ministry of Education released Memo 2019: EYCC3 which summarized The government's new plan for child care will focus on making child care more affordable, creating more choice and availability for families, reducing red tape and administrative burden, improving quality, and delivering high standards of care. Highlights of the memo include:

- A. The ministry will provide dedicated multi-year operating funding upon opening for school based child care capital projects previously-approved by the ministry since November 2016 that:
 - have received an ATP to tender from the ministry; or
 - are in a new school and do not have an ATP; or
 - are part of a major school addition/renovation project and do not have an ATP.
- B. For all other school-based child care capital projects (i.e., stand-alone child care capital projects that do not have an ATP) previously approved since November 2016, the CMSM or DSSAB and the affiliated school board must jointly confirm that either:
 - any required operating funding for the new child care capital spaces will be managed from within the Consolidated Municipal Service Manager's (CMSM's) or District Social Services Administration Board's (DSSAB's) existing operating budget; or
 - the project will not be supported and therefore will not proceed.

Both childcare projects for the Board fall under "B" above which means that financial assessments need to occur before August 20, 2019 to determine if the operating budgets are sufficient enough to continue operations. If the decision is made to not proceed with a previously-approved school-based child care capital project, Grand Erie would need immediately minimize and/or cease incurring any additional costs associated with the project, wherever possible. The termination of these projects would have a significant impact to the plans Grand Erie District School Board has made to support facility partnerships; especially in the secondary panel with respect to addressing underutilized space.

Planned growth schools in Southwest Brantford and Caledonia will continue to be considered for co-building opportunities wherever possible. The planning for a school in Southwest Brantford (Shellard Lane) includes co-building with the City of Brantford and the Brantford Public Library Board to construct a school, a community centre and a public library in one building with shared access to adjacent sports fields. Another Capital Priority submission was sent to the Ministry of Education regarding a co-build in Caledonia. The original scope of the project was a submission with the Brant Haldimand Norfolk Catholic DSB to establish a joint elementary school in the McClung Road development in Caledonia.

To date, there has been no interest expressed from child care providers or other municipal partnerships in either facility. Although both Capital Submissions were rejected due to timing, there is an optimistic anticipation that not only will a Capital Submission window open in 2019, but that either one or both of these projects will be approved for funding.

Surplus Space for Lease

For a two-year period commencing in 2016, the Board engaged a consultant, to act as Facility Partnership Liaison to act on behalf of the Board and work with our communities to find appropriate partners for our schools.

There was limited success over this period due to a number of factors such as costs to tenants, availability of permits, transportation logistics and leasehold expenditures. Although the board did secure two tenants over this period, the anticipated volume of partnerships never materialized. The surplus space is still advertised on Board website, but rarely is any interest generated.

The Accommodation Review was completed more than five years ago and once the pupil accommodation guidelines are released, the Board will need to consider what additional steps can be taken to reduce the quantity of unutilized space in the coming years especially as class sizes are expected to increase from 22:1 to 28:1 by 2023-24.

Communication with Community

As per Board Policy FT11, we are planning to invite community partners, including but not limited to, those listed in Ontario Regulation 444/98 to a meeting to share information. We are anticipating to hold this meeting in late June, but are awaiting release of a capital announcement from the Ministry of Education before confirming a date. Representatives from the community partners will attend the meeting to review the current spaces available, the barriers to entry as well as addressing any questions that may be posed relating to community partnerships within Grand Erie District School Board schools. Grand Erie will be represented by Rafal Wyszynski and Michelle Le Dressay.

We are prepared to share information about:

- our long term accommodation forecast and key population/demographic statistics
- our recently updated recommendation from the Quality Accommodations committee
- our recently updated demographic data based on the 2016 census
- our plans for future accommodation reviews
- our plans to address growth from residential development
- space in our schools available for facility partnerships
- Opportunities for co-builds
- Ministry strategy and vision for partnerships

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board

Elementary School Enrolment and Utilization

Brant North Elementary	On-The- Ground Capacity	Enrolment			Capacity Utilization			Surplus Spaces		
		Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Cobblestone ES	536	503	626	702	94%	117%	131%	33	(90)	(166)
Glen Morris Central PS	222	168	166	173	76%	75%	78%	54	56	49
North Ward PS	504	369	417	401	73%	83%	80%	135	87	103
Paris Central PS	259	194	334	394	75%	129%	152%	65	(75)	(135)
St George-German PS	479	405	503	627	85%	105%	131%	74	(24)	(148)
Total	2,000	1,639	2,046	2,297	82%	102%	115%	361	(46)	(297)

Brant South Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Mount Pleasant PS	236	212	207	191	90%	88%	81%	24	29	45
Oakland-Scotland PS	225	164	153	131	73%	68%	58%	61	72	94
Total	1,002	850	814	773	85%	81%	77%	152	188	229

Brantford Central Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Graham Bell-Victoria PS	305	148	153	157	49%	50%	51%	157	152	148
Grandview PS	334	183	164	198	55%	49%	59%	151	170	136
James Hillier PS	314	299	262	261	95%	83%	83%	15	52	53
Lansdowne-Constain PS	328	247	228	230	75%	70%	70%	81	100	98
Prince Charles PS	300	187	194	218	62%	65%	73%	113	106	82
Total	1,961	1,452	1,322	1,393	74%	67%	71%	509	639	568

Brantford East Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Echo Place PS	213	156	185	207	73%	87%	97%	57	28	6
King George PS	412	285	258	248	69%	63%	60%	127	154	164
Major Ballachey PS	400	330	348	344	83%	87%	86%	70	52	56
Onondaga-Brant PS	190	212	214	240	112%	113%	126%	(22)	(24)	(50)
Woodman-Cainsville PS	236	337	386	440	143%	164%	186%	(101)	(150)	(204)
Total	1,641	1,525	1,614	1,716	93%	98%	105%	116	27	(75)

Brantford North Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Branlyn PS	426	310	318	421	73%	75%	99%	116	108	5
Brier Park PS	363	325	283	275	90%	78%	76%	38	80	88
Cedarland PS	348	278	273	269	80%	78%	77%	70	75	79
Centennial-Grand Woodland PS	326	202	200	259	62%	61%	79%	124	126	67
Greenbrier PS	303	243	248	274	80%	82%	90%	60	55	29
Russell Reid PS	377	284	263	265	75%	70%	70%	93	114	112
Ecole Confederation	547	589	542	529	108%	99%	97%	(42)	5	18
Total	3,159	2,600	2,488	2,650	82%	79%	84%	559	671	509

Brantford South Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029

Grand Erie District School Board

Elementary School Enrolment and Utilization

		Enrolment			Capacity Utilization			Surplus Spaces		
Princess Elizabeth PS	294	197	210	250	67%	71%	85%	97	84	44
Total	602	407	442	524	68%	73%	87%	195	160	78

Brantford West Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Agnes G Hodge PS	492	416	422	459	85%	86%	93%	76	70	33
Ryerson Heights ES	593	607	962	1529	102%	162%	258%	(14)	(369)	(936)
Walter Gretzky PS	498	674	603	578	135%	121%	116%	(176)	(105)	(80)
Total	1,583	1,697	1,987	2,566	107%	126%	162%	(114)	(404)	(983)

Haldimand East Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Mapleview ES	421	381	380	393	90%	90%	93%	40	41	28
Thompson Creek ES	547	514	542	553	94%	99%	101%	33	5	(6)
Total	968	895	922	946	92%	95%	98%	73	46	22

Haldimand North Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Caledonia Centennial PS	366	427	720	907	117%	197%	248%	(61)	(354)	(541)
Oneida Central PS	213	249	230	215	117%	108%	101%	(36)	(17)	(2)
River Heights ES	668	539	649	623	81%	97%	93%	129	19	45
Total	1,247	1,215	1,599	1,745	97%	128%	140%	32	(352)	(498)

Haldimand South Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
J L Mitchener PS	420	317	349	372	75%	83%	89%	103	71	48
Rainham Central PS	297	239	232	249	80%	78%	84%	58	65	48
Seneca Central PS	164	142	137	143	87%	84%	87%	22	27	21
Total	881	698	718	764	79%	81%	87%	183	163	117

Haldimand West Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Hagersville ES	338	272	313	380	80%	93%	112%	66	25	(42)
Jarvis PS	400	321	379	360	80%	95%	90%	79	21	40
Walpole North ES	236	258	265	267	109%	112%	113%	(22)	(29)	(31)
Total	974	851	957	1007	87%	98%	103%	123	17	(33)

Norfolk Central-East Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Elgin Avenue PS	573	228	242	252	40%	42%	44%	345	331	321
Lynndale Heights ES	465	430	423	419	92%	91%	90%	35	42	46
Walsh PS	421	400	391	364	95%	93%	86%	21	30	57
West Lynn PS	337	278	277	269	88%	-	-	-	-	-
Lakewood Elementary PS	662	528	595	602	80%	90%	91%	134	67	60
Total	2,458	1,864	1,928	1,906	79%	91%	90%	594	530	552

Norfolk North West Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Bloomsburg PS	268	207	207	203	77%	77%	76%	61	61	65
Boston PS	233	188	163	150	81%	70%	64%	45	70	83

Grand Erie District School Board

Elementary School Enrolment and Utilization

		Enrolment			Capacity Utilization			Surplus Spaces		
Delhi PS	412	421	414	405	102%	100%	98%	(9)	(2)	7
Teeterville PS	272	204	193	177	75%	71%	65%	68	79	95
Waterford PS (formerly A.B. Massecar)	285	340	377	383	119%	132%	134%	(55)	(92)	(98)
Total	1,470	1,360	1,354	1,318	93%	92%	90%	110	116	152

Norfolk South Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Courtland PS	294	215	196	178	73%	67%	61%	79	98	116
Houghton PS	305	341	296	286	112%	97%	94%	(36)	9	19
Langton PS	245	184	169	171	75%	69%	70%	61	76	74
Port Rowan PS	294	227	199	195	77%	68%	66%	67	95	99
Total	1,138	967	860	830	85%	76%	73%	171	278	308

Summary All Elementary	On-The- Ground Capacity	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029	Oct 2018	2023/ 2024	2028/ 2029
Total Brant County Elementary	3,002	2,489	2,860	3,070	83%	95%	102%	513	142	(68)
Total City of Brantford Elementary	8,946	7,681	7,853	8,849	86%	88%	99%	1,265	1,093	97
Total Haldimand County Elementary	4,070	3,659	4,196	4,462	90%	103%	110%	411	(126)	(392)
Total Norfolk County Elementary	5,066	4,191	4,142	4,054	83%	82%	80%	875	924	1,012
Total Elementary	21,084	18,020	19,051	20,435	85%	90%	97%	3,064	2,033	649

Grand Erie District School Board

Secondary School Enrolment and Utilization

Brantford/Brant Secondary	On-The-Ground Capacity	Enrolment		
		Oct 2018	2023/2024	2028/2029
Brantford CI & VS	1260	1181	1365	1495
North Park Collegiate	1386	1090	1059	1059
Paris District High	948	803	914	1048
Pauline Johnson Collegiate	1374	789	940	1038
Tollgate Tech Skills Centre	684	291	319	328
GELA	269	87	112	119
Total	5,921	4,241	4,709	5,087

Capacity Utilization		
Oct 2018	2023/2024	2028/2029
94%	108%	119%
79%	76%	76%
85%	96%	111%
57%	68%	76%
43%	47%	48%
32%	42%	44%
72%	80%	86%

Surplus Spaces		
Oct 2018	2023/2024	2028/2029
79	(105)	(235)
296	327	327
145	34	(100)
585	434	336
393	365	356
182	157	150
1,680	1,212	834

Haldimand Secondary	On-The-Ground Capacity	Oct 2018	2023/2024	2028/2029
Cayuga SS	927	480	471	472
Dunnville SS	999	384	361	395
Hagersville SS	861	453	378	481
McKinnon Park SS	558	701	1070	1016
Total	3,345	2,017	2,280	2,364

Oct 2018	2023/2024	2028/2029
52%	51%	51%
38%	36%	40%
53%	44%	56%
126%	192%	182%
60%	68%	71%

Oct 2018	2023/2024	2028/2029
447	456	455
615	638	604
408	483	380
(143)	(512)	(458)
1,328	1,065	981

Norfolk Secondary	On-The-Ground Capacity	Oct 2018	2023/2024	2028/2029
Delhi District SS	546	489	504	507
Simcoe Composite	1083	672	813	870
Valley Heights SS	702	432	510	471
Waterford District HS	606	371	425	412
Total	2,937	1,963	2,252	2,260

Oct 2018	2023/2024	2028/2029
90%	92%	93%
62%	75%	80%
61%	73%	67%
61%	70%	68%
67%	77%	77%

Oct 2018	2023/2024	2028/2029
57	42	39
412	270	213
271	192	231
236	181	194
975	685	677

Summary All Secondary	On-The-Ground Capacity	Oct 2018	2023/2024	2028/2029
Total City of Brantford & Brant County Secondary	5,921	4,241	4,709	5,087
Total Haldimand County Secondary	3,345	2,017	2,280	2,364
Total Norfolk County Secondary	2,937	1,963	2,252	2,260
Total Secondary	12,203	8,221	9,241	9,711

Oct 2018	2023/2024	2028/2029
72%	80%	86%
60%	68%	71%
67%	77%	77%
67%	76%	80%

Oct 2018	2023/2024	2028/2029
1,680	1,212	834
1,328	1,065	981
975	685	677
3,982	2,962	2,492



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Liana Thompson, Superintendent of Education
 RE: **Learner Intervention Tracking for Excellence (LITE)**
 DATE: May 13, 2019

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

Background

Grand Erie partners with Cardinal Software Systems Inc. to implement the Learner Intervention Tracking for Excellence (LITE) electronic software system. Through the use of the LITE platform, custom modules are created to process a variety of information that is generated into the appropriate forms and electronic paperwork. The LITE platform is used in many areas in special education, and is also used by the student success department.

LITE allows school administrators to monitor the data generated at their school and system support staff to process paperwork for school board processes such as consent forms for assessments, Identification, Placement and Review Committee paperwork, and Supervised Alternative Learning paperwork. Data can be extracted from the LITE platform at the school or the system level depending on purpose or need.

Additional Information

Below is an overview of data collected in various LITE modules currently being used in Grand Erie.

Individual Education Plan Writer (IEP Writer)

Individual Education Plans are created in LITE. Alternate Report Cards and Transition Plans, are also part of the IEP Writer module.

- 2014-15 → 5,079 active IEPs
- 2015-16 → 5,192 active IEPs
- 2016-17 → 5,257 active IEPs
- 2017-18 → 5,284 active IEPs
- 2018 – Feb 28 2019 → 5,242 active IEPs

Year Total IEPs	Total IEPs	Identified	Non-Identified
2014-15	5,079	2,269	2,810
2015-16	5192	2,253	2,939
2016-17	5,257	2,167	3,090
2017-18	5,284	2,326	2,958
2018 – Feb 2019	5,242	2,132	3,110

The data shows that schools are ensuring students are receiving appropriate accommodations and modifications to their programs as implemented by the program outlined in an Individual Education Plan whether or not the student has been formally identified as an exceptional student through the Identification, Placement and Review Committee.

Interventions - Professional Support Services Personnel (PSSP) Referral Data

The numbers shown for 2018-19 do not represent the entire school year.

