



GRAND ERIE DISTRICT SCHOOL BOARD
Committee of the Whole Board No. 1
November 4, 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) Personnel Matter
 - (ii) Legal Matter
- (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

C – 1 Director's Report

- (a)

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

- | | | |
|-------|---|------------|
| * (a) | BL11 Delegations (A) | J. Forbeck |
| * (b) | F6 Purchasing (A) | J. Gunn |
| * (c) | SO8 Community Partnerships (A) | J. Gunn |
| * (d) | SO10 Bullying Prevention and Intervention (A) | W. Baker |
| * (e) | SO11 Progressive Discipline and Promoting Positive Student Behavior (A) | W. Baker |

D – 2 Administrative Procedure Consideration — Information Items

- | | | |
|-------|--|-------------|
| * (a) | F107 Purchasing (I) | J. Gunn |
| * (b) | HR120 Communicable Diseases (I) | M. McDonald |
| * (c) | SO129 Bullying Prevention and Intervention (I) | W. Baker |
| * (d) | SO130 Progressive Discipline and Promoting Positive Student Behavior (I) | W. Baker |
| * (e) | SO134 Website Requirements (I) | D. Abbey |

E – 1 Other Business

- | | | |
|-------|--------------------------|------------|
| * (a) | Board of Trustee Vacancy | J. Forbeck |
| (b) | | |

F – 1 Correspondence

- * (a)

* (b)

G – 1 **Adjournment****Future Meetings** (held at the Education Centre unless noted otherwise)

Native Advisory Committee	November 5, 2013, 1:00 p.m.	McKinnon Park Secondary School
Committee of the Whole No. 2	November 11, 2013, 7:15 p.m.	Board Room
Grand Erie Parent Involvement Committee	November 14, 2013, 6:30 p.m.	Waterford District High School – Dogwood Room
Special Education Advisory Committee	November 14, 2013, 6:30 p.m.	Board Room
Haldimand Secondary School Accommodation Review Committee	November 21, 2013, 7:00 p.m.	Cayuga Secondary School
Chairs' Committee	November 25, 2013, 5:45 p.m.	Director's Office
Regular Board	November 25, 2013, 7:15 p.m.	Board Room
Audit Committee	November 26, 2013, 6:00 p.m.	Norfolk SSC, Carolina Room
Nomination Board	December 2, 2013, 6:30 p.m.	Board Room
Organizational Board	December 2, 2013, 7:15 p.m.	Board Room
Audit Committee	December 3, 2013, 6:00 p.m.	Norfolk SSC, Carolina Room



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education and Secretary

RE: **Bylaw 11 Delegations**

DATE: November 4, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve Bylaw 11 — “Delegations”.

Background

By-Law 11 was approved by the Board in October 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 trustee consideration

Proposed Changes

Comment: 1e – Is this section necessary?

Response: Occasionally there are requests by individuals for delegation status after 12:00pm on a Thursday prior to a Committee of the Whole or Board meeting. Most often the requester is willing to until the next scheduled meeting. However, there have been times when a delegation is received on the Monday of a regularly scheduled meeting. Our practice has been for the Secretary of the Board to inform the Chair of the request. At the beginning of the meeting, Trustees informed of the request and asked if the delegation will be received at the meeting.

The option to delete the item is for trustee consideration /discussion.

Comment: 3a – an odd way of putting it. Should it be something like – “The chair of the meeting will invite the spokesperson to present their presentation to the board”?

Response: Amended to reflect the suggested wording

Comment: There should be a link between HR2 and Bylaw 11 with respect employee concerns that are related to collective agreements

Response: Wording has been suggested for trustee consideration.

Proposed Changes

Current Wording	Proposed Wording
1e) At every meeting of the Board or any of its committees, the Secretary will advise the Chair as to whether there are any delegations or individuals present who	Potentially Delete clause.

wish to speak. 3a) The spokesperson for the delegation shall present its cause. NEW	<p>The chair of the meeting will invite the spokesperson to present their presentation to the board</p> <p>1e) Any employee concerns must follow the process outlined in “Consideration of Employee Concerns” policy (HR2) before bringing a delegation to the Board.</p>
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Communication Plan

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

Respectfully submitted,

John Forbeck
Director of Education and Secretary



BYLAW

BL11

Delegations

Board Received: October 18, 2010

Review Date: November 2013

1. Receipt of Delegations

- a) Individuals or groups who wish to address the Board shall contact the Secretary of the Board through the Administrative Assistant to the Board of Trustees, to be placed on the agenda.
- b) If the Board has assigned tasks to a statutory or ad hoc committee, it is expected that delegations relating to those matters will make their presentation to the respective committee. Delegations to the Board will only be received after the committee has presented its report to the Board.
- c) Individuals or groups wishing to address the Board on any particular matter will be heard at meetings of the Committee of the Whole whenever possible.
- d) In order that all employees can carry out their duties with dignity and assurance, any delegation which includes statements questioning the personal integrity or professional competence of Board employees shall be treated as a personnel matter to be considered in camera.
- e) Any employee concerns must follow the process outlined in "Consideration of Employee Concerns" policy (HR2) before bringing a delegation to the Board.
- ~~f) At every meeting of the Board or any of its committees, the Secretary will advise the Chair as to whether there are any delegations or individuals present who wish to speak.~~

2. Advance Notice

- a) Delegations wishing to speak to the Board are required to submit their presentation by Thursday, 12:00 noon of the week preceding the meeting of the Board. The presentation shall be in writing and include the name of the spokesperson.
- b) The Board, at its discretion, may hear delegations with less than the required notice if written submissions are available to trustees by 4:00 p.m. on the day of the meeting.

3. Procedures

When an individual or a group appears before the Board, the following procedures shall apply:

- ~~a) The spokesperson for the delegation shall present its cause.~~ The chair of the meeting will invite the spokesperson to present their presentation to the board.
- b) The time allowed for presentations will not exceed ten (10) minutes, except at the discretion of the Board/Committee.
- c) The spokesperson shall confine his/her remarks to the subject matter of the presentation.
- d) The Trustees, through the Chair, may ask the spokesperson questions in order to clarify certain points.
- e) The delegation shall be thanked for coming to the meeting and invited to stay for the remainder of the evening.
- f) If the item the delegation is addressing is on the meeting's agenda, then trustees will discuss the matter at the appropriate time. If the issue is not listed on the agenda, then trustees may opt to:
 - Formally receive and file the submission of the delegation, or
 - Refer it to staff for follow-up, or
 - Request that it be included on a future meeting agenda, or

- Add the item to the meeting agenda.
- g) The Committee shall carry on with its regular order of business.
- h) Individuals or groups shall not be permitted to take part, in any way, during committee discussions concerning any particular presentation.

4. Notice of Procedure to Delegations

All individuals or groups shall be made fully aware by the Administrative Assistant to the Board of Trustees, of the proper procedure to be followed when appearing before the Committee of the Whole Board or the Board.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **F6 Purchasing**

DATE: November 4, 2013

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve Policy F6 Purchasing.

Background

Policy F6 – Purchasing was circulated to all appropriate stakeholders for comments to be received by October 4, 2013.

Comments Received

Code of ethics – f – no business gifts – should this be no gifts? Who decides what is a business gift?

Response: Amended

Additional Information

As a result the following revisions have been made to the Policy and the policy, as revised, is attached.

Proposed Changes

Wording Approved for Circulation	Proposed Wording
(f) accept no business gifts in return for business or the consideration of business.	(f) accept no business gifts in return for business or the consideration of business.

Communication Plan

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

Respectfully submitted,

Jamie Gunn
Superintendent of Business and Treasurer



POLICY

F6

Purchasing

Board Received:

Review Date: April 2013

Policy Statement

The Grand Erie District School Board values ethical, fair and transparent treatment of all suppliers of goods and services and supports a standardized purchasing procedure for its staff who are involved in the purchase of these products.

Accountability:

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Complies with Broader Public Sector Procurement Directive
– Is shared with all stakeholders

Procedures:

1. The Board's Administrative Procedure F107, Purchasing Procedures, sets out standardized rules and expectations to support the efficient management of the purchasing process. These rules balance numerous objectives, including accountability, transparency, value for money and an effective quality service delivery.
2. The Administrative Procedures will guide staff on when and how to follow the competitive purchasing process.
3. Employees involved in purchasing activities on behalf of the Board agree to follow a Code of Ethics. (See Appendix A.)
4. The Procedures comply with mandatory requirements contained in the Broader Public Sector Procurement Directive - July 1, 2011
5. Approved authority levels in relation to dollar value expenditures are identified in the Procedures.

Appendix A**Purchasing Code of Ethics**

The Grand Erie District School Board abides by the Code of Ethics of the Ontario Public Buyers Association (OPBA) and the Professional Code of Ethics from the Purchasing Management Association of Canada (PMAC).

The following beliefs will guide Board staff in all purchasing activities:

- (a) consider first the interest of the Board and its students when acquiring goods and services
- (b) maintain an unimpeachable standard of integrity in business relationships both within and outside the Board
- (c) act, and be seen to act, in an open, transparent and honest manner
- (d) decline any requests to use one's authority of office for personal benefit. Should a supplier or potential supplier make such an offer, it must be reported to the Superintendent of Business.
- (e) buy without prejudice, seeking to obtain the maximum value for each dollar expended
- (f) accept no business gifts in return for business or the consideration of business.
- (g) declare any known conflict of interest while engaged in business activities on behalf of the Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **SO8 Community Partnerships**

DATE: November 4, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Administrative Procedure SO8 – Community Partnerships as information.

Background

Administrative Procedure SO8 – Community Partnerships was circulated to all appropriate stakeholders for comments to be received by October 4, 2013.

Comments Received

Procedure 1.8 – this appears to be a bit different than what is out lined in AP F106 section 2b – this AP only requires an evaluation if donation is used

Response: Requirements for issuing Charitable Receipts are governed by Canada Revenue Agency rules and regulations.

2.2 – do ECE's have to added to this list? Or is the list required at all?

Response: agreed, not required section deleted.

Proposed Changes

Original Wording	Proposed Wording
2.2 Relevant Collective Agreements: Elementary Teachers, Secondary Teachers, Occasional Teachers, CUPE (Office/Clerical/Technical, Educational Assistants, Facility Services), PSSP	2.2 — Relevant Collective Agreements: Elementary Teachers, Secondary Teachers, Occasional Teachers, CUPE (Office/Clerical/Technical, Educational Assistants, Facility Services), PSSP

A draft version of the Administrative Procedure with the proposed changes and strike outs highlighted is attached.

Communication Plan

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

Respectfully submitted,

Jamie Gunn
 Superintendent of Business and Treasurer



Community Partnerships

Board Received:

Review Date: May 2013

Policy Statement:

The Grand Erie District School Board believes that partnerships can enhance the opportunities available to our students. Community partnerships must be in compliance with Board Policy and the Education Act.

Accountability:

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Partnerships improve services and programs for students.
– Partnerships increase public support for education.
– Partnerships increase efficiency and effectiveness through shared services/resources.

Guiding Principles:

1. The Grand Erie District School Board shall only support initiatives appropriate and compatible with the policies and values of the Board.
2. The main purpose of seeking out and building partnerships is to extend our capacity to provide enhanced services and programs for students. We need to share expertise and resources between the partners for mutual benefit.
3. Partnerships should include some or all of the following:
 - 3.1 improve services and programs for students
 - 3.2 motivate students
 - 3.3 build relationships and promote understanding
 - 3.4 increase public support for education
 - 3.5 increase parental and community involvement in, commitment to and responsibility/accountability for student learning
 - 3.6 increase efficiency and effectiveness through sharing of services and resources
 - 3.7 recognize the contributions of all partners
 - 3.8 the promotion of equity and inclusiveness in our schools

Procedures:

1. Working with school staff under their direction and keeping the focus on students, principals should:

- 1.1 encourage partnerships where appropriate
- 1.2 protect the interests of students by being selective about partnerships
- 1.3 be open to proposals from a variety of partners
- 1.4 seek input from the school council regarding potential partnerships
- 1.5 clarify the purpose of the partnership by defining the roles and responsibilities
- 1.6 carry out a regular review of the partnership
- 1.7 celebrate the accomplishments of partnerships, e.g. appropriately acknowledge the partner in school newsletters and at public events
- 1.8 always have donated goods and services evaluated by a third party when a tax receipt is to be issued
- 1.9 comply with Board policies, collective agreements, other contracts and legal requirements
- 1.10 contact the appropriate Education Centre support staff for assistance]

2. Resources to Support Partnerships:

2.1. Relevant Board By-Laws, Policies and Administrative Procedures:

- BL19 – Use of Board Logo
- SO1 – Fund-raising
- SO3 – Involvement of Schools in Community Events
- SO4 – Advertising and Material Distribution in Schools
- FT4 – Use of School Facilities
- F1 – Exclusive Suppliers: Food Services and Vending Machines in Schools
- F3 – Capital Related Fund Raising and Community Donations
- F104 – Advertising
- F105 – Capital Related Fund Raising and Community Donations
- F106 – Donated Appliances, Equipment, Furnishing and Supplies
- FT105 – Playground Equipment
- FT111 – School Initiated Facility Upgrades
- SO126 – Volunteers
- SO108 – Community Service Providers and Schools Working Together
- SO119 – Access to School Premises

2.2. ~~Relevant Collective Agreements:~~

~~Elementary Teachers, Secondary Teachers, Occasional Teachers, CUPE
(Office/Clerical/Technical, Educational Assistants, Facility Services), PSSP~~

2.3. Relevant Service Contracts:

Examples: food services in cafeterias, vending machines, snack machines, recycling

2.4. Education Office Support Staff to Contact:

- Director of Education
- Superintendent of Education (appropriate Family)
- Superintendent of Business
- Manager of Facilities Services (if building or property use or alteration is involved)
- Manager of Business Services
- Manager of Information Technology (if technology is involved)
- Superintendent of Education — Human Resources Services
- Manager of Human Resources Services
- FOI and Records Management Officer
- Manager of Communications and Community Relations



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: **SO10 – Bullying Prevention and Intervention**

DATE: November 4, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve Policy SO10 — “Bullying Prevention and Intervention”.

Background

Policy SO10 – “Bullying Prevention and Intervention” was circulated to all appropriate stakeholders for comments to be received by October 4, 2013.

Comments Received

Under Definition of Bullying, last paragraph - "This policy applies to all Board employees,.....when responding to students who disclose or report bullying incidents." A comment that there seems to be a contradiction. Bullying can happen to Board employees too. Language needs to be broadened such as by changing "students" to "people".

Response: SO10 refers to the bullying of students; the bullying of employees can, more appropriately, be addressed through HR procedures. However, the proposed wording change will be incorporated, since bullying of a student could be reported by anyone who is aware of it happening.

Additional Information

As a result of this comment, a suggested revision has been made to the Policy and a draft revised policy is attached.

Proposed Changes

Wording Approved for Circulation	Proposed Wording
All employees of the Board must take seriously all allegations of bullying behaviour and act in a sensitive and supportive manner when responding to students who disclose or report bullying incidents.	All employees of the Board must take seriously all allegations of bullying behavior and act in a sensitive and supportive manner when responding to anyone who discloses or reports bullying incidents.

