



## Committee of the Whole Board

Monday, February 13, 2017  
Board Room, Education Centre

### AGENDA

- A – 1      **Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session
    - (i) Personnel Matters
    - (ii) Legal Matters
  - (d) Welcome to Open Session (7:15 p.m.)
  - (e) Agenda Additions/Deletions/Approval
  - (f) In Camera Report
- B – 1      **Business Arising from Minutes and/or Previous Meetings**
- (a)
- C – 1      **Director's Report**
- (a)
- D – 1      **New Business — Action/Decision Items**
- \* (a) Draft Proposed School Year Calendar 2017-2018      W. Baker
  - \* (b) Contract Awards – 2015-269-T Ed Tech Devices      D. Abbey
  - \* (c) Contract Awards – Data Centre Hardware/Software Refresh      D. Abbey
  - \* (d) Borrowing Bylaw 34 – Bridge Financing Dunnville School Consolidation Project      J. Gunn
- D – 2      **New Business — Information Items**
- \* (a) Employee Assistance Program Annual Report (HR112)      S. Sincerbox
  - \* (b) Data Report – Levelled Literacy Intervention (LLI) and Empower Reading      L. Thompson/  
L. De Vos
- E – 1      **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- \* (a) BL28 Trustee Code of Ethics (A)      B. Blancher
  - \* (b) F2 Budget (C)      J. Gunn
  - \* (c) SO26 Events Planning and Organization (C)      B. Blancher
  - \* (d) F7 Disclosure of Wrongdoing (Whistleblower) (A)      J. Gunn
  - \* (e) HR3 Staff Development (R)      S. Sincerbox
- E – 2      **Procedure Consideration — Information Items**
- \* (a) FT101 Smoke Free Environment (C)      J. Gunn
  - \* (b) HR102 Working with Blood Borne Infections (C)      S. Sincerbox
- F – 1      **Other Business**
- (a)



## Committee of the Whole Board

Monday, February 13, 2017  
Board Room, Education Centre

### G – 1 Correspondence

- \* (a) Bluewater District School Board Letter January 23, 2017
- \* (b) Brantford Police Service Letter February 1, 2017

### H – 1 Adjournment

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

Pre-Budget Consultations Meetings	February 22, 2017, 6:30 pm	Board Room
Compensatory Education Steering Committee	February 23, 2017, 1:30 pm	Dogwood Room Norfolk SSC
Chairs' Committee	February 27, 2017, 5:45 p.m.	Norfolk Room
Regular Board	February 27, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	February 28, 2017, 1:00 p.m.	Pauline Johnson CVS
Student Transportation Services Brant Haldimand Norfolk	February 28, 2017, 1:00 p.m.	Norfolk Room
Special Education Advisory Committee	March 2, 2017, 6:30 p.m.	Board Room
Committee of the Whole	March 6, 2017, 7:15 p.m.	Board Room
Grand Erie Parent Involvement Committee	March 23, 2017, 6:30 p.m.	Dogwood Room Norfolk SSC
Chairs' Committee	March 27, 2017, 5:45 p.m.	Norfolk Room
Regular Board	March 27, 2017, 7:15 p.m.	Board Room
Audit Committee Meeting	March 28, 2017, 6:00 p.m.	Dogwood Room Norfolk SSC



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: School Year Calendars 2017-18

DATE: February 13, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report "School Year Calendars 2017-18".

### **Background:**

The Grand Erie School Year Calendar Committee met on January 25, 2017, to review and discuss proposed school year calendars – elementary, secondary, GELA, and Sprucedale. Committee members in attendance were: Brian Doyle (Trustee), James Richardson (Trustee), Maria Colitti (OSSTF), Shawn Martin (ETFO, accompanied by Nancy D'Aurora), Janie Senko-Driedger (Elementary Administrators), Dave Thomas (Secondary Administrators), Sheri Wencel (PSSP & recording secretary), Wendy Hamilton (School Council – Secondary), Tiffany Knight-Leegstra (School Council – Elementary), and Wayne Baker (Chair).

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

### **Additional Information:**

On December 2, 2016, the Ministry of Education sent a communication to Boards with respect to the development of school year calendars for 2017-18. It stipulated: the school year (September 1 to June 30); the minimum number of school days (194); the minimum number of instructional days (187); the number of possible Board-designated professional activity days (4); and the maximum allowable number of examination days (10).

Additionally, in compliance with *Regulation 304 (Amended), School Year Calendar, Professional Activity Days*, three professional activity days must be designated for provincial priorities. For 2017-18, secondary-panel priorities are: *improving student achievement in numeracy; teachers' professional learning; and topics aligned with Ministry priorities (e.g., equity)*. For Elementary teachers, one-half day of Occupational Health & Safety training must be included in the three professional activity days, with the remaining time focussing on the same priorities as for secondary staff.

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

**Calendar Specifications:**

- The school year has been set at 194 days.
- All calendars designate 7 Professional Activity days (3 Ministry days; 4 Board days).
- All calendars share the same Ministry-designated PA days (September 15, April 13 and June 29).
- The secondary, GELA and Sprucedale calendars share all PA days.
- The Elementary calendar includes two PA days for report card writing (January 22 & June 8) and 1 for parent interviews (November 17).
- The Secondary calendar is balanced by semester in terms of school days (97) and examination days (5). Semester 1 has 4 PA days; semester 2 has 3 PA days.
- The GELA calendar is composed of “quadmesters”, balanced as closely as possible in terms of school days, PA days, and exam days.

**Recommendation:**

THAT Trustees approve the recommended school year calendars for 2017-18.

**Communication Plan:**

- Board-approved school year calendars will be forwarded to the Ministry of Education prior to the May 1, 2017, deadline for submission of 2017-18 calendars
- All stakeholder groups will be advised when the Ministry has approved the calendars.

Respectfully submitted,

Wayne Baker  
Superintendent of Education



# SCHOOL YEAR CALENDAR

2017 - 2018

~ *Elementary Schools* ~

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

- H** School Holiday  
The 2017-18 School Year Calendar provided a total of 187 instructional and 7 Professional Development Days
- E** Examination Day
- P** Professional Activity Day  
 Sept. 15/17 • H & S/Improving Student Achievement  
 Oct. 3/17 • Focus on Numeracy  
 Nov. 17/17 • Interviews/Reporting to Parents  
 Jan. 22/18 • Student Assessment and Reporting
- Apr. 13/18 • Improving Student Achievement  
 June 8/18 • Student Assessment and Reporting  
 June 29/18 • Curriculum Review and Development
- B** Board Designated Holiday



# SCHOOL YEAR CALENDAR

2017 - 2018

~ Secondary Schools ~

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

**H** School Holiday

The 2017-18 School Year Calendar provided a total of 187 instructional and 7 Professional Development Days

**E** Examination Day

**P** Professional Activity Day

- Sept. 15/17 • Improving Student Achievement
- Oct. 3/17 • Improving Student Achievement
- Nov. 17/17 • Focus on Numeracy
- Feb. 1/18 • Reporting/Program Planning

- Feb. 2/18 • Reporting/Program Planning
- Apr. 13/18 • Improving Student Achievement
- June 29/18 • Staff Professional Development

**B** Board Designated Holiday



# SCHOOL YEAR CALENDAR

2017 - 2018

~ Sprucedale ~

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

**H** School Holiday

The 2017-18 School Year Calendar provided a total of 187 instructional and 7 Professional Development Days

**E** Examination Day

**P** Professional Activity Day

- Sept. 15/17 • Improving Student Achievement
- Oct. 3/17 • Improving Student Achievement
- Nov. 17/17 • Focus on Numeracy
- Feb. 1/18 • Reporting/Program Planning

- Feb. 2/18 • Reporting/Program Planning
- Apr. 13/18 • Improving Student Achievement
- June 29/18 • Staff Professional Development

**B** Board Designated Holiday



# SCHOOL YEAR CALENDAR

2017 - 2018

~ Grand Erie Learning Alternatives ~

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



School Holiday

The 2017-18 School Year Calendar provided a total of 187 instructional and 7 Professional Development Days



Examination Day



Professional Activity Day

- Sept. 15/17 • Improving Student Achievement
- Oct. 3/17 • Improving Student Achievement
- Nov. 17/17 • Focus on Numeracy
- Feb. 1/18 • Reporting/Program Planning

- Feb. 2/18 • Reporting/Program Planning
- Apr. 13/18 • Improving Student Achievement
- June 29/18 • Staff Professional Development



Board Designated Holiday





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Dave Abbey, Superintendent of Education

RE: Contract Award - 2016-269-T Ed Tech Devices

DATE February 13, 2017

**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ that the Grand Erie District School Board approve the award of Tender 2016-269-T Ed Tech Devices to Compugen Inc. for a total cost of \$810,900 plus HST.

### Background:

Request for Tenders 2016-269-T was completed for the acquisition of Ed Tech devices for both staff and students. In the document bidders were requested to bid on two (2) Options:

Option 1 - Ed Tech Device with minimum of 2GB RAM and 64GB disk space and

Option 2 - Ed Tech Device with the preferred 4GB RAM and 128 GB disk space.

A total of six (6) bids were received as follows

### Option 1

Vendor	Product Description	Price	Keyboard	Total	Comments
Dell Canada	Venue 10 Pro 5056 - <b>4GB</b> & 64GB	\$ 499.00	\$ 87.99	\$ 586.99	In Bid document .... Dell noted "In the event of shortages in materials, currency fluctuations .... Dell reserves right, with prior discussions and notifications to the Board, to revise the pricing set out in Contract".
CDI Computer Dealers Inc.	Acer Switch V10 SW5-017, 2GB & 64GB (NT.LCVAA.001)	\$ 331.58	\$ -	\$ 331.58	Integrated Keyboard ** does not have HDMI output on product specs, they <b>quoted a USB C to HDMI Adapter at approx \$35</b>
	** <u>Alternate Bid</u> - Acer Switch V10 SW5-017, 4GB & 64GB (NT.LCVAA.001)	\$ 363.16	\$ -	\$ 363.16	Integrated Keyboard ** does not have HDMI output on product specs, they <b>quoted a USB C to HDMI Adapter at approx \$35</b>
Compugen Inc.	HP Model X2 210 G2 (Item#22592240) 2GB and 64GB	\$ 454.00	\$ -	\$ 454.00	X2 210G2 - Includes Detachable Keyboard (new model quoted ... launches Aug 2016)
RU-LINK Computer Corp.	Lenovo Thinkpad 10 #20E450TD00	\$ 720.00	\$ 120.55	\$ 840.55	** folio keyboard ** recycling fee extra
IBM Canada	Lenovo Thinkpad 10 #20E450TD00	\$ 687.00	\$ 116.00	\$ 803.00	** folio Keyboard
Telecom Computer	Lenovo Thinkpad 10	\$ 717.85	\$ 117.44	\$ 835.29	** folio Keyboard

## Option 2

Vendor	Product Description	Price	Keyboard	Total	Comments
Dell Canada	Venue 10 Pro 5056 - 4GB & 128GB	\$ 539.00	\$ 87.99	\$ 626.99	In Bid document .... Dell noted "In the event of shortages in materials, currency fluctuations ..... Dell reserves right, with prior discussions and notifications to the Board, to revise the pricing set out in Contract".
CDI Computer Dealers Inc.	Acer Switch Alpha 12 - # NT.GDQAA.004	\$ 657.89	\$ -	\$ 657.89	Integrated Keyboard ** does not have HDMI output on product specs, they quoted a <b>USB C to HDMI Adapter at approx \$35</b>
Compugen Inc.	HP Model X2 210 G2 - 4GB & 128 GB (Item#22592242)	\$ 499.00	\$ -	\$ 499.00	Includes Detachable Keyboard (new model quoted ... launches Aug 2016)
	<b>** Alternate Bid - X360 310 G2 Item#VOC58UT#ABA</b>	<b>\$ 477.00</b>		<b>\$ 477.00</b>	Integrated Keyboard (Convertible) G3 Model will launch Dec 2016
RU-LINK Computer Corp.	Lenovo #20E450TC00 Thinkpad 10	\$ 773.70	\$ 120.55	\$ 894.25	** folio keyboard ** recycling fee extra
IBM Canada	Lenovo Thinkpad 10 #20E450TC00	\$ 750.00	\$ 116.00	\$ 866.00	** folio Keyboard
Telecom Computer	Lenovo Thinkpad 10	\$ 771.01	\$ 117.44	\$ 888.45	** folio Keyboard

Trial units were requested for evaluation from the three (3) lowest cost bidders from Option 2.

### Recommendation

The Evaluation Committee has completed testing of the trial units and recommends the purchase of 1,700 HP ProBook x360 devices as bid under Option 2 from Compugen Inc.

### Budget Implications

The total cost of \$810,900 plus HST for the purchase of the devices has been provided for in the 2016-17 Information Technology Budget.