Total Number of Referrals and Total Number of Students By Discipline

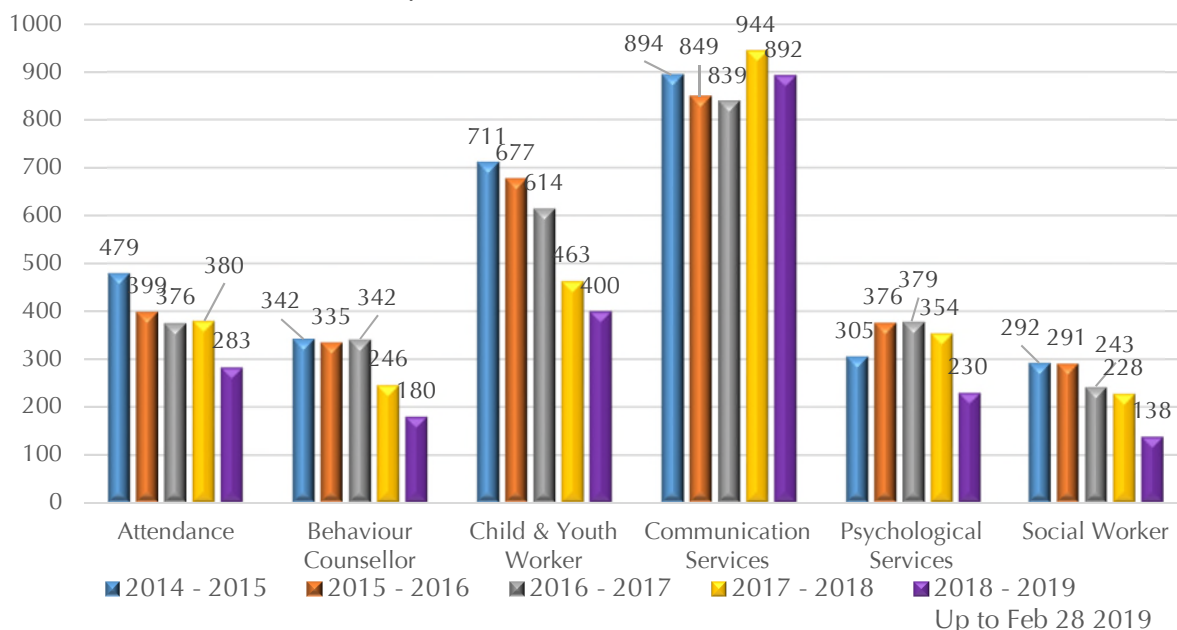
2014-15						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
2018	387	919	928	340	577	5169
# of Students						
1389	371	895	910	336	558	4459
2015-16						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
1817	386	881	876	441	587	4988
# of Students						
1174	379	868	860	424	580	4285
2016-17						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
1948	371	836	862	444	545	5006
# of Students						
1225	367	823	861	431	538	4245
2017-18						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
2050	272	678	959	397	512	4869
# of Students						
1297	263	669	959	386	510	4086
Sept 1 2018 – Feb 28 2019						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
1413	204	556	928	271	413	3786
# of Students						
1044	198	548	919	267	378	3354

In the 2017-18 School Year, Child and Youth Workers implemented a trial of PATHS® (Promoting Alternate Thinking Strategies) reaching 205 students. The PATHS® curriculum is a comprehensive, evidence-based program that promotes emotional and social competencies, reducing aggression and behavior problems in preschool through elementary school-aged children, while simultaneously enhancing the educational process in the classroom. PATHS® is implemented by the Child and Youth worker and classroom teacher to groups of students.

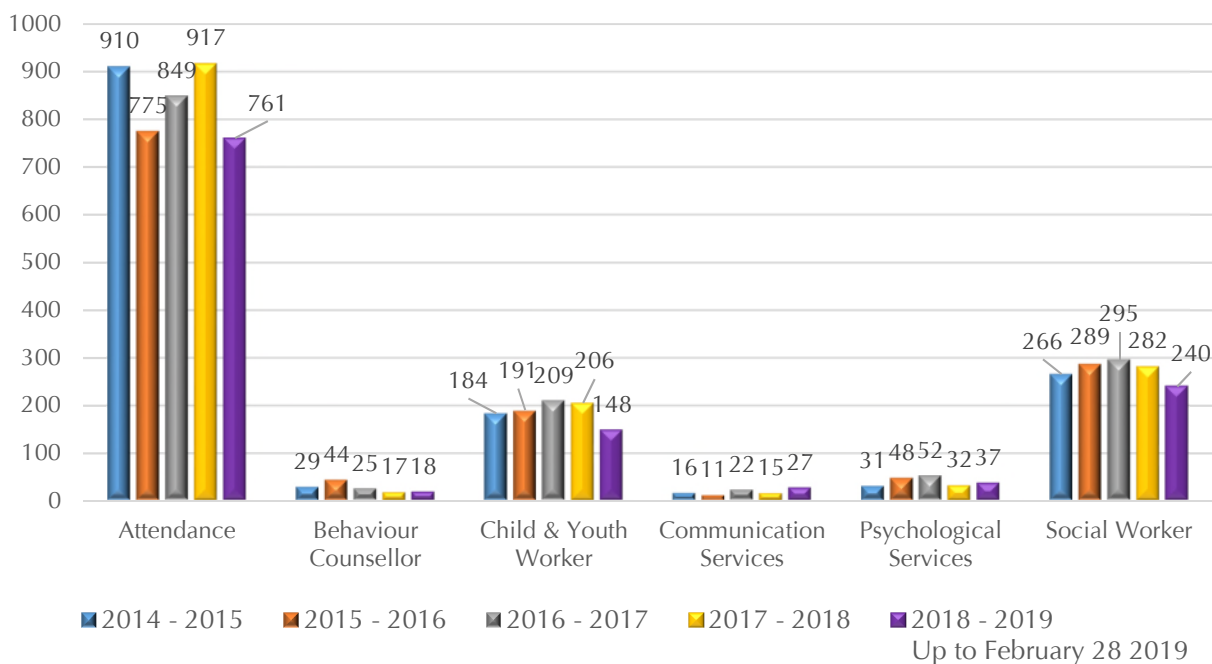
Implementation of PATHS® continued in the 2018-19 school year, and as such there has been an overall decrease to the number of individual student referrals to the Child and Youth Worker.

Total Number of Referrals for Elementary and Secondary Schools

Elementary Referrals - # of Students



Secondary Referrals - # of Students



Cumulative student profiles

- 2016-17 3972 student profiles
- 2017-18 5507 student profiles
- 2018 – Feb 2019 2886 student profiles

Although it appears there is a drop in the number of student profiles being created from 2017-18 to 2018-19, the discrepancy is due to the fact the new users created multiple copies of a student profile for the same student in previous years. With training on the LITE module, they now know how to copy forward and edit existing student profiles rather than creating new ones.

The Student Profile Support Form was enhanced with additional fields to provide transition fields for students moving from Elementary to Secondary schools so that it provides a snapshot summary of a student.

Meeting Management (MMM Module)

- 2014-15 → 2,275 IPRCs
- 2015-16 → 2,255 IPRCs
- 2016-17 → 2,189 IPRCs
- 2017-18 → 2,222 IPRCs
- 2018 – Feb 2019 → 2132 IPRCs

The number of IPRC meetings includes both school based and area or system level IPRC meetings.

Supervised Alternative Learning (SAL Module)

- 319 SAL Plans were submitted in 2016-17
- 117 SAL Plans were submitted in 2017-18
- 78 SAL Plans have been submitted to date

Student Support and Transportation Plans (SSTP Module)

Student Support Plans (both school based and transportation) ensure that the primary medical concerns of particular students are recorded including triggers and signs of medical concern and the communication protocol and action required if a health related incident should occur.

- 2016-17 443 Support Plans were created, 327 Support Plans School, 116 Support Plans Transportation
- 2017-18 500 Support Plans were created, 391 Support Plans School, 109 Support Plans Transportation
- 2018-19 608 Support Plans have been created this year to date, 496 Support Plans School, 112 Support Plans Transportation

Special Education Export (SPEX Module)

The SPEX module includes information about number and type of self-contained classroom settings and numbers of students enrolled in each class.

Special Education Classrooms 2018-19

Elementary Self-Contained Classrooms		Secondary Self-Contained Classrooms	
Type of Class	Number	Type of Class	Number
Multi-Handicap	2	Multi-Handicap	3
Junior LD Tech	2	On Track (sections)	2
Strategies (Behaviour)	7	Developmental Disability	10
Developmental Disability	8	Mixed Exceptionality, Partially Integrated	5
Gifted	2	Autism	4
Mild Intellectual Disability	6	Mild Intellectual Disability	9
Mixed Exceptionality	0		
Autism	10		
Deaf/Hard of Hearing	1		

Student Dashboard (formerly the Student Services Forms Module)

The Student Dashboard pulls info from all modules within LITE to give a full student profile with direct links to everything in LITE.

Special Education Referrals

Special Education referrals are submitted to access support from system teaching staff and Lead Educational Assistants. Referrals can be for individual student support or classroom based support.

- 2017 – 2018 1084 referrals.
- 2018 - Feb 28, 2019 831 referrals to Special Education Support Staff this school year.

Spec Ed (no IEP) Report

This report that lists the students with a Spec Ed Services record but who have no IEP. This data is required for OnSIS reporting.

Behaviour/Safety Plan

A Be/Safe Plan is an individualized plan that is implemented by staff in situations where prevention and intervention strategies are required. A Behaviour Plan can include a Safety Plan for crisis-response when current strategies have been unsuccessful in preventing behaviours that present an immediate risk of injury to staff and/or students. The Safety Plan details specific actions for staff to minimize or prevent injury.

- 2018-19 440 Behaviour/Safety Plans have been created

IEP Writer

A new search option is available to search for IEPs that need to be addressed after a meeting has been completed in the Meetings In Process section. This ensures that required follow up occurs after IEP meetings.

SEA Module

Schools have entered existing equipment into a new field on the IEP, including serial numbers, models, makes descriptors. Phase 1 functionality of the SEA Module includes:

- Requests for SEA Equipment
- SEA Request Approval
- SEA Requests Process including:
 - Equipment Assignment
 - Equipment on Order
 - Transfer
 - Setup Request
 - Training Request
 - Trial Results
 - SEA Claim confirmation
- Equipment Records
- SEA Receipts
- SEA Transfers
- SEA Claims Report/Export
- Automatic update of IEP with SEA Equipment

Spring 2019 will include training of three clerical staff on the order entry and ministry reporting requirements for SEA equipment that is entered into LITE.

What's New in LITE 2018-19

All Special Education information required in PowerSchool for OnSIS reporting is now exported from LITE to PowerSchool nightly. Schools do not have to enter the information in both locations.

New EQAO/OSSLT guidelines state that most Setting and Time accommodations need no longer appear on an IEP in order to provide them for provincial assessments. These accommodations will no longer appear on the Secondary Accommodations for Provincial Assessments entry screen.

Student's gender will no longer appear on Page 1 of the IEP.

Option to Defer a Meeting in the Parent Consent – a new option to set the status of a meeting to “Complete” if the meeting process has taken place and the conclusion was to defer the decision. Choosing this Option will lock the meeting down and keep a historical record of it rather than having to delete the meeting. The IEP will not be updated.

Warning message on the Enter Parent Consent – a warning message has been created to alert the user that updating the Parent Consent will lock the meeting and prevent any changes.

Referral Form – There is a new Save button in the left-hand navigation bar for the Referral Form entry so that users can save their work and come back to it if needed before submitting a referral.

Dashboard Changes – A button to print a PDF of the IEP has been added. A link to access other forms appears now as well. School and Transportation Support Plans now appear on the Dashboard. Student pictures that have been uploaded to PowerSchool will now appear on the Dashboard.

Newly Identified or Identification Removed Students – Reason for IEP – A new alert appears for students who are newly identified or who have had their Identification removed and are now considered a “No Exceptionality” student. This alert reminds you that the Reason for Developing the IEP section needs to be revised.

New Copy Forward option for the Transportation and School Support Plans – The Transportation and School Support Plans now have a “Copy Forward” option so that plans can be renewed from year to year. Select “Create New Plan”, enter date in new school year, check the ‘Copy Forward’ box and click the “Create” button. When this box is checked all information from the existing Support Plan will be copied forward. Update all relevant information after consulting with the parent/guardian.

Pictures are now available on the School Support Plans – these are updated from PowerSchool on a weekly basis.

Grand Erie Multi-Year Plan

This report supports the Technology indicator of Success for Every Student and the following statement: we will optimize our data systems to ensure that information is accurate, reliable and easily accessible.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 2 – Role of the Board**
DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 2 – Role of the Board.
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Background

Bylaw 2 – Role of the Board was received in May 2015 and has been identified for review and was sent out to Trustees for comment.

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

Comments Received

1. Comment: 4th section, 6th bullet – not clear what this means, can this be 2 separate bullets, one for “approve contracts” and one for the staffing issue – as follows: “approve staffing levels during the annual budget process”?
Response: Revision made as this provides more clarity
2. Comment: 2nd statement – suggest removing “resolve issues to”
Response: Revision made
3. Comment: 3rd statement – 3rd bullet – move respectfully to its own bullet and suggest it be moved to 1st bulleted Change rest to: to encourage community partnerships...
Response: Instead of having “respectfully” as its own bullet, revised to move respectfully into the statement and other suggested revisions made
4. Comment: Last bullet remove “and”
Response: the “and” is required to make this statement correct

Next Steps

Bylaw 2 – Role of the Board will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



Role of the Board

Board Received: _____

Review Date: _____

Context

The Grand Erie District School Board recognizes that it has an important duty to first and foremost act in the best interest of students and reflect the community it serves. The Board shall model its values of compassion, cooperation, humility, inclusiveness, integrity, perseverance, respect and responsibility.

It is the role of the Board to be accountable to:

- Students, parents and the community for the quality of public education
- the Ministry of Education

It is the role of the Board ~~to resolve issues~~ to:

- ensure fair treatment of all employees
- honour student and employee privacy
- respect the management authority of Board staff

It is the role of the Board to respectfully communicate:

- with public education stakeholders and provide opportunities for input
- and receive input and feedback from all stakeholders
- ~~respectfully and~~ encourage community partnership ~~where appropriate~~
- and advocate for public education

It is the role of the Board to assess and make decisions that:

- consider students first in the decision-making process
- adhere to the highest ethical standards
- set system goals, values and directions as reflected in the Multi-Year Plan
- set and review Board Policy and By-laws
- adhere to Board Policy and By-Laws
- review operating plans based on strategic directions
- approve contracts
- approve and staffing levels during the annual budget process
- set and monitor budget within provincial guidelines
- evaluate the performance of the Director of Education
- adhere to the Education Act and its Regulations



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 12 – Information Reports**
DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 12 – Information Reports.

Background

Bylaw 12 – Information Reports was received in May 2015 and has been identified for review and was sent out to Trustees for comment.

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

Comments Received

1. Comment: Do we need a opening statement for this bylaw like all others “To ensure that staff time and work load is respected, and request made for reports must be approved by board motion”
Response: Suggested statement added with revisions
2. Comment: #1 reports shall be “presented to” the Board (Board determines how a report is dealt with)
Response: Revised
3. Comment: 2nd sentence – change ‘may’ to ‘are’
Response: Revised
4. Comment: last sentence: a schedule of reports that are to be presented to the committee of the whole and the board meetings shall be approved at the August Board meeting.
Response: Revised

Next Steps

Bylaw 12 – Information Reports will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



Information Reports

Board Received: _____ Review Date: _____

Context

To ensure that staff time and workload is respected, requests for reports must be approved by Board motion.