Communication Plan

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

Respectfully submitted,

Wayne Baker
 Superintendent of Education



POLICY

SO10

Bullying Prevention and Intervention

Board Received:

Review Date: April 2013

Policy Statement

The Grand Erie District School Board is committed to providing a safe, inclusive, and accepting working and learning environment, which supports productivity and the personal goals of dignity and self-esteem of every individual, and is free from bullying.

Definition of Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying adversely affects:

1. a student's ability to learn.
2. healthy relationships and the school climate.
3. a school's ability to educate its students.

The Grand Erie District School Board does not condone bullying.

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online), as engaging in bullying will have a negative impact on the school climate.

This policy applies to all Board employees, students of the Board, parents, guardians, and visitors/volunteers to any building or event of the Board. All employees of the board must take seriously all allegations of bullying behaviour and act in a sensitive and supportive manner when responding to students anyone who discloses or reports bullying incidents.

Accountability

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Enhanced student safety
– Increased opportunity for students to continue their education
– Improved student performance

Reference

Procedure SO129 – Bullying Prevention and Intervention



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: **SO11 Progressive Discipline and Promoting Positive Student Behaviour**

DATE: November 4, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve Policy SO11 — “Progressive Discipline and Promoting Positive Student Behaviour”.

Background

Policy SO11 — “Progressive Discipline and Promoting Positive Student Behaviour” was circulated to all appropriate stakeholders for comments to be received by October 4, 2013.

Comments Received

1. Policy statement: The use of gender-based violence – violence is violence and gender has nothing to do with the issue.
Response: The Accepting Schools Act (Bill 13) specifically identifies the elimination of gender-based violence as critical to the creation of a positive school climate.

Additional Information

No revisions have been made to the Policy and a draft policy is attached.

Proposed Changes

Wording Approved for Circulation	Proposed Wording

Communication Plan

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

Respectfully submitted,

Wayne Baker
 Superintendent of Education



Progressive Discipline and Promoting Positive Student Behaviour

Board Received:

Review Date: April 2013

Policy Statement

It is the policy of the Grand Erie District School board to support a safe, inclusive, and accepting environment in which every student can reach his or her full potential.

The Grand Erie District School promotes positive learning environments that encourage the building of healthy relationships and appropriate behaviours. Positive learning environments are a key to the prevention of disruptions to the learning and teaching setting.

The Progressive Discipline Policy reflects the Ministry of Education's focus regarding disciplinary measures, which range from one that is solely punitive to one that is both corrective and supportive (PPM 145). Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behavior, and builds upon strategies that promote positive behaviours. Homophobia, gender-based violence, sexual harassment, and inappropriate sexual behavior must be addressed.

The Board recognizes the following principles:

- Disciplinary strategies are guided by least punitive, most enabling consequences to support a student's academic learning and promote a safe and orderly learning and teaching environment;
- Appropriate action must consistently be taken to address behaviours that are contrary to the *Provincial Code of Conduct* and the school's Code of Conduct;
- Each incident of inappropriate behaviour is unique in terms of situational variables. Disciplinary action in response to inappropriate behaviour of individual students will reflect consideration of mitigating and other factors, as required by the *Education Act* and its *Regulations*;
- The range of interventions, supports, and consequences used must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices;
- For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan; and
- Parents and community agencies are viewed as integral partners to be utilized when addressing student conduct.

Accountability

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Enhanced student safety
– Effective student discipline
– Improved student conduct
– Improved student performance

Reference

Administrative Procedure SO130 – “Progressive Discipline and Promoting Positive Student Behaviour”



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **F107 Purchasing**

DATE: November 4, 2013

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive Administrative Procedure F107 - Purchasing as information.

Background

Administrative Procedure F107 – Purchasing was circulated to all appropriate stakeholders for comments to be received by October 4, 2013.

Comments Received

Procedures – I would include school councils in the list of people to be made aware of the directive.

Response: Amended

1.5 reword, start with this applies to all school generated funds

Response: statement is clear - no change made

2.1 receipt – why the level of \$2,500.00 before a school must send a receipt? Can receipts be made part of the SDS system?

Response: - Receipts for all items to zero dollars is a workload issue for school staff. Receipts using SDS can be done in some areas.

3.3 If a person has a set level why would they write a P.O. for more than they are allowed? Should this not be the proper purchasing level issues the P.O.? Or have it approved electronically by the correct person .

Response: The only staff with the ability to create PO's are purchasing staff. System users may request a purchase greater than their signing authority but is to be forwarded to an individual with proper signing authority before the PO is created.

3.4a – this level is too high. Consultants can be a very political issue and trustees should be aware of number, types and costs of consultants used.

Response: These values follow the supply chain guidelines recommended thresholds. To lower the levels will add delays and create longer timelines in construction and other area which utilize consultants.

3.4e – are teacher consultants in this level?

Response: Amended

3.4f – this contradicts 3.3

Response: No contradiction. 3.4f is the action of making the purchase. 3.3 is the request for a purchase.

3.4g – seems to contradict most other parts of this procedure.

Response: The responsible is placed on staff to adhere to the Board Policies and Procedures therefore, spend within their authority.

3.6b – is this worded strong enough – liability may occur, if they exceeded their limit, they are negligent.

Response: to reword this may corner the Board in a position.

4.4 – there are no limits set in F102

Response: Amended

5.1 – should be written clearer about what is allowed or not allowed not as an example

Response: Amended

6.1 – whose specific estimated dollar threshold

Response: Amended

6.3 – would it not be easier for purchasing to list what things are on quotation? An easily searchable database?

Response: Purchasing provides Catalogues of a variety of consumables on the staff portal.

Facilities over \$100,000 – “will follow release on open competitive process”

Response: Amended

6.5 – reword – It is not permitted....

No change made

6.6 - last paragraph – and be approved by the board (as in 3.4a)

Response: Amended

7.2 – should there be a report to the Board depending on the \$\$ amount

Response: Amended

7.3 – why not part of 6.6?

Response: 6.6 Describes the traditional acquisition. 7.0 Describes when exceptions apply.

Spell out AIT – Agreement of Internal Trade

Response: Amended

8.0 The chart in 6.4 removed the references to RFP, RFQ etc just uses the word process, should we stick to the same language?

Response: Heading Amended

Should this be placed right after the charts in section 6.4?

Response: we could switch 7.0 and 8.0

8.0 g – use will and should – we should be consistent

Response: we don't see the wording confusion.

9.3 – Should this state how long the RFSQ or VOR will be in effect?

Response: The period of the agreement is stated in the documents. This allows flexibility based on the services required but still following the BPS.

14.0 d – “improve present of future use of suppliers” need clarification

Response: Amended

14.0 h remove 1st 3 words “there must be”-

Response: Amended

15.2 is this not covered in 14.0 c?

Response: 14c addresses the gifts only. 15.2 addresses all the ethics

15.3 – already part of policy F6 Appendix A

Response: Yes, repeated for reinforcement.

16.4 – what if the school council does not have a C of I policy? Should they be covered by this procedure?

Response: In this event, the school council is to adhere to the Ethics in 15.3 at a minimum.

21.2- where is this form?

Response: Amended

21.3 – should this be “by the Board” not “to the Board”?

Response: Amended

Related resources (last page) should FT10 and FT 117 be added to this list? Yes

Response: Amended

Proposed Changes

Wording Approved for Circulation	Proposed Wording
These procedures will make Board staff, customers and suppliers aware of the directive which governs the planning, acquisition and management of supplies, equipment and services.	These procedures will make Board staff, school councils, community partners, customers and suppliers aware of the directive which governs the planning, acquisition and management of supplies, equipment and services.
3.4(e) Principals, Principal Leaders, Academic Coordinators, Facility Services Supervisors,	3.4(e) Principals, Principal Leaders, Academic Coordinators, Teacher Consultants, Facility

<p>Non-Union Management, Buyer, Health and Safety Officer: All purchase contracts with a value up to \$15,000.</p> <p>4.4 Spending limits for purchasing cards are set according to the Administrative Procedure F102 Purchasing Card Procedures</p> <p>5.1 This situation occurs when a staff person has circumvented one of the approved purchasing methods. The most common occurrence is when a staff person orders / purchases supplies or services verbally without a purchase order number or uses his/her personal credit card. This is followed by submission of a cheque request for payment to the vendor or reimbursement.</p> <p>5.2 A cheque request for this purpose shall be forwarded to the respective Superintendent for action or approval. If approval is given, it shall be in writing complete with an explanation why this action was taken. This will be attached to the cheque request and forwarded to Business Services</p> <p>6.1 When supplies and services that are acquired on behalf of the Board are expected to exceed specific estimated dollar thresholds a competitive bid process shall be followed. The process will promote fair and transparent business practices.</p> <p><u>Facility Services Threshold Over \$100,000</u> When the dollar value is expected to exceed \$100,000, the Purchasing Department, in consultation with the Facility Services Manager, will follow release an open competitive process. The competitive process will be advertised on a nationally recognized electronic bulletin board and follow a prescribed evaluation process set out in 8.0</p>	<p>Services Supervisors, Non-Union Management, Buyer, Health and Safety Officer: All purchase contracts with a value up to \$15,000.</p> <p>4.4 Spending limits for purchasing cards are set according to the Administrative Procedure F102 Purchasing Card Manual Procedures</p> <p>5.1 This situation occurs when a staff person has circumvented one of the approved purchasing methods. The most common occurrence is when a staff person orders / purchases supplies or services verbally without a purchase order number or uses his/her personal credit card. This is followed by submission of a cheque request for payment to the vendor or reimbursement. Unauthorized purchases occur when a staff person has circumvented one of the purchasing methods by placing orders without a purchase order or uses his/her personal credit card to make the purchase.</p> <p>5.2 To seek payment for unauthorized purchases, a cheque request for this purpose shall be forwarded to the respective Superintendent for action or approval. If approval is given, it shall be in writing complete with an explanation of reasons why policy was not followed. this action was taken. This will be attached to the cheque request and forwarded to Business Services.</p> <p>6.1 When supplies and services that are acquired on behalf of the Board are expected to exceed specific estimated dollar thresholds set out below, a competitive bid process shall be followed. The process will promote fair and transparent business practices.</p> <p><u>Facility Services Threshold Over \$100,000</u> When the dollar value is expected to exceed \$100,000, the Purchasing Department, in consultation with the Facility Services Manager, will follow the Broader Public Sector Procurement Directive and complete an open competitive process release an open competitive process. The competitive process will be advertised on a nationally recognized electronic bulletin board and follow a</p>
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<p>6.6 The competitive process will be advertised on a nationally recognized electronic bulletin board and staff will follow prescribed evaluation process.</p> <p>7.2 Approval levels shall not apply in the event of an emergency which includes, but is not limited to, situations where a risk exists to the health and/or safety of students and/or staff, or situations where a risk exists of imminent damage to any of the Board schools, properties or facilities. In such cases, the Director of Education, Superintendent of Business or Manager of Facility Services may waive these Procedures and authorize the purchase from a single source.</p> <p>7.3 If the procurement request is for consulting services using a non-competitive process (citing an exemption under the AIT), the following written approvals must be obtain prior to sourcing the service</p> <p>8.0 Information Required in a Tender or RFP at the \$100,000 Threshold</p> <p>14.0 d) make available through the Purchasing Department all technical or engineering systems, policies or services that might improve present of future use of supplier's products and services.</p> <p>14.0 h) there must be no attempts to contact or communicate with persons other than the designated representative regarding a tender or request for proposal, and a violation of the above requirement may be grounds for disqualification of bid/proposal</p>	<p>prescribed evaluation process set out in 8.0</p> <p>6.6 The competitive process will be advertised on a nationally recognized electronic bulletin board and, staff will follow prescribed evaluation process and the acquisition will be approved by the Board.</p> <p>7.2 Approval levels shall not apply in the event of an emergency which includes, but is not limited to, situations where a risk exists to the health and/or safety of students and/or staff, or situations where a risk exists of imminent damage to any of the Board schools, properties or facilities. In such cases, the Director of Education, Superintendent of Business or Manager of Facility Services may waive these Procedures and authorize the purchase from a single source. All such exceptions will be reported to the Board at the first scheduled Board meeting following the approval for values greater than \$25,000.</p> <p>7.3 If the procurement request is for consulting services using a non-competitive process (citing an exemption under the Agreement of Internal Trade [AIT]), the following written approvals must be obtain prior to sourcing the service</p> <p>8.0 Information Required in a Tender or RFP Competitive Process at the \$100,000 Threshold</p> <p>14.0 d) make available through the Purchasing Department all technical or engineering systems, policies or services that might improve present of or future use of supplier's products and services</p> <p>14.0 h) there must be All inquiries/requests for information, instructions or clarifications regarding competitive processes must be set out in writing and directed to the designated representative in the competitive document. No attempts will be made to contact or communicate with persons other than the designated</p>
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<p>21.2 All sites wanting to request pick up and removal of these items will complete the appropriate form, Purchasing Memorandum: Disposal of Books, Furniture and Equipment, and forward it to the Purchasing Department for action.</p> <p>21.3 Purchasing will have the authority to sell, exchange or trade-in all items declared surplus or obsolete to the Board.</p>	<p>representative regarding a tender or request for proposal. and a Any violation of the above requirement may be grounds for disqualification of bid/proposal</p> <p>21.2 All sites wanting to request pick up and removal of these items will complete the appropriate form, Purchasing Memorandum: Disposal of Books, Furniture and Equipment, and forward it to the Purchasing Department for action. <i>The document is available on the Purchasing section of the staff portal.</i></p> <p>21.3 Purchasing will have the authority to sell, exchange or trade-in all items declared surplus or obsolete to by the Board.</p>
<p>Related Resources Bylaw BL 13 Signing Authorities of the Board Policy F3 Capital Related Fundraising and Community Donations Policy FT1 Major Construction Projects Policy FT2 New School Construction Projects Administrative Procedure F102 Purchasing Card Program Administrative Procedure FT105 Playground Equipment Administrative Procedure FT112 Disposal of Furnishings and Equipment</p>	<p>Related Resources Bylaw BL 13 Signing Authorities of the Board Policy F3 Capital Related Fundraising and Community Donations Policy FT1 Major Construction Projects Policy FT2 New School Construction Projects Administrative Procedure F102 Purchasing Card Program Administrative Procedure FT105 Playground Equipment Administrative Procedure FT112 Disposal of Furnishings and Equipment <i>Policy FT10 Green School Construction and Renovation</i> <i>Administrative Procedure FT117 Green School Construction and Renovation</i></p>

A draft version of the Administrative Procedure with the proposed changes and strike outs highlighted is attached.

Communication Plan

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

Respectfully submitted,

Jamie Gunn
Superintendent of Business and Treasurer



Purchasing

Board Received:

Review Date: April 2013

Accountability:

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Complies with Broader Public Sector Procurement Directive
– Is shared with all stakeholders

Procedures:

These procedures will make Board staff, school councils, community partners, customers and suppliers aware of the directive which governs the planning, acquisition and management of supplies, equipment and services. By following this directive, suppliers and business partners will be treated in a consistent, fair and open manner and internal customers will benefit from efficiency, financial control, quality and value for money.

