

Level Data PowerSchool Data Validation Module

Level Data is a software vendor that has a module that plugs into the PowerSchool Student Information System that identifies incorrect or corrupt data. The implementation of this software now permits school clerical staff to quickly correct invalid student data.

Disaster Recovery Site to the Cloud

Completed the Disaster Recovery Site migration to the cloud.

New Board Website

Completed the design, construction, and content migration (from old website) to a new and improved board website.

E-mail Gateway

Purchased and installed a new E-mail gateway from Proofpoint. E-mail gateways act as a filter to remove spam and phishing e-mails before they reach users inboxes.

ITS Future Plans**PD Place replacement with PowerSchool PD Module D2L Brightspace PD Module**

PD Place will be replaced with a more versatile and integrated solution using the PD software solution from PowerSchool.

Access Point replacement in Elementary Schools

Complete the deployment of access points and the Management Software (Aruba Central) at all Elementary school sites. This project is currently 50% complete.

Multi-Factor Authentication (MFA) for All Staff

Complete the deployment of MFA to all board staff.

Zscaler Rollout to All Schools

Complete the deployment of Zscaler cloud firewall to all schools to meet the Ministry of Education Broadband Modernization Project (BMP).

Budget Implications

Proposed expenditures for the 2024-25 ITS initiatives will be communicated through the Budget Process.

Grand Erie Multi-Year Plan

This report supports Grand Erie's Multi-Year Strategic Plan with a focus on the Information Technology Services goal to embed technology opportunities for staff and students through professional learning and enhanced technology tools.

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum & Student Achievement



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
RE: **French Immersion Review**
DATE: March 4, 2024

Recommended Motion: Moved by _____ Seconded by _____
THAT the French Immersion Review with next steps and Special Ad Hoc Committee be disbanded and forwarded to the March 25, 2024, Regular Board Meeting for approval.

Background

On June 8, 2020 the Board of Trustees approved the establishment of a French Immersion Ad Hoc Committee. The establishment of this committee was deferred on August 31, 2020 due to the pandemic. The French Immersion Special Ad Hoc Committee was eventually established on April 11, 2022.

The [Long-Term Accommodation Plan](#) (LTAP) 2023-2028 was conducted and presented to the Board of Trustees in the fall of 2023. As part of the review, the LTAP included an overview of French Immersion programming in Grand Erie. The LTAP outlines guiding principles intended to inform any recommendations made through the French Immersion review.

French Immersion Program Delivery Review

The aim of Grand Erie’s French Immersion program is to:

- Provide a quality educational program that meets the expectations of the Ontario Curriculum, both at the elementary and secondary school levels
- Develop and refine the student’s ability to communicate (understand, speak, read and write) with confidence in the French language
- Help students understand and appreciate Canada's francophone heritage as well as French culture and language throughout the world
- Expand students' knowledge of the language through the study of francophone literature and research.

The commencement of the recent French Immersion review began with the development of a Special Ad Hoc Committee. The initial work of the Special Ad Hoc committee included gathering feedback from various stakeholder groups through surveys. Stakeholder feedback is being used to guide the next steps in the French Immersion Review.

As a follow-up to the LTAP, Watson and Associates provided a French Immersion Program Delivery Review. The purpose of the Grand Erie French Immersion Program Delivery Review is to reflect on historical data, current system and students needs, as well as resources and program delivery, to evaluate French Immersion program delivery strengths, weaknesses, and opportunities. With a specific focus on program delivery, the review presented and analyzed delivery considerations such as program entry point, delivery model, program locations, lottery systems, enrolment caps and program pathways between elementary and secondary grades. After an analysis of the current French Immersion model in Grand Erie and stakeholder feedback the following key observations and considerations for future French Immersion Programming are identified:

- Approximately 8% of total Grand Erie elementary students were enrolled in French Immersion in 2022/2023 across eight schools (8) offering French Immersion
- There is variability in year over year cohort growth and attrition by school
- Cohorts in some instances are very small, with implications for staffing
- There is evidence of French Immersion student admission outside of established entry points across all grade levels as students relocate from out of district French Immersion programs
- Single or dual track programs at the elementary level are viable as they each eliminate elementary transitions which may be challenging for students
- Kindergarten as an entry point should be reviewed due to staffing and resource challenges, especially given that Kindergarten is an optional program
- Although waitlists/caps/lotteries may support predictable enrolment management, this approach could present equity issues and should be re-evaluated
- Automatic sibling registration should also be evaluated for the same equity considerations for students without siblings
- French Immersion programming beyond elementary and in growing communities should be re-evaluated
- Secondary programs should consider French Immersion where possible rather than Extended French
- Review French Immersion programming at secondary where it is offered in two (2) secondary sites in the same geographic area

Steps for the 2023-24 School Year

The French Immersion program previously located at Paris Central Public School has been consolidated at Burford District Elementary School effective September 2023. Additionally, the French Immersion programs at Caledonia Centennial Public School (Kindergarten to Grade 3) and River Heights Public School (Grade 4-8) will be consolidated at River Heights Public School effective September 2024.

The consolidation of French Immersion Kindergarten-Grade 8 programming at Burford District Elementary School and River Height Public School address enrolment pressure at Paris Central Public School and Caledonia Central Public School. The impact of these consolidations aligns with the aims of French Immersion. Additionally, these consolidations eliminate any transitions for French Immersion students between schools and presents a more fulsome and seamless opportunity for educators to co-plan, co-teach and share resources.

Additionally, the French Immersion Special Ad Hoc Committee will be disbanded.