1. Reports

Reports shall be ~~received by~~ presented to the Board as required by the Board's By-laws, Policies, and Procedures. Other information reports ~~may be~~ are submitted through the Office of the Director of Education and Secretary of the Board. A schedule of reports that are to be presented to the Committee of the Whole and the Board Meetings shall be approved at the August Board meeting~~A schedule of reports to the Committee of the Whole Board shall be approved at the August Board Meeting.~~

2. Reports for Trustees

- a) All Trustee requests for information for which the answers cannot be provided verbally or by drawing a copy of a report from Board files, shall be presented for approval through a Committee of the Whole or Board Meeting. Information reports prepared at the request of the Board shall be presented preferably at a Committee of the Whole Board prior to a Board meeting.
- b) Information provided by Executive Council members directly to a Trustee in response to their inquiry, shall be made available to all Trustees, if it is the opinion of the Director of Education and Secretary that said information would be of general interest to all Board members.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Bylaw 32 – Capital Expenditure Financing – Telephone Replacement Project**
DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board rescind **Bylaw 32 – Capital Expenditure Financing – Telephone Replacement Project**

Background

Bylaw 32 – Capital Expenditure Financing – Telephone Replacement Project was established March 2009 to finance the replacement expenditures.

The principal borrowed under this bylaw will be repaid in full. This borrowing facility is no longer required and the bylaw can be rescinded.

The proposed rescinded bylaw is attached.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

**Capital Expenditure Financing – Telephone Replacement Project**

Board Received: May 25, 2009 **Review Date:** Until Maturity
(May 25, 2019)

Terms of the Facility

The signing authorities of the Board are authorized to establish term borrowing facilities with the Royal Bank of Canada to finance Telephone Replacement Project expenditures incurred as follows:

Credit Facility fixed rate term loan credit facility up to a maximum of \$1,884,000

Repayment repayable by consecutive, blended monthly payments of principal and interest in the amount of \$41,250 each for the first 4 months after drawdown commencing 30 days from the date of drawdown, and thereafter, shall be repayable by consecutive, blended monthly payments of an amount based on a remaining 116 month amortization from the date of drawdown and the balance of this facility shall be repayable in full in full 10 years from the date of drawdown.

Interest Rate fixed interest rate as quoted by the bank at the time of the borrowing and fixed for the term of the borrowing.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Bylaw 8 – Committees of the Board – Amendments to the Native Advisory Committee (NAC) as a Standing Committee**
DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve Bylaw 8 – Committees of the Board – Amendments to the Native Advisory Committee (NAC) as a Standing Committee.

Background

The Grand Erie and Six Nations Ad Hoc Committee Action Plan report presented to the Board of Trustees in November 2018, recommended the review of the Terms of Reference with amendments to the Native Advisory Committee which is a Standing Committee of the Board.

Additional Information

This report is to request that the Native Advisory Committee Terms of Reference be amended and Bylaw 8 be updated.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Denise Martins
Superintendent of Education

Native Advisory Committee Terms of Reference

1.0 Statement of Purpose and Responsibility

The ~~purpose of the~~ Native Advisory Committee of the Board ~~is to shall~~ represent the interests of pupils from Six Nations of the Grand River Territory in maintaining quality educational services purchased through the Education Services Agreement and to ensure that the Board is appropriately advised in matters related to the education of these pupils. ~~First Nation's interests in maintaining quality of educational services purchased through the tuition agreement and to ensure that the Board is appropriately advised in matters related to the education of non-resident pupils.~~

2.0 Committee Composition

The Native Advisory Committee shall be composed of:

- a) The Six Nations Trustee to the Board
- b) One Trustee of the Board
- c) One Six Nations community representative to be appointed by Six Nations of the Grand River Territory
- d) Grand Erie District School Board Education Director or Board designate responsible for Indigenous Education
- e) Native Advisor to the Board
- f) Native Education Services staff
- g) Community Liaison Worker
- h) Indigenous Education Lead for the Board
- i) Six Nations Federal school's representative
- j) Principal of host school
- k) Indigenous student representatives of the host school

Standing invitation to resource members:

- Representatives appointed by Six Nations Band Council
- Representatives appointed by Haudenosaunee Confederacy Council
- Education Director or designate of the Mississauga of the Credit First Nation
- Principals from the six Grand Erie Secondary schools that Indigenous Services Canada provides bussing to (Brantford Collegiate Institute, Cayuga SS, Hagersville SS, McKinnon Park SS, Pauline Johnson CVS, Tollgate Technological Skills Centre)

~~2.1 — Decision Making Members~~

- ~~a) the Six Nations trustee to the Board~~
- ~~b) one trustee of the Board~~
- ~~c) one Six Nations community representative to be appointed by the First Nations~~

~~2.2 — Resource Members~~

- ~~a) any individual acting as a resource person to the committee at the request of the committee~~
- ~~b) Education Director or designate of the Mississauga of the New Credit First~~

~~Nations.~~

3.0 Committee Operating Procedures and Scope

The Native Advisory Committee shall:

- 3.1 ~~Be chaired by the Six Nations Trustee.~~ have a chairperson (Native Trustee) and vice-chairperson (trustee designate) for the committee
- ~~3.2~~ have committee members hold office for the duration of the agreement
- ~~3.3~~ ensure that every vacancy on the committee is filled by a qualified person who shall hold office for the unexpired portion of the term
- ~~3.4~~ 3.2 Hold six bi-monthly meetings during the school year (October, November, December, February, April, May), on a rotational basis at one of the following schools – Pauline Johnson Collegiate, Brantford Collegiate Institute, Hagersville Secondary School, McKinnon Park Secondary School, Cayuga Secondary School, Tollgate Technological Skills Centre and Grand Erie Learning Alternatives (GELA Nations), one of which shall be an annual Tuition Agreement review meeting.
- ~~3.3~~ Designate one of the regular meetings as annual Education Services Agreement review meeting.
- ~~3.5~~ 3.4 Facilitate formal meetings between Six the First Nations of the Grand River Territory and the Board as such may be requested.
- ~~3.6~~ 3.5 prepare reports and Make recommendations based on its findings for presentation to the Board on matters regarding the development and/or implementation of programs and services, facilities, Board policies and special services purchased through the Education Services tuition Agreement with respect to pupils from Six Nations of the Grand River Territory non-resident pupils.
- ~~3.7~~ 3.6 Provide advice to the Board for specific initiatives related to native studies, Haudenosaunee Six Nations languages, student retention, and alternative education programs and social justice and equity education.
- ~~3.8~~ 3.7 Provide advice to the Board regarding the implementation of special services purchased through the Education Services tuition Agreement and shall periodically provide evaluations of such services in accordance with the terms and conditions of the Education Services tuition Agreement.
- ~~3.9~~ 3.8 Respond to the Board on requests for advice and recommendations on any matters which the Board may present to the committee.
- ~~3.9~~ Act as a body for the hearing of grievances and concerns from of the Six First Nations of the Grand River Territory community in respect to services provided by the Board to non-resident pupils from Six Nations of the Grand River Territory covered by the Education Services tuition Agreement and shall advise and make recommendations to the Board regarding common concerns.
- 3.10 Committee decision-making will be based on a consensus model.

4.0 Role of the Board

- 4.1 ~~R~~ Receive and consider all reports and recommendations submitted to it in writing by the C ~~e~~ committee and shall prepare a response to the committee in writing within a reasonable time frame.

- 4.2 ~~S~~seek the advice and recommendations of the ~~C~~committee ~~when~~ developing new policies or when amending existing policies of the Board which may affect ~~non-~~~~resident~~ pupils from Six Nations of the Grand River Territory.
- 4.3 ~~A~~ppoint a trustee member to the committee.
- 4.4 ~~P~~rovide as resource, persons from senior administrative positions as needed
- 4.5 Any changes to the Terms of Reference are to be approved by the Board.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT6 – Student Transportation**
DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy FT6 – Student Transportation.
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Background

Policy FT6 – Student Transportation was circulated to all appropriate stakeholders for comments to be received by April 26, 2019.

Comments Received

1. Comment: Policy statement – who determines who is eligible under the conditions listed? Need to reference Grand Erie or STSBHN policies that cover these instances

Response: Determinations are made by subject matter experts, which may include employees of Grand Erie, STSBHN or other outside professionals. As procedures change to meet the operational needs of STSBHN and Grand Erie, a blanket reference to procedures relating to transportation services provides the ability to not revisit this policy whenever other procedures change/ are created.
2. Comment: 1.2 – why do bus students only have to walk up to 0.8 km, when we ask other students to walk up to either 1.6 or 3.2 km? If they are in a safe area with sidewalks why not make the distance equal to other walkers of the board?

Response: This is done to avoid sibling inconvenience, who are both eligible to ride the bus, from potentially being assigned to different bus stops, and to avoid additional congestion at local elementary schools by having their locations used as a central secondary pickup location, the alignment of home to bus stop parameters for both panels was deemed to be the preferred solution.
3. Comment: 1.3 same question as above

Response: as the 0.8km is a maximum distance, this language was shared to ensure parents and/or students know that they won't be required to walk that distance as we seek to provide a balance between convenience and service efficiency, when and where possible.
4. Comment: Why was original 2.1.1 removed, these are the parameters for issuing a courtesy seat

Response: STSBHN procedure 017 was recently updated to more accurately reflect the expectations of their member school boards. It is easier and ensures consistency to simply refer to the STSBHN procedure on who courtesy seats are assigned than to articulate the process twice.
5. Comment: 2.3 There is no statement for a student who applies for a courtesy seat in May or June to be able to receive a seat for these months – 2.3.1 states for the next school year or should date of 2.3.2 be changed to June 30th?

Response: Agreed – 2.3.2 should read “courtesy applications that are received between August 1st and June 30th will be reviewed on a first come, first serve basis”

6. Comment: 2.3.3 – states the principal will help assign seats on criteria while 2.3.2 states that seats are assigned first come first served, should it not be the same criteria?

Response: Situations may arise where students in the same grade may apply for at the same time, either stage 1 or stage 2. The school’s principal may assist STSBHN staff in their determining who gets the courtesy seat(s) by sharing information relating to family circumstances that may otherwise be uncommon knowledge.

7. Comment: 2.6 Does a co-op student need to complete a TF001 form to access?

Response: Yes – in order to determine the “alternative” location, be it pickup or drop off, a TF001 would need to be submitted to STSBHN by the co-op student.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Student Transportation

Board Received: _____

Review Date: _____

Policy Statement

As a participating member of the local transportation consortium, Student Transportation Services Brant Haldimand Norfolk (STSBHN), Grand Erie District School Board provides transportation to pupils of the board who meet the home to school distances below and to students where transportation is warranted, due to one or more factors, which may include for physical, mental or emotional reasons, areas which prohibit safe pedestrian travel and as determined by Board motion or procedures.

The Grand Erie District School Board acknowledges that there are specific or exceptional situations that warrant consideration of requests for transportation for students who are not otherwise eligible

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Effective, efficient transportation service provision
 - Clear guidelines for transportation
 - Cost-effectiveness improved
 - Special Requests are considered and accommodated where possible

1.0 Transportation Eligibility

- 1.1. For those students who reside within their registered school's catchment, the Grand Erie District School Board will provide transportation:
 - 1.1.1. to rural students;
 - 1.1.2. to elementary school students in defined urban areas where the distance from home to designated school exceeds 1.6 kilometers;
 - 1.1.3. to secondary school students in defined urban areas where the distance from home to designated school exceeds 3.2 kilometers; and
 - 1.1.4. to other students who may qualify under Courtesy Student Transportation.
- 1.2. JK – Grade 12 students who are eligible to receive transportation may be required to walk up to 0.8 km to reach their assigned bus stop location. The distance is calculated based on the shortest distance on a safe walking route, between the student's primary address and the bus stop.
- 1.3. The proposed distances above are maximum distances. Every effort will be made to minimize the distance from a student's primary address to the bus stop.
- 1.4. Child Care - Transportation to and from a child care location will be provided if:
 - 1.4.1. the student's home address entitles them to transportation;
 - 1.4.2. the alternate address is within the catchment area of the school which the student is eligible to attend (based on their home address); and
 - 1.4.3. the alternate address is entitled to receive transportation services from the home school which the student is registered to attend.

- 1.5. Joint Custody - Transportation to and from a second home address, where family shares custody of a student, will be assessed on its own eligibility merit based on the parameters stated above and provided if warranted.
 - 1.5.1. It is the sole responsibility of the parent/ guardian to ensure that the student receiving transportation is aware of which bus they are to take on which days/ weeks
 - 1.5.2. Other than joint custody situations, transportation arrangements must follow a regular five (5) day schedule
- 2.0 **Courtesy Transportation**
 - 2.1. Courtesy seats are made available if there is space on an existing bus route. Courtesy seats are administered through an application process.
 - 2.1.1. Requests must be made annually through STSBHN Procedure #017.
 - 2.2. A courtesy seat may be granted if both of the following conditions are met:
 - 2.2.1. A seat is available on the bus.
 - 2.2.2. No additional costs to the run/route are incurred by having the student ride on the bus.
 - 2.3. Assignment of courtesy seats will follow a two stage process.
 - 2.3.1. **Stage 1:** Courtesy applications will be accepted for the next school year beginning in May. Applications received between May 1st and July 31st and will be evaluated against the list of priorities noted below in section 2.3.3. Stage 1 applications will be reviewed by STBSHN staff and assigned to buses for the start of the school year, where space permits.
 - 2.3.2. **Stage 2:** Courtesy applications that are received between August 1st and ~~April~~ June 30th will be reviewed on a first come, first serve basis.
 - 2.3.3. School principals will assist STSBHN to assign any available seats to non-eligible riders, who have submitted an Application for courtesy transportation, based on the following criteria:
 - 2.3.3.1. grade level (first priority to JK/SK students),
 - 2.3.3.2. distance from school (farthest to closest),
 - 2.3.3.3. program needs of the student,
 - 2.3.3.4. family circumstance, or
 - 2.3.3.5. needs other defined school priorities
 - 2.4. Requests made to STSBHN for changes made on a temporary basis or for a limited time, such as: switching buses to visit friends, go to a job, attending a birthday party, or go to a babysitter's house shall not be approved.
 - 2.5. During the school year, courtesy transportation may be withdrawn at any time for any of the following conditions:
 - 2.5.1. seating is required for eligible students;
 - 2.5.2. altering the route is necessary; or
 - 2.5.3. student behaviour is unacceptable.
 - 2.6. Transportation may be granted for co-op students if the above courtesy transportation criteria are met. As with all schedules, the pickup and drop-off locations must be regular and consistent.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT7 – Inclement Weather**
DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy FT7 – Inclement Weather.

Background

Policy FT7 – Inclement Weather was circulated to all appropriate stakeholders for comments to be received by April 26, 2019.

Comments Received

1. Comment: We have an issue with all these inclement weather days as many of them did not pertain to us and the weather was more than suitable for driving. Grand Erie is comprised of a very large area and we can respect that snow and ice do affect the different areas across the board but may not in other areas. Can the school zones be targeted and closures happen based on the specific school zone instead of the entire district?

Response: Inclement weather decisions are based on feedback collected, and forecasted weather, in 4 zones within the district; independent decisions are made for each of these 4 zones. The board may choose to close down none, all or any combinations of the zones based on current road and visibility conditions as well as forecasted weather events.

2. Comment: All the surrounding school districts will cancel bus transportation but have the school open. Why can we not do this? We all have to drive into work so the option to take them ourselves or keep them home should be available.

Response: Grand Erie values the safety of both students and staff. It has been determined that if the road conditions or visibility is unsafe for our school buses to operate, our staff would be best served by staying off of the roadways too.

3. Comment: Can we not look at just delaying the buses? We understand when the call has to be made that it is usually the tail end of the evening storm. By the time it is 7am, the storm has usually stopped (as predicted). It just seems ridiculous to stop the entire day for a storm that happened overnight. Just delay the bus for an hour or so.

Response: Our school bus drivers have committed and built their personal lives around the schedules Grand Erie has contracted them to work, usually 7 AM through 9 AM for the morning bus services and 3 PM- 5 PM for the afternoon. Not all service providers would be available for a delayed start as it would conflict with their other arrangements they have made during the time between 9 AM and 3 PM. A lack of bus drivers, during service times, would cause significant operational issues and would result in significant delays in getting some of our students to school.

