



GRAND ERIE DISTRICT SCHOOL BOARD
Committee of the Whole Board No. 1
September 9, 2013
Education Centre, Board Room

A G E N D A

A – 1 Opening

- (a) Roll Call
- (b) Declaration of Conflict of Interest
- (c) In Camera Session **(6:30 p.m.)**
 - (i) Legal Matters
 - (ii) Personnel Matters
- (d) Welcome to Open Session **(7:15 p.m.)**
- (e) Agenda Additions/Deletions/Approval
- (f) In Camera Report

B – 1 Business Arising from Minutes and/or Previous Meetings

- (a)

C – 1 Director's Report

- (a) Enrolment Update

D – 1 Bylaw/Policy/Procedure Consideration — Action/Decision Items

- * (a) BL5 Board and Committee of the Whole Board Meetings: Rules of Procedures **(A)** J. Forbeck
- * (b) BL7 Committee of the Whole Board **(A)** J. Forbeck
- * (c) F2 Budget Development Process **(C)** J. Gunn
- * (d) HR5 Harassment/Objectional Behavior **(C)** M. McDonald
- * (e) SO26 Events Policy **(C)** J. Forbeck
- * (f) HR3 Staff Development Model **(A)** M. McDonald
- * (g) P1 Special Education Guiding Principles **(A)** S. Sincerbox

D – 2 Administrative Procedure Consideration — Information Items

- * (a) FT101 Smoke-Free Environment **(C)** J. Forbeck

E – 1 Other Business

- (a)

F – 1 Correspondence

- * (a) Minister of Education – FNMI Framework
- * (b) Minister of Education – Back to School

G – 1 Adjournment

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

Committee of the Whole No.2	September 16, 2013, 7:15 p.m.	Board Room
Audit Committee	September 24, 2013, 6:00 p.m.	Norfolk SSC, Carolina Room
Education Week Committee	September 30, 2013, 4:15 p.m.	Norfolk Room
Chairs' Committee	September 30, 2013, 5:45 p.m.	Director's Office
Board Meeting	September 30, 2013, 7:15 p.m.	Board Room
School Council Orientation Session	October 2, 2013, 6:15 p.m.	Waterford District High School
Special Education Advisory Committee	October 3, 2013, 6:30 p.m.	Board Room
Committee of the Whole No.1	October 7, 2013, 7:15 p.m.	Board Room
School Council Orientation Session	October 9, 2013, 6:15 p.m.	Joseph Brant Learning Centre
Native Advisory Committee	October 15, 2013, 1:00 p.m.	Brantford Collegiate Institute
Grand Erie Parent Involvement Committee	October 17, 2013, 6:30 p.m.	Dogwood Room, Waterford District High School



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education & Secretary

RE: **Bylaw 5 - Board and Committee of the Whole Board Meetings: Rules of Procedures**

DATE: September 9, 2013

<p>Recommended Action: It was moved by _____, Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 5 – “Board and Committee of the Whole Board Meetings: Rules of Procedures”.</p>
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Background

By-Law 5 was approved by the Board in June 2010 and has been identified for review.

Additional Information

Suggested revisions have been made to the By-Law and a revised version is attached for consideration.

Proposed Changes

Comment: 1. The Board usually meets the 4th Monday of August. Is it should or shall. We need to be consistent with Bylaw 7

Response: Remove reference to the month of August. A reference to the approval of schedules in June was added. The words should and shall have been highlighted for Trustee consideration.

Comment: 1. Do we need the words “as appropriate”?

Response: Removed for Trustee consideration

Comment: 1. Meeting dates shall not be changed unless approved by Board Motion – any changes need a new resolution as they are already set by Board Motion

Response: Wording has been added for Trustee consideration

Comment: 2. July and August Meetings - Since we do not schedule regular board meetings for July, any meeting called would be a special board. Is this redundant?

Response: Removed for Trustee consideration

Comment: 4. Why do we say Vice Chair takes the Chair for at least 2 meetings?

Response: An item for Trustee discussion/consideration

Comment: 5.c) Which Chair? Sitting or Elected Chair?

Response: Amended to make reference to the Elected Chair

Comment: 9. In Bylaw #1

Response: Removed for Trustee consideration

Comment: 10.d) Do we need more references other than pecuniary interest?

Response: Trustees could consider adding more references example – fiduciary. There needs to be consistency with Bylaw 28 currently being reviewed by an ad-hoc committee

Comment: 11.a) What does “allowed to stand over” mean?

Response: Added “to withdraw” after the word “leave”. Amended for Trustee consideration

Comment: 11.c) Remove “taken separately” and replace with divided

Response: Amended

Comment: 11.e) What does “put by” mean?

Response: Amended for Trustee consideration

Comment: Do we need to discuss 12 a) in terms of our process

Response: For Trustee discussion/Consideration

Comment: 12.b) Remove reference to personalities

Response: Amended

Comment: 13. Re-introduction of a question- Do we allow a question to be re-introduced in the next calendar year or one year following approval?

Response: For Trustee discussion/consideration

Comment: 14.b) We have not said no, does this clause need to remain?

Response: For Trustee /discussion/consideration

Original Wording	Proposed Wording
1. Time and Date for Regular Board Meetings Regular meetings of the Board should be held on the fourth Monday of each month, with the exception of July and August, commencing at 6:30 p.m. Trustees will convene an In Camera session at 6:30 p.m., as appropriate, followed by an Open session commencing at 7:15 p.m. Committee of the Whole Board and Regular Board meeting dates shall not be changed unless approved by Board motion.	1. Time and Date for Regular Board Meetings Regular meetings of the Board as approved in June, should/shall be held on the fourth Monday of each month, with the exception of July and August , commencing at 6:30 p.m. Trustees will convene an In Camera session at 6:30 p.m., as appropriate , followed by an Open session commencing at 7:15 p.m. Committee of the Whole Board and Regular Board meeting dates shall not be changed unless approved by a Board Resolution.
2. July and August Meetings a) During the months of July and August the Board shall meet at least once, at the call of the Chair. b) Regular Board meetings called in July or August shall not be held unless a Committee of the Whole Board meeting has been held at least one week prior to same.	2. July and August Meetings a) During the months of July and August the Board shall meet at least once, at the call of the Chair. b) Regular Board meetings called in July or August shall not be held unless a Committee of the Whole Board meeting has been held at least one week prior to same.
5.c) Arrival of Chair: Should the chair be	5.c) Arrival of Chair: Should the chair be

vacated in favour of the Vice-Chair and the Chair arrives later, it is optional with the Chair whether another change should be made in the presiding officer.	vacated in favour of the Vice-Chair and the Chair arrives later, it is the option of the Elected Chair whether another change should be made in the presiding officer.
9. Absence of Board Member If a member absents himself/herself without being authorized by resolution entered in the minutes from the meetings of the Board for three consecutive meetings, he/she vacates his/her seat and the provisions of the Act under which the Board is established shall apply with respect to the filling of the vacancy.	9. Absence of Board Member If a member absents himself/herself without being authorized by resolution entered in the minutes from the meetings of the Board for three consecutive meetings, he/she vacates his/her seat and the provisions of the Act under which the Board is established shall apply with respect to the filling of the vacancy.
11.a) Presentation and Withdrawal: After a resolution has been presented, it shall be deemed to be in the possession of the Board, but it may be withdrawn at any time or allowed to stand over. Such leave shall be granted upon an affirmative vote of two-thirds of the members present	11.a) Presentation and Withdrawal: After a resolution has been presented, it shall be deemed to be in the possession of the Board, but it may be withdrawn at any time or allowed to stand over. Such leave to withdraw shall be granted upon an affirmative vote of two-thirds of the members present
11.c) Division of Question: When the question under consideration contains distinct propositions, the vote upon each proposition shall be taken separately upon the request of any member.	11.c) Division of Question: When the question under consideration contains distinct propositions, the vote upon each proposition shall be divided taken separately upon the request of any member.
11.e) Speaking after Question is Put: No member shall speak to the question after it is finally put by the Chair, or shall any other motion be made until after the result is declared. The decision of the Chair as to whether the question has finally been put shall be conclusive.	11.e) Speaking after Question is Put: No member shall speak to the question after it is finally put called by the Chair, or shall any other motion be made until after the result is declared. The decision of the Chair as to whether the question has finally been put shall be conclusive.
12.b) Address to Chair: A member, previous to his/her speaking on any question or motion, shall address the Chair. Subject matter of a member's remarks must be confined to the question in debate, avoiding discourteous remarks and personalities.	12.b) Address to Chair: A member, previous to his/her speaking on any question or motion, shall address the Chair. Subject matter of a member's remarks must be confined to the question in debate, avoiding discourteous remarks and personalities.