Respectfully submitted

Dave Abbey,  
Superintendent of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Dave Abbey, Superintendent of Education

RE: Contract Award – Data Centre Hardware/Software Refresh

DATE: February 13, 2017

**CORRECTION:** This report referenced contract as being awarded to Compugen through OECM's VOR. Compugen is a supplier for OECM, the agreement is actually with the Ministry of Government and Consumer Services (MGCS VOR) that should have been referenced and not OECM's agreements.

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve the award of the contract for the Data Centre Hardware/Software Refresh in the amount of \$940,817 including HST to Compugen Inc.

### Background:

In its report to Board December 12, 2016, I.T. services have identified the renewal of the Board's Data Centre hardware and software as a priority for replacement. The Ontario Educational Collaborative Marketplace (OECM) has completed the competitive process and has identified Compugen as a vendor of record.

Compugen has provided a quote for the data centre components as follows:

Servers, Switches, Backup Hardware	
Storage	
Load Balancers	
Backup Software	
Training	
<u>Professional Services (installation, deployment, configuration)</u>	
<b>Total Cost including HST</b>	<b>\$940,817</b>

**Recommendation:** Purchasing Services is recommending the Board award Data Centre Hardware/Software Refresh to Compugen Inc.

### Budget Implications:

The above purchase will be leased over a five year term at an estimated cost of \$17,265 per month. 2016-17 costs will be managed within the existing 2016-17 Information Technology budget as set out in the December 12<sup>th</sup> report to Board.

Respectfully submitted,

Dave Abbey  
 Superintendent of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Borrowing Bylaw 34 – Bridge Financing Dunnville School Consolidation Project**

DATE: February 13, 2017

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<p><b>Recommended Action:</b> It was moved by _____ Seconded by _____</p> <p>THAT the Grand Erie District School Board approve Borrowing Bylaw 34 – Bridge Financing Dunnville School Consolidation Project</p>
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### Background:

BL34- Bridge Financing Dunnville School Consolidation Project is presented for Board approval to establish interim borrowing facilities up to a maximum of \$11,500,000 to finance the renovation project pending long term financing by the Ontario Financing Authority or the receipt of direct capital grant from the Ministry of Education upon completion of the project. Ministry capital expenditure approval for this project is \$11,518,529.

### Proposed Financing:

A Borrowing Facility has been established with the Royal Bank of Canada with interest fully funded by general legislative grants during the construction phase. Once complete this facility will be repaid by long term financing approved through the Ontario Financing Authority or by direct capital grant from the Ministry of Education.

The proposed bylaw is attached.

Respectfully submitted,

Jamie Gunn  
Superintendent of Business & Treasurer



## BYLAW

BL34

### Borrowing Bylaw re: Bridge Financing – Dunnville School Consolidation

Board Received: February 27, 2017 Review Date: Until maturity  
(August 31, 2019)

#### Terms of the Facility

The signing authorities of the Board are authorized to enter into a Letter of Agreement with the Royal Bank of Canada re: Bridge financing for the Dunnville School Consolidation Project pending long term financing or the receipt of direct capital grant from the Ministry of Education upon completion of the project.

Credit Facility      \$11,500,000 non-revolving term facility, by way of Bankers' Acceptances

Repayment      Borrowings under this facility are repayable when replaced by long term financing provided through the Ontario Financing Authority or the receipt of direct capital grant from the Ministry of Education.

Borrowings under this facility shall be repayable in full on August 31, 2019

Interest Rate      Banker's acceptance rate plus an acceptance fee of .75% per annum.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Scott Sincerbox, Superintendent of Education (Human Resources)

RE: Employee Assistance Program Report — 2015-2016 School Year

DATE: February 13, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Employee Assistance Program Report, 2015-2016, as information.

### 1.0 Rationale/Background

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

### 2.0 Additional Information

#### 2.1 Cost of the Employee Assistance Program

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

#### 2.2 Utilization of the Program and Statistical Summary

Budget for 2015-2016 \$39,500.00  
 Total expenditure for 2015-2016 \$43,600.62  
 Utilization of the available budget 110%

Year	EAP appointments subsidized by Board	EAP appointments paid by Employee
2015-2016	535	40
2014-2015	494	85
2013-2014	534	89
2012-2013	428	39.5
2011-2012	480	74.75

While there was an increase in the number of sessions billed to the employer, there was a decrease in the number of session paid wholly by the employee. Sessions are paid wholly by the employee only after they have utilized the four GEDSB subsidized sessions provided, per school year.

As per the chart below, the number of visits decreased by 4 last school year. As well the number of employees accessing the EAP decreased by 11.

Year	Number of Employees Utilizing Program	Number of Appointments
2015-2016	199	575
2014-2015	175	579
2013-2014	175	534
2012-2013	179	467.5
2011-2012	177	554.75

The following shows usage of the EAP as a percentage of the number of permanent employees.

Year	Employee FTE on Oct. 31, 2016	% of Employees Accessing Service	Average No. Visits per Employee
2015-2016	2837	7.0%	2.69
2014-2015	2861	6.1%	3.36
2013-2014	2827	6.2%	3.05
2012-2013	2791	6.4%	2.26
2011-2012	2777	6.3%	3

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

Year	EFTO-Elementary Teachers	ETFO – ECEs	OSSTF – Secondary Teachers	OSSTF – PSSP	CUPE – Clerical	CUPE – Facility Services	CUPE – EAs	Non Union
2015-2016	74	2	61	10	12	7	25	8
2014-2015	82	0	65	7	20	8	21	7
2013-2014	69	0	50	11	7	12	17	7
2012-2013	71	0	47	10	10	4	11	9
2011-2012	90	0	52	3	9	7	5	11

### 2.3 Presenting Problems

The five major presenting problems that emerged were: marital/relationship conflict, stress management, anxiety/depression (not related to grief), child behaviours and

grief/loss. It is noted that no new issues were presented to the service providers during this past school year.

#### **2.4 Committee Activities**

Copies of the revised EAP brochure were distributed to all Elementary and Secondary Schools, Student Support Centres, Facility Services, Careerlink and the Transportation Department. They were distributed in November 2015. The brochure was revised again and redistributed in November 2016.

#### **2.5 EAP Participant Survey**

Eighteen (18) Participant Surveys were received, representing a 9.5% response rate. Overall, comments were positive. Eleven (11) respondents indicated that they learned of the EAP through the brochure, three (3) indicated co-worker, two (2) indicated orientation and two (2) indicated other.

Respectfully submitted,

Scott Sincerbox  
Superintendent of Education (Human Resources)





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

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

RE: **Levelled Literacy Intervention and Empower Reading Report**

DATE: February 13, 2017

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Levelled Literacy Intervention and Empower Reading Report as information.

### **Background:**

Levelled Literacy Intervention (LLI) and Empower Reading are small-group, time-limited intervention programs for students who are faced with challenges in the area of reading.

### **LLI (Levelled Literacy Intervention)**

LLI is a short-term, small-group, supplementary intervention designed to serve struggling readers in the early primary grades. The LLI program is designed to provide 12 to 20 weeks of daily intensive extra reading lessons that result in accelerated progress with flexible decision making about student entry and exit. The recommended group size is 3 to 4 students at a time to allow for close observations and differentiated response to student strengths and needs. The objective of LLI is to help students reduce the gap between their current instructional reading level and their expected instructional reading level. The instructional reading level is determined from written materials which the child can read with no more than one word-recognition error in approximately 20 words. The comprehension score should be 75 percent or more.

### **End of Year Instructional Reading Levels**

- Kindergarten Level 3 (C)
- Grade 1 Level 18 (J)
- Grade 2 Level 28 (M)
- Grade 3 Level 38 (P)

LLI lessons include the following:

- A combination of reading, writing, phonics and word study
- Emphasis on comprehension strategies
- Attention to the features of nonfiction and fiction texts
- Specific work on sounds, letters, and words in activities designed to help children notice the details of written language and learn how words “work”
- Help for students in expanding their vocabularies
- Explicit teaching for fluent and phrased reading
- Opportunities to write about reading to learn a variety of writing strategies

Originally, as part of the focus on Early Primary Literacy under the Achievement section of the Grand Erie Multi-Year Plan, the Levelled Literacy Intervention Program (LLI) was implemented in our Compensatory Education and OFIP Schools in the fall of 2011. Since that time other schools have chosen to purchase the resource. Of the schools who responded to our inventory survey, 34 schools indicated they have at least one LLI kit in the building. The bulk of instruction in LLI intervention is with grade 2 students, followed by grades 3, 1 and 4.

#### Student Selection:

- Teacher identification and selection of students who are not reading at instructional grade level (use of DRA is suggested to determine reading levels)
- prioritize the lowest performing students in reading, yet who will benefit from the format of LLI
- students' attendance records are given consideration (students must have a high attendance rate in order to support the integrity of the LLI program)
- students' behavioral tendencies are given consideration (LLI is not intended for students whom have a history of regular classroom disruptions)
- students are not likely to be receiving any other intervention at the same time (i.e. Empower)

LLI is usually administered by the LRT in the building with some cases where classroom teachers implement the program. There is one specialized case where EA's are delivering the program. There is a small number of schools where prep teachers are administering LLI. All staff members implementing LLI are provided with training to administer the program.

#### Findings:

At the time of this report, schools that submitted data on their students indicated an implementation of between 8-16 weeks in the LLI program. In total, there are approximately 250 students currently in LLI programming. For those students who showed no improvement, teachers indicated the following anecdotal comments: lack of attendance, unexpected new family situation at home, moved to another LLI group (restarted the process), and lack of at-home support.

Grade	% students showing improvement in reading achievement		
	More than 1 level	1 level	No improvement
Grade 1	76%	14%	10%
Grade 2	77%	18%	5%
Grade 3	87.5%	10%	2.5%
Grade 4	89%	11%	0%
<b>TOTAL: 139 students</b>			

#### Additional findings:

At the time of this report, not all schools had completed a full intervention cycle. They instead submitted a response that represented one of the following categories:

	Number of Schools
We have partially completed a cycle and are not ready to submit	13 <i>(approximately 110 additional students)</i>
We haven't had opportunity to implement LLI this year.	3

**Anecdotal Comments:**

- **Areas of Improvement:**

The most common finding in the anecdotal submissions was an “increase and growth in confidence”. Additionally, teachers noted increased ability to work productively in small groups. Lastly, it was recognized that those students who participated in the at-home portion had increased gains over those who did not participate at home.

- **Areas for Growth:**

The following areas were noted anecdotally by teachers as areas to address: the importance of the at-home reading component, the importance and influence of attention, focus and behavioural issues during sessions. There was also a noted need for general overall increased amount of exposure and repetition in order to continually support increased development. Lastly, attendance was noted as a factor inhibiting growth.

**Empower Elementary**

Empower Reading is an intensive small group intervention program designed to serve struggling readers in the late primary and early junior grades. Consisting of 110 lessons, of approximately one hour in length, Empower addresses learning problems that prevent children with literacy difficulties from learning to read and spell by teaching specific decoding strategies during the Empower lessons and then students are encouraged to generalize the use of these strategies in the classroom and when independently reading for meaning, information, or pleasure. The five strategies, taught in sequence, are:

- Sounding Out (a phonological letter-sound decoding strategy)
- Rhyming (a word identification-by-analogy strategy)<sup>1</sup>
- Peeling Off (a strategy for separating affixes in multi-syllabic words)
- Vowel Alert (a strategy for trying variable vowel pronunciations)
- SPY (a strategy for seeking familiar parts of unfamiliar words)

Empower also builds student self-confidence. As they progress in become better readers, self-esteem builds.

**Empower Secondary**

In the 2016/2017 school year, the Empower program was piloted at Tollgate Technological Skills Centre, a secondary school identified as high needs Higher Improvement in Performance (HIP). The Empower Reading: High School Program consists of two modules, Empower Reading: High School, Decoding and Spelling, and Empower Reading: High School, sometimes called Empower Paces. Together, these modules provide comprehensive and focused programming for high school students with specific difficulties in decoding and spelling, word identification, and reading comprehension. The Decoding and Spelling portion addresses phonological and orthographic skills, and teaches students the same five specific word identification strategies (Sounding Out, Rhyming, Peeling Off, Vowel Alert, and SPY) as taught in the elementary program. The comprehension and vocabulary portion provides text knowledge and comprehension strategy training. Students are taught to understand the structure of narrative, expository and graphical texts. They learn to recognize specific text features and signaling devices that authors use, and learn how to use these signals to increase their understanding of text content. These skills serve as springboards to the comprehension strategies taught in the Comprehension Strategy Track, which introduces five text comprehension strategies (Predicting, Activating Prior Knowledge, Clarifying,

Evaluating-through-Questioning, Summarizing) and teaches them concurrently with metacognitive strategy instruction (self-monitoring and evaluative skills).

Each lesson combines direct instruction and dialogue-based strategy training, presents material in a sequential and structured manner, and teaches all necessary prerequisite skills to mastery. The metacognitive instruction is scaffolded and teaches explicit self-monitoring and evaluative skills. High school curricular materials and texts appropriate for adolescents are used.