Next Steps and Future Outlook

With a specific focus on program delivery, the next steps for 2024-25 will be to further explore program entry points, lottery systems, enrolment caps, waitlist, and secondary program delivery models and locations. Additional program pathways between elementary and secondary grades and further program locations will be explored in 2024-25 for potential implementation in September 2025. These next steps and recommendations will be brought forward to the Board in 2024-25 for review and approval.

Grand Erie Multi-Year Plan

This report supports the Belonging indicator of Learn Lead Inspire and the following statement: We build a culture of belonging to support an equitable, inclusive, and responsive environment for each learner.

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum & Student Achievement



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board

FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
Pete Ashe, Superintendent of Education

RE: **Reading Intervention Project – Systematic and Evidence Based Reading Program**

DATE: March 4, 2024

Background Information

In response to the Ontario Human Right Commission, [Right to Read](#) inquiry report Grand Erie District School Board has responded in multiple ways. One response has been the selection of a Reading Intervention program and establishing criteria for students across eight (8) focus schools to deliver an intensive reading intervention program to a total of 156 students.

The Reading Intervention program assesses students' reading behaviours in response to intentionally selected next steps from the Fountas and Pinnell's Literacy Continuum based on assessment results. The intentionally selected focus groups were delivered an evidence-based reading program by a Reading Resource Intervention Teacher 2-3 times a week, in small groups for 30-40 minutes of intentional, explicit, and systematic reading instruction focusing on Fountas and Pinnell's Leveled Literacy Intervention (LLI) program. Additional resources were implemented to meet student needs including the Heggerty and University of Florida Literacy Institute (UFLI) resources that are supported system wide. Reading groups focused on five groups of students with four to five students in each group for a total of 156 students (approximately 20 students per school) over a 5-day cycle.

Student Selection Criteria

For the duration of Term 1, Grade 2 -6 students who demonstrated a need with literacy skills in reading and/or writing as assessed through Benchmark Assessment System (BAS) and the Early Literacy Assessment Tool (ELAT) were selected to participate in the project.

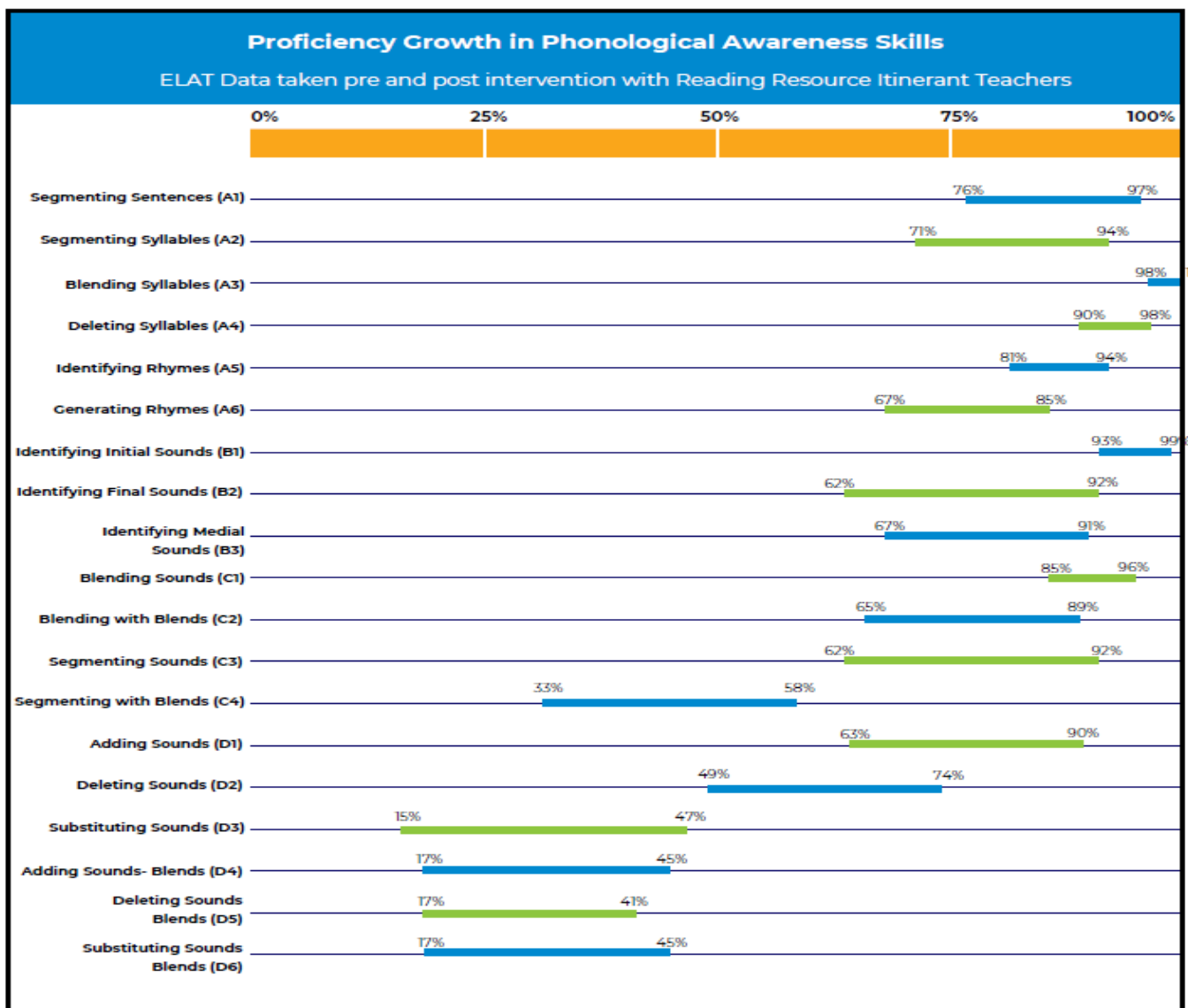
Resources

The Reading Resource Itinerant Teacher (RRIT) team planned and implemented explicit and responsive small group instruction in phonics, decoding, comprehension, and encoding using Grand Erie endorsed, evidence-based tools (i.e., UFLI Phonics Instruction, Leveled Literacy Intervention (LLI), Heggerty Phonemic Awareness Instruction, Digital Resource Binder).

