



## Committee of the Whole Board

Monday, September 11, 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 / Land Acknowledgement Statement (7:15 p.m.)
  - (e) Agenda Additions/Deletions/Approval
  - (f) In Camera Report
- B – 1      **Business Arising from Minutes and/or Previous Meetings**
- \* (a) Boundary Review Request for McKinnon Park Secondary      R. Wyszynski
  - \* (b) Report on Extension Funding      R. Wyszynski
  - \* (c) Terms of Reference – Safe and Inclusive Schools Committee      W. Baker
- C – 1      **Director's Report**
- D – 1      **New Business — Action/Decision Items**
- D – 2      **New Business — Information Items**
- \* (a) Enrolment Update      R. Wyszynski
  - \* (b) Data Report – Supervised Alternative Learning (SAL) Annual Report (P104)      D. Martins
  - \* (c) Alternative Education / Turning Point Report      D. Martins
- E – 1      **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- \* (a) SO20 Assessment, Evaluation and Reporting (C)      D. Martins
  - \* (b) HR107 Maintaining Employee Safety While Working with Identified Exceptional Students (C)      L. Thompson
  - \* (c) HR121 Injury/Incident/Disease Investigation and Reporting(C)      R. Wyszynski
  - \* (d) P106 Home Instruction (C)      L. De Vos
  - \* (e) F4 – Trustee Honoraria (A)      R. Wyszynski
- E – 2      **Procedure Consideration — Information Items**
- \* (a) HR118 – Occasional Teacher Performance Appraisal (I)      S. Sincerbox
- F – 1      **Other Business**
- G – 1      **Correspondence**
- (a) OPSBA Letter – June 23, 2017
- H – 1      **Adjournment**

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## Committee of the Whole Board

Monday, September 11, 2017  
Board Room, Education Centre

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

Committee of the Whole	September 11, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	September 12, 2017, 9:00 a.m.	McKinnon Park Secondary
Special Education Advisory Committee	September 14, 2017, 6:00 p.m.	Board Room
Audit Committee	September 19, 2017, 4:00 p.m.	Brant Room
Compensatory Education Committee	September 21, 2017, 1:00 p.m.	Dogwood Room, Norfolk SSC
Chairs' Committee	September 25, 2017, 5:45 p.m.	Norfolk Room
Board Meeting	September 25, 2017, 7:15 p.m.	Board Room
Committee of the Whole Board	October 16, 2017, 7:15 p.m.	Board Room
Special Education Advisory Committee	October 19, 2017, 6:00 p.m.	Board Room
Student Trustee Senate	October 24, 2017, 10:30 a.m.	Board Room
Grand Erie Parent Involvement Committee	October 26, 2017, 6:30 p.m.	Board Room
Chairs' Committee	October 30, 2017, 5:45 p.m.	Board Room
Board Meeting	October 30, 2017, 7:15 p.m.	Board room
Student Transportation Services Brant Haldimand Norfolk	October 31, 2017, 1:00 p.m.	Norfolk Room

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## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Raf Wyszynski, Superintendent of Business & Treasurer  
RE: **Boundary Review – McKinnon Park Secondary School**  
DATE: September 11, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve a Boundary Review for McKinnon Park Secondary School to begin in November 2017.

### Background

At the June 12, 2017 Committee of the Whole meeting, Trustees passed a motion directing staff to bring a report to the September 2017 Committee of the Whole meeting to initiate a boundary review for the catchment area of McKinnon Park.

### Additional Information

During the discussion on the secondary school boundary review for the Avalon subdivision currently being developed off of McClung road, Trustees surfaced the recommendation on catchment areas that had come out of the 2014 Haldimand Secondary School accommodation review process. The 2014 recommendation referenced strategies that would distribute students more equally among the Haldimand secondary schools and included direction for consultation with affected stakeholders “which may include those living outside of the catchment area and stakeholders on Six Nations and New Credit”.

The current and ongoing enrolment pressures at McKinnon Park Secondary School are the impetus for this review.

### Recommendations

This review will entail more than one public meeting as it is important to reach out to the Six Nations Elected Council and Education Committee of that council and also to stakeholders in the Mississaugas of the New Credit community. It will be necessary to hold public meetings in these communities in addition to a public meeting at McKinnon Park.

Due to the complex nature of this boundary review, it is suggested that the Indigenous Ed Team be involved and begin the discussions with our native communities early this fall leading to public meetings in the various communities in November.

Respectfully submitted,

Raf Wyszynski  
Superintendent of Business & Treasurer





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education  
FROM: Raf Wyszynski, Superintendent of Business and Treasurer  
RE: **Extension Agreement Funding**  
DATE: September 11, 2017

<b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report, <b>Extension Agreement Funding</b> .
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### Background

During the 2016-2017 school year the provincial government engaged in bargaining with each of the unions associated with schools and school boards. These negotiations were intended to extend the collective agreements finalized with the unions during the previous year. These agreements, the first negotiated under the terms of the School Boards Collective Bargaining Act, were set to expire as of August 31, 2017. The extension agreements, arrived at during the winter and early spring of 2017, extended the original agreements until August 31, 2019 thereby avoiding potential labour disruptions in the sector during the period of time leading up to a provincial election. These extension agreements, while they were ratified by Ontario Public School Boards' Association (OPSBA), provided for no additional local bargaining.

As part of the extension agreements, funding was provided for additional staffing positions. Members of the senior administration met with union leaders to come to an agreement on staffing positions based on parameters provided through the extension agreements. The ETFO and OSSTF agreements stipulated that the additional staff had to serve students and staff directly in schools while the CUPE agreement stated that the additional positions were to support permanent staff to address issues of workload.

A new Local Priorities fund of \$2,956,560 was added to the GSN-Learning Opportunities allocation to support obligations under labour extension agreements.

### Additional Information

The following list provides information on how the Local Priorities staffing has been allocated by union group. All positions have been filled with the exception of the caretaker, maintenance and IT positions due to the fact that the agreement with CUPE was not reached until early July.

#### ETFO Positions

#### 2.0 FTE Elementary Program Support Staff

- 1.0 FTE Itinerant Teacher for English Language Learners
- 1.0 FTE Instructional Coach for Indigenous Students

## 6.0 FTE Teachers to Address Targeted Special Education Needs

- 1.0 FTE self-contained classroom teacher – Strategies, Bellview
- 1.0 FTE self-contained classroom teacher – Autism, Russell Reid
- 1.0 FTE self-contained classroom teacher – Autism, Thompson Creek
- 1.0 FTE self-contained classroom teacher – Autism, Langton
- 1.0 FTE Itinerant Learning Resource Teacher – Differentiation (gr. 2-8)
- 1.0 FTE Itinerant Learning Resource Teacher - Early Years Well-Being (K-1)

## 4.0 FTE – System Priority Funding

- 1.0 FTE Instructional Coach for Indigenous Students
- 1.0 FTE Itinerant English Language Learner
- 2.0 FTE Itinerant Learning Resource Teachers - Early Years Well-Being (K-1)

## OSSTF Positions

- 15 teaching sections provided through the special education system investment for teachers. These sections are being allocated as follows:
  - 4 sections to Valley Heights Secondary School for the self-contained Mixed Exceptionality classroom to provide for full-time teaching staff.
  - 9 sections by distributing 3 LRT sections to each of North Park Collegiate, Simcoe Composite School, and Tollgate Technical Skills Centre to support the integration of students from Mixed Exceptionality classrooms into mainstream classes. These Learning Resource Teachers will work collaboratively with the System LRT for Learning Disabilities/Differentiated Instruction
  - 2 sections by distributing 1 LRT section to each of Brantford Collegiate Institute and Delhi District Secondary School to support the effective implementation of Individual Education Plans (IEPs) for students in mainstream classes.
- Twenty-one additional sections are being provided through the secondary programming system investment. These sections are being allocated as follows:

3 Sections Each (Total of 3)	2 Sections Each (Total of 10)	1 Section Each (Total of 8)
<ul style="list-style-type: none"> <li>• Brantford Collegiate Institute and Vocational School</li> </ul>	<ul style="list-style-type: none"> <li>• Grand Erie Learning Alternatives</li> <li>• McKinnon Park Secondary</li> <li>• Pauline Johnson Collegiate &amp; Vocational School</li> <li>• Simcoe Composite School</li> <li>• Tollgate Technological Skills Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Cayuga Secondary</li> <li>• Delhi District Secondary</li> <li>• Dunnville Secondary</li> <li>• Hagersville Secondary</li> <li>• North Park Collegiate-Vocational School</li> <li>• Paris District High</li> <li>• Valley Heights Secondary</li> <li>• Waterford District High</li> </ul>

PSSP Positions**1.0 FTE Support Staff**

0.5 FTE Behaviour Counsellor

0.5 FTE Speech and Language Pathologist – focus on Augmentative Communication

CUPE Positions**8.0 FTE Educational Assistants**

- 1.0 FTE Lead Educational Assistant – Complex Cases
- 7.0 FTE Transition Support Educational Assistants to support schools on a temporary basis when need arises

**Office/Clerical/Technical bargaining unit:**

- 1.0 FTE Computer Technician
- Extend work year of 10mth School Secretaries and Office Secretaries by 4 days July/August
- Provide bank of clerical pool hours to all elementary and secondary schools
- Extend work year of elementary library technicians by 15 days
- Pool hours for IT services
- Pool hours for 7 service departments

**Facility Services bargaining unit:**

- 1.0 FTE Maintenance Trades III position
- 3.85 FTE permanent pool caretakers

Respectfully submitted,

Raf Wyszynski,  
Superintendent of Business and Treasurer







## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Wayne Baker, Superintendent of Education  
RE: **Safe and Inclusive Schools Committee Terms of Reference**  
DATE: September 11, 2017

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Safe and Inclusive Schools Committee Terms of Reference.</p>
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### Background

BL8 – Committees of the Board – was revised on June 26, 2017. As a consequence, the Safe and Inclusive Schools Committee was added to the list of Standing Committees of the Board. Standing Committees provide advice to the Board and are created or eliminated based on the needs of the Board.

### Additional Information

The Safe and Inclusive Schools Committee was created in 2014 to address issues related to safety of students and staff, as well as the creation of inclusive school/workplace environments. The attached Terms of Reference provide a template for the operation of the committee.

### Communication Plan

Upon approval, the Terms of Reference will be circulated to all stakeholder groups.

Respectfully submitted,

Wayne Baker  
Superintendent of Education

**Bylaw 8 – Committees of the Board****Safe and Inclusive Schools Committee****Terms of Reference****1.0 Mandate**

- 1.1 The Safe and Inclusive Schools Committee promotes and supports policies, programs and practices that create safe and inclusive learning environments for all.
- The Committee coordinates interventions at the Board and community level to promote healthy social climates in schools, which are naturally less inclined to support bullying behaviours.
  - The Committee provides ongoing equity and inclusion training for staff and students.
  - The Committee uses its expertise to help guide decision-making in schools.
- 1.2 The Committee shall meet a minimum of five times per year to review Board policies, address current equity issues, and coordinate training sessions.

**2.0 Committee Composition**

Membership of the Safe and Inclusive Schools Committee includes, but is not limited to:

- 2.1 One Trustee (and alternate)
- 2.2 Superintendent of Education responsible for Safe and Inclusive Schools
- 2.3 Elementary administrator(s)
- 2.4 Secondary administrator(s)
- 2.5 Safe Schools Social Worker
- 2.6 Safe Schools Child & Youth Worker
- 2.7 Elementary teacher(s)
- 2.8 Secondary teacher(s)
- 2.9 Mental Health and Well-being Lead
- 2.10 Professional Support Services representative
- 2.11 Teacher Consultant – English Language Learner
- 2.12 Teacher Consultant - Indigenous Education
- 2.13 Human Resources representative

Resource personnel for consultation purposes:

- \* Information Technology
- \* Transportation
- \* Parents
- \* Union representatives
- \* Crown Attorneys
- \* Police Services
- \* Community partner agencies
- \* Student Success
- \* Elementary Program

**3.0 Committee Operating Procedures and Scope**

- 3.1 The committee will review all Grand Erie policies and procedures out for comment through an Equity and Inclusion lens.
- 3.2 The committee will consult with school administrators in the development of practices that ensure safety and promote equity and inclusivity.
- 3.3 The committee will review student applications to the Brant Community Response Table, the Haldimand Norfolk Community Mobilization and the Six Nations High Risk Committee.
- 3.4 The committee will use stakeholder feedback to determine appropriate training sessions and strive to be inclusive in offering training opportunities.
- 3.5 The committee will monitor and address human rights issues.
- 3.6 The committee, through the Superintendent of Education, will provide minutes of meetings to the Board.
- 3.7 The committee will have co-chairs, one being a school administrator and the other being a member of the Safe Schools Team.
- 3.8 Committee decision-making will be based on a consensus model.
- 3.9 The committee will review annually the Violence Threat/Risk Assessment protocol, police protocol, and representation on the community mobilization tables.
- 3.10 The committee will vet funding applications related to equity, inclusion and student safety.

**4.0 Role of the Board**

- 4.1 Appoint Trustee representatives to the Safe and Inclusive Schools Committee.
- 4.2 Receive minutes of committee meetings as information.





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
 FROM: Raf Wyszynski, Superintendent of Business & Treasurer  
 RE: **Enrolment Update Report**  
 DATE: September 11, 2017

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**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Enrolment Update report as information.

**Rationale/Background:**

Enrolment is reported to the Ministry of Education on two count dates, October 31<sup>st</sup> and March 31<sup>st</sup>, each year.

**Additional Information:**

Details of the original enrolment projections, actual enrolment reported as at September 8, 2017 and enrolment history are set out on the attached report.

Respectfully submitted

Raf Wyszynski,  
 Superintendent of Business & Treasurer





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Denise Martins, Superintendent of Education  
RE: **Data Report-Supervised Alternative Learning (SAL)**  
DATE: September 11, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the 'Data Report-Supervised Alternative Learning' as information.

### Background

While most students will attend, and successfully complete secondary school. A small number of students are at risk of leaving school early for a wide variety of reasons. The purpose of Supervised Alternative Learning (SAL) is to provide students 14-17 years of age, who have significant difficulties with regular attendance at school, with an alternative learning experience as outlined in Ontario Regulation 374/10. An individualized plan is created to enable the student to progress toward obtaining an Ontario Secondary School Diploma or achieving his or her other educational and life goals, where possible. This program helps to maintain a learning connection between the school and student throughout a planned period of time.

Once approved for a SAL Plan (SALP), students are given a start date and an end date. Each SALP will consist of one or more of the following activities:

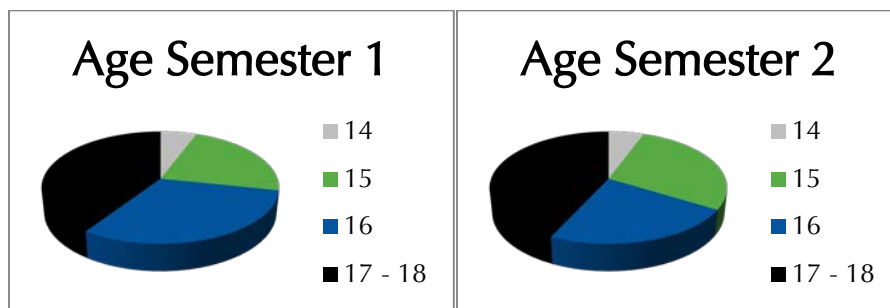
1. Credit courses (regular day school, e-Learning, cooperative education, Credit Recovery)
2. Part-time or full-time employment
3. Volunteering
4. Counselling
5. Earning a certificate or participating in training for a specific job
6. Developing job-search skills
7. Other courses/workshops

When a SALP is completed, a Transition Plan is developed to support the student's next steps. This process will take place 15 days prior to the end date of the SALP. Note: All active SALP's end on June 30 of each school year.

### Additional Information

The following observations can be made regarding Semester 1 (September 6, 2016 to February 3, 2017) and Semester 2 (February 6-June 30, 2017) in the school year 2016-17.