The success of Empower and its impact on improved student reading achievement depends on consistent and regular implementation of the program (i.e. in elementary Empower Reading staff recommends students be provided with lessons 4-5 days per week, whenever possible; in secondary daily Empower lessons occur in a dedicated class section).

### **Additional Information**

Currently a study is being conducted by the Ministry of Education on the use of Empower in eight school boards across the province. A three-year research pilot project was committed to by the Minister of Education to review and assess the effectiveness of the Empower program at the elementary level. This is year one of the study. Students involved are in either a withdrawal program or a self-contained class. Students are all primary or junior grade level. The majority of the students are not identified but are struggling readers. The researcher will be looking at the progress of students in the pilot program and as well will gather data from school boards currently using Empower that are not participating in the study. Data about other early years literacy interventions being implemented in all school boards will be requested and reviewed.

### **Empower**

The total number of schools implementing Empower in Grand Erie is 22.

School	Compensatory Level	Panel	Teachers trained in Empower
Agnes Hodge	HIP (moderate needs)	elementary	1
Banbury Heights	Non-compensatory	elementary	1
Bellview	HIP (high needs)	elementary	1
Central	HIP (high needs)	elementary	2
Delhi Public	HIP (moderate needs)	elementary	2
Elgin Avenue	HIP (moderate needs)	Elementary	1
Graham Bell-Victoria	HIP (high needs)	Elementary	2
Grandview (Brantford)	HIP (high needs)	Elementary	1
Grandview (Dunnville)	Non-compensatory	elementary	1
Houghton	HIP (moderate needs)	elementary	1
JL Mitchener	Non-compensatory	elementary	2 (one is Tech class teacher)
King George	HIP (high needs)	elementary	1
Langton	HIP (moderate needs)	elementary	1
Lansdowne-Costain	HIP (moderate needs)	elementary	1
Lynndale Heights	Non-compensatory	elementary	1
Major Ballachey	HIP (high needs)	Elementary	1
Prince Charles	HIP (moderate needs)	elementary	1
Princess Elizabeth	HIP (high needs)	elementary	1
Thompson Creek	HIP (moderate needs)	elementary	1

West Lynn	HIP (moderate needs)	elementary	1
Woodman-Cainsville	HIP (moderate needs)	elementary	1
Tollgate Tech	HIP (high needs)	secondary	1

There are currently 26 teachers delivering Empower in schools. In our elementary schools, Learning Resource teachers are trained to deliver the program. In schools with two teachers trained, two groups are running. At Tollgate Tech a classroom teacher is trained and delivers a section of Empower each semester. The section is organized as a locally developed English class and students completing it with success will gain one credit in locally developed English. Semester one a grade 9 locally developed English class was run. In semester two a grade 10 locally developed English class is running.

Training requirements for teachers running Empower groups is consistent in both elementary and secondary schools. Teachers new to the program require four full days of training. Teachers continuing to run the program in subsequent years require a half-day refresher each year. Materials to run the program are supplemented each year.

### **Student Selection for Participation in the Empower Program**

A clear process for selecting students for the Empower program in both elementary and secondary groups was delineated for staff members at the beginning of the school year. The guidelines were created using the criteria shared by the Empower Team support from Sick Kids and through discussion with Elementary Program and Student Success departments.

#### **Elementary Student Selection:**

When selecting students for the program, the most success will be seen in students who:

- ☐ have completed the LLI program and have been unsuccessful
- ☐ are having significant difficulty acquiring age-appropriate reading skills, particularly decoding, word identification and spelling skills in Grades 2 or above (i.e. reading at DRA Level C or below)
- ☐ speak English as a first language or are English language learners
- ☐ have low average to above average cognitive ability
- ☐ attend school on a regular basis and do not have *significant* behavioural issues

#### **Secondary Student Selection:**

When selecting secondary students consider those whose:

- Word identification, decoding and/or reading comprehension standard scores  $\leq 85$
- Reading and/or spelling scores on a cognitive abilities test (if one has been completed) are at or below the 16<sup>th</sup> percentile
- Reading is at or below gr. 5 level on academic reading tests.
- Word reading vocabulary is limited, letter-sound knowledge, decoding skills and/or reading comprehension skills are poor.

Currently in elementary schools there are 124 students participating in the Empower program. Students are selected based on reading level, not grade, but all students who participated in the program range in grade level from 2-5.

In the secondary Grade 9 locally developed English class, 12 students participated. Effective delivery of the Empower program requires the class size to be maintained at 12 students or less.

### Assessment of Learning – Data Collection

To ensure the effective delivery of the Empower program, regular data collection was required throughout the school year. Data was collected and stored centrally.

For elementary pre- and post-diagnostic assessment, we highly recommended that staff members use the **Developmental Reading Assessment (DRA)**.

For secondary pre- and post-diagnostic assessment, we highly recommended that staff members use the **Ontario Comprehension Assessment (OCA)**.

Brief anecdotal comments were also requested from improvements other than reading scores, e.g., collateral improvements to attendance, behaviour, engagement, reduced aggression, increased academic success in other others, and student's general attitude, etc.

### **Elementary Assessment of Learning – suggested timelines**

- a) Establish a baseline reading level for selected students using the initial diagnostic assessment in September.

Submit progression reports:

- After completion of 40 lessons (approx. mid-November 2016)
- After completion of 30 more lessons (70 lessons in total, approx. mid-January 2017)
- After completion of 40 more lessons (110 lessons in total, approx. early June)

### **Secondary Assessment of Learning – suggested timelines**

- a) Establish a baseline reading level for all students in the course using the initial diagnostic assessment in September.
- b) Complete the final reading assessment using the post-diagnostic assessment tool and submit progression reports at the end of the course.
- c) Repeat the process at the beginning and end of second semester.

### **Outcomes:**

The information below describes the progress of the students currently involved in Empower. In all elementary schools, the DRA was used to complete a pre- and post-diagnostic assessment to measure reading achievement. In the secondary school, the OCA was used for both pre- and post-diagnostic assessment. As well, determination of whether or not the student achieved the credit is another measure of success. Student outcomes are highlighted below:

School	# of students in Empower and grade levels	% students showing improvement in reading achievement		
		More than one level	One level	No improvement
Agnes Hodge	Group 1 – 5 (3-4)	N/A	50%	50%
Banbury Heights	Group 1 – 5 (2-3)	100%	N/A	N/A
Bellview	Group 1 – 6 (2-3)	66%	17%	17%
Central	Group 1 – 5 (2-3)	60%	40%	N/A*
	Group 2 – 4 (3-4)	50%	25%	25%**
Delhi Public	Group 1 – 5 (3-4)	80%	20%	N/A
	Group 2 – 6 (3)	33%	50%	17%
	Group 3 – 4 (4-5)	50%	25%	25%
Elgin Avenue	Group 1 – 5 (2-3)	N/A	N/A	100%***
Graham Bell-Victoria	Group 1 – 6 (3-4)	33%	67%	N/A
	Group 2 – 6 (2)	50%	50%	N/A
	Group 3 – 6 (2)	67%	33%	N/A
Grandview (Brantford)	Group 1 – 3 (3-4)	67%	N/A	33%****
	Group 2 – 5 (2)	100%	N/A	N/A
	Group 3 – 3 (3)	N/A	67%	33%*****
Grandview Central (Dunnville)	Group 1 – 3	67%	33%	N/A
Houghton	Group 1 – 4	25%	50%	25%
	Group 2 – 4	75%	25%	N/A
JL Mitchener	Group 1 – 7 (jr)	71%	29%	N/A*****
	Group 2 – 5 (3-4)	60%	40%	N/A
King George	Group 1 – 5 (3)	N/A	N/A	100%
	Group 2 – 6 (3-4)	33%	67%	N/A
Langton	Group 1 – 7	29%	71%	N/A
Lansdowne-Costain	Group 1 – 6 (2-3)	67%	33%	N/A
Lynndale Heights	Group 1 – 4 (3-4)	75%	25%	N/A
Major Ballachey	Group 1 – 5	40%	20%	20%
Prince Charles	Group 1 – 4 (2)	50%	50%	N/A
Princess Elizabeth	Group 1 – 5 (3-5)	N/A	N/A	100%
Thompson Creek	Group 1 – 6 (3-4)	83%	17%	N/A
West Lynn	Group 1 – 4 (2-3)	50%	50%	N/A
Woodman	Group 1 – 6 (3)	83%	17%	N/A
	Group 2 – 6 (3-4)	67%	33%	N/A
		Earned credit	Did not earn credit	
Tollgate	Eng1L - 8	75%	25%	

\*30 lessons completed at time of data submission

\*\*20 lessons completed at time of data submission

\*\*\*24 lessons completed at time of data submission

\*\*\*\*continuation and completion of program from last year

\*\*\*\*\*16 lessons completed at time of data submission

\*\*\*\*\*LD Tech class continuation and completion of program from last year

### Observations and Key Findings

The data gathered shows that the majority of the students taking part in the Empower program are improving in their achievement in reading.

#### **2016-2017 Empower (Elementary) Growth in Reading Levels from Benchmark Assessment to December**

School	n	September Benchmark	December Progress	Change
GEDSB	159	8.2	10.6	2.4
Agnes Hodge	4	5.8	6.2	0.5
Banbury Heights	4	5.5	13	7.5
Bellview	6	5	7.3	2.3
Central	9	3	5.6	2.6
Delhi Public	15	6.7	8.2	1.5
Elgin Ave	5	9.2	9.2	0
Graham Bell	18	5.3	7.6	2.3
Grandview (B)	11	15.4	18.3	2.9
Grandview Central (D)	3	1.3	3.3	2
Houghton	8	9.5	12	2.5
JL Mitchener	12	10	12.6	2.6
King George	11	10.3	12.2	1.9
Langton	7	16.3	19.1	2.9
Lansdowne Costain	6	5.7	7.3	1.7
Lynndale Heights	4	7.5	9.2	1.8
Major Ballachey	5	3.2	4.2	1
Prince Charles	4	3.8	5.5	1.8
Princess Elizabeth	5	24.6	24.6	0
Thompson Creek	6	8.3	15.6	7.3
West Lynn	4	3	4.5	1.5
Woodman	12	6.7	10.5	3.8

Overall, students at Grand Erie that participate in the Empower program have shown an average increase of 2.4 reading levels between the initial benchmark assessment and the December progress report.

Students at Thompson Creek and Banbury Heights showed the greatest improvement with an average increase of more than 7 levels of improvement.

Learning Resource teachers in elementary schools provided the following anecdotal evidence about Empower:



### The Elementary Story

- Accuracy has improved and beginning to use strategies for solving unfamiliar words.
- Not just guessing at unfamiliar words and is now applying the strategies learned.
- Students extremely engaged.
- Teachers pleased that students using Empower strategies in their classrooms.
- Part of group started last year - started at Lesson 71 - student was eager to continue on with the Empower program - program is a real self-esteem builder for this particular student - the break between sessions presented some difficulties, but it also is a strong indicator that in order to effectively use the Empower skills students may need a refresher after school holidays.
- This student has been in a variety of remedial programs in outside of Ontario and within the GEDSB, parents are seeing the most change in their child with Empower and are very supportive of all the school is offering. The father indicated that his child is more interested in reading and has gained a lot of self-confidence as a result of participating in the Empower program
- Part of group started last year - started at Lesson 71 - The student was very eager to finish the Empower program in the Fall. This student was originally very silly when attending Empower lessons, however after the summer break he is determined to understand and learn the strategies presented. Student has taken on a leadership role that was not seen previously.
- During observation by the Empower Mentor it was recommend that this student be removed from the program as behaviour changed the flow of the program. Conversations were undertaken with the parents and they felt their child should be able to remain in the program. This student's behaviour continues to be a distraction, however skills are also being acquired.
- This student is a model Empower student. The program clearly is a good match to this students learning style and skill development. This student is always eager to attend and parents are impressed with the speed at which their child has changed, emotionally and cognitively.
- Student has migrated to Mexico.
- Grade 1.5 to 3. This student has moved up three years in decoding after not moving at all for five years. His fluency needs to increase with daily practice. Student is at lesson 100.
- Early Grade 2 to Mid- Grade 3. This student had not moved forward for four years. He has moved forward three years and become independent. Student is at lesson 100.
- ESL student who has made many gains. Grade 4 this year. Very confident. Great comprehension and lots of decoding shown with harder words.
- Student with S&L concerns who has worked hard on saying her sounds correct. Grade 4 this year. Student showed her Empower reading strategies while reading and was much more confident. Self-corrected most mistakes.
- Improved behaviour overall.
- Starting to show more persistence and less anxiety.
- Major improvement in confidence, persistence and anxiety level.