Pre and Post Assessment Data Results

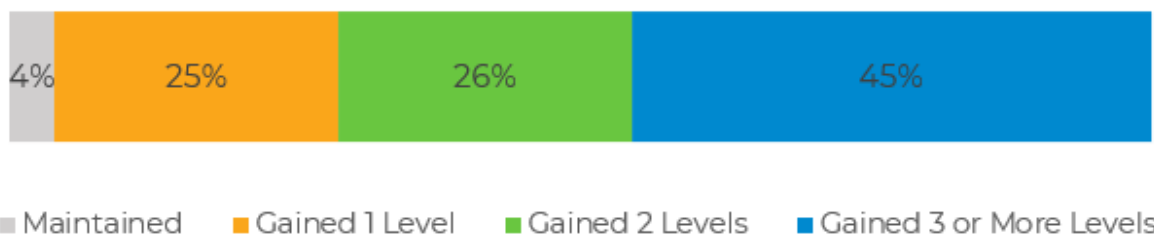
Using weekly reading and writing running records, educators identified improvement of students' literacy skills in both reading and writing in the areas of:

- Reading confidence
- Phonological awareness and phonics skills
- Decoding
- Reading accuracy
- Reading fluency
- Writing in response to reading
- Writing in response to phonological and phonemic awareness skills



The above bar graph displays the progression of proficiency pre and post intervention support for each section of the ELAT assessment. Results indicate that students increased their proficiency in all areas of the assessment.

Change in Reading Levels Pre to Post Assessments



The graphic above displays BAS instructional level improvement. Most students made gains of at least one level.

Lexia

At the Junior level, teachers were offered the opportunity to sign up for a class set of Lexia licences to support literacy instruction for all students. Lexia is a systematic structured literacy intervention tool that is mastery-based. It offers two digital interfaces Core5 (K-2) and PowerUp (6-8) that are adaptive to student skills. Lexia provides independent, student-driven learning, ongoing data to monitor progress, and tools to support teacher-led instruction to address gaps. The Core5 program focuses learning in six (6) areas: Phonological Awareness, Phonics, Structural Analysis, Automaticity/Fluency, Vocabulary and Comprehension. In PowerUp, students work in three focus strands: Word Study (includes accuracy and fluency), Grammar and Comprehension. Educators monitor student progress and provide skill builder lessons to address student needs. Currently 41 elementary schools are participating, including 97 educators and 2100 students.

Impact Summary

The reading intervention project helped students with reading texts of progressing difficulty and delivery of systematic lessons targeted to a student’s reading and writing ability. Evidence based programs such as LLI, Heggerty and UFLI are effective reading intervention tools when delivered systematically and explicitly.

Next Steps

A review of student achievement data, including Grade 3 EQAO Reading results from 2023, Fall 2024 Progress Report data, and Individual Education Plan statistics were reviewed to identify eight (8) schools that would benefit from Reading Resource Itinerant Teacher (RRIT) support for the duration of Term 2. In February 2024, the RRIT team began consulting with the identified schools to review student data, conduct student assessments, and determine student groupings in each school to participate in the project until June 2024.

Grand Erie Multi-Year Plan

This report supports all indicators of Learn Lead Inspire and the following statement: we will, together, build a culture of Learning, Well-Being and Belonging to inspire each learner and aligns with Grand Erie’s literacy goal to increase the overall reading proficiency of all students with a focus on Grades 1-3.

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum & Student Achievement

Pete Ashe
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board

FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
Peter Ashe, Superintendent of Education

RE: **Curriculum Updates**

DATE: March 4, 2024

Background Information

There are several new curriculum updates that have been issued since the fall curriculum update. Below is an overview of key changes and additions to the curriculum for the 2024-25 school year and beyond.

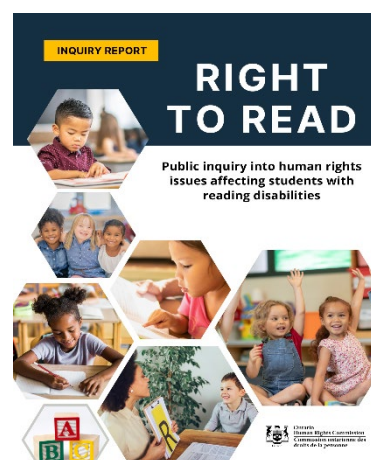
Elementary Curriculum Updates

Future Updates to the Kindergarten Curriculum

To ensure students are fully prepared for a strong start to their educational journey and to make a seamless transition into Grade 1, the Ministry of Education is updating the learning in *The Kindergarten Program (2016)* for implementation in September 2025. These updates will also address the [Ontario Human Rights Commission \(OHRC\) Right to Read report](#) that emphasized the importance of phonics instruction, more explicit instruction in schools, and other actions to ensure all students build a solid literacy foundation beginning in Kindergarten.

The new mandatory Kindergarten learning will focus on early literacy skills, and the foundations for math and STEM education to align with learning in the recently revised Grade 1 language, math and science and technology curriculum. The updated Kindergarten curriculum will include evidence-based, systematic and explicit instruction of foundational knowledge and skills in early literacy and math. The curriculum will follow a scope and sequence and it builds upon previous skills as it progresses. These updates will focus on the mandatory learning expectations in the Kindergarten curriculum. Key features of the full-day Kindergarten program, including play-based learning supported by teachers and early childhood educators remain unchanged.