1.0 Administrative Responsibility

- 1.1 It is the responsibility of the Purchasing Supervisor, under the direction of the Manager of Business Services, to implement this Administrative Procedure.
- 1.2 The purchasing department shall be responsible for the acquisition of all supplies, equipment and services required by the Board, with the exception of the following:
 - a) land purchases
 - b) student transportation
 - c) legal services
 - d) employee fringe benefits contracts
 - e) projects in which the Board may partner with one or more school boards or other organizations
 - f) projects in which an Ontario government ministry specifies the goods and/or services to be used
 - g) miscellaneous petty cash
 - h) purchase card purchases
- 1.3 It is the responsibility of each senior administrator, principal, department manager and supervisor to ensure that his/her staff are appropriately informed and comply with the Board's approved Purchasing Policy and Procedures.
- 1.4 This Procedure applies to all staff involved in the purchasing of supplies and services on behalf of the Board.
- 1.5 This Procedure applies for all supplies and acquired for used in the school or by students with school related activities regardless of funding origin. Therefore, school generated funds and /or donated funds are to follow this Procedure.

- 1.6 For the purpose of this Procedure, any reference to the purchase of supplies and services includes all furniture and equipment.
- 1.7 Purchasing department staff shall not make purchases of any kind on behalf of staff or members of the Board for personal use.

2.0 Segregation of Duties

- 2.1 There are five key functional roles in the purchasing process. Responsibility for these roles lies within different departments or individuals and requires segregated approval levels. The framework for this segregation of duties is shown below for all purchases other than petty cash and purchasing card.

Roles	Duties	Who
Requisition	Authorize the purchasing department to place an order following approved methods	Board staff requiring supplies and services
Budget	Authorize that funding is available to cover the cost of the order	Department budget holder
Commitment	Authorize release of the order to the supplier under agreed-upon contract terms	Purchasing department role in the acquisition
Receipt	Authorize that the order was physically received, correct and complete for values greater than \$2,500	Individual receiving the supplies and services
Payment	Authorize release of payment to the supplier	Accounts payable role within the finance team

3.0 Approval Authority Levels

- 3.1 Authority levels identify the approval required for specific dollar values of purchasing. This delegation of authority corresponds to job roles within the Board.
- 3.2 Approval for purchasing supplies and services is based on the total estimated dollar value, including any agreed-upon renewals, and exclusive of applicable taxes.
- 3.3 When a staff person wishes to request a purchase that has a value greater than his/her authority level, the appropriate supervisor must forward the approval to purchase in writing or email to the Purchasing Supervisor.

- 3.4 The Board has delegated purchasing authorities as follows:
- a) The Board of Trustees
The Board shall approve all purchase contracts, except as noted in 3.5, in excess of \$250,000 and all Facility related contracts in excess of \$500,000. All contracts for consulting services in excess of \$100,000 shall be approved by the Board.
 - b) Director of Education & Secretary or Superintendent of Business & Treasurer:
All purchase contracts for supplies and services in excess of \$50,000 and up to \$250,000, and all Facility related contracts in excess of \$100,000 and up to \$500,000.
 - c) Manager of Facility Services:
Facility related contracts with a value up to \$100,000.
 - d) Managers, Academic Superintendents, Facility Services Division Managers and Purchasing Supervisor:
All purchase contracts with a value up to \$50,000.
 - e) Principals, Principal Leaders, Academic Coordinators, Teacher Consultants, Facility Services Supervisors, Non-Union Management, Buyer, Health and Safety Officer:
All purchase contracts with a value up to \$15,000.
 - f) Teachers, clerical support staff, custodial / maintenance support staff, non-union support staff that make purchases on behalf of the Board are required to stay within the dollar spending limit granted to them by their supervisor and are expected to insure the budgeted funds are available to cover the purchase.
 - g) Purchasing staff who receive requests for purchase from the system will, unless there are explicit instructions otherwise, assume the customer / department requesting the supplies and services has authority to expend the funds and that prior budget approval has been obtained.
- 3.5 Special Approvals
The Director and/or Superintendent of Business, in consultation with the Chair or Vice-Chair of the Board, may approve contracts for supplies and services in excess of \$250,000 and Facility related contracts in excess of \$500,000 during months when there is no scheduled Board meeting, e.g. July and August, and report such approvals at the first scheduled Board meeting following approval.
- 3.6 Purchasing Law
- a) Staff members who are delegated purchasing authority on behalf of the Board are governed by the “Law of Agency”. Purchases are binding upon the Board when the buyer is operating within the limits of his/her level of authority.
 - b) So long as the buyer acts within these limits and is not negligent, dishonest, or acts in bad faith, the buyer is not likely to become personally liable for such actions. Personal liability may occur, however, if the scope of one’s authority level is exceeded.

4.0 Methods of Purchasing

- 4.1 There are five approved methods for purchasing supplies and services — petty cash, purchasing card, purchase order, Canadian Construction Documents Committee (CCDC) contract and an industry-standard contract form following a competitive process.
- 4.2 If the value of the required supplies and services exceeds the spending limits of petty cash or the purchase card, a purchase order will be issued to the supplier as a legal contract from Purchasing Services.
- 4.3 Spending limits for petty cash are: \$75 per item and \$100 per transaction.
- 4.4 Spending limits for purchasing cards are set according to the Administrative Procedure F102-Purchasing Card Manual Procedures.

5.0 Unauthorized Purchases

- 5.1 ~~This situation occurs when a staff person has circumvented one of the approved purchasing methods. The most common occurrence is when a staff person orders / purchases supplies or services verbally without a purchase order number or uses his/her personal credit card. This is followed by submission of a cheque request for payment to the vendor or reimbursement.~~ Unauthorized purchases occur when a staff person has circumvented one of the purchasing methods by placing orders without a purchase order or uses his/her personal credit card to make the purchase.
- 5.2 To seek payment for unauthorized purchases, a cheque request for this purpose shall be forwarded to the respective Superintendent for action or approval. If approval is given, it shall be in writing complete with an explanation of reasons why policy was not followed. ~~this action was taken.~~ This will be attached to the cheque request and forwarded to Business Services.
- 5.3 Should the Superintendent not approve payment / reimbursement, the staff person would be responsible for his/her own payment.

6.0 Dollar Thresholds That Require a Competitive Process

- 6.1 When supplies and services that are acquired on behalf of the Board are expected to exceed specific estimated dollar thresholds set out below, a competitive bid process shall be followed. The process will promote fair and transparent business practices.
- 6.2 For supplies and services within the lowest threshold only one quote is needed, either verbal or written, and the supplier may be determined by the end user.
- 6.3 It is the school's / department's responsibility to first determine if the required supplies and services are already on a quotation or tender contract awarded by the Purchasing Department.
- 6.4 The Purchasing Supervisor or the Buyer will issue the competitive bid document on behalf of the school / department end user, who shall provide the written details of the purchase request including relevant specifications, (function, part number, colour), budget number(s), approval authority and any terms and condition unique to the acquisition.

The following dollar thresholds indicate the purchasing process to be followed by all staff when procuring goods, services or a consultant (with the exception of Facility Services as listed below):

\$0 – \$2,500	one quote required when within the authority and budget limit of the staff person
\$2,501 – \$10,000	Purchasing Supervisor or Buyer will obtain a minimum of three (3) verbal or informal written quotes on the firm's letterhead, if possible
\$10,001 – \$25,000	Purchasing Supervisor or Buyer will. Complete a quotation process. The competitive process request will be posted on an electronic bulletin board.
\$25,001 – \$100,000	Purchasing Supervisor or Buyer will issue a bid document. The competitive process will be posted on an electronic bulletin board within the Province of Ontario.
Over \$100,000	Purchases that exceed \$100,000 will be made by an open competitive procurement process. The bid document will be advertised on a nationally recognized electronic bulletin board and follow a prescribed evaluation process set out in 8.0.

Due to the frequency and higher cost of many supplies and services purchased by the Facility Services Department, the dollar thresholds are set at higher limits, as follows:

\$ 0 – \$5,000	one quote required when within the authority and budget limit of the staff person
\$5,001 – \$15,000	Facility Services staff will engage in a competitive process and request quotation from a minimum of three (3) vendors
\$15,001 – \$50,000	Facility Services staff will engage in a competitive process to obtain a minimum of three (3) written quotations with the assistance of the Purchasing Clerk.
\$50,001 – \$100,000	Facility Services Manager, in consultation with the Purchasing Department, will issue a bid document. The competitive process will be advertised on an electronic bulletin board within the Province of Ontario
Over \$100,000	When the dollar value is expected to exceed \$100,000, the Purchasing Department, in consultation with the Facility Services Manager, will follow the Broader Public Sector Procurement Directive and complete an open competitive process release an open competitive process . The competitive process will be advertised on a nationally recognized electronic bulletin board and follow a prescribed evaluation process set out in 8.0.

6.5 Splitting requirements into multiple procurements to reduce the estimated value of a single procurement and avoid the application of the identified value threshold is not permitted

6.6 Consulting Services

Prior to commencement, any procurement of consulting services must be approved in accordance with the following dollar thresholds:

\$0 - \$99,999 The Purchasing Department will complete a competitive process with the intent of acquiring three (3) bids whenever possible.

Over \$100,000 The Purchasing Department will issue an open competitive bid document. The competitive process will be advertised on a nationally recognized electronic bulletin board and, staff will follow prescribed evaluation process and the acquisition will be approved by the Board.

7.0 Exceptions

- 7.1 When it is neither practical nor possible to obtain a minimum of three prices, the Department Manager (or Designate), will consult with the Supervisor of Purchasing or the Buyer to obtain approval to proceed. Appropriate written documentation supporting this action will be submitted to Purchasing for attachment to subsequent purchase order.
- 7.2 Approval levels shall not apply in the event of an emergency which includes, but is not limited to, situations where a risk exists to the health and/or safety of students and/or staff, or situations where a risk exists of imminent damage to any of the Board schools, properties or facilities. In such cases, the Director of Education, Superintendent of Business or Manager of Facility Services may waive these Procedures and authorize the purchase from a single source. All such exceptions will be reported to the Board at the first scheduled Board meeting following the approval for values greater than \$25,000.
- 7.3 If the procurement request is for consulting services using a non-competitive process (citing an exemption under the Agreement of Internal Trade [AIT]), the following written approvals must be obtained prior to sourcing the service;
- 7.3.1 For any value between \$0 - \$99,999, written approval from the Superintendent is required, and written authority is to be submitted to the Purchasing Supervisor.
- 7.3.2 For a value of \$100,000 or more, written approval from the Board of Trustee (chair and/or Vice Chair) is to be submitted to the Purchasing Supervisor.

8.0 Information Required in a Tender or RFP Competitive Process at the \$100,000 Threshold

To achieve an open and transparent competitive process, bid documents will include, as a minimum, the following information:

- a) a description of the needed goods, services or construction in generic and/or functional terms specific to the business needs
- b) full disclosure of the evaluation criteria, process and methodology to be used in assessing submissions, including identification of criteria considered mandatory, any technical standards that need to be met, and methods of weighting and evaluating the criteria
- c) a period of irrevocability where bids cannot be withdrawn
- d) a statement that the procurement is subject to Ontario's trade agreements
- e) notice that any confidential information supplied may be disclosed by the Board where it is obliged to do so under MFIPPA, or otherwise required by a court of law
- f) documents will have a minimum response time of 15 calendar days and must have a closing date set on a normal working day. (Vendor submissions must be received prior to the deadline in order to be considered.)
- g) all addenda will be issued at least seven (7) days prior to the closing date; if this is not possible, the closing date should be extended accordingly
- h) notice of bidder or proponent entitlement to a post-award debriefing
- i) procedures for a supplier to follow in the event that it wants to submit protests concerning any aspect of the procurement process (must be compliant with procedures set out in the Agreement on Internal Trade (AIT) and the Ontario-Quebec Procurement Agreement.

- j) the reference number for the bid document issued by Purchasing Department staff. The reference number is kept on file in this department.
- k) all tenders will be opened in a public session and pricing recorded at the time; however, a request for proposal will be only acknowledge the names of proponents not pricing.

9.0 Other Procurement Processes

9.1 Request For Information (RFI)

The purpose of an RFI is to gather general supplier or product information. This mechanism may be used when the Board is researching a contemplated procurement and has not yet determined what characteristics the ideal solution would have. RFIs normally contribute to the final version of a subsequent RFP.

9.2 Request for Expression of Interest (RFEI)

The purpose of an RFEI is to gather information on supplier interest in an opportunity or information on supplier capabilities/qualifications. This mechanism may be used when the Board wishes to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed. Information collected in an RFEI can also facilitate selecting the best procurement process for a follow-up competition.

Note: A response to an RFI or RFEI will not pre-qualify a potential supplier and must not influence its chances of being the successful proponent on any subsequent opportunity.

9.3 Request for Supplier Qualifications (RFSQ)

The purpose of an RFSQ is to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers or a Vendor of Record (VOR). This mechanism may be used either to identify qualified candidates in advance of expected future competitions or to narrow the field for an immediate need. The terms and conditions built into the RFSQ will contain specific language to disclaim any obligation on the part of the Board to actually call on any supplier as a result of the pre-qualification to supply such materials or services. A pre-qualified suppliers list or VOR list may be used for purchases up to a dollar value of \$100,000.

9.4 Single Sourcing

May be used where an unforeseen situation of urgency exists and the supplies, services or construction cannot be obtained by means of a competitive procurement process. Where such an urgency exists, Board management staff may conduct the procurement prior to obtaining the appropriate approval provided that the urgency has been justified in writing. Documentation describing the rationale for this decision and the process that was followed must be completed and may be used as supporting document in the case of a competitive dispute.

9.5 Sole Sourcing

May be used in the situation where only one supplier is able to meet the requirements of a procurement. Examples of this situation are: to ensure compatibility with existing products, to recognize exclusive rights (licences, copyright / patents) or to retain a warranty. Documentation describing the rationale for this decision and the process that was followed must be completed and may be used as supporting document in the case of a competitive dispute.

10.0 Requisition Review

Purchasing Services shall have the responsibility and authority to review specifications and sources of each purchase requisition. This review shall include, but not be limited to:

- a) requests for “single or sole source” purchases
- b) requests for goods of a quality that seem to be greater than or less than required
- c) requests for material which seems inconsistent with the requirement
- d) requests that do not conform to established standards
- e) consideration will be given to not only lowest price but also the total cost of ownership, which may include purchase price, implementation fees, upgrades, maintenance contracts, license fees and disposal

11.0 **Blanket Purchase Orders**

- 11.1 At the request of the customer / end user, the Purchasing Department will release a blanket purchase order to identified suppliers for frequently used low dollar supplies and services where the actual demand is unknown in advance. The blanket order request will be created and forwarded to Purchasing using the online purchasing software.
- 11.2 The blanket purchase order request will state the name of the staff person(s) who will be placing orders, the term for which the purchase order (PO) will be in effect, and the maximum dollar that may be expended per order.
- 11.3 The supplier will show the unique blanket purchase order number on all of invoices used through this method. The supplier is not authorized to deliver more frequently or in any greater quantity than what has been ordered by Board staff.
- 11.4 Blanket purchase orders will have a maximum per transaction spending limit, as follows:
 - a) For all sites, other than Facility Services, the maximum amount that may be charged to a blanket purchase order for each order is \$500.
 - b) For Facility Services, the maximum amount that may be charged to a blanket purchase order for each order is \$2,000.
- 11.5 If the total dollar amount charged to the same blanket POs exceeds \$15,000 per year, the commodity type and/or supplier will be reviewed to ensure the requirements of competitive bidding is not been neglected.