The classroom teacher at Tollgate Technological Skills Centre shared the following anecdotal information:

## The Secondary Story

- gained confidence and fluency throughout the semester, especially in PACES. Could have worked farther in the program if she didn't have to wait for other to finish activities.
- had started out the semester really strong and was showing gains. Unfortunately, the end of the semester has had quite a few severe mental health stressors which have made it very difficult for her to focus on any of her course work. I truly feel that her abilities are not presenting accurately at this time.
- had phenomenal attendance at the beginning of the semester and was showing progress. Her attendance at the end of the semester dipped drastically, so did her desire to make up the lost ground with me. Her attendance prevented a final assessment to be completed, however she did score 89% on her final exam which required students to use the strategies for decoding as well as comprehension that they had learned throughout the year.
- resented being assigned to a remedial reading program and spent the first half of the semester resisting the program; around midterm he bought in and has demonstrated solid improvement. Still struggles with vowels, as well as showing his mental process (I'm certain he feels it shows his weakness). Other teachers who teach him have commented on his improved confidence, comprehension, and speed of reading since the beginning of the semester.
- extremely low self-esteem at the start of the semester. Severe stutter clearly which was clearly an area of embarrassment for him. He was concerned that even this program wouldn't be able to help him. He put his all into the program and I would say he knows the program the best out of anyone. He applies the strategies in all of his courses (as reported by more than one of his other teachers), and has not only gained confidence, but also improved comprehension, and now stutters much less. He is a leader in our classroom and this program will likely be a defining event for him in his high school career as well as his life.
- has genuinely committed many of the strategies, definitions and rules to memory. His painfully slow printing has been a source of frustration for him and has to some extent slowed the entire group down. On days when he is coping with his frustration well, he shows greater abilities.
- placement in Empower was questionable. His IEP came to us in a terrible state, and we were unsure of his identification. His behaviour was an issue for the first half of the semester. He was extremely resistant from the word go. Even with EA support during lessons to help keep him focused, he argued and slowed the group down. Eventually he stopped arguing, but also stopped participating or completing work. Around the end of November

he declared he didn't want the credit or the strategies, at which point he remained on my list, but would work with a Student Success Teacher in an alternate location on a different course he was struggling in. He did not complete the program.

- Severe attendance issues due to health and family illness and bereavement. Barely exposed to the program.

### Teacher Reflection:

I must comment that I feel it is not the most accurate evaluation of the Empower Program. This being the pilot semester, there were some wrinkles in the implementation of the program.

We got off to a slow start (2 weeks behind in total) following an error in our scheduling of the students in the program. In addition, we determined that running the grade nine program in first semester is a little tricky because we only have the 'on paper/IEP' student to go from rather than knowing much about the student themselves.

In the future it is my recommendation that our school run a grade 10 Empower section first semester populated with the grade tens, who we are familiar with, then run the grade nine second semester as an English Language Strategies course. This would allow us to get to know the nines and to steer clear from students whose behaviour or attendance would not work with the program.

Of the grade nines in this semester's group two ended up being behavioural issues, and two became attendance issues.

We would have been able to foresee difficulties if we had known the students before placing them into the program.

I am much more optimistic about next semester's grade tens, and believe the data there will be more representative of the program's effectiveness.

### Next Steps

Elementary Program and Special Education will continue to work together to: support schools with implementation; coordinate our student selection process; clarify and communicate messaging around the structure and implementation of delivery; to ensure that that integrity and fidelity of the LLI and Empower programs can be maintained in our schools in Grand Erie District School Board.

Respectfully submitted,

Linda De Vos  
Superintendent of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education

RE: **Bylaw 28 — Trustee Code of Ethics**

DATE: February 13, 2017

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve Bylaw 28 — Trustee Code of Ethics.

### Background

Bylaw 28 — Trustee Code of Ethics was received in January 2014 and has been identified for review. At the Trustee Caucus held on November 7, 2016, this Bylaw was reviewed in detail and suggestions were shared regarding proposed additions and revisions to the Bylaw.

Extensive revisions have been made for Trustee consideration and a revised Bylaw 28 is attached.

### Communication

Bylaw 28 will be distributed in accordance with By-Law 9.

Respectfully submitted,

Brenda Blancher  
 Director of Education



## Trustee Code of Ethics

Board Received: January 27, 2014 Review Date: February 2017

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

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

### Success for Every Student

Trustee(s)' where it appears, shall be deemed to include elected and appointed trustees. It is recognized that the roles and responsibilities of all elected and appointed trustees are set out in the Education Act and Regulations. A The Six Nations of the Grand River Band Council shall appoint the native trustee and students shall elect student trustees. Student trustees do not vote, and their access to in-camera meetings is limited.

### Context

### Code of Ethics

#### 1. Integrity

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

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

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

#### 2. Respect

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

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

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

### 3. Responsibility

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

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

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

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

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

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

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

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

### 4. Relationships

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

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

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

### 5. Application of the Code of Ethics (Attached as Appendix A)

### 6. Annual Review

The Code of Ethics Summary, as underlined in Appendix 4 B, shall be read at each Inaugural meeting.

## Appendix A

**Application of the Code of Ethics**

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

**Informal Resolution Process**

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

**Formal Resolution Process**

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

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

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

If the Board Chair and Vice Chair are of the opinion that the breach is trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for an inquiry, an inquiry shall not be conducted.

If a formal inquiry of an allegation of a breach of the Code of Ethics is undertaken, it shall be done by ~~the Chairs Committee. The Committee is a committee comprised of the Chair and Vice Chair of the Board, and the Chair of Committee of the Whole. No. 1 and the Chair of Committee of the Whole No. 2.~~ If it is any member of the Chairs Committee who has committed the alleged breach, then that member shall be removed.

~~The Chair of the Board shall provide to all Trustees of the Board a confidential copy of the complaint within ten (10) days of receiving it. The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the Trustee has breach the Code of Ethics.~~

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

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

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

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

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

### The Decision

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

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

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

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

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

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



## Sanctions

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

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

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

**Reference:** The Education Act and Regulations  
~~Educating Together, OPSBA Trustee Handbook, 2003~~  
Good Governance for School Boards, A Guide for Trustees, School Boards,  
Directors of Education and Communities, OESC, 2014

## Appendix B

Trustee Code of Ethics

## 1. Integrity

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

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

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

## 2. Respect

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

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

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

## 3. Responsibility

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

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

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

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

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

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

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

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

#### **4. Relationships**

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

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

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



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **F2 – Budget Development Process**

DATE: February 13, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board forward Policy F2 – Budget Development Process to all appropriate stakeholders for comment to be received by May 5, 2017.

### Background

F2 – Budget Development Process was approved by the Board in January 2014 and has been identified for review.

### Additional Information

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

### Proposed Changes

Original Wording	Proposed Wording
2. Severity Threshold – As needed (eg. Significant unplanned expenditures, Ministry funding announcements, etc.)	<del>2. Severity Threshold – As needed (eg. Significant unplanned expenditures, Ministry funding announcements, etc.)</del>

### Communication Plan

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

Respectfully submitted,

Jamie Gunn  
 Superintendent of Business & Treasurer



## Budget Development Process

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

### Policy Statement:

The Grand Erie District School Board shall allocate its resources to reflect its mission, vision and belief statements in an effective and efficient manner through the application of an annual budget development process.

### Accountability:

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed (eg. Significant unplanned expenditures, Ministry funding announcements, etc.)~~
3. Criteria for Success –
  - Budget approval complies with Ministry Regulations
  - Budget addresses Multi-Year Plan components as ratified by the Board
  - Audited statement is balanced

### Procedures:

1. The Board's approved Multi-Year Plan, the Board Improvement Plan and the annual operating plans will inform the budget development process.
2. The Superintendent of Business shall submit preliminary elementary and secondary enrolment projections to the Ministry (January).
3. The Board will provide direction to administration regarding items to be considered for inclusion or for reduction during the development of the pro-forma budget. A public meeting will be set to facilitate preliminary budget discussions (February).
4. The Human Resources and Planning staff, in consultation with the Superintendent of Business, shall confirm elementary and secondary enrolment projections with Principals (March).
5. The Superintendent of Business shall receive the Grants for Student Needs from the Ministry of Education and develop an estimated grant revenue forecast using the established enrolment projections.
6. Executive Council shall develop a "pro forma" budget for Board consideration by May of each year. The "pro forma" budget shall also include a "5-year" enrolment forecast.
7. The Board shall review/modify the "pro forma" budget over several public meetings (May/June).
8. The Board shall approve the final budget ensuring compliance with Ministry regulations. Administration will provide information confirming that the budget is compliant with the funding regulation as part of the budget development and approval process.
9. The approved budget shall be posted on the Board's website.

10. The Superintendent of Business shall provide quarterly reports to the Board on the status of the current budget as follows; in January for the first quarter; in April for the second quarter; in August for the third quarter; in November for the full year.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board  
 FROM: Brenda Blancher, Director of Education  
 RE: **Policy SO26 – Event Planning and Organization**  
 DATE: February 13, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT Policy SO26 – Event Planning and Organization be forwarded to all appropriate stakeholders for comment to be received by May 5, 2017.

### Background:

Policy SO26 – Event Planning and Organization was approved by the Board in January 2014 and has been identified for review.

### Additional Information

Suggestions revisions have been made and a draft policy and event planning and organization checklist are attached for circulation to stakeholders for comment.

### Proposed Changes

Original Wording	Proposed Wording
<p><b><u>Policy Statement:</u></b></p> <p>Grand Erie District School Board events should further the mission, vision, and belief statements of the Board.</p> <p>Severity Threshold – as needed</p>	<p><b><u>Policy Statement:</u></b></p> <p>Grand Erie District School Board events should further the mission, vision, and belief statements of the Board's vision of Success for Every Student.</p> <p>Severity Threshold – as needed</p> <p><b>6.0 Land Acknowledgement Statement</b>          At all Grand Erie District School Board events covered under this policy, the land acknowledgement statement below will be read at the opening of the event.</p> <p><i>The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe 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.</i></p>

Respectfully submitted,

Brenda Blancher,  
 Director of Education



## Event Planning and Organization-

Board Received: January 27, 2014 Review Date: February 2017

### Policy Statement:

Grand Erie District School Board events should further the ~~mission, vision, and belief statements of the~~ Board's vision of Success for Every Student.

### Accountability:

1. Frequency of Reports – as needed
2. ~~Severity Threshold – as needed~~
3. Criteria for Success –system stakeholders consistently adhere to the policy to guide event planning and organization. Events are successful for attendees because of good planning and organization.

### Definitions

**Event:** An event is a function or reception held in a school or in the system coordinated by either staff members or representatives from community organizations that require representation from Grand Erie District School Board Trustees, Senior Administration and/or a designate.

**Event Types:** There are six types of events that meet the definition and support the policy statement: School-Organized Event, System-Sponsored Event, School-Internal Event, System-Internal Event, Community Event, and Ministry/Government Event.

**Event Leads:** An Event Lead is a Grand Erie staff member who is on the planning team. This individual is responsible for consulting with the Principal and following this Policy to ensure events are executed in a consistent manner.

**Event Planning and Organization Checklist:** Examples of events within each Event Type and a reference of helpful tips to assist the Event Lead in his or her planning can be found in the Communications and Community Relations section on the Staff Portal.

**Official Representation:** The Director of Education or designate should be invited to appear on behalf of the Administration and the Chair of the Board or designate should appear on behalf of the Board of Trustees.

### Procedures

- 1.0 **Event Planning and Organization Checklist:** The Event Planning and Organization Checklist will assist in the event planning process. The checklist outlines all Event Types with examples, who should be invited, who speaks and who typically leads the event. Additional information is included such as Audio/Visual considerations, signage, and other resources to execute a successful event.



**2.0 Invitations:** The Chair of the Board, Trustees, the Director of Education and Senior Administration will receive an invitation from the Event Lead.

**2.1 Invitation to Politicians:** Regardless of the Event Type, when a politician from the Municipal, Provincial or Federal level is invited to a school for a non-instructional event, the local Trustee(s) and the Chair of the Board must be invited to attend.

**3.0 Special Guests:** Student greeters should welcome all guests and be assigned to welcome and escort special guests and dignitaries (MP, MPPs, or Councillors) to the event lead or the Principal of the school who will then make appropriate introductions to Board dignitaries. Student greeters may also be assigned to give school tours to guests. A letter should be written to all special guests thanking them for their participation in the event.

**4.0 Role of the Manager of Communications and Community Relations:** The Manager of Communications and Community Relations must be advised of all events that Trustees and Senior Administration are invited with the exception of the School-Internal and System-Internal events.

The Manager of Communications and Community Relations will lend support and advice to all Event Leads and act as the Event Lead for all System-Sponsored Events.

**5.0 Speaking Order:** The following speaking order shall be adhered

1. Principal or Event Lead from the host school/organizing committee is the emcee
2. Chair of the Board and/or designate delivers remarks
3. Director of Education and/or designate delivers remarks
4. Dignitary (In order: Federal, Provincial, and Municipal) delivers remarks
5. Partner(s), or third-party stakeholder(s) including parents deliver remarks

## **6.0 Land Acknowledgement Statement**

At all Grand Erie District School Board events covered under this policy, the land acknowledgement statement below will be read at the opening of the event.