4. Comment: As taxpayers and a fellow government worker, it is a huge concern to us that the teachers still get paid on these snow days. No one else in the workforce gets paid on snow days. The expectations are to use vacation time, take no pay etc. Teachers make tremendous salaries and this should not be at the expense of the taxpayer. It isn't for any other government worker

Response: Comment received.

5. Comment: Also, we feel after a certain amount of snow days (ie. 2 days) then the time needs to be made up. This may mean an earlier start to the school year, no march break or go into the summer break. Students should not be missing 8 days of school and it not getting made up.

Response: Ministry of Education mandates the start and end dates for the school year.

6. Comment: We do not agree with closing schools for -30 degree weather. Keep the children inside and be extra safe. We live in a cold climate and have to adapt and learn things like defensive driving.

Response: Amended.

7. Comment: Lastly, we leave you with a big idea but just some food for thought as we thought it was a great idea. In the state of Ohio, they have 3 levels of emergency:

Level 1 - everything open up but do defensive and careful, slow driving.

Level 2 - everything is closed but critical services such as hospital. If you are caught on the road then you get a fine if doing otherwise.

Level 3- only first responders on the roadways.

I thought that was brilliant, of course assuming that people would actually still get paid for not working. I thought this is an effective way to streamline or unify the process. The municipality says works with the school board, Business bureau, EMS etc on deciding

Response: An approach like this would require municipal and likely provincial buy-in to implement; it is beyond the scope of the Grand Erie policy.

8. Comment: I'm writing this letter to state my opinion about the cold weather bus cancellations being discussed. I feel that transportation should be cancelled and schools closed on the days where temperatures reach a certain low. Having a child waiting out at a bus stop for x number of minutes for a bus that often breaks down or doesn't show up could be the reason why my child could be standing out there for longer than the danger period before frostbite kicks in. Not every parent sits with their child at the bus stop and many children can't make the executive decision or understand the concept of lengths of time, therefore putting themselves at risk of these extreme elements. Closing the schools would also be beneficial because many parents will then decide that if close enough they will make their children walk, furthering the risk of frost bite. Having the rules of transportation cancelled then school closed is THE BEST option for everyone. Everyone stays safe, staff, parents, and students.

Response: There have been minor modifications to include transportation cancellations due to cold temperature but not school closures.

9. Comment: I believe that there is a compromise to this situation which has everyone's best interest in mind. My mother-in-law and sister-in-law both work in the education system in Peterborough, ON. The schools in Peterborough very rarely close their doors on the students and their families. If the weather is bad, which it is quite frequently there, the buses will be cancelled however the school doors remain open. Parents are welcome to either walk their children to school, drive them, or if they so desire they can keep them home. However, the choice is theirs. The teachers are encouraged to attend their "home" school, however if they deem the weather to unsafe to drive there, then they are to attend the school nearest their home. At this point they call to advise their principle which school they have reported to, and will be provided with an assignment at that time.

Response: Comment received.

10. Comment: I truly think this is a wonderful idea and requires some thought on your part. Firstly, this allows students to not have an interruption to their schedule. Secondly, teachers are still able to work, and can independently determine whether it is safest to go to their "home" school or a closer school. Lastly, parents are able to trust that their children will be in a safe place while they have to go to work.

Response: Comment received.

11. Comment: In reference to the article in Norfolk Today about potential changes to the inclement weather policy. The idea of canceling buses at 5am if its colder then 30 degrees below 0 is a bad idea. I am a teacher in the Waterloo Catholic District School board. Our policy is minus 35 or colder, the schools will be closed. It is my hope that my kids do not miss any more school then necessary...I'd also like to point out my school board does not close when the buses are shut down. My kids missed a lot of school this year and I hope future policy changes take into account lost instructional time.

Response: -30 degrees was set as our ambient air temperature to cancel bus service as it is 7 degrees below the clouding point of diesel fuel in zone ONT1, the area in which Grand Erie's district is found.

12. Comment: The policy statement says "Occasionally result in the delay or cancellation" Should delay be removed from the sentence?

Response: Amended.

13. Comment: If we can't delay buses 2 hours due to lack of staff how can we staff an early dismissal?

Response: The same issue certainly would exist in this situation. The ability to call an early dismissal would be used only in exceptional situations where the forecasted weather changes significantly and providing school-to-home transportation to as many of our students, as early as possible, is viewed as the best alternative at the time.

14. Comment: if we will no longer decide to delay buses 2 hours in certain circumstances, should "in the delay" be removed?

Response: Agreed – language in the policy statement referring to a delay should be removed.

15. Comment: 1a – most schools inform parents through newsletters, tweets etc, should "by letter" be removed? If so suggest changing #2a second sentence to "The information to parents/guardians"

Response: Agreed – language should be modified to “... principals will inform parents/ guardian by the school’s regular communication means, no later than the end of October, that it is the”

16. Comment: 3a suggest adding social medial to list

Response: Amended.

17. Comment: 4a iii should Celsius be used rather than centigrade?

Response: Amended.

18. Comment: Add social media and email to the sentence that starts – The decision to cancel (same as A1b)

Response: Amended.

19. Comment: A4 ci and B1 not sure why schools are closed when buses are cancelled. There are many students who walk to school or many parents that can get their children to school safely

Response: Grand Erie values the safety of both students and staff. It has been determined that if the road conditions or visibility is unsafe for our school buses to operate, our staff would be best served by staying off of the roadways too. This could cause significant concerns with teacher-student ratios and would be extremely difficult to both manage and implement.

20. Comment: Also cancelling buses due to extreme low temps, this is due to diesel not agreeing with the temps, why should school be closed then?

Response: Amended to exclude closure of facilities due to cold temperatures.

21. Comment: B2b after form is submitted to supervisor, what happens, who adjudicates the request? How is the employee informed of the decision?

Response: The adjudication of all requests occur in Human Resources. Each case is considered individually. The decision is communicated by a system email to the employee.

22. Comment: What about board meetings – are they considered the same as training B6 & A4cii

Response: Amended to include a separate item about Board meetings.

23. Comment: This is one policy where there should be a severity threshold and concrete steps are taken to ensure that the school year is not in jeopardy

Response: The belief is that this would be an unusual set of circumstances subject to in-year decisions based on numerous factors that could not be documented in a policy.

24. Comment: Thank you for the opportunity to provide input into the review of Board policy FT7. On behalf of the membership of the Grand Erie Elementary Teachers’ Federation, I would like to impress upon the Board that the current practice of closing schools and cancelling transportation when weather conditions create dangerous driving conditions is in the best interests of staff and students. Despite the higher than normal number of icy days this past winter, and the resulting closure of schools and transportation, inclement weather day cancellations are normally very few, and the current system protects the safety of staff and students. Please maintain the current practice.

Response: Comment received.

25. Comment: Under the section 'Accountability', the bullet point that reads, '-Customer satisfaction enhanced' is unclear and should be worded to better reflect the actual description of individuals that use the services of the Board. The term 'customers' is an odd choice of wording. Who are the 'customers'? And how are the satisfaction levels of these 'customers' measured so the Board knows if they have been 'enhanced' or not?

Response: Amended.

26. Comment: Under 'Safety', section 1 part (b), there is unclear wording, 'broadcast subscribed notification email...'

Response: The broadcast notification email is a system set up by STSBHN which send alert notifications to transported students when the bus that provides them services is delayed, or in this case cancelled. Other stakeholders, be them internal or external, can also subscribe to receive email notifications when general, cancellation, notices are issued by STSBHN. Minor amendment implemented.

27. Comment: Under 'School Zones', section (a), the sentence that starts, 'The letter to parents/guardians will...' could be amended to read, 'The letter to parents/guardians will inform them of the zone number and name that their child(ren)'s school(s) are in.'

Response: Amended

28. Comment: Under 'School Zones', section (b), there is unclear wording in the second sentence that currently reads, 'The Appendix can be updated may periodically to align with school openings, closing or zone modifications.'

Response: Amended to provide more clarity.

29. Comment: Under 'Cancellation or Alteration of Transportation Services', section (d), there should be an apostrophe on the word 'Board' to read, '...travel outside of the Board's area into neighbouring...'

Response: Amended.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Inclement Weather

Board Received: _____

Review Date: _____

Policy Statement

The health and safety of all students and employees of the Grand Erie District School Board is a priority at all times. Therefore, inclement weather may occasionally result in the ~~delay or~~ cancellation of transportation services or the early dismissal of schools.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success
 - Safety issues addressed
 - Clear guidelines for transportation
 - Continued cost-effectiveness
 - ~~Customer satisfaction enhanced~~
 - Clear communication present

A. Procedures for Cancellation of Transportation Services

To minimize the disruption of service and possible danger on such days, the following procedures will apply.

1. Safety

- a) Since determining “safety” under adverse weather conditions is difficult and at times subjective, principals will inform parents/guardians by the school’s regular communication means~~letter~~, by the end of October, that it is the parent’s/guardian’s responsibility at all times to decide whether or not it is safe for their children to attend school, as they would at any other time.
- b) The decision to cancel transportation services shall be made prior to 6:30 a.m., STSBHN will broadcast the decision to users via their subscribed notification email. The decision will also be posted, ~~on local radio and television station(s) and posted~~ on the Board’s website (granderie.ca) and social media as well as shared with local media by 6:30 a.m. where possible.

2. School Zones

- a) Weather conditions may require that transportation services be cancelled in specific zones. For the purpose of inclement weather decisions, the Board shall be divided into four~~4~~ zones. The four~~4~~ zones include: Norfolk County (Zone 1), Haldimand County (Zone 2), County of Brant (Zone 3) and the City of Brantford (Zone 4). The letter to parents/guardians will inform them of the zone number and name that they~~their~~ child(ren)’s school(s) are in. The cancelled zone name(s) will be broadcast on the local radio, television station(s), and posted on the Board’s website (granderie.ca), communicated through social media and shared with local media. School names will not be announced. The weather may cause more than one zone to be affected.
- b) The zone numbers and names with the schools names are listed in Appendix ‘A’. The Appendix ~~can~~ is subject ~~be~~ to periodic updates ~~s~~ may periodically as required to align with school openings, closings ~~s~~ or zone modifications.

3. Early Dismissal for Inclement Weather

- a) Early dismissal will occur only in extreme circumstances. The decision to have students transported home early will be made by 12:00 noon and the information shall be ~~broadcast over local radio and television station(s), and~~ posted on the Board website (www.granderie.ca), ~~communicated through social media and shared with local media.~~
- b) When it is necessary to dismiss early, parents/guardians (or alternate emergency contacts) of students in ~~Junior Kindergarten grades JK to~~ Grade 8 and parents/guardians (or alternate emergency contacts) of Secondary students under 18 years of age will be contacted, unless the school has previously made alternate arrangements with parents/guardians. If no contact can be made before buses leave, students will remain at school until parents have been contacted and they have made arrangements to pick up their children. Adequate staff will remain at school to provide supervision. Elementary schools will be responsible for developing an appropriate process for early dismissal.

4. ~~Closure of Schools and Facilities~~ Cancellation of Transportation Services Only

- a) In the following circumstances, transportation will be cancelled (by zone) but schools and facilities will remain open:

The outdoor air temperature, without wind-chill, is at or below -30 degrees Celsius, as of 5:00 AM, on the Environment Canada website in:

- Simcoe, ON for Zone 1
- Haldimand County, ON for Zone 2
- Brantford, ON for Zones 3 and 4

The Environment Canada Wind Chill Chart, as of 5:45AM on the Environment Canada website, indicates a high risk of frostbite to occur in 10 minutes or less in:

- Simcoe, ON for Zone 1
- Haldimand County, ON for Zone 2
- Brantford, ON for Zones 3 and 4

- b) The decision to cancel transportation services shall be posted on the Board website (www.granderie.ca), communicated through social media and shared with local media.

4.5. ~~Cancellation or Alteration~~ of Transportation Services Triggering Closures

- a) Student Transportation Services Brant Haldimand Norfolk (STSBHN) Manager shall gather information on road and weather conditions from various sources and contacts and discuss conditions with the Superintendent of Business. The decision to cancel transportation services will be made by the Superintendent of Business and the STSBHN Manager. The decision to cancel transportation will be made when:
 - i. The forecasted road conditions during the travel time when students are on board are believed to not allow for the safe provision of services,
 - ii. Visibility is anticipated to be significantly impacted during the travel time when students are on board.
 - iii. ~~The outdoor air temperature, without wind chill, is at or below 30 degrees centigrade Celsius, as of 5:00 AM, on the Environment Canada website in:~~
 - ~~Simcoe, ON for Zone 1~~
 - ~~Haldimand County, ON for Zone 2~~
 - ~~Brantford, ON for Zones 3 and 4~~

- iv. ~~The Environment Canada Wind Chill Chart, as of 5:45AM on the Environment Canada website, indicates a high risk of frostbite to occur in 10 minutes or less in:~~
- ~~• Simcoe, ON for Zone 1~~
 - ~~• Haldimand County, ON for Zone 2~~
 - ~~• Brantford, ON for Zones 3 and 4~~
- b) The decision to cancel transportation services shall be ~~broadcast on local radio and television station(s) and~~ posted on the Board website (www.granderie.ca), communicated through social media and shared with local media.
- c) When transportation is cancelled (by zone), the following shall apply:
- i. All schools and facilities within the identified zone(s) will be closed to students and staff.
 - ii. All training sessions within the jurisdiction of the Board will be cancelled.
 - iii. If a bus travels through other inclement weather zones during the normal course of its route to take students to school, the bus route will not operate on inclement weather bus cancellation days. Transportation shall not be supplied for students attending schools outside the zone. If buses are cancelled only for a specific zone(s), anyone living in one of the cancelled zones would not have Board provided transportation, even if the school they attend is in a different zone and is open.
 - iv. Students living in a zone where transportation has not been cancelled will not be transported into a zone where transportation has been cancelled.
 - v. When morning transportation has been cancelled, all transportation shall be considered cancelled for the day.
- d) STSBHN will make its own assessment of travel conditions for routes that travel outside of the Board's area into neighbouring jurisdictions (i.e. Oxford County) and communicate any cancellations for these routes. The decision to cancel transportation by an adjacent board does not pertain to Grand Erie District School Board routes.

Ⓢ

B. Procedures for Board Employees when Closures are Triggered

- ~~1. When school transportation is cancelled (by zone), the facilities within the designated zone(s) will be closed to students and staff.~~
- ~~2. When transportation is not cancelled within the zone in which an employee works, the following shall apply:~~
 - ~~a) 1. An employee is expected to make reasonable efforts to reach their normal place of employment, using safety and common sense as the guiding criteria.~~
 - ~~b) 2. If an employee is unable to reach their normal place of employment, a Leave of Absence request for 'Hazardous Weather', with an explanation must be submitted to your supervisor.~~
3. All personnel that work the afternoon/night shift shall call into the Facility Services office at least two hours prior to the start of their shift to obtain direction on reporting to work.
- ~~4. All employees are required to listen to the radio or check the Board's website for cancellation information.~~

- 5.4. Long-term occasional teachers will not attend closed schools (but will be paid according to the per diem rate).
5. When there are closures in any of the four zones, ~~transportation is cancelled in any of the four zones~~, all scheduled training sessions for staff will be cancelled for the entire system.
6. Consideration to cancel any meeting of the Board will be handled on a situational basis by the Chair of the Board and the Director of Education and Secretary of the Board.