Communication Plan

This revised By-Law 5 will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

John Forbeck
Director of Education & Secretary

Board and Committee of the Whole Board Meetings — Rules of Procedure**Board Received:** June 28, 2010**Review Date:** September 2013**1. Time and Date for Regular Board Meetings**

Regular meetings of the Board shall/should be held on the fourth Monday of each month, with the exception of July and August, commencing at 6:30 p.m. Trustees will convene an In Camera session at 6:30 p.m., as appropriate, followed by an Open session commencing at 7:15 p.m. Committee of the Whole Board and Regular Board meeting dates shall not be changed unless approved by a Board motion Resolution.

2. July and August Meetings

a) During the months of July and August the Board shall meet at least once, at the call of the Chair.

~~b) Regular Board meetings called in July or August shall not be held unless a Committee of the Whole Board meeting has been held at least one week prior to same.~~

3. Special Meetings

A special meeting of the Board may be called by the Chair, or Vice-Chair in the absence or capacity of the Chair, at any time on his/her own responsibility. It shall be his/her duty or, in his/her absence, the duty of a designated member of the Board to convene and preside at such meeting.

When the Chair will not comply with a request to convene a special meeting a majority of the Board may call a special meeting by a written, signed requisition delivered to the Chair and the Secretary of the Board. The notice calling such special meeting shall contain a copy of the signed requisition, as well as a statement of business for which the meeting is called. No other business may legally be transacted.

Notice: Trustees shall be notified of a special meeting a minimum of twenty-four hours prior to the meeting date, when possible.

4. Taking the Chair

At the hour of meeting, the Chair or the Vice-Chair shall take the chair. The Vice-Chair shall take the chair for at least two regular Board meetings.

5. Absence of the Chair

- a) **Meeting Called to Order:** Should the Chair and Vice-Chair not be in attendance after the hour appointed, they shall be considered absent and the Secretary of the Board shall call the meeting to order.
- b) **Chair Chosen:** A member of the Board shall be chosen as Acting Chair to preside for the one meeting only, or until either the Chair or Vice-Chair arrives; in which case the Chair shall be vacated in his/her favour.
- c) **Arrival of Chair:** Should the chair be vacated in favour of the Vice-Chair and the Chair arrives later, it is the optional with of the Elected Chair whether another change should be made in the presiding officer.
- d) **Authority of Acting Chair:** The Acting Chair shall have the same authority in presiding as would the Chair or the Vice-Chair, and shall vote on all questions.

6. Decisions re: Questions of Order

The rules of order and procedures contained in By-Law 5 shall be observed in all proceedings of the Board and Committees thereof, except where otherwise provided by Statute. The rules and customs as set out in Roberts Rules of Order shall govern, so far as is applicable, in all cases not provided for in this By-Law.

The Chair shall preserve order and decorum and decide upon all questions of order, subject to an appeal to the Board, and shall state the rule applicable to the case, if required.

7. Access to Meetings

In accordance with the provisions of the Education Act and subject to Subsection 7(a), meetings of the Board and of a Committee of the Board, including a Committee of the Whole Board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public, except for improper conduct.

- a) **Closing of Certain Meetings:** A meeting of a Committee of the Board, including a Committee of the Whole Board, may be closed to the public when the subject matter under consideration involves:
 - i) the security of the property of the Board;
 - ii) the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board, or a pupil or her/his parent or guardian;
 - iii) the acquisition or disposal of a school site;
 - iv) decisions in respect of negotiations with employees of the Board;
 - v) litigation affecting the Board.
- b) **Improper Conduct:** The presiding officer may expel or exclude from any meeting any person who has engaged in improper conduct at a meeting.

8. Quorum

- a) **Definition:** In accordance with the provisions of the Education Act, the presence of a majority of all the members constituting the Board is necessary to form a quorum
- b) **Recess for Lack of Quorum:** When a quorum is lost the meeting may be recessed while a quorum is sought.
- c) **Adjournment for Lack of Quorum:** Whenever an adjournment takes place in consequence of there not being a quorum present, the time of adjournment and the names of the members present shall be inserted into the records of the Board.

9. ~~Absence of Board Member~~

~~If a member absents himself/herself without being authorized by resolution entered in the minutes from the meetings of the Board for three consecutive meetings, he/she vacates his/her seat and the provisions of the Act under which the Board is established shall apply with respect to the filling of the vacancy.~~

10.9. Voting

- a) **Vote of Chair:** The Chair shall vote with the other members of the Board upon all questions, except as provided in Subsection 10(d).
- b) **Equality of Votes:** Any question on which there is an equality of votes shall be deemed to be negative.
- c) **Vote by all Members:** When a question is put, every member present shall vote thereon, unless the Board excuses him/her or except as provided in Subsection 10.(d).

- d) **Disclosure of Interest:** In accordance with the Act respecting Conflict of Interest of Members of Municipal Councils and Local Boards, where a member of the Board, on his/her own behalf or while acting for, by, with, or through another, has any pecuniary interest, direct, or indirect:
 - i) in any contract or proposed contract with the Board;
 - ii) in any contract or proposed contract that is reasonably likely to be affected by a decision of the Board;
 - iii) in any other matter in which the Board is concerned, and is present at a meeting, including a committee or other meeting of the Board at which the contract, proposed contract, or other matter is the subject of consideration, s/he shall, as soon as practicable after the commencement of the meeting, disclose his/her interest and shall not take part in the consideration or discussion of or vote on any question with respect to the contract, proposed contract or other matter, or attempt in any way to influence the voting on any such question.
 - iv) every disclosure of interest under Subsection 10(d) shall be recorded in the minutes of the meeting by the Recording Secretary.
- e) **Putting the Question:** When the Chair is putting the question, no member shall walk out or across the house.
- f) **Recorded Votes:** Any member may call for the yeas and nays upon a division in the Board, in which case the names of those who vote for and those who vote against shall be entered in the minutes.

11.10. Resolutions

- a) **Presentation and Withdrawal:** After a resolution has been presented, it shall be deemed to be in the possession of the Board, but it may be withdrawn at any time or ~~allowed to stand over~~. Such leave ~~to withdraw~~ shall be granted upon an affirmative vote of two-thirds of the members present.
- b) **Resolution under Consideration:** When any resolution is under consideration, no motion shall be received other than to adjourn, to lay on the table the previous question, to postpone, to refer or to amend. Such motions shall have precedence in the order named, the first and fourth of which shall be without debate and the third shall be debatable only as to time and place.
- c) **Division of Question:** When the question under consideration contains distinct propositions, the vote upon each proposition shall be taken separately upon the request of any member.
- d) **Amendments:** The previous question (i.e. demand for vote on present motion) until it is decided, shall preclude all amendments of the main question and shall be put, without debate, in the following words: "Shall this question be put now?" If this motion is resolved in the affirmative, the original question shall be put forth without any amendment or debate. All amendments shall be put in reverse order in which they are moved, except in filling blanks, where the longest time and the largest sum shall be put first. Every amendment shall be decided upon or withdrawn before the main question is put to vote.
- e) **Speaking after Question is Put:** No member shall speak to the question after ~~it is finally put~~ ~~called~~ by the Chair, or shall any other motion be made until after the result is declared. The decision of the Chair as to whether the question has finally been put shall be conclusive.
- f) **Motion Contrary to Rules:** Whenever the Chair is of the opinion that a motion offered to the Board is contrary to the rules and privileges thereof, s/he shall so inform the member immediately, before putting the question thereon, and quote the rule of authority applicable to the case, without comment.