*The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe 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.*

## **Board Resources**

- Bylaw No. 19 – Board Logo, Grand Erie Name, and Grand Erie Design Banner
- SO 25 – Visual Identity Policy
- Administrative Procedure F104 – Advertising



# Event Planning and Organization Checklist

Last Revised: January 6, 2014

The Event Planning and Organization Checklist is a product of the *Event Planning and Organization Policy SO 26*.

Events and activities held at Grand Erie District School Board should further the mission, vision, and belief statements of the Board. When planning an event, staff must follow the policy to ensure the event is coordinated in a professional manner that reflects the positive image of the Board.

## Event Leads

An Event Lead is a Grand Erie staff member or the principal of the school who is on the planning team. This individual is responsible for consulting with the Principal and following the *Event Planning and Organization Policy SO 26* to ensure events are executed in a consistent manner.

## Event Planning Charts

There are six Event Types, which include: School-Organized Event, System-Sponsored Event, School-Internal Event, System-Internal Event, Community Event, and Ministry/Government Event.

The following charts outline the following:

1. Examples of the possible events found within each Event Type;
2. Who should be invited to the event to fulfill the role of official representation\*;
3. Who speaks on behalf of the organization\*\*; and
4. Who the Event Lead should be for the event.

*\*This chart provides Event Leads with a list of individuals who must be invited to the corresponding event. All events are different and this chart does not list all stakeholders who should receive an invitation based on the particular event. These may include, but not limited to: Representatives from the local public health unit, union representatives or parent council members.*

*\*\*Administrators play a role in the speaking order, especially when events are held at his or her school. Refer to the Speaking Order section in Policy SO26 to supplement the information in the column: Who Speaks?*

## School-Organized Event

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
School anniversaries	Trustees  Director of Education  Family of Schools Superintendent of Education  Former administrators of the school	Chair of the Board or designate  Director of Education  Superintendent of Education may be asked to speak in addition to the Director	Grand Erie staff member on the School Organizing Committee
Secondary School Graduations	Trustees	Administrative Assistant to the Board of Trustees coordinates	Grand Erie staff member on the School Organizing Committee

	Director of Education or a Superintendent of Education will represent Senior Administration	a schedule identifying which Trustee will speak and which Superintendent will attend.  Director or Superintendents of Education will present awards / speaking role optional	
Recognition assemblies (i.e. character education assembly, athletic banquet, Remembrance Day assembly, fundraising celebrations etc.)	Local Trustees (Optional)  Superintendent of Education (Optional)	Speaking role for Trustees optional	Grand Erie staff member on the School Organizing Committee
Official school closings	Trustees  Senior Administration  Manager of Communications and Community Relations	Chair of the Board or designate  Senior Administration	Grand Erie staff member on the School Organizing Committee

#### System-Sponsored Events

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Official school openings	Trustees Director of Education Senior Administration School Council School staff Community Dignitaries Contractors, Architects & Engineers Community & Neighbourhood Representatives Board Departments: Facilities, Finance, Purchasing, Information Technology and Human Resources Media Representatives Union Presidents	Chair of the Board or designate  Director of Education  (Refer to speaking order defined in SO26 – Events Planning and Organization Policy)  (A plaque is presented to the school on behalf of the Trustees and Senior Administration)	Manager of Communications and Community Relations will act as Event Lead within a School Organizing Committee
Major renovations or additions greater than \$1 Million	Trustees  Director of Education  Family of Schools Superintendent	Chair of the Board or designate  Director of Education  (Refer to speaking order defined in SO26)	Manager of Communications and Community Relations will act as Event Lead within a School Organizing Committee

	Facilities Staff Union Presidents Community Dignitaries	– Events Planning and Organization Policy)	
Program launch (Examples: Turning Point, Energy Dashboard etc.)	Trustees Superintendent responsible for the program/portfolio Director of Education Staff members within the program/portfolio Union Presidents Community Dignitaries	Chair of the Board or designate Superintendent of Education No speaking role for Director of Education	Manager of Communications and Community Relations will act as Event Lead within the program planning team organizing the event
Partnership events (Examples: Solar-energy launch, Community Hub, etc.)	Trustees Senior Administration Union Presidents Partners / Community Dignitaries	Chair of the Board or designate Director of Education or designate	Manager of Communications and Community Relations
Student Voice Events	Trustees Senior Administration Union Presidents Student Voice event – Student Trustees	Chair of the Board or designate Director of Education or designate GEPIC Chair or member of GEPIC	Manager of Communications and Community Relations will act as Event Lead within the System-Level Organizing Committee
Parent Engagement Events at the system-level	Trustees Senior Administration GEPIC Chair or a member of GEPIC School Council Members Union Presidents	Chair of the Board or designate Director of Education GEPIC Chair or member of GEPIC	Manager of Communications and Community Relations

#### System-Internal Event

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Grand Erie retirement dinner	Trustees Senior Administration	Chair of the Board or designate	Grand Erie staff member on the School Organizing Committee

		Director of Education or designate	
Professional/leadership development special events or a launch	Trustees Senior Administration	Chair of the Board or designate  Superintendent of Human Resources	Grand Erie staff member on the School Organizing Committee

#### School-Internal Event

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Milestones, birthdays, retirements, years of service recognitions, staff award initiatives etc.	At the principal's discretion	n/a	Grand Erie staff member on the Organizing Committee
Memorials	Local Trustees (Optional)  Family of Schools Superintendent of Education (Optional)	n/a	Please notify the Manager of Communications and Community Relations when memorials are extended to parents and the broader school community

#### Community Events

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
CareerLink	Trustees  Senior Administration  Manager of Communications and Community Relations	Chair of the Board or designate  Director of Education or designate	CareerLink representative on the Organizing Committee
Community agency/business/non-profit events  (Examples: Fundraising events, Rick Hansen Relay, Chamber of Commerce Gala, fall fairs, United Way etc.)	Trustees  Director of Education and/or Family of Schools Superintendent of Education  Manager of Communications and Community Relations	Chair of the Board or designate  Director of Education or designate	A Grand Erie representative may be requested to be included in the Community Organizing Committee  Manager of Communications and Community Relations must be notified
Contracts/grants with communication agreements  (Example: Indigo's For the Love of Reading Grant)	Trustees  Director of Education and/or Family of Schools Superintendent	Chair of the Board or designate  Director of Education or designate	Manager of Communications and Community Relations will act as Event Lead within a Community or School Organizing Committee

## Ministry/Government Events

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Prime Minister visit, Federal Minister or MP	Trustees  Director of Education  Senior Administration	Chair of the Board or designate  Director of Education	Manager of Communications and Community Relations
Premier visit, Minister of Education, MPP or any Ministry within the Government of Ontario	Trustees  Director of Education  Senior Administration	Chair of the Board or designate  Director of Education	Manager of Communications and Community Relations
Municipal/County Councillors	Trustees  Director of Education  Senior Administration	Chair of the Board or designate  Director of Education	Manager of Communications and Community Relations

## Audio/Visual Equipment

When events are held at a school, A/V equipment should be coordinated and provided by the school. A/V equipment includes microphones (podiums), speakers, LCD projectors etc.

## Signage

Signage displayed during events promotes the positive image of the Board as indicated in the policy statement.

- Consider school signage/banners displayed during all School-Organized Events.
- Grand Erie Banners that showcase the Board's Multi-Year Plan should be displayed at all System-Sponsored, Community and Ministry/Government Events when possible.
- Contact the Manager of Communications and Community Relations to access Board signage.

## Media Notification

Informing the media about an event can be done through the "Submit an Event" process (see below). Media are welcome to attend events that are publicized in ways other than the "Submit an Event" process. The Manager of Communications and Community Relations should be informed when media attend an event.

Conveners, physical education teachers and coaches are welcome to complete the "Submit an Event" process to communicate athletic/sporting events. Routine athletic/sporting events are best communicated directly with the sports reporter by the organizers.

## "Submit an Event" Procedure

Events are opportunities to share good news in the community about what is happening in our schools and as a Board. Visit the Community Tab at [granderie.ca](http://granderie.ca) and click Newsroom.

Find the "Submit an Event" section and complete the online form. Once the event is submitted, it will appear in a weekly advisory that is sent to media. It also gets posted on the Board's Calendar and considered as a news item featured on the Board's website.

### **Contact Information**

Contact the Manager of Communications and Community Relations for support building an effective communication plan for the event or general advice on planning a successful event.

Manager of Communications and Community Relations

Work: (519) 756-6301 or toll-free: 1-888-548-8878 ext. 281147

Cell: (905) 978-1417



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **F7 Disclosure of Wrongdoing (Whistleblower)**

DATE: February 13, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve Policy F7 Disclosure of Wrongdoing (Whistleblower).

### Background

Policy F7 Disclosure of Wrongdoing (Whistleblower) was circulated to all appropriate stakeholders for comments to be received by January 13, 2017.

### Comments Received

Please check for consistency with our other policies (ie employee does not need to be capitalized, nor does wrongdoing, protected disclosure in Reprisal def'n, 'disclosure' in 9b, disclosure of wrongdoing in 11 first line)

**Response:** Defined terms for the purpose of this policy are shown in BLOCK capitals.

Is this a finance policy? Wrongdoing can be lots of other things besides financial and can relate specifically to employee behavior (assuming it is an employee). Is it an HR one?

**Response:** See the definition of Wrongdoing in 6.0. The policy includes many other things than just financial.

### 1.0 Policy Statement

- It says the Board will ensure.... However (a) then says the employee may disclose. The Board cannot force an employee to do something that is optional to them.
- The rest of this section (b) to (g) is all premised on the assumption that the employee does disclose

Perhaps what we want to say is this:

The Grand Erie District School Board will ensure that, when an Employee discloses that he/she has reasonable grounds to believe that another Board employee Trustee, Standing Committee Appointee or others persons/organizations external to the Board has committed or is about to commit a financial or other wrongdoing relative to the Board, as defined in this Policy,

- 1.1 the matter will be reviewed and, if warranted, investigated in accordance with this Policy
- 1.2 the employee will be protected from reprisals
- 1.3 the subject of the disclosure will be provided an opportunity to respond to allegations
- 1.4 all parties to an investigation will be treated fairly
- 1.5 confidentiality will be maintained to the greatest extent possible
- 1.6 if wrongdoing is found, appropriate remedial and disciplinary actions will be taken.

**Response:** Amended



4.0 says the employee reports wrongdoing to their supervisor or the Director. 5.3 says the “Board” shall promptly investigate. However, in 6.0 Definitions (Senior Officer and Improper Disclosure) and in 8.1 and 8.2, it makes reference to the Director doing all of the investigations. 7.2 says it gets reported to their superintendent or the Director. It is not clear which is to be followed. Reporting only to the Director would not be consistent with how we treat other kinds of issues that require investigation – the supervisor does the investigation. If this Policy is related to misappropriation of funds specifically, then reporting it to a central person is relevant. However, the policy could also relate to things that happen in our schools (ie an employee sees an EA taking the caretaker’s drill home for personal use). Do we want that reported to the Director? Does the Director really want to investigate all of these complaints? It needs to be identified who these things are reported to and then consistently referred to.

**Response: The references sections do not say the Director specifically performs investigations. The policy says the Director shall “ensure” that appropriate investigations take place. In some cases that is by the supervisor, in some cases the Director or the Board Chair may perform the investigation themselves.**

5.4 and 8.8 - We cannot guarantee confidentiality. The ‘out’ clause at the end of the sentence says “and proper performance of employment duties”. What does this mean??

**Response: reference deleted**

Perhaps the ‘confidentiality clause’ from HR5 could be used here, or parts thereof. Here is a section of HR5 that might be helpful re the wording:

“The Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the Municipal Freedom of Information and Protection of Privacy Act. Examples of such agencies are the Ontario Human Rights Commission, another tribunal, or court.”

**Response: suggested wording added**

5.5 No reference HR119, our Progressive Discipline policy, if the offender is an employee. We need to link the 2 policies.

**Response: Reference added**

#### 6.0 Definitions

Employee does not mean “or contracted individuals working for personal services corporations”. We have never considered an outside agency to be an employee. They are not employees. In all other policies, we call them what they are but do not include them as employees. They are not on our payroll. Can we fix this please?

**Response: This is the definition of Employee for the purposes of this policy only.**

Senior Officer – if the Senior Officer means Director of Education, can we just say Director of Education, or designate? We do not refer to Senior Officer in any of our other policies/procedure

**Response: we can’t just say director or designate as the senior office may be the Chair if the director is in conflict.**

at the end of this def’n we limit the matters to those of employees of the Board. What about the external contractors, agencies, Trustees, etc.?

**Response: limiting language removed**

Reprisal - the measures seem to be what a supervisor might do to an employee who tattles. What about employee to employee? Verbal threats, Intimidation, etc.? The reprisal list seems very limited and also does not include actions an outside agency might make against someone who tattles on them.

**Response: disagree. Definition does not limit who makes the threat etc.**

8.1 – see above. Is the Director going to investigate all of the complaints? Even things that are school based that are not financial in nature? ‘or designate’ should be added where we refer to a specific position.