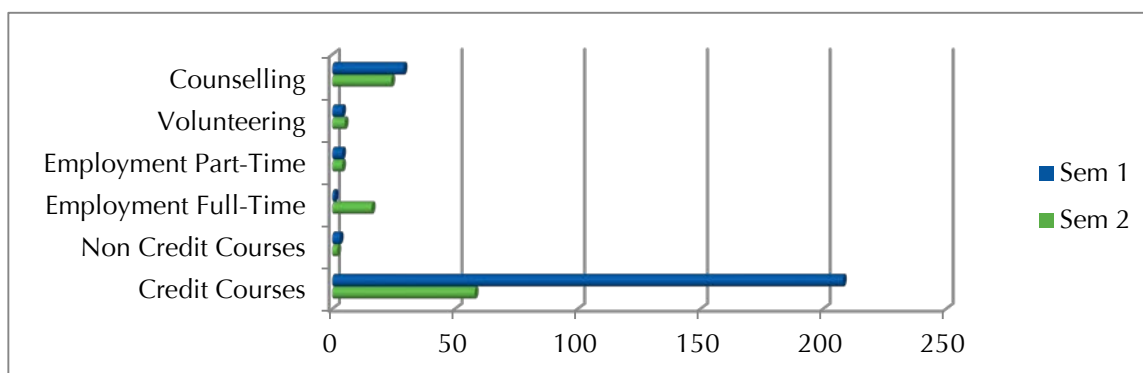
## A. Percentage of Students by Age Profile



Semester 1: Ratio Males to Females - 114:112

Semester 2: Ratio Males to Females - 79:81

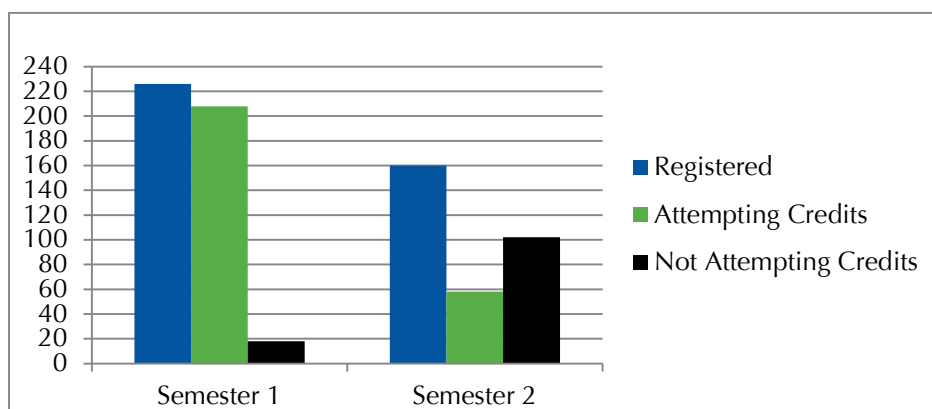
## B. Number of Students by Activity Group



Semester 1: 208 Credit Courses, 3 Non-Credit Courses, 1 Full-Time Employment, 4 Part-Time Employment, 4 Volunteering, 29 Counselling

Semester 2: 58 Credit Courses, 2 Non-Credit Courses, 16 Full-Time Employment, 4 Part-Time Employment, 5 Volunteering, 24 Counselling

## C. Student Enrolment

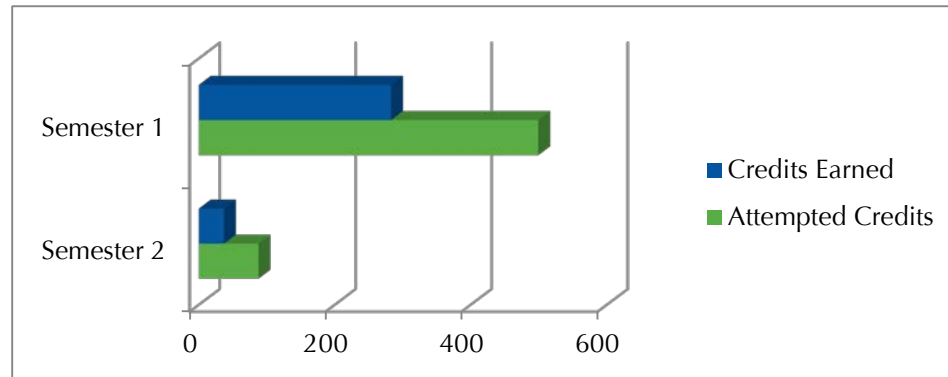


Semester 1: 226 Registered, 4 Declined, 208 Students Attempting Credits, 18 Not Attempting Credits

Semester 2: 160 Registered, 2 Declined, 58 Students Attempting Credits, 102 Not Attempting Credits



## D. Credit Summary



Semester 1: 499.5 Attempted Credits, 283 Credits Earned  
 Semester 2: 88 Attempted Credits, 37 Credits Earned

TOTAL: 320 Credits Earned in SAL 2016-17

## E. Cumulative Data Summary Analysis

Description	Sem. 1 (SAL) Sept. 2014 – Feb. 2015	Sem. 2 (SAL) Feb.- June 2015	Sem. 1 (SAL) Sept. 2015 – Feb. 2016	Sem. 2 (SAL) Feb.-June 2016	Sem. 1 (SAL) Sept. 2016 – Feb. 2017	Sem. 2 (SAL) Feb.-June 2017
Number of Successful New Applicants	170	121	140	100	226	75
Number of Declined Applicants	0	0	3	1	4	2
Ratio Male : Female	87:83	95:87	60:80	50:73	114:112	79:81
Credits Attempted	315	306.5	240	222	499.5	88
Credits Achieved	137	150	147	102	283	37
Total Credits Earned in School Year	287		249		320	

## F. Summary

The data above demonstrates continued success for our students within the SAL program. This is a result of the combined efforts of families, students, school administrators, student success teams, attendance counsellors, and community agencies in developing appropriate SALP's that meet student needs with greater attention and accountability.

- In 2016-17, students approved for SAL earned on average 1.06 credits (320 credits for 301 students)
- In 2015-16, students approved for SAL earned on average 1.04 credits (249 credits for 240 students) which is the highest in the last three years
- In 2014-15, students approved for SAL earned on average .99 credits (287 credits for 291 students)

## Next Steps

Below is the rationale for some of the changes in data/trends this year and for potential changes in data/trends in the future:

- Increase in the number of students on SAL in Semester 1 (compared to previous years) for credits attempted and credits earned were due to the increase of SAL being used as an option at Turning Point locations in response to the Ministry audit that occurred the previous year, which indicated enrolment inconsistencies in complying with day school registers.
- Decrease in SAL credits attempted and credits earned in Semester 2 were due to the final elimination of independent study credits and shift away from use of SAL at Turning Point or for students who could otherwise have been part-time or full-time students.
- Decrease in the number of students on SAL in Semester 2 are a result of schools finding other options/alternative programs for students at/in risk.
- As per Ministry SAL expectations and guidelines SAL is being used as a last resort for those students who are compulsory school age and will not attend regular or alternative programs.

Respectfully submitted,

Denise Martins,  
Superintendent of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Denise Martins, Superintendent of Education  
RE: **Alternative Education Program Report**  
DATE: September 11, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the 'Alternative Education Program' report as information.

### Background

Grand Erie's vision is '**SUCCESS** for Every Student'. Through various Ministry Student Success Initiatives, we have developed a variety of innovative alternative education programs that meet the needs of our students who disengage from regular day school. We seek innovative strategies and program delivery models to meet the needs of all learners. For a variety of reasons, students disengage from secondary school and require special re-engagement programs and alternative ways to earn secondary school credits towards their Ontario Secondary School Diploma (OSSD).

Over the past two decades, Grand Erie has developed many alternative education programs. These programs meet the needs of specific subgroups of students who require additional supports to succeed with their individual pathway plan.

This report is in response to a request made at the April 10, 2017 meeting for an update on changes to alternative education programs. The following programs are included in this Alternative Education Program Report:

- A. Indigenous Alternative Programs: Indigenous alternative programs have been available to students from Six Nations of the Grand River (Six Nations) and Mississauga's of New Credit (New Credit) for over 20 years.

#### Nations/NuVision (Hagersville SS):

Eligible Students: Six Nations and New Credit students, ages 13-17 years' old who may or may not be receiving services from the Children's Aid Society (CAS)  
Supported Pathway: Grade 9 and 10 applied and locally developed courses are the priority and those who need additional supports transitioning in secondary school  
Program Details: Ideally for younger learners in Grade 9 and 10  
Location: 1676 Chiefswood Rd, Ohsweken  
Transportation Provided: Yes

#### New Start (Hagersville SS):

Eligible Students: Six Nations and New Credit Students, ages 16 to adult  
Supported Pathway: All grades and pathways  
Program Details: Open to all credit needs. There is a potential for Prior Learning Assessment and Recognition (PLAR) testing  
Location: New Credit Plaza - 78 1st Line, Hagersville at Highway 6 on the 2nd floor  
Transportation Provided: Yes - both for the school and cooperative education placements

- B. Turning Point Programs: Turning Point programming began over 10 years ago primarily as a re-engagement initiative for students who had disengaged from regular secondary school. With specific subgroups an intermediate program was also developed. Below are the Turning Point practices that are still in place today.

Turning Point:

The following schools offer Turning Point programming: Dunnville SS, Cayuga SS, McKinnon Park SS – 2, Hagersville SS, Waterford District HS, Simcoe CS – 2, Valley Heights SS, Delhi District SS, Paris District HS, Pauline Johnson C&VS.

Eligible Students: Students aged 16-21  
 Supported Pathway: Workplace and College Preparation courses and experiential learning opportunities  
 Program Details: A cooperative learning placement or job placement is ideally required.

Turning Point (Intermediate):

This program is offered only at Valley Heights SS.

Eligible Students: Students aged 13-15 (compulsory school age)  
 Supported Pathway: Gap closing (literacy) skills, applied courses, attending the Pathfinder program when students are out of work or attending night school, or eLearning courses under the supervision of a Turning Point teacher  
 Program Details: A cooperative learning credit may be earned concurrently with academic study. Students may register at any time as this program offers continuous intake.

**Additional Information**

An attendance audit was completed by the Ministry of Finance in the Spring of 2016. It found that some of the Alternative Education programming offered by Grand Erie did not qualify for day school funding. Recommendations from this audit were implemented in September 2016. This included the implementation of additional eLearning opportunities, cooperative education opportunities, credit recovery and removal of independent learning courses.

Recognizing students in alternative education programs require individual timetables and flexibility of study, a variety of options were made available. In each option, students are eligible for day school funding and the equivalent full time enrollment.

Within our Turning Point programs, the top three options are:

1. Full day cooperative education learning
2. Cooperative education + e-Learning course
3. Cooperative education + credit recovery (face-to-face).

Cooperative education continues to be a key element of this programming. Experiential learning provides students the opportunity to make learning relevant, engaging, and allow for flexibility in programming. It was evident that credit recovery (in a face-to-face model) provided our students the relationship and connection to their school they needed to achieve success.

With the available options within our alternative education programs, we have been able to improve the enrolment status of our students from Supervised Alternative Learning (SAL) to part-time and/or full-time status.

Student Achievement:

The following table outlines the credits attempted and credits achieved in these programs for the school year 2016-17.

Program	Semester 1				Semester 2				2016-17 Year			
	# Students	Credits attempted	Credits achieved	%	# Students	Credits attempted	Credits achieved	%	Total # of Students	Credits attempted	Credits achieved	%
Indigenous Alternative Programs	45	191	63.5	33%	54	158	84.5	53%	63	349	148	42%
Turning Point Programs	397	1367.5	979	72%	445	1535.5	1187	77%	449	2903	2166	75%
Overall	442	1558.5	1042.5	67%	499	1693.5	1271.5	75%	512	3252	2314	71%

**Next Steps**

We continue to monitor student outcomes and seek to improve our program offerings to meet the needs of our specific learners within these programs. As such, we will consider expanding the options for alternative education programs for all secondary-aged students in the near future. We strive to provide equal opportunities for all of our students to experience success.

Grand Erie continues to engage in timely, meaningful professional development for our teachers within the alternative education programs. This learning includes support with e-Learning courses, credit recovery courses and effective pedagogy and practices required to support all of our learners.

There is a direct connection between our Multi-Year Plan and our Alternative Education Programs as they emphasize and focus on student well-being as the driver for student achievement.

Respectfully submitted,

Denise Martins  
Superintendent of Education





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Denise Martins, Superintendent of Education  
RE: **SO20 Assessment, Evaluation and Reporting**  
DATE: September 11, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward **Policy SO20- Assessment, Evaluation and Reporting** to all appropriate stakeholders for comment to be received by **December 1, 2017**.

### Background

SO20- Assessment, Evaluation and Reporting was approved by the Board in June 23, 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
<u><b>Accountability</b></u>  1. Frequency of Reports – As needed 2. Severity Threshold – As needed 3. Criteria for Success – Every school's Student Code of Conduct will reference this policy. - Schools will follow the policies as set out in this document and will communicate these policies through the regular school communication process such as student agendas and school website.  1. Definitions  Cheating may take many forms including the following: <ul style="list-style-type: none"><li>• claiming credit for work not the product of one's own effort</li><li>• knowledge of or toleration of cheating by others</li><li>• use of unauthorized notes or materials during an evaluation</li></ul>	<u><b>Accountability</b></u>  1. Frequency of Reports – As needed 2. <del>Severity Threshold – As needed</del> 3. Criteria for Success – Every school's Student Code of Conduct will reference this policy. - Schools will follow the policies as set out in this document and will communicate these policies through the regular school communication process such as student agendas and school website.  1. Definitions  Cheating may take many forms including the following: <ul style="list-style-type: none"><li>• claiming credit for work not the product of one's own effort</li><li>• knowledge of or toleration of cheating by others</li><li>• use of unauthorized notes or materials during an evaluation</li></ul>

<ul style="list-style-type: none"> <li>• turning in the same work to two different classes without prior approval</li> <li>• a student allowing their work to be plagiarized</li> <li>• assisting another student to cheat</li> </ul>			<ul style="list-style-type: none"> <li>• <del>submitting</del> turning in the same work to two different classes without prior approval</li> <li>• a student allowing their work to be plagiarized</li> <li>• assisting another student to cheat</li> </ul>		
<h2>2. Prevention of Cheating and Plagiarism</h2> <p>Some acts of plagiarism are unintentional — the student simply doesn't realize that what he/she is doing is wrong. One of the most common errors is not citing sources used for an assignment. A common misunderstanding among students relates to paraphrased material. Many students do not realise that paraphrased material should be attributed to the original author in the same manner as a direct quotation</p> <p>Some of the reasons that students plagiarize are:</p> <ul style="list-style-type: none"> <li>• being unaware that they're plagiarising</li> <li>• lacking knowledge and understanding of the subject</li> <li>• poor time management skills</li> <li>• believing that plagiarism isn't serious</li> </ul>			<h2>2. Prevention of Cheating and Plagiarism</h2> <p>Some acts of plagiarism are unintentional — the student simply doesn't <del>not</del> realize that what <del>he/she is</del> they are doing is wrong. One of the most common errors is not citing sources used for an assignment. A common misunderstanding among students relates to paraphrased material. Many students do not realise that paraphrased material should be attributed to the original author in the same manner as a direct quotation.</p> <p>Some of the reasons that students plagiarize are:</p> <ul style="list-style-type: none"> <li>• being unaware that they're <del>they are</del> plagiarising</li> <li>• lacking knowledge and understanding of the subject</li> <li>• poor time management skills</li> <li>• believing that plagiarism <del>isn't</del> is not serious</li> </ul>		
Consequences for students who cheat or plagiarize	If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in SO130 Progressive Discipline and Promoting Positive Student	If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in SO130 Progressive Discipline and Promoting Positive Student	Consequences for students who cheat or plagiarize	If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in SO130 <del>SO11</del> Progressive Discipline and Promoting Positive Student	If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in <del>SO130</del> SO11 Progressive Discipline and Promoting Positive Student