12.11. Debates and/or Discussions

- a) **Motion Necessary for Discussion:** Except where the Board is sitting in Committee of the Whole, there shall be no discussion on a matter until a motion has been made.
- b) **Address to Chair:** A member, previous to his/her speaking on any question or motion, shall address the Chair. Subject matter of a member's remarks must be confined to the question in debate, avoiding discourteous remarks, and personalities.
- c) **Chair Names Speaker:** Should two or more members rise at the same time, the Chair shall name the member who is to speak.
- d) **Interruptions:**
 - i) **Interruptions Only on Point of Order:** No member while speaking shall be interrupted by another, except on a point of order or for the purpose of explanation. The member so interrupting shall confine himself/herself strictly to the point of order or the explanation.
 - ii) **No Passing Between Chair and Member Speaking:** When a member is speaking, no other member shall pass between him/her and the Chair, nor hold discourse which shall interrupt him/her.
 - iii) **Call to Order:** The Chair, or any member through the Chair, may call a member to order while speaking, whereupon the debate shall be suspended and the member shall not speak until the point of order shall be determined, unless to appeal the decision of the Chair. All such appeals shall be decided without debate.
- e) **Speaking to the Question:** No member, other than the one proposing a question or motion (who shall be permitted to reply), shall speak more than once without leave of the Board, except in explanation of a material part of his/her remarks which may have been misconceived, but then s/he is not to introduce new matter.
 - i) **Time Limit:** No member shall speak more than five minutes on the same question without leave of the Board.
- f) **Reading of the Question During Debate:** It is the right of a Board member to require the reading of the question or motion under discussion for his/her information at any period of the debate, providing the member speaking shall not be interrupted.
- g) **Chair Leaving the Chair for Debate:** If the Chair desires to leave the chair for the purpose of taking part in the debate or for any other purpose, s/he shall call the Vice-Chair or one of the members of the Board to fill his/her place until s/he resumes the chair.

13.12. Re-introduction of a Question

Any question which has been decided by the Board shall not be re-introduced in the same calendar year, except by a vote of two-thirds of the members present.

14.13. Adjournment

- a) **Motion:** A motion to adjourn shall always be in order, but if defeated, no second motion to the same effect shall be made until some business shall intervene.
- b) **Time:** The Board or a Committee of the Whole Board shall not remain in session later than 10:00 p.m. without a motion to temporarily suspend this By-Law.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education & Secretary

RE: **Bylaw 7 - Committee of the Whole Board**

DATE: September 9, 2013

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 7 – “Committee of the Whole Board”</p>
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Background

By-Law 7 was approved by the Board in June 2010 and has been identified for review.

Additional Information

Suggested revisions have been made to the By-Law and a revised version is attached for consideration

Proposed Changes

Comment: 1. Bylaw #1 uses “should”

Response: For Trustee consideration to keep wording in Bylaws consistent

Comment: 1. Board does not always meet the first and second Monday in January

Response: Add “except as approved by Board Resolution”; remove “as appropriate”

Comment: 2. Need to say when Chair/Vice Chair shall be elected

Response: Amend to make reference to Nomination Meeting held each December

Comment: 2. Why do we say Vice Chair takes the Chair for at least 2 meetings

Response: For Trustee Consideration

Comment: 3.1.d Add “bylaws” before policies and procedures

Response: Amended for Trustee Consideration

Comment: 3.2.g What if we can’t establish the Board’s annual budget at the Committee of the Whole #2? It has happened before

Response: For Trustee Consideration

Comment: 4. We need to have a discussion about printing In-Camera Agendas and Items?

Response: Printing permissions are easily granted. The only consideration is that a greater chance of a breach of privacy exists.

Original Wording	Proposed Wording
<p>1. Time and Date for Committee of the Whole Board Meetings A Committee of the Whole Board shall meet on the first and second Mondays of each month, excluding July and August, commencing at 6:30 p.m., as appropriate, followed by an Open session commencing at 7:15 p.m.</p> <p>2.Election of Chair and Vice-Chair A Chair and Vice-Chair for each Committee of the Whole Board shall be elected by the Board. The Vice-Chairs shall take the chair for at least two meetings for each of the regularly-scheduled Committees of the Whole.</p>	<p>1. Time and Date for Committee of the Whole Board Meetings A Committee of the Whole Board shall/should meet on the first and second Mondays of each month, excluding July and August, commencing at 6:30 p.m., as appropriate except as approved by Board Resolution, followed by an Open session commencing at 7:15 p.m.</p> <p>2.Election of Chair and Vice-Chair A Chair and Vice-Chair for each Committee of the Whole Board shall be elected by the Board at the Nomination Meeting each December. The Vice-Chairs shall take the chair for at least two meetings for each of the regularly-scheduled Committees of the Whole.</p>
<p>3.1.d make recommendations to the Board regarding policies and procedures.</p>	<p>3.1.d make recommendation to the Board regarding bylaws, policies and procedures.</p>

Communication Plan

This revised By-Law 7 will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

John Forbeck
Director of Education & Secretary



BYLAW

BL7

Committee of the Whole Board

Board Received: June 28, 2010

Review Date: September 2013

1. Time and Date for Committee of the Whole Board Meetings

A Committee of the Whole Board shall/should meet on the first and second Mondays of each month, excluding July and August, commencing at 6:30 p.m., except as approved by Board Resolution as appropriate, followed by an Open session commencing at 7:15 p.m.

2. Election of Chair and Vice-Chair

A Chair and Vice-Chair for each Committee of the Whole Board shall be elected by the Board -at the Nomination Meeting each December-. The Vice-Chairs shall take the chair for at least two meetings for each of the regularly-scheduled Committees of the Whole.

3. Terms of Reference

3.1 Committee of the Whole Board No. 1

- a) receive information reports from staff;
- b) make recommendations based on information reports;
- c) review all Board by-laws, policies and procedures;
- d) make recommendations to the Board regarding bylaws, policies and procedures.

3.2 Committee of the Whole Board No. 2

- a) receive and consider reports arising from statutory, ad hoc, and other committees;
- b) determine whether a need exists for the establishment of special and/or ad hoc committees to study specific areas within the system, and recommend to the Board regarding each committee's terms of reference;
- c) through staff reports, operating plan updates and presentations, review program plans and delivery from JK-12;
- d) through the Director, receive reports and/or recommendations from the supervisory officers concerning the extension or modification of both academic and business services provided within the system;
- e) through the Director, receive and consider requests submitted by employee groups, outside agencies, individuals, etc.
- f) consider and recommend a course of action regarding matters referred to the Committee by the Board;
- g) review and establish the Board's annual operating budget;
- h) make recommendations to the Board concerning educational, financial, personnel, and property matters.

4. In Camera

Issues shall be discussed in camera in accordance with the definitions set out in the Education Act. Confidential in camera agenda and minutes shall be maintained through the Director and Secretary of the Board.

In-camera agendas and agenda items will be emailed to Trustees in advance of the meeting but may not be printed. In-camera agenda items will be distributed at the meeting and designated items will be returned at the conclusion of the meeting.

Once in camera deliberations have been completed, the Committee of the Whole or Board shall rise and report all actions approved in camera. All actions approved in camera shall be reported in a manner that protects and respects confidential and personal information.

5. Grievances

All employee final stage grievances will be heard by the Director. A quarterly report of all grievances will be provided to the Board at the Committee of the Whole No. 2 meeting during the In Camera session.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **FT2 – Budget Development Process**

DATE: September 9, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward Policy FT2 – Budget Development Process to all appropriate stakeholders for comment to be received by November 29, 2013.

Background

FT2 – Budget Development Process was approved by the Board in June 2010 and has been identified for review by administration.

Additional Information

Suggested revisions have been made to the Policy and a draft is attached for circulation to stakeholders for comment. The original Policy is attached for comparison.

Proposed Changes

Original Wording	Proposed Wording
Criteria for Success- Budget addresses Strategic Plan key result area as ratified by the Board	Criteria for Success- Budget addresses Strategic Plan key result area Multi-Year Plan components as ratified by the Board
<u>Procedures:</u> 1. The Board's approved Strategic Plan, the Board Improvement Plan and the annual operating plans will inform the budget development process.	<u>Procedures:</u> 2. The Board's approved Strategic Multi-Year Plan, the Board Improvement Plan and the annual operating plans will inform the budget development process.

Communication Plan

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

Respectfully submitted,

Jamie Gunn
 Superintendent of Business and Treasurer



Budget Development Process

Board Received:

Review Date:

Policy Statement:

The Grand Erie District School Board shall allocate its resources in an effective and efficient manner through the application of an annual budget development process.

Accountability:

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

Procedures:

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



D-1-d

GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary
FROM: Mike McDonald, Superintendent of Education
RE: **HR5 Harassment/Objectionable Behavior**
DATE: September 9, 2013

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Administrative Policy HR5 –
“Harassment/Objectionable Behavior” to all appropriate stakeholders for comment to be received by
November 29, 2013.

Background

Administrative Policy HR5 — “Harassment/Objectionable Behavior” was approved by the Board on September 24, 2012 and has been identified for review.

Additional Information

No revisions have been made to the Administrative Policy.

Communication Plan

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

Respectfully submitted,

Mike McDonald
Superintendent of Education



POLICY

HR5

Harassment/Objectionable Behavior

Board Received: September 24, 2012

Review Date: Annual Review
Required by OHSA

Policy Statement

The Grand Erie District School Board (the “Board”) is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. It is recognized that, beyond the provisions of the Ontario Human Rights Code, every individual has an equal right to learn and work in an environment that is free from harassment or objectionable behaviour.

This Policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments and of responsiveness to the damaging effects of harassment or objectionable behaviour. The Board will not tolerate workplace harassment from any person in the workplace. These procedures have been developed to ensure that workplace disputes attributed to harassment in any form are dealt with expeditiously.

Accountability:

1. Frequency of Reports – Annual
2. Severity Threshold – As needed
3. Criteria for Success – Promoting a positive workplace environment
– Reduction in reported harassing behaviour

Policy:

1.0 Definitions

1.1 **Harassment/Workplace Harassment**

Harassment/Workplace Harassment means engaging in a course of vexatious comment or conduct which is known or ought reasonably to be known to be unwelcome pursuant to the *Ontario Human Rights Code* and the *Occupational Health and Safety Act (OHSA)*. Harassment/Workplace Harassment can include sexual harassment.

1.2 **Objectionable Behaviour**

Objectionable Behaviour is often, but not always, persistent, ongoing vexatious conduct towards an individual in the workplace which might reasonably be known to be unwelcome. A single serious act or expression can constitute objectionable behaviour.

1.3 What is NOT Objectionable Behaviour or Workplace Harassment?

Reasonable action or conduct by a manager or supervisor that is part of his or her normal work function will not be considered objectionable behaviour or workplace harassment. This is the case even if there are sometimes unpleasant consequences for a worker. Examples may include changes in work assignments, scheduling, job assessment and evaluation, workplace inspections, relationships between consenting adults which are voluntary and are based on mutual attraction, and disciplinary action. Differences of opinion or minor disagreements between co-workers will also not be considered objectionable behaviour or workplace harassment. In addition, any behaviour that would meet the definition of workplace violence is addressed in policy HR8.

1.4 Working and Learning Environment

The working and learning environment is any place where employees, students and other users perform work or work-related duties or functions (including social functions). Schools and school-related activities, such as extracurricular activities and excursions, comprise this environment, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy.

1.5 Workplace

Workplace is defined as all work activities that occur while on Board premises, or while engaging in workplace activities or workplace social events.

1.6 Employee, Other Users

Employee includes all persons employed by the Board. The words other users include all persons, who are neither students nor employees while on Board premises or attending Board or school programs/functions at other premises or in a business/social community relationship with the Board.

2.0 Application

This Policy on Harassment applies to all Board employees, trustees and other visitors, such as members of consultative committees, clients of the Board, parents, volunteers, permit holders, contractors, and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises.

The rights of students to a respectful working and learning environment, free from harassment or objectionable behaviour, are dealt with under other appropriate policy, legislation or regulations including but not limited to the Board's Code of Conduct, *Safe Schools Act* (now Section XIII of the *Education Act*) and Professional Codes of Conduct.

3.0 **Duties and Responsibilities**

- 3.1 The Board values inclusiveness, responsibility, respect, integrity and relationships in a safe learning and teaching environment. All persons in its learning/working environment will:
- a) respect differences in people, their ideas and opinions;
 - b) treat one another with dignity and respect at all times, and especially when there is disagreement;
 - c) respect the rights of others;
 - d) show proper care and regard for Board property and for property of others;
 - e) demonstrate honesty and integrity; and
 - f) respect the need of others to work in an environment of learning and teaching.
- 3.2 All members of the Board community are accountable for complying with this policy and maintaining a harassment free environment. The Board expects that all persons in its learning/working environment will:
- a) be aware of and sensitive to issues of harassment or objectionable behaviour;
 - b) support individuals who are, or have been targets of harassment or objectionable behaviour;
 - c) prevent harassment or objectionable behaviour through training;
 - d) take all allegations seriously and respond promptly;
 - e) provide positive role models; and
 - f) not demonstrate, allow or condone behaviour contrary to the Policy, including reprisal.
- 3.3 All those who are covered by this Policy have a right to report harassment or objectionable behaviour and are entitled to have access to the dispute resolution processes. Every attempt should be made to resolve matters through an informal resolution. The first step is to inform the individual that their behaviour is unwelcome and must stop immediately. Many disputes can be resolved quickly and effectively using this approach. In order to stop such conduct, supervisory and managerial personnel must address and attempt to resolve disputes in a timely fashion.

Procedures:

1.0 **General**

In accordance with the Policy, these Procedures provide a mechanism for dealing with complaints of harassment and objectionable behaviour occurring in the working and learning environment.

Nothing in these Procedures denies or limits an employee's right to approach the Human Rights Tribunal, initiate legal proceedings, contact the police or any other avenues of redress available under the law or through the filing of a grievance or through progressive discipline.

If the complainant takes a case to the Ontario Human Rights Commission or decides to initiate legal proceedings, the Board's harassment procedures may be suspended until the alternative process is completed. Whenever the complainant initiates action through the legal system, the issue becomes a private matter between the complainant and the alleged harasser, including costs incurred.

1.1 Who May Initiate a Complaint?

Board employees who believe that they have been subjected to such conduct may report the harassment or objectionable behaviour. In addition, those who have witnessed harassment or objectionable behaviour directly, or have reasonable grounds to suspect that it is occurring, may initiate a report. Anonymous reports will not be entertained for dispute resolution under these Procedures. Third party disclosures will only go forward (to the formal stage) with the victim's consent.

1.2 Threshold Assessment

All formal reports filed shall be subject to an immediate threshold assessment to determine whether the alleged conduct would, if proven, meet the definition of workplace harassment.

If it is determined, following this threshold assessment, that the report filed:

- a) would not, if true, meet the definition of harassment, objectionable behavior, workplace harassment;
- b) does not provide sufficient details of the alleged behaviour (provided the complainant is given notice that insufficient details have been provided and given reasonable time to provide sufficient details); or,
- c) is vexatious, frivolous or trivial, has not been made in good faith or would, if investigated, constitute an abuse of the Policy — then the complainant shall be so advised and no further action shall be taken under this Policy and disciplinary action may be taken

1.3 Education and Prevention

In order to promote a harassment-free environment, all employees should be aware of the Board's policy and procedures on workplace harassment. Employees should know how to report incidents of workplace harassment and how the incident will be investigated and dealt with. Employees will be made aware of this policy and procedure by:

- a) Annual awareness activity
- b) Pamphlets
- c) Policy and procedure will be posted in a conspicuous location in the workplace
- d) New employees will be made aware of the Board's policy and procedure

Principals shall ensure that staff, parents and school communities will be made aware of this policy and procedure through the school website and communication such as the following statement to appear annually in a school newsletter:

The Grand Erie District School Board is committed to providing a working and learning environment that is free of harassment, which supports productivity and the personal goals of dignity and self-esteem of every individual. The Board expects all students, staff and visitors to behave in a respectful, courteous and appropriate manner at all times. The Board will not tolerate any forms of harassment. The Board will respond to all forms of unacceptable behaviour in a manner consistent with the Board Policy and Procedure on Harassment and the response will be appropriate to the harassment incident. To view this Policy/Procedure, please visit the Board's website at www.granderie.ca, select the drop-down menu titled 'Board', then 'Bylaws, Policies and Procedures', then 'Policies' and finally 'HR5'.

Information regarding this policy/procedure will be made available on the Board website.

2.0 **Informal Resolution**

- 2.1 Supervisory and managerial personnel may become aware of harassment in the working or learning environment in different ways. They may observe harassment or objectionable behaviour directly or receive a report from the individual affected or they may receive reports from third parties. It is important that supervisory and managerial personnel pay attention to symptoms arising out of possible harassment or objectionable behaviour such as reduced productivity, changes in behaviour, absenteeism, and requests for transfers or rumours. Without assistance, the employee may be embarrassed or reluctant to report a situation.

A speedy resolution of a complaint can prevent escalation and further negative consequences while promoting restoration of a healthy learning and working environment.

Informal Resolution is a procedure that provides an opportunity for parties to resolve a dispute mutually in a respectful manner. The Board encourages supervisory and managerial personnel, as well as union/federation representatives, to first attempt Informal Resolution as a means of resolving issues.

Supervisory or managerial personnel, as well as union/federation representatives may facilitate an informal resolution by:

- a) suggesting that the complainant confront the problem by making it clear to the individual alleged to have engaged in harassing behaviour that the behaviour is not acceptable and by obtaining a commitment that the behaviour will stop;
- b) informing the individual of the complainant's concern regarding the alleged harassing behaviour and the Board's expectation for appropriate behaviour, providing a copy of the Board's Policy and Procedures on Workplace Harassment and/or other relevant Board policies, and obtaining a commitment that the behaviour will stop;
- c) following up with the complainant to ensure that the behaviour has stopped.