Grand Erie has been committed to the Kindergarten literacy program. All classrooms have received teaching and learning resources (i.e. decodable books, evidence-based systematic tools) along with the related training. Our current primary literacy implementation is in alignment with the new Ministry of Education announcement regarding the Kindergarten program and we remain committed to the literacy development of our early learners now and moving forward.



Mental Health Literacy Curriculum

The Ontario Ministry of Education introduced a series of three modules per grade for students in Grades 7 and 8 to support existing mental health literacy curriculum expectations. [School Mental Health Ontario](#) has developed modules that align with Strand D (Healthy Living) of the Grades 7 and 8 [2019 Health and Physical Education Curriculum](#).



This includes important tools such as student activities, videos and interactive programming and information that will help students learn how to manage stress, understand the relationship between mental health and mental illness, recognize the signs and symptoms of a mental health concern, counteract mental health stigma and know when and how to get help.

Learning modules include:

- The difference between mental health and mental illness
- Mental health, substance use and the relationship between them to support healthy choices
- Understanding the signs of a mental health problem and how to seek support
- Reducing stigma related to mental health
- Managing stress and developing healthy coping strategies

The modules align with Grand Erie's [Mental Health Strategy](#) and there are resources for Educator, Parent/Caregiver Tip Sheets and an [introductory video](#). In Grand Erie, collaboration with educators and Child and Youth Workers (CYWs) has provided differentiated module training opportunities for all Grade 7 and 8 educators, including the following:

- Job-embedded, in-school release time, with CYW support, for educator review of the module materials and as an opportunity to ask questions related to the mental health modules
- Teacher self-directed review of the modules, with access to school-based CYWs for clarification of mental health related module content during CYW regularly scheduled school visits
- Virtual open forum support sessions for educators to get support and clarification from CYWs regarding the mental health content of the modules

Mandatory learning on mental health literacy for Grade 10 students will start in fall 2024 and will include how to recognize signs of being overwhelmed or struggling, as well as where to find help locally when needed. This will be included in the Career Studies course.

Grade 7, 8 and 9 History Curriculum Updates

On February 8, 2024, the Ministry of Education announced a commitment to introduce new mandatory learning on the experiences and history of Black Canadians to be included in Grades 7, 8 and 10 History curriculum. Beginning in the 2025-26 school year, all students will learn about the overwhelming achievements of Black communities in Canada, as well as the many challenges faced and overcome, including contemporary impacts of anti-Black racism as part of the mandatory curriculum expectations.

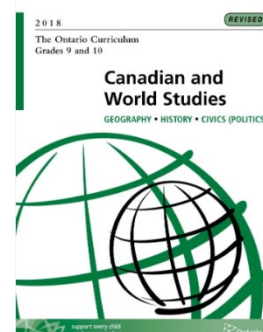
Grades 7 and 8 history classes will include new mandatory learning about the various Black communities from the 18th century to early 20th century. The Grade 10 Canadian History course will build on this new learning by including the contributions and achievements of Black Canadians in Canadian society post World War II. Students will now learn about the overwhelming contributions of Black individuals to Canada's foundation as a young nation, and the obstacles they faced in the pursuit of building a democratic, inclusive, and prosperous country.

Secondary Curriculum Updates

The following updates are planned curriculum revisions for implementation in September 2024 to support course modernization and to ensure secondary students are learning the foundational and transferable skills needed to prepare them for the future.

Exploring Canadian Geography, Grade 9, De-streamed (CGC1W)

As part of the Ministry of Education's commitment to de-streaming the Grade 9 program, the Ministry of Education will be issuing a new de-streamed Exploring Canadian Geography, Grade 9 course (CGC1W) that will replace *Issues in Canadian Geography, Grade 9, Academic* (CGC1D). This course builds on learning in Grades 7 and 8. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.



Business Studies, Grades 9 and 10

Business Studies secondary curriculum will begin with revised Grades 9 and 10 courses to be implemented in Fall 2024. Students pursuing the Grade 10 course will not need a prerequisite.

Building the Entrepreneurial Mindset, Grade 9, Open (BEM1O)

The new Grade 9 course replaces the course Information and Communication Technology in Business, Grades 9 or 10 course (BTT1O/BTT2). Students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

Launching and Leading a Business, Grade 10, Open (BEP2O)

The new course replaces the Introduction to Business, Grades 9 or 10 course (BB11O/BB12O). This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Technological Education, Grades 9 and 10

As previously shared in the last Curriculum Updates report, the Ministry of Education announced a new Ontario Secondary School (OSSD) graduation requirement for students to earn a Grade 9 or 10 Technological Education Credit beginning with students entering Grade 9 in September 2024. To support this requirement, the Ministry of Education is revising the secondary Technological Education curriculum, beginning with revised Grade 9 and Grade 10 courses to be implemented fall 2024. This includes a new Grade 10 course. Students pursuing the Grade 10 course will not need a prerequisite. Students taking the Grade 9 or Grade 10

course, including any Technological Education focus course ending in 1O or 2O, will satisfy the new graduation requirement that is set to begin with the Grade 9 cohort in September 2024.

Technology and the Skilled Trades, Grade 9, Open (TAS1O)

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Technology and the Skilled Trades, Grade 10, Open (TAS2O)

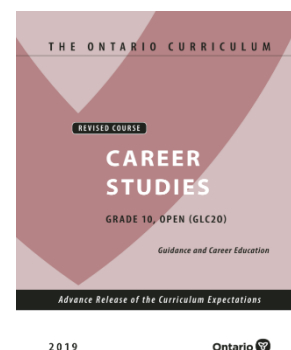
This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Career Studies, Grade 10, Open (GLC2O)

As part of our commitment, mandatory learning on mental health literacy for students will be added to the Grade 10 Career Studies course for implementation in Fall 2024. The course title (Career Studies, Grade 10), code (GLC2O), and description remain the same.