APPENDIX A

GRAND ERIE DISTRICT SCHOOL BOARD INCLEMENT WEATHER ZONES			
Zone 1 – Norfolk County	Zone 2 – Haldimand County	Zone 3 – Brant County	Zone 4 – City of Brantford
Elementary Schools	Elementary Schools	Elementary Schools	Elementary Schools
Bloomsburg Public School	Caledonia Centennial Public School	Burford District Elementary School	Agnes G. Hodge Public School
Boston Public School	Hagersville Elementary School	Cobblestone Elementary School	Banbury Heights School
Courtland Public School	J.L. Mitchener Public School	Glen Morris Central Public School	Bellview Public School
Delhi Public School	Jarvis Public School	Mt. Pleasant School	Branlyn Community School
Elgin Avenue Public School	Mapleview Elementary School	North Ward School	Brier Park Public School
Houghton Public School	Oneida Central Public School	Oakland-Scotland Public School	Cedarland Public School
Lakewood Elementary School	Rainham Central School	Onondaga-Brant Public School	Centennial-Grand Woodlands School
Langton School	River Heights School	Paris Central Public School	Central Public School
Lynndale Heights Public School	Seneca Central Public School	St. George-German Public School	Echo Place School
Port Rowan Public School	Thompson Creek Elementary School		École Confédération
Teeterville Public School	Walpole North Elementary School		École Dufferin
Walsh Public School			Graham Bell-Victoria Public School
Waterford Public School			Grandview Public School
West Lynn Public School			Greenbrier Public School
			James Hillier Public School
			King George School
			Lansdowne-Costain Public School
			Major Ballachey Public School
			Prince Charles Public School
			Princess Elizabeth Public School
			Russell Reid Public School
			Rverson Heights Elementary School
			Walter Gretzky Elementary
			Woodman-Cainsville School
Secondary Schools	Secondary Schools	Secondary Schools	Secondary Schools
Delhi District Secondary School	Cayuga Secondary School	Paris District High School	Brantford Collegiate Institute & Vocational School
GELA – Simcoe	Dunnville Secondary School		GELA – City Centre
Simcoe Composite School	Hagersville Secondary School		GELA – Rawdon Street
Valley Heights Secondary School	McKinnon Park Secondary School		North Park Collegiate & Vocational School
Waterford District High School			Pauline Johnson Collegiate & Vocational School
			Tollgate Technological Skills Centre
Board Facility Sites	Board Facility Sites		Board Facility Sites
Norfolk School Support Centre	Haldimand School Support Centre		Education Centre
			Facility Services
			Joseph Brant Learning Centre
			Teacher Resource Centre



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT13 – Pride of Place and Community Partnership Incentive Programs**
DATE: May 13, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy FT13 – Pride of Place and Community Partnership Incentive Programs.</p>
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Background

Policy FT13 – Pride of Place and Community Partnership Incentive Programs was circulated to all appropriate stakeholders for comments to be received by April 3, 2019.

Comments Received

1. Comment: Suggest that school/site administrator be changed to school administrator since this policy only covers schools at this time.
Response: Amended.
2. Comment: CPIP – Procedure #3 – Change SO4 Distribution of Material in School to SO8 Community Partnerships
Response: Amended.
3. Comment: #8 board grants final approval not facilities – Suggest...deadline communicated and “will recommend a list” of qualifying projects. Should the reference to “within the confines of the program budget” be removed since usually all projects are brought to the Board, and the budget is adjusted is approved.
Response: Amended.
4. Comment: #9 recommended projects will be forwarded to the Board by the CW meeting in February for approval.
Response: Amended.
5. Comment: Should CPIP application forms be included in the policy?
Response: No, the form is a guiding document for facilities and changes periodically.
6. Comment: Should playground equipment be permitted to be purchased with CPIP funds? Conflicts with FT105 Playground Equipment, Procedures, Item #1 – Donated Playground Funds and Donated Playground Equipment – Overview a) Grand Erie District School Board encourages community/parent groups to purchase and install new play structures on Board property. The Board does not contribute financially but assume the liability and responsibility for the play structure. School generated funds may be used to support new play structure projects.

Response: No, CPIP is not be able to be used to construct **creative playgrounds**; however, CPIP is permitted for non-creative playground equipment such soccer posts, basketball nets, triple hoops, etc...

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & 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-school administrator to spend more time on academic issues rather than physical school issues. The site-school 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 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 Pride of Place 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 combined to compile a master Pride of Place list for approval by the Board 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 economic factors of the School Community
 - b. Geography – to allocate the resources across the system equitably based on need.
 - c. Proven security concerns
 - d. Ministry of Education Data Bases – ie: 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-school 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. (For example; 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 Policy SO8 - Community Partnerships SO4 - Distribution of Materials in Schools and maybe subject to other applicable Board 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 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~~ recommend a list of qualifying projects to the Board of Trustees for approval ~~to qualifying projects within the confines of the program budget.~~
9. Recommended P ~~projects approved~~ will be report forwarded to the Board of Trustees by the Committee of the Whole meeting in February for approval. ~~and all applicants will receive notice of the decision by February 28th.~~
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.
11. Once a school's project is approved, the school must have its portion of funding deposited into a CPIP fund before May 31st of that year so Facility Services staff can commence with the project.

Related Policy and Procedure

- a) F3 - Capital Related Fundraising and Community Donations Policy
- b) F6 – Purchasing Policy
- 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: May 13, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy FT14 – Environmental Standards for Facility Operations and Maintenance.</p>
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Background

Policy FT14 – Environmental Standards for Facility Operations and Maintenance all appropriate stakeholders for comments to be received by April 3, 2019.

Comments Received

1. Comment: Policy Statement – Suggest removing the “and” between green and healthy
Response: No change is required.
2. Comment: Procedure – facility operations and maintenance Suggest The Grand Erie District School Board’s standards for operations and maintenance illustrates the Board’s commitment to green and healthy education facilities and provides an overview of the targets and guidelines for operating our facilities in a manner that is environmentally friendly and healthy
Response: Amended.
3. Comment: Appendix A 1.0 3rd bullet – Should there be a reference to FT112 here?
Response: Amended.
4. Comment: 3.0 green cleaning 2nd bullet 1st item – adopt a green clean program – since the board has been using green cleaning standards since 2009, should “adopt” be changed to “continue” or some other word to celebrate the hard work that has already been done in area?
Response: Amended.
5. Comment: 5.0 suggest adding title of policy SO18 Environmental Education and Stewardship
Response: Amended.

Additional Information

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

Next Steps

This approved Policy will be distributed 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 and Maintenance provides illustrates the Board’s commitment to green and healthy education facilities and 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.

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

A list of action items for achieving our Environmental Standards for Facility Operations and Maintenance is attached as Appendix A and 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 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. [FT112 Disposal of Surplus Damaged or Obsolete Furnishings and Equipment guides the disposal of such items.](#)
- 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, the Grand Erie District School Board will:
 - ~~adopt~~ ~~continue~~ ~~the~~ green clean program;
 - strive to use certified green products through standards, such as: Forest Stewardship Council, EcoLogo, 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 Environmental Education

- Refer to Grand Erie District School Board's Policy SO18 - [Environmental Education and Stewardship](#)

Appendix B

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

- The 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 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 Board supports the purchase and installation of energy-efficient equipment, where feasible.

2.0 Purchasing Equipment

- The Grand Erie District School Board's Maintenance Department is committed to adhering to Board Policy F6 - Purchasing, specifically the subsection titled *Environment Protection*.

3.0 Waste Minimization

- The Grand Erie District School Board Maintenance Department shall, where possible, aim to reduce, reuse and recycle waste materials.
- The 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 Board Maintenance Department 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 Human Resources
RE: **HR1 – Bereavements**
DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy HR1 – Bereavements.
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Background

Policy HR1 – Bereavements all appropriate stakeholders for comments to be received by April 3, 2019.

Comments Received

1. Comment: Policy statement only mentions employee or student, but the policy covers other instances, should the policy statement reflect this?
Response: changes have been made
2. Comment: references to half-mast should be changed to half-staff
Response: changes have been made
3. Comment: Procedure #1 should there be a qualifier saying that family permission will be obtained before a system notice goes out?
Response: following discussion at Executive Council, it was decided this was not needed

Additional Information

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

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Human Resources



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 or significant public figure. 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 a current 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 at all the schools, the Education Centre and School Support Centres~~ involved ~~will~~ shall be flown at half-~~mast~~ staff;
 - ii) the flags will be flown at half-~~mast~~ staff for ~~three~~ 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~~staff, 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~~staff for ~~three~~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~~staff 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~~staff, 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~~staff for ~~three~~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: Wayne Baker, Superintendent of Education
RE: **SO7 – Student Expulsion**
DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO7 – Student Expulsion.

Background

Policy SO7 – Student Expulsion all appropriate stakeholders for comments to be received by April 26, 2019.

Comments Received

1. Comment: Can the sections of the policy be numbered or lettered for ease of reference?
Response: Revisions made.
2. Comment: 8i and 9i – Why does a student have to be suspended previously for these reasons before being able to be expelled?
Response: There is a distinction made between a student who exhibits a behaviour once and never again, and a student who does the same thing again. In effect, once a student has demonstrated a behaviour, and been consequenced, they can never plead ignorance; that's when expulsion will be considered.
3. Comment: Top of page 4 – school work available for pick-up – is the suspended student allowed to pick up the work themselves? If not because of the suspension should this be stated?
Response: An expelled student is not allowed on school property. Safe Schools staff would assist in getting school work to the student.
4. Comment: Bottom page 5 - #1 – why is this the only place that refers to “unless the student has withdrawn from parental control” would they not then be considered an adult student?
Response: Revision made.
5. Comment: Top page 7 2b – Board’s policy governing the hearing – should the policy number be included here?
Response: Revision made.
6. Comment: Page 11 – notice of suspension – should the phone number to contact the SO for safe schools be included?
Response: The expulsion notice form would have to be revised whenever the Superintendent responsible for Safe Schools changed. It might be less aggravating to look up that person’s phone number than leave a message with the wrong Superintendent and potentially impact expulsion timelines.

7. Comment: Appendix B – 2.2 – videotaped evidence? Should this be a better term - digital? Recorded?

Response: Revision made.

8. Comment: 2.4 – should it be “Minutes of settlement may be submitted?”

Response: Revision made.

Additional Information

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

Next Steps

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



Student Expulsions

Board Received: _____ **Review Date:** _____

Policy Statement

The Grand Erie District School Board will create a safe, caring, and accepting school environment by supporting the use of positive practices, as well as consequences for inappropriate behaviour, including progressive discipline, which includes expulsion where necessary. In the interest of equity, supports will be considered in assisting attendance at meetings related to expulsion.

Accountability

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

Procedures

The purpose of this section of the document is to provide an outline of the procedures related to the expulsion of a pupil or the appeal of an expulsion. The policies and procedures of the Board have been created in accordance with the Education Act, the Education Amendment Act (Progressive Discipline and School Safety) 2007, and the Regulations.

- For the purposes of this Policy, “adult pupil” refers to a student who has reached the age of 18, or has withdrawn from parental control at age 16 or 17.

1.0 Circumstances in Which a Principal Must Suspend a Pupil for 20 Days Pending Expulsion

Subject to mitigating factors and reasonable grounds to believe that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, the Principal will suspend the pupil for:

- 1. Possessing a weapon* or replica, including a firearm;
- 2. Using a weapon* or replica to cause or to threaten bodily harm to another person;
- 3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- 4. Committing sexual assault;
- 5. Trafficking in weapons or illegal/restricted drugs;
- 6. Committing robbery;
- 7. Giving alcohol or cannabis to a minor;
- 8. Bullying if,
 - i. The pupil has previously been suspended for engaging in bullying, AND

- ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
9. Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
 - i. The pupil has previously been suspended for this behaviour, AND
 - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person;
10. Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities.
11. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of another person in the school or Board.

The Principal will also contact the police, consistent with the Grand Erie Police Protocol, if the suspected infraction requires such contact. The Principal will consult with the Family of Schools Superintendent of Education and Superintendent responsible for Safe Schools. Any police investigation will be conducted separately from the principal's investigation.

*A weapon is defined by the Criminal Code as "anything used or intended for use in causing death or injury to persons whether designed for such purpose or not; or anything used or intended for use for the purpose of threatening or intimidating any person." A weapon will also be defined as anything deemed by the Principal/designate to be dangerous or a threat to others. In incidents involving weapons, the weapons should be confiscated if the confiscation can be carried out safely. Weapons offences, including the threat to use a weapon, must be reported to the police. If the police attend, seized weapons must be turned over to the attending officer.

2.0 Factors to Consider Before Deciding to Impose a Suspension Pending Expulsion

When deciding whether or not to impose a suspension pending expulsion, the Principal will make every effort to consult with the pupil, and the pupil's parent/guardian, or with an adult pupil, to identify whether any mitigating factors might apply in the circumstances.

3.0 Mitigating Factors

The mitigating factors to be considered by a principal before deciding whether to recommend an expulsion are:

1. The pupil does not have the ability to control their behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of their behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

The following factors shall also be taken into account when considering suspension pending expulsion:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
 - a. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - b. whether appropriate individualized accommodation has been provided, and
 - c. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

If a pupil does not have the ability to control their behaviour and does not understand the foreseeable consequences of their behaviour, alternative discipline and/or other interventions may be considered by the Principal.

If the pupil poses an unacceptable risk to the safety of others in the school, the Principal will consult with the Family of Schools Superintendent of Education regarding appropriate accommodations and/or strategies that might be instituted to ensure pupil and staff safety.

4.0 Suspension Pending Recommendation for Expulsion

If the pupil is to be suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be suspended for (20) twenty school days. The Principal must assign the pupil to a program for suspended pupils during this time.

5.0 Procedural Steps When Imposing a Suspension Pending Expulsion

When imposing a suspension, the Principal is required to effect the following procedural steps:

1. Within 24 hours of the decision, the Principal must make all reasonable efforts to inform the adult pupil, or the parent/guardian.
2. The Principal must inform the pupil's teacher(s) of the suspension.
3. The Principal must provide written notice of the suspension to the adult pupil or the pupil's parent/guardian and pupil, and the Family of Schools Superintendent of Education. The written notice of suspension will include:
 - a. the reason for suspension;
 - b. the duration of the suspension;
 - c. information about the program for suspended pupils;
 - d. information about the investigation the Principal is conducting to determine whether to recommend expulsion; and
 - e. a statement that there is no immediate right to appeal the suspension.
4. Every effort should be made to include the school work with the letter of suspension. If it is not possible to provide the letter because the pupil and/or their parent/guardian is not available, the letter should be mailed, couriered, faxed or e-mailed to the home

- address that day and school work should be made available for pick-up from the school the following school day.
- a. If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - b. If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
5. Where the incident is a serious violent incident, such as possession of weapons, physical assault causing serious bodily harm, sexual assault, robbery, extortion or hate-motivated violence, consideration must be given to filing a Violent Incident Form in the pupil's Ontario Student Record.

6.0 Long-Term Suspension Program

Where a pupil has been suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be assigned to a program for students on long-term suspension.

A pupil cannot be compelled to participate in a long-term suspension program. Should the adult pupil or the pupil's parent/guardian choose not to have the pupil participate in the program, the pupil will be provided with school work consistent with their program.

This school work will be available at the school for pick-up during the suspension period beginning the school day after the adult pupil or the parent/guardian refuses to participate in a long-term suspension program.

A Student Action Plan (SAP) will be developed for every pupil who agrees to participate in a program. Agreement or refusal to participate in a long-term suspension program may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the pupil or their parent/guardian declines the offer, the principal shall record the date and time of such refusal.

7.0 Planning Meeting

For pupils who choose to participate in a program for students on long-term suspension, the Principal of the school and the Grand Erie Safe Schools Team (GESST) will hold a planning meeting for the purpose of developing the SAP.

The adult pupil or the pupil's parent/guardian and pupil (where appropriate) and the GESST, as well as any appropriate teaching and support staff, will be invited to participate in the planning meeting.