	Behaviour will take effect.	Behaviour will take effect.		Student Behaviour will take effect.	Behaviour will take effect.
<p><b>Late Assignments</b></p> <p>In cases where the teachers finds it appropriate to set a new deadline without penalty a number of strategies may also be used to help prevent and/or address late assignments, these include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Helping students develop better time-management skills;</li> <li>• Planning for major assignments to be completed in stages;</li> <li>• Setting up a student contract</li> <li>• Using peer tutoring to try to deal positively with problems;</li> <li>• Holding teacher-student conferences;</li> <li>• Requiring the student to work with a school team to complete the assignment</li> <li>• Providing alternative assignments where it is reasonable and appropriate to do so</li> <li>• A complete list of strategies can be found in Growing Success on page 43</li> </ul> <p><b>Additional Considerations</b></p> <p>A final mark of "I" indicates that no credit is granted. It may lead to credit recovery, repeating the course, summer school, or an alternate plan allowing for completion of missing work as agreed upon by the student, teacher, and administrator.</p> <p>A student who receives a failing minimum final mark of 40 or greater may be recommended by the principal as a candidate for two-week summer school which presents an overview of the overall expectations of a course.</p>			<p><b>Late Assignments</b></p> <p>In cases where the <del>teachers</del> teacher finds it appropriate to set a new deadline without penalty, a number of strategies may also be used to help prevent and/or address late assignments. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Helping students develop better time-management skills;</li> <li>• Planning for major assignments to be completed in stages;</li> <li>• Setting up a student contract</li> <li>• Using peer tutoring to try to deal positively with problems;</li> <li>• Holding teacher-student conferences;</li> <li>• Requiring the student to work with a school team to complete the assignment</li> <li>• Providing alternative assignments where it is reasonable and appropriate to do so</li> <li>• A complete list of strategies can be found on page 43 of <del>in Growing Success on page 43</del></li> </ul> <p><b>Additional Considerations</b></p> <p>A final mark of "I" indicates that no credit is granted.</p> <p>For a student who does not obtain a credit, the teacher must provide a Recommended Course Placement Form to the Student Success Team. This may lead to credit recovery, repeating the course, summer school, or an alternate plan allowing for completion of missing work as agreed upon by the student, teacher, and administrator.</p> <p><del>A student who receives a failing minimum final mark of 40 or greater may be recommended by the principal as a candidate for two-week summer school which presents an overview of the overall expectations of a course.</del></p>		

A student whose mark is under 40 may be recommended to take four-week summer school which represents a full 110 hours of course work.	<del>A student whose mark is under 40 may be recommended to take four week summer school which represents a full 110 hours of course work.</del>
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**Communication Plan**

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

Respectfully submitted,

Denise Martins  
Superintendent of Education

**Assessment, Evaluation and Reporting**

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

**Policy Statement:**

The Grand Erie District School Board believes that assessment, evaluation and reporting practices must be fair, transparent, and equitable for all students. The Grand Erie District School Board is committed to enabling all students to reach their full potential. Assessment and evaluation practices support this commitment by ensuring that the primary purpose of assessment and evaluation is to improve student learning.

As required by the Ministry of Education, this policy encompasses three separate areas:

- Cheating and Plagiarism – Grades 1 to 12
- Late and Missed Assignments – Grades 7 to 12
- Lower Limit of Marks Below 50% on Report Cards – Grades 9 to 12

See attached Appendices.

Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services. (Volante, p. 34 – from *Growing Success* p. 8)

**Accountability:**

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed~~
3. Criteria for Success – Every school's Student Code of Conduct will reference this policy.  
– Schools will follow the policies as set out in this document and will communicate these policies through the regular school communication process such as student agendas and school website.

**Resources:**

- *Growing Success Assessment, Evaluation, and Reporting in Ontario Schools First Edition, 2010.*

## Appendix A

### Cheating and Plagiarism Grades 1 to 12

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including: cheating, plagiarism, forgery, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Teachers and parents should support students in striving for excellence and producing work with integrity.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

It is important that students understand the gravity of such behaviour and the importance of acknowledging the work of others. Schools need to develop strategies to help students understand what cheating and plagiarism are and how they can be avoided.

Addressing cheating and plagiarism will reflect a continuum of behavioural and academic responses and consequences will be based on the following:

- the grade level of the student
- the maturity of the student
- the number and frequency of incidents
- the individual circumstances of the student

#### 1. Definitions

**Cheating may take many forms including the following:**

- claiming credit for work not the product of one's own effort
- knowledge of or toleration of cheating by others
- use of unauthorized notes or materials during an evaluation
- submitting ~~turning in~~ the same work to two different classes without prior approval
- a student allowing their work to be plagiarized
- assisting another student to cheat

**Plagiarism** — Plagiarism is a form of cheating. It can be defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success*, 2010 p. 151)

Plagiarism may take many forms, including the following:

- Copying word for word from any outside source without proper acknowledgement. This applies to use of an entire paper, to the use of entire sections and paragraphs, and to the use of a few words and phrases.
- Paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole or in part work completed by another student.
- Submitting in whole or in part an assignment completed for another course without prior approval of the teacher.
- Allowing one's essay, assignment, and/or test answers to be copied by another student.

**This is not a definitive list** — Any action which implies that someone else's work is your own can be considered plagiarism.

## 2. Prevention of Cheating and Plagiarism

Some acts of plagiarism are unintentional — the student simply doesn't realize that what he/she is doing is wrong. One of the most common errors is not citing sources used for an assignment. A common misunderstanding among students relates to paraphrased material. Many students do not realise that paraphrased material should be attributed to the original author in the same manner as a direct quotation.

Some of the reasons that students plagiarize are:

- being unaware that they're plagiarising
- lacking knowledge and understanding of the subject
- poor time management skills
- believing that plagiarism isn't serious

The wealth of digital information available to students has made it easier to capture and adapt, and there are many more sources of information today than in the past. The Internet, in particular, provides massive amounts of information on every conceivable topic; there are dedicated web sites which provide ready-made essays.

Any work (including art work, media work, music, performance tasks and other forms of student work) submitted by a student may be checked for plagiarism, including through an electronic system, and be held in the database for future matching purposes and protection of the student's work against copying by others. Teachers will ensure that students are made aware that their work may be stored in the database.

## Continuum of Behavioural and Academic Responses to Cheating and Plagiarism

Component	Primary /Junior	Intermediate/Senior
Prevention of cheating and plagiarism	<p>Students will be involved in plagiarism <b>Awareness</b> and <b>Education</b>. Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Teachers should design evaluation activities to include checkpoints so that student progress and work can be monitored.</p> <p>Teachers should change the topics or modify their approach to topics on assignments from one year to the next. Do not use the same topics so students are not tempted to copy or modify.</p> <p>Teachers should propose assignment questions that employ “higher order thinking skills”.</p> <p>Teachers should set an example – acknowledge the sources of the materials used in class.</p> <p>Teachers should ask students to submit rough notes and a list of sources with their final copy as proof of their work.</p> <p>Teachers should take note of the behaviour to use as evidence in the evaluation of learning skills.</p>	<p>Teachers will review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course.</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Students will be made aware of the consequences of cheating and plagiarism.</p> <p>Teachers should design evaluation activities to include checkpoints so that student progress and work can be monitored.</p> <p>Teachers should change the topics or modify their approach to topics on assignments from one semester and year to the next. Do not use the same topics so students are not tempted to copy or modify.</p> <p>Teachers should propose assignment questions that employ “higher order thinking skills”.</p> <p>Teachers should set an example – acknowledge the sources of the materials used in class.</p> <p>Teachers should ask students to submit rough notes and a list of sources with their final copy as proof of their work.</p> <p>Teachers should take note of the behaviour to use as evidence in the evaluation of learning skills.</p>
<p>Detection of incidents of cheating and plagiarism (including the use of online or electronic translators in submitting Foreign Language tasks)</p> <p>The following are some clues that academic honesty is in question:</p> <ul style="list-style-type: none"> <li>• shifts in style or quality of writing</li> <li>• references or quotations lacking or missing completely</li> </ul>	<p>For young students, it is important to keep the focus on developing an understanding of the seriousness of cheating and plagiarism in a supportive and nurturing manner.</p> <p>Upon detection of incidents of cheating and plagiarism, students will be counseled and re-educated about cheating and plagiarism.</p>	<p>There are a number of methods for determining if plagiarism has occurred. These include:</p> <ul style="list-style-type: none"> <li>• Searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines</li> <li>• Searching Library full text databases for text taken directly from a journal article</li> <li>• Searching research papers available for purchase via "paper mills"</li> <li>• Checking students' work using plagiarism detection software, such as Turnitin. Turnitin allows students to review their work and provides teachers and students with a tool for</li> </ul>

Component	Primary /Junior	Intermediate/Senior
<ul style="list-style-type: none"> <li>• similar or identical assignments submitted</li> <li>• datedness</li> <li>• odd, complex, out-of-place sentences</li> <li>• documented references are very unusual and hard to locate</li> <li>• spelling or grammar does not match the student's writing abilities</li> </ul>		<p>checking the integrity of work submitted. Turnitin can also be used as a teaching tool – it is accessed through the Desire 2 Learn (D2L) platform.</p>
<p>Consequences for students who cheat or plagiarize</p>	<p>The teacher will use professional judgement and work with the student to determine the course of action on an <b>individual basis</b>.</p> <p>Subsequent incidents of cheating and plagiarism will result in notification to the parent(s) and school principal.</p> <p>Students will be expected to complete work to the best of their ability in a supportive and supervised school environment (work assigned should be developmentally appropriate and within their range of proximal development - incidents of cheating and plagiarism in young children most likely stem from a lack of understanding of the concept of academic property, or from a lack of understanding of the task at hand - both should be explored and considered a teachable moment).</p> <p>If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in <del>SO130</del> <b>SO11</b> Progressive Discipline and Promoting Positive Student Behaviour will take effect.</p>	<p>The teacher will conference with the student and contact the parent to explain the situation.</p> <p>The teacher will use professional judgement and work with the student to determine the course of action on an <b>individual basis</b>.</p> <p>Subsequent incidents will be reported to administration and tracked.</p> <p>Where the integrity of an evaluation activity has been compromised, a student is still responsible for meeting the missed expectations. For a first offence, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate assignment with no penalty. At the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions.</p> <p>In those instances, where a student demonstrates a pattern of behaviour, the school principal may determine an appropriate consequence.</p> <p>If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in <del>SO130</del> <b>SO11</b> Progressive Discipline and Promoting Positive Student Behaviour will take effect.</p> <p>Choosing not to complete the alternate evaluation activity or losing the opportunity due to repeated offences, will result in a mark of zero being assigned.</p>

## Appendix B

### Late and Missed Assignments Grades 7 to 12

#### Setting Collaborative Deadlines

Teachers of grades 7 to 12 will collaborate with students to establish deadlines for the submission of each assessment *of learning* (i.e. assignments for evaluation of achievement on overall expectations for reporting purposes) and clearly communicate those deadlines to students and, where appropriate, to parents / guardians.

#### Late Assignments

If a student does not complete an assessment *of learning* by the deadline, the teacher will record an “N” (for non-submitted assignment) in the mark record. The teacher will then use professional judgment and work with students to determine the subsequent course of action on an **individual basis**.

In cases where the ~~teachers~~ **teacher** finds it appropriate to set a new deadline without penalty, a number of strategies may also be used to help prevent and/or address late assignments. These include but are not limited to:

- Helping students develop better time-management skills;
- Planning for major assignments to be completed in stages;
- Setting up a student contract
- Using peer tutoring to try to deal positively with problems;
- Holding teacher-student conferences;
- Requiring the student to work with a school team to complete the assignment
- Providing alternative assignments where it is reasonable and appropriate to do so
- A complete list of strategies can be found **on page 43 of *Growing Success*** ~~on page 43~~

In order to ensure that any mark deduction does not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student’s actual achievement, it is suggested that the penalty for late submission of work not exceed either one full level or 10% of the final grade for the assignment.

The teacher’s decision to change a deadline and/or to deduct marks will be made on an **individual basis** and be based on: (1) the grade level of the student; (2) the maturity of the student; (3) the number and frequency of incidents; and (4) the individual circumstances of the student. In cases where a penalty is to be deducted, the teacher must inform the student and parent or guardian (when appropriate) of the specific penalty. Principals will develop a school based process whereby teachers communicate those students who have late assignments to administration.

#### Incomplete Assignments / Evaluation Tasks

The teacher will inform the parents/guardians and the school administration of the student’s failure to submit the assignment.

If the student does not complete the assignment, the grade of “N” can change to 0 in the mark record. The decision to change the grade from “N” to 0 will also be based on the individual circumstances of the student.



Schools may choose to offer opportunities to complete work beyond the deadline in order to accommodate for changes in circumstances that may have hindered a student's chances for success.

### **Impact of Mark Penalty or Mark of 0 on Final Grades**

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. The teacher's decision to deduct marks or assign a mark of 0 must not result in a final mark that misrepresents the student's actual achievement.

The teacher must consider each student's level of performance on the overall expectations addressed in the course.

Where one or more assignment is incomplete, the teacher must decide the impact of each incomplete assignment on the student's ability to continue with learning in the subject area in subsequent courses. Additionally, the teacher can use the course achievement chart as a means of determining whether the performance standards of the course have been met at an appropriate level for successful learning in the next course.

In some cases, alternate assessment data, including assessments *for* learning and/or the culminating task(s) may substitute for missed assignments covering the same overall expectations.

If a teacher determines significant gaps in the achievement of overall expectations, a secondary student's credit may be in jeopardy. It is the principal's responsibility to establish school-based procedures and appropriate course of action for students whose credits are in jeopardy.

## Appendix C

**Lower Limit of Marks Below 50% on Report Cards  
Grades 9 to 12**

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. (*Growing Success 2010*, p. 39)

Grades are used to report evidence of achievement of overall course expectations, not to reward or to punish. This evidence should be collected over a period of time and gathered from a variety of sources including: observations, conversations, and student products.

Zero can be assigned as a student's report card mark only when there is **no** evidence of achievement of the required curriculum expectations for that course.

**Additional Considerations**

When reporting marks for students in Grades 9 and 10, teachers may use the code "I", as defined on page 42 of *Growing Success, 2010*. "I" may not be used in Grades 11 and 12.

For Grades 9 to 10, the code "I" may be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgment to determine when the use of "I" is appropriate and in the best interests of the student (*Growing Success 2010*, p. 41). Teachers must provide specific information in the report card comment to support the mark of "I" so students, parents/guardians and school administration understand the reason for this mark. A final mark of "I" indicates that no credit is granted.

For a student who does not obtain a credit, the teacher must provide a Recommended Course Placement Form to the Student Success Team. This may lead to credit recovery, repeating the course, summer school, or an alternate plan allowing for completion of missing work as agreed upon by the student, teacher, and administrator. Pages 84 – 86 of *Growing Success* outline the policy and guiding principles regarding placement of students into a credit recovery program.

~~A student who receives a failing minimum final mark of 40 or greater may be recommended by the principal as a candidate for two-week summer school which presents an overview of the overall expectations of a course.~~

~~A student whose mark is under 40 may be recommended to take four-week summer school which represents a full 110 hours of course work.~~



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Liana Thompson, Superintendent of Education  
RE: **HR107 – Maintaining Employee Safety While Working with Identified Exceptional Students**  
DATE: September 11, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward Procedure “HR107 – Maintaining Employee Safety While Working with Identified Exceptional Students” to all appropriate stakeholders for comment to be received by December 1, 2017.

### Background

Procedure “HR107- Maintaining Employee Safety While Working with Identified Exceptional Students” was approved by the Board in June 2014 and has been identified for review.

The delivery of programs and services for students with special education needs in the Grand Erie District School Board are guided by principles that support students in the most enabling environment necessary to foster success for students with special education needs. Schools and parents/guardians work with special education support staff and other involved agencies, using all available information to develop an understanding of each child’s strengths and needs, and to program in the most appropriate manner. At times students with exceptional needs may demonstrate aggressive and/or violent behaviours and it is recognized that enhanced measures for staff working with these students may be required while delivering special education services.

### 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
HR107: Maintaining Employee Safety While Working with Identified Exceptional Students.	HR107: Maintaining Employee Safety While Working with <del>Identified</del> Exceptional Students, and remove “identified” from before “exceptional students” throughout the procedure.
2. Severity Threshold – As needed (e.g. Lost workdays due to injury; work refusal)	<del>2. Severity Threshold – As needed (e.g. Lost workdays due to injury; work refusal)</del>
3. Criteria for Success – Active roles in preventing violence are present.	3. Criteria for Success – Active roles in supporting staff to develop strategies to preventing violence are present.