In cases where an informal plan of action is implemented, supervisory and managerial personnel shall follow up by monitoring the situation, holding, if necessary, subsequent meetings with the parties and taking further steps to ensure that the harassing behaviour has stopped.

Where disputes are resolved informally, there will be no formal reports about such disputes. Every effort will be made to protect the privacy of individuals.

For informal complaints, where the parties are members of a union, federation, association or the school community, a resolution facilitated by the appropriate representative(s) is recommended, if acceptable to the parties.

2.2 Mediated Resolution

Mediation involves an unbiased third party acting as a facilitator in direct communication between the parties who voluntarily agree to enter into this process. It is an opportunity to resolve disputes in a respectful manner. It provides the opportunity to generate a variety of options for resolution and contributes to restoring the working relationship between the parties.

Where there is already a formal complaint being investigated under these procedures, at any time during the investigation, the parties may agree to hold the investigation in abeyance and attempt to achieve a mediated resolution. Mediation will only occur if the employer agrees to using it as an option in resolving a particular dispute.

Mediation is appropriate when all parties agree that a mutually agreeable solution is achievable and desirable. The Superintendent of Education (Human Resources), or designate, will be responsible for obtaining the mediator, in consultation with the parties.

Meetings required for mediation sessions shall be scheduled as soon as possible and, where practical, in a time and place convenient for the complainant, the respondent and the mediator.

When matters are resolved through mediation, the complainant and the respondent will sign a memorandum of agreement outlining the terms to which they have agreed. Supervisory and managerial personnel shall ensure that the terms that the parties have agreed to have been met.

Mediation is voluntary and the complainant or the respondent may choose to withdraw at any time.

3.0 **Formal Resolution Complaint Handling Procedure**

- 3.1 While the complaint is being investigated, the Board will take appropriate measures to ensure that the learning and working environment for all parties involved is safe and free from harassment and objectionable behaviour.
- 3.2 The successful resolution of concerns and complaints is often determined by the way in which they are handled. The existence of a process with detailed procedures and guidelines is critical to ensure that all complaints are dealt with in a consistent and fair manner which allows flexibility to accommodate different situations, circumstances, and needs.
- 3.3 The harassment of an individual is viewed as a serious matter and may be subject to a range of disciplinary measures by the Board.
- 3.4 While the Board provides a process by which individuals may proceed with complaints of harassment, any person may approach the Ontario Human Rights Commission, subject to provisions set out in the Code, initiate legal proceedings, contact the police, or Ministry of Labour, at any time. If the complainant takes a case to the Ontario Human Rights Commission or decides to initiate legal proceedings, the Board's procedures may be suspended until the alternative process is completed. Whenever the complainant initiates action through the legal system, the issue becomes a private matter between the complainant and the alleged harasser, including costs incurred.
- 3.5 The complaint procedure is preventative in intention. Therefore, the process may stop and the parties may agree to an alternate dispute resolution process at any of the steps if agreed to by the complainant, respondent (alleged harasser), and Superintendent of Education (Human Resources), or designate.

- 3.6 Every attempt will be made throughout the investigative procedure to respect confidentiality.
- 3.7 If the complaint is against the person identified as an investigator, the complainant should proceed directly to the Superintendent of Education (Human Resources) or the Director.
- 3.8 Both the complainant and the respondent will be advised that they have the right to have present at any meeting a Federation/Union/Association/Council representation and/or a friend.
- 3.9 Any time limits outlined in this procedure may be extended, if mutually agreed by the parties concerned.
- 3.10 The steps listed below in Section 4.2 represent the official formal procedure of the Grand Erie District School Board for resolving a complaint concerning harassment. This procedure is not intended to preclude employee rights which are covered under a collective agreement. It should be understood, however, that if a grievance is in process under a collective agreement, the procedures herein set out will be held in abeyance.

4.0 **Formal Resolution Complaint Procedure for Harassment of Employees by Employees**

This Procedure anticipates an active and supportive role of the various unions and associations which represent the employees. All union/association employees are encouraged to seek the assistance and advice of their union/association representatives prior to engaging in, or at any time throughout, the complaint process.

4.1 **Step One**

It is strongly recommended that the complainant, or a representative of the complainant (eg. principal/supervisor, friend, colleague and/or union/association representative), make known to the alleged harasser that the conduct/behaviour of the person is considered harassment and is unwelcome, and request that the offending behaviour cease immediately. If the complainant is not comfortable initiating the process at Step One, or there is a recurrence of the inappropriate behaviour, the process moves to Step Two.

4.2 **Step Two**

At this point, the Superintendent of Education (Human Resources), or designate, will advise both the complainant and the respondent of the right to union/association representation.

- a) The complainant shall inform the Superintendent of Education (Human Resources), or designate, in writing as soon as possible after the date of the alleged incident, and shall specify the particulars of the incident and the name(s) of the person(s) involved (see Appendix A for form).
Where the Superintendent of Education (Human Resources) is the alleged harasser, the Director of Education shall be appointed as designate.
- b) The Superintendent of Education (Human Resources) or designate will provide the respondent with the written formal complaint within five (5) working days of its receipt.
- c) The Superintendent of Education (Human Resources), or designate, shall notify both the complainant and respondent in writing that the formal complaint has been received and that the investigative process has commenced.
The Superintendent of Education (Human Resources), or designate, will again make the complainant and respondent aware of their right to union representation.

- d) The Superintendent of Education (Human Resources), or designate, initiates the investigative process. The process will be as follows:
 - i. interview with complainant;
 - ii. interview with respondent;
 - iii. interview with witnesses;
 - iv. consideration of evidence;
 - v. re-interview with complainant or respondent or both (if necessary).

The Superintendent of Education (Human Resources), or designate, shall meet with both the complainant and respondent individually (or jointly with the agreement of the complainant) within ten (10) working days of receipt of the written complaint to investigate the validity of the complaint. Interviews will be held with witnesses within the twenty (20) working days of receipt of the written complaint.

- e) Within twenty-five (25) working days of receiving the written complaint, the Superintendent of Education (Human Resources), or designate, shall compile a draft Summary Report. The standard of proof to be applied is the balance of probabilities.
- f) Within five (5) working days of completion of the draft Summary Report the Superintendent of Education (Human Resources) or designate shall provide the Report to both the complainant and respondent, who shall have five (5) working days in which to respond to the Superintendent of Education (Human Resources), or designate, in writing.
- g) Within five (5) working days of the response from the complaint and respondent in (f) above, the Superintendent of Education (Human Resources), or designate, shall make any further inquiries or amendments, if required, in order to prepare a final Summary Report, which will describe the incident and what actions, if any, are required to achieve compliance with the workplace harassment policy/procedure in respect of the complaint (eg. education/training, disciplinary action and/or redress) and future expected behaviour and/or practices. Copies of the Summary Report will be sent to both the complainant and respondent within ten (10) working days of finalizing the draft report.
- h) Where the Superintendent of Education (Human Resources), or designate, finds no facts to substantiate the allegations and the complaint was not frivolous, vexatious, false or in bad faith, this finding will be reflected in the Summary Report. Where the Superintendent of Education (Human Resources), or designate, finds that the complaint was frivolous, vexatious, false or in bad faith, the Summary Report will recommend appropriate discipline for the complainant.
- i) At the request of the complainant, respondent or Board, the Superintendent of Education (Human Resources), or designate, will meet to review the contents of the Report. Where the Report identifies disciplinary action against a party, the disciplinary action shall be conveyed, discussed, and confirmed at this meeting with the employee involved and a union representative.
- j) The grounds for review are:
 - i. the investigator failed to comply with these Procedures;
 - ii. new evidence becomes known after the final decision but within ten (10) working days of the issuing of the final Summary Report (in (i) above);
 - iii. discipline imposed

No review of the final decision will be undertaken with regard to the claim that the conclusions drawn by the investigator based on findings of fact were incorrect. In the case of an employee who is a member of a bargaining unit, the matter may be grieved in accordance with the procedure set out in the appropriate collective agreement.

In the case of an employee who is not a member of a bargaining unit, the matter may be appealed in accordance with existing policies or procedures appropriate to that individual (see Human Resources HR Policy/Procedure HR2).

- l) Notwithstanding the above procedures, the parties may agree to an alternate dispute resolution process at any point during the complaint procedure.
- m) Reprisals against individuals because they have reported a complaint are strictly forbidden. Alleged reprisals shall be investigated as formal complaints and, if substantiated, are subject to the same consequences as complaints of workplace harassment or objectionable behaviour.