If the adult pupil or the parent/guardian is not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.

During the planning meeting, the principal or designate will review the issues to be addressed in the pupil's SAP.

8.0 Student Action Plan (SAP)

A pupil will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP.

1. The SAP will be developed under the direction of the Principal of the school with assistance from the Grand Erie Safe Schools Team.
2. The Principal will make every effort to complete the SAP within five (5) school days of the issuing of a long-term suspension.
3. This timeline will be communicated to the adult pupil or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.
4. Once completed, the SAP will be shared with the adult pupil or the parent/guardian and pupil, and all necessary staff, to facilitate implementation.
5. A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.
6. The SAP will identify:
 - a. the incident for which the pupil was suspended;
 - b. the progressive discipline steps taken prior to the suspension, if any;
 - c. any alternative discipline measures imposed in addition to the suspension;
 - d. any other disciplinary issues regarding the pupil that have been identified by the school;
 - e. any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
 - f. any program(s) or service(s) that might be provided to address those learning or other needs;
 - g. the academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
 - h. where the pupil has an IEP, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
 - i. the non-academic program and services to be provided to the pupil, during the suspension, and details regarding how that non-academic program and those services will be accessed; and
 - j. the measurable goals the pupil will be striving to achieve during the period of suspension.

9.0 Principal's Investigation

The Principal will conduct an investigation promptly after issuing the suspension pending expulsion to determine whether to recommend to the Student Discipline Committee that the pupil be expelled. As part of the investigation, the Principal will consult with the Family of Schools Superintendent of Education and the Superintendent responsible for Safe Schools regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity, as well as the substantive decision whether or not to recommend that the pupil be expelled. Should the decision be made to refer the pupil to the Student Discipline Committee with a recommendation for expulsion, the pupil must be referred to and dealt with by the Committee within twenty (20) school days from the date of suspension.

As part of the investigation, the principal will:

1. make all reasonable efforts to speak with the pupil and the parent ~~(unless the student has withdrawn from parental control);~~

2. include interviews with witnesses who the principal determines can contribute relevant information to the investigation;
3. make every reasonable effort to interview any witnesses suggested by the pupil or the pupil's parent/guardian; and
4. consider the mitigating and other factors.

10.0 Decision Not to Recommend Expulsion

Following the investigation and consideration of the mitigating and other factors, if the Principal decides not to recommend that the pupil be expelled, the Principal must:

1. consider whether alternative discipline is appropriate in the circumstances;
2. uphold the suspension and its duration;
3. uphold the suspension and shorten its duration and amend the record accordingly; or
4. withdraw the suspension and expunge the record.

If the Principal has decided not to recommend an expulsion of the pupil, the principal will provide written notice of this decision to the adult pupil or the parent/guardian and pupil. The notice shall include:

1. a statement of the Principal's decision not to recommend expulsion to the Student Discipline Committee; and
2. a statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn.
3. If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Student Discipline Committee, including:
 - a. a copy of the Board policy regarding suspension appeals (SO6 – Student Suspensions);
 - b. contact information for the Superintendent responsible for Safe Schools;
 - c. a statement that written notice of an intention to appeal must be given within ten (10) school days following receipt by the party of notice of the decision not to recommend expulsion; or
 - d. If the length of the suspension has been shortened, notice that the appeal is based on the shortened length of the suspension.

11.0 Recommendation to the Board for an Expulsion Hearing

If a Principal, in consultation with the Superintendent responsible for Safe Schools, determines that a referral for expulsion is warranted, the hearing must occur within 20 school days from the date the Principal suspended the pupil, unless the parties to the expulsion hearing agree upon a later date.

For the purposes of the expulsion proceeding, the Principal will:

1. Prior to the hearing, prepare a report to be submitted to the Director of Education and provide the report to the adult pupil or the parent/guardian of a pupil under 18. The report will include:
 - a. a summary of the findings the Principal made in the investigation;
 - b. an analysis of which, if any, mitigating or other factors might be applicable;
 - c. a recommendation of whether the expulsion should be from the school or from the Board; and
 - d. a recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.

2. Provide written notice of the expulsion hearing to the adult pupil or the parent/guardian and pupil. The notice shall include:
 - a. a statement that the pupil is being referred to the Student Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
 - b. a copy of the Board's Policy [\(SO7\)](#) governing the hearing before the Student Discipline Committee;
 - c. a copy of the Board Code of Conduct, school Code of Conduct, and Suspension/Expulsion pamphlet;
 - d. a copy of the suspension letter;
 - e. a statement that the pupil and/or their parent/guardian has the right to respond to the principal's report in writing;
 - f. information about the procedures and possible outcomes of the expulsion hearing, including that:
 - i. if the Student Discipline Committee does not expel the pupil, they will either confirm, confirm and shorten, or withdraw the suspension;
 - ii. parties have the right to make submissions with respect to the suspension;
 - iii. any decision with respect to the suspension is final and cannot be appealed;
 - iv. if the pupil is expelled from the school, they must be assigned to a Board program or another school.
 - v. if the pupil is expelled from the Board, they will be assigned to a program for expelled pupils;
 - vi. if the pupil is expelled, there is a right of appeal to the Child and Family Services Review Board.
 - g. the name and contact information for the Superintendent responsible for Safe Schools.

12.0 The Superintendent responsible for Safe Schools will:

1. Advise the Director of Education of the general details of the incident, including actions taken or pending.
2. Ensure a meeting occurs with an adult pupil, or a pupil's parent/guardian and the pupil, and the principal.
 - a. At the meeting, the Superintendent responsible for Safe Schools will review the Student Discipline Committee process for expulsion hearings, as well as respond to any questions or concerns the pupil or the pupil's parent/guardian may have regarding the process or incident; and
 - b. If a meeting is arranged, during the meeting the Superintendent responsible for Safe Schools may assist to narrow the issues and identify agreed upon facts.
 - c. At the Pre-Hearing Meeting, the Superintendent of Education responsible for Safe Schools will inform the adult student or parent/guardian of the option of completing Minutes of Settlement, in lieu of attendance at the expulsion hearing. It must be clear to the adult student or parent/guardian that Minutes of Settlement document does not stay an expulsion hearing, nor affect the decision of the Student Discipline Committee.

13.0 With the assistance of the Superintendent responsible for Safe Schools, the Director of Education will:

1. Prepare a package of documents for the Student Discipline Committee, which will include at least the following components:
 - a. a copy of the principal's report;

- b. a copy of the original suspension letter and the notice of expulsion sent to the adult pupil or parent/guardian; and
 - c. a report containing a recommendation.
 - d. The Minutes of Settlement, if the adult student or parent/guardian has chosen this option
2. Ensure the adult pupil or parent/guardian is informed of the date and location of the expulsion hearing, and provided with a copy of the Expulsion Hearing Rules, and a copy of the documentation that will be presented to the Student Discipline Committee.
 3. Ensure that the item is placed on the Student Discipline Committee agenda.

14.0 Hearing before the Student Discipline Committee

Members of the Student Discipline Committee are Trustees appointed by the elected Board of Trustees

Resource staff to the Student Discipline Committee are the Director of Education and the Superintendent responsible for Safe Schools.

If the Principal recommends expulsion, the Student Discipline Committee shall hold a hearing. See Appendix A.

The hearing will be conducted in accordance with Bylaw 8 and the Guidelines for Expulsion Hearings, as follows:

1. The Student Discipline Committee shall consider oral and written submissions from the school principal, pupil and parent/guardian, or adult pupil. Minutes of Settlement may function in the place of oral and written submissions.
2. The Student Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion.
3. The Student Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn.
4. The Student Discipline Committee shall consider such other matters as appropriate.

In determining whether to impose an expulsion, the Student Discipline Committee shall consider the following factors:

1. The submissions and views of the parties.
2. Any written response to the principal's report provided before the completion of the hearing;
3. Minutes of Settlement; and
4. Such matters as the Student Discipline Committee considers appropriate.

Where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Student Discipline Committee may request further evidence as set out in the Expulsion Hearing Rules, subject to the requirement that the hearing take place within 20 school days, or the Student Discipline Committee may assess the evidence and determine whether, on a balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.

15.0 No Expulsion

If the Student Discipline Committee decides not to expel the pupil, the Committee shall take the submissions of the parties into account, including mitigating and other factors, in determining whether to:

1. consider alternative discipline;
2. uphold the suspension and its duration;
3. uphold the suspension and shorten its duration and amend the record accordingly; or
4. quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record.
5. make such other orders as the Student Discipline Committee considers appropriate.

The Director of Education will give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension.

The Student Discipline Committee's decision with respect to the suspension is final.

16.0 Expulsion

In the event the Student Discipline Committee decides to impose an expulsion on the pupil, the Committee must decide whether to impose a Board expulsion or a school expulsion. In determining the type of the expulsion, the Student Discipline Committee shall consider any mitigating and other factors.

Where the Student Discipline Committee decides to impose a school expulsion, the student will be assigned to a Board program or another school.

Where the Student Discipline Committee decides to impose an expulsion from all Board schools, the Committee must assign the pupil to a program for expelled pupils.

The Director of Education will promptly provide written notice of the decision to expel. The written notice shall include:

1. the reason for the expulsion;
2. a statement indicating whether the expulsion is a school expulsion or a Board expulsion;
3. information about the school or program to which the pupil has been assigned; and
4. information about the right to appeal the expulsion, including the steps to be taken.

Once the Superintendent responsible for Safe Schools has received notice that a pupil has been expelled, they must direct the GESST to enact the SAP created for the expelled student.

An expelled pupil is a pupil of the Board, even when attending a program for expelled pupils at another school board, unless the pupil registers at another school board.

17.0 Appeal of Board Decision to Expel

The adult pupil or the pupil's parent/guardian may appeal a Student Discipline Committee's decision to expel the pupil to the Child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of school Board decisions to expel pupils.

The decision of the Child and Family Services Review Board is final.

18.0 Re-entry Requirements Following an Expulsion

A pupil who is subject to a Board expulsion is entitled to re-admission to a school of the Board once they have successfully completed a program for expelled pupils and have satisfied the objectives required for completion of the program, as determined by the Superintendent responsible for Safe Schools.

Under the direction of the Superintendent responsible for Safe Schools, the Grand Erie Safe Schools Team will determine the most appropriate school setting for admission.

1. The Safe Schools Team will consider whether return to school will have a negative impact on the school climate, including on any victims, where applicable.
2. The pupil will be required to demonstrate that they have learned from the incident and have sought counselling, where appropriate.
3. The Safe Schools Team may determine that a different school is a more appropriate placement for the pupil.



GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION PENDING EXPULSION

A. STUDENT INFORMATION

Table with 3 columns: NAME, D.O.B., CURRENT AGE; ADDRESS, TELEPHONE, SCHOOL; PARENT/GUARDIAN, GRADE, Exceptional Pupil/Exceptionality.

B. REASON FOR SUSPENSION

Please be advised that this expulsion is made in accordance with Section 310 of the Education Amendment Act. This notice is to inform you that Student Name has been suspended from Name of School for the following reason:

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

C. SPECIFICS OF SUSPENSION

Date of Suspension: Length of Suspension: 20 Days PENDING EXPULSION

Student Name has been suspended from Name of School and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. The Education Act (Section 310) and Board Policy S07 require that a principal immediately suspend a student where the principal believes that the student may have committed an infraction for which the student may be expelled. Based on the information which has come to my attention, it is my belief that Student's Name may have committed the infraction indicated above.

I will be conducting a Principal's Investigation into this matter to review the allegations against Student's Name. As part of this process, I will want to speak with you and Student's Name to review the allegations.

Student's Name is suspended pending the outcome of my investigation into this matter. You will soon receive further written notification of my decision whether to refer this matter to the Student Disciplinary Committee of the Grand Erie District School Board.

Should you wish to discuss this suspension pending expulsion, contact myself or the Superintendent responsible for Safe Schools, 349 Erie Avenue Brantford, ON N3T 5V1. Please be aware that a review of this suspension pending expulsion does not stay the suspension. Information regarding an alternative suspension program is available from the school principal. We encourage students to make use of this opportunity to continue their education during the suspension period.

Sincerely,

Principal's Signature



GRAND ERIE DISTRICT SCHOOL BOARD EXPULSION HEARING PROCESS

1.0 PRE-HEARING PROCEDURES

1.1 Notice of Hearing and Pre-Hearing Conference:

Following the completion of a Principal Investigation when a school principal has made the decision to recommend a student for an expulsion hearing, the school principal will inform the student and/or student guardian in writing of the recommendation to expel and of a pre-hearing conference to be conducted by the Superintendent responsible for Safe Schools.

1.2 Pre-Hearing Conference

A Pre-Hearing Conference will be convened by the Superintendent responsible for Safe Schools with the student and/or parent/guardian of the student who has been recommended for expulsion. At this meeting the Superintendent will explain the process of the expulsion hearing and advise the party of the following:

An oral or written outline of the parties' positions on the recommendation to expel. (In the case of the Principal, the Principal's Investigation will set this out.);

Copies of any documents which the party proposes to give to the Committee at the hearing;

If the party proposes to call witnesses, a list of the witnesses whom the party intends to call at the hearing and a brief outline of what the witness(s) will say; and

Decision as to whether the party be represented by an advocate or lawyer.

1.3 Minutes of Settlement

During the Pre-Hearing Conference, the Superintendent of Education responsible for Safe Schools will inform the parent/guardian or adult student of the option of completing Minutes of Settlement (Appendix B). This option does not affect the decision of the Student Discipline Committee, but offers the opportunity for the parents/guardians or adult student to participate in the expulsion hearing without the obligation to attend the hearing.

2.0 CONDUCT OF THE HEARING

2.1 Time Limits for Presentations at Hearing

The maximum time allotted for each hearing will be one hour. Where either or both parties persuade the Committee that additional time is reasonably required in order to have a fair opportunity to present their case in the particular circumstances, the Committee may extend the time lines for the presentation.

2.2 Order of Presentation

The Principal will proceed to make their presentation first, commencing with an opening statement and a presentation of the results of the "Principal Investigation". This may include any witnesses or ~~videotaped~~ recorded evidence. The Student/Parent will then be given an opportunity to make an opening statement and presentation which also includes calling witnesses or videotaped evidence. At this point the Hearing Committee can ask questions or

clarifications of either party. Finally, the parties will be asked to leave the room and will be called back when a decision is reached.

2.3 Maintenance of Order of Hearing

The Committee has the power under the Statutory Powers Procedure Act to make orders or to give directions at a hearing as it considers necessary for the maintenance of order at the hearing. Should any person disobey or fail to comply with any such order or direction, the Committee or a member may call for the removal of that person from the hearing.

2.4 Failure of Party to Attend Hearing After Due Notice

Where notice of a hearing has been given to a party to the hearing in accordance with this procedure, and that party fails to attend the hearing, the Expulsion Committee may proceed in the absence of the party.

In the case of an absent parent/guardian or adult pupil, a Minutes of Settlement document ~~could~~ may have been submitted.

2.5 Notice of Decision to Expel

In the event the Committee decides to expel the student, the Director of Education shall ensure that a written notice of the expulsion is given promptly to the adult student, or to the parent/guardian.

2.6 Decision That Discipline Other Than Expulsion Is Appropriate

When the Committee decides that an expulsion should be not be imposed in the circumstances, the Committee may consider whether alternative discipline is appropriate in the circumstances. Where the Committee decides that a suspension, including a reduced suspension, is appropriate and so directs, notice of the Committee's decision shall be provided to the student.

2.7 Reasons for Decision

The Committee is required to provide a notice setting out its decision. The *Statutory Powers Procedure Act* provides that if requested by either party, the Committee must provide a brief statement of the reasons for its decision.