<p><b>4.0 Responsibilities</b></p> <p>b) Board staff to report safety concerns that are generated by identified exceptional students (Safety Concern Form – Appendix A) to the principal and the site health and safety representative.</p> <p>c) All staff to follow instructions for safety procedures in the school and to follow procedures outlined in Individual Education Plans and safety plans for identified exceptional students.</p> <p><b>6.0 Staff Training</b></p> <p>The following training materials and methods will form the basis of ongoing training. These materials will be reviewed regularly, and additions or revisions will be made as appropriate to this list.</p> <ul style="list-style-type: none"> <li>• Behaviour Management Systems</li> <li>• Principles of Applied Behaviour Analysis</li> <li>• Tribes</li> <li>• Schools Attuned</li> <li>• Roots of Empathy</li> </ul> <p>Other appropriate training as deemed necessary by Human Resources or the Superintendent with responsibilities for Special Education.</p> <p><b>7.0 Specific Incident Procedures to Address Injury or Assault to a Staff Members</b></p> <p><u>Immediate Actions</u></p> <p>The Principal will conduct a preliminary investigation to assess the seriousness of the incident and immediate responses needed. Also refer to Administrative Procedure HR123 Workplace Violence and follow if appropriate.</p> <p>If the employee feels that the situation endangers her/his health or safety, and indicates a refusal to work due to this concern, the “Work Refusal Process” (See Appendix A) agreed upon through the Joint Occupational Health and Safety Committee will be followed.</p>	<p><b>4.0 Responsibilities</b></p> <p><del>b) Board staff to report safety concerns that are generated by identified exceptional students (Safety Concern Form – Appendix A) to the principal and the site health and safety representative.</del></p> <p>c) All staff to follow instructions for safety procedures in the school and to follow procedures outlined in Individual Education Plans and safety and behavior plans for identified exceptional students.</p> <p><b>6.0 Staff Training</b></p> <p><del>The following</del> A variety of training materials and methods will form the basis of ongoing training, and are reviewed regularly. <del>These materials will be reviewed regularly, and additions or revisions will be made as appropriate to this list.</del> Some examples are:</p> <ul style="list-style-type: none"> <li>• Behaviour Management Systems</li> <li>• Principles of Applied Behaviour Analysis</li> <li>• Workplace violence reporting</li> <li>• Tribes</li> <li>• Schools Attuned</li> <li>• Roots of Empathy</li> </ul> <p>Other appropriate training as deemed necessary by Human Resources or the Superintendent with responsibilities for Special Education will be provided for staff as required.</p> <p><b>7.0 Specific Incident Procedures to Address Injury or Assault to Violence Towards a Staff Members</b></p> <p><u>Immediate Actions</u></p> <p>The Principal will conduct a preliminary investigation to assess the seriousness of the incident and immediate responses needed. Also refer to Administrative Procedure HR123 Policy HR8 Workplace Violence and follow if appropriate.</p> <p>If the employee feels that the situation endangers her/his health or safety, and indicates a refusal to work due to this concern, the “Work Refusal Process” (See Appendix B A) agreed upon through the Joint Occupational Health and Safety Committee will be followed. The</p>
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<p>The Superintendent responsible for Special Education, or his/her designate and the Family of Schools Superintendent should be advised as soon as possible if a work refusal is initiated. Refer to Board Administrative Memo 27 – Right to Refuse Unsafe Work.</p> <p><u>Follow Up Actions</u></p> <ul style="list-style-type: none"> <li>• Current Individual Education Plan and safety plan (if in place for the student)</li> </ul> <p>The Principal shall follow appropriate disciplinary procedures with respect to the Board's Code of Conduct and individual student Individual Education Plans and safety plans. Also refer to Administrative Procedure HR123 Workplace Violence regarding investigation.</p> <p><u>Documentation</u></p> <p>An <i>Employee Report of Injury/Incident/Disease Form</i> (Appendix C) which is available through E-Centre) must be used to document the circumstances relating to the injury or incident. The Board's Administrative Procedure HR121 Employee Injury/Incident/Disease Investigation and Reporting Procedures Injury/Incident/Disease Reporting outlines the requirements for notification and investigation of the incident. If this falls within the definition of workplace violence, then follow Administrative Procedure HR123 and complete the Workplace Violence Report Form.</p> <p><u>Prevention of Recurrence</u></p> <ul style="list-style-type: none"> <li>• Review of the Individual Education Plan and/or safety plan, with revisions as needed.</li> <li>• Personal protective equipment (as identified in AM38)</li> </ul> <p><u>Student Re-entry Plan</u></p> <p>The Principal will make the determination of the appropriateness and timing of the identified exceptional student's return to school. In cases of any significant injury or safety concern, an identified exceptional</p>	<p>Superintendent responsible for Special Education, or his/her designate and the Family of Schools Superintendent should be advised as soon as possible if a work refusal is initiated. <del>Refer to Board Administrative Memo 27 – Right to Refuse Unsafe Work.</del></p> <p><u>Follow Up Actions:</u></p> <ul style="list-style-type: none"> <li>• Current Individual Education Plan and safety plan (if in place for the student) and adherence to the strategies contained in each</li> </ul> <p>The Principal shall follow appropriate disciplinary procedures with respect to the Board's Code of Conduct and individual student Individual Education Plans and safety <del>and/or behaviour</del> plans. Also refer to <del>Administrative Procedure HR123</del> Policy HR8: Workplace Violence regarding investigation.</p> <p><u>Documentation</u></p> <p>An <i>Employee Report of Injury/Incident/Disease Form</i> (Appendix <del>C B</del>) <del>which is available through E-Centre</del>) must be used to document the circumstances relating to the injury or incident. The Board's <del>Administrative Procedure HR121</del> Employee Injury/Incident/Disease Investigation and Reporting Procedures <del>Injury/Incident/Disease Reporting</del> outlines the requirements for notification and investigation of the incident. If this falls within the definition of workplace violence, then follow <del>Administrative Procedure HR123</del> Policy HR8 Policy HR8 and complete the Workplace Violence Report Form.</p> <p><u>Prevention of Recurrence</u></p> <ul style="list-style-type: none"> <li>• Review of the Individual Education Plan and/or safety <del>and/or behavior</del> plan, with revisions as needed.</li> <li>• Personal protective equipment (as identified <del>in AM38</del>)</li> </ul> <p><u>Student Re-entry Plan</u></p> <p>The Principal will make the determination of the appropriateness and timing of the <del>identified</del> exceptional student's return to school. In cases of any significant injury or safety concern, an <del>identified</del> exceptional student may need to be</p>
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<p>student may need to be suspended from school until the necessary actions have been taken to address the safety concerns and prevent further incidents.</p> <p>Written communication should be sent to the parent following notification of the status of the identified exceptional student that has taken place in the immediate response phase. This notification would generally consist of one of the following:</p> <ul style="list-style-type: none"> <li>• Notice of concern about student behaviour</li> <li>• Modifications to the work environment or procedures for the student may require an extended period of absence of the student from the class or school</li> <li>• Suspension or letters</li> <li>• Suspension pending expulsion letter</li> </ul> <p>The following steps must be taken prior to the return of the identified exceptional student:</p> <ul style="list-style-type: none"> <li>• schedule a case conference with parent/guardian, appropriate school, board and/or community personnel (see 2.0 Proactive/Preventative Action)</li> <li>• Prepare a safety plan or review the effectiveness of an existing safety plan and modify where necessary.</li> </ul> <p>Appendix A – Grand Erie District School Board – Work Refusal Process</p>	<p><del>suspended</del> <del>excluded</del> from school until the necessary actions have been taken to address the safety concerns and prevent further incidents.</p> <p>Written communication should be sent to the parent following notification of the status of the <del>identified</del> exceptional student that has taken place in the immediate response phase. This notification would generally consist of one of the following:</p> <ul style="list-style-type: none"> <li>• Notice of concern about student behaviour</li> <li>• Modifications to the work environment or procedures for the student may require an extended period of absence of the student from the class or school</li> <li>• <del>Suspension or</del> Exclusion letters</li> <li>• Suspension <del>or suspension</del> pending expulsion letter</li> </ul> <p>The following steps must be taken prior to the return of the <del>identified</del> exceptional student:</p> <ul style="list-style-type: none"> <li>• The Principal will schedule a case conference with parent/guardian, appropriate school, board and/or community personnel (<del>see 2.0 Proactive/Preventative Action</del>)</li> <li>• The Principal will support the preparation and/or review of <del>Prepare a safety and/or behaviour plan or review the effectiveness of an existing safety plan</del> and modify where necessary.</li> </ul> <p><del>Appendix A – Grand Erie District School Board – Work Refusal Process</del> REMOVED</p>
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## Communication Plan

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

Respectfully submitted,

Liana Thompson  
Superintendent of Education



## Maintaining Employee Safety While Working with Identified Exceptional Students

Board Received: June 23, 2014

Review Date: September 2017

### Accountability:

1. Frequency of Reports – As needed
2. ~~Severity Threshold~~ – As needed (e.g., ~~Lost workdays due to injury; work refusal.~~)
3. Criteria for Success – Active roles in supporting staff to develop strategies to preventing violence are present.
  - Clear communications with employees and parents.

### Procedures:

#### 1.0 INTRODUCTION

Grand Erie District School Board recognizes its responsibility, in partnership with pupils, their families, staff and the community, to provide a safe, positive learning and working environment for staff working with identified exceptional students.

The main purpose of this procedure is to provide schools with direction in dealing with situations in which the behaviour of students accessing special education programs and services has resulted in injury to a Board employee.

It is recognized that enhanced measures for staff working with identified exceptional students may be required while delivering special education services.

It is recognized that identified exceptional students may, at times, exhibit some aspects of behaviours that may be considered aggressive, as part of the nature of their exceptionality. As well, the behaviours are not necessarily intended to harm others and take place due to limited control over their actions or changes in their environment that can adversely affect them.

The Board recognizes that, despite the challenges presented by the behaviour of identified exceptional students, every precaution reasonable will be taken in the circumstances for the protection of a worker, to maintain a safe working environment. The safe working environment may be achieved through protective equipment and/or effective educational programming to address exceptionality - specific needs, staff training, and effective incident response procedures.

#### 2.0 BACKGROUND

Principals, Vice Principals, regular education and special education teachers, educational assistants, early childhood educators and support staff provide instructional programs and services to identified exceptional students. As well, secretaries and custodians are also involved in supporting identified exceptional students.

On occasion, aggressive behaviour may be directed toward staff members resulting in significant physical or emotional trauma to the Board employee.

The Board will take all reasonable precautions to ensure the safety of staff for anticipated and unanticipated acts that result in physical or emotional injury to staff due to the behaviour of ~~identified~~ exceptional students.

The Board is committed to working with staff and ~~identified~~ exceptional students to plan proactively to minimize occurrences of injury and to respond effectively when unsafe situations arise.

### 3.0 AUTHORITY

Under the Occupational Health and Safety Act, and applicable regulations, The Board is required to take every precaution reasonable for the protection of a worker. Under Regulation 857, the Principal and Vice Principal are supervisors, and are therefore responsible for taking reasonable precautions when dealing with students in our schools.

Also, under the Education Act, Part 13, Behaviour, Discipline, and Safety, the Principal has a duty to ensure that a student's behaviour does not affect the safety of staff, students and others. In exercising this duty, the Principal or Vice Principal may exclude a student from attending school pending a review of safety precautions.

The Board's Code of Conduct outlines the expectations for ensuring a safe environment, student behaviour expectations, and consequences for failure to meet these expectations.

### 4.0 RESPONSIBILITIES

Board staff have varying responsibilities depending on their role. However, all staff must work together to respond appropriately to incidents that occur. It is the responsibility of:

- a) The Principal to respond to concerns about staff safety, to investigate and develop follow up plans regarding incidents and to communicate this procedure to staff.
- b) ~~Board staff to report safety concerns that are generated by identified exceptional students (Safety Concern Form – Appendix A) to the principal and the site health and safety representative.~~
- c) All staff to follow instructions for safety procedures in the school, and to follow procedures outlined in Individual Education Plans and safety and behaviour plans for ~~identified~~ exceptional students.
- d) The Superintendent with responsibilities for Special Education (or designate) to oversee program adjustments and staff or resource needs that may be required to provide for the learning needs of ~~identified~~ exceptional students and the safety of staff.
- e) The Joint Occupational Health and Safety Committee (JOHSC) to monitor and review concerns regarding the implementation of this Administrative Procedure and consider training when necessary.



- f) The Superintendent of Education with responsibilities for Human Resources to assist with procedures for employee support, deployment, and response to concerns.

## 5.0 GENERAL PROCEDURES TO PREVENT OCCURRENCES OF VIOLENCE AGAINST STAFF

Wherever possible, preventative planning should take place to be prepared for situations where risk may occur.

The application of consequences may be modified to meet the needs of some identified exceptional students. Responses will be handled consistently, and in compliance with the policies and procedures of the Board and legislation found in the Education Act, Occupational Health and Safety Act, and other legislative statutes governing residents of Ontario.

The following information outlines areas that need to be addressed:

- a) At the initiation of the principal, an individualized safety plan will be developed for an identified exceptional student whose behaviour is known to pose ongoing risk to staff or others.
- b) The Principal and Teachers will participate in the development of the safety plan and will gather input from educational assistants, and other staff and parents, as appropriate. All involved staff will receive copies of safety plans for those identified exceptional students with whom they directly work. These plans are to be stored in a secure location.
- c) Parents/guardians are to be involved in the development of the safety plan with the appropriate staff. Changes to any plan will be documented and shared with the Principal and other appropriate staff members. The plan will be reviewed at least annually.
- d) The review of the safety plan will be used to identify and facilitate staff training and orientation appropriate for staff assigned to that identified exceptional student.

The Principal is responsible for informing all staff including supply staff, of existing or new safety plans.

## 6.0 STAFF TRAINING

Staff training is an essential part of effective planning and programming for identified exceptional students with challenging behaviours.

In addition, enhanced training measures may be required for staff dealing with identified exceptional students with known high levels of needs.

~~The following~~ A variety of training materials and methods will form the basis of ongoing training, and are reviewed regularly. ~~These materials will be reviewed regularly, and additions or revisions will be made as appropriate to this list.~~ Some examples are:

- Behaviour Management Systems
- Principles of Applied Behaviour Analysis
- Workplace violence reporting
- Tribes

- Schools Attuned
- Roots of Empathy

Other appropriate training as deemed necessary by Human Resources or the Superintendent with responsibilities for Special Education will be provided for staff as required.

Employees will be expected to undertake training where it is deemed necessary, to deal effectively and proactively with identified exceptional students demonstrating challenging behaviour. The Board will provide opportunities for training as required by the Occupational Health & Safety Act. For staff routinely working with identified exceptional students who have challenging behaviours, the level of training will need to be in accordance with the level of behaviour presented by the students.

## 7.0 SPECIFIC INCIDENT PROCEDURES TO ADDRESS INJURY OR ASSAULT TO VIOLENCE TOWARD A STAFF MEMBER

The following guidelines are intended to support school staff in dealing with a behavioural situation involving the injury or assault of a staff member that results from aggressive behaviour of identified exceptional students.

### Immediate Actions:

Employees will immediately report to the principal or principal designate:

- an assault a violent incident or a serious threat by an identified exceptional student.
- any situation in which an employee requires medical, emotional, or other assistance

The Principal will conduct a preliminary investigation to assess the seriousness of the incident and immediate responses needed. Also refer to Administrative Procedure HR123 Policy HR8 Workplace Violence and follow if appropriate.

It is the responsibility of all staff to ensure that the safety and physical well-being of the identified exceptional student(s) and employee(s) involved are attended to immediately.

The Principal (or designate) will ensure that all persons involved are safely and securely situated and will determine whether any person is in need of emergency first aid, emotional, or other immediate assistance.

The appropriate Superintendent will be notified as soon as possible for any serious incident.

The Parent/guardian of the identified exceptional student (if the student is under 18) will be notified. If 18 years of age or older the student will be notified directly.