Implementation Supports

The Ministry of Education's standard approach to supporting the implementation of new curriculum includes developing Ministry of Education resources, such as a key changes document, parent's guide and overview webinars, as well as partnering with third-party organizations to develop resources, such as classroom-ready resources and training supports. The Ministry of Education is currently finalizing a recent call for proposals to partners to develop resources that aim to support implementation for this school year.



Grand Erie Multi-Year Plan

This report supports Grand Erie's Multi-Year Strategic Plan with a focus on building a culture of learning specifically in the area of Literacy, Indigenous Education and Graduation Pathways.

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum & Student Achievement

Peter Ashe
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
RE: **Graduation Update 2023-24**
DATE: March 4, 2024

Background

One goal of the Grand Erie District School Board’s (Grand Erie’s) 2021-26 Multi-Year Strategic Plan is to prepare every student for their post-secondary destination including apprenticeship, community, college, university, and the workplace, through graduation. Initiatives, such as Experiential Learning, eLearning, Co-operative Education, the Ontario Youth Apprenticeship Program, Specialist High Skills Major certifications, the School College Work Initiative objectives (in-class, outdoor, and industry sector opportunities), supports having been increasingly provided to students. Professional learning opportunities are provided to staff through the lens of Culturally Responsive, Relevant and Sustaining Pedagogies and Universal Design for Learning using the experiential education cycle to support student graduation towards multiple pathways.

Additional Information

To earn an Ontario Secondary School Diploma (OSSD), students must:

- Earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits
- Meet the provincial secondary school literacy requirement
- Successfully complete at least two online learning credits
- Complete 40 hours of community involvement activities.

Below are Grand Erie’s Graduation rates for the 2017-18 and 2018-19 Grade 9 cohorts:

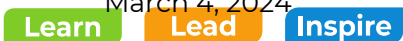
Graduation Results

2018-19 Grade 9 Cohort	4 Year	5 Year
Grand Erie	70.8 %	Not Available
Province	84.9 %	Not Available
2017-18 Grade 9 Cohort		
Grand Erie	65.5 %	78.4%
Province	83.9 %	89.1%

Although not included in the graduation results above, the Ontario Secondary School Certificate (OSSC) and the Certificate of Accomplishment may also be granted to students to support workplace destinations. The OSSC will be granted on request to students who leave school before earning the OSSD, provided they have earned a minimum of 14 credits as follows:

- 7 Compulsory Credits (2 English, 1 Canadian Geography or Canadian History, 1 Mathematics, 1 Health and Physical Education, 1 Science, 1 Arts or Technological Education or Computer Studies)
- 7 Optional-Course Credits selected by the students

Students who are not working towards an OSSD or an OSSC may be awarded a Certificate of Accomplishment upon leaving secondary school. This certificate recognizes achievement for students who plan to transition directly to community living and/or employment after leaving school. The Certificate of Accomplishment is to be accompanied by the student’s Ontario Student Transcript.



On Track

The percentage of students who have completed eight (8) credits by the end of Grade 9, 16 credits or more by the end of Grade 10, 22 credits by the end of Grade 11 and 30 credits by the end of Grade 12 continues to remain relatively stable and indicates that we are on track to support graduation.

Specialist High Skills Major (SHSM) programs mid-year student participation data has seen an increase yearly over the last two (2) years. Early participation in reach ahead activities, sector specific certifications and training supports have increased SHSM completion rates and, ultimately, graduation. Experiential learning opportunities, eLearning sections and School College Work Initiative (SCWI) opportunities also continue to increase. Grand Erie is trending toward surpassing our OYAP target for the 2023-24 school year. These program indicators support student graduation and increasing destination opportunities for Grand Erie students.

Next Steps

Strategies outlined in Grand Erie's 2023-24 Annual Learning and Operating Plan focus on providing continued professional learning for staff to effectively implement assessment for learning strategies in destreaming, literacy and mathematics instruction to meet the individual learning needs of every student. In-class coaching supports will continue to build on understanding and implementation of Universal Design for Learning, Culturally Responsive, Relevant and Sustaining Pedagogies specifically focused on Grade 9 Math and other Single-Streamed classrooms.

Grand Erie has also demonstrated a commitment to Indigenous Education as outlined in Grand Erie's 2023-24 Annual Learning and Operating Plan. Continued support with delivering professional development to actively engage in the Truth and Reconciliation Commission's Calls to Action as well as Increasing classroom content that presents Indigenous experiences and identities allows all students to see themselves reflected in their curriculum materials. Recent work with online language courses, land-based learning course bundles and collaborative learning inquiries have supported student achievement across the district.

Grand Erie Multi-Year Plan

This report supports all indicators of Learn Lead Inspire and the following statement: we will, together, build a culture of Learning, Well-Being and Belonging to inspire each learner.

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum & Student Achievement



PROCEDURE

SO-007

STUDENT EXPULSIONS	
Superintendent Responsible: Superintendent of Education, Safe Schools	Initial Effective Date: 2020/01/27
Last Updated: 2024/02/09	Next Review Date: 2027/02/09

Purpose:

To outline the process related to the behaviour and potential expulsion of a student.

Guiding Principles:

Grand Erie District School Board (Grand Erie) supports a progressive discipline approach that encourages positive behaviour, promotes healthy relationships and social-emotional development among all students. Grand Erie recognizes that the expulsion of a student is one step in this process and that expulsions, when mandated or warranted, may be required to ensure the safety of all members of the school community.