4.3 Records

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

4.4 Confidentiality

- a) It is the duty of the Board and supervisory/managerial personnel to make every effort to maintain strict confidentiality in the complaint process. All complainants, respondents, and other persons involved with the complaint processes under these procedures have a responsibility to ensure that all matters remain confidential. The obligation to maintain confidentiality does not prohibit any party to a complaint from obtaining advice or counsel or from speaking to any union/association representative or a supervisor as required. This also pertains to communication to supervisors/managers with regards to the implementation of a resolution.
- b) The Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection of Privacy Act*. Examples of such agencies are the Ontario Human Rights Commission, another tribunal, or court.

4.5 Contacts and Supports

- a) GEETF President – (519) 753-9291 or 1-888-753-9291
- b) OSSTF District 23 President – (519) 426-8545
- c) CUPE President – (905) 768-2873 or 1-877-813-1609
- d) Board – Superintendent of Education (Human Resources) - (519) 756-6301
- e) Board – Manager of Human Resources - (519) 756-6301
- f) Human Rights Commission, Toronto Office – (416) 326-9511 or 1-800-387-9080
- g) Ministry of Labour, Call Centre – 1-877-202-0008

5.0 Formal Resolution Complaint Procedures for Harassment of Employees by Visitors**Complaint Procedures**

- a) An employee who believes that he/she has been harassed by a visitor shall complete the form entitled “Harassment of an Employee by a Visitor” (Appendix B) and submit it to their supervisor as soon as possible after the incident(s).
- b) Within five (5) days of receipt of Appendix B, the supervisor or designate will provide a copy of Appendix B to the respondent.
- c) An investigation will be conducted by the supervisor and feedback provided to the complainant, within five (5) school days by his/her supervisor.
- d) Timelines may be extended upon mutual consent of the parties.
- e) Should the investigation indicate that the complaint has merit, the supervisor shall notify his/her supervisor and do any or all of the following:
 - i. meet with the individual to outline and resolve concerns
 - ii. provide a copy of the harassment pamphlet
 - iii. send an access to property letter
 - iv. recommend the cancellation or non-renewal of permits/contracts (in the event that the perpetrator is a permit holder, contractor or service provider)
 - v. limit access to that work site

Appendix A

Grand Erie District School Board

Workplace Harassment – Formal Complaint Form (Employees)

Private and Confidential

Complainant(s)		Job Title	
Workplace		Phone Number	

Name(s) of Person(s) Accused of Harassment

Description of Alleged Harassment (set out all facts, in chronological order, on which complaint is based, including dates and times and location, the identity of any witnesses, and a description of the steps, if any, already taken to resolve the matter. Attach additional pages if necessary.)

Resolution Requested

I have contacted the following with regard to the incident(s)	
Supervisor	
Union/Association	
Other (Please specify)	

Complainant(s) Signature(s)		Date	
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NOTE: When the complainant and the respondent are both teachers, the complainant must meet the reporting obligations of Section 18(1)(b) of the Regulation made under the *Teaching Profession Act*.

INSTRUCTIONS FOR SUBMITTING THIS FORM

Place this form in a sealed envelope marked “**PRIVATE AND CONFIDENTIAL**” and forward to the Superintendent of Education (Human Resources).

Appendix B

Grand Erie District School Board
Formal Complaint Form - Harassment of an Employee by a Visitor

Private and Confidential

Complainant(s)		Phone Number	
Relationship to the Respondent		Work Location	

Name(s) of Person(s) Accused of Harassment

Status (e.g. parent, service provider)

Description of Alleged Harassment (set out all facts, in chronological order, on which complaint is based, including dates and times and location, the identity of any witnesses, and a description of the steps, if any, already taken to resolve the matter. Attach additional pages if necessary.)

Resolution Requested

I have contacted the following with regard to the incident(s)	
Supervisor	
Union/Association	
Other (Please specify)	

Complainant(s) Signature(s)		Date	
Complainant(s) Signature(s)		Date	

INSTRUCTIONS FOR SUBMITTING THIS FORM

Place this form in a sealed envelope marked “***PRIVATE AND CONFIDENTIAL***” and forward to your supervisor as soon as possible after the incident(s).



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education

RE: **SO26 Event Planning and Organization**

DATE: September 9, 2013

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Policy SO26 – Event Planning and Organization to all appropriate stakeholders for comment to be received by November 29, 2013.

Background

Policy SO26 – Event Planning and Organization

The approval of an Event Planning and Organization Policy was identified in the *2013-14 Annual Operating Plan – Communications and Community Engagement*, which states:

“Create an Events Protocol Policy/Procedure for staff to follow to ensure events and activities further the mission, vision and belief statements of Grand Erie and ensure the event is coordinated in a professional manner that reflects the positive image of the Board.”

Communication Plan

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

Respectfully submitted,

John Forbeck
Director of Education



Event Planning and Organization

Board Received:

Review Date:

Policy Statement:

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

Accountability:

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

Definitions

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

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

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

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

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

Procedures

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

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

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

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

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

4.0 Media Protocol: All events that require members of the media to attend are to be submitted through the “Submit an Event” feature on the Board’s website to be included in a weekly notification to the media. Visit the Community Tab at granderie.ca and click on Newsroom to find the “Submit an Event” form and to submit the event.

Media are welcome to attend events that are publicized in ways other than the “Submit an Event” process. When they attend, the Manager of Communications and Community Relations should be informed.

Conveners, physical education teachers and coaches are welcome to complete the “Submit an Event” process to further enhance the communication of athletic/sporting events. Often, routine athletic/sporting events are shared directly with the reporters by the organizers and therefore are exempt.

5.0 Speaking Order: The following speaking order should be adhered to when possible:

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

Board Resources

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



Event Planning and Organization Checklist

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

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

Event Leads

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

Event Planning Charts

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

The following charts outline the following:

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

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

School-Organized Event

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
School anniversaries	Trustees Director of Education Family of Schools Superintendent of Education	Chair of the Board Director of Education Superintendent of Education may be asked to speak in addition to the Director	Member of the School Organizing Committee
Graduations	Trustees Director of Education or a Superintendent of Education will represent Senior Administration	Board provides schedule from the Director's Assistant identifying the Trustee speaker Director or Superintendents of Education will present awards / no speaking role required	Member of the School Organizing Committee
Recognition assemblies (i.e. character education)	Local Trustees (Optional)	No speaking role for Trustees – recognition	Member of the School Organizing Committee

assembly, athletic banquet, Remembrance Day assembly, fundraising celebrations etc.)	Superintendent of Education (Optional)	only	
Official school closings	Trustees Senior Administration Manager of Communications and Community Relations	Chair of the Board or designate Senior Administration	Member of the School Organizing Committee

System-Sponsored Events

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Official school openings	Trustees Director of Education Senior Administration School Council School staff Community Dignitaries Contractors, Architects & Engineers Community & Neighbourhood Representatives Board Departments: Facilities, Finance, Purchasing, Information Technology and Human Resources Media Representatives	Chair of the Board Director of Education (Refer to speaking order defined in SO26 – Events Planning and Organization Policy) (A plaque is presented to the school on behalf of the Trustees and Senior Administration)	Manager of Communications and Community Relations will act as Event Lead within a School Organizing Committee
Major renovations or additions greater than \$1 Million	Trustees Director of Education Family of Schools Superintendent Facilities Staff Community Dignitaries	Chair of the Board Director of Education (Refer to speaking order defined in SO26 – Events Planning and Organization Policy)	Manager of Communications and Community Relations will act as Event Lead within a School Organizing Committee
Program launch (Examples: Turning Point, Energy Dashboard etc.)	Trustees Superintendent responsible for the program/portfolio Director of Education Staff members within the program/portfolio Community Dignitaries	Chair of the Board or designate Superintendent of Education No speaking role for Director of Education	Manager of Communications and Community Relations will act as Event Lead within the program planning team organizing the event

Partnership events (Examples: Solar-energy launch, Community Hub, etc.)	Trustees Senior Administration Partners / Community Dignitaries	Chair of the Board or designate Director of Education or designate	Manager of Communications and Community Relations
Student Voice Events	Trustees Senior Administration Student Voice event – Student Trustees	Chair of the Board or designate Director of Education or designate GEPIC Chair or member of GEPIC	Manager of Communications and Community Relations will act as Event Lead within the System-Level Organizing Committee
Parent Engagement Events at the system-level	Trustees Senior Administration GEPIC Chair or a member of GEPIC School Council Members	Chair of the Board Director of Education GEPIC Chair or member of GEPIC	Manager of Communications and Community Relations

System-Internal Event

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Grand Erie retirement dinner	Trustees Senior Administration	Chair of the Board or designate Director of Education or designate	Member of the Organizing Committee
Professional/leadership development special events or a launch	Trustees Senior Administration	Chair of the Board or designate Superintendent of Human Resources	Member of the Organizing Committee

School-Internal Event

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

Community Events

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

Ministry/Government Events

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

Audio/Visual Equipment

Event Leads are responsible for their own use of audio/visual (A/V) equipment. When events are held at a school, A/V equipment should be coordinated and provided by the school. A/V equipment includes microphones (podiums), speakers, LCD projectors etc.