The Principal will make a determination of whether the identified exceptional student should be excluded from school pending the completion of the investigation and follow-up measures by the Principal. This decision will be communicated to the parents by the Principal.

The emergency contact/family member of the employee may be notified depending on the seriousness of the incident and employee wishes.

The Principal will make a determination regarding police involvement. In circumstances where the Principal has chosen not to involve the police, the affected employee will be informed of her/his right to notify the police.

If the employee feels that the situation endangers her/his health or safety, and indicates a refusal to work due to this concern, the “Work Refusal Process” (See Appendix B A) agreed upon through the Joint Occupational Health and Safety Committee will be followed. The Superintendent responsible for Special Education, or his/her designate and the Family of Schools Superintendent should be advised as soon as possible if a work refusal is initiated. ~~Refer to Board Administrative Memo 27 – Right to Refuse Unsafe Work.~~

### **Follow Up Actions:**

#### **Investigation:**

The principal will investigate the circumstances surrounding the incident. Investigation will include the review of:

- The details of the incident including interviewing of witnesses, examination of the incident site, medical treatment required, etc.
- Current work practices employed and student responses to same;
- Previous history and documentation to date;
- Current Individual Education Plan and safety plan (if in place for the student) and adherence to the strategies contained in each

The Principal shall follow appropriate disciplinary procedures with respect to the Board’s Code of Conduct and individual student Individual Education Plans and safety plans. Also refer to ~~Administrative Procedure HR123~~ Policy HR8: Workplace Violence regarding investigation.

#### **Documentation:**

#### **If an employee is injured:**

An *Employee Report of Injury/Incident/Disease Form* (Appendix C B) ~~which is available through E-~~

~~Centre~~) must be used to document the circumstances relating to the injury or incident. The Board’s ~~Administrative Procedure HR121 Employee Injury/Incident/Disease Investigation and Reporting Procedures~~ *Injury/Incident/Disease Reporting* outlines the requirements for notification and investigation of the incident. If this falls within the definition of workplace violence, then follow ~~Administrative Procedure HR123 Policy HR8~~ Policy HR8 and complete the Workplace Violence Report Form.

#### **Support of staff:**

The school principal may arrange other support of the staff as determined in consultation with Board staff (Family of Schools Superintendent, Superintendent with responsibilities for Special Education or his/her designate, Special Education and Human Resources Department). This support may be required to meet:

- Physical needs (medical assessment or treatment, recuperation)
- Emotional needs (counselling, Employee Assistance Plan)
- Risk management needs (assistive devices, additional support staff, and training).

Prevention of Recurrence:

Based on the findings of the above investigation, the principal will recommend appropriate actions to avoid a recurrence.

Short-term and long-term responses may include:

- Review of the Individual Education Plan and/or safety and/or behaviour plan, with revisions as needed
- Environmental modifications
- Changes in work procedures
- Additional staff training
- Personal protective equipment (as identified in AM38)
- Counselling, timeout, suspension
- Modified school attendance;
- Police intervention or CAS intervention
- Other intervention deemed appropriate

Student Re-entry Plan

The re-entry of an identified exceptional student after an aggressive incident must be well planned in order to avoid further difficulties.

The Principal will make the determination of the appropriateness and timing of the identified exceptional student's return to school. In cases of any significant injury or safety concern, an identified exceptional student may need to be suspended excluded from school until the necessary actions have been taken to address the safety concerns and prevent further incidents.

Written communication should be sent to the parent following notification of the status of the identified exceptional student that has taken place in the immediate response phase. This notification would generally consist of one of the following:

- Notice of concern about student behaviour
- Modifications to the work environment or procedures for the student may require an extended period of absence of the student from the class or school
- Suspension or Exclusion letters
- Suspension or suspension pending expulsion letter

The following steps must be taken prior to the return of the identified exceptional student:

- The Principal will schedule a case conference with parent/guardian, appropriate school, board and/or community personnel (see 2.0 Proactive/Preventative Action) to prepare for the transition back to school for the student
- The Principal will support the preparation and/or review of Prepare a safety and/or behaviour plan or review the effectiveness of an existing safety plan and modify where necessary.
- Short- and long-term responses may include:
  - Environmental modifications

- Staff training as needed
- Involvement of community agencies to support the school in meeting the identified exceptional student's needs (e.g., counselling)
- Modified school day
- Review and modify the Individual Education Plan, as appropriate
- Other interventions which the Principal may deem appropriate

## 8.0 MONITORING

The monitoring of employee incidents of injury and concerns about the behaviour of identified exceptional students is necessary to minimize further occurrences, and to develop plans where needed for training and other preventative measures.

It is the responsibility of all staff and system partners within the Board to support and promote prevention of incidents resulting from the behaviour of identified exceptional students.

The following steps will be taken annually to monitor the area of employee injury due to the behaviour of an identified exceptional student:

- All Employee Report of Injury/Incident/Disease Forms will be forwarded to the Human Resources Department.
- Reports identifying aggressive behaviour will be reported to the Joint Occupational Health and Safety Committee.
- The Health and Safety Office will provide to Executive Council monthly reports identifying aggressive behaviour and injury trends with recommendations to reduce the level of aggressive behaviour.

Monthly reports will be provided to the Joint Occupational Health and Safety Committee to monitor the implementation of this procedure and make the necessary recommendations to the employer.

## Appendix A



## GRAND ERIE DISTRICT SCHOOL BOARD

## OCCUPATIONAL HEALTH AND SAFETY CONCERN FORM

School/Workplace: \_\_\_\_\_

**SECTION I**

This section must be completed by the employee within five days after identifying a concern and be submitted to the Supervisor/Principal.

Description of concern	Date first reported	
Signature of Employee		Date
Reported to		Date

**SECTION II**

The Supervisor/Principal must complete this section and forward copies as indicated within 2 working days.

Corrective Actions/Recommendations

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Resolved at local/school level

Yes

☐

No

☐

Requires further action/investigation

Yes

☐

No

☐

Explain

Supervisor/Principal Signature		Date

**Distribution:** Employee, Supervisor/Principal, Worker Safety Representative

**SECTION III**

The worksite safety representative completes this section if further action is required.

Response			
Signature		Date	

**Distribution:** Employee, Supervisor/Principal, Health and Safety Officer, JOHSC Secretary

## Appendix B-A



## GRAND ERIE DISTRICT SCHOOL BOARD

## WORK REFUSAL PROCESS

As per The Occupational Health and Safety Act and Regulations for Industrial Establishments Regulations 851, Section 43.

**The Right to Refuse Unsafe Work**

A worker has the right to refuse unsafe work that he/she has reason to believe may endanger him/herself or another worker.

The right to refuse unsafe work applies to all those covered under the Occupational Health and Safety Act. Certain workers who have a responsibility to protect public safety cannot refuse work that is in the normal course of their duty, i.e.: firefighters, police, ambulance etc.

**LIMITATIONS:**

Teachers employed under the Education Act and governed by the Teaching Profession Act have a "limited" right to refuse work. Teachers may not exercise the right if the life, health or safety of a student is placed in imminent jeopardy (RRO 1990 Reg. 857). It should be noted however, that teachers have always had the right to refuse to use unsafe equipment. Refer to Administrative Memo 27 – Right to Refuse Unsafe Work.

From the Occupational Health and Safety Act

**Refusal to work**

(3) A worker may refuse to work or do particular work where he or she has reason to believe that,

- (a) any equipment, machine, device or thing the worker is to use or operate is likely to endanger himself, herself or another worker;
- (b) the physical condition of the workplace or the part thereof in which he or she works or is to work is likely to endanger himself or herself;
  - (b.1) workplace violence is likely to endanger himself or herself; or
- (c) any equipment, machine, device or thing he or she is to use or operate or the physical condition of the workplace or the part thereof in which he or she works or is to work is in contravention of this Act or the regulations and such contravention is likely to endanger himself, herself or another worker. R.S.O. 1990, c O.1, s. 43 (3).

**\*Note:** Due to the complexity of the refusal process, a principal/supervisor should contact the Health and Safety Officer immediately and in the meantime the employee should not be required to undertake the work that he or she considers unsafe.

The Occupational Health and Safety Act describes the exact process for refusing dangerous work and the responsibilities of the supervisor, JOHSC member designated to handle work refusals, and the refusing worker.



## Appendix C-B



## GRAND ERIE DISTRICT SCHOOL BOARD

## Employee's Report of Injury/Disease/Incident – FORM 1

(All injuries/diseases/incidents must be reported on this form on the day of the injury or awareness of disease/incident.)

Date:	
Name:	Occupation:
Address:	Full-time:
	Part-time:
	Casual:
Telephone:	Worksite Location:
Date and time of injury/awareness of disease/incident:	
Date and time reported to supervisor:	
Lost time?      Yes      No	Date last worked:
	Hour last worked:                      a.m.      p.m.
	Date returned to work:
	Hour returned to work:                      a.m.      p.m.
1. What happened to cause the injury/disease/incident? Describe the injury, part of the body involved and specify left or right side.	
2. Name and position of person to whom injury/disease/incident was reported. If the injury/disease/incident was not reported immediately, please give reasons.	
3. What were you doing at the time of the injury/disease/incident was reported. In the injury/disease/incident was not reported immediately, please give reasons.	
4. Was anyone else involved or was there any other contributing factor?    Yes    No If yes, please give details.	
5. Where did the injury/disease/incident occur? (Within the worksite)	
6. Name(s) and address(es) of witnesses.	

<p>7. Have you had a previous similar injury/disease? Yes No</p> <p>If yes, give details.</p> <p>If the previous similar injury/disease was work related, was a WSIB claim established? Yes No</p>
<p>8. Did you receive:</p> <p>a) first aid? Yes No</p> <p>b) medical attention? (by doctor, dentist, chiropractor) Yes No</p> <p>If yes, provide the name and address of the practitioner and/or hospital.</p> <p>Use this space if you wish to provide additional information to describe the injury/disease/incident</p>

### Supervisor's Report

1. What do you consider to be the obvious cause of the injury/disease/incident?
2. What do you consider to be the underlying cause of the injury/disease/incident?
3. What immediate steps have you taken to prevent recurrence?
4. What additional steps will be taken to prevent recurrence?
5. Name and phone number of Supervisor conducting investigation.
6. Date of Investigation

### PLEASE NOTE

Injuries/disease/incidents should be reported to the supervisor immediately and the completed Form 1 sent to DL-EMPLOYEE\_ACCIDENTS as soon as possible. The report can also be faxed to 519-7595362. The Workplace Safety and Insurance Board must be notified (by Human Resources staff) within 72 hours of the supervisor becoming aware of any incidents involving lost time or medical attention. Failure to report may result in WSIB levying a minimum fine of \$250 for each infraction.

Please notify Health and Disability Officer at Head Office of the date and time of the employee's return to work (519) 756-6306, ext. 281130 or by e-mail.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
RE: **HR121 Employee Injury/Incident/Disease Investigation and Reporting Procedures**  
DATE: September 11, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward **Procedure HR121 - Employee Injury/Incident/Disease Investigation and Reporting Procedures** to all appropriate stakeholders for comments to be received by **December 1, 2017**.

### Background

Procedure HR121 - Employee Injury/Incident/Disease Investigation and Reporting Procedures was approved by the Board in June 2014 and has been identified for review.

### Additional Information

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

### Proposed Changes

<i>Present Wording</i>	<i>Proposed Wording</i>
Title: <b>ADMINISTRATIVE PROCEDURE</b>	Title: <b>ADMINISTRATIVE PROCEDURE</b>
2. Severity Threshold – As needed (eg. Significant Health & Safety issue identified for staff)	2. <del>Severity Threshold – As needed (eg. Significant Health &amp; Safety issue identified for staff)</del>
1.7 Administrative Procedure HR123 Workplace Violence	1.7 Policy HR8 Workplace Violence
D. d) Involves the fracture of a leg or arm but not a finger or toe <b>or</b>	D. d) Involves the fracture of a leg or arm but not a finger or toe (includes the fracture of a wrist, hand, ankle or foot) and (fracture of more than one finger or more than one toe does constitute a critical injury if it is an injury of a serious nature)
D. e) Involves the amputation of a leg, arm, hand or foot but not a finger or toe or	D. e) Involves the amputation of a leg, arm, hand or foot but not a finger or toe (the amputation of more than one finger or more than one toe does constitute a critical injury if it is an injury of a serious nature)
Appendix B: CRITICAL INJURY - this applies to any person life in jeopardy, unconscious, large loss of blood, fracture leg/arm,	Appendix B: CRITICAL INJURY - this applies to any person life in jeopardy, unconscious, large loss of blood, fracture leg/arm (includes wrist, hand, ankle or foot), amputation leg/arm

amputation leg/arm hand/foot burns to major portion of body, loss of sight in eye.	hand/foot more than 1 toe or finger; burns to major portion of body, loss of sight in eye.
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**Communication Plan**

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

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

**Employee Injury/Incident/Disease Investigation and Reporting Procedures**

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

**Accountability:**

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed (eg. Incidents resulting in serious injury or death; and/or changes in Ministry guidelines)~~
3. Criteria for Success –
  - Incidents reported immediately and accurately.
  - Safety always considered first.
  - Preparedness of employees.

**Procedures:**

The following procedures outlines the steps a Principal or Supervisor shall take when an employee is injured while acting within the scope of his/her duties for the Board.

**1.0 Initial Response**

- 1.1 Administer first aid. Under the Workplace Safety and Insurance Act each school and worksite is required to have sufficient numbers of currently trained personnel to provide quick access to treatment for staff.
- 1.2 If necessary, call for an ambulance (911) or arrange for the injured person to be transported to the hospital or doctor. The school principal or site supervisor is responsible for ensuring that appropriate measures are taken.
- 1.3 If necessary, notify the emergency contact if known.
- 1.4 All incidents and accidents must be reported to the employee's Principal or supervisor within 72 hours of the occurrence.
- 1.5 Employees injured while acting within the scope of his/her duties, but outside regular working hours shall report the accident as soon as possible either by telephone or on the next working day.
- 1.6 In the event of a critical injury or death, do not disturb the accident site, except for the purpose of:
  - a) saving life or relieving human suffering;
  - b) maintaining an essential public utility service or a public transportation system; or
  - c) preventing unnecessary damage to equipment or other property, until the OSBIE adjuster, as well as the Ministry of Labour Inspector and/or the JOHSC Certified members have seen the site and conducted an investigation and released the site.
- 1.7 See ~~Administrative Procedure HR123 Workplace Violence~~ **Policy HR8 Workplace Violence** and if the event falls within the definition, then complete appropriate forms.

## 2.0 Injury/Disease/Incident Reporting Requirements

The principal or supervisor must report all incidents or accidents to the appropriate school board officials and government agencies immediately. Please see Appendix B for a flow chart.

A. Reporting an event that does not result in physical injury, for example, slip/trip with no fall, verbal threat.

1. Complete Injury/Disease/Incident Report. This can be done through on line access to the Board's Staff portal. Please see instructions on Appendix A attached.

B. Reporting a First Aid Injury (staff person injured, First aid provided at school level, but no lost time)

1. Control hazardous conditions to prevent further injuries.
2. Ensure first aid is provided.
3. Complete Injury/Disease/Incident Report. This can be done through on line access to Staff Portal. Please see instructions on Appendix A attached
4. If this situation becomes a lost time injury or if a health care professional is consulted, the Principal or Supervisor **MUST** notify the Health and Disability Officer as soon as this comes to their attention.

C. Reporting a Medical Treatment Injury (services requiring the professional skills of a health care practitioner, services provided by hospitals or health facilities, the administration of prescription drugs)

1. Control hazardous conditions to prevent further injuries.
2. Ensure first aid is provided/call 911 or provide transportation to doctor/hospital.
3. Complete Injury/Disease/Incident Report. This can be done through on line access to Staff Portal. Please see instructions on Appendix A attached
4. Monitor employee who is on injury leave or modified work placement. (See HR116 Return to Work Program and Workplace Accommodation.) The Principal and Supervisors shall assist the Human Resources Department in providing modified work.
5. Report employee return to work to the Health and Disability Officer as soon as this comes to their attention.