1.0 Reporting to the Principal An employee of Grand Erie, who becomes aware that a student of Grand Erie has engaged in one or more activities described below, shall, as soon as is reasonably possible, report such information to the principal of the school or designate.

2.0 Circumstances for Which a Recommendation for Expulsion Shall Be Considered by the Principal under the *Education Act*.

2.1 The principal shall consider an expulsion, subject to mitigating and other factors, if the principal believes that the student has engaged in any of the following activities while at school, at a school-related activity or event, or in circumstances where the infraction has an impact on the school climate:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons, illegal and/or restricted drugs
- Committing robbery
- Giving alcohol or cannabis to a minor
- Bullying, if the student has previously been suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person
- Engaging in any activity outlined in section 311 of the *Education Act* that is 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
- Committing an act of vandalism that causes extensive damage to the property of the board
- Engaging in activities on or off school property that cause the student'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

- 2.2** The principal or designate will contact the police consistent with the Protocol Between Brantford Police Services, Ontario Provincial Police and Grand Erie District School Board, Brant Haldimand Norfolk Catholic District School Board and Conseil scolaire de district catholique Centre-Sud if the suspected infraction requires such contact. A principal's investigation will be conducted separately from the police investigation.
- 2.3** In incidents involving weapons, the weapons should be confiscated if the confiscation can be carried out safely. Weapons offences, including the threat of using the weapon, will be reported to police. Seized weapons will be turned over to the investigating officer.

3.0 Investigation of Inciting Incident and Suspension

The principal shall forthwith investigate any such matter reported.

3.1 Suspension Pending Principal's Recommendation for Expulsion

The student shall be suspended pending the principal's investigation of the incident. The principal will:

- 3.1.1** Make all reasonable efforts to inform the parent(s)/caregiver(s) if the student is a minor, or adult student, that the student is suspended pending investigation into possible expulsion
- 3.1.2** Inform the student's teacher(s) of the suspension
- 3.1.3** Assign the student to a program for students on long-term suspension
- 3.1.4** A student cannot be compelled to participate in the program; if they choose not to participate, the student will be provided with work consistent with their academic program.
- 3.1.5** If a student or parent(s)/caregiver(s) declines the offer to participate in the program, the principal will record the time and date of that decision.
- 3.1.6** Develop a Student Action Plan (SAP) for the student. The plan will outline both academic and social supports.
- 3.1.7** Provide written notice of the suspension to the student, the student's parent(s)/caregiver(s) if the student is a minor, the Family of Schools Superintendent, and the Superintendent of Education, Safe and Inclusive Schools. The written notice will include:
- The reason for the suspension
 - The duration of the suspension
 - Information about the program for suspended students
 - Information about the investigation the principal will be conducting to determine whether to recommend expulsion
 - A statement indicating that there is no immediate right to appeal the suspension
- 3.1.8** Where the incident is a serious violent incident, specifically possessing a weapon, including a firearm, physical assault requiring medical attention, sexual assault, robbery, using a weapon to threaten or cause bodily harm to another person, extortion, or a hate and/or bias motivated occurrence, a Violent Incident Form must be completed and filed in the student's Ontario Student Record (OSR).
- 3.1.9** If the incident has been deemed a violent incident, the reporting form must be maintained in the student's OSR for the following periods:
- Five years if the student was expelled for the violent incident
 - Three years if the students was suspended for the violent incident
 - At least one year if the suspension was quashed or withdrawn.

3.2 Student Action Plan (SAP)

For students who choose to participate in the program for students on long-term suspension, the principal will hold a planning meeting to create the SAP. The principal and a member of the School Culture and Well-Being team will share the draft plan with the adult student or the parent(s)/caregiver(s) for input. If the adult student or the parent(s)/caregiver(s) is not available, a copy of the plan will be provided to them.

- 3.2.1** The planning meeting will be scheduled within five (5) school days of the issuing of a long-term suspension.
- 3.2.2** The principal will review the issues to be included in the SAP.
- 3.2.3** The SAP, once completed, will be stored in the student's OSR until such time as it is no longer relevant to the supports required by the student.
- 3.2.4** The SAP will identify:
 - The incident for which the student was suspended
 - Any learning needs or program(s) or service(s) that might be provided to address those needs
 - Any risk or protective factors
 - The academic program to be provided to the student during the suspension period and details regarding how that academic program will be accessed by the student
 - Where the student has an Individual Education Plan (IEP), information regarding how the accommodations and/or modifications of the student's academic program will be provided during the term of the suspension
 - The non-academic program and services to be provided to the student during the suspension and details regarding how that non-academic program and services will be accessed
 - The measurable goals the student will be striving to achieve during the period of suspension

3.3 Principal's Investigation

The principal will conduct an investigation promptly following the suspension of the student to determine whether to recommend to the Grand Erie Student Discipline Committee of the Board that the student be expelled.

The principal will:

- Make all reasonable efforts to speak with the student and the student's parent(s)/caregiver(s)
- Conduct interviews with all witnesses whom the principal determines can contribute relevant information to the investigation
- Make every reasonable effort to conduct interviews with any witness suggested by the student or the student's parent(s)/caregiver(s)
- Consider any mitigating or other factors when determining whether to recommend to the Grand Erie Student Discipline Committee that the student be expelled

4.0 Decision After Investigation

4.1 Factors to Consider

The principal will make every effort to consult with the student and the student's parent(s)/caregiver(s) to identify whether any mitigating factors might apply in the circumstances.