12.0 **Supplier Selection**

For supplies and services requiring more than one competitive bid, the selection of suppliers is the responsibility of the Purchasing Department and requires consideration of the following factors:

- a) close coordination with other departments to obtain adequate and reasonable specifications, brand names and/or product identification numbers
- b) service record of the supplier, quality of goods and services, price and warranty
- c) suppliers that meet mandatory requirements
- d) notwithstanding any inter-provincial or federal agreements, and when all factors are equal, the Board will purchase from the supplier who maintains a business office or manufacturing plant within the Board’s jurisdiction, then within Ontario and Canada

13.0 Supplier Relations

The Grand Erie District School Board encourages partnership relations with its suppliers. However, it is our policy to maintain and practice the highest possible standards of business ethics, professional courtesy, and competence in our business transactions. In the regard the following should be observed when dealing with suppliers and their representatives:

- a) accord prompt and courteous reception, as well as fair and equal treatment to all suppliers and their representatives
- b) guarantee the confidentiality of all specifications and price quotations made by suppliers (subject to tender opening process and Freedom of Information restrictions)
- c) avoid putting supplier to unnecessary expense or inconvenience on returned goods
- d) explain as clearly and fully as possible the reason for rejection of supplier bid/proposals
- e) remain scrupulously free from obligations to any supplier
- f) keep informed about new sources of supply, methods, services, and materials and product testing
- g) if, for any reason, there is a requirement for bidders to re-quote, competitors will be given the same opportunity

14.0 Supplier Obligations

Suppliers are expected to fulfill the following basic responsibilities:

- a) handle all written and personal communications directly with the Purchasing Department, unless otherwise instructed
- b) Negotiate all approved purchasing contracts and all approved sales to the Board through the Purchasing Department, unless otherwise instructed
- c) conduct negotiations ethically, without attempts to influence through offering personal gifts
- d) make available through the Purchasing Department all technical or engineering systems, policies or services that might improve present or future use of supplier's products and services
- e) advise Purchasing staff of any new products or services as soon as such information is available
- f) suggest ways and means of conducting joint efforts in research and development that might be of benefit to both organizations
- g) inform Purchasing staff of changes in economic or other conditions that might effect purchasing and operating decisions
- h) ~~there must be~~ All inquiries/requests for information, instructions or clarifications regarding competitive processes must be set out in writing and directed to the designated representative in the competitive document. No attempts *will be made* to contact or communicate with persons other than the designated representative regarding a tender or request for proposal. ~~and a~~ Any violation of the above requirement may be grounds for disqualification of bid/proposal.

15.0 Code of Ethics in Purchasing

- 15.1 All Board members and staff will comply with the Board's Code of Ethics, which has been derived from the purchasing ethics established by the Ontario Public Buyers Association (OPBA) and the Purchasing Management Association of Canada (PMAC) in respect of all procurement processes. See Policy F6 – Appendix A
- 15.2 The Board adheres to and insists upon adherence to a strict ethical standard in all of its purchasing acquisitions by all bidders and vendors, who shall be required to become knowledgeable with and adhere to the Board's policies in this regard.

- 15.3 The following beliefs will guide Board staff in all purchasing activities:
- a) consider first the interest of the Board and its students when acquiring goods and services
 - b) maintain an unimpeachable standard of integrity in business relationships both within and outside the Board
 - c) act, and be seen to act, in an open, transparent and honest manner
 - d) do not use one's authority of office for personal benefit
 - e) buy without prejudice, seeking to obtain the maximum value for each dollar expended
 - f) accept no business gifts in return for business or the consideration of business.
 - g) do not engage in any business activity that may create, or appear to create, a conflict of interest

16.0 **Conflict of Interest**

- 16.1 A conflict of interest exists where the decisions made and /or the actions taken in the exercise of duties by a Board employee, Trustee, member of a statutory committee, could be, or could be perceived to be, affected by the personal, financial or business interest of that person or that person's family or business associates.
- 16.2 In procurement activities with suppliers, staff must declare a conflict of interest if the circumstance could give a supplier an unfair advantage.
- 16.3 Staff involved in procurement activities must declare all actual or potential conflicts of interest to their supervisor in writing.
- 16.4 School council members are governed by their individual school council's conflict of interest by-laws (as required by Ontario Regulation 612/00).
- 16.5 In addition, the Education Act of Ontario, Chapter E.2, Section 217 states: No teacher, supervisory officer or other employee of the Board or of the Ministry shall, for compensation of any kind other than his or her salary as such employee, promote, offer for sale or sell, directly or indirectly, any book or other teaching or learning materials, equipment, furniture, stationery or other article to any board, provincial school or teacher's college, or to any pupil enrolled therein, or shall, directly or indirectly, give or pay compensation to any such teacher, supervisory officer or employee for such purpose."

17.0 **Cooperative Purchasing**

- 17.1 The Board encourages cooperative purchasing initiatives with other school boards and public sector agencies in order to obtain best prices through economies of scale and/or work task efficiencies through shared services.
- 17.2 Purchasing staff are active members of the Grand River Purchasing Cooperative (GRPC) which meets quarterly to discuss various opportunities for cooperative purchasing.
- 17.3 When a member of the GRPC takes the lead on a competitive bid process, the dollar thresholds in this Administrative Procedure will be followed.

18.0 **Standardization:**

Standardization examines a specific common need with the goal of selecting a product or service that best fits that need. Products or services that are used in more than one location may become the standard for that need in order to combine reduced costs through economies of scale and increase efficiencies.

19.0 Environmental Protection

Purchasing staff, in consultation with the end user / department, will strive to source, promote and support environmentally sensitive products and services. All criteria being equal, consideration will be to products and services that:

- a) are durable, reusable and contain maximum recycled content
- b) are competitively priced
- c) eliminate waste
- d) are purchased from local sources

20.0 Industry Safety Standards

All goods and services purchased by the Board must comply with current Federal, Provincial and Municipal legislation, regulations and standards, and all Board requirements related to health and safety. These include, but are not limited to CSA, Electrical Safety Authority (ESA), Occupational Health and Safety Act, Workplace Hazardous Materials Information Systems (WHIMS) requirements, and Workplace Safety & Insurance Board Act.

21.0 Disposal of Surplus / Obsolete Equipment

- 21.1 All furniture and equipment, even if obtained through donation, will be disposed of by central services as per Administrative Procedure FT112.
- 21.1 Purchasing Department works closely with Facility and IT Services, and, where appropriate, the site storing the item(s), to determine the most cost effective method of disposing the surplus and/or obsolete furniture and equipment.
- 21.2 All sites wanting to request pick up and removal of these items will complete the appropriate form, Purchasing Memorandum: Disposal of Books, Furniture and Equipment, and forward it to the Purchasing Department for action. *The document is available on the Purchasing section of the staff portal.*
- 21.3 Purchasing will have the authority to sell, exchange or trade-in all items declared surplus or obsolete to by the Board.

22.0 Receiving and Inspection of Purchased Supplies and Services

- 22.1 The Site end user who has requisitioned the purchased goods and/or services is responsible for inspecting contents of the order in a timely manner to ensure completeness and accuracy.
- 22.2 If the value of the purchase order is greater than \$2,500, the end user is required to sign and date the (Site) copy of the PO and forward to the Business Services Department for invoice payment. If an item(s) is found to be damaged or on backorder, the Site / end user must inform accounts payable staff that payment of this item(s) should be held until such time as the order is complete and this confirmation is forwarded to Business Services.
- 22.3 The Site / end user should inform staff in the Purchasing Department about areas of concern related to these goods and services or some other aspect related to the purchasing process.
- 22.4 It is recommended that the Site / end user communicate with Purchasing staff when purchase requests have taken an unreasonable length of time to be delivered.
- 22.5 When the goods / service to be ordered is urgently needed by the end user, the site secretary is encouraged to send an email notice to Purchasing requesting immediate attention. This notice has to include the requisition number.

Glossary of Terms

Blanket Purchase Order

A Blanket Purchase Order is one that is open for use for a specific period of time, generally a school year or budget year. When requesting a Blanket PO, sites will include the names of staff that are authorized to make purchases against the Blanket. This type of purchase order is intended for repetitive low dollar goods and services and the PO will show a dollar amount that may not be exceeded for each order.

Bonds

There are various types of bonds that may be requested in competitive bids documents, primarily for services related to building renovation and/or construction projects.

- a) Labour and Material Bond is a bond issued by a surety company to ensure that the contractor will pay its suppliers and thereby protects the Board against items which might be granted to a supplier should the contractor not make proper payments.
- b) Letter of Agreement To Bond is a letter or other form issued by a bonding agency licensed to operate by the Government of Canada or Province of Ontario advising that, if the bidder is successful, the bonding agency will issue the required bonds.
- c) Performance Bond is a bond issued by a surety company executed in connection with a contract and which secures the performance and fulfillment of the undertakings, covenants, terms conditions and agreements contained the contracts.

Purchase Order

The purchasing document that is a legal contract and used to formalize a purchasing transaction with a vendor.

Purchase Requisition

A written or electronically produced request in an approved format and duly authorized to obtain goods or services.

Request for Quotation (RFQ)

A request for prices on specific goods and/or services from selected vendors which are submitted verbally, in writing or transmitted by facsimile as specified in the RFQ. The RFQ describes exactly what needs to be purchased and the evaluation is usually made solely on price. RFQs are best suited to products and services that are as standardized as possible.

Request for Proposal (RFP)

A document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. It is a process that uses predefined evaluation criteria in which price is not the only factor. The RFP usually leaves all or part of the precise structure and format of the response to the discretion of the proponents

Request for Tender (RFT)

A document used to request sealed supplier responses for goods and/or services based on a defined need, such as delivery requirements, performance specifications, terms and conditions. A RFT usually focuses the evaluation criteria predominantly on price and delivery requirements.

Tenders may be “invitational” in which three or more suppliers are asked to submit a bid or “open” in which the bid document is available to any supplier that deems itself capable of meeting the needs and specifications defined in the RFT.

Procurement

Procurement is acquisition by any means, including by purchase, rental, lease or conditional sale, of goods, services or construction.

Unauthorized Purchases

When a staff person has circumvented one of the approved purchasing methods, such as order supplies or services over the phone without having first obtained a purchase order number, or when payment is made with personal funds or credit card. Usually, these actions are followed by attaching the vendor receipt or invoice to a cheque request that is submitted to Business Services for vendor payment or reimbursement.

Vendors of Record (VOR) Agreement

A procurement arrangement that authorizes the Board to select from one or more pre-qualified vendors (also known as suppliers), typically by way of a formal second-stage process, for a defined period on terms and conditions, including pricing, as set out in the particular VOR agreement. VOR arrangements are used to reduce costs to the Board by establishing strategic relationships with a small group of suppliers.

Related Resources

Bylaw BL 13 Signing Authorities of the Board

Policy F3 Capital Related Fundraising and Community Donations

Policy FT1 Major Construction Projects

Policy FT2 New School Construction Projects

Administrative Procedure F102 Purchasing Card Program

Administrative Procedure FT105 Playground Equipment

Administrative Procedure FT112 Disposal of Furnishings and Equipment

Policy FT10 Green School Construction and Renovation

Administrative Procedure FT117 Green School Construction and Renovation

**GRAND ERIE DISTRICT SCHOOL BOARD**

TO: John Forbeck, Director of Education & Secretary

FROM: Mike McDonald, Superintendent of Education

RE: **HR120 – Communicable Diseases**

DATE: November 4, 2013

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Administrative Procedure HR120 – “Communicable Diseases” as information.

Background

Administrative Procedure HR120 “Communicable Diseases” was circulated to all appropriate stakeholders for comments to be received by October 4, 2013.

Comments ReceivedComment #1

- Change Family of Schools Superintendent to Superintendent of Education

Response – change made

Additional Information

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

Proposed Changes

Original Wording	Proposed Wording
<p>Procedures: 4.0 <u>Immunization</u></p> <p>h. <u>Parvovirus B-19</u> (fifth disease)</p> <p>iii. contact the Family of Schools Superintendent, Manager of Human Resources and the Health and Disability Officer immediately.</p> <p>iv. in this case, Human Resource Services staff and the Health and Disability Officer, in consultation with the principal and Family of Schools Superintendent, shall review the circumstances and determine a suitable placement, if possible, for the employee until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first</p>	<p>Procedures: 4.0 <u>Immunization</u></p> <p>h. <u>Parvovirus B-19</u> (fifth disease)</p> <p>iii. contact the Superintendent of Education, Manager of Human Resources and the Health and Disability Officer immediately.</p> <p>iv. in this case, Human Resource Services staff and the Health and Disability Officer, in consultation with the principal and Superintendent of Education, shall review the circumstances and determine a suitable placement, if possible, for the employee until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first</p>

Respectfully submitted,

Mike McDonald
Superintendent of Education

**Communicable Diseases****Board Received:****Review Date:** May 2013**Accountability:**

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Safety issues addressed.
– Clear communication present.

Procedure:**1.0 Definition**

This procedure for staff shall apply to all communicable diseases which include, but are not limited to, influenza, Parvovirus B-19 (fifth disease), measles, mumps, rubella, chickenpox, Hepatitis B and C and the Human Immunodeficiency Virus (HIV), the virus which causes Acquired Immune Deficiency Syndrome (AIDS).

2.0 Hygiene

The best protection against outbreaks of infectious diseases is frequent and thorough hand washing techniques with warm water and soap. Where waste and body fluids are a potential risk, strict adherence to guidelines including gloves and hand washing techniques are required.

3.0 General Guidelines

This Procedure was prepared in consultation with the local Health Units.

- a. Employees with communicable diseases are considered to have a medical disability and are protected by the Ontario Human Rights Code. They will be treated fairly and equitably and in a manner that respects their privacy and dignity in the workplace. These employees will be given the opportunity to remain in their position(s) providing they are physically and mentally able to meet appropriate performance standards, and providing that their presence does not pose a safety or health hazard to themselves or others. Confidentiality of an employee's medical information shall be maintained.
- b. Preventing exposure to infectious and communicable disease is a shared responsibility of all staff. Routine precautions should be used whenever employees have contact with blood or body fluids at work. Refer to Procedure HR 102 for information regarding hand washing, the use of gloves, clean-up procedures, disposal of waste. Employees who experience an unprotected exposure to blood or body fluids (i.e. human bite, needle puncture) will report the incident using Form 1, 'Employee Report of Injury/Disease/Incident' within 72 hours.