Signage

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

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

“Submit an Event” Procedure

Events are opportunities to share good news in the community about what is happening in our schools and as a Board. Submitting an event is easy. Visit the Community Tab at granderie.ca and click Newsroom.

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

Contact Information

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

Manager of Communications and Community Relations
(519) 756-6301 ext. 281147 or cell: (905) 978-1417



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: Mike McDonald, Superintendent of Education

RE: **HR3 Staff Development Model**

DATE: September 9, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Policy HR3 “Staff Development Model” for approval.

Background

Administrative Policy HR3 “Staff Development Model” was circulated to all appropriate stakeholders for comments to be received by May 31, 2013.

Comments Received

Comment #1

- There seems to be some confusion whether personal development is a Board responsibility or an employee responsibility, as what is said in Assumptions #4 and Guiding Principles #1 seem to contradict each other.

Response - change made

Additional Information

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

Proposed Changes

Original Wording	Proposed Wording
<u>Procedures: Guiding Principles</u> 1. Staff Development is a process consisting of three key elements: professional development, career development and personal development.	<u>Procedures: Guiding Principles</u> 1. The three key elements of development are, professional, career and personal.

Respectfully submitted,

Mike McDonald
 Superintendent of Education

**Staff Development Model****Board Received:****Review Date:****Policy Statement**

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

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

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

Accountability

1. Frequency of Reports – as needed
2. Severity Threshold – As needed (eg. funding changes, Ministry announcements, succession planning, legal requirements, etc.)
3. Criteria for Success –
 - enhanced staff capacity
 - operates within approved budget
 - enhanced career, professional, & personal opportunities
 - continue to have large numbers of qualified candidates within the system

Definition of Staff Development

Staff Development is the process by which employees develop their knowledge and skills to become more effective in their workplace responsibilities and professional roles.

Assumptions

1. The Board is committed to providing staff development activities for employees to encourage growth and improvement.
2. In addition to mandatory staff development provided by the employer, the Board supports self-directed staff development which encourages professional learning, reflection, innovation and risk taking.
3. Staff require training to keep up-to-date in their field because of on-going change.
4. Professional development and Career development are the shared responsibility of the employer and the employee. Personal development is the responsibility of the employee.
5. Effective staff development improves job satisfaction and efficiency.
6. Funding for staff development is limited by the budget and Ministry funding.
7. Partnerships with other groups and organizations enhance staff development opportunities.
8. The Board's Multi-Year Plan and Operating Plans will be reflected in staff development sessions.

9. Geographical size within our board must be considered when choosing session locations for staff development.

Procedures

Guiding Principles

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Scott Sincerbox, Superintendent of Education

RE: **P1 – Special Education Guiding Principles**

DATE: September 9, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School approve P1 – “Special Education Guiding Principles”.

Background

P1 – “Special Education Guiding Principles” was circulated to all appropriate stakeholders for comments to be received by May 31, 2013.

Comments Received

Several comments were received.

1. 1st sentence - ‘Most enabling environment that is required to foster success’ think this could be rewritten to sound like something we should do – not required to

Response: Amendment

2. 2nd sentence - Do we need the word system- or just special education support staff? Some students are just looked after at the school level and never have interactions with system support people

Response: Amendment

3. #3 – attitude of inclusion – can we remove the words “an attitude of” (it appears 3 times)

Response: Repeating “attitude on inclusion” effectively maintains the reader’s focus on the topic of the section.

4. #3 Last line – are welcomed and integrated into a new school community – should this state – in ‘their’ school community?

Response: Amendment

5. #5 – end of 1st paragraph – “in keeping with the principle...level of service” Do not think this belongs in this section. Maybe it should be put in #7

Response: There is a connection between the principle of inclusion and the range of classroom supports. At times, in the interest of including a student with special education needs into a regular classroom, the student receives a disproportionate amount of support from a particular staff person (e.g., Educational Assistant), thereby creating a dependency on that support. That is to be avoided.

6. #5 2nd paragraph – suggest – “Special education support staff help school staff to meet the broad range...”

Response: *More than simply “helping” school staff meet the needs of their students with special education needs, system support staff attempt to develop within school staff the skills to independently meet student needs.*

7. #7 – 2nd sentence – where problems persist – I think self-contained classes exist to meet student needs not to solve ‘problems’ can this sentence be reworded

Response: *Amendment*

8. #7 5th paragraph - Similarly gifted students...can receive effective programming – suggest ‘will’ and “within the regular classroom or may choose to access enrichment or gifted-class opportunities”

Response: *The wording “at some point” captures the notion that the most beneficial placement and programming for a student with Special Education needs can change over time.*

Additional Information

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

Proposed Changes

Wording Approved for Circulation	Proposed Wording
...programs and services are delivered in the most enabling environment that is required to foster success	...programs and services are delivered in the most enabling environment necessary to foster success
Schools and parents/guardians work with system special education support staff...	Schools and parents/guardians work with special education support staff...
...students in self-contained classes are welcomed and integrated into a new school community.	...students in self-contained classes are welcomed and integrated into their school communities.
Where problems persist, special education services, including access to self-contained placements, may be appropriate	Where significant academic challenges persist, special education services, including access to self-contained placements, might be appropriate.

Communication Plan

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



Special Education Guiding Principles

Board Received:

Review Date:

Policy Statement:

Grand Erie District School Board special education programs and services are delivered in the most enabling environment ~~that is required~~ necessary to foster success for students with special education needs. Schools and parents/guardians work with ~~system~~ 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.

Accountability:

1. Frequency of Reports – As needed
2. Severity Threshold – As needed (e.g., SEAC recommendations, public concerns raised)
3. Criteria for Success – Enables educational opportunities for all students
 - Students receive program in most enabling environment
 - Partnerships to support student needs are promoted
 - Training and support for classroom teacher are apparent

Special education programs and services within the Grand Erie District School Board are guided by the following principles. See Appendix A for more description:

1. Public education is group education.
2. The diversity of our student population is valued and informs program delivery.
3. Fostering an inclusive culture in schools is paramount.
4. Educational resources are allocated to reach educational goals.
5. Resources are organized to support the classroom teacher.
6. The classroom teacher is the greatest resource in the education system.
7. Placement options are guided by the most enabling environments for learning.

Appendix A

Guiding Principles in Special Education1. **Public education is group education.**

Our mission is to nurture and develop the potential of all students by providing meaningful learning opportunities. Educational program delivery occurs within a group of peers to facilitate the development of the whole child. We believe that the education of every child is the collective responsibility of every adult within a school community.

2. **The diversity of our student population is valued and informs program delivery.**

Schools within the Grand Erie District School Board represent proud and unique communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and meeting individual student needs within the context of group learning. Schools have access to a variety of specialized supports to identify, understand and meet special needs with a view to expanding the range of special needs that can be met within each community school.

3. **Fostering an inclusive culture in schools is paramount.**

The culture of the school is essential in fostering an attitude of inclusion. An inclusive culture celebrates diversity by creating an infrastructure that balances group and individual needs. It supports school staff in the development of new skills and invites students and their parents to actively participate in the educational process. As Ontario's Equity and Inclusive Education Strategy (2009) outlines, inclusive education "is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings and the broader environment, in which diversity is honoured and all individuals are respected".

An attitude of inclusion recognizes the provision of special education programs and services on a continuum. While consultation with specialized personnel may help the regular classroom teacher deliver an appropriate program for some students, others require more intensive supports which may include placement in a self-contained program. Deciding when a self-contained placement may be appropriate is a consultative process which honours the voices of parents, school staff, system special education support staff and the student, as appropriate. Further, an attitude of inclusion ensures that students in self-contained classes are welcomed and integrated into a new **their** school communities.

4. **Educational resources are allocated to reach educational goals.**

While education supports the special learning needs of students, it does not treat children for medical, mental and social disorders or disease. Wherever possible, we seek to work co-operatively with community agencies to develop the most beneficial pathway to treatment.