MINUTES OF SETTLEMENT

IN THE MATTER OF Part XIII of the *Education Act*, as amended

AND IN THE MATTER OF the expulsion of the pupil, Student Name, DOB: mm-dd-yyyy
a student at School Name Grand Erie District School Board.

BETWEEN:

Principal Name, School Name



THE SCHOOL

- and -

Parent Name

PARENT/LEGAL GUARDIAN

- and -

Student Name

STUDENT

Minutes of Settlement

IN THE MATTER of the expulsion hearing with respect to Student Name scheduled to take place on Date of Hearing, pursuant to section 311.3 of the Education Act, R.S.O. 1990, c. E.2; The parties to these Minutes of Settlement consent to waive the minimum procedural requirements and rules pursuant to section 4 of the Statutory Powers Procedure Act, R.S.O. 1990, c. S.22;

The parties further consent to have this matter resolved by the Discipline Committee without attending a hearing;

The parties consent to have these Minutes of Settlement (the "Agreement") filed with the Student Discipline Committee of the Grand Erie District School Board and form part of its decision in this matter.

THE PARTIES AGREE AS FOLLOWS:

1. The parties agree to the decision of the Student Discipline Committee of the Grand Erie District School Board appointed under the Education Act, which may impose on Student Name an expulsion from all schools of the Board, therefore making Student Name eligible for Safe Schools, the program for expelled students.
2. The parties consent to the Student Discipline Committee considering the attached Schedule "A" (Summary of Principal's Investigation Recommending Expulsion) to decide whether to impose the expulsion.
3. Parent Name and Student Name (or Adult Pupil) acknowledge that they have had the terms of the agreement explained to them by Grand Erie District School Board personnel and were informed of their right to have their independent legal counsel review this matter
4. Parent Name and Student Name (or Adult Pupil) declare that they fully understand the terms of settlement contained in this document and further declare that they voluntarily accept the terms of settlement.
5. The parties agree that this settlement is made without admission of liability on the part of School Name.
6. This Agreement shall be binding upon the parties of Student Name and the School Name respectively.
7. Parent Name and Student Name (or Adult Pupil) agree they signed the Agreement freely, voluntarily and without duress.
8. This Agreement cancels and supersedes any prior understandings and agreements between the parties.

9. This Agreement is governed by the laws of the Province of Ontario.

Signed on this ____ day of ____, 20____

School Name

Witness

Principal

Witness

Parent/Guardian

Pupil

Witness

Adult Pupil



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda DeVos, Superintendent of Education
RE: **SO21 – School Food and Beverages**
DATE: May 13, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO21 – School Food and Beverages.
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Background

Policy SO21 – School Food and Beverages all appropriate stakeholders for comments to be received by April 3, 2019.

Comments Received

No comments were received from stakeholders.

Additional Information

As a result of no comments being received, no revisions have been made to the attached Policy.

Next Steps

This approved Policy will be distributed 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 PPM150.
– 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 school 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 PPM150.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO29 Violence Threat Risk Assessment and Intervention**
DATE: May 13, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO29 – Violence Threat Risk Assessment and Intervention.</p>

Background

Policy SO29 – Violence Threat Risk Assessment and Intervention was circulated to all appropriate stakeholders for comments to be received by April 3, 2019.

Comments Received

1. Comment: Having read the policy for threat risk assessment, it all sounds good. It probably works well when there is a specific, high level of concern. Where it fails is in cases where the risk is more insidious. In cases like these, from the perspective of a classroom teacher, I have watched numerous situations where the rights of the person who is a threat supersede the rights of the person or people at risk. I believe that our threat risk assessment policy needs to be written in a way that empowers administrators, Safe Schools and other GEDSB stakeholders to take measured and appropriate action to truly keep our students safe, even if these actions impact the rights of the person who is the threat.

Response: A VTRA is an effective way to identify the more insidious risks posed by a student with ongoing behaviours; it is a multi-dimensional assessment that involves as many people as possible who interact with the person of interest. While there is always a balance of rights, threat to others is always mitigated, either by suspension, expulsion, exclusion, or other intervention.

2. Comment: Policy statement should be updated to current board multi-year plan language or just remove the first sentence, and reverse the order of the next 2 sentences

Response: Revisions made.

3. Comment: Do not think the word violence is required in this policy

Response: The essence of the policy is the determination of the level of risk of violence that an individual poses.

4. Comment: High risk behaviours – last line – should this be “concerns about these types of behaviour” should be reported to Principal

Response: Revision made.

5. Comment: Suggest that since there is a complete protocol available electronically, that the procedure part of this policy is not required

Response: Revisions made.

6. Comment: Step 8 – Do we need language about how long a TR plan is kept for? When can the plan be removed from OSR? Who can make this decision? Why must a copy be sent to safe schools? The information can be tracked without the plan being shared.

Response: An intervention plan would be kept as long as it is relevant, until there is a reduction in risk to an acceptable level. That decision would be made by the principal, in conjunction with Safe Schools staff. Tracking of VTRAs is useful; at this point, there is no electronic tracking of them, so having them together in the Safe Schools department makes sense.

Additional Information

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

Next Steps

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

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. Safety in schools is fundamental to learning and well-being for all students.

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 and intervention (VTRA)

Accountability

1. Frequency of Reports – as needed
2. Criteria for Success – Violence Threat/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 assessment. Threats must always be communicated to the Principal.~~

The assessment of violence, threat and risk is a team approach to identifying, evaluating and addressing potential threats from students toward other students, staff and parents within the school and community environment. The purpose of carrying out a violence threat risk assessment is to ensure that those who have knowledge of the student carry out a careful analysis of the potential severity of the threat and determine an appropriate response to the threat-maker.

A multi-disciplinary assessment of student behaviour helps determine whether or not a student is moving on a pathway towards violence against him/herself or others, and creates an opportunity to intervene to decrease the risk identified. Through development of an individualized intervention plan, the underlying issues that have contributed to high-risk behaviour can be addressed.

Where a high risk is identified, a student may require further assessment from community professionals, including but not limited to, child protection agencies and medical practitioners.

Threat assessment is the process of determining if a student actually poses a risk to the person(s) they have threatened. A threat is when a person utters, writes or communicates through technology a threat to harm or kill a person or persons. Typically, threat assessment occurs within a few hours of a threat being made. The timeliness of information gathering is essential and includes input from the student, family, peers, school staff, and the community agencies that may have access to information relevant to the threat being made.

Risk assessment is the process of determining if a student of concern may pose a risk to self (e.g., suicide) or risk to some person(s) at some unknown period of time. Typically, risk assessment is a lengthier process that may involve a number of assessments, tests and measures beyond the scope of the school-based multi-disciplinary team. Consultation with the school social worker is required in order to request a risk assessment for a student.

High-Risk Behaviour: When to Enact the Violence Threat Risk Assessment Protocol:

Student behaviour that poses a threat or risk to self or others can present in a variety of ways. Examples of high-risk behaviours include, but are not limited to:

- serious violence or violence with intent to harm or kill
- indicators of suicidal ideation as it relates to fluidity (both homicidal and suicidal)
- “clear, direct and plausible” threats to kill others
- use of technology to communicate threats to harm/kill others or cause property damage
- possession of weapons, including replicas\
- bomb threats (making and/or detonating explosive devices)
- fire setting
- sexual intimidation or assault
- ongoing issues with bullying and/or harassment
- gang-related intimidation and violence
- hate incidents motivated by factors including, but not limited to, race, culture, religion, and/or sexual orientation
- rehearsal behaviours or evidence of planning an attack

Students who have experienced ongoing harassment and/or bullying, or students who have a history of perceived victimization, may pose a risk to safety and could be considered for a risk assessment.

All behaviours that may pose a risk or threat to others are to be reported to the school administrator. This includes the behaviour of students, staff or community members.

VTRA 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. The following steps are fully developed within the *School and Community Violence Threat Risk Assessment and Intervention Protocol (2018)*

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 school Social Worker and Threat Assessment Team.~~
- ~~Contact Resource Officer at Secondary School; if not available, keep them 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-maker's parent(s) or 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 safety and the safety of others in our school. It has come to our attention that they have 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~~
 - ~~Current and previous school records.~~
 - ~~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 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, but are not limited to:~~
 - ~~Children's Aid Society (Child Protection) for record check relevant to the case at hand~~
 - ~~Family doctor/specialist~~
 - ~~St. Leonard's' Community Services~~
 - ~~Youth Probation Services~~

- ~~Haldimand Norfolk REACH~~
- ~~Woodview Children's Centre~~
- ~~Contact Agencies (i.e., Contact Haldimand Norfolk, Contact Brant)~~
- ~~Hospitals, Public Health Units~~
- ~~Domestic violence 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 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., family)?"~~

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.~~

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. 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 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: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO112 Student Dress Code**
DATE: May 13, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure SO112 – Student Dress Code as information.</p>
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Background

Procedure SO112 – Student Dress Code was circulated to all appropriate stakeholders for comments to be received by April 3, 2019.

Comments Received

1. Comment: #6 What is considered to be “sufficient interest to proceed”? Points #7 & #8 have percentages but what percentage would be considered “sufficient interest” to move forward in point #6? Is it the same 51% that is indicated in #8?

Response: Sufficient interest is considered to be 80% or above. It is imperative to have a strong favourable majority to enact a specific dress code.
2. Comment: #8 Grammar issue...missing a word - If the 75% support is not achieved, this issue will not be studied again unless 51% of eligible parents with children currently attending the school or entering the school the following September INDICATE that there is interest in reviewing the dress code policy of the school

Response: Amended with clarified direction.
3. Comment: Think the reference of reg 330/10 should be section 302(5) of the education act.

Response: Section 302(5) of the Education is about milk in school, but Reg 298 refers to 302 (5) of the Ed Act.
4. Comment: #1 if there is a consultative process with the school council etc. why would the school, administrator need to make the decision?

Response: Regulation 298.11 (18) Duties of Principals states “The principal of a school shall consider each recommendation made to the principal by the school council and shall advise the council of the action taken in response to the recommendation. O. Reg. 613/00, s. 1 (3).” The school council acts in an advisory capacity to the principal, who makes the final decision.
5. Comment: why the reference to community in section 7 & 8?

Response: Amended
6. Comment: 9) think the requirement of 75% is too high

Response: must have a strong favourable majority – set at 80%

Additional Information

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

Next Steps

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

Respectfully submitted,

Liana Thompson
Superintendent of Education



Student Dress Code

Board Received: _____ Review Date: _____

Accountability

1. Frequency of Reports – As needed
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~~ principal to make a decision.
~~1.~~
2. The school dress code must be communicated annually to parents/guardians and students.
~~2.~~
3. 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 safe and respectful learning and teaching environment
 - ~~4.~~
4. Clothing worn to school must be conducive to a safe, culturally inclusive learning environment.
~~4.~~
5. The school ~~administration~~ principal 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 School Council must determine if there is interest in pursuing the issue through communication with parents/guardians, students, and staff ~~and community~~. If there is not sufficient interest, no further action will be taken during the school year.
~~7.~~
8. Methods of determining interest shall include:
 - presentation(s) to the school council by parents/guardians, students and/or staff
 - surveys (e.g. parents/guardians, students, staff)
 - discussions.Should the principal determine that there is sufficient interest in pursuing a school uniform; a formal survey process must be put in place. (A school uniform could mean prescribed colours such as blue pants/skirts and white shirts/blouses through to specifically designed and mandated uniforms.)
9. The survey shall follow these guidelines:
The proposed change must be outlined in detail for all parents.

Parents/guardians will be allowed one vote per family with children in the school.
Parents/guardians of graduating students are not eligible to vote unless they have another child(ren) attending the school.

10. In order to effect the implementation of a school uniform, the following thresholds shall apply:

- 95-100% survey return rate by eligible parents/guardians of students in the school.
- 80% of the survey responses are in favour of the proposed uniform.

If the thresholds outlined above are not reached, the issue will not be pursued again for at least two (2) years.

11. An implementation timeline must be established. In schools where a school uniform is to be mandated, the process must be completed no later than the end of February, for implementation the next September. Individual school councils may consider a longer timeline based on local school situations.

12. The school council must address affordability issues and ensure, through the principal, access to uniforms for all students. No student shall be denied access to a uniform, nor subjected to any embarrassment because of an inability to pay. In such cases, the principal shall make arrangements. Any discussions between the principal and student or parent/guardian regarding finances shall be completely confidential.

~~8.~~

~~9. 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) will be formed to consider changes to the student dress code. The sub-committee will prepare recommendations for consideration by all stakeholders.~~

~~10. 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.~~

~~11. 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.~~

~~12.~~13. 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 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 Schools**
DATE: May 13, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure SO118 – Opening and Closing Exercises at Schools as information.</p>
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Background

Procedure SO118 – Student Dress Code was circulated to all appropriate stakeholders for comments to be received by April 3, 2019.

Comments Received

No comments were received.

Additional Information

A draft procedure is attached.

Next Steps

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

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. 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 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”
3. The opening or closing exercises **may** include
 - the recitation of a pledge of citizenship
 - readings that impart social, moral or spiritual values which are representative of Ontario’s multicultural societya period of silence.
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.”

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.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR108 – Police Record Checks for Employees**
DATE: May 13, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure HR108 – Police Record Checks for Employees as information.</p>
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Background

Procedure HR108 – Police Record Checks for Employees was circulated to all appropriate stakeholders for comments to be received by April 26, 2019.

Comments Received

1. Comment: 2.1 who determines if an employee is in direct contact with students? Should there be a list of what jobs are exempt from VSC?
Response: The police make the determination. The list would need to come from the police.
2. Comment: 3.1 “Subject to 3. Below” should this be removed it does not refer to anything? Should 2.7 and 4.0 be put together since they cover the same circumstances?
Response: changes made
3. Comment: 3.2 refers to SO for Human Resources or designate – should we determine who the designate would be?
Response: No
4. Comment: 5.0 who pays for a PRC issued for a current employee under the first paragraph in procedures?
Response: The employee is expected to pay.
5. Comment: 6.0 why is an up to a year old PRC acceptable for a student but not for a volunteer (SO126)
Response: The standard for employment and for students in Grand Erie has been one year.
6. Comment: 7.0 How does the board know that this has been completed. Do the colleges require a PRC on an annual basis?
Response: A confirmation form is received in Human Resources confirming an offence declaration and/or police record check has been completed. We do not receive the actual police record check.

Additional Information

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

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



Police Record Checks for Employees

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Policy is followed.
– Safety of students and employees

Procedures

The Grand Erie District School Board is in a position of trust with regard to its students, employees and resources. The Board has a duty to ensure that the environment is safe and secure. To that end, the Board requires Police Record Checks from new employees and may request a Police Record Check from an existing employee.

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

Obtaining Police Record Checks is a precautionary measure designed to ascertain whether employees have a criminal history which could potentially make them unsuitable for certain positions of trust. Such checks assist the Board in attempting to ensure the safety and well-being of the students and staff.

1. Definitions

1.1 Police Record Check means a document concerning an individual which:

was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database and local police records pertaining to offence information including *Criminal Code* (Canada) convictions, summary convictions, outstanding warrants, charges and judicial orders, absolute and conditional discharges, non-conviction dispositions and, depending on the police service, information available from a local police agency's records management system and other systems/records where authorized.

1.2 Vulnerable Sector Check contains the above information as well as sexual offence convictions for which the individual has received a record suspension (formerly pardon) where authorized by the Minister of Public Safety and Emergency Preparedness.

1.3 An employee is an individual who agrees to work in a contract for services on a full-time, part-time or casual basis for the Grand Erie District School Board for a specified or indeterminate period of time. Salary or wages are paid to this employee and from this payment deductions are taken for Canada Pension Plan, Income Taxes, and Employment Insurance.