4.0 Immunization

Immunization is an important step in the fight against illness. It stimulates the body's own immune system to produce antibodies so if an exposure occurs years later, the immune system response is activated to prevent viral or bacterial infection. Immunization begins in early infancy and continues throughout life. Having up-to-date immunization is the best protection against infectious diseases.

a. Varicella (Chickenpox)

Those staff with a history of chickenpox, caused by the varicella virus, are usually immune. Those who have not had varicella or are unsure should have a titre (blood) test to establish their immunity. Staff with no immunity are encouraged to take two doses of varicella vaccine at least twenty-eight days apart. Protection is particularly important for women of child-bearing age, however, the vaccine may not be given during pregnancy and pregnancy should be avoided for at least three months after receiving the vaccine. Adults who get varicella should see their physician as soon as possible. If there is a diagnosis of chickenpox, the employee can return to work prior to the blisters scabbing over (i.e. they do not need to wait until their rash has dried up). (Please refer to section 4h iii – vii).

b. Hepatitis B

Hepatitis B is a virus that is transmitted by blood or body fluids including saliva of an infected person. Grade seven students are immunized; however, this is a voluntary program sponsored through the Public Health unit. There is no guarantee that staff members may not be exposed. The Hepatitis B vaccine is a series of three shots given over a six-month period. A post-vaccine blood test will be administered one month after the series of shots to ensure immunity. Employees' extended health care plan will cover the cost of these vaccines, if ordered through a physician. Inquiries may be directed to your representative in Human Resources Services. A record of immunization should be maintained by the staff member.

c. Influenza

An annual influenza vaccine is strongly suggested.

d. Tetanus

Some employees (i.e. custodians) work with equipment and tools that pose an abrasion risk. Employees are encouraged to maintain their immunization at a current status. Boosters will be given by a health care provider when the employee's last recorded shot was ten or more years prior, or the employee is uncertain.

e. Pertussis (Whooping Cough)

Due to exposure to students, the Board's employees may be at a higher risk of getting Pertussis. Adults who have not had a booster dose are susceptible to Pertussis. The vaccine is covered by the Board's extended health care plan.

f. Conjunctivitis (Pink Eye)

Employees with conjunctivitis must remain off duty until treated with antibiotics.

g. Measles, Mumps and Rubella

Employees born before 1970 are considered immune while those born after 1970 should receive one dose of MMR. Women of child-bearing age are encouraged to consider immunization, however, no pregnant woman should be given the vaccine. Pregnancy should be avoided for at least three months post-inoculation.

h. Parvovirus B-19 (fifth disease)

i. Fifth disease or Parvovirus B-19 is a common viral infection associated with fever and a distinctive rash. Outbreaks of fifth disease can occur at any time of the year, but most often occur in winter and spring. Fifth disease is not highly contagious and is spread by respiratory secretions from person to person. Symptoms include a brief mild illness with fever, malaise, muscle aches, joint pain and headache 7 to 10 days before the rash appears. The cheeks take on a flushed appearance that looks like the face has been slapped. There may also be a lacy rash on the trunk, arms and legs that lasts 7 to 10 days. However, not all infected persons develop a rash. The infectious period is before the onset of the rash. Once the rash appears, a person is no longer contagious. Therefore, a child who has been diagnosed with fifth disease need not be excluded from the classroom. This decision is made by the child's physician. Once a child recovers from Parvovirus B-19 infection, he/she develops lasting immunity, which means that the child is protected against future infection.

ii. Women of child-bearing age are encouraged to have a blood test to determine their immune status as part of their pregnancy planning. The virus can be transmitted from an infected mother to her unborn child. Pregnant women who have been in contact with children during the infectious period, before the appearance of the rash, have a lower risk for infection than women exposed through household contact. Approximately 50% to 60% of women of reproductive age have developed immunity to Parvovirus B-19. Transmission of the virus can be decreased through proper hand washing and proper disposal of used tissues.

The Society of Obstetricians and Gynecologists of Canada states in their clinical guideline that leave from the workplace for pregnant women is not routinely recommended during an outbreak of the virus in the school. Research suggests that pregnant women do not reduce their risk of infection by leaving the workplace. However, susceptible pregnant women who have medical conditions that increase their risk for complications due to Parvovirus B-19 infection may be removed from the workplace or reassigned (see iv below), in the event of an outbreak, to reduce the risk of infection. Each pregnant woman who is exposed to the virus should discuss her individual risk, based on her risk of infection, gestational age and other obstetrical consideration with her physician.

iii. Should a diagnosed case of fifth disease occur in a school, the principal/supervisor shall:

- confirm that the child/children has/have been diagnosed by a physician as having fifth disease

- immediately notify all staff members, including any support staff who report to the school
 - if there is a pregnant staff member, direct the pregnant employee to contact their physician immediately to determine immunity or to have the blood test done. If blood work is ordered by the physician, the pregnant employee shall be released from work for that purpose
 - direct the pregnant employee to obtain a doctor's note immediately and forward to the Health and Disability Officer within 24 hours (see iv below)
 - obtain a contact telephone number from the employee so that they can be reached to discuss their status
 - ensure all absences entered in the absence dispatch system for all employees include a notation to the substitute that there is a diagnosed fifth disease in the school. Substitutes already booked into jobs for that site must also be contacted and informed
 - contact the Superintendent of Education, Manager of Human Resources and the Health and Disability Officer immediately. There is no need to contact the District Health Unit as fifth disease is considered a "non-reportable disease"
 - Notify the school community by memo on school letterhead (see Appendix A)
 - Post a notice on all entrances to the school indicating that there is a case of diagnosed fifth disease in the school
- iv. The employee's physician may
- a) determine that the employee can return to work immediately
 - b) provide a note indicating that the employee cannot return to their worksite until such time as the test results are known, but may be reassigned. In this case, Human Resource Services staff and the Health and Disability Officer, in consultation with the principal and Superintendent of Education, shall review the circumstances and determine a suitable placement, if possible, for the employee until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first
 - c) provide a note indicating that the employee cannot work at any site, the employee may access their sick leave until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first
- v. An employee who is found to have immunity from fifth disease as a result of testing is required to report to work.
- vi. An employee who has been tested and found to be susceptible to fifth disease and whose health is at risk as a result of an outbreak at her school, as certified by the employee's physician shall, until the outbreak is over (10 calendar days with no confirmed cases):
- be accommodated by the Board by way of reassignment to alternate work (either on-site or off-site); or
 - access sick leave if the employee provides medical information regarding restrictions and limitations that prevent her from working;
 - be granted a leave of absence with pay if the Board determines that a reassignment is not possible.
- vii. If an employee is found to be susceptible to fifth disease and does not wish to remain in a school/location for fear of potential exposure, although no presence

of the disease has been confirmed, the Board may grant an unpaid leave of absence for the period requested.

i. Rubella (German Measles)

Females of child-bearing age should ensure that they are immune or have been given a dose of rubella vaccine one month before becoming pregnant. Any pregnant woman who has been exposed to rubella should contact her physician immediately.

j. Meningococcal Disease

Most adults over 24 years of age are considered immune. Outbreaks are rare, however, employees less than 24 years of age are encouraged to have the vaccine. The Board's extended health care plan will cover the cost when recommended by the employee's physician. Contact your representative in Human Resources Services for additional information.

k. Scabies/Head Lice

Exposure to scabies and head lice is a common risk to employees working with children. Employees who get head lice may return to work 24 hours after treatment as long as no nits remain in the hair. Employees who may feel they are exposed should be seen by their physician prior to using commercial products while pregnant or nursing.

6.0 Employees with a Communicable Disease

- a. Principals/supervisors should be familiar with the list of reportable diseases maintained by the area Health Units (see Appendix B). In addition, Health Units can also provide information regarding the conditions/diseases that require children to be excluded from attending school.
- b. Pregnant staff or those who are trying to become pregnant should know their health history. Several childhood diseases can potentially harm the unborn child and the mother if she is not immune. These diseases include: chickenpox or shingles, cytomegalovirus, fifth disease and rubella. Prior to pregnancy, or as soon as possible if the pregnancy is not planned, a woman should talk to her health care provider about any necessary precautions.
- c. Employees with a communicable disease who pose a risk of transmission to students or other employees will remain off work and provide a medical certificate for their absence in accordance with the Board's Health and Disability Management Procedures and return to work when they no longer pose a risk of transmission.
- d. Employees who are placed in quarantine by the Medical Officer of Health will remain off work until cleared by the MOH.

Appendix A

School Letterhead

Date

Dear Parents/Guardians:

We have recently had a diagnosed case of fifth disease at the school.

What is fifth disease?

- A mild illness caused by a virus (Parvovirus B-19).
- Common in daycare and school-aged children.
- There is no vaccine to prevent the disease and no medicine to treat it.

What are the signs and symptoms of fifth disease?

- Begins with a slight fever, but most children do not feel sick.
- A bright red rash appears on the cheeks, followed 1-4 days later by a lace-like rash on the arms, body and legs.
- Rash may last 1-3 weeks and may worsen if exposed to heat and sunlight.
- At least 50% of adults have had fifth disease in childhood and will not get it again if exposed to a child with the infection.
- Those adults who do catch fifth disease may not get a rash but may have mild joint pain for about two weeks. Pain relievers may help with these symptoms.

How is fifth Disease spread?

- Usually spreads through the air in the same way as a cold virus, when an infected person sneezes, coughs or talks.
- Can be spread by hands or objects that have been touched by an infected person.

Are there any special precautions for fifth disease?

No, but some people need closer supervision if exposed to the disease:

- In children with sickle-cell anemia or some other forms of chronic anemia, fifth disease can make the anemia more severe
- In pregnant women, there is a very small risk (less than 3%) that their unborn child may develop anemia before birth.

What can parents do?

- Watch your child for signs of fifth disease. If you suspect your child may have fifth disease, see your physician to have the blood test done to confirm a diagnosis.
- Handwashing with soap and water after coughing, sneezing, wiping a nose, eating or preparing food is an important precaution.
- Teach your child to cover his/her mouth when coughing or sneezing and not to share drinks or eating utensils with others.
- Contact your physician if you are pregnant or have a weakened immune system.

Note:

Children with fifth disease may attend school if they are feeling well enough to take part in activities. By the time the rash develops, the child is no longer infectious.

If you have any questions or concerns about fifth disease, you may contact your local Health Unit.

< >

Principal

Appendix B

REPORTABLE DISEASES

The following specified Reportable Diseases, (Ontario Regulations 559/91 under the Health Protection and Promotion Act) are to be reported to the Local Medical Officer of Health:

- | | |
|--|---|
| <ul style="list-style-type: none"> + Acquired Immunodeficiency Syndrome (AIDS) Amebiasis * Anthrax * Botulism * Brucellosis Campylobacter enteritis Chancroid Chickenpox (Varicella) Chlamydia trachomatis infections Cholera Clostridium Difficile associated disease (CDAD) Outbreaks in public hospitals Cytomegalovirus infection, congenital * Diphtheria * Encephalitis, including: * i. Primary, viral * Food poisoning, all causes * Gastroenteritis, institutional outbreaks * Giardiasis, except asymptomatic cases Gonorrhea * Group A Streptococcal disease, invasive * Haemophilus influenzae b disease, invasive * Hemorrhagic fevers, including: * i. Ebola virus disease * ii. Marburg virus disease * iii. Other viral causes Hepatitis, viral * i. Hepatitis A ii. Hepatitis B iii. Hepatitis C iv. Hepatitis D (Delta Hepatitis) Influenza * Lassa Fever * Legionellosis Leprosy * Listeriosis Lyme Disease Malaria | <ul style="list-style-type: none"> * Measles Meningitis, acute * i. bacterial ii. viral iii. Other * Meningococcal disease, invasive Mumps Ophthalmia neonatorum Paratyphoid Fever Pertussis (Whooping Cough) * Plague Pneumococcal disease, invasive * Poliomyelitis, acute Psittacosis/Ornithosis * Q Fever * Rabies * Respiratory infection outbreaks in institutions Rubella Rubella, congenital syndrome Salmonellosis * Severe Acute Respiratory Syndrome (SARS) * Shigellosis * Smallpox Syphilis * Transmissible Spongiform Encephalopathy, including: * i. Creutzfeldt-Jakob Disease, all types * ii. Gerstmann-Straussler-Scheinker Syndrome * iii. Fatal Familial Insomnia * iv. Kuru Trichinosis Tuberculosis * Tularemia Typhoid Fever * Verotoxin-producing E.coli infections * West Nile Virus Illness * Yellow Fever Yersiniosis |
|--|---|

NOTE:

Diseases marked “*” should be reported immediately to the Medical Officer of Health or designate by telephone. Other diseases are to be reported by the next working day.

+ Although not on the list of reportable diseases, Human Immunodeficiency Virus (HIV) infection is also reportable to the Medical Officer of Health since it is the agent responsible for AIDS.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: **SO129 – Bullying Prevention and Intervention**

DATE: November 4, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Administrative Procedure SO129 — “Bullying Prevention and Intervention” as information.

Background

Administrative Procedure SO129 — “Bullying Prevention and Intervention” was circulated to all appropriate stakeholders for comments to be received by October 4, 2013.

Comments Received

1. #2 – 1st para add reference to code of conduct policy and AP SO12 & SO131
Response: Amendment

2. Page 2, 3. **Intervention and Support Strategies**, first paragraph - "Principals must ensure that students are able to report bullying incidents safely...must be provided to students who have been bullied, students who have bullied others, and students who have been affected by bullying." A comment that this precludes the possibility that Board employees could experience bullying. Language needs to be broadened such as by changing "students" to "people".
Response: This Administrative Procedure addresses the bullying of students; bullying of employees can more appropriately be dealt with in Human Resources policies/procedures. However, reports of bullying can originate from multiple sources, and a change in this Procedure has been made to reflect this.

3. #3 – 5th paragraph – suggest rewrite to remove duplication
Response: Amendment

4. Reporting to principals 2nd paragraph
 Reorder the last 2 statements – ASAP, then no later than the end of the day
Response: Amendment

5. 3rd paragraph – is the last sentence needed – is it covered in 2nd paragraph?
Response: Amendment

6. Page 3, 4. **Reporting to Principals** (continued from page 3), first paragraph - Although this is all in compliance with the directive under Bill 13, there is a piece missing. Bill 13 and the supporting PPMs call for an increased duty on the part of the principal in response to Safe Schools Incident Reports. Principals must communicate the results of the investigation to the person who submitted the report. This step needs to be identified in this section of S0129.

Response: Amendment

7. 5th paragraph – file a copy of the reporting form and documentation of the action taken in the OSR

Response: Amendment

8. 7th paragraph – about the incident may be placed (not must)

Response: Amendment

9. #5 – does there need to be a timeline to notify parents?

Response: Amendment...combined with #6

10. Combine 1st and 2nd sentence

Response: Amendment

11. #7 b i – All schools will complete

Since not all grades complete this survey – does the grade levels covered need to be spelled out?

Response: Amendment

12. Ii – school council input in this plan?

Response: Amendment

13. Reporting forms – add Grand Erie logo

Response: Amendment

Additional Information

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

Proposed Changes

Wording Approved for Circulation	Proposed Wording
2. <u>Prevention and Awareness-Raising Strategies</u> ...students, staff, parents/guardians, and community members are expected to adhere to the standards set out in Grand Erie's <i>Code of Conduct</i> .	2. <u>Prevention and Awareness-Raising Strategies</u> ...students, staff, parents/guardians, and community members are expected to adhere to the standards set out in Grand Erie's <i>Code of Conduct</i> (Policy SO12/Administrative Procedure SO131)
3. <u>Intervention and Support Strategies</u> All employees of the Board must take seriously	3. <u>Intervention and Support Strategies</u> All employees of the Board must take seriously

all allegations of bullying behaviour and act in a sensitive and supportive manner when responding to ~~students~~ who disclose or report bullying incidents.

~~These plans must outline the specific plans that~~ will be developed to protect students who have been harmed, and must outline a process for parents to follow if they are not satisfied with the support their children receive.

4. Reporting to Principals

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible. ~~The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day, or if possible, as soon as possible.~~

In cases where immediate action is required, a verbal report to the principal ~~may be made. A report must be made when it is safe to do so.~~

Upon receipt of this form principals must provide the person who submitted the report with a written acknowledgement on the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it.

If the Principal decides that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form ~~with documenting~~ the action taken in the Ontario Student Record (OSR).