D. Reporting a Critical Injury

**NOTE:** Critical Injury Reporting applies to **ANY PERSON** on Board property, including staff, students and visitors.

Critical Injury is defined as:

- a) Places life in jeopardy **or**
- b) Produces unconsciousness **or**
- c) Results in substantial loss of blood **or**
- d) Involves the fracture of a leg or arm but not a finger or toe (includes the fracture of a wrist, hand, ankle or foot) and (fracture of more than one finger or more than one toe does constitute a critical injury if it is an injury of a serious nature) **or**
- e) Involves the amputation of a leg, arm, hand or foot but not a finger or toe (the amputation of more than one finger or more than one toe does constitute a critical injury if it is an injury of a serious nature) **or**
- f) Consists of burns to a major portion of the body **or**
- g) Causes the loss of sight in an eye

1. Control hazardous conditions to prevent further injuries
2. Evacuate building as per emergency evacuation procedures, if situation requires such.
3. Ensure first aid is provided; call 911 or provide transportation to hospital.

4. Do not disturb the accident site.
5. Report accident to Fire Department and/or Police.
6. Inform School Health and Safety Site Reps. and Trade Union if necessary.
7. Inform Board Health and Safety Officer.
  - 7.1 Health and Safety Officer will inform the Ministry of Labour and coordinate any investigation conducted by the MOL.
  - 7.2 Health and Safety Officer will inform the Certified JOHSC members.
8. If you are unable to contact the Board Health and Safety Officer, then you **MUST** contact the Ministry of Labour 1-877-202-0008 and the Certified JOHSC members, who can be reached through the HR Assistant to Health and Safety.
9. Ensure a written report of the circumstances of the occurrence and investigation is completed by the Certified JOHSC members and sent to a Director of the Ministry of Labour within 48 hours.
10. Complete Injury/Disease/Incident Report. This can be done through on line access to Staff Portal. Please see instructions on Appendix A attached
11. Monitor employee who is on injury leave or modified work placement. (See HR116 Return to Work Program and Workplace Accommodation.) The Principal and Supervisors shall assist the Human Resources Department in providing modified work.
12. Report employee return to work to the Health and Disability Officer as soon as this comes to their attention.

#### E. Reporting a Fatality

**NOTE:** Fatality Reporting applies to **ANY PERSON** on Board property, this includes staff, students and visitors.

1. Control hazardous conditions to prevent further injuries and call 911.
2. Do not disturb the accident site.
3. Report immediately to school Superintendent and Director of Education.
4. Inform Board Health and Safety Officer.
  - 4.1 Health and Safety Officer will inform the Ministry of Labour and coordinate any investigation conducted by the MOL.
  - 4.2 Health and Safety Officer will inform the Certified JOHSC members.
5. If you are unable to contact the Board Health and Safety Officer, then you **MUST** contact the Ministry of Labour 1-877-202-0008 and the Certified JOHSC Co-Chairs they can be reached through the HR Assistant to Health and Safety.
6. Inform School Health and Safety Site Representatives and Trade Union(s) if necessary.
7. Ensure a written report of the circumstances of the occurrence and investigation is completed by the Certified JOHSC members and sent to a Director of the Ministry of Labour within 48 hours.
8. Complete Injury/Disease/Incident Report. This can be done through on line access to Staff Portal. Please see instructions on Appendix A attached

**NOTE:** The family of any person on board property suffering a fatality will be notified by the Director of Education or designate.

### 3.0 **Accident Investigation Procedures**

In consultation with the Health and Safety Officer, if required.

- 3.1 Principals or supervisors shall visit the site of the accidents and observe the task, equipment, materials, environmental conditions, work procedures and any unusual situations.
- 3.2 Principals and supervisors may interview injured workers and/or any other workers who are likely to know the causes of the accident/incident.
- 3.3 All hazardous conditions will be controlled to prevent further injuries.



## Appendix A

Accessing the On Line Report

1. The “Injury/Incident/Disease Report” is now available on line through the Staff Portal.
2. This on line report will be electronically submitted to the HR Dept. and to your supervisor for them to complete their portion.
3. The use of this on line form does not negate you from verbally informing your supervisor of the incident.
4. We encourage everyone to use the on-line form, but the paper copy will still be accepted.
5. You MUST access the form through the Staff Portal
6. If you do not have or do not know your LOG IN information for Staff Portal, call the Help Desk and request that information. 519-756-6306 ext 287070 (Toll free: 1-888-548-8878)

EMPLOYEES REPORT OF INJURY/INCIDENT/DISEASE INSTRUCTIONS

Step 1: Go to the Staff Portal.

- a) Go to the Applications tab across the top.
- b) Expand the Applications tab and then click on Employee Injury Report.

Step 2: Complete the Form

- a) Click on the **Lookup** Button and enter your information to find your record

The screenshot shows the 'parklane' logo at the top left and 'Employee Incident Report' at the top right. The form is divided into several sections:

- Introduction:** Contains instructions on how to report an incident and a note about the provincial worker compensation board.
- Employee Details:** Includes a 'Lookup' button, a text input for 'Employee Name', and dropdown menus for 'Job Class / Position', 'City', and 'Birth Date'.
- Reporting Information:** Includes a dropdown for 'Supervisor / Contractor' with a search prompt, and text inputs for 'Your Telephone Number' and 'Your Email Address'.
- Incident Description:** Includes a section for 'Incident Type' with radio button options for different types of incidents.

A blue arrow points from the 'Lookup' button in the 'Employee Details' section to the 'Incident Description' section.

Enter your name and birthdate to find your record.

The screenshot shows the 'Employee Incident Report' form from Parklane. An 'Employee Lookup' modal is open, allowing users to search for their record by first name, last name, and birth date. The background form includes sections for reporting information and incident details.

Using your keyboard and the various drop down menus, complete the required information in the various fields, ensuring that you provide as much necessary detail as possible.

This section provides a detailed view of the 'Reporting Information' and 'Incident Description' parts of the form. The 'Reporting Information' section includes a dropdown for 'Supervisor / Contractor', a text field for 'Your Telephone Number', and a text field for 'Your Email Address'. The 'Incident Description' section includes radio buttons for 'Incident Type' and fields for 'Date of Incident' and 'Time'.

You have 950 characters left

**Injury Details**

Describe your Injury:

Affected Areas (check all that apply):

<input type="checkbox"/> Head	<input type="checkbox"/> Teeth	<input type="checkbox"/> Lower Back
<input type="checkbox"/> Face	<input type="checkbox"/> Neck	<input type="checkbox"/> Abdomen
<input type="checkbox"/> Eye(s)	<input type="checkbox"/> Chest	<input type="checkbox"/> Pelvis
<input type="checkbox"/> Ear(s)	<input type="checkbox"/> Upper Back	

<b>Left</b> <input type="checkbox"/> Shoulder	<b>Left</b> <input type="checkbox"/> Hand	<b>Left</b> <input type="checkbox"/> Lower Leg
<b>Right</b> <input type="checkbox"/> Arm	<b>Right</b> <input type="checkbox"/> Fingers	<b>Right</b> <input type="checkbox"/> Ankle
<input type="checkbox"/> Elbow	<input type="checkbox"/> Hip	<input type="checkbox"/> Foot
<input type="checkbox"/> Forearm	<input type="checkbox"/> Thigh	<input type="checkbox"/> Toes
<input type="checkbox"/> Wrist	<input type="checkbox"/> Knee	

**Medical**

Did you seek medical treatment? ☐ Yes ☐ No ☒ Unknown

If you click **yes** to Medical attention a drop down menu will appear to add more information.

You have 950 characters left

**Injury Details**

Describe your Injury:  
 scratch

Affected Areas (check all that apply):

<input checked="" type="checkbox"/> Head	<input type="checkbox"/> Teeth	<input type="checkbox"/> Lower Back
<input type="checkbox"/> Face	<input type="checkbox"/> Neck	<input type="checkbox"/> Abdomen
<input type="checkbox"/> Eye(s)	<input type="checkbox"/> Chest	<input type="checkbox"/> Pelvis
<input type="checkbox"/> Ear(s)	<input type="checkbox"/> Upper Back	

<b>Left</b> <input type="checkbox"/> Shoulder	<b>Left</b> <input type="checkbox"/> Hand	<b>Left</b> <input type="checkbox"/> Lower Leg
<b>Right</b> <input type="checkbox"/> Arm	<b>Right</b> <input type="checkbox"/> Fingers	<b>Right</b> <input type="checkbox"/> Ankle
<input type="checkbox"/> Elbow	<input type="checkbox"/> Hip	<input type="checkbox"/> Foot
<input type="checkbox"/> Forearm	<input type="checkbox"/> Thigh	<input type="checkbox"/> Toes
<input type="checkbox"/> Wrist	<input type="checkbox"/> Knee	

**Medical**

Did you seek medical treatment? ☒ Yes ☐ No ☐ Unknown

Where were you treated?

☐ On Site Clinic

☐ Ambulance

☐ Health Professional Office

☒ Medical Clinic

☐ Emergency

☐ Admitted to Hospital

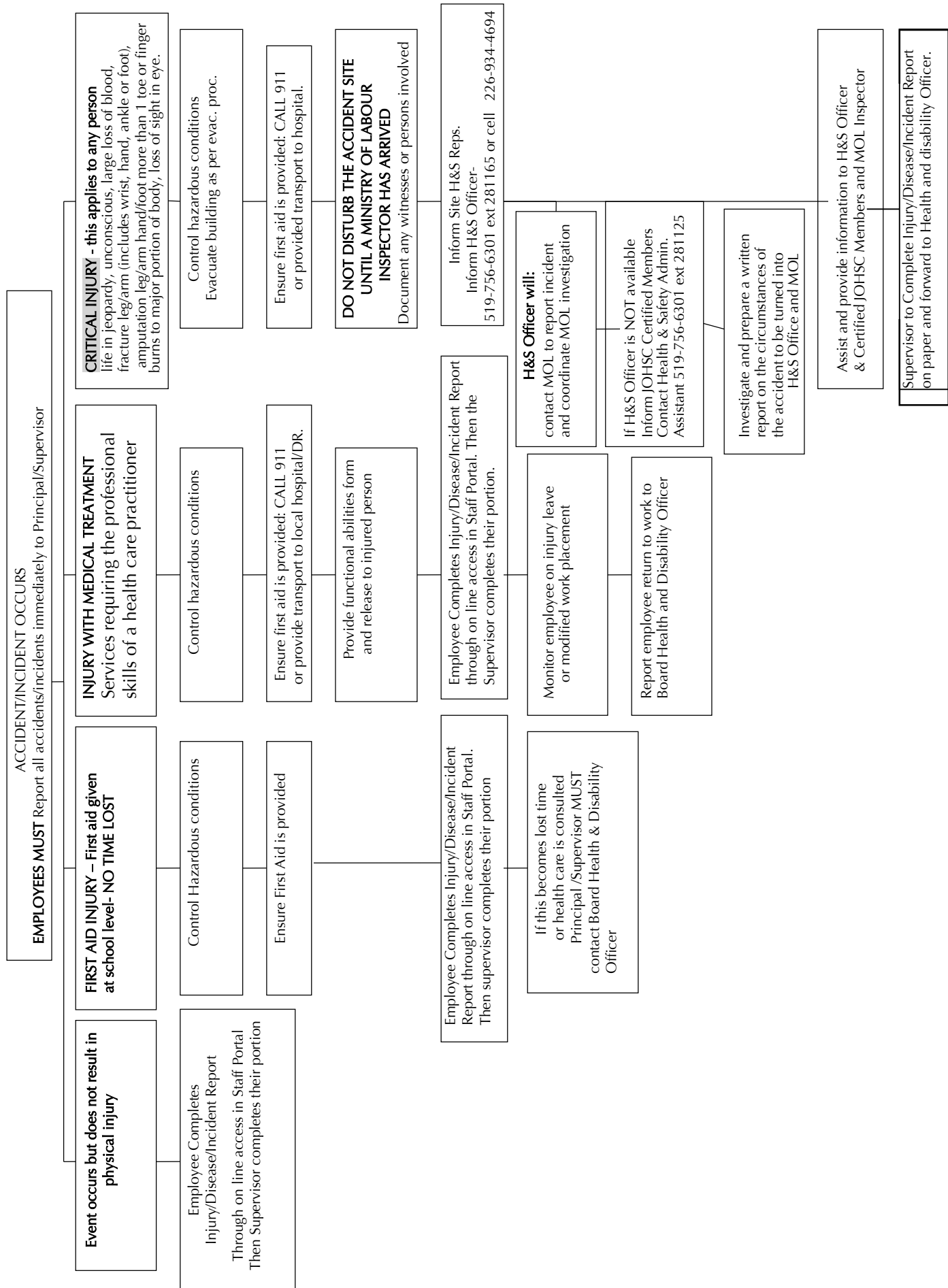
When you have entered in all the appropriate information then click **Submit**.

Once you have submitted your report you will see a drop down like below that verifies that the report was submitted and gives you the option to print a copy for your records.

The screenshot shows a web-based injury report form. At the top, there are three columns of checkboxes for body parts: Eye(s)/Ear(s), Chest/Upper Back, Pelvis, Shoulder/Arm/Elbow/Forearm/Wrist, Hand/Fingers/Hip/Thigh/Knee, and Lower Leg/Ankle/Foot/Toes. Below this is a 'Medical' section with a question 'Did you seek medical treatment?' (Yes/No/Unknown) and a 'Where were you treated?' section with checkboxes for On Site Clinic, Ambulance, Health Professional Office, Medical Clinic (checked), Emergency, and Admitted to Hospital. A green 'Submit' button is below the medical section. The bottom section, titled 'Submission Complete', shows 'Your submission ID is 345' and a message: 'This report has not been submitted. You can either print a copy of the submitted report, create a new report, or log out.' A blue arrow points from the text above to the 'Print Report' button in this section. Below 'Print Report' is a 'Start a New Report' button.

Your Supervisor will receive an email telling them an injury report has been completed and give them a link to complete their portion of the report.

## APPENDIX B — Accident Reporting





## GRAND ERIE DISTRICT SCHOOL BOARD

### Employees Report of Injury/Disease/Incident - FORM 1

(All injuries/diseases/incidents must be reported on this form on the day of the injury or awareness of disease/incident)

Date: _____	Occupation: _____
Name: _____	Full-time: <input type="checkbox"/>
Address: _____	Part-time: <input type="checkbox"/>
Postal Code: _____	Casual: <input type="checkbox"/>
Telephone Number: _____	Worksite Location: _____
Date of Birth: _____	SIN: _____
Date of Hire: _____	
Date and time of injury/awareness of disease/incident: _____	
Date and time reported to supervisor: _____	
Lost Time: YES <input type="checkbox"/> NO <input type="checkbox"/>	Date Last worked: _____
	Hours Last Worked _____ a.m./p.m.
	Date Returned to Work _____

1. What happened to cause the injury/disease/incident?  
Describe the injury, part of the body involved and specify left or right side.  
\_\_\_\_\_  
\_\_\_\_\_
2. Name and position of the person to whom the injury/disease/incident was reported. If the injury/disease/incident was not reported immediately, please give reasons.  
\_\_\_\_\_  
\_\_\_\_\_
3. What were you doing at the time of the injury/disease/incident?  
Give details of the equipment or materials used and the size and weight of objects being handled.  
\_\_\_\_\_  
\_\_\_\_\_
4. Was anyone else involved? Yes ☐ No ☐  
Were there any other contributing factors? Yes ☐ No ☐  
If yes, please give details.  
\_\_\_\_\_  
\_\_\_\_\_
5. Where did the injury/disease/incident occur? (Location within the worksite)  
\_\_\_\_\_
6. Name(s) and address(es) of witnesses.  
\_\_\_\_\_  
\_\_\_\_\_

7. Have you had a previous similar injury/disease? Yes ☐ No ☐  
If yes, give details.

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If the previous similar injury/disease was work related, was a WSIB claim established?  
Yes ☐ No ☐

8. Did you receive: First Aid? Yes ☐ No ☐  
Medical Attention? (by Doctor, Dentist, Chiropractor) Yes ☐ No ☐  
If yes, provide the name and address of the practitioner and/or hospital:

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Use this space if you wish to provide additional information to describe the injury/disease/incident.