**Response: “Responsibility for ensuring” does not mean that the director undertakes the investigation themselves.**

8.2 – link to HR119 – investigation should be in accordance with already established methods as outlined in HR119 if it is an employee matter.

**Response: Reference added as new bullet 8.9**

8.4 says all financial wrongdoing reported to the Audit Committee. This would mean other complaints would not be reported. Is that the intent?

**Response: Yes. The Audit Committee’s focus is on financial matters.**

8.6 and 8.7 – need to link to HR119.

**Response: Reference added as new bullet 8.9**

9.0 – need to include the external organizations that they are also expected to maintain confidentiality. The last para of 9.0 is a problem. We have never allowed unionized employees to bring whoever they want with them to meetings, especially if the result could be discipline. They MUST bring their union rep. They have no other recourse available to them if they are unionized. If someone is non-union, then they can bring a friend or family member. On occasion we have allowed them to bring a lawyer, but that is not the norm. If it is an outside agency, then they might want to bring a lawyer.

Can we please fix this to bring it into line with what we do in all other cases where employees come to meetings to discuss their behavior?

**Response: This is not a typical dispute resolution or discipline matter. We are dealing with a potentially serious allegation being raised against a person who should have the right to legal representation in such a matter.**

10.0 – is ‘harasser’ the right word to use in the last line since we have another policy for that.

**Response: “harasser” changed to “accused”**

11.0 – typo in middle of second line. Remove period after Policy and replace with a comma. Remove capital on ‘Then’

Something wrong with the 3rd line – word missing??

**Response: Amended**

Need to link to HR119 please.

**Response: Added to related resources section**

Remove 1.0 and 2.0 from before policy statement and accountability – so this policy reads the same as other policies

**Response: Amended and all other sections renumbered**

Statement – 1st line - does this only cover employees?

**Response: Yes**

A – Suggest – There is a clearly defined process for disclosure

- does this policy lay out a clearly defined process?

**Response: reference deleted**

Objective – is this process only for employees?

Remove brackets from paragraph

**Response: see definition of EMPLOYEE in section 3**

Definitions – suggest put these at the beginning or end of the policy not in the middle

**Response: Done**

Protected disclosure – include other than employees

**Response: see definition of EMPLOYEE in section 3, it includes others**

Senior officer – designated by the director or chair – does that mean there will a person designated to receive any complaints – or only after a disclosure has been made – and depending on the type who the person receiving will be?

**Response: the person receiving the complaint will be determined on a case by case basis as determined by the director or chair.**

Duty to report – 7.2 – notify supervisor – where is the supervisor's duty to report?

**Response: the complainant would report the supervisor to the Director**

Also does the employee have to go to supervisor – can they go directly to Director/Chair?

**Response: There is nothing here that would prevent the complainant from going directly to the Director or Chair, however they may be redirected to their supervisor.**

8.8 and 9 – think they say almost the same thing – can they be put into one point?

**Response: 8.8 deleted**

#9 – last line – remove brackets

**Response: Amended**

Improper disclosure – end of 1st sentence – should it be “this” policy?

2nd sentence – suggest – The discloser shall be advised and no further action shall be taken, this will be viewed...

**Response: Amended**

Also add reference to progressive discipline procedure HR119

**Response: Done**

### **Additional Information**

As a result of these comments, several suggested revisions have been made to the Policy and a draft revised policy is attached. The number of changes is too numerous to display in the standard table form so a copy of the Policy as circulated is also attached for comparison purposes.

**Communication Plan**

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

Respectfully submitted,

Jamie Gunn  
Superintendent of Business and Treasurer



## Disclosure of Wrongdoing (Whistle-Blower)

Board Received:

Review Date:

### 1.0 Policy Statement:

The Grand Erie District School Board will ensure that when an EMPLOYEE discloses that they have reasonable grounds to believe that another Grand Erie employee, contractor, trustee or standing committee appointee has committed or is about to commit a financial or other wrongdoing, as defined in this Policy.

- a) the matter will be reviewed and, if warranted, investigated by the SENIOR OFFICER;
- b) the EMPLOYEE will be protected from REPRISALS;
- c) the subject of the disclosure will be provided an opportunity to respond to allegations;
- d) all parties to an investigation will be treated fairly;
- e) confidentiality will be maintained to the greatest extent possible;
- f) if WRONGDOING is found, appropriate remedial and disciplinary actions will be taken.

### 2.0 Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – concerns are reviewed and resolved fairly and appropriately without fear of reprisal.

### 3.0 Definitions:

**DISCLOSER** means an EMPLOYEE who makes a Disclosure under this Policy. This person is commonly referred to as a “whistle-blower”.

**PROTECTED DISCLOSURE** means a disclosure that is made in good faith by an EMPLOYEE in accordance with this Policy.

**EMPLOYEE** means any individual who is employed by Grand Erie District School Board or contracted individuals working for personal services corporations.

**SENIOR OFFICER** means the Director of Education or in the event of conflict, Chair of the Board or an individual designated by the Director of Education or Chair of the Board to be responsible for receiving and dealing with disclosures of WRONGDOINGS.

**IMPROPER DISCLOSURE** means a disclosure made in bad faith, which includes but is not limited to providing false information, making disclosures that the DISCLOSER knows are baseless, or making repeated disclosure concerning matters that have been previously examined and determined by the Director.

**REPRISAL** means any of the following measures taken against an EMPLOYEE by reason that the EMPLOYEE has, in good faith, made a PROTECTED DISCLOSURE or has, in good faith, cooperated in an investigation carried out under this Policy:

- a) a disciplinary measure including demotion or termination;
- b) any measure that adversely affects the employment or working conditions of the EMPLOYEE; or
- c) a threat to take any of the measures referred to in (a) or (b) above.

**SUBJECT** means the person(s) whom the DISCLOSER believes has committed or is about to commit a WRONGDOING that is covered by this Policy.

**WRONGDOING** means illegal or inappropriate conduct, including but not limited to:

- i. Fraud as defined in the Criminal Code of Canada (s. 380(1));
- ii. Misappropriation of funds, supplies, resources, or other assets;
- iii. Fraudulent, irregular and/or improper conduct relating to accounting, internal controls, or auditing;
- iv. Conflicts of interest (personal or otherwise) influencing the objectives and decision-making of one's duties;
- v. An actual or suspected violation or contravention of any federal, provincial or municipal law, regulation, Board policy or procedure as it relates to the Board;
- vi. Conduct or practices that present a danger to the health, safety, or well-being of the Board's students, employees, or other parties, where applicable;
- vii. Unprofessional conduct or conduct that contravenes the Board's Policy SO12 - Code of Conduct; and
- viii. Knowingly instructing or counselling a person to commit wrongdoing set out in any of paragraphs (i) to (vii).

*This list is not exhaustive and is intended to provide guidance to individuals as to the kind of conduct that constitutes WRONGDOING under this Policy.*

#### **4.0 Scope and Application:**

This policy applies to all Grand Erie District School Board EMPLOYEES, Board of Trustee members and Board Standing Committee Appointees. It may also apply to persons or organizations external to the Board who commit WRONGDOING against the Board.

#### **5.0 Objective:**

To provide an effective process that allows EMPLOYEES to bring concerns or information about illegal activities or other WRONGDOING as defined in this Policy (including improper use of Grand Erie District School Board funds, assets or resources) to the attention of their supervisor or the Director or in the event of conflict, to the Chair of the Board for review and resolution without fear of REPRISAL, to provide that participants in an investigation be treated fairly and appropriately, and to ensure that Grand Erie District School Board has a process which favours transparency and accountability.

## 6.0 Principles:

- 6.1 The Board will make every reasonable effort to protect itself against WRONGDOING and will establish and maintain a system of internal controls to ensure the prevention and detection of WRONGDOING.
- 6.2 It is the right and obligation of any Board EMPLOYEE, member of administration, or Trustee to report, in good faith, any suspected or alleged WRONGDOING, including any information relating to the WRONGDOING.
- 6.3 The Board shall promptly investigate all reports of suspected or alleged WRONGDOING, provided there are reasonable grounds. An objective and impartial investigation shall be conducted in accordance with this Policy as expeditiously as possible, irrespective of the title, position, and length of service of the party SUBJECT to the investigation.
- 6.4 The Board shall preserve the confidentiality of actions taken under this Policy, including the identity of the whistle-blower who makes a report of WRONGDOING and the particulars of an investigation under this Policy, except as required by law. The Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the Municipal Freedom of Information and Protection of Privacy Act. Examples of such agencies are the Ontario Human Rights Commission, another tribunal, or court.
- 6.5 Where actual WRONGDOING is confirmed by investigation, appropriate disciplinary action, as set out in procedure HR119-Progressive Discipline, shall be taken, up to and including termination of employment and/or contract, where appropriate.
- 6.6 In the event of criminal WRONGDOING, the police shall be notified immediately.
- 6.7 The Board shall make every effort to ensure that an EMPLOYEE or individual who, in good faith, makes a report under this Policy or takes any act in compliance with this Policy is protected from REPRISAL.

## 7.0 Duty to Report WRONGDOING:

- 7.1 Any actual or suspected WRONGDOING must be reported immediately.
- 7.2 Any EMPLOYEE who has knowledge of an occurrence of WRONGDOING or has reason to suspect that WRONGDOING has occurred shall immediately notify his or her supervisor. If the EMPLOYEE has reason to believe that the EMPLOYEE's supervisor may be involved, the EMPLOYEE shall immediately notify their superintendent or the Director of Education.
- 7.3 Where a member of senior administration (e.g. a superintendent) is suspected of WRONGDOING, the individual should report it to the Director of Education.
- 7.4 Where the Director of Education is suspected of WRONGDOING, the individual should report it to the Chair of the Board.
- 7.5 Where a Trustee is suspected of WRONGDOING, the individual should report it to the Director of Education and Chair of the Board.

7.6 Where the Chair of the Board is suspected of WRONGDOING, the individual should report it to the Director of Education.

#### **8.0 Investigation of WRONGDOING:**

8.1 The responsibility for ensuring that all reports of WRONGDOING are appropriately investigated rests with the Director of Education, except where the alleged WRONGDOING pertains to the conduct of the Director of Education.

8.2 The Director of Education shall ensure that all reports of alleged or suspected WRONGDOING are appropriately investigated as expeditiously as possible by means of an objective and impartial investigation, irrespective of the title, position, and length of service of the party SUBJECT to the investigation.

8.3 Where the alleged WRONGDOING pertains to the Director of Education, the Chair of the Board shall be responsible for ensuring that the reported allegations of WRONGDOING are appropriately investigated.

8.4 The Director of Education shall report on all investigations of alleged or suspected WRONGDOING to the Board on a quarterly basis, and shall report on all investigations involving financial WRONGDOING to the Audit Committee.

8.5 All EMPLOYEEs, members of administration, and Trustees of the Board are expected to cooperate fully with those persons assigned to conduct the investigation and make all reasonable efforts to be available to assist during the course of the investigation.

8.6 Any EMPLOYEE or individual who wilfully obstructs an investigation under this Policy may be subject to disciplinary measures, up to and including termination of employment and/or contract, where appropriate.

8.7 Any EMPLOYEE or individual who instructs, counsels, or causes in any manner any person to obstruct an investigation of WRONGDOING shall be subject to disciplinary measures, up to and including termination of employment and/or contract, where appropriate.

8.8 All investigations shall be conducted in accordance with procedure HR119.

#### **9.0 Rights and responsibilities:**

All Grand Erie District School Board EMPLOYEEs, Trustees or Standing Committee Appointees who participate in or are involved in any way in any process under this Policy shall be responsible to:

- a. keep information relating to any process under this Policy, strictly confidential;
- b. refrain from discussing any Disclosure or the fact of their involvement, except to the extent required for the purposes of any investigation and resolution.

DISCLOSERS and SUBJECTs have the right to be represented or accompanied by another person of their choice, including legal counsel, at their own cost.



**10.0 REPRISAL protection:**

Any EMPLOYEE who has reasonable grounds to believe that a REPRISAL has been taken against him or her may file a complaint with:

The Office of the Ombudsman of Ontario  
Bell Trinity Square  
483 Bay Street, 10<sup>th</sup> Floor, South Tower  
Toronto, ON  
M5G 2C9

Phone 1-800-263-1830

Email: [info@ombudsman.on.ca](mailto:info@ombudsman.on.ca)

Nothing in this policy denies or limits an EMPLOYEE's right to approach the Human Rights Tribunal, initiate legal proceedings, contact the police or any other avenues of redress available under the law or through the filing of a grievance or through progressive discipline. If the complainant takes a case to the Ontario Human Rights Commission or decides to initiate legal proceedings, the Board's investigation of the WRONGDOING may be suspended until the alternative process is completed. Whenever the complainant initiates action through the legal system, the issue becomes a private matter between the complainant and the accused, including costs incurred.

**11.0 IMPROPER DISCLOSURE:**

If the disclosure of WRONGDOING is vexatious, frivolous or trivial, has not been made in good faith or would, if investigated, constitute an abuse this Policy, then the complainant shall be so advised and no further action shall be taken under this Policy. The actions of the DISCLOSER will be viewed as Employee misconduct and will be met with appropriate disciplinary action, up to and including termination of employment for cause, where warranted.