~~In situations where the victim is also an aggressor and the principal has taken some action short of suspension, no information about the incident must be placed in the student's OSR if the principal has decided not to notify the student's parents. However if the principal has notified this student's parents,~~

all allegations of bullying behavior and act in a sensitive and supportive manner when responding to ~~anyone~~ who discloses or reports bullying incidents.

Specific plans will be developed to protect students who have been harmed, and must outline a process for parents to follow if they are not satisfied with the support their children receive.

4. Reporting to Principals

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible.

In cases where immediate action is required, a verbal report to the principal ~~will suffice until a written report can be submitted.~~

Upon receipt of this form, Principals must provide the person submitting the report with a written acknowledgement on the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the Principal, the Principal is not required to retain the report, and should destroy it. ~~Regardless of the outcome of the investigation, the Principal should inform, accordingly, the person who submitted the incident report.~~

If the Principal decides that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form ~~and documentation of~~ the action taken in the Ontario Student Record (OSR).

~~Where the victim is also an aggressor,~~ information about the incident and any action taken will be entered in the OSR if the principal contacts the victim's parents. Contact with parents should always be made as soon as possible.

<p>information regarding the incident and the action taken will be placed in the OSR.</p> <p>7. <u>Communication and Outreach Strategies</u></p> <p>(b)(i) Monitoring and Review All Grand Erie schools will complete the Grand Erie District School Board school climate survey every two years including one half of the school population at each monitoring period, to determine specific safety issues related to bullying.</p> <p>(b)(ii) School Level Plans Schools will develop and/or review:</p>	<p>7. <u>Communication and Outreach Strategies</u></p> <p>(b)(i) Monitoring and Review All Grand Erie schools will complete the Grand Erie District School Board school climate survey once every two years: Haldimand and Norfolk Counties one year, Brant County and Brantford schools the next. Surveys offer opportunities for input to students from grade two to twelve. The survey results will identify specific safety issues related to bullying.</p> <p>(b)(ii) School-Level Plans School staff, in collaboration with parents, will develop and/or review:</p>
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Communication Plan

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

Respectfully submitted,

Wayne Baker
Superintendent of Education

**Bullying Prevention and Intervention****Board Received:****Review Date:** June 2013**Accountability:**

1. Frequency of Reports — As needed
2. Severity Threshold — As needed
3. Criteria for Success — Enhanced student safety
— Increased opportunity for students to continue their education
— Improved student performance

1. Definition of Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Persons may attain or maintain power over others through real or perceived differences. Some areas of difference may be:

- size
- strength
- age
- intelligence
- economic status
- social status
- solidarity of peer group
- religion
- ethnicity
- disability
- need for special education
- sexual orientation
- family circumstances
- gender
- race

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be:

- physical (e.g., hitting, pushing, tripping, etc.)
- verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments)
- social (e.g., excluding others from a group, spreading gossip or rumours)
- and/or through the use of technology – cyberbullying (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet web sites, or other technology)

2. Prevention and Awareness-Raising Strategies

In an effort to prevent bullying within Grand Erie District School Board schools and at school and Board events, students, staff, parents/guardians, and community members are expected to adhere to the standards set out in Grand Erie's *Code of Conduct* (Policy SO12/Administrative Procedure SO131).

Each school should strive to develop a positive school climate. A school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school.”

When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable and accepted.

The focus of Character Education in Grand Erie schools supports a comprehensive prevention strategy for students. These teaching strategies focus on developing self-worth, appropriate behaviours, and healthy relationships.

Opportunities for bullying prevention training, and leadership initiatives are to be provided within each school. Training will address topics such as cultural sensitivity, respect for diversity and special needs.

3. **Intervention and Support Strategies**

Principals must ensure that students are able to report bullying incidents safely and in a way that will minimize the possibility of reprisal. Support must be provided to students who have been bullied, students who have bullied others, and students who have been affected by bullying.

All employees of the Board must take seriously all allegations of bullying behaviour and act in a sensitive and supportive manner when responding to students anyone who discloses or reports bullying incidents.

Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on school climate. Such behaviour includes all inappropriate and disrespectful behaviour at school and at any school-related event. Such inappropriate behaviour may involve bullying.

A student who is engaged in bullying behaviour will be subject to a range of intervention strategies ranging from counselling to suspension up to possible expulsion.

Schools must outline how they will support students who have engaged in bullying and also those who have been bullied. ~~These plans must outline the specific plans that~~ will be developed to protect students who have been harmed, and must outline a process for parents to follow if they are not satisfied with the support their children receive.

4. **Reporting to Principals**

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible. ~~The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day, or if possible, as soon as possible.~~

In cases where immediate action is required, a verbal report to the principal ~~may be made. A report must be made when it is safe to do so.~~ will suffice until a written report can be submitted.

All employee reports made to the principal must be confirmed in writing, using the “Safe Schools Incident Reporting Form – Part I”. Upon receipt of this form principals must provide the person who submitted the report with a written acknowledgement on the “Safe Schools Incident Reporting Form – Part II”. If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the Principal should inform, accordingly, the person who submitted the incident report.

If the principal decides that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form with documenting and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student’s OSR.

In the case of the victim, no information about the incident must be placed in his or her OSR, unless the victim or parent of the victim expressly requests that it be placed in the OSR.

~~In situations where the victim is also an aggressor and the principal has taken some action short of suspension, no information about the incident must be placed in the student’s OSR if the principal has decided not to notify the student’s parents. However if the principal has notified this student’s parents, information regarding the incident and the action taken will be placed in the OSR.~~

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim’s parents. Contact with parents should always be made as soon as possible.

5. **Notifying Parents**

Principals are required to notify the parents of students who have been harmed as a result of bullying behaviour. Principals are also required to contact the parents of students who have been engaged in bullying behaviour. In both circumstances, principals must:

- describe the nature of the harm to the bullied student,
- outline the nature of any disciplinary measures taken, and
- discuss support that will be provided to students.

The principal will not notify the parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm.

6. **Training Strategies**

Grand Erie recognizes that bullying is a community problem that reflects itself in schools, and that the entire school community has a role to play in prevention and intervention. Building capacity of all school personnel is paramount in reducing bullying in all areas of Grand Erie.

Parents/guardians are viewed as an integral part of the school community and a resource in both prevention of and intervention in bullying incidents. Grand Erie schools will provide information to parents/guardians through a variety of sources (e.g. parent night, newsletters, pamphlets) in order that parents/guardians can best support their child(ren) and the school community as a whole.

Grand Erie will address the diversity of the school population as it relates to bullying, by providing ongoing awareness and training for school personnel. The needs of all members of the school and

Board population must be considered to effectively prevent and intervene in bullying situations (e.g. ESL, Special Education and Aboriginal populations).

This training will include ways of responding to gender-based, homophobic and any other types of bullying which are related to a student's race or disability. This training will also be available to other adults who have significant contact with students (e.g. school bus drivers).

Draft

7. Communication and Outreach Strategies

(a) **Communication as Prevention**

This procedure, related policies, and all related procedures will be communicated to parents/guardians, students, staff, and community members in the following ways:

- school agendas
- school newsletters
- Board website
- pamphlets delivered to parents/guardians
- introduction and review at school assemblies

All communication will include roles and responsibilities of all members of the school community, particularly for students, parents/guardians, and school staff.

As bullying is a community concern, our community is viewed as our partner in helping to diminish bullying. Working with community services to promote safe schools (e.g. Police Services, Victim Services, Children's Aid Society) ensures ongoing community involvement.

All Grand Erie employees (present and new hires) will be provided with information outlining policies and procedures related to Safe Schools, in addition to training opportunities as they arise.

(b) **Communication as Intervention**

(i) **Monitoring and Review**

All Grand Erie schools will complete the Grand Erie District School Board school climate survey every two years: ~~including one half of the school population at each monitoring period, to determine specific safety issues related to bullying. to determine specific safety issues related to bullying.~~ Haldimand and Norfolk Counties one year, Brant County and Brantford schools the next. Surveys offer opportunities for input to students from grade two to twelve. The survey results will identify specific safety issues related to bullying.

Safe Schools Teams will use information from school climate surveys, as well as other data, to determine prevention, intervention, and training activities for their school.

(ii) **School Level Plans**

Schools ~~staff, in collaboration with parents,~~ will develop and/or review:

A School Code of Conduct and Progressive Discipline and Bullying Intervention plan, which will include:

- intervention and support strategies, including plans for the victims and referral to community agencies for further support
- prevention and awareness-raising strategies
- definition of bullying
- procedure for students and parents to report bullying and harassment

All Annual School Improvement Plans in Grand Erie will include a safe schools/bullying prevention component and guidelines for Safe School Teams and need to be shared with parents and school community.

Draft

(iii) Safe Schools Teams

As part of the School Improvement Plan, all schools will have a Safe Schools Team to address bullying prevention and to be responsible for fostering a safe, inclusive, and accepting school climate within each school. Each team will have a Chair and will consist of at least the principal, a teacher, a parent/guardian and, where applicable, a student representative.

Safe School Teams will be responsible for the creation and inclusion of a specific bullying prevention plan as part of the School Improvement Plan. The Grand Erie Safe Schools Team will act as a resource and support for school teams.

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART I —

CONFIDENTIAL

Report No:			
Name of School			
1. Name of Student(s) Involved (if known)			
2. Location of Incident (check one)	<input type="checkbox"/>	At a location in the school or on school property (please specify)	
	<input type="checkbox"/>	At a school-related activity (please specify)	
	<input type="checkbox"/>	On a school bus (please specify route number)	
	<input type="checkbox"/>	Other (please specify)	
3. Time of Incident	Date:	Time:	
4. Type of Incident (check all that apply)	Activities for which suspension must be considered under section 306(1) of the Education Act: <ul style="list-style-type: none"> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol, or illegal or restricted drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school <input type="checkbox"/> Any act considered by the principal to be injurious to the physical or mental wellbeing of any member of the school community 		
	Activities for which expulsion must be considered under section 310(1) of the Education Act: <ul style="list-style-type: none"> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor 		
5. Report Submitted By:			
Name:			
Signature:		Date:	
Contact Information:			
Location:		Telephone:	

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART II —

ACKNOWLEDGEMENT OF RECEIPT

Report No.		
Report submitted by:	Name:	Date:
<input type="checkbox"/> Action Taken	<input type="checkbox"/> No Action Required	
Name of Principal:		
Signature:	Date:	
Note: Only Part II to be returned to the person who reported.		



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: **SO130 Progressive Discipline and Promoting Positive Student Behaviour**

DATE: November 4, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Administrative Procedure SO130 - “Progressive Discipline and Promoting Positive Student Behaviour” as information.

Background

Administrative Procedure SO130 — “Progressive Discipline and Promoting Positive Student Behaviour” was circulated to all appropriate stakeholders for comments to be received by October 4, 2013.

Comments Received

1. #1 – 1st paragraph – remove all references to legislation – include the relevant regs & PPM at the end of the document
Response: Amendment
2. 2nd paragraph – remove gender based before violence, also section 5 1st sentence
Response: Bill 13 (Accepting Schools Act) specifically identifies gender-based violence as a concern.
3. Last paragraph – not sure why this is here – is it necessary? If so put it in section 10
Response: Amendment
4. Page 3, 3. **Reporting to Principals**, fourth paragraph - Although this is all in compliance with the directive under Bill 13, there is a piece missing. Bill 13 and the supporting PPMs call for an increased duty on the part of the principal in response to Safe Schools Incident Reports. Principals must communicate the results of the investigation to the person who submitted the report. This step needs to be identified in this section of S0130.
Response: Amendment
5. #3 - 5th paragraph – file a copy of the reporting form and documentation of the action taken in the OSR
Response: Amendment
6. 7th paragraph – about the incident may be placed (not must)
Response: Amendment
7. #10a – All schools will complete
 Since not all grades complete this survey – does the grade levels covered need to be spelled out?

Response: Amendment

8. c– School council input in this plan?

Response: Amendment

9. Reporting forms – add Grand Erie logo

*Response: Amendment***Additional Information**

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

Proposed Changes

Wording Approved for Circulation	Proposed Wording
<p>#1. The Provincial Code of Conduct, the Grand Erie District School Board Code of Conduct, the Education Act, Ontario Regulation 472/07, Policy Program Memorandum PPM128 (Provincial and School Board Codes of Conduct), 141 (programs for long term suspension), 142 (expulsion programs), 144 (bullying prevention) and 145 (progressive discipline), together with the Board's discipline policies and procedures create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils</p> <p>#1. Schools will use the data collected from their School Climate Surveys to work with Safe School Teams to build strategies into their School Improvement Plans to improve the school climate.</p> <p>#3. Upon receipt of this form principals must provide the person who submitted the report with a written acknowledgment on the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it.</p> <p>#3. If the Principal decides that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form with documenting the</p>	<p>Provincial legislation and Policy/Program Memoranda (concerning Code of Conduct, suspension/expulsion, bullying, and progressive discipline)* – in conjunction with Board policies and procedures - create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils</p> <p>#3. Upon receipt of this form, principals must provide the person who submitted the report with a written acknowledgment on the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the principal should inform, accordingly, the person who submitted the incident report.</p> <p>#3. If the Principal decides that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form and documentation of the action taken in the</p>

<p>action taken in the Ontario Student Record (OSR).</p> <p>#3. In situations where the victim is also an aggressor and the principal has taken some action short of suspension, no information about the incident must be placed in the student's OSR if the principal has decided not to notify the student's parents. However if the principal has notified this student's parents, information regarding the incident and the action will be placed in the OSR.</p> <p>10a. All Grand Erie schools will complete the Grand Erie District School Board school climate survey every two years; including one half of the school population at each monitoring period...</p> <p>10c. Schools will develop a School Code of Conduct...</p>	<p>Ontario Student Record (OSR).</p> <p>#3. Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim's parents. Contact with parents should always be made as soon as possible.</p> <p>10a. All Grand Erie schools will complete the Grand Erie District School Board school climate survey every two years: Haldimand and Norfolk schools one year, Brantford and Brant County schools the next. Surveys offer opportunities for input to students from grade 2 to twelve.</p> <p>10c. Schools will develop, in consultation with the parent community, a School Code of Conduct...</p>
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Communication Plan

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



Progressive Discipline and Promoting Positive Student Behaviour

Board Received:

Review Date: June 2013

Accountability:

- | | |
|-------------------------|--------------------------------|
| 1. Frequency of Reports | - As needed |
| 2. Severity Threshold | - As needed |
| 3. Criteria for Success | - Enhanced student safety |
| | - Effective student discipline |
| | - Improved student conduct |
| | - Improved student performance |

1. **Progressive Discipline Prevention and Awareness Raising**

The Provincial Code of Conduct, the Grand Erie District School Board Code of Conduct, the Education Act, Ontario Regulation 472/07, Policy Program Memorandum PPM128 (Provincial and School Board Codes of Conduct), 141 (programs for long term suspension), 142 (expulsion programs), 144 (bullying prevention) and 145 (progressive discipline), together with the Board's discipline policies and procedures Provincial legislation and Policy/Program Memoranda (concerning Code of Conduct, suspension/expulsion, bullying, and progressive discipline)* – in conjunction with Board policies and procedures - create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The Human Rights Code of Ontario has primacy over provincial legislation and School Board policies and procedures, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, the Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

Each school will develop, in consultation with school councils, and having regard to this procedure, a continuum of interventions, supports, and consequences to address inappropriate student behaviours that are contrary to provincial and Board code of conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.