### Supervisor's Report

1. What do you consider to be the obvious cause of the injury/disease/incident?

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2. What do you consider to be the underlying cause of the injury/disease/incident?

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3. What immediate steps have you taken to prevent recurrence?

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4. What additional steps will be taken to prevent recurrence?

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Name and phone number of Supervisor conducting this investigation

Date of Investigation:

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**PLEASE NOTE**

Injuries/disease/incidents should be reported to the supervisor immediately and the completed Form 1 sent to DL-EMPLOYEE\_ACCIDENTS as soon as possible. The Workplace Safety and Insurance Board must be notified (by Human Resources staff) within 72 hours of the supervisor becoming aware of any incidents involving lost time or medical attention. Failure to report may result in WSIB levying a minimum fine of \$250. for each infraction.

**Please notify Health and Disability Officer at Head Office of the date and time of the employee's return to work (519) 756-6306, ext. 281130 (toll free at 1-888-548-8878) or by e-mail.**

H&S/Forms and Memos/Employees Report of Injury 2004





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
 FROM: Linda De Vos, Superintendent of Education  
 RE: **P106 Home Instruction**  
 DATE: September 11, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board forward **Procedure P106 - "Home Instruction"** to all appropriate stakeholders for comment to be received by **December 1, 2017**.

### Background

Procedure 106 - "Home Instruction" was approved by the Board in June 23, 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 P106	ADMINISTRATIVE PROCEDURE P106
<u>Accountability</u>	<u>Accountability</u>
1. Frequency of Reports – As needed 2. Severity Threshold – As needed (eg. Changes in Ministry guidelines) 3. Criteria for Success – Students with legitimate absences (usually related to injury/illness) receive support - Supports are time limited to ensure re-entry into school	1. Frequency of Reports – As needed 2. <del>Severity Threshold – As needed (eg. Changes in Ministry guidelines)</del> 2. Criteria for Success – Students with legitimate absences (usually related to injury/illness) receive support - Supports are time limited to ensure re-entry into school
<u>Procedures</u>	<u>Procedures</u>
<i>Home Instruction is not to be confused with "Home Schooling".</i>	<i>Home Instruction is not to be confused with "Home Schooling".</i>
Home Instruction will be co-ordinated by the appropriate Family of Schools Superintendent through the home school principal. The Superintendent will ensure that the required written documentation is complete and will notify the home school principal of students	Home Instruction will be <b>approved then</b> co-ordinated by the appropriate Family of Schools Superintendent through the home school principal. The Superintendent will ensure that the required written documentation is complete and will notify the home school principal of

<p>who are approved to receive Home Instruction.</p> <p><b>Procedure</b></p> <p>Home instruction will normally occur on instructional days as per the Grand Erie District School Board calendar and will cease on the last instructional day of the school year, or when the student returns to school. Authorization to continue home instruction over the summer break may be allowed in certain situations in order to meet graduation requirements. Principals must seek approval from the appropriate Family of Schools Superintendent for home instruction to continue over the summer break.</p> <p>Home instruction will not go beyond the end of the semester (secondary schools) or term (elementary schools) unless the principal requests an extension and receives authorization from the appropriate Family of Schools Superintendent. An updated “statement of medical evidence” may be required in order for the extension to be approved.</p> <p><b>Selection of Home Instructors</b></p> <p><b>Note</b> – teachers acting in the role of Home Instructors should be made aware of Administrative Procedure HR104 – Employee Safety Protocol at Non-Board Locations.</p>	<p>students who are approved to receive Home Instruction.</p> <p><b>Procedure</b></p> <p>Home instruction will <del>normally</del> occur on instructional days as per the Grand Erie District School Board calendar and will cease on the last instructional day of the school year, or when the student returns to school. <del>Authorization to continue home instruction over the summer break may be allowed in certain situations in order to meet graduation requirements.</del> Principals must seek approval regarding extenuating circumstances from the appropriate Family of Schools Superintendent for home instruction to <del>continue over the summer break.</del> occur outside of the regular school year.</p> <p>Home instruction will not go beyond the end of the semester (secondary schools) or term (elementary schools) unless the principal re-submits the Application for Home Instruction Form with the Request to Continue Home Instruction section completed; <del>requests an extension and,</del> receives authorization from the appropriate Family of Schools Superintendent. An updated “statement of medical evidence” may be required in order for the extension to be approved.</p> <p><b><del>Selection of Home Instructors</del> Selection and Responsibilities</b></p> <p><b>Note</b> – teachers acting in the role of Home Instructors should be made aware of Administrative Procedure HR104 – Employee Safety Protocol at Non-Board Locations.</p> <p><b>Classroom Teacher Responsibilities</b></p> <p><b>Attendance:</b> The student shall be marked present for the course(s)/subjects for which they are receiving Home Instruction with a “H” in PowerSchool.</p> <p>The teacher of record in PowerSchool is responsible for the attendance reporting for the student on their class list. As well, where possible they are to work with the Home</p>
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**Payment of Home Instructors**

A record of the home instruction which has been provided is to be forwarded to the appropriate Family of Schools Superintendent on the attached form, **"Record of Home Instruction"**. The Record of Home Instruction will be submitted to the Payroll Department, by the Superintendent, for payment.

**APPLICATION FOR AUTHORIZED HOME INSTRUCTION**

Parent/Guardian \_\_\_\_\_

Anticipated Date of Return: \_\_\_\_\_

**REQUEST TO CONTINUE HOME INSTRUCTION**

Name of Superintendent: \_\_\_\_\_

Signature of Superintendent: \_\_\_\_ Date: \_\_\_\_

**TERMINATION OF HOME INSTRUCTION**

Name of Superintendent: \_\_\_\_\_

Signature of Superintendent: \_\_\_\_ Date: \_\_\_\_

**RECORD OF HOME INSTRUCTION**

A. **INSTRUCTOR:**

**PUPIL'S NAME**

Instruction teacher on the appropriate instruction materials, and assessment and evaluation methods for grading and marking course materials. They however are solely responsible for the reporting of the student's achievement in PowerSchool.

**Payment of Home Instructors**

A record of the home instruction which has been provided is to be forwarded to the appropriate Family of Schools Superintendent **monthly** on the attached form, **"Record of Home Instruction"**. The Record of Home Instruction will be submitted to the Payroll Department, by the **Superintendent's Office**, for payment.

**APPLICATION FOR AUTHORIZED HOME INSTRUCTION**

Parent/Guardian **Signature** \_\_\_\_\_

Anticipated Date of Return: \_\_\_\_\_

Course(s)/Subject(s): \_\_\_\_\_

**REQUEST TO CONTINUE HOME INSTRUCTION**

\_\_\_\_\_  
Date: \_\_\_\_\_

Principal's Signature \_\_\_\_\_

\_\_\_\_\_  
Date: \_\_\_\_\_

Superintendent's Signature \_\_\_\_\_

**TERMINATION OF HOME INSTRUCTION**

\_\_\_\_\_  
Date: \_\_\_\_\_

Principal's Signature \_\_\_\_\_

\_\_\_\_\_  
Date: \_\_\_\_\_

Superintendent's Signature \_\_\_\_\_

**RECORD OF HOME INSTRUCTION**

A. **INSTRUCTOR:**

**PUPIL'S STUDENT'S NAME**

<p><b><u>NOTICE: FAILURE TO SIGN BELOW WILL RESULT IN RETURN OF FORM AND DELAY IN PAY CHEQUE</u></b></p> <p>This record should be submitted regularly – minimum, on a monthly basis, if the term of the Home Instruction is prolonged.</p> <p><b><u>SIGNATURES:</u></b></p> <p>_____ Date                      Employee</p> <p>_____ Superintendent of Education      Principal</p>	<p>Course/Subject: _____</p> <p><b><u>NOTICE: FAILURE TO SIGN BELOW WILL RESULT IN RETURN OF FORM AND DELAY IN PAYMENT CHEQUE</u></b></p> <p>This record should be submitted regularly to the Superintendent of Education's Office – minimum, <b>on a monthly basis</b>, if the term of the Home Instruction is prolonged.</p> <p><b><u>SIGNATURES:</u></b></p> <p>_____ Date                      Employee</p> <p>_____ Superintendent of Education      Principal</p>
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### Communication Plan

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

Respectfully submitted,

Linda De Vos  
Superintendent of Education



## Home Instruction

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

### Accountability

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed (eg. Changes in Ministry guidelines)~~
3. Criteria for Success – Students with legitimate absences (usually related to injury/illness) receive support  
Supports are time limited to ensure re-entry into school

### Procedures

#### **Background**

A child may be excused from attendance at school if "...the child is unable to attend school by reason of sickness or other unavoidable cause." On occasion, due to the anticipated length of an absence, it is deemed advisable to assist day school pupils in maintaining their program and progress throughout the duration of their absence.

"A principal, subject to the approval of the appropriate supervisory officer, may arrange for home instruction to be provided for a pupil where,

1. medical evidence that the pupil cannot attend school is provided to the principal; and
2. the principal is satisfied that home instruction is required." [Reg. 298, S.11(11)]

**Home Instruction is not to be confused with "Home Schooling".**

Home Instruction will be **approved then** co-ordinated by the appropriate Family of Schools Superintendent through the home school principal. The Superintendent will ensure that the required written documentation is complete and will notify the home school principal of students who are approved to receive Home Instruction.

#### **Medical Evidence**

"Medical evidence" is considered to be acceptable if it consists of a signed statement from an appropriately qualified medical practitioner. Appropriately qualified medical practitioners include, but are not limited to, psychologists, psychiatrists and medical doctors. Questions concerning appropriately qualified medical practitioners, other than those listed above, should be directed to the appropriate Family of Schools Superintendent.

"Medical evidence" should consist of the clear and simple signed statement that "(student's name) is unable to attend school for medical reasons", and the approximate dates between which the student will require Home Instruction. This is all that is required.

Charges for the provision of medical certificates will not be assumed by the Grand Erie District School Board.

## Procedure

Principals are asked to submit the “statement of medical evidence” along with a completed copy of the attached **“Application for Authorized Home Instruction”** form.

A maximum of four (4) hours per week will be available. In exceptional cases, the principal may request an extension of an additional hour and receive approval from the appropriate Family of Schools Superintendent.

In some instances, approval for Home Instruction may be given verbally, by telephone, by the appropriate Family of Schools Superintendent, prior to receipt of the necessary documentation. This would allow for a quick response to circumstances where the medical evidence is clear.

Home instruction will ~~normally~~ occur on instructional days as per the Grand Erie District School Board calendar and will cease on the last instructional day of the school year, or when the student returns to school. ~~Authorization to continue home instruction over the summer break may be allowed in certain situations in order to meet graduation requirements.~~ Principals must seek approval regarding extenuating circumstances from the appropriate Family of Schools Superintendent for home instruction to ~~continue over the summer break.~~ occur outside of the regular school year.

Home instruction will not go beyond the end of the semester (secondary schools) or term (elementary schools) unless the principal re-submits the Application for Home Instruction Form with the Request to Continue Home Instruction section completed; ~~requests an extension~~ and, receives authorization from the appropriate Family of Schools Superintendent. An updated “statement of medical evidence” ~~may~~ **shall** be required in order for the extension to be approved.

Application for extension must occur prior to the end of semester (secondary schools) or term (elementary schools).

Although rarely, there are occasions on which Home Instruction may be provided to students who are able to attend school, but only part-time or on an unpredictable schedule. These circumstances should be discussed in advance with the appropriate Family of Schools Superintendent.

Following approval, the original request and medical statement will be returned to the school and will be retained in the student’s O.S.R. A copy will be retained at the Office of the FOS Superintendent for a period of one year in accordance with freedom of information legislation.

When home instruction is discontinued, the principal/vice-principal shall complete the “Termination of Home Instruction” section on the “Application for Authorized Home Instruction” form and return it to the appropriate Family of Schools Superintendent.

In order to support student achievement, schools need to have a return to school plan in place for students returning after a period of home instruction.

## ~~Selection of Home Instructors~~ **Selection and Responsibilities**

The principal of the school is expected to make arrangements for providing a Home Instructor.

Home instructors should be board employees, thereby subject to the requirements of police reference checks/Vulnerable Sector screening that is required of all teaching employees. Home

Instructors are usually teachers selected from the Occasional Teacher List; however, they may be the student's own teacher or another teacher from the staff of the student's school. If the student's own teacher, or another teacher from the staff of the student's school, is willing to provide home instruction, this instruction will occur **outside** the regular hours of the school day and will be tracked on the "**Record of Home Instruction**" form.

**Note** – teachers acting in the role of Home Instructors should be made aware of Administrative Procedure HR104 – Employee Safety Protocol at Non-Board Locations.

### **Classroom Teacher Responsibilities**

**Attendance:** The student shall be marked present for the course(s)/subjects for which they are receiving Home Instruction with a "H" in PowerSchool.

The teacher of record in PowerSchool is responsible for the attendance reporting for the student on their class list. As well, where possible they are to work with the Home Instruction teacher on the appropriate instruction materials, and assessment and evaluation methods for grading and marking course materials. They however are solely responsible for the reporting of the student's achievement in PowerSchool.

### **Payment of Home Instructors**

A record of the home instruction which has been provided is to be forwarded to the appropriate Family of Schools Superintendent **monthly** on the attached form, "**Record of Home Instruction**". The Record of Home Instruction will be submitted to the Payroll Department, by the **Superintendent's Office**, for payment.

**Payment of teachers delivering home instruction is for the actual time instructing the student.**



## GRAND ERIE DISTRICT SCHOOL BOARD APPLICATION FOR AUTHORIZED HOME INSTRUCTION

Surname	Given Name	Year/month/day D.O.B:	School
Address (Street /Lot/Con/Town/Postal Code)		Telephone	Grade
Parent / Guardian <b>Signature</b>			
Nature of Student's Inability to Attend School			
Medical Certificate attached:                      Yes <input type="checkbox"/> No <input type="checkbox"/> (Medical certificate <b>must</b> accompany initial application) Date Late Attended Schools:                      _____ Date Home Instruction to Commence                      _____ Anticipated Date of Return                      _____ Course(s) / Subject(s)                      _____ Teacher(s) recommended to deliver instruction                      _____ Requested by:                      _____ Date:                      _____ Principal Authorized by                      _____ Date:                      _____ Superintendent of Education			

### REQUEST TO CONTINUE HOME INSTRUCTION

Home Instruction **continuation** requested for the **above-named student** beginning:

Medical Certificate attached    Yes ☐ No ☐    Anticipated Date of Return:

Nature of student's inability to attend school:

Principal's <b>Signature</b>	Date:
Superintendent's <b>Signature</b>	Date:

### TERMINATION OF HOME INSTRUCTION

Home instruction has been **terminated/completed** for the **above-named student**.

Date completed: (i.e. date of last home visit)	
Principal's <b>Signature</b>	Date:
Superintendent's <b>Signature</b>	Date:





GRAND ERIE DISTRICT SCHOOL BOARD  
**RECORD OF HOME INSTRUCTION**  
 INSTRUCTOR - TIME SHEET

**A. INSTRUCTOR:**

Surname

Given Name

Address (Street / Town, Lot / Con., Postal Code)

Telephone

PUPIL'S STUDENT'S NAME

SCHOOL

Course/Subject:

**B. RECORD OF INSTRUCTION:**

Curriculum Covered			Assessment/Evaluation		
Dates worked	# of hours	Parent initial	Dates worked	# of hours	Parent initial

Hourly Rate: \_\_\_\_\_

Total No. of Hours Worked: \_\_\_\_\_

Total Amount: \_\_\_\_\_

**NOTICE: FAILURE TO SIGN BELOW WILL RESULT IN RETURN OF FORM AND DELAY IN PAYMENT CHEQUE**

Personal information recorded on this form is collected and maintained under the authority of the Education Act and will be used by authorized Board personnel to determine eligibility for employment and if hired for the purposes consistent with and necessary to the proper administration of an employer-employee relationship such as information required for enrolment in benefit plans, preparation of payroll, compliance with provisions of the Income Tax Act, Worker's Compensation Act, collective agreements and for purposes of compliance with an act of the Ontario Legislature or the Parliament of Canada. Questions about this collection of personal information should be directed to the Superintendent of Education (Human Resources), Grand Erie District School Board, 349 Erie Avenue, Brantford, Ontario N3T 5V3

I hereby consent to the use of the personal information contained herein for the purposes set out in the above notice.