4.2 Mitigating Factors and Other Factors to Consider

- 4.2.1** The mitigating factors to be considered by a principal before deciding whether to recommend an expulsion are:
 - The student does not have the ability to control their behaviour
 - The student does not have the ability to understand the foreseeable consequences of their behaviour
 - The student's continuing presence in the school does not create an unacceptable risk to the safety of any person
- 4.2.2** The following factors will also be taken into account when considering suspension pending expulsion:
 - The student's history
 - Whether a progressive discipline approach has been used with the student

- Whether the activity for which the student may be or is being suspended was related to any harassment of the student because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment
- How the suspension would affect the student's ongoing education
- The age of the student
- In the case of a student for whom an Individual Education Plan has been developed:
 - whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan
 - whether appropriate individualized accommodation has been provided
 - whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct

4.2.3 If a student 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 will be considered by the principal.

4.2.4 If the student poses an unacceptable risk to the safety of others in the school, the principal may consult with the Principal Leader for School Culture and Well-Being and will consult with the Family of Schools Superintendent of Education regarding appropriate accommodations and/or strategies that might be instituted to ensure student and staff safety.

4.3 Students in Junior Kindergarten to Grade Three

Ontario Regulation 440/20 removes the discretionary power of the principal to suspend students in junior kindergarten to grade three under section 306 of the *Education Act*. Under section 310 of the *Education Act*, students of this age group shall not be suspended for committing acts as outlined in section 2.1 above, unless the principal investigation indicates that the student activity warrants a suspension.

5.0 Decision Not to Recommend Expulsion

- 5.1** Following investigation and consideration of mitigating and other factors, if the principal determines not to recommend expulsion, the principal will:
- Consider whether alternative discipline is appropriate in the circumstances
 - Uphold the suspension and its duration
 - Uphold the suspension and shorten its duration and amend the record accordingly
 - Withdraw the suspension and expunge the record
- 5.2** If the principal has decided not to recommend an expulsion of the student, the principal will provide written notice of this decision to the student and to the parent(s)/caregiver(s). The notice shall include:
- a statement of the principal's decision not to recommend expulsion to the Student Discipline Committee of the Board; and
 - a statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn.
- 5.3** If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Student Discipline Committee will be shared with the adult student or the parent(s)/caregiver(s) including:
- A copy of the Grand Erie policy regarding suspension appeals
 - Contact information for the Principal Leader of School Culture and Well-Being and the Superintendent of School Culture and Well-Being
 - 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
- 5.4** If the length of the suspension has been shortened, the notice of suspension will be revised to reflect the shortened length of the suspension

6.0 Decision to Recommend Expulsion

6.1 If a principal, in consultation with the Family of Schools Superintendent and the Superintendent of School Culture and Well-Being, determines that a referral for expulsion is warranted, the hearing will occur within twenty (20) school days from the date the principal suspended the student, unless both parties to the expulsion hearing agree upon a later date.

6.2 Provide written notice of the expulsion hearing to the adult student or the parent(s)/caregiver(s) and student. The notice shall include:

- A statement that the student is being referred to the Discipline Committee to determine whether the student will be expelled for the activity that resulted in suspension
- A copy of Student Expulsion Hearing Process governing the hearing before the Student Discipline Committee
- A copy of the Grand Erie Code of Conduct, School Code of Conduct, if applicable, and Expulsion Information Sheet
- A copy of the suspension letter
- A statement that the student and/or their parent(s)/caregiver(s) has the right to respond to the principal's report in writing
- Information about the procedures and possible outcomes of the expulsion hearing, including:
 - If the Student Discipline Committee does not expel the student, they will either confirm, confirm and shorten, or withdraw the suspension
 - Parties have the right to make submissions with respect to whether the suspension should be confirmed, confirmed and shortened, or withdrawn, if the student is not expelled
 - Any decision with respect to the suspension is final and cannot be appealed
 - If the student is expelled from their school, they will be assigned to the Grand Erie program for expelled students or to another school
 - If the student is expelled from all schools, they will be assigned to the Grand Erie program for expelled students
 - If the student is expelled, there is a right of appeal to the Child and Family Services Review Board, and the time limit for such an appeal is thirty (30) calendar days from the date that the written notice of expulsion is given
 - The student facing expulsion may be represented at the hearing by legal counsel, advocate or support person
 - Notice of the intent to bring legal counsel must be shared with the Superintendent of School Culture and Well-Being at least five (5) days prior to the hearing; in such case, Grand Erie will arrange for individual counsel for both the principal and the Student Discipline Committee. Failure to provide notice with respect to legal counsel may result in an adjournment of the hearing to a date within a date of the twenty (20) day requirement. Failure to provide adequate notice with respect to legal counsel or support person could result in adjournment of the hearing
 - The name and contact information for the Superintendent of School Culture and Well-Being.

6.3 A copy of the Summary of Principal's Investigation shall be provided to the adult student or the student's parent(s)/caregiver(s).

7.0 Letter of Understanding

The parties are encouraged, where possible, to agree on facts, documents or other evidence which are not in dispute between them. A Letter of Understanding is available for parties to sign prior to the hearing. If a Letter of Understanding is signed, parties are encouraged, but not required, to attend the hearing.