The continuum of interventions, supports, and consequences developed must be developmentally appropriate, and should include opportunities for students to focus on improving behaviour. Consequences for inappropriate behaviour may include, but are not limited to, meeting with the parent(s)/guardian(s), student, and principal; referral to a community agency for counseling support and intervention, detentions or loss of privileges; and suspension and/or expulsion.

*The pertinent Policy/Program Memoranda are 128 (Provincial and Board Codes of Conduct), 141 (Programs for Long-term Suspension), 144 (Bullying Prevention and Intervention), 145 (Progressive Discipline and Promoting Positive Student Behaviour).

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

1. The particular student and circumstances (i.e. mitigating or.
2. other factors);
2. The nature and severity of the behaviour;
3. The impact on the school climate (i.e. the relationships within the school community); and
4. The Individual Education Plan

Schools will use the data collected from their School Climate Surveys to work with Safe School Teams to build strategies into their School Improvement Plans to improve the school climate.

2. **Progressive Student Discipline Model**

The Grand Erie District School Board endorses early and ongoing prevention and intervention to promote positive behaviour. Opportunity for students to learn from their choices is a critical element. Teachers using classroom management strategies that focus on intervention and prevention, providing students with an opportunity to learn from their choices is critical.

The Progressive Discipline Model can be described as having four levels of intervention. The level of intervention or discipline is based on the consideration of the nature, severity and impact of the misconduct and of the mitigating and other factors, in each individual case, with the goal of changing the student's behaviour. Each progressive stage represents more serious behaviour and corresponding consequences. The intervention or level of discipline imposed is based on the nature, severity and impact of the behaviour within a context of mitigating and other factors. Documentation of student behaviour, intervention and response will be completed by school staff at all levels.

Level 1

Level one discipline is employed for minor acts of misconduct which interfere with orderly school procedures, functions, extracurricular programs, or a student's own learning. These minor acts are addressed through the classroom teacher, educational assistant and/or designated ECE.

Level 2

Level two discipline offences are immediate acts of misconduct that require increased intervention. These acts may include, but are not limited to, repeated unrelated acts of minor inappropriate behaviour directed against persons or property, but which do not seriously endanger the health, safety or well-being of others. Involvement of student support staff, parents/guardians and administration will support the student and assist the classroom teacher in correcting incidents of inappropriate behaviour.

Level 3

Level three offences requiring disciplinary intervention are serious acts of misconduct that have significant impact on the school climate, threats to health, safety or property. These offences must be reported to administration immediately. Suspension may be considered by the principal as a necessary intervention. Student, parents/guardians, school and support staff communication is necessary to resolve the issue and ensure that supports are in place to meet student needs.

Level 4

Level four offences represent the most serious acts of misconduct and as such may require intrusive intervention such as suspension pending expulsion. These acts may require the involvement of Police Services as per the Police and School Board Protocol.

A voluntary program for students on long-term suspension or expelled students is available for those that consent to participation. Non academic support from community agencies will be engaged by the Grand Erie Safe Schools Team, if necessary.

3. Reporting to Principals

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

In cases where immediate action is required, a verbal report to the principal may be made. A written report, as outlined below, must be made when it is safe to do so.

All employee reports made to the principal must be confirmed in writing, using the “Safe Schools Incident Reporting Form – Part I”. Upon receipt of this form principals must provide the person who submitted the report with a written acknowledgement on the “Safe Schools Incident Reporting Form – Part II”. If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the principal should inform, accordingly, the person who submitted the incident report.

If the principal decides that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form with documenting and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student’s OSR.

In the case of the victim, no information about the incident must be placed in his or her OSR, unless the victim or parent of the victim expressly requests that it be placed in the OSR.

~~In situations where the victim is also an aggressor and the principal has taken some action short of suspension, no information about the incident must be placed in the student’s OSR if the principal has decided not to notify the student’s parents. However if the principal has notified this students parents, information regarding the incident and the action taken will be placed in the OSR.~~

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim’s parents. Contact with parents should always be made as soon as possible.

4. Responding to Incidents

The purpose of responding to incidents of inappropriate behaviour is to stop and correct the behaviour immediately so the student involved will learn that it is not acceptable. Behaviour that is not addressed becomes accepted behavior.

Board employees who work directly with students – including administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviours includes all inappropriate and disrespectful behaviour at any time at school or at a school related event if, in the employee’s opinion, it is safe to respond to it.

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and why it is inappropriate and/ or disrespectful; asking the student to correct the behaviour. When employees are aware that an incident involves a student with special educational needs, they are expected to respond in a way that is appropriate to that student.

Draft

Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or a student or another person. However, for incidents for which suspension or expulsion must be considered, Board employees must report these to the principal and confirm their report in writing using the “Safe Schools Incident Reporting Form – Part 1”. For other incidents, where suspension or expulsion would not be considered as Board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible. For example, a Board employee would not be required to respond if it would mean having to leave a student with special needs who would be in danger if left alone.

5. **Support for Students**

All employees of the Board must take seriously all allegations of bullying, racism, gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate. Schools are expected to support all students including those who disclose or report such incidents, by providing them with contact information about professional supports, both Board-based and community agency.

Principals are required to notify parents/guardians of the victim of serious student incidents unless the victim is 18 years old or over or the victim is 16 or 17 years of age and has withdrawn from parental control or in the opinion of the principal, doing so would put the victim at risk of harm from one parent. When principals have decided not to notify parents of victims, they must notify the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision. In addition, principals must refer students to a community agency that can provide the appropriate type of confidential support when his or her parents are not called.

When it is determined that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved. The Grand Erie Safe School Team will facilitate the move and transition of any students who it is determined need to change schools or school program as a result of a serious student incident.

6. **Delegation of Authority**

In the event that the school principal is not present on school property, the principal has the authority to delegate his/her powers, duties and functions to the vice-principal. Delegation may include all authority under Part XIII of the Education Act except the final decision regarding a recommendation to the Board to expel a pupil. Vice-principals may be delegated the authority to suspend a student for less than six school days.

In the event that there is no administrator present on school property, the principal's authority under Part XIII of the Education Act may be delegated in writing to a teacher and must respect the terms of all applicable collective agreements. When this occurs the principal must communicate to staff when and to whom administrative responsibilities have been delegated. The principal must also ensure that the teacher has access to Board policy, school emergency protocols and communication information for the Superintendent of Schools.

Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. The teacher must report all details of the initial investigation to the principal as soon as possible.

The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. A teacher may not be delegated authority regarding suspension decision or recommendations regarding expulsion of students.

A teacher may be delegated limited authority to contact the parents/guardian of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not sure whether he or she should call the parents, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

7. Circumstances in Which a Principal Must Consider Whether to Suspend a Student

A principal must consider whether to suspend a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol or restricted drugs;
- Being under the influence of alcohol;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- Bullying;
- Any act considered by the principal to be injurious to the moral tone of the school; or
- Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community.

Mitigating and other factors will be taken into consideration by the principal.

8. Circumstances in Which a Principal Must Suspend a Pupil Pending Expulsion

A principal shall suspend a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons or restricted drugs;
- Committing robbery;
- Providing alcohol to a minor;
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;

- A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property; or
- The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.

In the event of a suspension for an activity, the principal shall conduct an inquiry to determine whether to recommend the expulsion of the student, in accordance with the *Education Act* and its *Regulations*, applicable Policy/Program Memorandums and the Administrative Procedures established to implement this Policy. Mitigating and other factors will be taken into consideration by the principal.

9. **Communication and Outreach Strategies**

Communication as Prevention

This procedure, related policies, and all related procedures will be communicated to parents/guardians, students, staff, and community members in the following ways:

- school agendas
- school newsletters
- Board website
- pamphlets delivered to parents/guardians
- introduction and review at school assemblies

All communication will include roles and responsibilities of all members of the school community, particularly for students, parents/guardians, and school staff.

As bullying is a community concern, our community is viewed as our partner in helping to diminish bullying. Working with community services to promote safe schools (e.g. Police Services, Victim Services, Children's Aid Society) ensures ongoing community involvement.

All Grand Erie employees (present and new hires) will be provided with information outlining policies and procedures related to Safe Schools, in addition to training opportunities as they arise.

10. **Communication as Intervention**

(a) Monitoring and Review

All Grand Erie schools will complete the Grand Erie District School Board school climate survey every two years, including one half of the student population at each monitoring period, that will assist in determining specific safety issues related to bullying. Haldimand and Norfolk schools one year, Brantford and Brant County schools the next. Surveys offer opportunities for input to students from grade two to twelve. Safe Schools Teams will use information from the school climate surveys, as well as other data, to determine prevention, intervention, and training activities for their school.

(b) Training Strategy

The Grand Erie Safe Schools Team will develop a training strategy, on this procedure, for all employees of the Board. Schools should make sure that all educational stakeholders are aware of the Board's policy on progressive discipline. This strategy will include ways of responding to bullying, racism, gender based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate. This training needs to be ongoing to ensure a safe teaching and learning environment.

(c) School Level Plans

Schools will develop, in consultation with the parent community, a School Code of Conduct and Progressive Discipline and Bullying Intervention plan, which will include:

- definition of bullying
- prevention and awareness-raising strategies
- intervention and support strategies, including plans for the victims and referral to community agendas for further support
- procedure for students and parents to report bullying and harassment

All School Improvement Plans in Grand Erie will include a safe schools/bullying prevention component.

SAFE SCHOOLS INCIDENT REPORTING FORM — PART I —

CONFIDENTIAL

Report No:			
Name of School			
1. Name of Student(s) Involved (if known)			
2. Location of Incident (check one)	<input type="checkbox"/>	At a location in the school or on school property (please specify)	
	<input type="checkbox"/>	At a school-related activity (please specify)	
	<input type="checkbox"/>	On a school bus (please specify route number)	
	<input type="checkbox"/>	Other (please specify)	
3. Time of Incident	Date:	Time:	
4. Type of Incident (check all that apply)	Activities for which suspension must be considered under section 306(1) of the Education Act: <ul style="list-style-type: none"> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school <input type="checkbox"/> Any act considered by the principal to be injurious to the physical or mental wellbeing of any member of the school community 		
	Activities for which expulsion must be considered under section 310(1) of the Education Act: <ul style="list-style-type: none"> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor 		
5. Report Submitted By:			
Name:			
Signature:		Date:	
Contact Information:			
Location:		Telephone:	

**SAFE SCHOOLS INCIDENT REPORTING FORM
— PART II —*****ACKNOWLEDGEMENT OF RECEIPT***

Report No.			
Report submitted by:	Name:	Date:	
<input type="checkbox"/> Action Taken		<input type="checkbox"/> No Action Required	
Name of Principal:			
Signature:	Date:		
Note: Only Part II to be returned in the person who reported.			



Grand Erie District School Board

TO: John Forbeck, Director of Education & Secretary

FROM: David Abbey, Assistant Superintendent of Education

RE: **SO134 Website Requirements**

DATE: November 4, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Administrative Procedure SO134 –
 “Website Requirements” as information.

Background

School Operations Procedure SO134 “Website Requirements” was circulated to all appropriate stakeholders for comments to be received by October 4, 2013.

Comments Received

Comment #1: 1 – procedures – this is more like an outline or overview

Response: *Changed the heading to Overview.*

Comment #2: 1.2 – why quotation on the words - web pages?

Response: *amended.*

Comment #3: 2.2 and 2.5 say the same things

Response: *Strengthen section 2.2 and removed section 2.5.*

Comment #4: 2.3 WCAG – it this built into the new website platform, and if not a link to where there guidelines are might be helpful

Response: *Standards are built into the new website platform.*

Comment #5: 2.4 – does the board live it’s mission vision and values?

Response: *Changed the word living to fulfilling.*

Comment #6: 2.6 - board policy or administrative procedures – not requirements or procedure

Response: *amended.*

Comment #7: 2.6 g) – covered in 2.3

Response: *amended.*

Comment #8: 2.6 j) what does this mean? Is this covered in number 3?

Response: *Changed for clarity.*

Comment #9: 2.7 – think it has already been covered

Response: *Redundant/removed.*

Comment #10: 3.1 – covered under 2.6h

Response: *amended.*

Comment #11: Page 3, 3.2 - "For the safety of our students, the Board will not use the name of a Grand Erie students...." - a correction - the second occasion of the word "students" should actually be singular.

Response: *amended.*

Comment #12: 3.3 – child not be exposed – is there a different word than exposed?

Response: *amended.*

Comment #13: 3.5 – also covered in 4.2b. Last line is covered under 2.6i

Response: *Editorial Requirements was changed to Photographs, Personal Information and Student Safety. Section 6.1 was moved into this section. Section 3.5 was redundant and the line “content should be regularly maintained” was moved to the Content Standards section.*

Comment #14: 4.1 a ii – commercial value?

Response: *amended to read non-school items, events or products unless approved by the school and/or Board administration.*

Comment #15: 4.2 – covered under 3.5

Response: *Section 3.5 was removed to keep 4.2 in this section.*

Comment #16: 4.3 a – free from spelling errors? What about work done by a primary student that is shown for a different purpose?

Response: *Changed word work to content. Removed section 4.4.*

Comment #17: Page 4, 5. School Websites: A suggestion that principals can designate someone who agrees on a volunteer basis to serve as the school's "webmaster". This is additional to the duties of a teacher (and other employee groups) and should be identified as a duty that is not required to be taken on, but rather a duty that could be taken on voluntarily.

Response: *Changed to the principal or a staff volunteer will act in the role of school webmaster.*

Comment #18: 5.1 – why quoted around webmaster? The second sentence contradicts the 1st sentence

Response: *amended and changed for clarity.*

Comment #19: 5.2 a – covered by 2.2

Response: *amended.*

Comment #20: 5.2b covered by 2.6 e

Response: *Removed and in section 2.5, the words “including school sites” was inserted.*

Comment #21: 5.3 training – how often? Out of which budget?

Response: *Training for the School Website Implementation has been conducted after school hours on a voluntary basis.*

Comment #22: 6.1 – seems to be a bit over the top and would be covered under section 3

Response: *amended.*

Comment #23: Section 5.2 d) need further clarification regarding classroom home pages?