Related Resources:

HR119 – Progressive Discipline



## Disclosure of Wrongdoing (Whistle-Blower)

Board Received:

Review Date:

### **1.0 Policy Statement:**

The Grand Erie District School Board will ensure that when an Employee has reasonable grounds to believe that another Grand Erie Employee, Trustee or Standing Committee Appointee has committed or is about to commit a financial or other Wrongdoing, as defined in this Policy.

- a. the Employee may disclose this information through a clearly defined process;
- b. the matter will be reviewed and, if warranted, investigated by the Senior Officer;
- c. the Employee will be protected from reprisals;
- d. the subject of the disclosure will be provided an opportunity to respond to allegations;
- e. all parties to an investigation will be treated fairly;
- f. confidentiality will be maintained to the greatest extent possible;
- g. if Wrongdoing is found, appropriate remedial and disciplinary actions will be taken.

### **2.0 Accountability:**

1. Frequency of Reports – As needed
2. Criteria for Success – concerns are reviewed and resolved fairly and appropriately without fear of reprisal.

### **3.0 Scope and Application:**

This policy applies to all Grand Erie District School Board Employees, Board of Trustee members and Board Standing Committee Appointees. It may also apply to persons or organizations external to the Board who commit wrongdoing against the Board.

### **4.0 Objective:**

To provide an effective process that allows Employees to bring concerns or information about illegal activities or other wrongdoing as defined in this Policy (including improper use of Grand Erie District School Board funds, assets or resources) to the attention of their supervisor or the Director or in the event of conflict, to the Chair of the Board for review and resolution without fear of reprisal, to provide that participants in an investigation be treated fairly and appropriately, and to ensure that Grand Erie District School Board has a process which favours transparency and accountability.

### **5.0 Principles:**

5.1 The Board will make every reasonable effort to protect itself against wrongdoing and will establish and maintain a system of internal controls to ensure the prevention and detection of wrongdoing.

5.2 It is the right and obligation of any Board employee, member of administration, or Trustee to report, in good faith, any suspected or alleged wrongdoing, including any information relating to the wrongdoing.

5.3 The Board shall promptly investigate all reports of suspected or alleged wrongdoing, provided there are reasonable grounds. An objective and impartial investigation shall be conducted in accordance with this Policy as expeditiously as possible, irrespective of the title, position, and length of service of the party subject to the investigation.

5.4 The Board shall preserve the confidentiality of actions taken under this Policy, including the identity of the whistle-blower who makes a report of wrongdoing and the particulars of an investigation under this Policy, except as required by law or the necessary and proper performance of employment duties.

5.5 Where actual wrongdoing is confirmed by investigation, appropriate disciplinary action shall be taken, up to and including termination of employment and/or contract, where appropriate.

5.6 In the event of criminal wrongdoing, the police shall be notified immediately.

5.7 The Board shall make every effort to ensure that an employee or individual who, in good faith, makes a report under this Policy or takes any act in compliance with this Policy is protected from reprisal.

## **6.0 Definitions:**

**Discloser** means an Employee who makes a Disclosure under this Policy. This person is commonly referred to as a “whistle-blower”.

**Protected Disclosure** means a disclosure that is made in good faith by an Employee in accordance with this Policy.

**Employee** means any individual who is employed by Grand Erie District School Board or contracted individuals working for personal services corporations.

**Senior Officer** means the Director of Education or in the event of conflict, Chair of the Board or an individual designated by the Director of Education or Chair of the Board to be responsible for receiving and dealing with disclosures of wrongdoings made by employees of Grand Erie District School Board

**Improper Disclosure** means a disclosure made in bad faith, which includes but is not limited to providing false information, making disclosures that the Discloser knows are baseless, or making repeated disclosure concerning matters that have been previously examined and determined by the Director.

**Reprisal** means any of the following measures taken against an Employee by reason that the Employee has, in good faith, made a Protected Disclosure or has, in good faith, cooperated in an investigation carried out under this Policy:

- 6.1 a disciplinary measure including demotion or termination;
- 6.2 any measure that adversely affects the employment or working conditions of the Employee;
- or
- 6.3 a threat to take any of the measures referred to in (a) or (b) above.

**Subject** means the person(s) whom the Discloser believes has committed or is about to commit a Wrongdoing that is covered by this Policy.

**Wrongdoing** means illegal or inappropriate conduct, including but not limited to:

- i. Fraud as defined in the Criminal Code of Canada (s. 380(1));
- ii. Misappropriation of funds, supplies, resources, or other assets;
- iii. Fraudulent, irregular and/or improper conduct relating to accounting, internal controls, or auditing;
- iv. Conflicts of interest (personal or otherwise) influencing the objectives and decision-making of one's duties;
- v. An actual or suspected violation or contravention of any federal, provincial or municipal law, regulation, Board policy or procedure as it relates to the Board;
- vi. Conduct or practices that present a danger to the health, safety, or well-being of the Board's students, employees, or other parties, where applicable;
- vii. Unprofessional conduct or conduct that contravenes the Board's Policy SO12 - Code of Conduct: and
- viii. Knowingly instructing or counselling a person to commit wrongdoing set out in any of paragraphs (i) to (vii).

*This list is not exhaustive and is intended to provide guidance to individuals as to the kind of conduct that constitutes wrongdoing under this Policy.*

#### **7.0 Duty to Report Wrongdoing:**

7.1 Any actual or suspected wrongdoing must be reported immediately.

7.2 Any employee who has knowledge of an occurrence of wrongdoing or has reason to suspect that wrongdoing has occurred shall immediately notify his or her supervisor. If the employee has reason to believe that the employee's supervisor may be involved, the employee shall immediately notify their superintendent or the Director of Education.

7.3 Where a member of senior administration (e.g. a superintendent) is suspected of wrongdoing, the individual should report it to the Director of Education.

7.4 Where the Director of Education is suspected of wrongdoing, the individual should report it to the Chair of the Board.

7.5 Where a Trustee is suspected of wrongdoing, the individual should report it to the Director of Education and Chair of the Board.

7.6 Where the Chair of the Board is suspected of wrongdoing, the individual should report it to the Director of Education.

#### **8.0 Investigation of Wrongdoing:**

8.1 The responsibility for ensuring that all reports of wrongdoing are appropriately investigated rests with the Director of Education, except where the alleged wrongdoing pertains to the conduct of the Director of Education.

8.2 The Director of Education shall ensure that all reports of alleged or suspected wrongdoing are appropriately investigated as expeditiously as possible by means of an objective and impartial investigation, irrespective of the title, position, and length of service of the party subject to the investigation.

8.3 Where the alleged wrongdoing pertains to the Director of Education, the Chair of the Board shall be responsible for ensuring that the reported allegations of wrongdoing are appropriately investigated.

8.4 The Director of Education shall report on all investigations of alleged or suspected wrongdoing to the Board on a quarterly basis, and shall report on all investigations involving financial wrongdoing to the Audit Committee.

8.5 All employees, members of administration, and Trustees of the Board are expected to cooperate fully with those persons assigned to conduct the investigation and make all reasonable efforts to be available to assist during the course of the investigation.

8.6 Any employee or individual who wilfully obstructs an investigation under this Policy may be subject to disciplinary measures, up to and including termination of employment and/or contract, where appropriate.

8.7 Any employee or individual who instructs, counsels, or causes in any manner any person to obstruct an investigation of wrongdoing shall be subject to disciplinary measures, up to and including termination of employment and/or contract, where appropriate.

8.8 All employees or individuals involved in an investigation of wrongdoing shall keep the particulars and results of the investigation strictly confidential, and shall not discuss the matter with anyone other than those individuals conducting the investigation, except as required by law or the necessary and proper performance of their employment duties. Information collected may be subject to considerations such as privacy legislation and the rules governing court or other legal proceedings.

#### **9.0 Rights and responsibilities:**

All Grand Erie District School Board Employees, Trustees or Standing Committee Appointees who participate in or are involved in any way in any process under this Policy shall be responsible to:

- a. keep information relating to any process under this Policy, strictly confidential;
- b. refrain from discussing any Disclosure or the fact of their involvement, except to the extent required for the purposes of any investigation and resolution.

Disclosers and Subjects have the right to be represented or accompanied by another person of their choice (including legal counsel, at their own cost).

#### **10.0 Reprisal protection:**

Any Employee who has reasonable grounds to believe that a reprisal has been taken against him or her may file a complaint with:

The Office of the Ombudsman of Ontario  
Bell Trinity Square  
483 Bay Street, 10<sup>th</sup> Floor, South Tower  
Toronto, ON  
M5G 2C9

Phone 1-800-263-1830

Email: [info@ombudsman.on.ca](mailto:info@ombudsman.on.ca)

Nothing in this policy denies or limits an employee's right to approach the Human Rights Tribunal, initiate legal proceedings, contact the police or any other avenues of redress available under the law or through the filing of a grievance or through progressive discipline. If the complainant takes a case to the Ontario Human Rights Commission or decides to initiate legal proceedings, the Board's investigation of the wrongdoing may be suspended until the alternative process is completed. Whenever the complainant initiates action through the legal system, the issue becomes a private matter between the complainant and the alleged harasser, including costs incurred.

#### **11.0 Improper Disclosure:**

If the Disclosure of Wrongdoing is vexatious, frivolous or trivial, has not been made in good faith or would, if investigated, constitute an abuse of the Policy. Then the complainant shall be so advised and no further action shall be taken under this Policy will be viewed as Employee misconduct and will be met with appropriate disciplinary action, up to and including termination of employment for cause, where warranted.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **HR3 Staff Development Model**

DATE: February 13, 2017

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board rescind HR3 Staff Development Model.

### Background

Policy HR3 “Staff Development Model” was circulated to all appropriate stakeholders for comments to be received by January 13, 2017.

After carefully considering the comments that were received, and reviewing the current practices occurring in staff development, it is recommended that we rescind Policy HR3. Previously, this policy served as more of a checklist of items to consider when planning staff development sessions rather than as a model for systemic staff development. Current practices need to be fluid and responsive to staff needs. There are multiple models and approaches upon which to draw.

Many staff development topics and initiatives originate with the Ministry. The Ministry provides the bulk of the funding and specifies the requirements for reporting. The Ministry may also provide a framework for the sessions themselves as well as the criteria for the selection of participants. Some staff development is driven by collective agreements. In these instances, funding has been negotiated for members to receive professional learning opportunities related to their specific jobs.

Other staff development opportunities support priorities identified in the Multi-Year Plan, the Annual Operating Plan, and School Improvement Plans. These may originate in Safe Schools, Business Services, and Human Resources. These sessions serve to inform, to support, and to guide staff in areas of identified need. Finally, there are sessions intended to improve workplace culture (e.g., Mental Health Mondays, Wellness Wednesdays).

Staff development sessions can take a variety of forms depending on the topic, the learning styles of the participants, the length of the program, the use of appropriate technologies, and the desired outcomes. Staff development must be viewed as being purposeful, impactful, responsive, and ongoing. Processes in a systemic approach to staff development are dynamic and include strategic planning, an assessment of the impact, and time for reflection.

Respectfully submitted,

Scott Sincerbox  
 Superintendent of Education



## Staff Development Model

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

### Policy Statement

All staff in the Grand Erie District School Board engage in staff development to enhance their roles in accordance with the Board's Multi-Year Plan. To support staff in these activities, the Grand Erie District School Board is committed to providing staff development programs and services.

Staff development may be provided through the Ministry of Education, the employer, be self-generated or through other activities as deemed appropriate. It is a continuous and ongoing process of professional learning, reflection and self-assessment to plan for improvement.

The Grand Erie District School Board is committed to the recruitment, selection, training, and support to promote exemplary educational leaders and enable all employees to excel in the contribution they make to enhance the quality of student learning.

The Grand Erie District School Board is committed to supporting staff development opportunities, for all employees, consistent with the Board's Multi-Year-Plan.

### Accountability

1. Frequency of Reports – as needed
2. Criteria for Success – enhanced staff capacity
  - operates within approved budget
  - enhanced career, professional, & personal opportunities
  - continue to have large numbers of qualified candidates within the system

### Procedures

#### **Definition of Staff Development**

Staff Development is the an ongoing process through by which employees grow professionally and personally. develop their knowledge and skills to become more effective in their workplace responsibilities and professional roles.

#### **Assumptions Guiding Principles**

1. The Board is committed to providing staff development activities for employees to encourage growth and improvement.
2. In addition to mandatory staff development provided by the employer, the Board supports self-directed staff development which encourages professional learning, reflection, innovation and risk-taking.
  1. Staff require training to keep up-to-date in their field because of on-going change.
  2. Professional development and career development are the shared responsibility of the employer and the employee. Personal development is the responsibility of the employee.