This record should be submitted regularly to the Superintendent of Education's Office – minimum, on a monthly basis, if the term of the Home Instruction is prolonged.

**SIGNATURES:**

Employee

Principal

Superintendent of Education

Date:





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education  
FROM: Raf Wyszynski, Superintendent of Business  
RE: **F4 – Trustee Honoraria Process**  
DATE: September 11, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Policy F4 – Trustee Honoraria Process.**

### Background

Policy F4 – Trustee Honoraria Process was circulated to all appropriate stakeholders for comments to be received by June 2, 2017.

### Comments Received

Policy statement - add "it will be done in a transparent, public way in accordance with Ministry regulations."

**Response:** wording has been added to reflect the comment received

<i>Present Wording</i>	<i>Proposed Wording</i>
The Grand Erie District School Board is committed to providing fair levels of honoraria for Board Members.	The Grand Erie District School Board is committed to providing, in a transparent, public way, fair levels of honoraria for Board Members in accordance with Ministry regulations.

### Communication Plan

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

Respectfully submitted,

Raf Wyszynski  
Superintendent of Business



## POLICY

F4

### Trustee Honoraria

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

#### Policy Statement:

The Grand Erie District School Board is committed to providing, in a transparent, public way, fair levels of honoraria for Board Members in accordance with Ministry regulations.

#### Accountability

1. Frequency of Reports – Annual
2. Criteria for Success – Compliance with Ministry Regulation 357/06

#### Definitions

**ADE:** The average daily enrolment for the fiscal year that ends in the year in which the term of office begins.

**Term of Office:** A year of a member's term of office begins on December 1 and ends on the following November 30th, as described in the Education Act.

#### Procedures:

1. Trustee honoraria calculations shall be updated annually prior to December 1<sup>st</sup>. Honoraria calculations shall be updated by October 15<sup>th</sup> in an election year.
2. The Honorarium for a member of the Grand Erie District School Board for any year of their term of office shall consist of the following components:

#### **Base Amount**

1. Each member of the Board, for each year of their term of office, beginning December 1, 2006, shall receive the base amount of five thousand nine hundred dollars (\$5,900.00).
2. For each year of the term of office beginning on or after December 1, 2010, the base amount calculated for the first year of the previous term of office, increased by the percentage increase in the Ontario Consumer Price Index as published by Statistics Canada for the period between,
  - i. July 1 of the calendar year in which the previous term started, and
  - ii. June 30 of the calendar year in which the term of office starts
3. The chair shall receive the base amount plus five thousand dollars (\$5,000.00).
4. The vice-chair shall receive the base amount plus two thousand five hundred dollars (\$2,500.00).

**Enrolment Amount**

1. The enrolment amount shall be calculated as follows:
  - \$1.75 times the ADE enrolment (see definitions) divided by the number of Trustees.
2. The enrolment amount for the chair shall be calculated as follows:
  - The enrolment amount (see above) plus \$0.05 times the ADE enrolment with a minimum amount of five hundred dollars (\$500.00) and a maximum amount of five thousand dollars (\$5,000.00).
3. The enrolment for the vice-chair shall be calculated as follows:
  - The initial enrolment amount plus \$0.025 times the ADE enrolment with a minimum amount of two hundred and fifty dollars (\$250.00) and a maximum amount of two thousand five hundred dollars (\$2,500.00).

**Distance and Attendance Amounts**

1. The distance amount as set out in Regulation 357/06 does not apply to the Grand Erie District School Board.
2. The attendance amount as set out in Regulation 357/06 will not be included as a component in the determination of Trustee honoraria.





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education  
FROM: Scott Sincerbox, Superintendent of Education  
RE: **HR118 – Occasional Teacher Appraisal**  
DATE: September 11, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure HR118 – Occasional Teacher Appraisal** as information.

### Background

Procedure HR118 – Occasional Teacher Appraisal was circulated to all appropriate stakeholders for comments to be received by June 2, 2017.

### Comments Received

How does this process work when a daily occasional teacher requires a PA to be able to get a reference to be able to apply to the roster? Especially when it is a last minute call and no time to arrange an evaluation.

**Response:** We accommodate as best as we can

It must be very difficult sometimes for a daily occasional to get section 4 third paragraph completed

**Response:** Yes, it is, but we accommodate as best as we can

Can most sections of appendix A be used for a teacher on a daily occasional assignment?

**Response:** Yes, we accommodate as best as we can

Include Gender Identity / Gender Expression Page – 3<sup>rd</sup> point

**Response:** Changes made

<i><b>Present Wording</b></i>	<i><b>Proposed Wording</b></i>
Appendix A Possible Observable Indicators Bullet #3 – ...respect to gender, sexual orientation...	Appendix A Possible Observable Indicators Bullet #3 – ...respect to gender, gender identity, gender expression, sexual orientation...

### Communication Plan

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

Respectfully submitted,

Scott Sincerbox  
Superintendent of Education



Occasional Teacher Evaluation
-------------------------------

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

**Accountability:**

1. Frequency of Report - As needed
2. Criteria for Success - All occasional teachers participate in an evaluation  
- Occasional teachers improve teaching/learning through the evaluation process

**Procedures:****1. Purpose**

The Occasional Teacher Evaluation is designed to support the ongoing professional growth of occasional teachers through dialogue and feedback with the principal on their teaching practice and to increase confidence in the publicly funded education system. Principals and vice-principals have the responsibility to ensure that the quality of education in the classrooms of the system is of high calibre. The Performance Appraisal process in place aims to assist the regular classroom teacher in achieving a high standard of professional competence. It is essential that all occasional teachers in charge of a class should receive the same assistance and monitoring to maintain a consistently high level of effectiveness.

**2. Expectations**

In order to ensure the effectiveness of occasional teachers, expectations have been established. These expectations are consistent with those of contract teachers. Occasional teachers are expected to:

- a) perform the duties of the regular teacher, as outlined in the *Education Act* and the Regulations;
- b) arrive at the school, as outlined in the *Education Act* and the Regulations, to have sufficient time to become familiar with daily plans and supervision responsibilities, as outlined in the school timetable;
- c) prepare daily plans for the next day, if required;
- d) utilize appropriate classroom management strategies and implement disciplinary practices appropriate to the particular school and grade;
- e) carry out assignments left by the regular teacher or assigned by the principal, subject to the terms of the Collective Agreement;
- f) exhibit a professional approach in relationships with staff, students and parents;
- g) ensure that upon leaving the school, the room, assignments, etc., are in such condition that there will be minimal interruption for the students when the regular teacher returns;
- h) utilize appropriate instructional strategies;
- i) provide at all times for the safety of the students and take all necessary steps to prevent injury;
- j) contact parents, if necessary, in consultation with the classroom teacher, if available, or principal.

In addition, long-term occasional teachers are also expected to:

- k) participate in the ongoing operation of the school (committee meetings, staff meetings, school events, parent meetings);
- l) complete report cards and IEP's in co-operation with the classroom teacher, if available, LRT, and/or principal.



### 3. Basic Assumptions

The following are basic assumptions which can be made for the evaluation process:

- a) the observable indicators listed for each performance expectation are *possible* ways the occasional teacher could demonstrate the expectation; these indicators are not intended to be an exhaustive list and do *not all* need to be demonstrated during the teacher's assignment.
- b) principals/vice-principals will be expected to assist the occasional teachers in their schools.
- c) the classroom teacher should ensure that up-to-date seating plans and daily plans are available. If a lesson plan is not available, it is the principal's/vice-principal's responsibility to plan the day with the occasional teacher; the quality of work achieved by a casual occasional teacher may be affected by the regular teacher's plan and the material left to be covered.
- d) factors such as length of assignment, experience and qualifications should be considered by the evaluator.
- e) some occasional teachers are more suitable to work in certain schools or grades.
- f) some occasional teachers may be unsuitable for classroom work, and should not continue.

### 4. Evaluation Requirements

It is the responsibility of the principal to complete a minimum of one evaluation for every occasional teacher in their first long-term assignment of four (4) months or more in duration.

A Principal may conduct additional evaluations at the request of the occasional teacher, or if the principal, in consultation with a superintendent, considers it advisable to do so in light of the circumstances related to the occasional teacher's performance.

Casual occasional teachers shall have one evaluation completed during their first ten (10) months on the Occasional Teachers' Roster.

### 5. The Evaluation Process

The evaluation of an occasional teacher can be initiated by:

- a) a principal/vice-principal of a school
- b) the occasional teacher
- c) a Superintendent of Education (Human Resources) or designate

Principals must complete the Occasional Teacher Evaluation form (see Appendix A), which is to be used in conjunction with the procedure.

The timing of the evaluation is at the discretion of the principal. Consideration should be given to the duration of the long-term assignment, the opportunity for the occasional teacher to adjust to the teaching assignment and the time required to complete the evaluation process. However, the complete evaluation process is to occur within the duration of the long-term assignment, including providing the completed Occasional Teacher Evaluation form to the occasional teacher.

The meetings in the evaluation process promote professional dialogue between the principal and the occasional teacher.

Prior to the classroom observation, the principal and occasional teacher meet to discuss an overview of the evaluation process and evidence that will be considered in the evaluation (e.g., classroom observation, planning records, and assessment and evaluation records). If there is more than one occasional teacher at the school who requires an evaluation, the principal may host one meeting with all such occasional teachers. The occasional teacher may request a one-on-one meeting with the principal in advance of the classroom observation to discuss items related to the evaluation that are specific to his or her evaluation.

The date of the classroom observation is pre-determined by both parties and recorded on the Occasional Teacher Evaluation form.

Following the observation, the principal and the occasional teacher will meet to debrief the classroom observation, discuss the outcome of the evaluation and provide recommendations on areas for professional growth.

Copies will be distributed as follows:

- a) original to Human Resources for inclusion in the occasional teacher's personnel file
- b) copy to school principal
- c) copy to occasional teacher

#### 6. **Unsatisfactory Evaluations**

If an occasional teacher receives an "unsatisfactory" evaluation, the principal must provide clear evidence and suggest strategies for professional development. The principal must notify the teacher in writing of an unsatisfactory evaluation, provide assistance and allow reasonable time for professional growth to occur. Another occasional teacher evaluation process occurs when the occasional teacher requests it in a subsequent long-term occasional assignment of four (4) months or more, or where time allows for the occasional teacher to engage in some professional growth opportunities to address the area(s) needing improvement in the same long-term assignment of seven (7) months or longer.

If the nature of the performance is of such seriousness that it may result in disciplinary action up to and including removal from the Occasional Teachers' Roster, the occasional teacher will be informed that they may have Federation representation at the meeting.

# Grand Erie District School Board Occasional Teacher Evaluation

## Appendix A

Occasional Teacher's Name (First and Last)	Principal's Name (First and Last)	Name of School
Description of Occasional Teacher's Assignment		
Term of Assignment (from yyyy/mm/dd to yyyy/mm/dd)		
Meeting and Classroom Observation Dates (yyyy/mm/dd)		
Overview:	Classroom Observation:	De-brief:

Performance Expectations	Possible Observable Indicators (not exhaustive, not all indicators need to be demonstrated)	Outcome
Creates a safe and inclusive learning environment	<ul style="list-style-type: none"> <li>Follows appropriate legislation, local policies and procedures with regard to student safety and welfare</li> <li>Ensures and models bias-free assessment</li> <li>Values and promotes fairness and justice and adopts anti-discriminatory practices with respect to gender, gender identity, gender expression, sexual orientation, race, disability, age, religion, culture or similar factors</li> <li>Communicates information from a bias-free, multicultural perspective</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Models and promotes positive and respectful student interactions	<ul style="list-style-type: none"> <li>Models and promotes the joy of learning</li> <li>Effectively motivates students to improve student learning</li> <li>Demonstrates a positive rapport with students</li> <li>Promotes polite and respectful student interactions</li> <li>Develops clear and achievable classroom expectations with the students</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Demonstrates effective classroom management strategies	<ul style="list-style-type: none"> <li>Demonstrates care and respect for students by maintaining positive interactions</li> <li>Addresses inappropriate student behaviour in a positive manner</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Demonstrates knowledge of the Ontario curriculum	<ul style="list-style-type: none"> <li>Exhibits an understanding of the Ontario curriculum when teaching</li> <li>Presents accurate and up-to-date information</li> <li>Demonstrates subject knowledge and related skills</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Plans and implements meaningful learning experiences for all students	<ul style="list-style-type: none"> <li>Applies knowledge about how students develop and learn physically, socially and cognitively</li> <li>Chooses pertinent resources for development of instruction</li> <li>Organizes subject matter into meaningful units of study and lessons</li> <li>Uses a clear and consistent format to plan and present instruction</li> <li>Uses a variety of effective instructional strategies</li> <li>Models and promotes effective communication skills</li> <li>Uses instructional time in a focused, purposeful way</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>

Performance Expectations	Possible Observable Indicators (not exhaustive, not all indicators need to be demonstrated)	Outcome
	<ul style="list-style-type: none"> <li>Assists students to develop and use ways to access and critically assess information</li> <li>Uses available technology effectively</li> </ul>	
Comment (optional):		
Differentiates instructional and assessment strategies based on student needs, interests and learning profiles	<ul style="list-style-type: none"> <li>Shapes instruction so that it is helpful to all students, who learn in a variety of ways</li> <li>Responds to learning exceptionalities and special needs outlined in the IEP by modifying instructional and assessment strategies to ensure needs of special students are met</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Utilizes a variety of evidence-based assessment and evaluation strategies	<ul style="list-style-type: none"> <li>Uses a variety of techniques to report student progress</li> <li>Engages in meaningful dialogue with students to provide feedback during the teaching/learning process</li> <li>Gathers accurate data on student performance and keeps comprehensive records of student achievement</li> <li>Uses a variety of appropriate assessment and evaluation techniques</li> <li>Uses ongoing reporting to keep both students and parents informed and to chart student progress</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Summary Comments:		

## Outcome of Evaluation

<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Recommendations for Professional Growth:
--	--

**Principal's Signature** (My signature indicates that this evaluation was conducted in accordance with the requirements of the Occasional Teacher Evaluation Procedure)

**Occasional Teacher's Signature** (My signature indicates the receipt of this evaluation)

Date: yyyy/mm/dd

Date: yyyy/mm/dd

Occasional Teacher's Comments on the Evaluation (optional):

David Dean

Chair

Grand Erie District School Board

June 23, 2017

Dear David:

Thank you for your letter of concern dated June 1, 2017, regarding the increase in annual fees for membership in the Ontario Public School Boards' Association. Your concerns have been brought to the attention of the Board of Directors, and I have reviewed the annual budget as approved by the Board of Directors in April, as well as the background information regarding annual fees. These are pegged at a flat rate of \$10,000 per Board plus an annually adjusted percentage of the Board Administration and Governance line from each Board's Grants for Student Needs (GSNs). This method of determining fees was approved by the Board of Directors in order to try to create a more equitable fee structure. I do recognize that the percentage increase to this year's fee was significantly higher than was the case in previous years.

The budget for 2017 – 18 was discussed at the April Board of Directors meeting, including the increased costs associated with non-union Employee Life and Health Benefits, Executive Director recruitment/salary/OMERS contribution, reinstatement of the Legal Defence Fund, as well as significant computer infrastructure costs related to the installation of SharePoint software, updating of the OPSBA website and installation of new hardware & software to better serve the needs of boards. This resulted in an annual increase to the budget of 6.5% or \$161,783. That percentage increase varies by Board, based on the individual Administration and Governance grant line in the GSN.

I certainly understand that the increase in fees is extraordinary for 2017-18 as a result of the significant new initiatives and staffing changes being undertaken by OPSBA. As someone who is committed to fiscally responsible leadership, I fully expect that the year over year % increase will return to a level more closely reflecting inflation in future years.

Thank you for your ongoing stewardship, and for your ongoing support of the Ontario Public School Boards' Association.

Sincerely,

W.R. (Rusty) Hick

Executive Director

Ontario Public School Boards' Association