5. Resources are organized to support the classroom teacher.

School resources, including the expertise of the Learning Resource Teacher, Principal and regular classroom teacher, are the primary means by which special education needs are identified and addressed. The regular classroom teacher plays a central role in the process of identifying special needs, co-ordinating the additional supports to build a better understanding of an individual student and developing an *Individual Education Plan (I.E.P.)* to address these needs, with other personnel supporting him/her. At the school level, Special Education support for the classroom teacher will be provided by the Learning Resource Teacher; to the greatest extent possible, this support should be delivered within the classroom setting. In keeping with the principle of inclusion, schools work to minimize the culture of dependency that can be created by an over-reliance on one individual staff member or one level of service.

System special education support staff build the capacity of schools to meet the broad range of special education needs. Specialized supports within the Grand Erie District School Board, including the services of the Learning Resource Teacher, Teacher Consultants – Special Education, and system non-teaching staff (e.g., Attendance Counsellors, Behaviour Counsellors, Child and Youth Workers, Psychological Services, Social Work and Speech Language Services) are accessed through the School Resource Team.

6. The classroom teacher is the greatest resource in the education system.

Our respect for the regular classroom teacher is reflected in the allocation of resources to develop his/her skills on an on-going basis. Effective educational programming requires a knowledge of specific exceptionalities, provincial curriculum standards and teaching, learning and assessment methods. The development of this broad range of skills for all teachers must be supported by in-service, coaching materials and planning resources that target these areas.

It is recognized that the success of special education programs depends on the quality of the staff delivering the program. To this end, selection of suitable, qualified personnel is as important as on-going training.

7. Placement options are guided by most enabling environments for learning.

Early identification of learning needs - and programming to address them - is part of classroom planning for all students. Where **problems significant academic challenges** persist, special education services, including access to self-contained placements, may be appropriate.

If a student's needs can be met in a regular classroom with allowable *accommodations* and *modifications*, placement should be in a regular classroom in the home school.

Self-contained class placements are a more defined environment within the education system. The individual needs of some students within each category of exceptionality, however, are such that placement within a self-contained class can also be the most enabling. By definition, programs in self-contained settings will be *alternative* to a regular class program. Alternative curriculum expectations must be related to the identified exceptionality and individualized according to the student's needs.

Self-contained placements are offered within the Grand Erie District School Board recognizing that learning needs and long-term educational outcomes vary by category of exceptionality. For some exceptionalities, placements offer time-limited but intensive support in order to address specific, identified needs that will enable students to achieve educational goals within their home school. For example, a student with a learning disability learns how to use technology to bypass written language difficulties, or a student with behavioural needs develops the self-control required for success in a regular classroom.

When the identified exceptionality follows a developmental course, whereby a student's capacity to manage the demands of a regular classroom will likely decrease from grade to grade, placement in a self-contained program should be delayed until the student's needs are such that an alternative to regular program is in his/her best interests. For example, a student with a developmental disability continues to learn in the context of a life skills program that is an alternative to the Ontario curriculum. Similarly, gifted students – generally identified formally as a result of the blanket testing of grade 3 students will receive effective programming within the regular classroom, but could choose at some point to access enrichment or gifted-class opportunities.

To achieve these diverse goals, the Grand Erie District School Board offers both exceptionality-specific placements and Mixed Exceptionality classes. This facilitates the flexible provision of intensive supports to a broad range of individual learning needs, being mindful of factors such as population density and transportation.

Educational implications of participation in self-contained programs should be discussed with the parents and students through the *Identification, Placement and Review Committee (I.P.R.C.)* planning process, as well as part of *Individual Educational Plan (I.E.P.)* development, Annual Goal setting and Transition Planning. If the long-term goal for a student is the completion of an Ontario Secondary School Diploma or Ontario Secondary School Certificate of Achievement, self-contained class placement must be time limited to enable the development of the non-academic skills required for success in regular classes (i.e. independent work completion and goal setting, time management, organization, peer relationships, planning etc.). If the long-term goal for a student is the completion of a Certificate of Accomplishment, then opportunity for continued placement until the age of 21 (regardless of exceptionality) must be ensured.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education

RE: **Administrative Procedure FT101 — Smoke-Free Environment**

DATE: September 9, 2013

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Administrative Procedure FT 101 - Smoke Free Environment to all appropriate stakeholders for comment to be received by November 29, 2013.</p>
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Background

Administrative Procedure FT101 - Smoke Free Environment was approved by the Board in February 2007, reviewed in 2010 and has been identified for review again.

Additional Information

There are no suggested changes to this procedure. This procedure has been created to address legislation. Trustees may want to consider eliminating this procedure as the only enhancement is about our vehicles.

Communication Plan

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

Respectfully submitted,

John Forbeck
Director of Education



Smoke-Free Environment

Board Received:

Review Date: September 2013

Accountability:

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

Procedures:

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

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

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

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



Ontario

September 4, 2013

Dear Chairs,

As fall approaches and our children head back to school, we have so much to be proud of. Student achievement continues to rise with roughly 75 per cent of our four and five-year-olds enrolled in full-day kindergarten and 83 per cent of our high school students graduating.

Ontario's students continue to amaze me. Their hard work, along with the incredible support of their parents, teachers and school board staff, is making our schools stronger each and every day. The results over the past decade speak for themselves.

For example, the Education Quality and Accountability Office released their most recent provincial results last week. The number of elementary students reaching Ontario's high standard has increased by 17 percentage points over the last 10 years. Today, 71 percent of grade 3 and 6 students are meeting or exceeding the provincial standard of a 'B' grade.

We know that we have to improve our results in mathematics, and we look forward to working with our education partners to ensure that Ontario's students have the skills they need in today's global economy. One of our most innovative initiatives is the implementation of full-day kindergarten. During the last school year, over 120,000 students were enrolled in this program.

By this time next year, full-day kindergarten will be completely rolled out, making it available to all of Ontario's four and five-year-olds. Together, we have come a long way — initiatives like full-day kindergarten and our student success programs are part of why our education system is now recognized as being among the best in the English-speaking world.

I know that I can count on your support as partners who recognize that investing in our children's education is an investment in our province's future. I am excited to support our students, teachers and educators as we build an even stronger education system to provide the best environment for students to succeed now and throughout their lives.

I hope that you have enjoyed the summer break, and I thank you in advance for your hard work, on behalf of our students, as we look forward to another successful school year.

Sincerely,

Liz Sandals
Minister

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



August 22, 2013

Dear Chairs,

Today I shared with all Directors and the members of the Minister's Advisory Council on First Nation, Métis and Inuit Education, the Ministry of Education's *A Solid Foundation – Second Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework*.

As we know, there has been much progress since the launch of Ontario's Aboriginal Education Strategy and the Framework. Relationships with First Nation, Métis and Inuit communities are stronger. Activities to support First Nation, Métis and Inuit students are more focused. Knowledge and awareness of First Nation, Métis and Inuit histories, cultures and perspectives have increased. This is a result of our collective work and, in part, due to having the data that tells us where the students are in our education system, and in what areas we need to focus to help students reach their full potential.

It is commendable that all 76 school boards and school authorities have voluntary, confidential Aboriginal student self-identification policies in place, and that approximately 44% of the estimated Aboriginal student population has self-identified. This represents much good work through positive relationship-building with parents, families and community representatives.

Although the data tells us that many First Nation, Métis, and Inuit students are excelling academically, the data shows that some students are not achieving at their full potential, and that overall, there is a gap in the achievement levels of Aboriginal students and the achievement levels of all students, as a whole. We must ensure that this information is handled with great sensitivity so that there is no negative impact on any student. Our schools must remain safe and accepting of all students.

I urge you to continue the good work in creating a common understanding within our boards, schools, and with our partners that the data is necessary to help us to focus on the specific supports that will enable students to be successful. The data helps us to know how we can reach out to parents, families and communities to engage with them in building those bridges of greater understanding and awareness about First Nation, Métis and Inuit histories, cultures and perspectives to better understand the needs of our students. It is about shared goals and mutual respect.

The ministry will continue to work with all partners at the provincial level to continue to build those bridges and develop the types of supports that will advance this work across the province.

I look to your leadership in continuing to build the awareness and understanding within your boards and schools, and to work through your positive relationships at the local level that will be key in helping us to achieve the goals we have set in supporting the success of First Nation, Métis and Inuit students in Ontario.

Sincerely,

A handwritten signature in black ink, reading "Liz Sandals". The signature is fluid and cursive, with the first name "Liz" and last name "Sandals" clearly distinguishable.

Liz Sandals
Minister