3. The three key elements of development are, professional, career and personal.
5. Effective staff development improves job satisfaction and efficiency.
6. Funding for staff development is limited by the budget and Ministry funding.
7. Partnerships with other groups and organizations enhance staff development opportunities.
8. The Board's Multi Year Plan and Annual Operating Plans will be reflected in staff development sessions.
9. Geographical size within our board must be considered when choosing session locations for staff development.

## **Procedures**

### **Guiding Principles**

1. In-service needs to be on-going and accessible.
2. There must be follow-up and sustained support for staff development initiatives.
3. Sessions need to be meaningful and relevant for participants and include dialogue, interaction, application and reflection.
4. Opportunities for dialogue, research, sharing of ideas and networking are important staff development strategies.
5. Self-assessment and self-direction are essential for effective staff development.
6. Participants in staff development sessions should be given the opportunity to evaluate sessions.
7. Planning for staff development should incorporate participant feedback to provide direction for future sessions.
8. Various employee groups should be included together in staff development sessions where appropriate.
9. Available technologies should be accessed to assist in staff development activities.
10. Staff members are encouraged to bring forward unique and innovative ideas to enhance the delivery of staff development.
11. Staff development should recognize and celebrate the skills, expertise and accomplishments of employees.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **FT101 – Smoke-Free Environment**

DATE: February 13, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board forward Procedure FT101 – Smoke-Free Environment to all appropriate stakeholders for comment to be received by May 5, 2017

### Background

Procedure FT101 – Smoke-Free Environment Incidents was approved by the Board in January 2014 and has been identified for review.

### Additional Information

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

### Proposed Changes

Original Wording	Proposed Wording
Title: ADMINISTRATIVE PROCEDURE	Title: <del>ADMINISTRATIVE</del> PROCEDURE
2. Severity Threshold – As needed	2. <del>Severity Threshold</del> ——— As needed

### Communication Plan

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

Respectfully submitted,

Jamie Gunn  
 Superintendent of Business and Treasurer



Smoke-Free Environment

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

**Accountability:**

1. Frequency of Reports – As needed
- ~~2. Severity Threshold – As Needed~~
3. Criteria for Success – Board property is smoke-free at all times

**Procedures:**

The Grand Erie District School Board believes in providing a healthy work and learning environment for employees and students.

To this end, all Board properties and vehicles are designated as smoke-free at all times. Smoking on Board property or in Board vehicles will be dealt with through the Board's progressive discipline procedure (HR119) and the Code of Conduct of individual schools.

The Grand Erie District School Board will ensure compliance with all relevant aspects of the "Smoke-Free Ontario Act – 2006".



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **HR102 Working with Blood-Borne Infections, Precautions and Practices**

DATE: February 13, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board forward Procedure HR102 - Working with Blood-Borne Infections, Precautions and Practices to all appropriate stakeholders for comment to be received by May 5, 2017.

### Background

Administrative Procedure HR102 "Working with Blood-Borne Infections, Precautions and Practices" was approved by the Board in January, 2014 and has been identified for review.

### Additional Information

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

### Proposed Changes

Original Wording	Proposed Wording
ADMINISTRATIVE PROCEDURE	ADMINISTRATIVE PROCEDURE
<u>Accountability</u> 2. Severity Threshold - As needed (eg. Contraction of infection due to occupational exposure)	<u>Accountability</u> 2. <del>Severity Threshold - As needed (eg. Contraction of infection due to occupational exposure)</del>
<u>Procedures</u> 4. <u>Waste Disposal</u> a) if in doubt, call the Health and Safety Officer.	<u>Procedures</u> 4. <u>Waste Disposal</u> a) if in doubt, call the Health and Safety Officer.

### Communication Plan

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

Respectfully submitted,

Scott Sincerbox  
 Superintendent of Education



## Working with Blood–Borne Infections, Precautions and Practices

Board Received: January 27, 2014

Review Date: February 2017

### Accountability:

1. Frequency of Reports – As needed
2. ~~Severity Threshold~~ – ~~As needed (eg. Contraction of infection due to occupational exposure)~~
3. Criteria for Success – Appropriate safety precautions are taken.  
– Equipment and training provided for all staff.

### Procedures:

These procedures outline precautions applying to any staff involved in the care and the handling of individuals when blood and other body fluids are present.

Although the risk of contacting blood-borne infections through occupational exposure is very low, these infections are a reality when dealing with Hepatitis “B” (HBV), Human Immune-Deficiency Virus positive serology (HIV), Hepatitis C Virus (HCV) and other potential infections. Staff who may be exposed to blood and other body fluids should take appropriate precautions to minimize direct contact.

1. Responsibility:  
Principals/supervisors have the responsibility to ensure that their staff are aware of the precautions and safe practices regarding blood-borne infections.
2. Precautions:  
In order to minimize direct contact with blood and body fluids, the following general precautions are suggested for all situations where blood or body fluids are encountered:
  - a) *Hand washing:* Hands (and any skin surface) must be washed thoroughly as soon as practicable. To wash hands, use plain soap and vigorously rub together all surfaces of lathered hands for at least twenty seconds. Rinse thoroughly under a stream of water. Cuts or sores on hands should also be covered with a waterproof dressing.
  - b) *Gloves:* New, disposable waterproof vinyl gloves (or nitrile) should be worn when in contact with blood, blood products, other body fluids, open wounds or sores (non-intact skin) and items or surfaces soiled with blood or other body fluids. If gloves are punctured or cut they should be removed as soon as practicable. Schools will provide gloves for all staff who are involved.

Procedures for Using Gloves:

- i) Put on gloves, making sure they cover cuffs if long sleeves are worn.
- ii) After using gloves, remove them by hooking gloved fingers of dominant hand into lower outside edge of the other glove. Pull the glove inside out as you remove it and then hold the glove in your gloved hand.
- iii) Tuck your ungloved hand into the inside of the remaining glove. Remove that glove by pulling it inside out and encase the other glove as you do so.
- iv) Dispose of gloves immediately in waste disposal.
- v) Wash hands thoroughly after removal of gloves.

Staff unfamiliar with gloving procedures are advised to contact the Health and Safety Office.

- c) *Pocket Masks or Other Ventilation Devices:* These can be purchased for those settings where the need for resuscitation can be anticipated. However, the risk of infection is so slight that no one should hesitate to give mouth-to-mouth resuscitation if such equipment is not available. Employees must be adequately trained in the use of such equipment.

3. Clean-up of Spills and Contaminated Surfaces:

Spills of blood or other body fluids and contaminated surfaces should be cleaned promptly with detergent and water, using disposable towels. The area should then be disinfected with a disinfectant cleaning product and left to dry. Chemical germicides approved for use as hospital disinfectants can also be used. The Material Safety Data Sheet for the product must be checked before use and all safety precautions followed.

4. Waste Disposal:

- a) Sharp Devices and Glass (needles, syringes, broken glass, sharp devices or instruments):
  - should be placed in disposable, puncture-resistance containers;
  - prior to disposal, puncture resistant containers should be securely sealed and the contents identified with a label or tag;
  - schools may be able to arrange for disposal through hospitals in the community;
  - if in doubt, call the Health and Safety Office.
- b) Solid Wastes (ie. disposable articles and dressings):
  - should be placed in a sturdy impervious (plastic) bag, tied securely with a twist tie and the contents identified with a label or tag;
  - double bagging is necessary only if the outside of the bag is contaminated with blood or other body fluids, or if there is potential for leakage;
  - dispose with regular garbage in a secure sanitary landfill or have incinerated.
- c) Unclotted Blood and Other Body Fluids:
  - dispose into a drain connected to a sanitary sewer and flush with water.
- d) Soiled Clothing:
  - clothing which has been soiled with blood or other body fluids may be washed with regular laundry;
  - soiled linen and clothing should be handled as little as possible;
  - linen and clothing which have been heavily soiled with blood or other body fluids should be transported in bags that prevent leakage, and be tagged indicating the contents.

5. What to do if Exposure Occurs:

- a) where there has been contact or splashes of blood or other body fluids on the skin, the area should be thoroughly washed as soon as practicable with soap and water;
- b) splashes of mucosa membranes such as the lips, mouth, eyes or nose, should be flushed with water as soon as practicable;
- c) clothing which becomes soiled with blood or other body fluids should be removed as soon as practicable;
- d) penetrating wounds such as needle/stick punctures or cuts from sharp objects should be encouraged to bleed and then washed thoroughly with soap and water;
- e) penetrating wounds or splashes onto mucous membrane or non-intact skin should be reported to the employee's principal/supervisor. An Accident Form should also be completed following the incident.

If blood enters an open cut or sore on your hands, etc., wash thoroughly and proceed to the nearest hospital emergency for follow-up for HBV, HCV, and HIV, preferably within one to two hours of exposure

- f) Employees who are exposed should complete an EMPLOYEE INJURY INCIDENT DISEASE REPORT and submit it to Human Resources so that the event can be documented with the WSIB

6. Giving First Aid to Any Person:

- a) Where feasible, wash your hands first.
- b) Always:
  - i) wear disposable gloves, especially if you have any open cuts, sores, etc. on the hands;
  - ii) wash your hands thoroughly with soap and water after giving the first aid;
  - iii) if blood enters an open cut or sore on your hands, etc., wash thoroughly and proceed to the nearest hospital emergency for follow-up for HBV, HCV, and HIV, preferably within one to two hours of exposure;
  - iv) after wiping up spilled blood with a paper towel, etc., wipe the surface with a disinfectant cleaning product and allow to air dry;
  - v) soiled gloves, towels, etc. should be placed in a plastic or paper bag and discarded in the waste disposal.



# Bluewater District School Board

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January 23, 2017

Karen McGregor  
Special Education Advisory Committee Chair  
Limestone District School Board  
220 Portsmouth Ave.,  
Kingston, ON K7M 0G2

Dear Karen McGregor:

Bluewater District School Board's Special Education Advisory Committee (SEAC) would like to acknowledge and support Limestone District School Board's Special Education Advisory Committee's (SEAC) letter of concern to the Honourable Mitzie Hunter, Minister of Education, regarding the reduction in the special education funding under the new funding allocation model for the Special Education Needs Amount (formerly High Needs Amount). Under the new funding model, Bluewater District School Board is also experiencing a decline in funding for each of the four years of the transition period.

Bluewater District School Board is also committed to finding innovative ways of meeting the needs of all our students, and working with the Ministry of Education in a collaborative manner to address these complex funding issues. We recognize that not all boards are experiencing cuts as part of the transition to the new model. We, however, concur with your belief that the Ministry of Education must provide adequate funds to support the needs of all exceptional learners. Smaller, rural boards have challenges in equitably providing special education services across large geographic areas, and need time to adjust to changes in funding models. For those boards experiencing reductions in funding, we support your recommendation to the Minister of Education that no additional special education funding reductions be implemented, including further reductions planned under the new funding allocation model.

Sincerely,

Jane Thomson  
Trustee and Special Education Advisory Committee Chair

cc: Ontario School Board Chairs  
Ontario Special Education Advisory Committee Chairs





## Brantford Police Service

*G. Nelson, Chief of Police      R. Dinner, Deputy Chief of Police*

February 1, 2017

Mrs. Brenda Blancher  
Director of Education and Secretary  
Grand Erie District School Board  
349 Erie Avenue  
Brantford, ON N3T 5V3

Dear Mrs. Blancher:

To celebrate Safety Patroller Appreciation Day 2017, our School Safety Officer, Constable Andrea Cooper, and Brant OPP Constable Ken Johnston, have organized an event at **Galaxy Cinemas Brantford** for Friday, May 26, between 9:30 a.m. and 2:30 p.m. The film being shown is *Pirates of the Caribbean: Dead Men Tell No Tales*. It is anticipated that the MPAS (Motion Picture Association of America) rating will be 'PG-13', to coincide with the previous films in this swashbuckling series.

The celebration will also include a presentation showing highlights of the school year, and an awards ceremony for Patrollers-of-the-Year. Local dignitaries will present awards and local media will be invited to attend. It is our hope that having a date in May, instead of the usual June date, will prevent conflicts with Grade 8 students graduating.

If approval is granted for your patrollers to participate in this excursion, there will be no direct cost to your Board; however, we request permission to have the teacher patrol supervisors available for the trip. Furthermore, we are seeking your approval to treat this event as a school trip in order to benefit from your Board's liability insurance.

We would also like to point out that patrollers' parents will be required to sign the CAA Cineplex Odeon consent forms which, in turn, will be forwarded to Constable Cooper by teacher patrol supervisors prior to the event.

Should you have any questions regarding the above plans, please contact Constable Andrea Cooper at 519-756-0113, ext. 2210, or email her at [acooper@police.brantford.on.ca](mailto:acooper@police.brantford.on.ca).

Thank you for taking the time to consider our request.

Yours truly,

W. Geoff Nelson  
Chief of Police

WGN/kd



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Telephone: (519) 756-7050 • Fax: (519) 756-4272 • Web Site: [www.brantfordpolice.ca](http://www.brantfordpolice.ca)

Committee of the Whole meeting Monday, February 13, 2017

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*Promoting Public Safety*