Response: *revised to be more specific about teacher websites located outside the school website provided by the Grand Erie platform.*

Proposed Changes

Proposed Wording	Wording Approved for Circulation
Overview	1. Procedure
2.2 All school websites must comply with the Visual Identity of the Board and must be hosted on the appropriate web platform/program supported by Information Technology Services.	2.2 All school websites must comply with the visual standards of the Board and therefore must be hosted on the appropriate web platform/program supported by Information Technology Services.
2.4 ...Web sites should provide a high degree of customer service and demonstrate how the Board is fulfilling its mission, vision and values.	2.4 ...Web sites should provide a high degree of customer service and demonstrate how the Board is living fulfilling its mission, vision and values.
2.5 Content on Grand Erie sites will not be in contravention of any Board Policy or Administrative Procedure:	2-6 2.5 Content on Grand Erie sites will not be in contravention of any Board policy, requirements or procedure: Policy or Administrative Procedure:
2.5 j) Content must adhere to the privacy and information requirements (See section 3)	2.6 j) Privacy disclosure must be considered and adequate security features applied, if required.
2.6 External links should be relevant and are subject to the same standards of content quality as Grand Erie websites as noted in Sections 2.4 and 2.5 of this document. All linked pages should open in a new window, thereby maintaining the visitor within a Grand Erie website.	2-8 2.7 External links should be relevant and are subject to the same standards of content quality as Grand Erie websites as noted in Sections 2-5 2.4 and 2-6 2.5 of this document. Websites can include relevant links to public sector organizations. All linked pages should open in a new window, thereby maintaining the visitor within a Grand Erie website.
Photographs, Personal Information and Student Safety	Editorial Requirements & Photographs, Personal Information and Student Safety
3.1 Personal information such as personal email addresses and phone numbers cannot be published.	3.1 Include contact information: email contact should be encouraged and responses should be prompt. Personal information such as personal email addresses and phone numbers cannot be published.
3.1 For the safety of our students, the Board will not use the name of a Grand Erie student or the photograph of a Grand Erie student on any	3.2 For the safety of our students, the Board will not use the name of a Grand Erie students or the photograph of a Grand

website without consent given through the FOI Parent Information Sheet process collected annually through the registration form or the current information sheets.	Erie student on any website without consent given through the FOI Parent Information Sheet process collected annually through the registration form or the current information sheets.
3.3 A class picture will not be posted online if there is even one student in the photo whose parents/guardians have not provided informed written consent on the registration form/current information sheet based on the FOI Parent Information Sheet.	3.3 A class picture will not be posted online if there is even one student in the photo whose parents/guardians have not provided informed written consent on the registration form/current information sheet based indicated on the FOI Parent Information Sheet that their child should not be exposed.
4.4 Content should be regularly maintained.	3.5 Content should be regularly maintained. The appropriate school or department administrator is responsible for permissions and for ensuring that all work published is original or has been cleared for copyright with the originator and ownership of the copyright is clearly indicated. Material must be free of bias and be as inclusive as possible.
4.1 Quality a). All content must be free of any spelling or grammatical errors.	4.1 Quality a) All work content must be free of any spelling or grammatical errors.
4.2 (ii) Staff and student work should not contain or promote non-school items, events or products unless approved by the school and/or Board administration.	4.2 (ii) No staff or student should contain or promote any commercial value unless approved by the Grand Erie District School Board
(a) All posted content must comply with copyright and trademark regulations and Grand Erie Policy SO24 Copyright Fair Dealing Guidelines.	4.2 Copyright (a) All posted content must comply with copyright and trademark regulations.
5.1 The principal is responsible for the content of the school website. The principal or a staff volunteer will act in the role of school webmaster.	5.1 The principal is responsible for the content of the school website. The principal or their designate will serve as the school's "webmaster". or a staff volunteer will act in the role of school webmaster.
(e) Classroom or individual teacher sites are encouraged and are to be linked from landing page of the classroom or teacher page on the school website. Web tools that facilitate communication, learning and dialogue may be used with the permission of the principal e.g. discussion wikis, podcasts etc. These tools may not be used to communicate personal information or facilitate personal conversations, they must be learning focused.	(e) Classroom home pages are permitted and encouraged. Web tools that facilitate learning and dialogue may be used with the permission of the principal, e.g. discussion wikis, podcasts, etc. These tools may not be used to communicate personal information or facilitate personal conversations, they must be learning focused.

Respectfully submitted

David Abbey
Assistant Superintendent of Education



Website Requirements

Board Received:

Review Date: May 2013

Accountability

1. Accountability: – As needed
2. Severity Threshold: – As needed
3. Criteria for Success: – All Grand Erie websites will be compliant
Content on all Grand Erie websites will be current
Content will comply with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
Websites will be a valuable communication outlet for the Board's stakeholders

1. Procedures Overview:

- 1.1 This document outlines the ~~procedures and~~ requirements to be followed when students, teachers and other Board employees publish material on the Internet ~~using a computer within the Grand Erie District School Board~~. It includes ~~website content and student safety requirements -student material release waiver and definitions of key participants and their encompassing responsibilities~~.
- 1.2 The availability of Internet access in all Grand Erie District School Board schools provides an educational opportunity for students and staff to contribute to the Grand Erie District School Board's ~~"Web Pages"~~ web pages.
- 1.3 The creation of a web page provides a means for sharing information with the Grand Erie District School Board and the world about school curriculum and instruction, school-authorized activities, and other information relating to our schools and our mission; and providing instructional resources for staff and students. While the Board's senior administration supports a decentralized approach to administering school websites, the Board's senior administration retains the final decision on the suitability of website content and design and can direct schools to change content and/or design.

2. Website Content Requirements

- 2.1 Each school web page shall contain a statement similar to the following: *If there are errors on the website, please contact info@granderie.ca.*
- 2.2 All school websites must comply with the ~~visual standards~~ Visual Identity of the Board and ~~therefore~~ must be hosted on the appropriate web platform/program supported by Information Technology Services.
- 2.3 Creators of web pages need to familiarize themselves with — and practice — the following requirements ~~and responsibilities~~. Grand Erie websites should be relevant, have information that is easy to access, reflect the values of the Grand Erie District School

Board and establish brand equity throughout the system. The Grand Erie board employs communication methods and strategies to convey and strengthen the image and culture of the organization as a quality public educator which reflects equity and inclusiveness. Consistent messaging in print and electronic materials supports this objective and helps our communities identify with Grand Erie, which is essential in maintaining the Grand Erie District School Board as the educator of choice for the communities we serve. Websites must meet the Web Content Accessibility Guidelines (WCAG) under the Accessibility for Ontarians with Disabilities Act.

- 2.4 Websites should provide information about the Grand Erie District School Board's schools, programs and services, be easily accessible and reflect a positive image. Information should be organized in a coherent manner that is easy to navigate. Web sites should provide a high degree of customer service and demonstrate how the Board is ~~living~~ fulfilling its mission, vision and values.

~~2.5 Grand Erie websites must adhere to the Visual Identity of the Board, technical and editorial standards:~~

- ~~2.6~~ 2.5 Content on Grand Erie sites, including school sites, will not be in contravention of any Board Policy or Administrative Procedure: ~~requirements or procedure:~~

- (a) Content will not promote violence or hatred
- (b) Content will not contain sectarian or denominational content
- (c) Content that is focused on issues must inform or educate, create awareness of issues in the community and or/facilitate community discussions
- (d) Content will not promote a specific political party
- (e) No advertising from external organizations is permitted
- (f) Content shall not contain criticisms of trustees, staff or students or statements that could cause the Board embarrassment or liability
- (g) Content must be organized in a user-friendly format
- (h) Content must be clear, comprehensive and jargon-free. It must be responsive and provide a mechanism for visitors to the site to contact the school or Board e.g. by offering an email address
- (i) Material must reflect the principles of equity and diversity as outlined in the Grand Erie Equity and Inclusive Education Policy, SO14
- (j) ~~Privacy disclosure must be considered and adequate security features applied, if required.~~ Content must adhere to the privacy and information requirements (See section 3)

- ~~2.7~~ 2.6 Content should demonstrate to parents, students, and community members how the school board provides service to them and should support Grand Erie's communications functions.

- ~~2.8~~ 2.6 External links should be relevant and are subject to the same standards of content quality as Grand Erie websites as noted in Sections 2.5-2.4 and ~~2.6~~ 2.5 of this document. ~~Websites can include relevant links to public sector organizations.~~ All linked pages should open in a new window, thereby maintaining the visitor within a Grand Erie website.

3. Editorial Requirements & Photographs, Personal Information and Student Safety

- 3.1 ~~Include contact information: email contact should be encouraged and responses should be prompt. Personal information such as personal addresses and phone numbers cannot be published.~~
- 3.2 ~~3.1~~ For the safety of our students, the Board will not use the name of a Grand Erie students or the photograph of a Grand Erie student on any website without consent given through the FOI Parent Information Sheet process collected annually through the registration form or the current information sheets.
- 3.3 ~~3.2~~ A class picture will not be posted **online** if there is even one student in the photo whose parents/guardians have not provided informed written consent on the Registration/Current Information Sheet based ~~indicated~~ on the FOI Parent Information Sheet ~~that their child should not be exposed.~~
- 3.4 ~~3.3~~ Grand Erie employees should refrain from taking photographs of a large group when there are students in the group who do not have consent to be photographed.

It should be noted that the Board cannot control or prevent the further distribution or use of photos, videos, or other personal information taken by parents or members of the community at public functions held inside or outside the school. The Board urges all school guests to protect the personal information and identity of our students and seek consent from the parents/guardians of the child(ren) before posting pictures, videos or other personal information on the internet.

6.1 3.4 Types of Personal Information

~~Schools and boards hold many different types of personal information. Due to the nature of certain types of personal information, some information should never be included on school or school board website. This would include:~~

- ~~(i) Student's report card and academic transcript~~
- ~~(ii) Student's Ontario Student Record (OSR)~~
- ~~(iii) Student's full name, telephone number, home address and personal email address~~
- ~~(iv) Parent's full name, telephone number, home address, personal email address~~
- ~~(v) Staff's personal email address and/or phone number~~

- 3.5 ~~Content should be regularly maintained. The appropriate school or department administrator is responsible for permissions and for ensuring that all work published is original or has been cleared for copyright with the originator and ownership of the copyright is clearly indicated. Material must be free of bias and be as inclusive as possible.~~

4. Content Standards

- 4.1 Subject Matter
- (a) All subject matter on Grand Erie District School Board web pages and their links must relate to curriculum and instruction, school-authorized activities, or information about the Grand Erie District School Board or its mission.
 - (i) Staff or student work may be published only as it relates to a class project, course, or other school-related activity

- (ii) No Staff and student work should not contain or promote non-school items, events or products unless approved by the school and/or Board administration. ~~any commercial value unless previously approved by the Grand Erie District School Board.~~
- (iii) Neither students, staff, nor other individuals may use the Board's web pages to provide access to their personal pages (non-teaching pages) on other servers or online services.

4.2 Copyright

- (a) All posted content must comply with copyright and trademark regulations and Grand Erie Policy SO24 Copyright Fair Dealing Guidelines.
- (a) Graphics, video, audio, or text created by another person may not be placed on a page without demonstrated permission of the author or artist.

4.3 Quality

- (a) All work content must be free of any spelling or grammatical errors.
- (b) Documents may not contain objectionable material or point directly to objectionable material (i.e., material that does not meet the standards for instructional resources specified in other related Board procedures).

4.4 Spelling

- (a) ~~The Canadian Oxford Dictionary uses Canadian spellings. It is the Communications & Community Relations style to use Canadian form with few exceptions.~~
- (b) ~~The judgment of Principals, Teachers, Senior Administration and Manager of Communications & Community Relations will prevail.~~

4.4 Content should be regularly updated and maintained.

5. School Websites

5.1 The principal is responsible for the content of the school website. The principal ~~or their~~ or a staff volunteer will act in the role of school webmaster. ~~designate will serve as the school's "webmaster".~~ The webmaster will assist the staff members in the school ~~should assist the principal~~ in ensuring these requirements are adhered to and that the content of the school web pages meets these procedures and the principal's approval.

5.2 All school websites are required to adhere to the following:

- (b) ~~For consistency, maintainability, URL management, site security and other related issues, all organizations of the Board, including schools, must have their site hosted by a Board approved server~~
- (c) School web pages may not contain any commercial or promotional advertising. School web pages may contain small acknowledgements of school partnerships or sponsorships.
- (d) No school page content should provide the means for people to contact any student directly. If communication back to the school is needed, it should be directed to the appropriate staff member.
- (e) Classroom or individual teacher sites are encouraged and are to be linked from the landing page of the classroom or teacher page on the school website. Web tools that facilitate communication, learning and dialogue may be used with the permission of the principal e.g. discussion wikis, podcasts etc. These tools may not be used to communicate personal information or facilitate personal conversations, they must be learning focused.

- (f) School web pages must comply with Grand Erie Policy SO24 Copyright Fair Dealing Guidelines.

5.3 A school website manual will be provided along with training opportunities for school staff.

6. Personal Information

6.2 Types of Personal Information

- (a) Schools and boards hold many different types of personal information. Due to the nature of certain types of personal information, some information should never be included on school or school board websites. This would include:
 - (i) Student's report card and academic transcript
 - (ii) Student's Ontario Student Record (OSR)
 - (iii) Student's full name, telephone number, home address and personal email address
 - (iv) Parent's full name, telephone number, home address, personal email address

6.3 There may be other types of personal information where it may be appropriate for the school or school board to post the information, provided the individual(s) have given their written consent. This could include:

- (a) Photographs of students (individual and/or group)
- (b) Students' work (e.g. essays, projects, etc.) without any evaluation present
- (c) Names of students participating in extracurricular activities and student council
- (d) Names of student award winners/prize winners
- (e) School yearbooks (names and photographs)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Board of Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education & Secretary

RE: **Trustee Replacement Process**

DATE: November 4, 2013

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the **(initiation of an appointment process)** or **(initiation of a by-election)** for the Trustee Replacement for the County of Brant and Norfolk County Wards 3 and 7.

Background:

On Monday October 28, 2013, Trustee Bill Johnston (County of Brant and Norfolk County - Wards 3 and 7) wrote to inform the Chair of the Board, Rita Collver that he was regrettably resigning from the Grand Erie District School Board. Trustee Johnston's resignation was accepted by the Board with sincere regrets.

Trustee Johnston's resignation resulted in a trustee vacancy in the Grand Erie District School Board. This report outlines the Education Act provisions and outlines options for trustee decision-making to fill the vacancy.

Education Act Provisions

"All vacancies to the board must be filled, unless the vacancy occurs within one month of the next municipal election (224(a)). A vacancy that occurs after the election but before the new board is organized shall be filled after the new board is organized (224(b)). Vacancies can be filled in two manners, by appointment or in a by-election. If a majority of the trustees remain in office, the remaining trustees can appoint a qualified person within 90 days of the vacancy.

Options for filling a Trustee vacancy

a. By-election

A vacancy may be filled in a by-election held in accordance with the Municipal Elections Act, 1996, if the vacancy occurs:

- in a year where there is no election under the Municipal Elections Act, 1996
- prior to April in a year where there is an election under the Municipal Elections Act, 1996, or after the school board election, in a year where there is an election under the Municipal Elections Act, 1996.

If a majority of the trustees do not remain in office following a vacancy, a by-election must be held.

If trustees choose to hold a by-election, the Secretary of the Board is required to promptly send to the clerk of the appropriate municipality a copy of the Board resolution indicating a by-election is required for the purposes of section 65 of the Municipal Elections Act, 1996.

The Director and Secretary of the Board discussed the vacancy with the county clerks in both Brant and Norfolk County. The cost of the by-election option would be paid by the Board. It is anticipated the cost would be in excess of \$40,000.00.

B) Appointment of a qualified person

Below are two commonly used options for trustee consideration

- a) Appoint the third runner up from the 2010 election in the County of Brant and Norfolk County - Wards 3 and 7. This was a strategy chosen by the previous board to fill a vacancy in the 2001-2003 term.
- b) Advertise the trustee vacancy requesting qualified individuals to declare an interest. If this option is chosen the Director and Secretary of the Board will prepare a report for November 11, 2013 which will include a sample advertisement, application form and critical dates for the process. The Secretary has confirmed with the county that they need five working days to verify that a candidate is qualified to be appointed.

Additional Information:

A Special Board meeting will need to be scheduled for November 11, 2013 to approve the strategy, process and timelines to fill the vacancy.

Respectfully submitted,

John Forbeck,
Director of Education & Secretary