8.0 Expulsion Hearing

- 8.1** Upon the recommendation of the principal that a student be expelled, the Student Discipline Committee of the Board (Committee) will conduct a hearing within twenty (20) school days of the start of the suspension.
- 8.2** The hearing will be conducted in accordance with the legislation and will be In Camera. Attendance will be restricted to the parties to the hearing, the Registrar and such other persons as the Committee may permit.
- 8.3** The Committee will be comprised of three (3) members of the Grand Erie Board of Trustees as appointed annually by the Chair of the Board.
- 8.4** The Registrar will serve in an advisory capacity to the Committee during the hearing on procedural and legal matters, after receiving advice from legal counsel if necessary. The Registrar will not participate in any Committee deliberations unless procedural or legal advice is requested by the Committee.
- 8.5** The parties to a hearing are:
- 8.5.1** The principal
 - 8.5.2** The adult student, or
 - 8.5.3** The student's parent(s)/caregiver(s)
 - 8.5.4** Such other persons as the Committee may decide
 - 8.5.5** A student who is not party to the hearing has the right to be present and to make a statement on their own behalf.
- 8.6** A notice of the expulsion hearing will be delivered to the student and the parent(s)/caregiver(s) immediately following the scheduling of the hearing. A copy of the Summary of Principal's Investigation and any additional material the principal intends to rely on will be delivered at the same time.
- 8.7** At least five (5) days prior to the hearing, the adult student or parent(s)/caregiver(s), should, if possible, provide to the principal all documentation intended to be provided to the Committee during the hearing. That notwithstanding, the Committee will have the discretion to accept such documentation or any other relevant matters at the hearing.
- 8.8** At least five (5) days prior to the hearing, the principal or designate will discuss with the student or the parent(s)/caregiver(s) the prospect of resolving the discipline, in a manner that is appropriate and available in the circumstances and without the need of a full hearing.
- 8.9** If the parties agree to such a resolution, they will execute a Letter of Understanding which will be presented to the Committee for approval at the beginning of the hearing. If such consent is approved by the Committee, no further hearing is required.
- 8.10** If the matter is not resolved in accordance with 8.8 or 8.9 above, the Committee will conduct a full hearing. At the hearing, the Committee will:
- 8.10.1** Consider the submissions of each party in whatever form the party chooses to deliver their submissions, whether orally, in writing, or both
 - 8.10.2** Solicit the views of all of the parties as to whether the student should be expelled from their own school (limited expulsion) or from all schools of the board (full expulsion)
 - 8.10.3** Solicit the views of all parties as to whether, if the student is not expelled, Grand Erie should confirm the suspension originally imposed, confirm the suspension but reduce its duration, or withdraw the suspension
 - 8.10.4** Consider all relevant mitigating circumstances
 - 8.10.5** Consider any other circumstances the Committee deems relevant
- 8.11** The order of presentation to the Committee is:
1. The principal
 2. The adult student or the parent(s)/caregiver(s)
 3. The principal in response to the adult student or parent(s)/caregiver(s)
 4. The adult student or parent(s)/caregiver(s) for final comment as to anything they wish to inform the Committee.
- 8.12** Upon completion of the presentations, the Committee may ask questions of the parties for clarification or understanding. Thereafter the Committee will adjourn the

hearing and retire in private to deliberate its decision. The Committee will not announce its decision at the hearing.

9.0 Disposition

9.1 Decision Not to Expel

9.1.1 If the Committee decides not to expel the student, the Superintendent of School Culture and Well-Being will give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension (length of suspension upheld, length of suspension shortened, suspension quashed)

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

9.2 Decision to Expel

9.2.1 Where the Committee decides to impose an expulsion on the student, the Committee will decide whether to impose a limited expulsion or a full expulsion.

9.2.2 Where the Committee decides to impose a school expulsion, the student will be assigned to a Grand Erie program or to another school.

9.2.3 Where the Committee decides to impose an expulsion from all Grand Erie schools, the Committee will assign the student to a Grand Erie Safe and Inclusive Schools program for expelled students.

9.2.4 The Superintendent of School Culture and Well-Being will promptly provide written notice of the decision to expel. The written notice shall include:

- The reason for the expulsion
- A statement indicating whether the expulsion is a school expulsion or Grand Erie expulsion
- Information about the school or program to which the student has been assigned
- Information about the right to appeal the expulsion, including the steps to be taken
- The Superintendent of School Culture and Well-Being will direct the Grand Erie School Culture and Well-Being Team to enact the SAP created for the expelled student.
- An expelled student remains a student of Grand Erie, even when attending a program for expelled students at another school board, unless the student registers at another school board.
- A copy of the Decision of the Discipline Committee to Expel shall be sent to the student and to the student's parent(s)/caregiver(s), the principal of the school, and a copy will be placed in the student's OSR.

10.0 Appeal of Grand Erie Decision to Expel

The adult student or the student's parent(s)/caregiver(s) if the student is a minor may appeal a Grand Erie Student Discipline Committee's decision to expel the student to the Child and Family Services Review Board. The Child and Family Services Review Board is designated to hear and determine appeals of all school board decisions to expel students. The decision of the Child and Family Services Review Board is final.

11.0 Re-Entry Requirements Following an Expulsion

A student who is subject to an expulsion is entitled to re-admission to a Grand Erie school once they have successfully completed a program for expelled students and have satisfied the objectives required for completion of the program, as determined by the Superintendent of School Culture and Well-Being.

Definitions:

Adult student:

- A student who has attained the age of 18 or is aged 16 or 17 and has withdrawn from parental control.

Full expulsion:

- An expulsion from all schools of the Grand Erie District School Board.

Limited expulsion:

- An expulsion from the school where the student was attending when the infraction occurred. The student may be registered at another Grand Erie school.

Student's parent(s)/caregiver(s):

- The parent(s)/caregiver(s) of a student who is a minor and who has not withdrawn from parental control.

Weapon:

- Any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

Reference(s):

- Student Expulsions Policy (SO-07)
- *Criminal Code*
- *Education Act, R.S.O. c. E.2* (sections 310, 311)
- *Ontario Regulation 472/07*
- *Protocol Between Brantford Police Services, Ontario Provincial Police and Grand Erie District School Board, Brant Haldimand Norfolk Catholic District School Board and conseil scolaire catholique Centre-Sud*
- [Safe Schools Act, 2000](#)
- *The Education Amendment Act (Progressive Discipline and School Safety), 2007*