2. New Employees

- 2.1 The Board requires that all new employees over the age of 18 submit to Human Resources Services, as a condition of employment, the original copy of a Police Record Check. For new employees over the age of 25, the Police Record Check must include vulnerable sector screening if the employee will be in positions of authority and trust relative to students and will have regular and direct contact with students. Where new employees are between the ages of 18 to 25 and/or are offered positions that do not meet this criteria, as determined by the Police Service, a Police Record Check without the vulnerable sector screening will be acceptable. The Police Check must be acceptable to the Board.
- 2.2 The Police Check must have been obtained for the purpose of employment with the Grand Erie District School Board.
- 2.3 Should an employee with a Police Record Check that does not include a vulnerable sector screening later assume a position with the Board that is a position of authority and trust and requires regular and direct contact with students, that employee shall obtain a Police Record Check that includes vulnerable sector screening, that is acceptable to the Board, and at their own cost, prior to being awarded the position.
- 2.4 All offers of employment with the Board shall be conditional upon the applicant supplying the required Police Record Check. The Board shall retain the original Police Record Check or a true copy taken from the original by the Board-designated contact. Prospective employees will be given notice that such a check is required.
- 2.5 Individuals who have left the employ of the Board and who return to employee status within one year are exempt from this procedure
- 2.6 A former employee who returns to the employment of the Board after one year of broken service will be considered a new employee for the purposes of this procedure.
- 2.7 Unless approved by the Superintendent of Education (Human Resources), or designate, the employee may not commence employment with the Board until the Police Record Check has been received by Human Resources Services and considered to be acceptable. [Additional details provided in 4.](#)

3. Adjudication

- 3.1 Subject to 3. below, the following offences, regardless of whether a pardon has been granted, are considered to compromise the safety and well-being of students, employees and volunteers:
 - a. any sexual offence under the *Criminal Code*;
 - b. any violations under the *Controlled Drug and Substances Act*;
 - c. any criminal offence involving minors;
 - d. crimes of violence which include, but are not limited to threats, assaults, and use, possession or concealment of a weapon or imitation of a weapon;
 - e. propagation of hate literature or incitement to hatred;
 - f. possession, distribution or sale of any pornographic or violent material;
 - g. other offences specifically related to the job.

- 3.2 Human Resources Services will examine the Police Record Check. Where there is a concern, the information will be assessed by the Superintendent of Education (Human Resources), or designate. A meeting will be held with the prospective employee and the Superintendent of Education (Human Resources), or designate, before a final recommendation for employment is made.
- 3.3 Where evidence is received of a criminal conviction or other relevant conviction, the Superintendent of Education (Human Resources), or designate, will consider at least the following factors in determining an appropriate course of action:
- a. the length of time since the offence(s);
 - b. any involvement of children and/or sexual activity and/or violence and/or acts of dishonesty in the offence(s);
 - c. the employment history;
 - d. the employee's attitude towards the offence(s);
 - e. any treatment, counselling or other services received since the offence(s);
 - f. other steps taken to rehabilitate;
 - g. any likelihood the offence(s) will be repeated;
 - h. if alcohol or illegal drugs were a factor in the commission of the offence(s);
 - i. the degree of co-operation with the Board's investigation;
 - j. if the offence(s) is/are committed while employed by the Board;
 - k. if the employee is a teacher, the relevance of the offence(s) to teacher duties as set out in the *Education Act* and Regulations;
 - l. if the employee is not a teacher, the relevance of the offence(s) to employment duties; and
 - m. whether the offence(s) require(s) any action pursuant to *The Student Protection Act* (including notification to the Ontario College of Teachers)

The course of action may include disciplinary action up to and including dismissal, and/or withdrawal of offer, and shall be in compliance with other Board policies, collective agreements and legislation.

- 3.4 If the Board learns of pending charges or convictions under the *Criminal Code* or a related federal statute for which a pardon has been granted, and if the Board believes that the nature and circumstances of the pending charges or pardoned convictions pose a threat to students, staff or volunteers, the Board may revoke the offer of employment to the candidate without liability.

4. Emergency Provision

Only in an exceptional case will a person be permitted to commence employment with the Board before the Board has received the verification. In such a case, the candidate will be required to provide a completed Offence Declaration which may, at the Board's sole discretion, permit the candidate to commence employment prior to the submission of the Police Record Check. Before any such exception can be made, a binding agreement shall be entered into between the employee and the Board, ensuring that the Police Record Check will be provided without delay and in a timely manner. This agreement will preserve the Board's power to revoke the offer of employment, and dismiss the employee, should the Offence Declaration provided by the employee prove to be false or misleading in any respect.

5. Cost/Storage

All costs related to the Police Record Check will be the responsibility of the prospective employee.

Police Record Checks shall be filed in a confidential, safe and secure location in Human Resources Services.

6. Students Attending Facilities of Education and Colleges

While not employees of the Board, students from Faculties of Education, Universities and Colleges who report for practicum placements in Grand Erie District School Board schools, must have a Police Record Check completed that, where possible includes vulnerable sector screening.

Colleges and universities have informed their students of this requirement and students should have obtained a Police Record Check before their placement commences. Principals shall check the student's Police Record Check on the first day of their assignment in their school. It must be the original copy, include the vulnerable sector screening if the student is over the age of 25, and have an issue date within one year. Principals are to make a photocopy of the original, date stamp it with the date it was viewed, record that the original copy was seen, initial it and file it in a confidential locked cabinet. The original copy of the Police Record Check is to be returned to the student.

7. Community College Employees Instructing Dual Credit Courses

While not employees of the Board, employees of Community Colleges who co-instruct dual credit courses in Grand Erie District School Board schools must have a Police Record Check completed on an annual basis that includes vulnerable sector screening. The original copy of the Police Check must be submitted to the College prior to the commencement of their assignment. The College contact is responsible for adjudication and storage.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT116 – Building Security and Access**
DATE: May 13, 2019

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

Procedure FT116 – Building Security and Access was circulated to all appropriate stakeholders for comments to be received by April 26, 2019.

Comments Received

1. Comment: The language omits access to anyone who is not a school staff, i.e. senior administration and education centre staff, facility maintenance building staff – 1.1 Distribution of Electronic Access Cards a) The Board shall provide an electronic access/photo ID card and, if applicable, a security access code at no cost to trustees, principals, teachers, office coordinators and other school staff. Appendix C will be required to be completed upon pick up of new electronic access/photo ID card.

Response: Amended.

2. Comment: various references to him/her – should be them

Response: Amended.

3. Comment: 4.0 Should it be stated that master keys (metal) may not be duplicated?

Response: Only authorized staff in facilities can duplicated keys. No changes required.

4. Comment: 4.5 – are electronic access and master access cards the same type of card now?

Response: It is the same card but one is site specific while the other is a Master that permits access to all sites

5. Comment: 4.5 d – states loss of \$20 deposit but 1.1 c states their deposit is up to \$50.00 – will they lose the deposit paid or the \$20?

Response: No, deposit is only required for contractors as per Appendix B

6. Comment: 4.5 “i” should be removed

Response: Amended.

7. Comment: 5.0 e 2nd paragraph – is there a less expensive way to allow access to the building other than facility staff to meet at the school, can access not be granted electronically and removed when completed saving facility staff time and money?

Response: They would only be allowed in if existing FS staff are in the school.

8. Comment: Will AM42 be rescinded?
Response: No, AM-42 is still required as it provides more prescribed information on process.
9. Comment: Appendix A, B & C – do these forms need where they will be stored and for how long?
Response: Amended.
10. Comment: Appendix C – first paragraph – update head secretary to office coordinator
Response: Amended with modification as per comment 1.
11. Comment: Third paragraph – “lost/damaged cards...” is this sentence required since it is covered in the 6th paragraph?
Response: Amended.
12. Comment: Sixth paragraph – last sentence – should be reworded to: Frequent loss or chronic damage to electronic card may result in the termination of access rights.
Response: Amended.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Building Security and Access

Board Received: _____

Review Date: _____

Accountability

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

Procedures

1.0 Access to Board Buildings

1.1 Distribution of Electronic Access Cards

- a) The Board shall provide an electronic access/photo ID card and, if applicable, a security access code at no cost to trustees and all staff, ~~principals, teachers, office coordinators and other school staff~~. Appendix C will be required to be completed upon pick up of new electronic access/photo ID card.
- b) Upon approval by senior administration and the completion of Appendix A including a refundable deposit of \$20.00, the Board may elect to provide an electronic access card and, if applicable, a security access code to:
 - i) approved community users who have obtained permits through the Board’s policy FT4 – Use of School Facilities
 - ii) approved community Partners
- c) With the completion of Appendix B plus a refundable deposit of up to \$50.00, the Board shall provide electronic access card and, if applicable, a security access code to Board contractors as approved by the Manager or Divisional Managers of Facility Services.

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

1.2 Distribution of Master Keys

- a) Master Access Key – Site Specific (metal) – distributed to the Principal, Vice-Principal and Head Custodial staff for each building.
- b) Master Access Key – System (metal) – distributed to Director of Education, Supervisory Officers, Manager of Facility Services, maintenance and operations supervisory personnel.
- c) Master Access/photo ID Cards – System (electronic) – distributed to Director of Education, Supervisory Officers, Manager of Facility Services, Divisional Managers of Facility Services, Facility Supervisory staff – Custodial and Maintenance, other Maintenance and Information Technology staff assigned to system duties.
- d) Appendix C will be required to be completed upon pick up of new keys .

2.0 Access to Board Buildings

2.1 Electronic Access Doors

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

2.2 Manual Lock Doors

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

3.0 After-Hours Access

3.1 Disarming and Arming the Security System

- 3.1.1 All staff, permit holders and contractors must be aware of and determine the status of the security system upon entering and before leaving Board buildings. The first person in the building after 6:00 am on a school day or anytime on non-school days must disarm the security system using the code assigned to [him/her/them](#) when the electronic access card was issued
- 3.1.2 The last person to exit the building must rearm the security system using the code assigned to [him/her/them](#) when the electronic access card was issued
- 3.1.3 Staff are not permitted after-hours access for personal use and are not to permit entry to family members and friends; all personal use of Board facilities must be secured by means of a Board permit issued by Community Use of Schools.
- 3.1.4 Staff access/photo ID Cards are to be used ONLY by the employee that they belong to, Cards ARE NOT to be shared or given to any other person for access to a Board building. Failure to abide by this can result in disciplinary action
- 3.1.5 Security arming codes are CONFIDENTIAL and must only be used by the person the code is provided to, Codes ARE NOT to be shared with anyone. Failure to abide by this can result in disciplinary action

3.2 Security Provider Charges

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

- a) permit holders, community partners and/or contractors will be billed directly for the cost incurred
- b) school accounts will be charged for staff infractions
- c) habitual negligence to arm the building will result in termination of access rights

4.0 Damaged Cards and Keys and Lost Cards and Keys

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

4.1 Damaged Electronic Access Cards

- a) cards damaged from normal wear and tear will be replaced at no charge to staff
- b) cards exposed to excessive or chronic damage, will result in a replacement charge to staff

- c) cards willfully damaged will result in a replacement charge to the staff member, permit holder, contractor or community partners

4.2 Lost Electronic Access Cards

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

4.3 Lost Master Access Cards and Keys

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

4.4 Damages and Theft to Board Buildings and Property

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

4.5 Replacement Fees

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

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

- a) School Principal may choose to limit access to the building
- b) During major projects which may involve, e.g., asbestos removal, stripping & waxing floors
- c) Security and operational concerns, including loss of key, card, code
- d) Summer Use by Partners - The use of school facilities for municipal partners shall be granted where possible. Great effort will be given in planning summer operations and maintenance activities. Facility Services will continue to work or relocate the permit to a suitable similar location.
- e) Summer Access for Staff - Educational Staff are given restricted summer access to schools. Their electronic keys are deactivated during this period. Summer access for Educational Staff will be limited to a two-week period consisting of the first week of July and the last one week of August in order to provide time for facilities staff to properly clean and maintain school buildings.

In the event that educational staff require entry that can only be scheduled during the period of restricted access, staff must arrange for access through their principal (if available) or by contacting the Division Manager of Operations and Health and Safety or by calling Facility Services help desk at 281282 with at least 24 hours advance notice.

When access is approved we will arrange for a facility team member to meet the staff member at the school for entry at a prearranged time and at the front door. Special consideration can also be given for teacher training that would require access during the restricted period.

The request must first be approved by the Family of Schools Superintendent in consultation with the Manager of Facilities or Division Manager of Operations & Health and Safety.

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

6.0 Surrendering Electronic Access Cards

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

- a) Staff who retire, resign or have their employment terminated are required to surrender the electronic access card and access code to their site supervisor who will return them to Facility Services. Access codes are not to be reassigned to new staff by the site supervisor.

- b) Permit holders and contractors whose allotted time has expired are to surrender Electronic Access Keys Cards and access codes to:

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

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

7.0 Additional Information

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

7.2 Staff Changing Locations/ Extended Absence from Work

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

- a) Changing Locations: If you are transferring to another location, please have your site supervisor provide all pertinent information to Facility Services at least two (2) weeks before your new assignment begins.
- b) Medical, Parental or Other Leave of Absence
If you will be away from your job for a period longer than three (3) weeks, your site supervisor must inform Facility Services to temporarily deactivate your electronic access card and to issue a new card and access to the temporary staff person.

7.3 Precedence of Facility Custodial Services and Maintenance

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

Key Card Access Form: Rental Permit Holders

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



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

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

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

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

Please consult the Board's Building and Security Access Procedure FT116 located on the Board's website. If you require additional information or clarification, please contact Facility Services:
 349 Erie Avenue, Brantford, Ontario. (519) 756-6301 or toll free 1-888-548-8878

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

For internal use only:

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

Key Card Access Form: Contractors

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



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

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

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

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

Please consult the Board's Building and Security Access Procedure FT116 located on the Board's website. If you require additional information or clarification, please contact Facility Services:

349 Erie Avenue, Brantford, Ontario. (519) 756-6301 or toll free 1-888-548-8878

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

For internal use only:

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

*Retained by Facilities
 Retention: 1 yr*

Key Card Access Form: Grand Erie Staff

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



The Grand Erie District School Board recognizes the importance of building security and access for employees. As per Grand Erie Procedure FT116, the "Board shall provide an electronic access/photo ID card and, if applicable, a security access code at no cost to: ~~trustees, principals, teachers, head secretaries and other school staff and all staff~~".

Photo ID Badges with electronic access is provided to new hires through the Human Resources hiring process. ~~Lost/Damaged cards are provided through Facility Services upon request.~~
Building access locations and times for staff is based upon one's current position. Changes may not be made to access locations and times.

Access Codes are provided to staff, when required, upon email request to idcards@granderie.ca Note that your assigned code is to be kept confidential and not shared with others. If you transfer locations, please send an email to idcards@granderie.ca

The first damaged card from normal wear and tear will be replaced upon email request. Subsequent damaged cards may result in a replacement fee of \$15.00. The first lost card will be replaced upon email request at a replacement fee of \$15.00. There is an incremental increase of \$5.00 for each successive loss. Email requests relating to access cards and codes must be sent to idcards@granderie.ca Frequent loss ~~or chronic damage of to~~ electronic card ~~and chronic damage~~ may result in the termination of access rights.

Please consult the Board's Building and Security Access Procedure FT116 located on the Board's website. If you require additional information or clarification, please contact Facility Services:
349 Erie Avenue, Brantford, Ontario. (519) 756-6301 or toll free 1-888-548-8878

Name:
Date:

Key(s): Electronic Photo ID Hard Key(s)

Key/Card Number:

By signing below, I acknowledge that I am not to share my Photo ID Badge with anyone:

Name (PRINT):
Signature: