



Committee of the Whole Board Meeting

Monday, October 7, 2019
Board Room, Education Centre

H - 1 **Adjournment**

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

Safe and Inclusive Schools Committee	October 11, 2019	1:00 PM	Board Room
Special Education Advisory Committee	October 15, 2019	6:00 PM	Board Room
School Council Orientation	October 17, 2019	6:30 PM	Dogwood Room, Norfolk SSC
Indigenous Education Advisory Committee	October 23, 2019	6:00 PM	Board Room
Student Trustee Senate	October 24, 2019	10:30 AM	Grand River Hall, JBLC
Grand Erie Parent Involvement Committee	October 24, 2019	6:30 PM	Dogwood Room, Norfolk SSC
Chairs' Committee	October 28, 2019	5:45 PM	Norfolk Room
Board Meeting	October 28, 2019	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk	October 29, 2019	9:00 AM	Norfolk Room
Native Advisory Committee	November 4, 2019	1:00 PM	Tollgate Tech. Skills Centre
Safe and Inclusive Schools Committee	November 5, 2019	1:00 PM	Board Room
Audit Committee	November 5, 2019	4:00 PM	Board Room
Committee of the Whole	November 11, 2019	7:15 PM	Board Room
Privacy and Information Management Committee	November 14, 2019	3:00 PM	Norfolk Room
Special Education Advisory Committee	November 14, 2019	6:00 PM	Board Room
Chairs' Committee	November 25, 2019	5:45 PM	Norfolk Room
Board Meeting	November 25, 2019	7:15 PM	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
 RE: **Absence Statistics**
 DATE: October 7, 2019

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Absence Statistics report as information.

Rationale/Background:

The information below is a summary of absence information for our permanent employees for the past three years. Under the terms of Administrative Procedure 115: Employee Absenteeism, a sick leave absence is defined as loss of work time as a result of illness or injury.

Employee Groups	2016-17 Average # Days Absent	2017-18 Average # Days Absent	2018-19 Average # Days Absent
Teaching Staff	10.12	8.72	8.96
Non-Teaching Staff	11.85	12.22	12.3
School Administration, Senior Administrators, Non-Union Employees	4.29	5.85	4.69

Respectfully submitted,

Scott Sincerbox
 Superintendent of Education (Human Resources)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Secondary Athletics Report**
DATE: October 7, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Secondary Athletics budget allocation for the 2019-20 school year.</p>

Background

For over twenty years, the Grand Erie District School Board has had three (3) different secondary athletic associations, with three executives, three constitutions, three playing regulations and three non-board association accounts.

Currently, the Grand Erie District School Board has no direct oversight for secondary athletics from an operational or financial stand point.

Additional Information

A report was brought to the board of trustees on September 9, 2019 with respect to Secondary Athletics in the Grand Erie District School Board. In this report the rationale and foundational steps undertaken to date were provided.

Recommendation

Senior Administration recommends that \$20,000 from the board initiatives budget be allocated to support Secondary Athletics in 2019-20.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statements: We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes.

This report supports the Equity indicator of Success for Every Student and the following statement: We will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Liana Thompson, Superintendent of Education
 RE: **Amendments to the Special Education Plan 2018-19**
 DATE: October 7, 2019

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the Special Education Plan 2018-19 as amended and resubmit it to the Ministry of Education as amended.

Background

During the 2019-20 school year, special education programs and services in Grand Erie are being delivered with a renewed focus on close to the classroom supports and strategies.

Areas of specific focus are the following:

- Dedicated multi-disciplinary teams in schools to attend resource team meetings
- Learning Resource Teachers will take on a lead role of supporting the knowledge and instructional capacity of all educators in the school in the area of special education
- The classroom teacher will design and implement the student’s program with the support of the Learning Resource Teacher, in the classroom
- There will be a focus on fulsome implementation of Tier 1, in-classroom or close-to-classroom strategies and supports

Shifts in system level special education support staff and programs as follows:

Old Model	Emerging Model
System LRTs Autism (2)	Teacher Consultant – Autism (1)
System LRT Deaf and Hard of Hearing	Teacher Technician – Deaf and Hard of Hearing
System LRT Learning Disability	Teacher Technician - Assistive Technology
System based Child and Youth workers	School based Child and Youth workers
System LRT Intellectual Disabilities	Teacher Consultant – Intellectual Disabilities
	Teacher Consultant - Gifted
Enrichment teachers implement the C-CAT	School Learning Resource teachers implement the C-CAT
Resource Team meetings once monthly	Resource Team meetings every 6-8 weeks
School and Resource Team meetings focus on referrals for outside assessments and supports, moving a student to the IPRC process and possibly moving the student to a self-contained classroom setting.	School Team and Resource Team meetings focus on student program and school-based strategies, not referrals for assessment or IPRC. Self-contained classroom placement is not considered until all strategies and supports have been exhausted in the regular classroom setting.
School Team meetings do not include CYW	School Team meetings may include CYW

Moving to Tier 2 and 3 strategies and supports before exhausting Tier 1 strategies and supports	Focus on exhausting all Tier 1 strategies supports before considering Tier 2 or 3 strategies and supports
Enrichment Centres – Brant (2), Haldimand (1), Norfolk (1)	
Mind Sparklers Program	
Junior Technology classes – Brant (1), Haldimand (1)	
Hearing and Language Impaired Classroom – Haldimand (1)	
Educational Assistants - 307	Educational Assistants - 296
Psychoeducational Consultants – 7	Psychoeducational Consultants - 6
Speech Language Pathologists – 7.5	Speech Language Pathologists - 7
Social Workers – 6.5	Social Workers 5
Behaviour Counsellors – 6	Behaviour Counsellors – 5
Child and Youth Workers – 10.5	Child and Youth Workers - 14
Empower Implementation (early literacy)	Increased Lexia Implementation

Many of these changes to the 2018-19 Special Education Plan were confirmed once the Board had approved the 2019-20 Annual Budget at the end of June 2019.

In order to better serve our families and community members, amendments to Grand Erie's Special Education Plan 2018-19 were made to reflect these changes after the plan had been approved at the May Regular Board Meeting, once funding for staffing had been confirmed through the approval of the annual budget.

Additional Information

The amendments to the Special Education Plan 2018-19 were reviewed at the September 19, 2019 Special Education Advisory Council meeting. At the meeting the following motion was made and carried:

Moved by: T. Waldschmidt

Seconded by: K. Jones

THAT the Board approve the amended plan, resubmit it to the Ministry of Education and update the website edition.

Next Steps

The amended Special Education Plan 2018-19 will be submitted to the Ministry of Education. The amended plan will be posted on Grand Erie's public facing website and staff portal.

Grand Erie Multi-Year Plan:

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for student and staff achievement.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Public Consultation Plan for Special Education Plan Annual Review**
DATE: October 7, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report Public Consultation Plan for Special Education Plan Annual Review as information.</p>

Background:

Regulation 306 Special Education Programs and Services requires that all school boards create a plan that outlines the methods by which the needs of exceptional pupils will be met and that the special education plan is amended to meet the current needs of special education pupils of the board. School boards must ensure that the special education plan is reviewed annually and consultation with the public must occur.

In the 2018-19 school year, a parent and public survey seeking input on Grand Erie's Special Education Plan was posted on the Grand Erie website via a live link available throughout the year.

- November – December 2018
- March – April 2019
- May – June 2019

Survey questions:

- What are the strengths of the plan?
- What is still needed in the plan?
- Does this plan help? Why or why not?

We each promotion, school administrators were given messaging to include in communications home to families. Social media was used to promote participation.

Results of the consultation were shared at spring 2018 meeting for review and input and feedback themes were summarized in Grand Erie's 2018-19 Special Education Plan.

Recommended Next Steps:

Continue with this consultation process in the 2019-20 school year.

1. Including the additional survey question:
 - Where should we focus our efforts to develop alternative approaches in order to live within our fiscal responsibilities while still meeting the needs of our students?
2. Work with our IT department and research department to create a link to the survey when a member of the public goes online to read the special education plan.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will facilitate opportunities for and encourage families to be involved in our schools.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Voluntary Indigenous Self-Identification Report**
DATE: October 17, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Voluntary Indigenous Self-Identification Report as information.</p>
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Background

As noted in SO16 – Voluntary Aboriginal Self-Identification Policy, the Board is required to collect data on Indigenous student achievement to determine if programs currently delivered are successful and to provide information for the development of future programs and courses to better meet the needs of Indigenous students. In order to collect this data, the Board needs to ensure that all parents/guardians for Indigenous students under the age of 18 and students over the age of 18 have the right to voluntarily self-identify as Indigenous. The data collected is shared with the schools, Board, and the Ministry of Education in order to assess the progress in improving Indigenous student achievement.

Voluntary self-identification cards are provided to every school. In addition, self-identification forms are available on the Grand Erie website under both the Elementary and Secondary tabs in the Indigenous Education section. Voluntary self-identification is also included on both the Elementary and Secondary Registration Forms. As a result of our continued efforts to build awareness of the self-identification process, we continue to see an increase in the number of self-identified students.

Additional Information

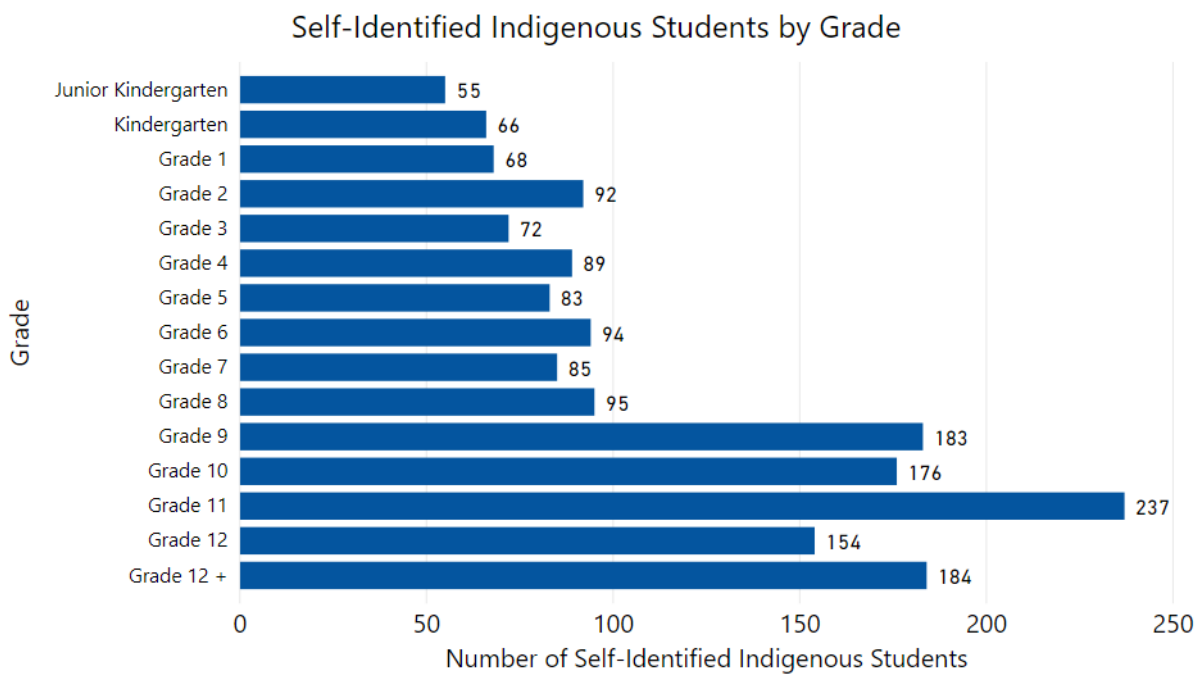
Table 1 of this report provides a summary of Indigenous self-identified students in the Grand Erie District School Board for the 2019-20 school year. Chart 1 shows the number of self-identified Indigenous students by grade.

Table 1 – Number of Students Self-Identified

Elementary Students					
	2015	2016	2017	2018	2019
Brant/Brantford	478	609	583	606	569
Haldimand	100	139	135	136	134
Norfolk	77	93	89	84	95
Total	655	841	807	826	798

Secondary Students					
	2015	2016	2017	2018	2019
Brant/Brantford	362	367	410	390	392
Haldimand	438	385	465	477	490
Norfolk	37	52	55	52	53
Total	837	804	930	919	935

Chart 1



Summary

Self-identification information has been tracked on an annual basis. In total there were 1733 students who identified themselves as Indigenous by September 27, 2019. This is 6.6% of the total student population which has remained relatively static since 2017.

Of the self-identified Indigenous students, 49.8% are female and 50.2% are male. The tables above show that between September 2018 and September 2019, the number of elementary self-identified students decreased by 3.3% while the number of secondary students increased by 1.7%. The overall numbers remain relatively stable due to the efforts of our Native Advisor and Indigenous Education Team in working with school teams to accurately report and encourage students who are from First Nations, Six Nations, Metis and Inuit heritage to self-identify.

During the 2018-19 school year, the Grand Erie District School Board conducted its first ever Student Census. Students in Grades 4-12 were able to self-identify as First Nation, Six Nations, Metis or Inuit. In the next while the team will work to see how consistent and reliable our annual data collection process has been.

Over time, it is expected that our overall numbers may not increase substantially as families/students only need to self-identify once.

Grand Erie Multi-Year Plan:

This report supports the Equity indicator of Success for Every Student and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Bylaw 33 – Bridge Financing Capital Projects**
DATE: October 7, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board rescind Bylaw 33 – Bridge Financing Capital Projects
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Background

Bylaw 33 – Bridge Financing Capital Projects was established March 2009 to bridge financing for capital projects.

The principal borrowed under this bylaw has been repaid in full. This borrowing facility is no longer required and the bylaw can be rescinded.

The proposed rescinded bylaw is attached.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Borrowing Bylaw re: Financing Capital Projects

Board Received: September 29, 2014 **Review Date:** Until Maturity (October 2019)

Terms of the Borrowing Facility

The signing authorities of the Board are authorized to establish term borrowing facilities with the Royal Bank of Canada to finance capital expenditures incurred for various school construction.

Credit Facility \$7,720,000 non-revolving term facility by way of fixed rate term loan for a term of five years with monthly payments based on a 15-year amortization



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **HR4: Health and Safety**
DATE: October 7, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy HR4: Health and Safety to all appropriate stakeholders for comments to be received by November 27, 2019.</p>

Background

Policy HR4: Health and Safety was approved by the Board in September 2015 and has been identified for review.

Additional Information

No suggested revisions have been made to the Policy, however the Policy is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Health and Safety

Board Received: September 28, 2015 Review Date: October 2019

Policy Statement

It is the policy of the Grand Erie District School Board to be committed to the protection of its employees from injury, and its property from damage caused by accidents.

Accountability

1. Frequency of Reports – Annual/Monthly
2. Criteria for Success –
 - Enhanced safety in workplace
 - Elimination of unsafe work practices and procedures
 - Reduction in near misses
 - Reduction in accidents of all kinds up to and including lost time
 - Enhanced co-operation with employee groups
 - The policy is reviewed by the Joint Occupational Health and Safety Committee annually

Background

The Grand Erie District School Board is committed to preventing occupational illness and injury to students and staff by implementing and maintaining a safe and healthy working and learning environment. It is in the best interest of all parties to consider health and safety in every activity. Commitment to health and safety must form an integral part of the Grand Erie District School Board. The Grand Erie District School Board will make every reasonable effort to provide and maintain a safe and healthy work environment. The Grand Erie District School Board's staff must all be committed to reducing the risk of injury in the workplace.

All staff are required to meet or exceed all statutory requirements concerning the health and safety of workers, as well as all safe work policies and procedures established by the Grand Erie District School Board, staff will be held accountable when they fail to do so. Staff are required to work safely and report any unsafe condition to their supervisor immediately. The Grand Erie District School Board's supervisors are responsible for ensuring that staff work in a safe manner and employees receive adequate training in their specific work tasks to protect their health and safety. The Grand Erie District School Board and its supervisors must also take every precaution reasonable in the circumstances for the protection of the worker.

This Health and Safety Policy is implemented through the Grand Erie District School Board Health and Safety Program, developed and amended yearly, through consultation with the Joint Health and Safety Committee.

The Joint Health and Safety Committee shall review the Policy and Program annually and make recommendations, to ensure that all legislative requirements and practices are maintained and the Policy and Program remain relevant and appropriate.

Procedures

1. In fulfilling this commitment, the Board will provide and maintain a safe workplace and healthy environment, as indicated by accepted safety practices and in compliance with legislative requirements of the Acts, Regulations, and Codes.
2. The Board will strive to eliminate foreseeable hazards that could result in fires, loss of security, damage to property, and which could cause personal injuries or illness.
3. Lost employee time due to accident or injury can be controlled through effective management in combination with active involvement of all employees. Prevention of accidents is the direct responsibility of all managers and employees alike.
4. Those in supervisory positions will comply with the Board's health and safety requirements to prevent accidents and lost time. These requirements apply to the design, operation, and maintenance of facilities and equipment.
5. All employees will perform their tasks properly in accordance with established procedures and operating philosophy.
6. The Board is committed to the highest degree of safety and acknowledges that this can be achieved by co-operation with the Joint Health and Safety Committee and other groups.
7. See Appendix 'A' for Guidelines for the Structure and Function of the Joint Occupational Health and Safety Committee.

TERMS OF REFERENCE FOR THE STRUCTURE AND FUNCTION OF THE
JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE (JOHSC)

AS AGREED BETWEEN
THE GRAND ERIE DISTRICT SCHOOL BOARD
AND
ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION, DISTRICT 23
(TEACHERS' BARGAINING UNIT, OCCASIONAL TEACHERS' BARGAINING UNIT,
PROFESSIONAL STUDENT SUPPORT PERSONNEL BARGAINING UNIT)

GRAND ERIE ELEMENTARY TEACHERS' FEDERATION

GRAND ERIE ELEMENTARY OCCASIONAL TEACHERS

GRAND ERIE DESIGNATED EARLY CHILDHOOD EDUCATORS LOCAL

CANADIAN UNION OF PUBLIC EMPLOYEES LOCAL 5100
(EDUCATIONAL ASSISTANTS, OFFICE/CLERICAL/TECHNICAL, FACILITY SERVICES)

ONTARIO PRINCIPALS' COUNCIL

GRAND ERIE MANAGEMENT SUPPORT TEAM

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1.0 DEFINITIONS

Workplace Team (WT) consists of one (1) employer representative and one (1) representative from each bargaining unit represented at the Workplace. Worker Representatives shall be selected by their respective Union/Federation members at the site. The Worker Representative should be chosen in each location before September of each school year. The WT is tasked with performing regular monthly workplace inspections of the worksite and other requirements as deemed appropriate by the Joint Occupational Health and Safety Committee (JOHSC).

Alternate Member is someone designated by a Joint Occupational Health and Safety Committee member to attend JOHSC meetings in their absence.

Beginning of testing implies the time at which testing begins; includes while equipment is being set up or affixed to a worker; ensuring the process has begun; ensuring valid testing procedures are used and conditions are representative.

Certified Member refers to a Joint Occupational Health and Safety Committee member who has successfully completed Parts 1 and 2 certification training through a Ministry of Labour approved provider.

Consensus denotes a general agreement amongst the parties involved.

Designated Certified Member(s) are the members who are designated to become solely entitled to exercise the rights and are required to perform the duties under the OHS Act of a certified member.

Each Union or Federation has a designated worker member. The Business Services Management Representative will be the designated employer representative.

Employer refers to the Grand Erie District School Board.

Internal Responsibility System is a system, within an organization, where everyone has direct responsibility for health and safety as an essential part of his or her job. It does not matter who or where the person is in the organization as they achieve health and safety in a way that suits the kind of work they do. Each person takes initiative on health and safety issues and works to solve problems and make improvements on an on-going basis.

Joint Occupational Health and Safety Committee is comprised of members as described herein.

Quorum is reached when a minimum of six (6) members are present (worker members present must be greater than the management members).

Supervisor is a person who has charge of a workplace or authority over a worker. This includes: The Board's Director of Education, Superintendents, Principal, Vice-Principal, Manager, Supervisor.

Workplace is any land, premises, location or thing at, upon, in or near which a worker works; herein referred to as a worksite or site.

2.0 PREAMBLE

- 2.1 The Grand Erie District School Board (herein referred to as 'GEDSB') and all of its Unions/Federations and employee groups have agreed to the establishment of a multi-site Joint Occupational Health and Safety Committee as per the Occupational Health and Safety Act (herein referred to as the 'OHS Act') and have reached an understanding as to this Terms of Reference document for the composition, practice and procedure thereof.
- 2.2 Here within, the Joint Occupational Health and Safety Committee shall be referred to as the Joint Committee and the Health and Safety Team shall be referred to as the Workplace Team.
- 2.3 The parties acknowledge that the diversity of workplaces in the educational sector requires reference to many Acts, Regulations, Codes, Standards and Guidelines to set the minimum standard to ensure the health and safety of workers. In addition, workplace policies and guidelines, along with Collective Agreements, may extend those standards.
- 2.4 The parties acknowledge that the proper functioning of the Joint Committee can only be carried out where the representatives of the employer and of the workers are committed to these responsibilities. To effect this, the undersigned undertake to make decisions that will be carried out by their respective organizations.
- 2.5 The parties agree to accept other employee group(s) as members of the Joint Committee, based upon a request by other employee group(s) and the mutual consent of the Board and each of the Unions/Federations who are a party to this agreement.
- 2.6 The parties hereto adopt these guidelines in good faith and agree to promote and assist the Joint Committee whenever and wherever possible.

3.0 DESCRIPTION OF THE WORKPLACES

- 3.1 The following Terms of Reference document applies to all Grand Erie District School Board administrative buildings, schools, worksites and leased spaces where board employees are regularly employed.
- 3.2 Separate appendices are provided for the following items covered by this Terms of Reference:

Appendix A: Each GEDSB workplace name, address and distance from the Education Centre.

Appendix B: Unions/Federations/Associations and approximate number of workers in each group.

Appendix C: Designated substances present at GEDSB workplaces.

Appendix D: Work Refusal Process

Appendix E: Critical Injury Process

Appendix F: Items to be posted on Workplace Health and Safety bulletin boards

Appendix G: 2016-17 JOHSC Members list

Appendix H: JOHSC and Workplace Team Training Modules

4.0 COMMITTEE STRUCTURE

JOHSC MEMBERSHIP

- 4.1 Members of the GEDSB JOHSC shall be paid employees of the GEDSB. Where a member ceases to be an employee of the Grand Erie District School Board, membership on the JOHSC shall be terminated (OHS Act, Part II, Section 9 (10)).
- 4.2 The committee is comprised of 10 worker members and 5 management members. One member of each shall be allocated as follows:

Worker Members	Management Members
CUPE - Educational Assistants	Business Services
CUPE - Facility Services	Elementary School Administration
CUPE - Office/Clerical/Technical	Facility Services
ETFO – Elementary Teachers	Human Resources
ETFO - Elementary Occasional Teachers	Secondary School Administration
ETFO – Designated Early Childhood Educators	
Non- Union	
OSSTF- Secondary Teachers	
OSSTF - Secondary Occasional Teachers	
OSSTF- Professional Student Services Personnel	

- 4.2.1 Worker members of the JOHSC shall be elected or appointed by their respective Union/Federation.
- 4.2.2 Management members of the JOHSC shall be selected by their respective association, employee group and/or designated by the employer.
- 4.2.3 For continuity and cost-effectiveness, all members will be asked to serve a minimum three (3)-year term on the committee. There will be no restrictions on the number of terms a member may serve.
- 4.2.4 All groups will notify the board of their representative(s) before the first meeting in September each year or upon replacing a member throughout the year.
- 4.3 The Board’s Health and Safety Officer shall attend meetings as a resource to the committee but shall not be considered a member of the committee.

JOHSC CO-CHAIRS

- 4.4 Two (2) of the JOHSC members shall co-chair the committee, one (1) of whom shall be selected by the members who represent workers, and the other of whom shall be selected by the members who represent management.
- 4.5 The Co-chairs will be appointed in September for a definite period of 12 months. If a co-chair leaves during that time a new co-chair will be selected as per 4.4 for the remainder of the term.
- 4.6 Co-chairs will alternate chairing the meeting and if one (1) Co-chair is absent, the other Co-chair will chair the meeting.

DESIGNATED CERTIFIED MEMBERS

- 4.7 The Joint Committee shall designate each Union/Federation certified worker member to represent their appropriate Union/Federation. This member shall be made available as soon as possible to investigate critical injuries, fatalities, work refusals, work stoppage and emergency closures for health and safety purposes, and be available for specific industrial hygiene issues that involve members of their Union/Federation and other health and safety matters within the Workplace that are identified in the Occupational Health and Safety Act. Where applicable, the investigating team shall be responsible for monitoring that the requirements prescribed in section 51 and 52 of the Occupational Health and Safety Act and sections 5 and 6 of the Regulations for Industrial Establishments are carried out.
- 4.8 The Joint Committee agrees that should the designated member of the appropriate Union/Federation be delayed, the Certified Worker member closest to the school of the safety emergency shall attend the safety emergency. This decision shall be made by the Worker Co-chairperson in consultation with the first Worker representative called. The Worker Co-chairperson shall notify the Health and Safety Department.

WORKPLACE TEAMS

- 4.9 Each school/facility shall establish a Workplace Health and Safety Team.
- 4.9.1 The Workplace Team should consist of one Management member and one (1) representative from each of the bargaining units represented at the Workplace. Worker Representatives shall be selected by their respective Union/Federation members at the site. The Worker Representative should be chosen in each location no later than September 30th of each school year.

5.0 ROLES AND RESPONSIBILITY

ROLE OF THE OCCUPATIONAL HEALTH AND SAFETY PROFESSIONAL

- 5.1 The Board's Health and Safety Officer shall attend meetings as a resource to the committee but shall not be considered a member of the committee.

ROLES AND POWERS OF JOHSC MEMBERS

- 5.2 In addition to those listed in section 9(18) of the OHS Act, the function of the JOHSC shall be:
- 5.2.1 To identify, evaluate and discuss health and safety matters within GEDSB workplaces and make recommendations to the employer on ways to improve workplace health and safety, as needed.
- 5.2.2 To conduct workplace inspections as defined in this Terms of Reference document.
- 5.2.3 To ensure that workplace inspections are carried out on a regularly scheduled basis by the Workplace Team.
- 5.2.4 To review employee accident/incident information, and Workplace Violent Incidence Reports via the report provided by the Health and Safety Department and make recommendations as required.

- 5.2.5 To provide consultation on health and safety orientation training programs so that all employees are knowledgeable in their rights, restrictions, responsibilities and duties under the Occupational Health and Safety Act.
- 5.2.6 To address matters related to Hazardous/Designated Substance Regulations and WHMIS where applicable.
- 5.2.7 To obtain information from management respecting:
 - i) the identification of potential or existing hazards of materials, processes or equipment, and;
 - ii) health and safety experience, and work practices and standards in similar school boards of which the employer has knowledge, and;
 - iii) timely results of workplace testing, and;
 - iv) any other data pertinent to health and safety;
- 5.2.8 To provide appropriate information to Workplace Team members in a timely manner.

ROLES AND POWERS OF WORKPLACE TEAMS

- 5.3 Members of the Workplace Team shall:
 - 5.3.1 Conduct monthly inspections at their school or worksite and be afforded the opportunity to participate in the annual JOHSC inspections, and to make recommendations to the Joint Committee.
 - 5.3.2 Monthly inspections must include all of areas within the actively used facility. Small to mid-sized facilities (elementary schools, administrative buildings, satellite locations) shall be inspected within half a day. Large facilities (secondary schools) shall be inspected within one day.
 - 5.3.3 Promote health and safety at the site.
 - 5.3.4 Worker members must inform the Principal/Supervisor/Manager of any health and safety related issues observed or brought to their attention.
 - 5.3.5 Ensure that current names of the JOHSC and WT are posted on the sites Health and Safety Bulletin Board.
 - 5.3.6 Ensure required postings are maintained on the sites' Health and Safety Bulletin Board (see Appendix F).
 - 5.3.7 Schedule all inspections at the beginning of the school year. Inspections shall coincide with any annual inspection by the Joint Committee.
 - 5.3.8 Unresolved Workplace Team concerns regarding occupational health and safety issues shall be documented on the Health and Safety Concern form and submitted to the Joint Committee and the Health and Safety Department.

- 5.3.9 The Workplace Team, through the Workplace Supervisor, is responsible for ensuring that a copy of all Ministry of Labour reports are forwarded to the Health and Safety Department.
- 5.3.10 The Workplace Supervisor shall endeavor to inform the Workplace Team prior to the commencement of maintenance work by board employees or outside contractors pertaining to the use, removal or disturbance of designated substances or any other toxic substances which may be used or disturbed during the course of the work.
- 5.3.11 The Workplace Team Supervisor shall immediately advise the Health and Safety Department of all critical injuries (involving all persons including employees, students or visitors), safety related work refusals and work stoppages resulting from safety issues. The Health and Safety Department shall, without delay, notify the appropriate certified Worker member of the Joint Committee.
- 5.3.12 A Workplace Team worker shall be entitled to be present at the beginning of testing conducted with respect to specific industrial hygiene issues or general indoor air quality testing at a school or facility.
- 5.4 In addition to the responsibilities of the WT, the JOHSC Co-chairs may request a workplace team worker and the Principal/Supervisor/Manager attend JOHSC meetings when a particular issue related to the worksite they represent is on the agenda. Release time shall be provided for the WT member to attend such meetings.
 - 5.4.1 When the workplace team worker/Principal/Supervisor/Manager is present at a JOHSC meeting they are considered a guest and a non-voting member.

ENTITLEMENTS OF THE JOHSC MEMBERS

- 5.5 Committee meetings, inspections, training and other functions undertaken by the JOHSC will be scheduled during normal working hours except in extraordinary circumstances. When performing duties as listed in these guidelines, Joint Committee Worker Representatives shall be replaced by casual/occasional workers and the Joint Committee member will receive the member's current rate of pay, and all other normal benefit entitlements.
- 5.6 When performing duties as listed in this Terms of Reference document, JOHSC worker members shall be released from their workplace in order to fulfill their duties as prescribed. All absences shall be recorded under a predetermined code designated for JOHSC business.
- 5.7 In accordance with section 9(35) of the Occupational Health and Safety Act, 1990, a JOHSC worker member, who is called out to perform legal responsibilities (i.e. work refusal, work stoppage, critical injury, Ministry of Labour summons) outside normal working hours shall be paid at the employee's regular or premium rate, and shall continue to receive all their benefit entitlements as may be proper. If there is any disagreement as to the rate or amount of compensation, it shall be referred to the Superintendent, Human Resource Services, in consultation with the JOHSC for resolution. If there is any disagreement as to the rate or amount of compensation, it may be resolved through the Grievance Procedure in the appropriate Collective Agreement.

- 5.8 Travel allowance as per the current Board Policy and rate, shall be paid for attendance at JOHSC meetings, work refusals, critical injury investigations, presence at industrial hygiene testing, Ministry of Labour summons and site inspections.
- 5.9 Time spent as a JOHSC Member performing Workplace inspections, and other duties as listed, will be paid for at the member's current rate of pay for performing work and the time spent will not interfere with the worker's preparation time, breaks, lunch time or personal time.

6.0 TRAINING

JOINT HEALTH AND SAFETY COMMITTEE

- 6.1 All new members of the JOHSC will receive orientation training delivered by the health and safety department.
- 6.2 The GEDSB shall ensure that all worker and management members of the JOHSC are trained under the certification process outlined in the Occupational Health and Safety Act. The certification training shall be completed within twelve (12) months upon joining the JOHSC and must be completed within six (6) months of completing Part 1. Certification training costs shall be the responsibility of the GEDSB.
 - 6.2.1 Part 1 and Part 2 certification training as outlined in Appendix H will be delivered to all JOHSC members by a Ministry of Labour (MOL) certified and approved trainer.
 - 6.2.2 The Health and Safety Department will maintain training records of JOHSC members. JOHSC members will be required to complete the recertification course once each school year.
 - 6.2.3 Lack of certification shall not prevent new JOHSC members from participating fully in JOHSC responsibilities with the exception of annual inspections.
- 6.3 New members to the JOHSC shall be paired with an experienced, certified member, as mentor. Mentors may accompany the new members on up to three (3) inspections, which shall include one (1) secondary school. Release time for inspections will be provided.
- 6.4 Information and instruction surrounding applicable health and safety topics will be provided to the JOHSC through the Health and Safety Department in consultation with the worker and management Co-chairs and the Committee members.

MEMBERS OF THE WORKPLACE TEAM

- 6.5 Members of the Workplace Team will receive training within 6 months of becoming a member. Training costs shall be the responsibility of the GEDSB.
 - 6.5.1 Part 1 and Part 2 certification training as outlined in Appendix H will be delivered to all Workplace Team members by a Ministry of Labour (MOL) certified and approved trainer.
 - 6.5.2 The Health and Safety Department will maintain training records of Workplace Team members. Workplace Team members will be required to complete the recertification course every three (3) years.

- 6.5.3 Lack of training shall not prevent new Workplace Team members from participating fully in or fulfilling Workplace Team responsibilities.
- 6.6 Any additional information and instruction to the members of the Workplace Team will be provided through the Health and Safety Department in consultation with the JOHSC.

7.0 JOHSC MEETINGS

SCHEDULE

- 7.1 The JOHSC shall meet monthly, excluding July and August. Additional meetings or cancellations will be upon the approval of the Co-chairs. JOHSC meeting dates will be distributed to the members before the first scheduled meeting of the school year.

MEETING AGENDA

- 7.2 JOHSC members shall make every effort to submit all agenda items in writing two (2) weeks before scheduled meetings. Agenda additions may be made on the meeting date, subject to the approval of both Co-chairs.
 - 7.2.1 Site-based agenda items raised at the meeting that have not been reported to the Workplace Supervisor, will not be accepted unless the Co-chairs agree that it is appropriate for it to be brought forward (see sections 10.5-10.6 'Referring Issues to the JOHSC').
- 7.3 Two (2) weeks in advance of the JOHSC meeting, the draft meeting agenda will be approved by the Co-chairs in consultation with the Health and Safety Department. The Health and Safety Department shall distribute the final copy of the agenda and meeting package to all members in advance of the meeting. Every effort will be made to have the agenda and meeting package available one (1) week prior to the meeting.
- 7.4 All items that are resolved or not will be reported in the minutes. Unresolved items will be tabled and placed on the agenda for the next meeting or a designated upcoming meeting as approved by the JOHSC members.
- 7.5 In the case where a JOHSC member has tabled an item on the agenda and is not present at the meeting; that item shall be deferred until the next meeting when he/she is present unless an alternate member has been identified to bring the item forward for discussion.
- 7.6 The Joint Committee may accept any item as proper for discussion and resolution pertaining to Workplace Health and Safety, except to violate any terms of the prevailing Collective Agreements. All items raised from the agenda in the meetings will be dealt with on the basis of consensus rather than by voting. Formal motions will not be used.

MEETING MINUTES

- 7.7 The Health and Safety Department will arrange for a recording secretary to take, type, and circulate the JOHSC meeting minutes. Minutes should contain a summary of all items reported in the agenda and discussed at the meeting. Minutes will be reviewed by the Co-chairs within a week of the meeting and approved for distribution to the Board community. Electronic copies will be made available on the Staff Portal for all committee members,

Workplace Teams, Health and Safety Representatives, Principals/Managers/Supervisors and Unions/Federations and other Board staff to view, print and post.

- 7.8 The minutes shall be reviewed by the JOHSC at the following monthly meeting and any errors or omissions will be noted on that month's meeting minutes.
- 7.9 A copy of the minutes will be retained as per the GEDSB's record retention process, and at a minimum of seven (7) years.

MEETING ATTENDANCE/QUORUM

- 7.10 The Joint Committee shall have a quorum of six (6) members present in order to conduct business. One (1) Co-chairperson must be present in order to conduct business. The number of management members shall not be greater than the number of employee members.
- 7.11 If one (1) Co-chair is absent, the other Co-chair will chair the meeting.
- 7.12 A JOHSC member may assign an alternate to attend the JOHSC meeting in their place if the member is unable to attend. Notice of the alternate shall be sent to the Co-chairs in advance of the meeting.
- 7.13 Where the requirements outlined in Article 7.10 are not met, the meeting shall be considered an information session only.

DECISION MAKING

- 7.14 Every effort will be made to resolve all issues brought forward on the agenda and to make decisions based on consensus rather than by voting.

WRITTEN RECOMMENDATIONS

- 7.15 Formal motions in the form of a written recommendation from the JOHSC will be printed separately from the JOHSC minutes, signed by the JOHSC Co-chairs and sent to the Superintendent responsible for Health and Safety.
- 7.16 The employer shall respond to the JOHSC within twenty-one (21) days. The written response shall indicate the employer's assessment of the JOHSC's recommendation and specify what action will, or will not (with explanations) be implemented as a result of the recommendations. Any proposed action by the employer shall include details of who will be responsible for such action and a proposed time frame.
- 7.17 Either Co-chair may make a recommendation to the employer as per section 9 (19.1) of the Act.

DISPUTE RESOLUTION

- 7.18 Where a dispute arises between worker and management members, every effort will be made by the JOHSC Co-chairs to resolve the issue internally.
- 7.19 In the event that consensus cannot be reached and/or an item remains unresolved after discussion at two (2) regularly scheduled meetings or as decided by the Co-chairs, a decision will be made based on a majority vote by all JOHSC members present. Quorum must be

maintained for a vote to occur. If consensus cannot be reached after voting, then the Ministry of Labour will be contacted for resolution

GUESTS

- 7.20 A Co-chair may, with the approval and consent of the second Co-chair, invite any additional person(s) to attend the meeting and provide information and comment, but they shall not participate in the regular business of the meeting.
- 7.21 Board staff and external guests may be invited to attend meetings through the Health and Safety Department, with prior notification to the Co-chairs.
- 7.22 A Ministry of Labour Occupational Health and Safety Inspector may attend Joint Committee meetings. Copies of minutes of previous meetings and/or written correspondence will be supplied to the inspector upon request.

8.0 WORPLACE INSPECTIONS

JOHSC WORKPLACE INSPECTIONS

- 8.1 Worker members of the JOHSC shall conduct a FULL annual workplace inspection of each site within the GEDSB;
 - 8.1.1 Once each school year for elementary schools, administrative buildings, and satellite workplaces.
 - 8.1.2 Twice each school year for secondary schools.
- 8.2 The schedule of inspection dates shall be completed by the end of May for the following academic year and may be adjusted by the Joint Committee at any time. All scheduled inspections shall be completed by the end of June. All worker members of the JOHSC will be afforded equal opportunity to participate in inspections at both elementary and secondary workplaces.
- 8.3 Small to midsized facilities (elementary schools, administrative buildings, satellite locations) shall be inspected within half a day. Large facilities (secondary schools) shall be inspected within one day.
 - 8.3.1 Notwithstanding the above, if any JOHSC inspection team requires additional time to complete the inspection, they shall contact the Health and Safety Department in advance with an explanation for the additional time required.
- 8.4 A designated member of the JOHSC inspection team will contact the site's Principal/Supervisor/Manager to make arrangements ahead of the inspection. Every effort should be made to coincide the timing of the inspection with the site's monthly inspection by the Workplace Team.
 - 8.4.1 Where a JOHSC inspection coincides with the scheduled Workplace Team inspection, the JOHSC inspection will be considered the inspection for the month.
- 8.5 Inspections shall be carried out by the designated JOHSC worker member, and all WT members.

- 8.6 JOHSC members will record items identified during the inspection on the JOHSC Inspection Report Form. Once the inspection is complete, a copy of the report form will be provided to the Principal/Supervisor/Manager for completion and then forwarded to the Health and Safety Department for record-keeping within five (5) days.
- 8.6.1 During the physical inspection, if a health and safety concern is observed or raised requiring immediate attention, the inspection team shall immediately bring the concern to the Principal/Supervisor/Manager or their designate. The Workplace Supervisor shall take the appropriate steps to ensure the safety of the staff.
- 8.6.2 It is the responsibility of the Principal/Supervisor/Manager to initiate corrective action as soon as possible after receiving a report and where possible remediate/correct all items on the report within twenty-one (21) calendar days of the inspection.
- 8.6.3 If it is expected that the actions to be implemented will take longer than twenty-one calendar (21) days, then the employer will provide a written response that shall outline in a timely fashion the proposed actions including details, time lines and who will be responsible for such action.
- 8.6.4 Once the form has been completed (all items remediated and work order numbers included, as applicable), a signed copy of the completed report form shall be sent by the Principal/Supervisor/Manager to the Health and Safety Department.
- 8.7 A copy of the completed JOHSC Inspection Report Form is to be posted:
- 8.7.1 On the site's Health and Safety Bulletin Board for a period of not less than one (1) year.
- 8.7.2 Made available to JOHSC members during the following month's meeting

WORKPLACE TEAM INSPECTIONS

- 8.8 Designated Workplace Team members shall be afforded time during their regular work day to perform monthly workplace inspections as per this Terms of Reference document and the Board's procedure for monthly workplace inspections. Time spent as a Workplace Representative performing Workplace inspections, and other duties as listed, will be paid for at the member's current rate of pay for performing work and the time spent will not interfere with the worker's preparation time, breaks, lunch time or personal time.
- 8.8.1 Monthly inspections must include all areas within the actively used facility.
- Small to mid-sized facilities (elementary schools, administrative buildings, satellite locations) shall be inspected within half a day. Large facilities (secondary schools) shall be inspected within one day.
- 8.9 Workplace Team members will record items identified during the inspection on the Inspection Report Form. Once the inspection is complete, a copy of the report form will be provided to the Principal/Supervisor/Manager for completion.
- 8.9.1 During the physical inspection, if a health and safety concern is raised requiring immediate attention, the inspection team shall immediately bring the concern to the

Principal/Supervisor/Manager or their designate. The Workplace Supervisor shall take the appropriate steps to ensure the safety of the staff.

- 8.9.2 It is the responsibility of the Principal/Supervisor/Manager to initiate and where possible remediate/correct all items on the report within twenty-one (21) days of the inspection.
- 8.9.3 Once the form has been completed (all items remediated and work order numbers included, as applicable), a signed copy of the completed report form shall be sent by the Principal/Supervisor/Manager to the Health and Safety Department.
- 8.10 A copy of the completed Workplace Inspection Form is to be posted:
 - 8.10.1 On the site's Health and Safety Bulletin Board for a period of not less than one (1) year.
 - 8.10.2 Made available to JOHSC members during the following month's meeting

MINISTRY OF LABOUR INSPECTIONS

- 8.11 When a Ministry of Labour (MOL) Inspector arrives at a site, the Principal/Supervisor/Manager shall make every effort to make available a worker member of the Workplace Team to accompany the Principal/Manager/Supervisor and the inspector during the inspection.
- 8.12 Upon notice of the Ministry of Labour Inspector's arrival, the Principal/Supervisor/Manager shall notify the Health and Safety Department who will inform the appropriate designated JOHSC worker member.
- 8.13 The Principal/Supervisor/Manager is responsible for ensuring that a copy of all Ministry of Labour reports are posted on the site's Health and Safety Bulletin Board for a period of not less than twenty-one (21) days and a copy forwarded to the Health and Safety Department within twenty-four (24) hours of receiving document(s).
- 8.14 The Health and Safety Department will ensure the report is shared with the JOHSC electronically and in the following month's meeting package.

9.0 NOTIFICATIONS AND INVESTIGATIONS

ACCIDENTS

- 9.1 Principals/Supervisors/Manager shall immediately advise the Health and Safety Department of all critical injuries, safety related work refusals and work stoppages resulting from dangerous circumstances.
- 9.2 If a person is disabled from performing his or her usual work, has lost time from work and/or requires medical attention because of an accident, injury or incident, the employer will give written notice of the occurrence to the JOHSC Union/Federation member representing the worker within four (4) days of the occurrence as per established GEDSB procedures.
- 9.3 Where advised by a worker or notified on behalf of a worker, that the worker has an occupational illness or that a claim in respect to an occupational illness has been filed with the Workplace Safety and Insurance Board, the employer shall give notice in writing to the

committee and to the JOHSC Union/Federation member representing the worker within four (4) days of being so advised.

9.4 The Principal/Supervisor/Manager is responsible to investigate all injuries reported to them.

CRITICAL INJURIES

9.5 Where a person is killed or critically injured, the employer shall immediately notify the Ministry of Labour, the JOHSC Co-Chairs, and the JOHSC Union/Federation worker member representing the injured worker as per established GEDSB procedures.

9.6 The Certified Union/Federation worker member representing the injured worker, Management Co-chair or designate and the Principal/Supervisor/Manager in consultation with the Health and Safety Department will investigate critical injuries and fatalities.

9.7 The Joint Committee agrees that should the designated member of the appropriate Union/Federation be delayed, the Certified Worker member closest to the school or location of the injury shall attend.

9.8 Where applicable, the investigating team shall be responsible for overseeing that the requirements prescribed in the Occupational Health and Safety Act, sections 51 and 52, and the Regulations for Industrial Establishments, sections 5 and 6, are carried out.

REFUSAL TO WORK

9.9 The process outlined in section 43 of the OHS Act shall be followed for enacting a work refusal (Appendix D).

9.10 Upon learning that a worker refuses work because they believe that they are likely to endanger themselves or another worker, the Health and Safety Department will contact the Union/Federation worker member representing the worker to participate in an investigation with the Principal/Manager/Supervisor. The investigation will begin forthwith as per established board procedures and as set out in section 43 of the OHS Act.

9.11 The Joint Committee agrees that should the designated member of the appropriate Union/Federation be delayed, the Certified Worker member closest to the school of the work refusal shall attend. This decision shall be made by the Worker Co-chairperson in consultation with the first Worker representative called. The Worker Co-chairperson shall notify the Health and Safety Department.

WORK STOPPAGE

9.12 A JOHSC Certified member may direct the employer to stop specified work or to stop the use of any part of a workplace, equipment, machine, device, article or thing if they find a dangerous circumstance exists.

9.13 Where a JOHSC Certified Worker member believes that a dangerous circumstance exists in the workplace that has not been resolved by the Principal/Supervisor/Manager, they will immediately contact the Health and Safety Department who will contact the worker Co-chair (or designate) to initiate an investigation in the presence of the Certified Member and Health and Safety Department. The investigation will continue as outlined in sections 45 of the OHS Act.

- 9.14 If both JOHSC Certified members find that the dangerous circumstances remain, the certified members may direct the employer to stop the use of any part of a workplace, equipment, machine, device, article or thing if they find a dangerous circumstance exists.
- 9.15 The Health and Safety Department will notify the JOHSC of all work stoppages that occur.

WORKPLACE TESTING

- 9.16 The Committee will be consulted regarding strategies for industrial hygiene testing within the Workplace.
- 9.17 A Certified Workplace Team Worker Member shall be entitled to be present at the beginning of testing conducted with respect to specific industrial hygiene issues at a worksite. Where the Industrial hygiene issue involves general indoor air quality testing, the Joint Committee Worker member shall be advised of the testing and shall be entitled to be present at the beginning of general indoor air quality testing.

10.0 JOHSC EVALUATION AND EFFECTIVENESS

COMMUNICATIONS

- 10.1 All communications and documentation shared with the JOHSC will, at a minimum, be done through the Board's email system and shared at the monthly meetings.
- 10.2 Co-chairs and Certified Members shall provide the Health and Safety Department with emergency contact information in the event they need to be contacted to fulfil the obligations as outlined in the OHS Act and these terms.
- 10.3 In emergency situations the Health and Safety Department will make every effort to keep the Co-chairs informed. Like all Board employees the JOHSC members have access to the Board website for emergency information.
- 10.4 Where an item raises policy issues, the JOHSC shall inform the GEDSB and may recommend policy changes.

CONFIDENTIALITY

- 10.5 Except as required by law, no JOHSC member shall disclose or communicate any confidential information, report, worker personal information or result of any testing acquired through serving as a JOHSC member. The exception is granted for the disclosure of information to the JOHSC member's Union/Federation President.

REFERRING ISSUES TO THE JOHSC (supporting the internal responsibility system)

- 10.6 As per the OHS Act and this Terms of Reference document, employees shall discuss workplace health and safety concerns with their immediate Supervisor first before bringing it to the attention of the Committee.
- 10.7 Supervisors shall acknowledge and take appropriate actions to remediate/correct a concern within a reasonable amount of time according to the severity or urgency of the concern reported. Supervisors shall respond to all concerns within twenty-one (21) days. The Supervisor will also communicate updates on progress of actions to the worker who reported the concern.

- 10.8 Unresolved occupational health and safety concerns reported to a JOHSC member from a worker that have followed the Internal Responsibility System shall be submitted to the Co-chairs and/or the Health and Safety Department. Concerns will be discussed and/or brought to the next available JOHSC meeting.

REVIEWING JOHSC EFFECTIVENESS

- 10.9 During the first scheduled meeting of the JOHSC of each school year, a review of the Committee and members' responsibilities and the need to maintain confidentiality will be added as an item to the agenda for discussion.
- 10.10 Concerns or suggestions regarding the effectiveness of the JOHSC can be submitted at any time to the Co-chairs. Any findings or actions will be documented in the appropriate meeting minutes.

11.0 TERMS OF REFERENCE

REVISION/REVIEW

- 11.1 This Terms of Reference document will be reviewed annually at the September JOHSC meeting of the school year.
- 11.2 Upon review, should any signatory party to the agreement deem it necessary that this Terms of Reference document be revised, a revision process shall be undertaken between worker and management representatives within three (3) months. A signed copy of this Terms of Reference document with new or amended sections clearly identified shall be submitted to the Ministry of Labour for approval, as required.
- 11.3 An approved copy of the GEDSB JOHSC Terms of Reference document and Minister's Letter (order under section 9(3.1)) must be maintained at all GEDSB workplaces and made available for review by a Ministry of Labour Inspector.
- 11.3.1 Sites should make sure the JOHSC Terms of Reference document and Minister's Letter is posted on their Health and Safety Bulletin Board.

WITHDRAWAL OF MINISTER'S ORDER

- 11.4 The Minister has the right to withdraw the agreement for a multi-workplace JOHSC without consultation with the workplace parties.
- 11.5 Any workplace party may request that the existing order allowing for the multi-site JOHSC be rescinded by writing to the Regional Director. The Regional Director may contact workplace parties to discuss the rescinding of the Minister's Order.
- 11.6 An inspector or other ministry representative with concerns about the functioning of the multi-site JOHSC may also recommend that the Regional Director review the Minister's Order.

12.0 SIGNATURES

We, the undersigned, have read and accept the JOHSC Terms of Reference document as written, dated

Brenda Blancher
Director of Education
Grand Erie District School Board

David Dean
Chair of the Board
Grand Erie District School Board

CUPE - Canadian Union of Public Employees Local 5100

ETFO - Elementary Teachers

ETFO - Elementary Occasional Teachers

ETFO - Designated Early Childhood Educators

OSSTF - Secondary Teachers

OSSTF - Secondary Occasional Teachers

OSSTF - Professional Student Services Personnel

GEMST- NON Union

OPC - Principals

JOHSC MEMBERS

Workers

Management

12.0 SIGNATURES

We, the undersigned, have read and accept the JOHSC Terms of Reference document as written, dated

March 27, 2017

B. Blancher

[Signature]

Brenda Blancher
 Director of Education
 Grand Erie District School Board

David Dean
 Chair of the Board
 Grand Erie District School Board

CUPE - Canadian Union of Public Employees Local 5100	<i>Jennifer Falkner</i>
ETFO - Elementary Teachers	<i>[Signature]</i>
ETFO - Elementary Occasional Teachers	<i>[Signature]</i>
ETFO - Designated Early Childhood Educators	<i>[Signature]</i>
OSSTF - Secondary Teachers	<i>[Signature]</i>
OSSTF - Secondary Occasional Teachers	<i>[Signature]</i>
OSSTF - Professional Student Services Personnel	<i>[Signature]</i>
GEMST- NON Union	<i>[Signature]</i>
OPC - Principals	<i>[Signature]</i>

JOHSC Members

Workers

Management

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JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE (JOHSC) TERMS OF REFERENCE APPENDICES

APPENDIX A: GEDSB Workplaces and Distance/Proximity from the Education Centre

SCHOOL	ADDRESS	CITY	POSTAL CODE	DISTANCE FROM ED CENTRE (KM)
A.G. Hodge Public School	52 Clench Ave.	Brantford	N3T 1B6	4
Anna Melick Memorial School	1347 Hutchinson Rd. RR#8	Dunnville	N1A 2W7	73
Banbury Heights School	141 Banbury Rd.	Brantford	N3P 1E3	10
Bellview Public School	97 Tenth Ave.	Brantford	N3S 1G5	1
Bloomsburg Public School	RR#3, 25 Concession 12	Waterford	N0E 1Y0	32
Boston Public School	RR#1, 2993 Cockshutt Rd.	Waterford	N0E 1Y0	16
Branlyn Community School	238 Brantwood Park Rd.	Brantford	N3P 1N9	10
Brantford Collegiate Institute & Vocational School	120 Brant Ave.	Brantford	N3T 3H3	4
Brier Park Public School	10 Blackfriar Lane	Brantford	N3R 6C5	9
Burford District Elementary School	35 Alexander St.	Burford	N0E 1A0	18
Caledonia Centennial Public School	110 Shetland St.	Caledonia	N3W 2H1	30
Cayuga Secondary School	#70 Haldimand Hwy. 54	Cayuga	N0A 1E0	44
Cedarland Public School	60 Ashgrove Ave.	Brantford	N3R 6E5	9
Centennial Grand Woodlands School	41 Ellenson Dr.	Brantford	N3R 3E7	8
Central Public School	135 George St.	Brantford	N3T 6B4	4
Cobblestone Elementary School	179 Granville Circle	Paris	N3L 0A9	17
Confederation Elementary School	54 Ewing Dr.	Brantford	N3R 5H8	7
Courtland Public School	1012 Queen St.	Courtland	N0J 1E0	56
Delhi Public School	227 Queen St.	Delhi	N4B 2K6	43
Delhi District Secondary School	393 James St.	Delhi	N4B 2B6	43
Dufferin Public School	106 Chestnut St.	Brantford	N3T 4C6	5
Dunnville Secondary School	110 Helena St.	Dunnville	N1A 2S5	62
Echo Place School	723 Colborne St. East	Brantford	N3S 3R5	5
Elgin Avenue Public School	80 Elgin Ave.	Simcoe	N3Y 4A8	40
Fairview Avenue Public School	223 Fairview Ave. West	Dunnville	N1A 1M4	63
Glen Morris Central Public School	522 Glen Morris Rd. East	Glen Morris	N0B 1W0	23
Graham Bell-Victoria Public School	56 Grand St.	Brantford	N3R 4B2	6
Grandview Public School	68 North Park St.	Brantford	N3R 4J9	6
Grandview Central Public School	11 Thrush St.	Dunnville	N1A 1X7	64
Greenbrier Public School	33 White Oaks Ave.	Brantford	N3R 5N8	8
Hagersville Elementary School	40 Parkview Rd.	Hagersville	N0A 1H0	32
Hagersville Secondary School	70 Parkview Rd.	Hagersville	N0A 1H0	31
Houghton Public School	RR#5, 505 Fairground	Langton	N0E 1G0	82
J. L. Mitchener Public School	60 Munsee St. South	Cayuga	N0A 1E0	46
James Hillier Public School	62 Queensway Dr.	Brantford	N3R 4W8	6
Jarvis Public School	14 Monson St.	Jarvis	N0A 1J0	34
King George School	265 Rawdon St.	Brantford	N3S 6G7	4
Lakewood Elementary School	713 St. George St.	Port Dover	N0A 1N0	41

SCHOOL	ADDRESS	CITY	POSTAL CODE	DISTANCE FROM ED CENTRE (KM)
Langton School	23 Albert St.	Langton	N0E 1G0	62
Lansdowne-Costain Public School	21 Preston Blvd.	Brantford	N3T 5B1	6
Lynndale Heights Public School	55 Donly Dr. South	Simcoe	N3Y 5G7	41
Major Ballachey Public School	105 Rawdon St.	Simcoe	N3S 6C7	3
McKinnon Park Secondary School	91 Haddington St.	Caledonia	N3W 2H2	31
Mt. Pleasant School	667 Mt. Pleasant Rd.	Mt. Pleasant	N0E 1K0	10
North Park Collegiate & Vocational School	280 North Park St.	Brantford	N3R 4L1	7
North Ward School	107 Silver St.	Paris	N3L 1V2	19
Oakland-Scotland Public School	15 Church St. West	Scotland	N0E 1R0	19
Oneida Central Public School	661 4 th Line	Caledonia	N3W 2B2	38
Onondaga-Brant Public School	21 Brant School Rd., RR#1	Brantford	N3T 5L4	9
Paris Central Public School	7 Broadway St. East	Paris	N3L 2R2	17
Paris District High School	231 Grand River St. North	Paris	N3L 2N6	18
Pauline Johnson Collegiate & Vocational School	627 Colborne St.	Brantford	N3S 3M8	4
Port Rowan Public School	48 College Ave.	Port Rowan	N0E 1M0	80
Prince Charles Public School	40 Morton Ave.	Brantford	N3R 2N5	6
Princess Elizabeth Public School	60 Tecumseh St.	Brantford	N3S 2B5	2
Rainham Central School	572 Concession 5., RR#1	Fisherville	N0A 1G0	48
River Heights School	37 Forfar St. East	Caledonia	N3W 1L6	30
Russell Reid Public School	43 Cambridge Dr.	Brantford	N3R 5E3	8
Ryerson Heights Elementary School	33 Dowden Ave.	Brantford	N3T 0A3	6
Seneca Central Public School	2767 Haldimand Rd. #9	York	N0A 1R0	48
Simcoe Composite School	40 Wilson Dr.	Simcoe	N3Y 2E5	40
Sprucedale Secondary School	660 Ireland Rd.	Simcoe	N3Y 4L8	42
St. George German Public School	3 College St.	St. George	N0E 1N0	18
Teeterville Public School	229 Teeter St.	Teeterville	N0E 1S0	33
Thompson Creek Elementary School	800 Cross St. West	Dunnville	N1A 1N7	63
Tollgate Technological Skills Centre	112 Tollgate Rd.	Brantford	N3R 4Z6	7
Valley Heights Secondary School	2561 Hwy. 59	Langton	N0E 1G0	68
Walpole North Elementary School	RR#5, 1895 Haldimand	Hagersville	N0A 1H0	30
Walsh Public School	RR#2, 933 St. John's Rd.	Simcoe	N3Y 4K1	56
Walter Gretzky Elementary	365 Blackburn Dr.	Brantford	N3T 0G5	6
Waterford District High School	227 Main St. South	Waterford	N0E 1Y0	27
Waterford Public School	100 East Church St.	Waterford	N0E 1Y0	25
West Lynn Public School	18 Parker Dr.	Simcoe	N3Y 1A1	42
Woodman-Cainsville School	51 Woodman Dr.	Brantford	N3S 4K3	5

OTHER SITES	ADDRESS	CITY	POSTAL CODE	DISTANCE FROM ED CENTRE (KM)
Adult Learning City Centre	1 Market St.	Brantford	N3T 6C8	3
Adult Learning Norfolk	150 West St., Unit 5	Simcoe	N3Y 5C1	40
Bridges to Success – Adult Literacy and Basic Skills, Brantford	3 rd Level, Market Square, 1 Market St.	Brantford	N3T 6C8	3
Bridges to Success – Adult Literacy and Basic Skills, Haldimand	110 Helena Street	Dunnville	N1A 2S5	62
CAREERLINK – Employment Ontario Services	3 rd Level, Market Square, 1 Market St.	Brantford	N3T 6C8	3
Education Centre and Facility Services	349 Erie Ave.	Brantford	N3T 5V3	0
English as a Second Language (ESL)/LINC	347 Erie Ave.	Brantford	N3T 5V3	0
H.E. Fawcett Teacher Resource Centre	108 Tollgate Rd.	Brantford	N3R 4Z6	7
Joseph Brant Learning Centre	347 Erie Ave.	Brantford	N3T 5V3	0
GELA - Main Campus	365 Rawdon St.	Brantford	N3S 6J3	5
GELA – Simcoe Town Centre	150 West St.	Simcoe	N3Y 5C1	40
Hagersville - Nations	1676 Chiefswood Rd., Unit 3	Ohswéken, Six Nations	N0A 1M0	16
Hagersville - New Start	HWY 6 and First Line	Hagersville	N0A 1H0	32
Hagersville – SWAC	16 Sunrise Court	Ohswéken	N0A 1M0	17
Hagersville – Youth Lodge	35 Sunrise Court	Ohswéken	N0A 1M0	17
Haldimand School Support Centre	70 Parkview Rd.	Hagersville	N0A 1H0	31
Norfolk School Support Centre	227 Main St. South	Waterford	N0E 1Y0	27
Turning Point – Cayuga Secondary	28 Cayuga St. North	Cayuga	N0A 1E0	46
Turning Point – Delhi District Secondary School	640 James St.	Delhi	N4B 2C7	42
Turning Point – Dunnville Secondary	304 Broad St. East, Unit 2	Dunnville	N1A 1G3	70
Turning Point – Hagersville Secondary	12 Alma St. South	Hagersville	N0A 1G0	29
Turning Point – McKinnon Park Secondary School	174 Caithness St.	Caledonia	N3W 1C2	30
Turning Point – McKinnon Park Secondary School	3201 Second Line Rd., RR#6	Hagersville	N0A 1H0	22
Turning Point – Paris District High School	2 Elm St.	Paris	N3L 2L6	15
Turning Point - Pauline Johnson Collegiate & Vocational School	140 Colborne St.	Brantford	N3S 3N6	3
Turning Point – Simcoe Composite	320 St. Patrick St.	Port Dover	N0A 1N0	40
Turning Point – Waterford District High School	433 Thompson Rd. West	Waterford	N0E 1Y0	30
Turning Point – Valley Heights Secondary School	50619 Talbot Line	Aylmer	N5R 2R1	80
Turning Point – Valley Heights Secondary School	707 Norfolk County Road 28	Langton	N0E 1G0	78

APPENDIX B: GEDSB Unions and Federations

# OF STAFF (FULL-TIME/PART-TIME)	2848
# OF OCCASIONAL STAFF	1046
TOTAL # OF GEDSB STAFF	3898

UNIONS/BARGAINING UNITS:	TOTAL
Canadian Union of Public Employees (CUPE)	949
Elementary Teachers' Federation – Designated Early Childhood Educators (ETFO)	173
Grand Erie Elementary Teachers' Federation (ETFO)	1066
Grand Erie District School Board Occasional Elementary Teachers (ETFO)	492
Grand Erie District School Board Management Support Team (GEMST)	58
Ontario Principals' Council (OPC)	106
Ontario Secondary School Teachers' Federation – Occasional Secondary Teachers (OSSTF)	295
Ontario Secondary School Teachers' Federation – Professional Student Services Personnel (OSSTF)	55
Ontario Secondary School Teachers' Federation – Secondary Teachers (OSSTF)	634
Non-Union	66

APPENDIX C: Designated Substances

The following designated substances are at sites within the GEDSB:

1. Asbestos: Can be found in multiple different building materials throughout the board.
2. Lead: Can be found in wiring connectors, electric cable sheathing, solder joints on copper piping, ceramic glazes, lead sheeting, masonry mortar, and as sub-surface layers to paint.
3. Mercury: Can be found in fluorescent light tubes, switches, electrical controls, heating system thermostats and thermometers.

APPENDIX D: Procedure for a Work Refusal

Procedure for a Work Refusal

First Stage

Worker considers work unsafe.



Worker reports refusal to his/her supervisor or employer.
Worker may also wish to advise the worker safety representative and/or management representative.
Stays in safe place.



Employer or supervisor investigates in the presence of the worker and the worker safety representative.



Issue Resolved

Worker goes back to work.



Issue Not Resolved

[proceed to the second stage]

Second Stage

With reasonable grounds to believe work is still unsafe, worker continues to refuse and remains in safe place.

Worker or employer or someone representing worker or employer calls the Ministry of Labour.



Ministry of Labour Inspector investigates in consultation with the worker, safety representative and supervisor or management representative.*



Inspector gives decision to worker, management representative/supervisor and safety representative in writing.



Changes are made if required or ordered.
Worker returns to work.

*Pending the Ministry of Labour investigation:

- The refusing worker may be offered other work if it doesn't conflict with a collective agreement
- Refused work may be offered to another worker, but management must inform the new worker that the offered work is the subject of a work refusal. This must be done in the presence of:
 - a member of the joint health and safety committee who represents workers; or
 - a health and safety representative, or
- a worker who because of his or her knowledge, experience and training is selected by the trade union that represents the worker or, if there is no trade union, by the workers to represent them

SOURCE: Ministry of Labour (https://www.labour.gov.on.ca/english/hs/pubs/filmguide/work_refusal)

APPENDIX E: GEDSB Procedure for a Critical Injury

Procedure for a Critical Injury

The following procedure must be followed in the event a worker, student or visitor suffers a critical injury.

A critical injury is an injury of a serious nature that:

- a. places life in jeopardy
- b. produces unconsciousness
- c. results in substantial blood loss
- d. involves the fracture of an arm or a leg
- e. the fracture of a foot or ankle
- f. the fracture of more than one toe
- g. the fracture of the hand or the wrist
- h. the fracture of more than one finger
- i. involves the amputation of a leg, arm, hand, or foot
- j. consists of burns to a major portion of the body
- k. causes the loss of sight in an eye

Critical Injury Procedure

Worker, Student or Visitor Critical Injury Procedure

First Aid treatment provided to injured party by a certified first aid responder



Call 911 if emergency medical attention is needed.



Secure the scene and isolate hazards.



Begin the Injury Investigation, talk to witnesses and request witness statements.



Ensure online injury reports are submitted for worker injuries and OSBIE reports are submitted for injuries to students and visitors.



Contact the Health and Safety Department.



Health and Safety will contact the Ministry of Labour and notify the Joint Occupational Health and Safety Committee.



Health and Safety will prepare a written report to be submitted to the Ministry of Labour in consultation with the worker representative on the Joint Occupational Health and Safety Committee

APPENDIX F: Items to be Posted on the Health and Safety Board

The following items are to be posted on the workplace Health and Safety Board. **These should be the most current version available.**

- Occupational Health and Safety Act
- In Case of Injury at Work – WSIB Poster
- Health and Safety at Work: Prevention Starts Here – MOL Poster
- Workplace Violence – Poster
- WHMIS 2015 - Pictograms
- Health and Safety Policy – HR4 includes the Terms of Reference and the Minister’s Letter
- Workplace Violence Policy – HR8
- Harassment and Objectionable Behaviour Policy – HR5
- Health and Safety Annual Report
- First Aid Requirements - Regulation 1101
- List of First Aid Responders for the location
- Consumer Symbols
- Asbestos Plan for the location
- Occupational Health and Safety Brochure
- List of Joint Occupational Health and Safety Committee Members
- Ministry of Labour Reports for the location for the past 12 months
- Workplace Inspection Report for the location
- Joint Occupational Health and Safety Committee Meeting Minutes for past 12 months
- Hygiene testing reports for the location
- Asbestos Abatement Reports, Bulk Sample Analysis Reports, and Designated Substance Reports for the location
- List of current Workplace Team Members

APPENDIX G: Joint Occupational Health and Safety Committee Member 2016-2017

2016-2017 Joint Occupational Health and Safety Committee Members		
Worker Representatives		
Name	Group	Current Location
Amanda Baxter (CM)	Grand Erie Elementary Teachers' Federation Occasional Teachers (ETFO)	Not Applicable
Andrea Murik (CM)	Ontario Secondary School Teachers Federation OSSTF	GELA – Main Campus
Angela Korakas (CM)	Elementary Teachers' Federation of Ontario Designated Early Childhood Educator (ETFO)	St. George German Public School
Dan McDougald (CM)	Professional Student Services Personnel Ontario Secondary School Teachers' Federation (OSSTF)	H.E. Fawcett Teacher Resource Centre
George Wittet (CM) – Co-Chair	Ontario Secondary School Teachers Federation Occasional Teachers OSSTF	Not Applicable
Jennifer Faulkner (CM)*	Canadian Union of Public Employees Office Clerical/Technical (CUPE)	CUPE Office
Jennifer Orr (CM)	Grand Erie Elementary Teachers' Federation (ETFO)	Seneca Central Public School
Jim Clayton (CM)	Canadian Union of Public Employees Facility Services (CUPE)	Facility Services
Laura Mels (CM)	Grand Erie District School Board Management Support Team – Non-Union (GEMST)	Education Centre
Nancy Hondula (CM)	Canadian Union of Public Employees Educational Assistants (CUPE)	Dunnville Secondary School
Management/Employer Representatives		
Cheryl Innes (CM)	Elementary School Administration	Echo Place School
Griffin Cobb (CM)	Secondary School Administration	Delhi District Secondary School
Lena Latreille (CM)	Business Services Management	Facility Services
Rebecca Jago (CM)	Human Resources Management	Education Centre
Tom Krukowski	Facility Services Management	Facility Services
Resources to the Joint Occupational Health and Safety Committee		
Hilary Sutton	Health and Safety Officer	Facility Services
Ministry of Labour	Inspectors	Hamilton, Ontario
Joint Occupational Health and Safety Committee Recording Secretary		
Amanda DePlancke	Human Resources Assistant	Education Centre

CM = Certified Member

*Alternate Member

APPENDIX H: JOHSC and Workplace Team Training Modules

JOHSC

Part 1 and Part 2 certification training will be delivered to all JOHSC members by a Ministry of Labour (MOL) certified and approved trainer.

All Part 2 Education specific training shall include at a minimum of the following seven (7) modules: Flammables and Combustibles, Moving Machine Parts, Working at Heights Awareness, Electrical hazards, Office Biohazards, Walking and Working Surfaces and Confined Spaces.

Workplace Team

Part 1 and Part 2 certification training will be delivered to all members by a Ministry of Labour (MOL) certified and approved trainer.

All Part 2 Education specific training shall include at a minimum of the following six (6) modules: Flammables and Combustibles, Moving Machine Parts, Working at Heights Awareness, Electrical hazards, Office Biohazards and Walking and Working Surfaces.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR5 Harassment/Objectionable Behaviour**
DATE: October 7, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward HR5 – Harassment/Objectionable Behaviour to all appropriate stakeholders for comments to be received by November 27, 2019.</p>
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Background

HR5 – Harassment/Objectionable Behaviour was approved by the Board in September 2015 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



Harassment/Objectionable Behaviour

Board Received: September 2015 Review Date: October 2019

Policy Statement

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

The Board recognizes the value of establishing and maintaining respectful working and learning environments and of responsiveness to the damaging effects of harassment and objectionable behaviour. The Board will not tolerate harassment or objectionable behaviour from any person in the workplace. The following definitions, applications, duties, responsibilities and procedures have been developed to ensure that workplace disputes attributed to harassment and objectionable behaviour are dealt with expeditiously.

Accountability:

1. Frequency of Reports – Annual
2. Criteria for Success – Promoting a positive workplace environment
 - Reduction in reported harassing or objectionable behavior
 - The policy is reviewed by the Joint Occupational Health and Safety Committee annually

1.0 Definitions

1.1 Harassment/Workplace Harassment

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

1.2 Objectionable Behaviour

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

1.3 What is NOT Objectionable Behaviour or Workplace Harassment?

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

harassment. In addition, any behaviour that would meet the definition of workplace violence is addressed in policy HR8.

1.4 Working and Learning Environment

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

1.5 Workplace

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

1.6 Employee, Other Users

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

2.0 Application

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

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

3.0 Duties and Responsibilities

3.1 The Board values inclusiveness, responsibility, respect, integrity and relationships in a safe learning and teaching environment. All persons in its learning/working environment will:

- a) respect differences in people, their ideas and opinions;
- b) treat one another with dignity and respect at all times, and especially when there is disagreement;
- c) respect the rights of others;
- d) show proper care and regard for Board property and for property of others;
- e) demonstrate honesty and integrity; and
- f) respect the need of others to work in an environment of learning and teaching.

3.2 All members of the Board community are accountable for complying with this policy and maintaining an environment free of harassment and objectionable behaviour. The Board expects that all persons in its learning/working environment will:

- a) be aware of and sensitive to issues of harassment and objectionable behaviour;
- b) support individuals who are, or have been targets of harassment and objectionable behaviour;
- c) prevent harassment and objectionable behaviour through training;
- d) take all allegations seriously and respond promptly;

- e) ~~provide~~ **act as** positive role models; and
- f) not demonstrate, allow or condone behaviour contrary to the Policy, including reprisal.

3.3 All those who are covered by this Policy have a right to report harassment and objectionable behaviour and are entitled to have access to the dispute resolution processes. Every attempt should be made to resolve matters through an informal resolution. The first step is to inform the individual that their behaviour is unwelcome and must stop immediately. Many disputes can be resolved quickly and effectively using this approach. In order to stop such conduct, supervisory and managerial personnel must address and attempt to resolve disputes in a timely fashion.

4.0 Procedures

4.1 General

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

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

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

4.1.1 Who May Initiate a Complaint?

Board employees who believe that they have been subjected to such conduct may report the harassment or objectionable behaviour as per 2.1 or 4.2. In addition, those who have witnessed harassment or objectionable behaviour directly, or have reasonable grounds to suspect that it is occurring, may initiate a report. Anonymous reports will not be entertained for dispute resolution under these Procedures. Third party disclosures will only go forward (to the formal stage) with the victim's consent.

4.1.2 Threshold Assessment

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

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

- a) would not, if true, meet the definition of harassment or objectionable behaviour;
- b) does not provide sufficient details of the alleged behaviour (provided the complainant is given notice that insufficient details have been provided and given reasonable time to provide sufficient details); or,
- c) is vexatious, frivolous or trivial, has not been made in good faith or would, if investigated, constitute an abuse of the Policy.

Then the complainant shall be so advised and no further action shall be taken under this Policy and disciplinary action may be taken

4.1.3 Education and Prevention

In order to promote a harassment-free environment, all employees should be aware of the relevant Board policies and procedures, this would include, but is not limited to, SO10 Bullying Prevention and Intervention, SO12 Code of Conduct and SO14 Equity and Inclusive Education. Employees should know how to report incidents of harassment and objectionable behaviour and how the incident will be investigated and dealt with. Employees will be made aware of this policy and procedure by:

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

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

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

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

4.2 Informal Resolution

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

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

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

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

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

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

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

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

4.3 Mediated Resolution

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

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

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

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

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

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

4.4 Formal Resolution Complaint Handling Procedure

- 4.4.1** While the complaint is being investigated, the Board will take appropriate measures to ensure that the learning and working environment for all parties involved is safe and free from harassment and objectionable behaviour.
- 4.4.2** The successful resolution of concerns and complaints is often determined by the way in which they are handled. The existence of a process with detailed procedures and guidelines is critical to ensure that all complaints are dealt with in a consistent and fair manner which allows flexibility to accommodate different situations, circumstances, and needs.
- 4.4.3** The harassment of an individual is viewed as a serious matter and may be subject to a range of disciplinary measures by the Board.
- 4.4.4** While the Board provides a process by which individuals may proceed with complaints of harassment or objectionable behaviour, any person may approach the Ontario Human Rights Commission, subject to provisions set out in the *Code*, initiate legal proceedings, contact the police, or Ministry of Labour, at any time. If the complainant takes a case to the Ontario Human Rights Commission or decides to initiate legal proceedings, the Board's procedures may be suspended until the alternative process is completed. Whenever the complainant initiates action through the legal system, the issue becomes a private matter between the complainant and the alleged harasser, including costs incurred.
- 4.4.5** The complaint procedure is preventative in intention. Therefore, the process may stop and the parties may agree to an alternate dispute resolution process at any of the steps if agreed to by the complainant, respondent (alleged harasser), and Superintendent of Education (Human Resources), or designate.
- 4.4.6** Every attempt will be made throughout the investigative procedure to respect confidentiality.
- 4.4.7** If the complaint is against the person identified as an investigator, the complainant should proceed directly to the Superintendent of Education (Human Resources) or the Director.
- 4.4.8** Both the complainant and the respondent will be advised that they have the right to have present at any meeting a Federation/Union/Association/Council representation and/or a friend.

4.4.9 Any time limits outlined in this procedure may be extended, if mutually agreed by the parties concerned.

4.4.10 The steps listed below in Section 4.2 represent the official formal procedure of the Grand Erie District School Board for resolving a complaint concerning harassment or objectionable behaviour. This procedure is not intended to preclude employee rights which are covered under a collective agreement. It should be understood, however, that if a grievance is in process under a collective agreement, the procedures herein set out will be held in abeyance.

4.5 **Formal Resolution Complaint Procedure for Harassment/Objectionable Behaviour of Employees by Employees**

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

4.5.1 **Step One**

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

4.5.2 **Step Two**

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

- a) The complainant shall inform the Superintendent of Education (Human Resources), or designate, in writing as soon as possible after the date of the alleged incident, and shall specify the particulars of the incident and the name(s) of the person(s) involved (see Appendix A for form). Where a Superintendent is the alleged harasser, the Director of Education shall conduct the investigation or may bring in a 3rd party.
- b) The Superintendent of Education (Human Resources) or designate will provide the respondent with the written formal complaint within five (5) working days of its receipt.
- c) The Superintendent of Education (Human Resources), or designate, shall notify both the complainant and respondent in writing that the formal complaint has been received and that the investigative process has commenced. The Superintendent of Education (Human Resources), or designate, will again make the complainant and respondent aware of their right to union representation.
- d) The Superintendent of Education (Human Resources), or designate, initiates the investigative process. The process will be as follows:
 - i. interview with complainant;
 - ii. interview with respondent;
 - iii. interview with witnesses;
 - iv. consideration of evidence;

- v. re-interview with complainant or respondent or both (if necessary).

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

- e) Within twenty-five (25) working days of receiving the written complaint, the Superintendent of Education (Human Resources), or designate, shall compile a draft Summary Report. The standard of proof to be applied is the balance of probabilities.
- f) Within five (5) working days of completion of the draft Summary Report the Superintendent of Education (Human Resources) or designate shall provide the Report to both the complainant and respondent, who shall have five (5) working days in which to respond to the Superintendent of Education (Human Resources), or designate, in writing.
- g) Within five (5) working days of the response from the complainant and respondent in (f) above, the Superintendent of Education (Human Resources), or designate, shall make any further inquiries or amendments, if required, in order to prepare a final ~~Summary Report, which will describe the incident and what actions, if any, are required to achieve compliance with the harassment/objectionable behaviour policy/procedure in respect of the complaint (eg. education/training, disciplinary action as per HR119, and/or redress) and future expected behaviour and/or practices. Copies of the Summary Report will be sent to both the complainant and respondent within ten (10) working days of finalizing the draft report. A copy of this Report will be provided to both the complainant and respondent within ten (10) working days of the completion of the final Report.~~
- h) Where the Superintendent of Education (Human Resources), or designate, finds no facts to substantiate the allegations and the complaint was not frivolous, vexatious, false or in bad faith, this finding will be reflected in the Summary Report. Where the Superintendent of Education (Human Resources), or designate, finds that the complaint was frivolous, vexatious, false or in bad faith, ~~the Summary Report will recommend appropriate discipline for the complainant~~ this finding will be reflected in the summary report.
- i) ~~At the request of the complainant, respondent or Board, the Superintendent of Education (Human Resources), or designate, will meet to review the contents of the Report.~~ Where the Report identifies disciplinary action against a party, the disciplinary action shall be conveyed, discussed, and confirmed at this a meeting with the employee involved ~~and a union representative,~~ consistent with HR119 Progressive Discipline.
- j) The grounds for review are:
- ~~i. the investigator failed to comply with these Procedures;~~
 - ~~ii.~~ i. new evidence becomes known after the final decision but within ten (10) working days of the issuing of the final Summary Report (in (g) above);
 - ~~iii.~~ ii. discipline imposed

No review of the final decision will be undertaken with regard to the claim that the conclusions drawn by the investigator based on findings of fact were incorrect. In the case of an employee who is a member of a bargaining unit, the matter may be grieved in accordance with the procedure set out in the appropriate collective agreement. In the case of an employee who is not a member of a bargaining unit, the matter may be appealed in accordance with existing policies or procedures appropriate to that individual (see Human Resources HR Policy/Procedure HR2).

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

~~4.5.3~~ ~~Records~~

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

~~4.5.4~~ ~~4.5.3~~ Confidentiality

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

~~4.5.5~~ ~~4.5.4~~ Contacts and Supports

- a) ETFO Office – (519) 753-9291 or 1-888-753-9291
- b) OSSTF Office – (519) 426-8545
- c) CUPE President – 226-250-3105
- d) Board – Superintendent of Education (Human Resources) - (519) 756-6301

- e) Board – Manager of Human Resources - (519) 756-6301
- f) Human Rights Commission, Toronto Office – (416) 326-9511 or 1-800-387-9080
- g) Ministry of Labour, Call Centre – 1-877-202-0008

4.6 Formal Resolution Complaint Procedures for Harassment of Employees by Visitors

Complaint Procedures

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



Grand Erie District School Board

Workplace Harassment – Formal Complaint Form (Employees)

Private and Confidential

Complainant(s)		Job Title	
Workplace		Phone Number	

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

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

Resolution Requested

I have contacted the following with regard to the incident(s)

Supervisor	
Union/Association	
Other (Please specify)	

Complainant(s) Signature(s) _____ Date _____

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

INSTRUCTIONS FOR SUBMITTING THIS FORM
 Place this form in a sealed envelope marked "*PRIVATE AND CONFIDENTIAL*" and forward to the Superintendent of Education (Human Resources).



Grand Erie District School Board

Formal Complaint Form - Harassment of an Employee by a Visitor

Private and Confidential

Complainant(s)		Job Title	
Relationship to the Respondent		Work Location	

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

Status (e.g. parent, service provider)

--

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

Resolution Requested

I have contacted the following with regard to the incident(s)

Supervisor	
Union/Association	
Other (Please specify)	

Complainant(s) Signature(s) _____ Date _____

Complainant(s) Signature(s) _____ Date _____

INSTRUCTIONS FOR SUBMITTING THIS FORM

Place this form in a sealed envelope marked "*PRIVATE AND CONFIDENTIAL*" and forward to your supervisor and Superintendent of Human Resource, as soon as possible after the incident(s).



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Policy HR8 – Workplace Violence**
DATE: October 7, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy HR8 – Workplace Violence.
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Background

Policy HR8 – Workplace Violence was circulated to all appropriate stakeholders for comments to be received by April 3, 2019. However, prior to presenting the Policy to Trustees for approval in May, it was discovered that enhancements to the Policy, specifically those that are related to notifications of risk of workplace violence, were required. Hence, the approval of the policy has been deferred twice.

The current proposed revisions include:

- Incorporation of notification risk of workplace violence processes
- Language to provide additional clarity with respect to alignment to regulations regarding obligations of staff and timelines
- New language regarding domestic violence
- A new Workplace Violence Manual with resources for staff

Comments Received

1. Comment: Policy Statement – Proposed amendment: ‘The Grand Erie District...environment which protects all workers from workplace violence. The GEDSB believes all employees should be able to work...will not tolerate violence.’

Response: Amended with some modifications

2. Comment: Accountability – Under ‘2. Criteria for Success’, the final three points are not criteria for success. They are tasks to complete and the completion of these tasks does not guarantee success in enhancing employee safety. A criteria for success that could be added is, ‘All steps are taken to ensure employee safety’

Response: The policy review has been moved, the others remain as they are measurements for success.

3. Comment: Definition of Violence - 2.3 first bullet point – could read, ‘verbally threatening to attack a worker, biting, scratching, hitting, kicking, punching and all other forms of violence;’

Response: Amended.

4. Comment: Duties of Employer - 2.3 first bullet point – could read, ‘verbally threatening to attack a worker, biting, scratching, hitting, kicking, punching and all other forms of violence;’
Response: Assuming duplication with comment #3
5. Comment: Duties of Employer – Section subtitled, ‘Information about a Person with a History of Violent Behaviour’, add a section (c) that could be worded as such:
(c) GEDSB Administrative Memo ‘Transition of Students with a History of Risk, Violent, or Aggressive Behaviours’ (AM47) outlines procedures that administration is to communicate to workers who may encounter violence from students.
Response: Cannot add this verbiage as this section is verbatim from the Occupational Health and Safety Act. Added AM47 as a resource on page 10.
6. Comment: 3.3 Duties of Supervisors (page 4 of this policy) - Second bullet point could be amended to read, “take every precaution reasonable in the circumstances for the protection of a worker”. This includes protecting all workers from workplace violence, harassment and objectionable behaviour.
Response: Amended with modifications
7. Comment: 4. Resources – Under the subtitle, ‘Board Administration’ (page 5), bullet point 6 should read, ‘Processes outlined in the Board’s Harassment/Objectionable Behaviour Policy’
Response: Amended.
8. Comment: 4. Resources – Under the title, ‘Reporting’, consider changing this title to ‘Response’ as not all of the bullet points that follow outline reporting procedures.
Response: Amended.
9. Comment: 4. Resources – Bullet point 4 could read, ‘The Employer...In most cases, the investigation...’ (the letter s is missing on case).
Response: Amended.
10. Comment: 4. Resources – Bullet point 8 could read, ‘Implement progressive discipline per GEDSB and Ministry policy.’
Response: Amended.
11. Comment: 4. Resources – Bullet point 9, second sentence that begins, ‘Board-wide and school codes of conduct...’ would be better placed under section 3.3 ‘Duties of Supervisors’ as this point outlines supervisor duties rather than a response to a violent incident.
Response: Amended.
12. Comment: 4. Resources – Bullet point 10 could read, ‘The Joint Occupational Health...be provided with violence incident reports’.
Response: Amended with modifications as per legislation. The Occupational Health and Safety Act (OHSA) sets out what information has to be shared with the JOHSC such as name and address of the person who was the victim of WV, description of what happened, time and place of incident, names of witnesses. The steps taken to prevent a reoccurrence.

13. Comment: STEPS IN THE REPORTING PROCEDURE - Requirement for employee: Remove the semi-colon from the bullet point and amend section 1. to read, 'Complete a workplace violence report (see Appendix A). *It must be emphasized that if the police become involved in an incident, police services will take control of the situation and the environment. Police instructions must be followed, and the police must be allowed to complete their responsibilities before an internal investigation is initiated.*

Response: Amended with modifications.

14. Comment: Following the line on page 6, 'An employee who is the victim of an act of violence/threat may:' amend the start of the next paragraph to read, 'If a work refusal is initiated by the worker, the worker must follow steps for work refusal as outlined...purposes of the investigation.

The worker may be required to complete other reports as may be applicable...forms may include: In the list of forms that follows, the WSIB form should have its own bullet point. Under the second bullet point, wording should be, 'The Board's Physical Restraint Incident Form'. It is repetitive to add the words 'may also be required' when the opening line states that 'Such forms may include:'

Response: Amended slightly but removed the reference to WSIB forms as this is the responsibility of the employer.

15. Comment: Under the heading 'The supervisor must:' (on page 6), the third bullet point should read, 'Instruct the worker to complete a Workplace Violence Report (Appendix A)'

Response: Staff cannot be forced to complete a workplace violence report; this can be requested.

16. Comment: Section 6.2 'Information and Instruction specific...exists' - Bullet point 5 could read, 'individual physical demands analysis...to ensure staff who work in an area of elevated risk have the physical well-being to carry out...'

Response: This has already been removed from the document due to the fact that the first bullet covers the items the board and the site supervisor will ensure.

17. Comment: Section 6.2 'Information and Instruction specific...exists' - Bullet point 11 should indicate to whom and when the employee must provide a copy of the student's crisis plan

Response: Student crisis plans have been removed from this policy.

18. Comment: Section 6.4 'New Hires'. The correct term is 'Designated Early Childhood Educators' rather than the current wording, 'early childhood educators'

Response: Amended.

19. Comment: 6.5 'Annual Review' should outline which procedure. Current wording, '...review of this Procedure' is unclear.

Response: Slightly amended.

20. Comment: 4.1 Last part. Must this survey be completed annually? The language is unclear

Response: Amended.

21. Comment: 4.3. 2nd bullet. Is there a suggested time limit on completing this form?

Response: Amended to 48 hours to align with injury reports.

22. Comment: 4.3 3rd bullet could be made clearer. Suggest removing “such forms may include”
“May also be required”
Response: Amended.
23. Comment: 4.4. The language in this section is not the same as in AM38
Response: Amended with enhancements.
24. Comment: 6 3rd bullet. Section 4.3 requires an online incident form be completed, should this be included here?
Response: Amended.
25. Comment: Steps in reporting – him/herself to themself
Response: Amended.
26. Comment: Suggest change language as above 4.3 3rd bullet
Response: Amended.
27. Comment: section 7.2 last bullet refers to appendix c and d which have been removed from this policy
Response: Amended.
28. Comment: 7.3 reference to procedure should be changed to policy
Response: Amended.
29. Comment: 8.0 should these records be shredded if there is a possibility of a WSIB claim?
Response: No change required.
30. Comment: Reference documents
#2 remove ‘board’
#5 procedure has been renamed
#8 available on website
#9 does the flip chart still exist? Up to date?
Response: Amended.

Additional Information

As a result of these comments and discussions with both the Ministry of Labour and legal counsel, suggested revisions have been made to the Policy and a draft revised policy is attached.

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Workplace Violence

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board is committed to providing a working and learning environment free from Workplace Violence. Everyone should be able to work without fear of violence, in a safe and healthy workplace. Violence in the workplace is unacceptable. The Grand Erie District School Board will not tolerate violence.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Employee safety is enhanced
– Reduction in violent behaviour

Background

Under the *Occupational Health and Safety Act (OHSA)*, everyone in the workplace has a responsibility to act cooperatively together to provide a safe and healthy work environment.

The Grand Erie District School Board will take appropriate steps from a human resource, student discipline and safety perspective to address concerns regarding unsafe or violent behaviour. Violent behaviour and behavior which increases the risk of violence in the workplace will not be tolerated.

This Policy is to be interpreted and applied in conjunction with other Board policies related to employee behaviour, progressive discipline and school safety. This policy shall be reviewed annually by the Joint Occupational Health and Safety Committee (JOHSC) of the Board.

Procedures

Workplace Violence

1. Application

This procedure applies to all members of the Board community, including but not limited to, trustees, students, employees, visitors such as parents and community members, volunteers, permit holders, contractors, and employees of other organizations who work on or are invited onto Board property.

2. Definition of Violence

The *Occupational Health and Safety Act (OHSA)* defines workplace violence as:

- 2.1 the exercise of physical force by a person against a worker, in a workplace, that cause or could cause physical injury to the worker,
- 2.2 attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker; and
- 2.3 a statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

This definition of workplace violence is broad enough to include acts that would constitute offences under Canada's *Criminal Code*.

The following examples are provided for guidance and illustration and are not intended to limit the applicability of the Workplace Violence Policy.

- verbally threatening to attack a worker, biting, scratching, hitting, kicking, punching and all other forms of violence;
- leaving threatening notes at the workplace or sending threatening e-mails to a worker;
- wielding a weapon at work;
- throwing an object at a worker;
- sexual violence against a worker;
- situations where two non-workers, students for example, are fighting and a worker is injured when he or she intervenes. The non-workers may not have intended their violence to spill over to anyone else, but they used physical force, which could ultimately cause physical injury to a worker.
- a person who has a personal relationship with a worker – such as a spouse or former spouse, current or former intimate partner or a family member – may physically harm, or attempt or threaten to physically harm, that worker at work. In these situations, domestic violence is considered workplace violence.

Domestic violence occurring in the workplace is recognized by the *OHS*A as workplace violence. Unlike many risks which may lend themselves to regular and ongoing assessment, the risk of domestic violence taking place in the workplace is much more variable and less easily anticipated, although nonetheless real. The *OHS*A does not require an assessment of the risks of domestic violence becoming workplace violence. However, the Grand Erie District School Board is committed to educating workers regarding domestic violence, and to take every reasonable precaution to protect workers from domestic violence that is likely to expose workers to physical injury in the workplace.

3. Definition of Workplace

The *Occupational Health and Safety Act* defines a workplace as “any land, premises, location or thing at, upon, in or near which a worker works”.

A workplace could be a building, mine, construction site, vehicle, open field, road or forest.

4. Duties of Workplace Parties

4.1 Duties of Employer

Under Section 25 of the *OHS*A, an Employer shall:

“take every precaution reasonable in the circumstances for the protection of a worker.”

This includes protecting workers from the hazard of workplace violence and harassment. Under Section 32.0.2 (1) of the *OHS*A:

“An employer shall develop and maintain a program to implement the policy with respect to workplace violence required under clause 32.0.1 (1) (a).”

Domestic Violence

Under sect 32.0.4 of the *OHS*A:

“If an employer becomes aware, or ought reasonably to be aware, that domestic violence that would likely expose a worker to physical injury may occur in the workplace, the

employer shall take every precaution reasonable in the circumstances for the protection of the worker.”

Measures and Procedures for Summoning Immediate Assistance When Workplace Violence Occurs or is Likely to Occur

Depending on the nature, location and level of risk, this includes summoning assistance from the site supervisor or site emergency response team as well as community assistance through 911. When determining the effectiveness of various devices, it is important to consider the employee’s location (onsite or offsite) and time of day (working during or outside of regular hours). Training in emergency communication procedures is essential if they are to be used effectively.

Information about a Person with a History of Violent Behaviour

The *Occupational Health and Safety Act* clarifies that employers and supervisors must provide workers with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour. However, this duty is limited and applies only when the:

- a) worker can be expected to encounter that person in the course of their work; and
 - b) the risk of workplace violence is likely to expose the worker to physical injury.
- Employers and supervisors must also not disclose more personal information than is reasonably necessary for the protection of a worker from physical injury.

Notification of Risk of Workplace Violence (see the Workplace Violence Manual)

Methods of Notification:

A. Be Safe Plans

Be Safe Plans will be kept in classrooms and be accessible to all staff who work in that classroom, this includes occasional or casual staff who are called in to work in these areas.

B. Notification of Risk Map

The map outlines all the locations within the building where students who have a history of violence and are likely to expose one or more worker to physical injury are predominately located.

A copy of the map will be placed in the Main Office in a binder and will be made available to central school board staff if they will be in contact with students.

Contractors or non-site-specific staff **MUST** attend the main office and sign in. They must be made aware of the Notification of Risk Map as appropriate.

Administrator or designate are to complete/update the Notification of Risk Map (see Workplace Violence Manual) AND a Workplace Violence Assessment Survey. This will be completed/updated as soon as reasonably possible after changes occur to the risk of workplace violence in each building and annually each September.

C. Violence Awareness for School Staff

This form will be used to identify (to the worker expected to encounter the student in their work and the worker is likely to be exposed to physical injury) the students in the school who have a history of violence.

These forms will be kept in a binder in the Office and updated as soon as reasonably possible after information changes

This form will include the following information:

- Student's name, grade and location (Classroom)
- Photo of the student
- Information, precautions and safety measures: this includes strengths, triggers, early warning signs, do's and do not's
- Summoning immediate assistance in case of an emergency: steps to summon assistance.

As per Section 27 of the *OHSA*:

4.2 Duties of Supervisors

- “Advise a worker of the existence of any potential or actual danger to the health or safety of the worker of which the supervisor is aware;”
 - “where so prescribed, provide a worker with written instructions as to the measures and procedures to be taken for protection of the worker”
 - “take every precaution reasonable in the circumstances for the protection of a worker.” This includes protecting workers from workplace violence”

Board-wide and school codes of conduct will be shared during each school year, and staff will receive training appropriate to the tasks they perform to deal with violent acts and the potential for violent acts.

Supervisors share the same duties related to Domestic Violence and Information about a Person with a History of Violent Behaviour as listed above for an Employer.

4.3 Duties of Workers with respect to Workplace Violence

- If you are working with a student who has a *Be Safe Plan*, then you need to **be aware of the plan and follow the steps** outlined within that plan.
- **Verbally report workplace violence** incidents to your Principal/Supervisor immediately.
- **Complete an incident report** using the Safe Schools/Workplace Violence Incident Tool found on the staff portal within 48 hours if possible.
- **Complete other reports as required:**
 - The Board’s Work-Related Injury Form if an injury was sustained (for workers/WSIB)
 - The Board’s Physical Restraint Incident Form may also be required.

Duties of Workers with respect to Domestic Violence:

- Employees are obligated to report if they believe they may be exposed to domestic violence in the workplace.
- Employees are obligated to report if they believe a co-worker is experiencing domestic violence (or engaging in domestic violence) such that this may cause a risk to themselves or others at work.

4.4 Enforcement of Personal Protective Equipment

The *Occupational Health and Safety Act* requires employers to take all precautions reasonable in the protection of a worker. This protection may include the implementation and use of personal protective equipment as part of a plan to increase employee safety. The *OHSA* also provides a duty to workers to use or wear protective devices or clothing as required by their employer. This shall be supervised and monitored by the Principal/Supervisor. The need for such equipment should be reviewed as required.

5. Resources

Provide assistance and resources as required during and after workplace violence incidents. The utilization of such resources may require the activation of the Board’s Crisis/Emergency Response Team. Such assistance and resources may include:

Site Based

- Emergency Response Team

Board Administration

- Tragic Events Response Team
- Employee Assistance Providers (for Board staff)

- Principal Leader of Special Education
- Human Resources Department
- Health & Safety Officer
- Processes outlined in the Board's Harassment Objectionable Behaviour Policy (HR5)
- Board Policies & Procedures

Community Based

- Police
- Children's Aid Society (CAS)

6. Reporting and Response

- To the extent legally possible, reports of workplace violence or of potentially violent behaviour will be held in confidence.
- Under this policy, persons are required to report an act of violence.
- Verbal reports shall be made to a person's immediate supervisor.
- Complete an online incident report using the Safe Schools/Workplace Violence Incident Tool which is found on the Staff Portal. The Employer is obliged to investigate the report. In most cases, the investigation will be done by the immediate supervisor.
- Implement immediate crisis response measures if reasonably required by the circumstances.
- The results of the investigation will be communicated to the person who reported the circumstances and to others involved in the investigation who reasonably ought to be informed of the result.
- The Board will provide such medical and counseling support as necessary in the circumstances consistent with programs described in collective agreements or terms and conditions applicable to non-unionized staff.
- Implement progressive discipline as per the Board Procedure HR119 and Ministry Policy.
- In conjunction with any discipline that may be imposed, the Board may reassign staff or students during or after the Board's investigation as reasonable in the circumstances.
- The Joint Occupational Health and Safety Committee will be provided with written notice of any incident of workplace violence reported within 4 days of the occurrence as per Section 52 of the *Occupational Health and Safety Act*. Written notice will include all information at required by the *OHSA*.

STEPS IN THE REPORTING PROCEDURE

Following a report of workplace violence, the following process must be implemented immediately:

- Implement immediate crisis response measures if reasonably required by the circumstances.

Requirement for employee:

- Report immediately to their supervisor (*or school board management if supervisor is involved*); and the police if there is any question as to whether a criminal act has taken place. **Complete an incident report using the Safe Schools/Workplace Violence Incident Tool found on the staff portal.**

It must be emphasized that if the police become involved in the incident, they will take control of the situation and the environment. Their instructions must be adhered to and they must be allowed to complete their duties before an internal investigation is initiated.

- Complete other reports as may be applicable based on injuries sustained to workers, students, parents, contractors or others. Such forms may include:
 - The Board’s Work-Related Injury Form if an injury was sustained
 - The Board’s Physical Restraint Incident Form

An employee who is the victim of an act of violence/threat may refuse to work if the workplace violence/threat is likely to endanger themselves. (A teacher’s right to refuse work does not apply where the circumstances are such that the life, health or safety of a student is in imminent jeopardy.) The employee must follow steps for work refusal as outlined in *Occupational Health and Safety Act*. In such a case the worker, pending the investigation, shall remain at work during the worker’s normal working hours, in a safe place that is as near as reasonably possible to their work station and available to the inspector for the purposes of the investigation.

The supervisor must:

- Give the injured workers priority.
- Call emergency services for medical assistance, secure area and administer first aid.
- Take all reasonable precautions in the circumstances to ensure workplace safety and the safety of persons who are connected with the reported incident.
- Request completion of an incident report using the Safe Schools/Workplace Violence Incident Tool found on the staff portal.
- Implement interim response measures as necessary while incident is under investigation.
- In the case of a critical injury (loss of consciousness, substantial loss of blood, a fracture of the leg or arm, loss of sight, significant burns) as defined by regulation 834 under the *OHS Act*, report the incident immediately to the Board’s Health and Safety Officer and if not available report to the Occupational Health and Safety Branch of the Ministry of Labour. The incident scene is to be preserved until an inspector from the Ministry of Labour has had an opportunity to view it or to instruct you otherwise.
- Apart from the *OHS Act* considerations, if there is a possibility that the incident may constitute an offence under the *Criminal Code*, the police should be notified immediately. The incident scene should not be disturbed.
- Consideration must be given as to whether the School Board’s Tragic Events Response Team needs to be notified.
- Consideration must be given as to who needs to be immediately informed (i.e. family members).
- A list of potential witnesses needs to be developed.
- In consultation with the supervisory officer, or with senior management, an initial analysis ought to be conducted which will include a plan for the incident investigation
- All incidents of workplace violence must be reported to the school’s Superintendent and the Superintendent responsible for Health and Safety or Designate. All incidents and measures taken need to be documented.
- Complete online the Principal/Supervisor section of the incident report in the Safe Schools/Workplace Violence Incident Tool once received and forward to the school’s Superintendent and the Superintendent responsible for Health and Safety or Designate.
- Ensure that the investigation includes steps to prevent reoccurrence and that those steps identified are implemented/completed in a timely fashion.
- Complete the Workplace Violence Investigation/Be Safe Plan Checklist for Administrators This document will be completed each time there is a workplace

violence report submitted or situation occurs that requires changes to the Be Safe Plan (i.e., a new trigger is identified). (See the Workplace Violence Manual)

- Ensure the Notification of Risk Map is updated as needed
- Ensure Be Safe Plans are updated as needed as new information becomes available i.e. triggers, or practices. Ensure all staff working directly with the student receive updated copies
- Complete other reports as required based on injuries sustained to workers, students, parents, contractors or others.
- The Board’s Work-Related Injury Form
- Ontario School Board’s Insurance Exchange (“OSBIE”) Incident Report Form (for students, parents or other visitors to the building)
- The Board’s Physical Restraint Incident Form

7. Information and Instruction specific to staff in workplace areas where elevated risk exists

The Board and the site supervisor shall ensure that:

- all the staff who work on a regular basis in positions where moderate to high risk exists shall have the qualifications, experience and training necessary to minimize the risk of workplace violence;
- all staff have received training in the nature and recognition of the risks specific to their assignment;
- all staff have received training in procedures/safety measures that minimize the risks specific to their assignment;
- that all staff working regularly with a student who has a Be Safe Plan have current certification in Behaviour Management Systems or equivalent
- all staff have any personal protective equipment (PPE) deemed reasonable and necessary in the circumstances;
- the effected and necessary staff are involved in the development of the Be Safe Plan for the staff working with the student. A copy of the Be Safe Plan is made available to all staff working with the student.
- procedures and safety measures that are implemented to reduce risk are included in the Be Safe Plans, are available to the effected staff as required;
- training is updated and/or refreshed as often as necessary;
- procedures are in place when these staff are absent
- any replacement staff (short or long-term) are aware of the risks and are provided with access to any Be Safe Plans in the classroom and have the training requirements noted

The assessment identified an elevated risk of workplace violence with Educational Assistants (“EA”) and special education support staff and teaching staff working in high needs classes. All Educational Assistants, Special Education support staff and teaching staff identified as working in positions with elevated risk where a Be Safe Plan is in effect will be trained in Behaviour Management Systems techniques.

8. Low Risk Worker

The assessment identified the risk to all other Board workers as being moderate to low risk. All such workers will be made aware of workplace violence prevention through this Policy. A copy of the Notification of Risk Map (see the Workplace Violence Manual) will be posted in the Main Office in a binder and will be made available to central school board staff if they will be in contact with students.

A copy of the Violence Awareness for School Staff (see the Workplace Violence Manual) will be posted in the staff room. See Section 4.2 above

9. New Hires

Behaviour Management Systems Training

All newly hired Educational Assistants, Designated Early Childhood Educators, Special Education support staff and teaching staff working in areas of elevated risk may be required to have behaviour management systems training or equivalent prior to being hired by the Board. However, if new Educational Assistants, Early Childhood Educators, Special Education support staff and teaching staff new hires do not have behaviour management systems training or equivalent and will be working with students who have a Be Safe Plan in effect, they must be trained in Behaviour Management Systems techniques or equivalent before beginning work in that area.

Workplace Violence Prevention Procedure

All new hires to the Board will be made aware of our workplace violence prevention program.

10. Annual Review

All Board workers will be required to complete annual awareness review of their workplace responsibilities as outlined in this Workplace Violence Policy.

11. Re-Assessment

OHSA 32.0.3(4) an employer shall reassess the risks of workplace violence as often as is necessary to ensure that the related policy... and program ... continue to protect workers from workplace violence.

The Board shall ensure that:

- ongoing annual review procedures are in place to monitor levels of workplace violence risk and to evaluate the effectiveness of controls, procedures and measures in place;
- all incidents of workplace violence are documented and reported immediately to the site supervisor and as required to the Joint Occupational Health and Safety Committee for the Board; and
- an ongoing site-based process is in place to modify controls, procedures and measures as necessary.
- On an annual basis, or as required by change, that completion of Workplace Violence Assessment Survey is done by building Administrator in consultation with staff at the location and posted to staff for information
- On an annual basis, or as required by change, that the Notification of Risk Map identifying areas of risk is updated as needed, as soon as reasonably possible after a change. A copy is to be posted in the Main Office in a binder and will be made available to central school board staff if they will be in contact with students.

12. Records

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

13. Confidentiality

- It is the duty of the Board and supervisory/managerial personnel to maintain confidentiality in the complaint process to the extent possible. All complainants, respondents, and other persons involved with the complaint processes under these procedures have a responsibility

to ensure that all matters remain confidential. The obligation to maintain confidentiality does not prohibit any party to a complaint from obtaining advice or counsel or from speaking to any union/association representative.

- The Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection of Privacy Act*. Examples of such agencies are the Ministry of Labour or Police.

14. Contacts and Supports

- a) Local ETFO President
- b) Local OSSTF President
- c) Local CUPE President
- d) Board – Superintendent of Education (Human Resources)
- e) Board – Manager of Human Resources
- f) Human Rights Commission, Toronto Office – Phone (416) 326-9511 or 1-800-387-9080
- g) Ministry of Labour, Call Centre – 1-877-202-0008

BOARD POLICIES & PROCEDURES (SEE ALSO)

1. Health & Safety Policy - HR4
2. Safe Schools Policy - SO13
3. Physical Intervention/Restraint Procedure - SO107
4. Code of Conduct Policy - SO12
5. Maintaining Employee Safety While Working with Students Procedure - HR107
6. Harassment/Objectionable Behaviour - HR5
7. Employee Safety Protocol at Non-Board Locations - HR104
8. Local Police/School Board Protocol - Main Office and Grand Erie website.
9. Administrative Memo 'Transition of Students with a History of Risk, Violent, or Aggressive Behaviours (AM47)



Workplace Violence Manual

October 2019

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Revised Version

NOTIFICATION OF RISK MAP

On an annual basis or as soon as reasonably possible after new information is made available, the Administrator/Building Manager will create/update a Notification of Risk floor map.

A copy of this map will be posted in the Main Office in a binder and will be made available to central school board staff if they will be in contact with students.

The Notification of Risk map will note locations where students who have a history of violence and are likely to expose one or more workers to physical injury are predominately located.

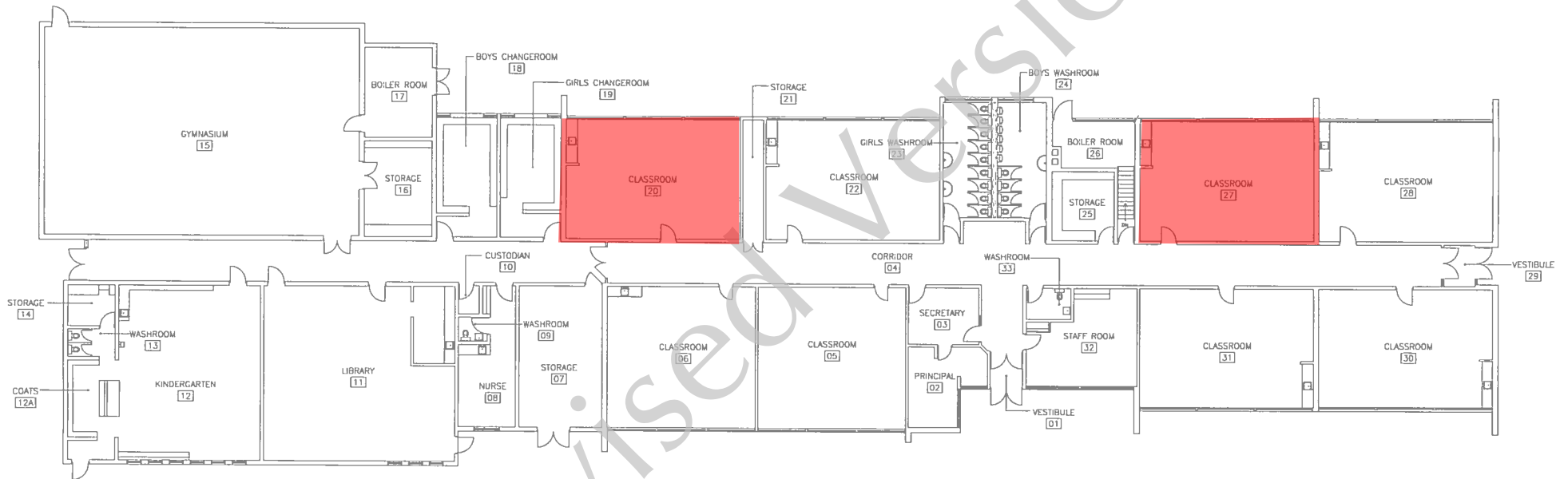
If you encounter aggressive situations taking place in the school, DO NOT intervene and contact the Main Office immediately.

Revised Version

NOTIFICATION OF RISK MAP

A copy of this map will be posted in the Main Office in a binder and will be made available to central school board staff if they will be in contact with students.

This map will note locations where students who have a history of violence and are likely to expose one or more workers to physical injury are predominantly located. If you encounter aggressive situations taking place in the school do not intervene and contact the main office.



Access to these areas is restricted to staff who work in those locations. Anyone requiring access to those locations, who do not work in those locations, must have the approval of the building administrator prior to entering.



Workplace Violence Investigation / Be Safe Plan Checklist

A student safety plan is a plan developed for a student whose behaviour is known to pose an ongoing risk to themselves, other students, workers or other people in general. It can serve as a crisis-response plan that outlines the roles and responsibilities of the workers in dealing with specific problem behaviours.

The development of a student safety plan involves all workers who work on an ongoing basis with a student, as well as parents and the representatives from any community agencies working with the student/ family (*Caring and Safe Schools in Ontario, 2010*). A student safety plan can be created for a student who is, or is not, receiving special education programs and services who meets the above criteria.

Workplace Violence in School Boards: A Guide to the Law, 2018

There are instances when a Student Safety Plan must be reviewed:

- 1. Start of the school year**
- 2. New student**
 - i. New student to the school**
 - ii. New student to the school board**
- 3. When there is a change in behaviour that could increase the potential for violence or aggression**
- 4. Following any violent incident involving the student**

Checklist to review a Student Safety Plan includes:

- Review the student's Ontario Student Record (OSR) to determine if a safety plan has previously been/is required. This is an important question to ask during transition planning or registration prior to the OSR arriving.
- Create/update the safety plan in LITE
- Determine if the existing intervention strategies are relevant, applicable and appropriate within the current school environment
- Determine possible methods to reduce or eliminate known triggers for the student
- Check that all communication devices are in working order (e.g. intercoms, walkie-talkies, cell phones or alert system)
- Establish and communicate the roles of staff members during an emergency/crisis
- Collaborate on the development of the safety plan by having all school staff contribute that work directly with the student
- Ensure that all school staff who have direct involvement with the student have read and signed the safety plan
- Consider an appropriate location to store the Student Safety Plan to facilitate appropriate information sharing, while also adhering to legislative requirements for privacy.
- All school staff that have regular and direct involvement with the student should rehearse the safety plan, at least once, after it is developed or updated
- Ensure that all school staff have the necessary Personal Protective Equipment (PPE), and have been trained on the care, use, maintenance and limitations of the PPE
- Procedures must be in place so that all staff have access to the safety plan, as needed, prior to working with the student (e.g. occasional staff and system staff may require this information)
- Ensure that data is being collected regularly to monitor if there is any change in behaviour that could increase the potential for violence or aggression
- Ensure that all school staff working with the student have current BMS training.
- Ensure the student and any relevant updates have been added to the Violence Awareness for School Staff and the information has been shared with all staff.



Violence Awareness for _____ School Staff STUDENT

Purpose: The Occupational Health and Safety Act (OHSA) requires the principal/supervisor to provide workers with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour, if the worker can be expected to encounter that person in the course of their work and the risk of workplace violence is likely to expose the worker to physical injury.(OHSA section 32.0.5(3))

DATE (YYYY-MM-DD):

Name:		Information, Precautions and Safety Measures
Grade:		STRENGTHS - TRIGGERS - EARLY WARNING SIGNS - DO - DO NOT -
Location:		

Important: Check the attendance list. If you supervise this student you must also review and follow the Student Support Plan and/or Student Safety Plan. Contact the principal if the student support plan and/or student safety plan is not available.

Name:		Information, Precautions and Safety Measures
Grade:		STRENGTHS - TRIGGERS - EARLY WARNING SIGNS - DO - DO NOT -
Location:		

Important: Check the attendance list. If you supervise this student you must also review and follow the Student Support Plan and/or Student Safety Plan. Contact the principal if the student support plan and/or student safety plan is not available.

HOW TO GET IMMEDIATE ASSISTANCE - IN CASE OF AN EMERGENCY

1. Call the office (eg. PA system, two-way radio, phone)
2. Call for help - ask someone nearby to go to the office
3. If off school property, call 911 - Police

Private & Confidential - Personal information contained on this form must remain confidential and shall only be used for the purpose it was shared. Employees must ensure that all records containing personal and/or confidential information are kept secure and protected from unauthorized access and disclosure. Employees must report any privacy breaches to the principal/supervisor at that the time they become aware or suspect a breach may have occurred; as outlined in Privacy Breach Protocol AP 194.



Violence Awareness for * _____ School Staff Instruction Guide

* Insert the name of the school into the header.

Purpose: The Occupational Health and Safety Act (OHSA) requires the principal/supervisor to provide workers with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour, if the worker can be expected to encounter that person in the course of their work and if the risk of workplace violence is likely to expose the worker to physical injury. (OHSA section 32.0.5(3))

COMPLETING INFORMATION ABOUT A STUDENT

1 Add First and Last Name

Grade:

Location(s):

2 Add a photo; if not available, add a description:

- Gender
- Height
- Hair colour
- Eye colour
- Distinctive features

8 Do not edit this section

9 Do not edit the heading. Specify school procedures for calling for help, if different from what is listed.

<p>1 NAME:</p> <p>Jane Doe</p> <p>GRADE: 4</p> <p>LOCATION:</p> <p>Primary Hall, Room 104</p>	<p>2</p>	<p>Information, Precautions and Safety Measures</p> <p>3 Strengths: oral communication</p> <p>4 Triggers: transition times, owning behaviour, being touched</p> <p>5 Early Warning Signs: raises voice, bangs desk with fist</p> <p>6 DO: increase space, call the office</p> <p>7 DO NOT: touch student or block door/path</p>
<p>8 Important: Check the attendance list. If you supervise this student you must also review and follow the Student Support Plan and/or Student Safety Plan. Contact the principal if the student support plan and/or student safety plan is not available.</p>		

9 **HOW TO GET IMMEDIATE ASSISTANCE - IN CASE OF AN EMERGENCY**

1. Call the office (e.g., PA system, two-way radio, phone).
2. Call for help (ask someone nearby to go to the office).
3. If off school property, call 911 – Police.

3 Add **Strengths** e.g.,

- oral communication
- eager to please

4 Add **Triggers** e.g.,

- Transition times
- Loud noises
- Being touched
- Owning behaviour

5 Add **Early Warning Signs** e.g.,

- Raised voice
- Pacing
- Throwing objects
- Red face
- Hitting self

6 Add **DO** e.g.,

- Increase proximity/space
- STOP talking
- Call Administration

7 Add **DO NOT** e.g.,

- Give verbal direction
- Touch student
- Take object
- Confrontational posture

Private & Confidential - Personal information contained on this form must remain confidential and shall only be used for the purpose it was shared. Employees must ensure that all records containing personal and/or confidential information are kept secure and protected from unauthorized access and disclosure. Employees must report any privacy breaches to the principal/supervisor at that the time they become aware or suspect a breach may have occurred, as outlined in Privacy Breach Protocol AP 194.



Workplace Violence

Board Received: January 26, 2015

Review Date: February 2019

Policy Statement:

The Grand Erie District School Board is committed to providing a working and learning environment which supports protection from Workplace Violence for all workers. Everyone should be able to work without fear of violence, in a safe and healthy workplace. Violence in the workplace is unacceptable. The Grand Erie District School Board will not tolerate violence.

Accountability:

- | | |
|-------------------------|---|
| 1. Frequency of Reports | As needed |
| 2. Criteria for Success | Employee safety is enhanced
Reduction in harassing behaviour
Reduction in reported harassing behaviour
The policy is reviewed by the Joint Occupational Health and Safety Committee annually |

Background:

Under the Occupational Health and Safety Act, everyone in the workplace has a responsibility to act cooperatively together to provide a safe and healthy work environment.

As part of an internal responsibility system, the Ministry of Labour requires that individuals engaging in unsafe activity be held accountable for their actions. This, together with Safe Schools legislation, means that violent and potentially violent activity will be investigated by the School Board and will be acted upon in a manner that protects members of the school community in the workplace. Violent behaviour and behaviour which increases the risk of violence in the workplace will not be tolerated.

With respect to employees, this means that the School Board's progressive discipline policy will be applied concerning any unsafe behaviour and particularly concerning behaviour that is described in the definition of "workplace violence" above.

This Policy is to be interpreted and applied in conjunction with other School Board policies having to do with employee behaviour, progressive discipline and school safety. This policy shall be reviewed annually by the Joint Occupational Health and Safety Committee of the Board.

Procedures:**Workplace Violence****1. Application**

This procedure applies to all members of the Board community, including but not limited to, trustees, students, employees, visitors such as parents and community members, volunteers, permit holders, contractors, and employees of other organizations who work on or are invited onto Board property.

2. Definition of Violence

The Occupational Health and Safety Act defines workplace violence as:

- 2.1. the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,
- 2.2. attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker; and a
- 2.3. statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

This definition of workplace violence is broad enough to include acts that would constitute offences under Canada's Criminal Code.

The following examples are provided for guidance and illustration and are not intended to limit the applicability of the Violence Policy.

- verbally threatening to attack a worker;
- leaving threatening notes at or sending threatening e-mails to a workplace;
- shaking a fist in a worker's face;
- wielding a weapon at work;
- hitting or trying to hit a worker;
- throwing an object at a worker;
- sexual violence against a worker;
- kicking an object the worker is standing on such as a ladder; or
- trying to run down a worker using a vehicle or equipment such as a forklift.
- situations where two non-workers, students for example, are fighting and a worker could be injured when he or she intervenes. The non-workers may not have intended their violence to spill over to anyone else, but they used physical force, which could ultimately cause physical injury to a worker.
- a person who has a personal relationship with a worker – such as a spouse or former spouse, current or former intimate partner or a family member – may physically harm, or attempt or threaten to physically harm, that worker at work. In these situations, domestic violence is considered workplace violence.

Domestic violence occurring in the workplace is recognized by the *Occupational Health and Safety Act (OHS)* as workplace violence. Unlike many risks which may lend themselves to regular and ongoing assessment, the risk of domestic violence taking place in the workplace is much more variable and less easily anticipated, although nonetheless real. The *OHS* does not require an assessment of the risks of domestic violence becoming workplace violence. However, the Grand Erie District School Board is committed to educating workers regarding domestic violence, and to take every reasonable precaution to protect workers from domestic violence that is likely to expose workers to physical injury in the workplace.

2.1 **Definition of Workplace**

The Occupational Health and Safety Act defines a workplace as any land, premises, location or thing at, upon, in or near which a worker works.

A workplace could be a building, mine, construction site, vehicle, open field, road or forest.

3. **Duties of Workplace Parties**

3.1. **Duties of Employer**

Under Section 25 of the Act:

“Employers must take every precaution reasonable in the circumstances to protect workers.”

This includes protecting workers from the hazard of workplace violence and harassment.

Under Section 32.0.2 (1) of the Act:

“An employer shall develop and maintain a program to implement the policy with respect to workplace violence required under clause 32.0.1 (1) (a).

Domestic Violence

Under sect 32.0.4 of the Act:

“If an employer becomes aware, or ought reasonably to be aware, that domestic violence that would likely expose a worker to physical injury may occur in the workplace, the employer shall take every precaution reasonable in the circumstances for the protection of the worker.”

Measures and Procedures for Summoning Immediate Assistance When Workplace Violence Occurs or is Likely to Occur

Depending on the nature, location and level of risk, this includes summoning assistance from the site supervisor or site emergency response team as well as community assistance through 911. When determining the effectiveness of various devices, it is important to consider the employee’s location (onsite or offsite) and time of day (working during or outside of regular hours). Training in emergency communication procedures is essential if they are to be used effectively.

Information about a Person with a History of Violent Behaviour

The Occupational Health and Safety Act clarifies that employers and supervisors must provide workers with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour. However, this duty is limited and applies only when the:

- a) worker can be expected to encounter the violent person in the course of his or her work; and the
- b) risk of workplace violence is likely to expose the worker to physical injury. Employers and supervisors must also not disclose more information than is reasonably necessary for the protection of a worker from physical injury.

Some factors to consider include:

- Was the history of violence associated with the workplace or work?
- Was the history of violence directed at a particular worker or workers in general?
- How long ago did the incident(s) of violence occur?
- What measures and procedures are in place in the existing workplace violence Procedure?

Administrator or designate to complete Appendix C Notification of Risk and Appendix D Workplace Violence Assessment Form annually or updated as necessary.

As per Section 27 of the OHS Act:

3.3 Duties of Supervisors

- “Advise a worker of the existence of any potential or actual danger to the health or safety of the worker of which the supervisor is aware and”
- “take every precaution reasonable in the circumstances for the protection of a worker.” This includes from the hazard of workplace violence and harassment”

Supervisors share the same duties related to Domestic Violence and Information about a Person with a History of Violent Behaviour as listed above for an employer.

3.4 Duties of Workers

- Report workplace violence incidents to your Principal / Supervisor immediately.
- **Complete and submit to Supervisor Workplace Violence Report form Appendix A**
- Complete other reports as may be applicable. Such forms may include:
 - The Board’s Incident / Injury Report (for workers / WSIB)
 - The Board’s Physical Restraint Incident Form may also be required.
 - **Safe Schools Forms**

3.5 Enforcement of Personal Protective Equipment

All workers required to wear personal, protective equipment, provided by the Grand Erie District School Board, shall do so. This shall be supervised and monitored by the Principal / Supervisor. The need for such equipment should be reviewed as required.

4. Resources

Provide assistance and resources as required during and after workplace violence incidents. The utilization of such resources may require the activation of the Board’s Crisis/Emergency Response Team Such assistance and resources may include:

Site Based

- Emergency Response Team

Board Administration

- Tragic Events Response Team
- Employee Assistance Providers (for Board staff)
- Executive Supervisor of Student Support Services
- Human Resources Department
- Health & Safety Officer
- Processes outlined in the Board's Harassment Policy
- Board Policies & Procedures

Community Based

- Police
- CAS

5. Reporting

- To the extent legally possible, reports of workplace violence or of potentially violent behaviour will be held in confidence.
- Under this policy, persons are required and encouraged to report an act of violence.
- Reports shall be made to a person's immediate supervisor.
- The Employer is obliged to investigate the report. In most cases, the investigation will be done by the immediate supervisor.
- Implement immediate crisis response measures if reasonably required by the circumstances;
- The results of the investigation will be communicated to the person who reported the circumstances and to others involved in the investigation who reasonably ought to be informed of the result.
- The Board will provide such medical and counseling support as necessary in the circumstances consistent with programs described in collective agreements or terms and conditions applicable to non-unionized staff.
- Implement progressive discipline based on the facts;
- In conjunction with any discipline that may be imposed, the Board may reassign staff or students during or after the Board's investigation as reasonable in the circumstances. Board-wide and school codes of conduct will be shared during each school year, and staff will receive training appropriate to the tasks they perform to deal with violent acts and the potential for violent acts.
- The Joint Occupational Health and Safety Committee will be provided with information respecting all violent workplace occurrences.

STEPS IN THE REPORTING PROCEDURE

Following a report of workplace violence, the following process must be implemented immediately.

- Implement immediate crisis response measures if reasonably required by the circumstances.

Requirement for employee:

- Report immediately to his/her supervisor (*or school board management if supervisor is involved*); and the police if there is any question as to whether a criminal act has taken place.
 1. Complete a workplace violence report form (See Appendix A)

It must be emphasized that in the event that the police become involved at the beginning of the incident, they will take control of the situation and the environment. Their instructions must be adhered to, and they must be allowed to complete their tasks before an internal investigation is initiated.

An employee who is the victim of an act of violence/threat may:

Refuse to work, if workplace violence/threat is likely to endanger him/her self.

Follow steps for work refusal as outlined in Occupational Health and Safety Act In such case the worker, pending the investigation, shall remain during the worker's normal working hours, in a safe place that is as near as reasonably possible to his or her work station and available to the inspector for the purposes of the investigation.

Complete other reports as may be applicable based on injuries sustained to workers, students, parents, contractors or others. Such forms may include:

- The Board's Incident / Injury Report (for workers / WSIB)
- The Board's Physical Restraint Incident Form may also be required
- Safe Schools Form(s)

The supervisor must:

- Give the Injured workers priority. Call emergency services for medical assistance, secure area and administer first aid
- Take all reasonable precautions in the circumstances to ensure workplace safety and the safety of persons who are connected with the reported incident.
- Provide a copy of Workplace Violence Report Form Appendix A to staff member and request completion.
- Implement interim response measures as necessary while incident is under investigation. (See Responding to Student Violence Against Staff Appendix B for specific response steps for student related situations including completion of Appendix C Notification of Risk and D Workplace Violence Assessment form if required)
- In the case of a critical injury (loss of consciousness, substantial loss of blood, a fracture of the leg or arm, loss of sight, significant burns) as defined by regulation 834 under the OH&SA, report immediately the incident to the Board's Health and Safety Officer and if not available report to the Occupational Health and Safety Branch of the Ministry of Labour. The incident scene is to be preserved until an inspector from the Ministry of Labour has had an opportunity to view it or to instruct you otherwise.
- Apart from the OH&SA considerations, if there is any question as to whether the violent act was an assault under the *Criminal Code*, the police should be notified immediately. The incident scene should not be disturbed.
- Consideration must be given as to whether the School Board's Tragic Events Response Team needs to be notified.
- Consideration must be given as to who needs to be immediately informed (for example, family members).
- A list of potential witnesses needs to be made.
- In consultation with the supervisory officer, or with senior management, an initial analysis ought to be conducted which will include a plan for the incident investigation
- All incidents of violence/threat must be reported to the school's Superintendent and the Superintendent responsible for Health and Safety or Designate. All incidents and measures taken need to be documented.
- Complete Section 3 of the Workplace Violence Report Form Appendix A once received and forward to the school's Superintendent and the Superintendent responsible for Health and Safety or Designate.
- Complete other reports as may be applicable based on injuries sustained to workers, students, parents, contractors or others. Such forms may include:

- The Board’s Incident / Injury Report (for workers / WSIB)
- Ontario School Board’s Insurance Exchange (“OSBIE”) Incident Report Form (for students, parents or other visitors to the building)
- The Board’s Physical Restraint Incident Form

6. Training/Awareness

6.1 Assessment Findings

Based on workplace violence assessments completed by Board staff, the following risk categories were identified:

1. Students on Worker
 - (A) Special Education Students
 - (B) All Other Students
2. Worker on Worker
3. General Public on Worker

6.2 Information and Instruction specific to staff in workplace areas where elevated risk exists

The Board and the site supervisor shall ensure that:

- all the staff who work on a regular basis in positions where moderate to high risk exists shall have the qualifications, experience and training necessary to minimize the risk of workplace violence;
- all staff have received training in the nature and recognition of the risks specific to their assignment;
- all staff have received training in procedures/safety measures that minimize the risks specific to their assignment;
- all staff have any personal protective equipment (PPE) deemed reasonable and necessary in the circumstances;
- individual physical demands analysis has been conducted to ensure that all staff have the physical well-being to carry out procedures/safety measures that minimize their risk of injury (reviewed on an ongoing basis);
- the effected and necessary staff are involved in the development of the Safety Plan for the staff working with the student.
- procedures and safety measures are available to the effected staff as required;
- training is updated and/or refreshed as often as necessary;
- procedures are in place when these staff are absent
- any replacement staff (short or long-term) are aware of the risks and either have the training requirements noted above or are supported by additional staff who have the training requirements
- provide a copy of the student’s crisis plan
- provide copies of Workplace Violence Assessment Form Appendix D and Notification of Risk Form Appendix C annually or as required (updates)

The assessment identified an elevated risk of workplace violence with Educational Assistants (“EA”) and special education support staff and teaching staff working in high needs classes. All educational assistants, Special Education support staff and teaching staff identified as working in positions with elevated risk should be trained in Behaviour Management Systems techniques.

6.3 Low Risk Worker

The assessment identified all other Board workers as being moderate to low risk. All such workers will be made aware of workplace violence prevention through this Procedure.

- provide copies of Workplace Violence Assessment Form Appendix D and Notification of Risk Form Appendix C annually or as required (updates)

6.4 New Hires

Behaviour Management Systems Training

All newly hired educational assistants, early childhood educators, Special Education support staff and teaching staff working in elevated risk classes should have behaviour management systems training or equivalent prior to being hired by the Board. However, if new educational assistants, early childhood educators, Special Education support staff and teaching staff new hires do not have behaviour management systems training they will be offered this training.

Workplace Violence Prevention Procedure

All new hires to the Board will be made aware of our workplace violence prevention program.

6.5 Annual Review

All Board workers will be required to attend / participate in an annual awareness review of this Procedure.

6.6 Re-Assessment

OHSA 32.0.3(4) an employer shall reassess the risks of workplace violence as often as is necessary to ensure that the related policy... and program ... continue to protect workers from workplace violence

The Board shall ensure that:

- ongoing annual review procedures are in place to monitor levels of workplace violence risk and to evaluate the effectiveness of controls, procedures and measures in place;
- all incidents of workplace violence are documented and reported immediately to the site supervisor and as required to the Joint Occupational Health and Safety Committee for the board; and
- an ongoing site-based process is in place to modify controls, procedures and measures as necessary.
- On an annual basis or as required by change that completion of Workplace Violence Assessment Form Appendix D and Notification of Risk Form Appendix C is done by building Administrator and provided or posted to staff for information

7. Records

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

8. **Confidentiality**

- 8.1 It is the duty of the Board and supervisory/managerial personnel to maintain strict confidentiality in the complaint process. All complainants, respondents, and other persons involved with the complaint processes under these procedures have a responsibility to ensure that all matters remain confidential.
The obligation to maintain confidentiality does not prohibit any party to a complaint from obtaining advice or counsel or from speaking to any union/association representative.
- 8.2 The Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection of Privacy Act*. Examples of such agencies are the Ministry of Labour or Police.

9. **Contacts and Supports**

- a) Local ETFO President – Phone (519) 753-9291 or
- b) Local OSSTF President – Phone (519) 426-8545
- c) Local CUPE President – Phone (226) 250-3105 or
- d) Board – Superintendent of Education (Human Resources) Phone (519) 756-6301 Ext 281124
- e) Board – Manager of Human Resources Phone (519) 756-6301 Ext 281289
- f) Human Rights Commission, Toronto Office – Phone (416) 326-9511 or 1-800-387-9080
- g) Ministry of Labour, Call Centre – 1-877-202-0008

BOARD POLICIES & PROCEDURES (SEE ALSO)

- 1. Health & Safety Policy, HR4
- 2. Board's Safe Schools Policy, SO9 – SO13.
- 3. Physical Intervention/Restraint, Procedure SO107.
- 4. Acceptable Use of Information Technology Policy, SO27
- 5. Code of Conduct, Procedure SO131
- 6. Maintaining Employee Safety While Working With Identified Exceptional Students, HR107
- 7. Harassment/Objectionable Behaviour HR5
- 8. Employee Safety Protocol at Non Board Locations, HR104
- 9. Reporting of Vandalism and Unusual Occurrence Incidents, FT104.
- 10. Recorded Surveillance Board Buildings and School Transportation Vehicles, FT110
- 11. Local Police / School Board Protocol – Main Office.
- 12. Board's Crisis/Emergency Management Procedure – Flip Chart, Main Office.

WORKPLACE VIOLENCE REPORTING FORM APPENDIX A

A copy of this Workplace Violence Report Form must be completed and submitted to the Superintendent responsible and Health and Safety within 24 hours of an occurrence (Scan, Email or Fax 519-756-9181)

SECTION ONE: WORKER INFORMATION <i>(Completed By Worker)</i>	
Name (print):	Union Affiliation:
Employee ID (#):	Work Location:
Position:	Date Reported to Supervisor:
Supervisor's Name (print):	

SECTION TWO: DETAILS OF INCIDENT <i>(Completed By Worker or Supervisor)</i>	
Date of Incident:	Category of Violence <i>(check any that apply)</i> <input type="checkbox"/> a. The exercise of physical force by a person (worker, student, or non-Board employee) against a worker, in a workplace, that causes or could cause physical injury to a worker. <input type="checkbox"/> b. An attempt to exercise physical force against a worker in a workplace that could cause physical injury to a worker. <input type="checkbox"/> c. Statement or behaviour that is reasonable for the worker to interpret as a threat to use physical force that could cause physical injury to the worker.
Time of Incident:	
Site of Incident (school name, facility, etc):	
Location of Incident at site (e.g.: office, field, etc):	
Alleged Aggressor <i>(check any that apply)</i> <input type="checkbox"/> Co-worker <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Visitor/Public <input type="checkbox"/> Student <input type="checkbox"/> Supervisor Alleged Aggressor Name: _____	Nature of Incident <i>(check any that apply)</i> <input type="checkbox"/> Intimidation <input type="checkbox"/> Threat <input type="checkbox"/> Punch <input type="checkbox"/> Push/Pull <input type="checkbox"/> Scratch <input type="checkbox"/> Hair Pull <input type="checkbox"/> Slap <input type="checkbox"/> Grab <input type="checkbox"/> Bite <input type="checkbox"/> Pinch <input type="checkbox"/> Kick <input type="checkbox"/> Other (please specify): _____
Repeat Incident: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Weapon: <input type="checkbox"/> Yes <input type="checkbox"/> No Type: _____	
Injuries Sustained: <input type="checkbox"/> Yes <input type="checkbox"/> No	If worker is injured, see Employee Incident Injury Report Form. If student or non-worker is injured, see OSBIE Report Form. If any person(s) is critically injured, see HR121 Section D – Employee Injury/Incident/Disease Investigation and Reporting Procedures.
To Whom: _____	
Medical Attention Required: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Brief Description Of Incident _____	
Witness (optional) _____	

SECTION THREE: STEPS TAKEN TO PREVENT A REOCCURRENCE <i>(Completed By Supervisor)</i>	
Tools to be utilized / Actions taken: <i>(check any that apply for this incident)</i> Additional information & contact names, dates, times, etc.	
<input type="checkbox"/> Incident Documented and Reported	
<input type="checkbox"/> Contacted Superintendents	
<input type="checkbox"/> Contacted Parents/Guardians (if student involved)	
<input type="checkbox"/> Staff Training / In-servicing / Behaviour Management System (BMS) Training	
Contacted Other Board Services:	
<input type="checkbox"/> Employee Assistance Program	
<input type="checkbox"/> Learning Support Services referral (e.g. Social Work, Psych. Services, Special Ed. Coordinator)	
<input type="checkbox"/> Health And Safety Officer	
Special Education:	
<input type="checkbox"/> Case Conference scheduled (re: student)	
<input type="checkbox"/> Reviewed Student Safety Plan/Behaviour Plan for changes with all applicable workers	
<input type="checkbox"/> Community Agency referral	
<input type="checkbox"/> Personal Protective Equipment	
<input type="checkbox"/> Threat Risk Assessment	
<input type="checkbox"/> Reinstruct / Train Worker / Behaviour Management System (BMS) Training	
<input type="checkbox"/> Children's Aid Society	
Safe Schools:	
<input type="checkbox"/> Contacted Police (Officer; case number)	
<input type="checkbox"/> Safe Schools Incident Reporting form	
<input type="checkbox"/> Discipline of Student (see Appendix B)	

RESPONDING TO STUDENT VIOLENCE TOWARDS STAFF

APPENDIX B

The Grand Erie District School Board recognizes its responsibilities to provide a safe working and learning environment for all staff and students.

This safe working and learning environment can be achieved despite the challenges presented by the behaviour of some students, through effective educational programming to address exceptionality specific needs, staff training, and effective incident response procedures.

This procedure was developed and is intended to help prevent occurrences of violence towards staff.

AGGRESSIVE INCIDENT NOT RESULTING IN MEDICAL ATTENTION OR LOST TIME

TYPE OF INCIDENT: A minor, non serious violent incident by a student towards staff (i.e. spit, bite, scratch, pinch, etc.) in which no physical injury (no first aid) to a minor physical injury (first aid only) may have occurred.

IMMEDIATE ACTIONS:

- Worker must immediately summon assistance and report to the Supervisor.
- Supervisor or designate will conduct a preliminary investigation to assess the situation and implement steps to prevent a reoccurrence.
- Such steps may include:
 - Calling the parent / guardian / sending the student home for the day.
 - Reviewing the Safety Plan / Behaviour Plan and triggers.
 - Adjusting / retooling (see section three of the Board's Workplace Violence Report Form).
 - Filling out and submitting the Board's Workplace Violence Report Form (Appendix A) within 24 hours.
 - If student(s) were injured (minor), fill out OSBIE Report Form.
 - If worker(s) were injured (minor), fill out Employee Incident / Injury Report Form within 48 hours.
- Any further steps / actions to be taken to prevent a reoccurrence will be at the discretion of the Supervisor pending their investigation findings.
- Supervisor to advise all applicable staff of what steps have been taken to prevent a reoccurrence utilizing the Notification of Risk Form (Appendix C).
- A Workplace Violence Re-assessment (Appendix D) may not be required depending on the nature of the incident.

VIOLENT AGGRESSIVE INCIDENT RESULTING IN MEDICAL ATTENTION OR LOST TIME FIRST OFFENCE

TYPE OF INCIDENT: A physical assault, serious threat and / or any situation in which a worker requires medical assistance (e.g. punch, hit, threat to exercise physical force, etc.).

IMMEDIATE ACTIONS:

- Worker must immediately summon assistance and report to the Supervisor.
- Supervisor or designate must immediately address the hazard of the situation and provide assistance to deal with the immediate threats and dangers.
- Such steps shall include:
 - first aid and medical assistance for injured worker(s) or student(s)
 - call the Police and/or inform your School / Site Police Liaison Officer
 - call the parents / guardians
 - **suspend** student for the period of time required to investigate / develop a response plan and implement steps to prevent a reoccurrence *Follow Safe Schools Procedures including SO127-Student Suspensions
 - notify your Superintendent
 - fill out the Board's Workplace Violence Report Form (Appendix A) within 24 hours
 - if student(s) were injured fill out OSBIE Report Form
 - if worker(s) were injured fill out Employee Incident / Injury Report Form within 48 hours

RESPONSE PLANNING / STEPS TO PREVENT / STUDENT RE-ENTRY:

- Supervisor must investigate and utilize all applicable resources and tools to prevent a reoccurrence. Such steps shall include:
 - utilizing internal and external resources (see Section three of the Board's Workplace Violence Report Form)
- Supervisor will ensure that the **student does not return until** response plan has been completed and:
 - Notification of Risk is relayed to all applicable workers (see Notification of Risk Form)

RESPONDING TO STUDENT VIOLENCE TOWARDS STAFF APPENDIX B

- Workplace Violence Re-Assessment Form has been completed (see Workplace Violence Assessment Form)

- Supervisor to advise all applicable staff of what steps have been taken to prevent a reoccurrence utilizing the Notification of Risk form
- If the worker feels that the situation endangers their health or safety and indicates a refusal to work due to this incident please follow steps outlined in Administrative Memo – 27: Occupational Health and Safety Act – Right to Refuse Unsafe Work Procedures

AGGRESSIVE INCIDENT RESULTING IN MEDICAL ATTENTION OR LOST TIME SECOND (REPEAT) OFFENCE

TYPE OF INCIDENT: A second physical assault, serious threat and / or any situation in which a worker requires medical assistance (e.g. punch, threat, hit, etc).

IMMEDIATE ACTIONS:

- Worker must immediately summon assistance and report to the Supervisor.
- Supervisor or designate must immediately address the hazard of the situation and provide assistance to deal with the immediate threats and dangers.
- Such steps shall include:
 - first aid and medical assistance for injured worker(s) or student(s)
 - call the Police
 - call the parents / guardians
 - **exclusion of student or suspension pending expulsion**
 - notify your Superintendent
 - fill out the Board's Workplace Violence Report Form within 24 hours
 - if student(s) were injured fill out OSBIE Report Form
 - if worker(s) were injured fill out Employee Incident / Injury Report Form within 48 hours

INVESTIGATION:

- Supervisor to seek direction from the Director's Office , Superintendent responsible for Safe Schools and /or Special Education , Behaviour Consultants regarding the findings of the investigation.
- If ALL Board resources and tools have been utilized / exhausted, then a decision must be made if the Board can or cannot continue to service the student.

NOTIFICATION OF RISK FORM APPENDIX C

Site Name:	Date:
<p>Under the provisions of OHSA per this Management Program all supervisors are required to inform their workers with a "Notification of Risk" on a regular basis. This would include but is not limited to:</p> <ul style="list-style-type: none"> - Every September / beginning of each school year; - As persons are identified and the supervisor has knowledge of; - Upon every workplace violence occurrence <p>The OHSA requires that employers and supervisors must provide workers with information, including personal information (as prescribed), related to a risk of workplace violence from a person with a history of violent behaviour.</p> <p>The following person(s) (student, parent, worker, other) has conducted an act of Workplace Violence, as defined by OHSA:</p>	
Alleged Aggressor:	
Risk: <input type="checkbox"/> Student	<input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Worker <input type="checkbox"/> General Public
Steps To Prevent _____	

Alleged Aggressor:	
Risk: <input type="checkbox"/> Student	<input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Worker <input type="checkbox"/> General Public
Steps To Prevent _____	

Alleged Aggressor:	
Risk: <input type="checkbox"/> Student	<input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Worker <input type="checkbox"/> General Public
Steps To Prevent _____	

Alleged Aggressor:	
Risk: <input type="checkbox"/> Student	<input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Worker <input type="checkbox"/> General Public
Steps To Prevent _____	

Alleged Aggressor:	
Risk: <input type="checkbox"/> Student	<input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Worker <input type="checkbox"/> General Public
Steps To Prevent _____	

For further information, see Workplace Violence Assessment (Appendix D).

Supervisor Name (<i>print</i>):	Supervisor Signature:
Site Name:	Date:

WORKPLACE VIOLENCE ASSESSMENT FORM APPENDIX D

This Workplace Violence Assessment Form must accompany the site's Workplace Violence Floor Plan Drawing

Site Name:	Date:
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IDENTIFIED AREAS	MEASURES AND PROCEDURES
<p>Where workplace violence has occurred (Person(s) against Worker)</p> <ul style="list-style-type: none"> • • • • • • • • • • • • • • • • • • • • 	<p>Tools For Daily Business:</p> <p>Summoning Immediate Assistance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed Notification Of Risk (Appendix C) <input type="checkbox"/> P.A. Systems <input type="checkbox"/> Walkie Talkies <input type="checkbox"/> Telephones in Classrooms <input type="checkbox"/> P.P.E. (Personal Protective Equipment) <input type="checkbox"/> 911 <p>Tools For Existing Identified (Violent) Person(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safety Plan <input type="checkbox"/> Behaviour Plan <input type="checkbox"/> Threat/Risk Assessment <input type="checkbox"/> BMST Trained Staff <input type="checkbox"/> Spec. Ed. Coordinator <input type="checkbox"/> Social Worker <input type="checkbox"/> Psychological Services <input type="checkbox"/> Principal / Vice Principal <input type="checkbox"/> Site Map with Identified Areas <input type="checkbox"/> Workplace Violence Management Program <input type="checkbox"/> Trespass Order
POTENTIAL LOCATIONS	PREVENTATIVE MEASURES
<p>Potential For Violence Areas (Worker against Worker; Student against Worker; General Public against Worker)</p> <ul style="list-style-type: none"> • • • • • • • • • • • • • • • • • • • • 	<p>Preventative Measures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Controlled Entry <input type="checkbox"/> Sign-In <input type="checkbox"/> Barrier in Office <input type="checkbox"/> Badges in Office for Visitors (Volunteers, Occasional Teachers, etc.) <input type="checkbox"/> P.P.E. (Personal Protective Equipment) <input type="checkbox"/> Workplace Violence Assessment (Appendix D) <p>Summoning Immediate Assistance</p> <ul style="list-style-type: none"> <input type="checkbox"/> P.A. Systems <input type="checkbox"/> Walkie Talkies <input type="checkbox"/> Telephones in classrooms <input type="checkbox"/> 911

This Workplace Violence Assessment Form must accompany the site's Workplace Violence Floor Plan Drawing and be re-evaluated on an annual basis.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **P2 – Honouring Indigenous History, Cultures and Traditions**
DATE: October 7, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating P2 – Honouring Indigenous History, Cultures and Traditions to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve P2 – Honouring Indigenous History, Cultures and Traditions.

Background

P2 – Honouring Indigenous Cultures, History and Traditions was approved by Trustees in January 2017 and is scheduled for review in February 2021.

Additional Information

The Mississaugas of the Credit officially changed their name in the fall of 2018. Grand Erie has amended the name change throughout board documents and agreements. The amendment to P2 is the final change required in acknowledgement of this decision.

Recommendation

Bylaw 9 states that “The draft policy shall be circulated to all stakeholders for a minimum of 30 days for input.” Senior Administration is recommending that the period of circulation be waived in this case based upon the information provided above.

Grand Erie Multi-Year Plan:

This report supports the Equity and Community indicators of Success for Every Student and the following statements: We will promote practices that help students, families and staff feel safe, welcomed and included. We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.

Respectfully submitted,

Denise Martins
Superintendent of Education



Honouring Indigenous, History Cultures and Traditions

Board Received: January 30, 2017

Review Date: February 2021

Policy Statement

The Grand Erie District School Board recognizes it has an important duty to first and foremost act in the best interest of students and reflect the community it serves.

In 2015, the Truth and Reconciliation Commission (TRC) of Canada concluded its work resulting in 94 far reaching Calls to Action, including a number specifically focused on education, covering residential school history, recognition of treaties and the effects of colonialism, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation.

The Six Nations and Mississauga of the ~~New~~-Credit Native reserves are located in our board community and the legacy of the residential schools continues to be felt today by the indigenous population of Six Nations and ~~New~~the Mississaugas of the Credit. As part of reflecting its community, Grand Erie can support the Calls to Action of the TRC through a set of actions which serve to honour Indigenous, history cultures and traditions.

Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Increased understanding of the history, cultures and traditions Indigenous population

Procedures

The Truth and Reconciliation Commission of Canada was formed as a result of recognition of the cultural genocide and assimilation inflicted upon Indigenous people in Canada for generations and in concluding its work, created 94 Calls to Action including a number specifically focused on education.

The Grand Erie District School Board

- Will read an acknowledgement statement ([suggested example below](#)) at the opening of each Committee of the Whole and Regular Board Meeting and ensure that the acknowledgement statement is read at all Grand Erie meetings.
 - The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.
- Will encourage schools to include the acknowledgement of the Indigenous people of the land in their opening exercises and at other school events as deemed appropriate by the Principal
- Will build understanding of the Indigenous knowledge, culture, and history, including the impact of residential schools and perspectives into curriculum delivery.

- Will support the development and implementation of learning resources that work to heighten the understanding of Indigenous history, cultures and traditions.

References

Honouring the Truth, Reconciling the Future, the Final Report of the Truth and Reconciliation Commission of Canada, 2015



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO5 School/Site Security (Emergency Preparedness, Response and Recovery)**
DATE: October 7, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO5 - School/Site Security (Emergency Preparedness, Response and Recovery)</p>

Background

Policy SO5 - School/Site Security (Lockdowns, Tornadoes and Bomb Threats) was circulated to all appropriate stakeholders for comments to be received by September 27, 2019.

Comments Received

1. Comment: 1. Lockdown 2nd bullet – 2nd sentence – Think is could be made clearer since we do not have communications systems for outside the school.

Response: Every school has a process for communicating with staff and students who are outside the school. Whatever that process might be, it will be critical in a Lockdown.
2. Comment: 5th bullet – is debriefed the correct word? Isn't debriefing for after the event, when you figure out how things went and maybe tweak the plan?

Response: Yes, debriefing occurs after an event.
3. Comment: Are the references to Superintendent of Education/Business in case the event occurs at a non-school site? Would it just be easier to say superintendent?

Response: The Superintendent of Business will be contacted for emergency events that occur at non-school Board sites. The revised Policy attempts to simplify these references.
4. Comment: "An event requiring lockdown is a bomb threat" not sure why this sentence is included, since with a bomb threat there is no defined plan until more info is gathered

Response: The revised Policy addresses this issue.
5. Comment: Page 3 - "If a suspicious package is not found" Are the police not in charge in this scenario?

Response: If the police are on site, they are in charge of the investigation. In consultation with the police, the Principal will announce the conclusion of any emergency response.
6. Comment: Page 5 - #2 Hold and secure – not every elementary school in the Board has the front doors locked

Response: The Safe Welcome program directs all elementary schools to have their front doors locked.

7. Comment: Page 6 – ii – severe weather watch – Is the Board’s website kept up to date during severe weather?

Response: The revised Policy acknowledges that the Board website might not be able to be as useful to a Principal as several other sources of weather updates – radio/television stations, internet sites or weather apps.

8. Comment: Appendix C – Procedures to be reviewed - #4 Open windows if possible, there seems to be no research that says that opening windows makes any difference

Response: Opening windows equalizes air pressure; if, with the windows are closed, the outside air pressure drops significantly, and the inside air pressure is much higher, the windows blow out.

9. Comment: #7 Should there be a reminder that there need to be a plan on how to let persons outside to return to the main building

Response: Yes. The revised Policy addresses this.

10. Comment: Should all appendix be together at the end of the policy?

Response: The appendices address specific examples of emergency responses; having them at the end of the policy allows for a smoother narrative flow.

Additional Information

A working group significantly revised SO5 after the Policy was circulated for comment. A draft revised Policy is attached. The above comments were considered in the revised draft.

Next Steps

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



SCHOOL/SITE SECURITY (Emergency Preparedness, Response and Recovery)

Board Received: _____ May 25, 2015 _____ Review Date: _____ June 2019 _____

Policy Statement

The Grand Erie District School Board is committed to providing a safe and secure environment for all students, staff and visitors. School and site security procedures are an essential part of a commitment to safety. All Grand Erie District School Board schools and sites will have and practise procedures related to emergency preparedness and response that result in Lockdown, Hold and Secure, Shelter in Place, and/or evacuation.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – All staff/students are familiarized with site security plans.
– Security plans are practised.
– Security plans are implemented with maximum effectiveness.

1.0 School/Site Security Plans

Each school/site will have security plans in place for events that could result in Lockdown, Hold and Secure, Shelter in Place, or evacuation. These plans would be unique to the school or site. The procedures are set out below and, for the purposes of this policy, “Principal” represents any site manager.

All plans must consider the possibility of evacuation and any necessary accommodations for students or staff. It is the responsibility of administrators to inform parents/staff of the need for information on these accommodations. It is the responsibility of parents to advise school administration of any necessary accommodations for their children; it is the responsibility of employees to advise administration of accommodations they might require.

2.0 Definitions:

- 2.1 **Emergency** is a serious, unexpected and often dangerous situation requiring immediate action.
- 2.2 **Emergency preparedness** is the process of developing a school/site security plan, deciding which actions will be taken in an emergency, and by whom, before the emergency actually occurs.
- 2.3 **Emergency response** is the process of implementing appropriate actions while the emergency situation is unfolding.
- 2.4 **Emergency response team** will include the administration, secretary and custodian, as well as site-specific personnel (to be listed in the school/site security plan).
- 2.5 **Recovery** is restoration of the learning environment and infrastructure of the school as quickly as possible. This includes emotional recovery, which is the process of assisting people with physical, psychological and/or emotional trauma associated

- with experiencing traumatic events. The plan for recovery needs to be developed during the preparedness phase, not after the crisis. Grand Erie's Traumatic Events Response Team will assist with this process.
- 2.6 **Lockdown** is an emergency response where students and staff are directed to a secure room, doors locked, windows and curtains closed, and all sight lines into rooms blocked, which is only initiated when there is a major incident or threat of violence within the school/site, or in relation to the school/site (e.g., intruder, threats of violence).
 - 2.7 **Hold and Secure** is an emergency response where exterior doors are locked, entry to the building and exit from the building are prohibited, and the school continues to function normally. This response is initiated to secure the school/site due to an ongoing situation in the vicinity, unrelated to the school or site (e.g., heightened police presence, suspicious activity in the vicinity).
 - 2.8 **Shelter in Place** is an emergency response to an environmental or weather-related situation where it is necessary to keep all occupants within the school to protect them from an environmental threat (e.g., extreme weather conditions, chemical spill). Depending on the specifics of the emergency, the school/site could, in some situations, continue to function normally.
 - 2.9 **Evacuation** involves removing all persons from the building, then either remaining on the property (e.g., accidental/false fire alarm) or moving to the pre-arranged evacuation site for the school (e.g., actual fire).
- 3.0 **Emergency Preparedness:**
In preparation for emergencies, each Principal will:
- 3.1 create a site-specific security plan (Appendix A) that includes, but is not limited to:
 - 3.1.1 a directory of emergency contact persons and telephone numbers
 - 3.1.2 a list of students and staff who need accommodations in the event of an emergency
 - 3.1.3 an emergency response team, consisting of the administrator(s), custodian, secretary, first aider
 - 3.1.4 consistent evacuation plans, regardless of the reason for the evacuation
 - 3.1.5 on-site daycare centres or support centres in emergency preparedness plans and training
 - 3.1.6 familiarizing supply staff and central staff with emergency responses
 - 3.1.7 consideration of situations involving facilities failures, e.g., extended power outage, loss of water, major heating problem, structural failure
 - 3.1.8 an evacuation kit (Appendix A, student and staff emergency contact lists, school floor plans)
 - 3.1.9 a pre-arranged off-premises evacuation site
 - 3.2 provide training for staff
 - 3.2.1 ensure an adequate number of qualified first aiders on staff
 - 3.2.2 familiarize new staff with emergency preparedness
 - 3.2.3 review emergency plans at least once per semester
 - 3.2.4 update emergency plans at least annually
 - 3.2.5 review tornado procedures in September and April
 - 3.3 provide opportunities for staff to practise emergency responses
 - 3.3.1 mandatory fire drills per year (3 in the fall; 3 in the spring)
 - 3.3.2 mandatory lockdown drills per year (1 in the fall; 1 in the spring)

- 3.4 communicate plans with stakeholder groups
 - 3.4.1 staff handbook
 - 3.4.2 occasional teacher handbook
 - 3.4.3 occasional EA handbook
 - 3.4.4 school council
 - 3.4.5 on-site daycare centres, support centres and tenants
 - 3.4.6 off-site school locations
- 4.0 **Emergency Responses:**
 - 4.1 **Lockdown**
 - 4.1.1 The Lockdown plan must be practised – and logged online – in the fall and spring of each school year. These plans must be reviewed with staff, at the beginning of the year and prior to practice runs.
 - 4.1.2 Lockdown drills must be conducted in a manner that will not unduly upset younger or vulnerable students. Early in the school year, parents/guardians will be informed that lockdown drills will be conducted throughout the year. Immediately after a lockdown drill, feedback will be provided to students, staff and parents/guardians.
 - 4.1.3 Each lockdown plan must consider students and staff inside, as well as those outside, the school. The plans must include a process for dealing with situations where classes are in progress and at break. Plans must take into account communication systems within the school and for those who may be outside the building. Specific arrangements must be in place for students and staff in portables.
 - 4.1.4 The Principal will ensure that all occasional staff members are made aware of lockdown plans.
 - 4.1.5 The Principal will call 911, then announce a lockdown (unless the police are already involved) and stay on the line to provide necessary information. The Principal will contact their Superintendent of Education and the Manager of Communications and Community Relations as soon as possible.
 - 4.1.6 Once police deem the situation safe, the principal will cancel the lockdown by making an “all clear” announcement.
 - 4.1.7 The Principal will de-brief with staff and students as soon as possible after a lockdown has been initiated. The principal will contact the Safe and Inclusive Schools Lead for consideration of involving the Traumatic Events Response Team.
 - 4.1.8 The Principal, in consultation with the Manager of Communications and Community Relations, and at the direction of the police, may release a communication to parents about the event.
 - 4.1.9 After a school security protocol has been employed, a report of the event will be prepared by the Principal and submitted to their Superintendent of Education. Unless otherwise indicated, an email report will suffice.

4.2 Hold and Secure

- 4.2.1 Each Hold and Secure plan must consider students and staff inside, as well as those outside, the school. The plans must include a process for dealing with situations where classes are in progress and at break. Plans must take into account communication systems within the school and for those who may be outside the building. Specific arrangements must be in place for students and staff in portables.
- 4.2.2 The Principal will ensure that all occasional staff members are made aware of Hold and Secure plans.
- 4.2.3 The Principal will call 911, then announce a Hold and Secure (unless the police, fire department and/or emergency medical services are already involved) and stay on the line to provide information requested. The Principal will contact their Superintendent of Education and the Manager of Communications and Community Relations as soon as possible.
- 4.2.4 The Principal will de-brief with staff and students as soon as possible after a Hold and Secure has been initiated. The Principal will contact the Safe and Inclusive Schools Lead for consideration of involving the Traumatic Events Response Team.
- 4.2.5 The Principal, in consultation with the Manager of Communications and Community Relations, and at the direction of the police, fire department and/or emergency medical services, may create a communication to parents about the event.
- 4.2.6 After a Hold and Secure has been employed, a summary of the event will be prepared by the Principal and submitted to the Family of Schools Superintendent of Education. Unless otherwise indicated, an email report will suffice.

4.3 Shelter in Place

- 4.3.1 Each Shelter in Place plan must consider students and staff inside, as well as those outside, the school. The plans must include a process for dealing with situations where classes are in progress and at break. Plans must take into account communication systems within the school and for those who may be outside the building. Specific arrangements must be in place for students and staff in portables.
- 4.3.2 The Principal will ensure that all occasional staff members are made aware of Shelter in Place plans.
- 4.3.3 The Principal will call 911, then announce a Shelter in Place (unless the police, fire department and/or emergency medical services are already involved) and stay on the line to provide information requested. The Principal will contact the Family of Schools Superintendent of Education and the Manager of Communications and Community Relations as soon as possible.
- 4.3.4 The Principal will de-brief with staff and students as soon as possible after a Shelter in Place has been initiated. The Principal will contact the Safe and Inclusive Schools Lead for consideration of involving the Traumatic Events Response Team.
- 4.3.5 The Principal, in consultation with the Manager of Communications and Community Relations, and at the direction of the police, fire department and/or emergency medical services, may create a communication to parents about the event.
- 4.3.6 After a Shelter in Place has been employed, a report of the event will be prepared by the Principal and submitted to the Family of Schools

Superintendent of Education. Unless otherwise indicated, an email report will suffice.

4.4 **Evacuation**

- 4.4.1 Each school must establish two evacuation sites, one on school premises and one off-premises. Use of either site would depend on the emergency at hand. The off-premises evacuation site must be within reasonably easy walking distance of the school by all students.
- 4.4.2 The principal must confirm annually the off-premises evacuation site. This location must be included on the school's emergency contact list.
- 4.4.3 Attendance must be taken before and after any evacuation.
- 4.4.4 Decisions to begin or end an evacuation must be made in consultation with police.
- 4.4.5 Each evacuation plan must consider students and staff inside, as well as those outside, the school. The plan must include a process for dealing with situations where classes are in progress and at break. The plan must take into account communication systems within the school and for those who may be outside the building. Specific arrangements must be in place for students and staff in portables.
- 4.4.6 The Principal will ensure that all occasional staff members are made aware of evacuation plans.
- 4.4.7 The Principal will call 911 (unless the police, fire department and/or emergency medical services are already involved), then announce an evacuation. The Principal will contact their Superintendent of Education and the Manager of Communications and Community Relations as soon as possible.
- 4.4.8 If returning to the school is not possible by the end of the school day, the Principal will contact the Manager of Transportation to arrange bussing from the evacuation site. Parents will be advised of the dismissal arrangements.
- 4.4.9 The Principal will de-brief with staff and students at both the school and evacuation site as soon as possible after an evacuation has been initiated. The principal will contact the Safe and Inclusive Schools Lead for consideration of involving the Traumatic Events Response Team.
- 4.4.10 The Principal, in consultation with the Manager of Communications and Community Relations, and at the direction of the police, fire department and emergency medical services, may create a communication to parents about the event.
- 4.4.11 After an evacuation has been employed, a summary of the event will be prepared by the Principal and submitted to the Family of Schools Superintendent of Education. Unless otherwise indicated, an email report will suffice.

5.0 **Recovery**

- 5.1 Every emergency response has the potential to impact a school community in significant ways. Each response will be considered through the lens of the Traumatic Events System Model, supports being provided as necessary. (see Traumatic Events Response Resource Guide on Grand Erie website)

Appendix A

SITE PREPAREDNESS PLAN

1. School Response Team: List the names of the members and provide their cellphone numbers.
2. Emergency contacts: List all Board personnel and community members who would be involved in the event of an emergency at your site. Provide the name of their organization and a contact phone number.
3. Staff and students requiring supports during emergencies: List all students and staff who must receive accommodations during an emergency. Provide a brief outline of the support plan for each person.
4. Evacuation procedures: The Principal will ensure that all learning spaces in the school have evacuation directions posted, and that evacuation procedures have been shared with students and staff and practised.
5. Occasional staff and Board support personnel: The Principal will outline how occasional staff and Board support personnel are made aware of the school's emergency responses.
6. Evacuation Kit: The Principal will outline the plan for storing and retrieving the evacuation kit.
7. Evacuation Site: The Principal will indicate the location of the off-premises evacuation site, along with the contact person at that site and their phone number.
8. Superintendent of Education and Manager of Communications and Community Relations: The Principal will provide the name and cellphone number of the Family of Schools Superintendent of Education and the Manager of Communications and Community Relations, as well as a list of the other Superintendents of Education, in the event that their Superintendent is unavailable.
9. The site preparedness plan should consider the unique characteristics of the site. Examples include, but are not limited to, physical location, topography, sightlines, glassed-in areas.

Appendix A-1

SCHOOL: Click or tap here to enter text.

School Response Team:

Name	Cell

Emergency Contacts:

Police Services Non-Emergency	
Child Welfare Agency	
Crisis Support Services	
Victims Services	
School Social Worker	
Safe and Inclusive Schools Lead	
Mental Health and Well-Being Lead	
Manager of Communications &Community Relations	
Family of Schools Superintendent	

Staff and students requiring supports during emergencies:

Click or tap here to enter text.

Evacuation procedures:

Click or tap here to enter text.

Occasional staff and Board support personnel:

Click or tap here to enter text.

Evacuation Kit:

Click or tap here to enter text.

Evacuation Site:

1. Location: Click or tap here to enter text.
2. Contact Person and Phone Number: Click or tap here to enter text.

The Site preparedness plan should consider the unique characteristics of the site.

Other Factors to Consider: Click or tap here to enter text.

Appendix B

BOMB THREATS**Bomb Threat Procedures:**

1. Bomb threats are always to be taken seriously; treat as genuine until established otherwise.
2. Remain calm.
3. Bomb threats to schools could be received in different ways, most commonly telephone or online.
4. It is important to collect all available information in order to help determine the motivation of the threat maker and the subsequent action. If threat is made by telephone, use Bomb Threat Telephone Card, which is kept beside each telephone in the office.
5. Notify the Principal immediately.
6. General evacuation is not initially recommended. The decision to evacuate lies with the Principal after collection of available information.
7. Consultation with the police is required.

Roles**Principal**

1. Call police.
2. Ensure that all outside doors are locked.
3. Call for an immediate visual search to be conducted by employees in the building.
4. As soon as possible, contact their Superintendent of Education (or if unavailable, another Superintendent of Education) and the Manager of Communications and Community Relations.

Superintendent of Education

1. Support principal as needed.
2. Acknowledge and review summary report of incident.

Staff

1. Conduct a visual search of immediate, familiar work areas. Each school plan will include the search of unoccupied areas.
2. Report back to Principal as soon as possible.

Visual Searches

LOOK FOR	FIND A SUSPICIOUS OBJECT
<ul style="list-style-type: none"> • something that should not be there • signs of forced entry • object similar to description in bomb threat • object suspicious in size, shape, labeling, or location • presence of tape, wire or explosive wrappings • signs of tampering with electrical installations 	<ul style="list-style-type: none"> • DO NOT approach a suspicious object or disturb it in any way. • Clear everyone from immediate area (including floors above and below). • Notify Principal. • DO NOT be heroic.

If a Suspicious Object IS NOT found:

The Principal will:

- After police consultation, communicate an all-clear to staff and that no further action is required.
- Inform the Superintendent of Education (or, if unavailable, another Superintendent of Education) and the Manager of Communications and Community Relations.

If a Suspicious Object IS found

The Principal will:

- Consult with Police and then use fire alarm to signal evacuation.
- Follow evacuation procedures, rerouting where necessary to avoid area(s) where suspicious object(s) have been located.
- Advise staff to not use cell phones, pagers or walkie-talkies.
- Students and school personnel will return to the school building on the direction of
 - the Principal, after consultation with the police. During rental use, the custodian on duty, in consultation with the Facilities Services Manager, will provide direction to rental users regarding return to the building.
- After an evacuation has been concluded, a summary of the event will be prepared by the Principal and submitted to the Family of Schools Superintendent of Education. Unless otherwise indicated, an email report will suffice.

Appendix B-1

BOMB THREAT TELEPHONE PROCEDURES

It is useful to gather as much information as possible from a telephone caller uttering a bomb threat.

- Listen carefully, be calm and courteous and do not interrupt the caller.
- Notify the Principal as soon as possible.

Considerations for the telephone operator:

- Did the caller sound familiar?
- Was there anything distinct about the caller's voice?
- Were there any identifiable background noises?
- What was the exact wording of the threat?

The following questions should be asked of the caller:

- Who are you?
- Did you place the bomb?
- When is the bomb going to explode?
- Where is the bomb right now?
- What does the bomb look like?
- What kind of bomb is it?
- What will cause the bomb to explode?

Appendix B-2

BOMB THREAT

(To be printed on card stock and kept at each telephone in the office)

VISUAL SEARCH

LOOK FOR	IF YOU FIND A SUSPICIOUS OBJECT
<ul style="list-style-type: none"> <input type="checkbox"/> something that should not be there <input type="checkbox"/> signs of forced entry <input type="checkbox"/> object(s) similar to description in threat <input type="checkbox"/> object(s) suspicious in size, shape, labeling, location, volume <input type="checkbox"/> presence of tape, wire, or explosive wrappings <input type="checkbox"/> signs of tampering with electrical installations 	<ul style="list-style-type: none"> <input type="checkbox"/> DO NOT touch a suspicious object. <input type="checkbox"/> DO NOT place anything over a suspicious object. <input type="checkbox"/> DO NOT approach a suspicious object or disturb it in any or approach. <input type="checkbox"/> Clear everyone from the immediate area (including floors above and below). <input type="checkbox"/> Notify the Principal. <input type="checkbox"/> DO NOT be heroic.

Appendix C

TORNADOES

Tornado Procedures

Rationale: Given the unpredictable nature of tornadoes, staff and students need to be made aware in advance of what action should be taken if a tornado occurs in the vicinity of the school.

Each Principal has the responsibility of developing a tornado awareness plan for the site, and for reviewing tornado procedures with staff and students twice each school year, in the months of September – to ensure students new to the school are familiar with procedures – and April – to review procedures prior to the start of the season in which most tornadoes occur in southern Ontario.

Tornado Awareness Plans

A Tornado Awareness Plan must include:

- an emergency kit with flashlights and communication devices required for the site (bullhorns, walkie talkies, cellphones);
- a binder in the main office with a complete set of class lists;
- an awareness of the weather, and an understanding of the difference between a WEATHER WATCH (possible storms in the next six hours) and a WEATHER WARNING (expected event within the next two hours);
- knowing how to get up-to-date weather information
- knowing the name of your forecast region and your county;
- provisions for the quick movement of students requiring supports;
- established routes to safer locations in the school
- provisions for communicating with staff, students, and others on the school property for the purpose of getting them into the building;
- preparing or reviewing your plan of action in the event of severe weather.

Definitions

- i) A **severe weather watch** means the conditions exist for the development of severe weather in the vicinity. The following actions shall be taken:
 - Monitor local radio stations, online weather sites and appropriate weather apps. Be prepared for further action in case a **warning** is issued.
 - Inform staff of the weather status.
- ii) A **tornado warning** means a tornado has been reported in the vicinity or is imminent. An alert will be issued by Environment Canada through Alert Ready. The following action shall be taken:
 - The principal will initiate tornado emergency procedures.
 - Do not use a fire alarm to signal a tornado emergency. A fire alarm is a signal for people to exit the building, and in a tornado emergency it is necessary for everyone to stay inside.

Appendix C-1

PROCEDURES TO BE REVIEWED WITH STAFF AND STUDENTS**When a tornado threatens:**

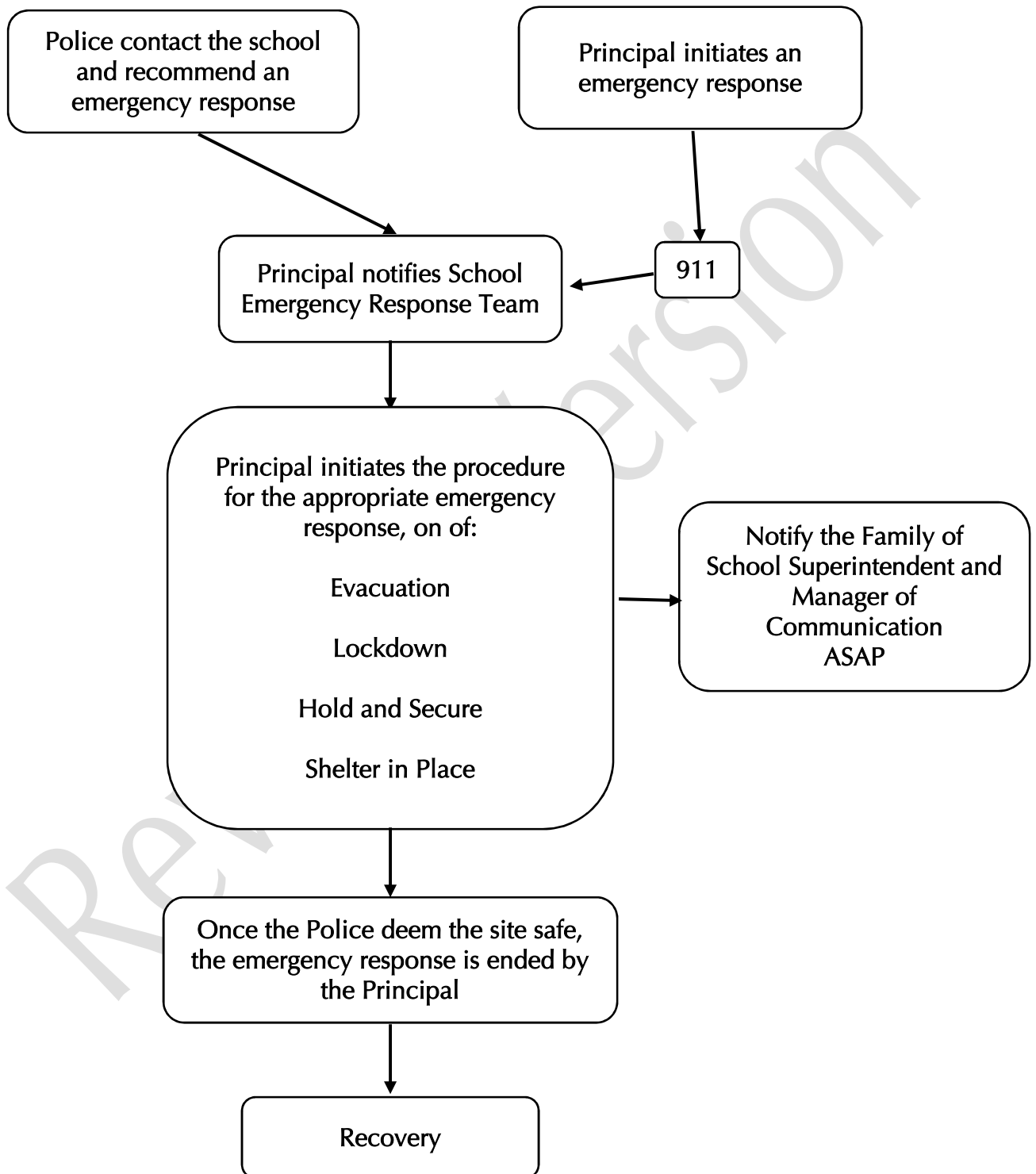
- Stay away from windows, doors and outside walls.
- For maximum safety, try to reach the centre of the building or the side away from the storm. Teachers must get students into hallways, away from ends of hallways with doors or windows, and have them crouch on their knees with their heads down and their arms over their heads.
- Teachers are to carry a copy of the class list with them and keep their classes together.
- Close all doors behind you as you move toward the centre of the building. If possible, open windows in classrooms.
- Avoid buildings with large areas of unsupported roof, such as arenas, gymnasiums, barns or areas with skylights. If caught in such a building, head for the lowest floor, an inside hallway or small interior windowless room, or get under something sturdy.
- If caught in the open, try to determine the tornado's direction of travel and move at right angles to it. If you cannot avoid the storm, find a ditch, ravine or other depression and lie flat.
- Outside classes and any other persons outside need to come into the school building.
- Do not remain in your car or school bus or try to outrace the tornado.
- Don't board busses.
- If no shelter can be found, hang on to the base of a small tree or shrub.

After the tornado:

Extraordinary dangers may exist after a severe storm is over.

- Loose or dangling electrical wires must be avoided. If on city or county property, report them to local authorities. If on Grand Erie District School Board property, call Facility Services. Also, report broken sewer and water mains.
- Beware of dangling tree limbs, and of buildings which have been weakened by the storm and could collapse. Bridges may also be weakened.
- Unless you are requested or qualified to give help, stay out of damaged areas.
- Drive only if necessary and stay out of the way of emergency vehicles and rescue workers.
- Leave the school land-line telephones open for official/emergency use.
- Continue to monitor weather.
- De-brief with staff and students.
- The Principal will prepare a report for submission to the Superintendent of Education outlining damage to the school and the effectiveness of the school's tornado plan.

EMERGENCY RESPONSE





SCHOOL/SITE SECURITY

(Lockdown, Hold and Secure, Shelter in Place, Tornado and Bomb Threat)

Board Received: _____ May 25, 2015 _____ Review Date: _____ June 2019 _____

Policy Statement

The Grand Erie District School Board is committed to providing a safe and secure learning environment for all its students and staff. School and site security protocols are an essential part of this commitment to safety. All Grand Erie District School Board schools and sites will have and practise protocols related to lockdown, hold and secure and shelter in place.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – All staff/students trained in procedure
– safety protocols are practiced
– safety protocols are implemented with maximum effectiveness

School/Site Security Protocols

Each school/site will have security protocols for events requiring “Lockdown”, “Hold and Secure” and “Shelter in Place”. The protocols are set out below:

(For the purposes of these protocols, “Principal/Manager” includes “or Designate”).

All plans must consider the possibility of evacuation and any necessary accommodations for students or staff. It is the responsibility of parents to advise school administration of any necessary accommodations for their children; it is the responsibility of employees to advise administration of accommodations they might require. It is the responsibility of administrators to inform parents/staff of the need for this information.

1. Lockdown

“Lockdown” should only be used when there is a major incident or threat of violence within the school/site, or in relation to the school/site (e.g., armed intruder, attempted abduction). During a lockdown students and staff are directed to a secure room, doors locked, windows and curtains closed, and all sight lines into rooms blocked.

- The lockdown plan must be practised and logged in the fall and spring during the school year. These procedures and plans must be reviewed with staff at the beginning of each school year. Lockdown drills shall be conducted in a manner that will not unduly upset younger students. Early in the school year, parents/guardians shall be informed that lockdown drills will be conducted.
- This plan shall consider students and staff inside, as well as those outside the school. The plans should include a process for dealing with situations where classes are in progress and at break. Plans must take into account communication systems within the school and for those who may be outside the building. Specific arrangements must be in place for students and staff in portables.
- The Principal/Manager will ensure that all occasional staff members are made aware of school/site security and lockdown plans.

- The Principal/Manager will announce a lockdown then immediately call 911 (unless the police are already involved) and stay on the line to provide information requested. The Principal/Manager will contact the Superintendent of Education/Business and the Manager of Communications and Community Relations as soon as possible.
- The Principal/Manager will de-brief with staff, students, and parents as soon as possible after a lockdown has been implemented. Communication is important to avoid rumours and misinformation.
- After a school security protocol has been employed, a written report will be prepared by the Principal/Manager and submitted to the Superintendent of Education/Business.

An event requiring lockdown is a bomb threat.

1a) Bomb Threat Procedures:

Most bomb threat warnings to schools are phoned in. **Bomb threats are always to be taken seriously.**

It is important to collect all available data in order to help determine the motivation of the caller and the subsequent action.

<p>General evacuation is not <u>initially</u> recommended. Consultation with the police is required. The decision to evacuate lies with the Principal/Manager after the collection of available data.</p>
--

The following procedures should be followed at schools/sites when a bomb threat is received.

i) Telephone Operator

- remain calm
- do not ignore a bomb threat: treat as genuine until established otherwise
- keep the caller on the line as long as possible in order to obtain as much information as possible
- record vital information on the Bomb Threat Procedures Telephone Card which is kept beside each telephone in the office. (See Appendix A)
- notify the Principal/Manager during the course of the conversation, but, if not possible, immediately afterwards. The back of the Telephone Card is printed with the words A Bomb Threat@ and should be used to notify those around the operator. (See Appendix B)

ii) Principal/Manager

- call police
- ensure that all outside doors are locked
- call for an immediate visual search to be conducted by employees in the building
- contact: 1. The Superintendent of Education/Business, or if unavailable
2. Another Superintendent of Education or the Director of Education

iii) Superintendent of Education/Business

- Contact Manager of Communications and Community Relations

iv) Staff

- conduct a **visual** search of immediate, familiar work areas. Each school/site will have a plan to include unoccupied areas for this search.
- report back to Principal/Manager as soon as possible

LOOK FOR	FOUND A SUSPICIOUS OBJECT
<ul style="list-style-type: none"> • Something that should not be there • Signs of forced entry • Object(s) similar to description in bomb threat • object(s) or package(s) suspicious in size, shape, labeling, location, volume • presence of tape, wire or explosive wrappings • signs of tampering with electrical installations 	<ul style="list-style-type: none"> • DO NOT TOUCH suspicious object or package • DO NOT place blanket or anything else over object or device • DO NOT disturb object in any way or approach it • clear everyone from immediate area (including floors above and below) • Notify Principal/Manager • DO NOT be heroic

If a Suspicious Object/Package is NOT found

The Principal/Manager will:

- Communicate an all-clear to staff and that no further action is required.
- Inform the Superintendent of Education/Business, or, if unavailable, another Superintendent of Education or the Director of Education

If a Suspicious Object/Package IS found

The Principal/Manager will:

- Consult with Police and then use fire alarm to signal EVACUATION
- follow fire drill evacuation procedures rerouting where necessary to avoid area(s) where suspicious object(s) have been located
- advise staff to not use cell phones, pagers or walkie-talkies

After consultation with police, the Principal/Manager will determine when students and staff may return to the building.

v) Return to School

- Students and school/site personnel will return to the school/site building on the direction of the principal/manager after consultation with the police. During rental use, the custodian on duty, in consultation with Facilities Services Manager, will provide direction to rental users regarding return to the building.
- A communication plan will be developed by the principal/manager, in consultation with the Superintendent of Education/Business and the Manager of Communications and Community Relations.

Bomb Threat Telephone Procedures

- Listen carefully, be calm and courteous and do not interrupt the caller
- Notify the Principal/Manager as soon as possible

Call Taken by: _____ Time: _____ Sex of Caller: _____ Age: _____

Questions to Ask:

Who are you?
 When is the bomb going to explode?
 Where is it right now?
 What does it look like?
 What kind of bomb is it?
 What will cause it to explode?

Did you place the bomb?
 Why?
 What is your address?
 What is your name?
 Exact working of threat

Caller's Voice				
<input type="checkbox"/> Calm	<input type="checkbox"/> Soft	<input type="checkbox"/> Distinct	<input type="checkbox"/> Lisp	<input type="checkbox"/> Deep breathing
<input type="checkbox"/> Angry	<input type="checkbox"/> Loud	<input type="checkbox"/> Slurred	<input type="checkbox"/> Raspy	<input type="checkbox"/> Cracking voice
<input type="checkbox"/> Excited	<input type="checkbox"/> Laughter	<input type="checkbox"/> Whispered	<input type="checkbox"/> Deep	<input type="checkbox"/> Disguised
<input type="checkbox"/> Slow	<input type="checkbox"/> Crying	<input type="checkbox"/> Nasal	<input type="checkbox"/> Ragged	<input type="checkbox"/> Accent
<input type="checkbox"/> Rapid	<input type="checkbox"/> Normal	<input type="checkbox"/> Stutter	<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Familiar
If familiar, who did it sound like?				

Background Sounds				
<input type="checkbox"/> Street noise	<input type="checkbox"/> PA system	<input type="checkbox"/> Motor	<input type="checkbox"/> Animals	<input type="checkbox"/> Local
<input type="checkbox"/> Crockery	<input type="checkbox"/> Music	<input type="checkbox"/> Office machine	<input type="checkbox"/> Clear	<input type="checkbox"/> Long distance
<input type="checkbox"/> Voices	<input type="checkbox"/> House noises	<input type="checkbox"/> Factory	<input type="checkbox"/> Static	<input type="checkbox"/> Booth
Other?				

Threat Language				
<input type="checkbox"/> Well spoken	<input type="checkbox"/> Foul	<input type="checkbox"/> Incoherent	<input type="checkbox"/> Irrational	<input type="checkbox"/> Taped
<input type="checkbox"/> Message read by caller				

BOMB THREAT

(To be printed on card stock and kept at each telephone in the office)

VISUAL SEARCH

LOOK FOR	IF YOU FIND A SUSPICIOUS OBJECT
<ul style="list-style-type: none"> <input type="checkbox"/> something that should not be there <input type="checkbox"/> signs of forced entry <input type="checkbox"/> object(s) similar to description in threat <input type="checkbox"/> object(s) or package(s) suspicious in size, shape, labeling, location, volume <input type="checkbox"/> presence of tape, wire, or explosive wrappings <input type="checkbox"/> signs of tampering with electrical installations 	<ul style="list-style-type: none"> <input type="checkbox"/> DO NOT TOUCH suspicious object or package <input type="checkbox"/> DO NOT place blanket or anything else over object or device <input type="checkbox"/> DO NOT disturb object in any way or approach <input type="checkbox"/> clear everyone from immediate area (including floors above and below) <input type="checkbox"/> notify Principal/Manager <input type="checkbox"/> DO NOT be heroic

2. *Hold and Secure*

“*Hold and Secure*” should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery near a school). In this situation a secondary school would continue to function normally, with the exterior doors being locked until such time as the situation near the school is resolved. The exterior doors in elementary schools are locked at all times, in compliance with the Safe Welcome Program.

A communication plan will be developed by the principal/manager, in consultation with the Superintendent of Education/Business and the Manager of Communications and Community Relations.

3. “*Shelter in Place*”

“*Shelter in Place*” should be used for an environmental or weather related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation (e.g., chemical spills, blackouts, explosions or extreme weather conditions).

A communication plan will be developed by the principal/manager, in consultation with the Superintendent of Education/Business and the Manager of Communications and Community Relations.

An event requiring Shelter in Place is a tornado.

3a) Tornado Procedures

While the possibility of a tornado can be noted in a severe weather warning, because of the speed with which they build up and move, it is almost impossible to provide advance warning about when and where a tornado will actually occur. Staff and students need to be made aware in advance of what action should be taken if a tornado occurs in the area of the school.

1. Each Principal/Manager has the responsibility of developing a tornado awareness program (see Appendix C) for the site, and for reviewing tornado procedures with staff and students twice each school year, in the months of:
 - September to ensure students new to the school are familiar with procedures; and
 - April to review procedures prior to the start of the season in which most tornadoes occur in southern Ontario.
2. A **severe weather watch** means the conditions exist for the development of severe weather in the area. The following actions shall be taken:
 - Monitor weather radio, the local radio station and the internet (www.weatheroffice.gc.ca or www.theweathernetwork.ca) closely for possible warnings and make observations of developments in the weather. Be prepared for further action in case a warning is issued.
 - Communicate with the Superintendent of Education/Business and take immediate action to ensure student safety.
3. A **tornado warning** means a tornado has been reported in the area. Keep the students in school. Move them away from windows and doors and out of large, open areas such as a gymnasium or auditorium until the worst of the storm is over. The safest location will be a central hallway on the ground floor so move students from upper floors when possible. Students should protect their heads and crouch or kneel against the wall. As the situation permits, review with staff and students the procedures they should be following. Remind teachers to carry their class list with them, and, if the situation permits, to take attendance and notify the Principal/Designate of any absent students.
 - * *Do not use a fire alarm to signal a tornado emergency. A fire alarm is a signal for people to exit the building, and in a tornado emergency it is necessary for everyone to stay inside.*
 - Ensure that all persons on the school property come into the main building.
 - Do not permit the departure of school buses if a tornado warning is in effect.
 - Wait until word has been received from the appropriate officials before sounding the all clear signal.
 - Communicate with staff and students what they should/shouldn't do after a tornado.
 - Inform the appropriate Superintendent of Education of the situation.

APPENDIX C

YOUR TORNADO AWARENESS PROGRAM SHOULD INCLUDE:

1. an emergency kit which includes: a battery-operated radio; flashlights; batteries that are charged; and devices required by the site for communication (bullhorns, walkie talkies, etc.);
2. a binder in the main office with a complete set of class lists;
3. an awareness of the weather, and an understanding of the difference between a WEATHER WATCH (possible storms in the next six hours) and a WEATHER WARNING (expected event within the next two hours);
4. knowing which radio or television stations in your area carry up-to-date weather information
5. knowing the name of your forecast region and your county;
6. provisions for the quick movement of mobility-impaired students;
7. provisions for communicating with staff, students, and others on the school property for the purpose of getting them into the building;
8. preparing or reviewing your plan and action in the event of severe weather.

PROCEDURES TO BE REVIEWED WITH STAFF and STUDENTS:

When a tornado threatens, staff and students should:

1. Stay away from windows, doors and outside walls. Protect your head.
2. For maximum safety, try to reach the centre of the building or the side away from the storm. Teachers should get students into hallways, away from ends of hallways with doors or windows, and have them crouch on their knees with their heads down and their arms over their heads.
3. Teachers are to carry a copy of the class list with them and keep their class together.
4. Close all doors behind you as you move toward the centre of the building. If possible, open windows in classrooms.
5. Avoid buildings with large areas of unsupported roof, such as arenas, gymnasiums, barns or areas with skylights. If caught in such a building, head for the lowest floor, an inside hallway or small interior windowless room, or get under something sturdy.
6. In the event of a severe weather warning, students and staff must be moved from portables/port-a-pacs to the main school building.
7. If caught in the open, try to determine the tornado's direction of travel and move at right angles to it. If you cannot avoid the storm, find a ditch, ravine or other depression and lie flat.
8. Outside classes and any other persons outside need to come into the school building.
9. Do not remain in your car or school bus or try to out-race the tornado.
10. If no shelter can be found, hang on to the base of a small tree or shrub.

AFTER THE STORM OR TORNADO:

Extraordinary dangers may exist after a severe storm is over.

1. Loose or dangling electrical wires must be avoided. If on city or county property, report them to local authorities. If on Grand Erie District School Board property, call Facility Services. Also, report broken sewer and water mains.
2. Beware of dangling tree limbs, and of buildings which have been weakened by the storm and could collapse. Bridges may also be weakened.
3. Unless you are requested or qualified to give help, stay out of damaged areas.
4. Drive only if necessary, and stay out of the way of emergency vehicles and rescue workers.
5. Leave the school land-line telephones open for official/emergency use.
6. Keep tuned to your local radio or television station for information or instructions.
7. Prepare a report for submission to the Superintendent of Education outlining damage to the school and the effectiveness of the school's tornado plan.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO13 – Access to School Premises**
DATE: October 7, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward SO13 – Access to School Premises to all appropriate stakeholders for comments to be received by November 27, 2019.</p>
--

Background

SO13 – Access to School Premises was approved by the Board in 2015 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



Access to School Premises

Board Received: _____

Review Date: _____

Policy Statement

The Grand Erie District School Board supports schools in creating and maintaining a positive school environments that are is safe, caring and welcoming for all students, staff, and the school communities. Access to school premises shall follow the provisions of Ontario Regulation 474/00.

Accountability

1. Frequency of reports - as needed
2. Criteria for Success - Safe climates in all schools of the board

Procedures

1. Entry to schools will comply with the Safe Welcome program. Specifically, elementary schools will be locked at all times during the school day; secondary schools will be locked as necessary.
2. Entry to schools will also comply with SO5 – School/Site Security (Lockdown, Hold and Secure, Shelter in Place, Tornado and Bomb Threat). Specifically, schools will not be accessible during lockdown situations any school emergency response (Shelter in Place, Hold and Secure, Lockdown or evacuation).
3. The following persons are permitted to be on school premises:
 - i. a person enrolled as a pupil in the school;
 - ii. a parent or guardian of such a pupil;
 - iii. a person employed or retained by the Board;
 - iv. a person who is otherwise on the premises for a lawful purpose;
 - Invited to attend an event or meeting
 - Invited for a particular purpose by the administrator or Board personnel
4. Invitation to be on school property does not entitle a person to have access to all areas of the school premises.
5. The Board may lock the school premises when they are not being used for a purpose authorized by the Board.
6. A person is not permitted to remain on school premises if his or her their presence is detrimental to the safety or well-being of a person on the premises, in judgment of the principal, a vice-principal or another person authorized by the Board to make such a determination.
7. Schools shall have signs posted at the main entrance to the school advising visitors to report their presence to the office.
8. It is the responsibility of all staff to notify the principal or vice-principal of the presence of unauthorized persons.

9. Under the authority of the Education Act, S.305(4), the principal "may direct a person to leave the school premises" if ~~he/she~~ they "believes" that the person is prohibited by regulation...from being there".

References:

- SO5 – School/Site Security (~~Emergency Preparedness, Response and Recovery~~~~Lockdown, Hold and Secure, Shelter in Place, Tornado and Bomb Threat~~).
- Grand Erie Safe Welcome Program



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO32 – Exclusion of Students**
DATE: October 7, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward SO32 – Exclusion of Students to all appropriate stakeholders for comments to be received by November 27, 2019</p>

Background

Grand Erie strives to create safe, caring and accepting school environments by supporting the use of positive practices, as well as consequences for inappropriate student behaviour. Suspensions and expulsions constitute the bulk of significant consequences for inappropriate behaviour, however, in some instances, specifically when a student is unable to foresee the consequences of harmful behaviour, or to control their behaviour, suspension and expulsion could be considered inappropriately punitive.

Section 265(1)m of the Education Act empowers the principal of a school to further mitigate the potential risks to the safety of staff and students, stating that, “It is the duty of the principal of a school, in addition to the principal’s duties as a teacher, subject to an appeal to the Board, to refuse to admit, to the school or to a class, someone whose presence in the school or classroom would, in the principal’s judgment, be detrimental to the physical or mental well-being of the pupils.” An exclusion from school is not disciplinary.

Additional Information

Policy SO32 – Exclusion of Students was created to describe the processes related to the refusal to admit students to school. Attached is a draft of the new Policy.

Next Steps

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



Exclusion of Students

Board Received: _____ **Review Date:** _____

Policy Statement

The Grand Erie District School Board believes that, in addition to academic excellence, a school promotes responsibility, respect, and civility in an environment that is safe, inclusive, caring and accepting by supporting the use of positive partnerships. In instances where safety of others is a concern, a student may be excluded from school for a period of time. This action maximizes student potential and encourages a positive school climate for all members of the school community.

Accountability

- 1. Frequency of Reports – Annual
- 2. Criteria for Success
 - Enhanced student and staff safety
 - Increased opportunity for students to focus on their education
 - Improved student performance

Purpose

This document outlines the circumstances under which a student exclusion is appropriate, as well as the procedures and process which must be put in place upon the decision to exclude a student. This document has been created in accordance with the *Education Act*.

Section 265 of the *Education Act* – Duties of the Principal – states: “It is the duty of the principal of a school, in addition to the principal’s duties as a teacher, subject to an appeal to the Board, to refuse to admit, to the school or to a class, someone whose presence in the school or classroom would, in the principal’s judgment, be detrimental to the physical or mental well-being of the pupils.”

Exclusion is used as a temporary measure towards achieving safety and security in school environments. It is not disciplinary in nature. A student’s academic needs will continue to be accommodated by use of alternative means during an exclusion. Conditions for re-entry to school will be clearly established, including input from the school, parents, and community.

1. DUTIES AND OBLIGATIONS

1.1 Consultation

Prior to the consideration of exclusion, the Principal – in consultation with the school team, Special Education staff, Safe Schools Team and/or other program staff – will have considered all information and engaged in problem solving in order to mitigate the identified safety risks. As part of this process, the following must be considered:

- 1.1.1 The Principal must have a genuine belief that a student’s presence in the school would be detrimental to the physical and/or mental well-being of the students and/or staff.
- 1.1.2 All reasonable accommodations must have been attempted before excluding a student. Examples include, but are not limited to, a review of the behavioural/safety plan, consideration of use of protective equipment, consideration of alternative settings within the school, consideration of further assessments and suggested

strategies, and inclusion of community agencies in case conferences and problem solving.

- 1.1.3 The Principal and school team, in consultation with the Family of Schools Superintendent of Education, as well as the Superintendents of Education responsible for Special Education and Safe Schools, will use a tiered approach to decision making and consider the following:

- 1.1.3.1 Would suspension/expulsion meet the safety needs?
1.1.3.2 Has a modified day or week schedule been considered?

A modified day or week is a strategy used to support students who struggle to maintain safe behaviour at school for a full day or week. The intent of a modified day/week is to provide an opportunity for the student to end their day or week on a positive note, rather than a negative one, gradually extending their day or week based on success.

When a modified day/week is being considered, parents/guardians will be invited to participate in a meeting to discuss the reasons for considering a modification, how the modification can support their child's success, and the plan for return to full day or full week. The modified day/week will be documented in the IEP, ensuring that a monitoring plan for a return to full day/week is included.

- 1.1.3.3 Would a different space in the school meet the safety needs?
1.1.3.4 Would a different school in the board meet the safety needs?
1.1.3.5 Would an off-site location in the board meet the safety needs?
1.1.3.6 Would Home Instruction be an appropriate option to meet the safety needs?
1.1.3.7 Would exclusion be an appropriate option to meet the safety needs?

1.2 Duty to Inform

The Principal must make a family aware of the possibility of exclusion as early as that option presents itself; in the interest of cooperation, exclusion can never be a surprise. When the decision to exclude a student has been made, the family must be informed formally with an exclusion letter from the Principal; it would always be preferable to have notified the family beforehand that this decision had been made.

The exclusion letter must contain, but is not limited to:

- the reason(s) for the exclusion
- the conditions for re-entry to a school setting
- the process for appealing the decision to exclude
- the supports that are available to the excluded student
- a suggested timeline for a follow-up meeting to reassess the exclusion

A copy of the exclusion letter is retained in the student's OSR (until it no longer has educational value). Principals are to communicate the exclusion to the student's teachers as soon as possible. Whereby the student continues in an education program through Grand Erie (e.g., Safe Schools), attendance will be recorded by the school from which the student was excluded. Regular progress reports will be communicated to the family.

1.3 Provision of Supports

Supports will be provided to the excluded student for the duration of the exclusion and will reflect individual student needs. Examples of supports that may be provided include: specific schoolwork from the excluded student's classes; academic support by the Safe Schools itinerant teacher; counselling supports by the Safe Schools social worker and/or Child and Youth Workers; referrals to community supports; and case conferences to ensure collaboration of supports.

1.4 Re-entry Meeting

Once the conditions for re-entry to a school setting have been satisfied, and the safety risk has been reasonably mitigated, the Principal of the school will conduct a re-entry meeting with the family and any Grand Erie staff who have been involved in the provision of supports during the exclusion, such as Special Education and Safe Schools. Community agency representatives will be included when appropriate.

1.5 Right to Appeal:

When a student's parent/guardian, an adult student, or a student 16 or 17 years old and withdrawn from parental control, disagrees with the decision of the Principal to exclude, they may appeal the decision. The full Board of Trustees will hear exclusion appeals, as outlined in s.265(1)(m) of the *Education Act*. The appeal process is outlined later in this document.

2. ROLES

2.1 Principal

The Grand Erie District School Board supports the Principal's authority to maintain proper order and discipline in the school. The Principal has the sole authority to exclude a student.

2.2 Family of Schools Superintendent of Education

The Principal must consult with the Family of Schools Superintendent of Education when considering excluding a student. The Superintendent of Education will ensure that the Principal's decision to exclude was made in good faith, that is, only where safety concerns are genuine and that all reasonable interventions and preventative plans were developed and properly implemented, and found to be insufficient to maintain adequate staff and student safety. The Superintendent of Education will attend an exclusion appeal as a resource to the Board.

2.3 Superintendent of Education Responsible for Safe Schools

The Superintendent of Education responsible for Safe Schools will consult with the Principal and the Family of Schools Superintendent of Education to ensure that the decision to exclude complies with all Board policies and procedures related to student behaviour, equity and inclusion, and human rights. The Superintendent of Education responsible for Safe Schools will attend an exclusion appeal as a resource to the Board.

2.4 Safe Schools Team

The Grand Erie Safe Schools Team will provide appropriate academic and counselling supports to excluded students, with consent. The Team will also assist families in accessing community supports.

2.5 Director of Education

The Grand Erie District School Board authorizes the Director of Education to receive all exclusion appeals. The Director also plays a prominent role in the exclusion appeal process. The Director may delegate duties related to an exclusion, as appropriate.

2.6 Board of Trustees

The Board of Trustees, as set out in the Education Act, has the authority to hear exclusion appeals and make decisions by majority vote.

2.7 Classroom Teachers

The classroom teachers of the excluded student will coordinate the provision of instructional materials with the Safe Schools teacher.

2.8 Excluded Students

An excluded student, where possible, will participate positively with Safe Schools staff for the duration of their exclusion. Specifically, the student will work toward compliance with the stated goals of the exclusion

2.9 Parents (of minors)

The parents of excluded students will collaborate with Safe Schools staff in ensuring their children a positive, meaningful learning experience while on exclusion.

3. EXCLUSION APPEALS:

3.1 General Information

- 3.1.1 An adult student or the parents/guardians of a minor student may appeal an exclusion. (Henceforth in this document, the party appealing an exclusion will be referred to as “the Appellant”.)
- 3.1.2 The Appellant must submit written notice of the intention to appeal to the Director of Education (or designate) within 10 days of the commencement of the exclusion.
- 3.1.3 An exclusion appeal does not stay the exclusion.
- 3.1.4 The Appellant may argue that rights pursuant to the *Ontario Human Rights Code* have been infringed.
- 3.1.5 A separate right to apply to the *Human Rights Tribunal of Ontario* exists where an Appellant believes their rights pursuant to the *Ontario Human Rights Code* have been infringed.
- 3.1.6 The Board must hear the appeal within 20 school days of receiving the notice of intention to appeal (unless the parties agree to an extension).

3.2 Mediation

- 3.2.1 Upon receipt of written notice of the intention to appeal an exclusion, the Director of Education (or designate):
 - 3.2.1.1 Will promptly advise the school Principal of the appeal
 - 3.2.1.2 Will promptly confirm with the Appellant receipt of the notice to appeal
 - 3.2.1.3 Will advise the Appellant that a review of the exclusion will take place and invite the Appellant to contact the Director of Education (or designate) to discuss any matter respecting the exclusion
 - 3.2.1.4 Will review the exclusion with respect to, but not limited to, reason, duration, and mitigating circumstances
 - 3.2.1.5 May consult with the Principal, Family of Schools Superintendent of Education, Superintendent of Education responsible for Safe Schools,

Superintendent of Education responsible for Special Education, or any other Board resource person regarding modification or repeal of the exclusion

- 3.2.1.6 Will request a meeting with the Appellant and the Principal to narrow the issues and try to effect a settlement
- 3.2.1.7 Will provide written notice of the review decision to the Appellant
- 3.2.1.8 Will provide written notice of a date for the appeal

3.3 Preparing for the Appeal

3.3.1 Where the exclusion is upheld upon review, and the Appellant chooses to continue with the appeal, the Director of Education (or designate) will:

3.3.1.1 Coordinate the preparation of a written report for the Board, which will contain at least the following components:

- i) A report of the rationale for exclusion of the student
- ii) A report of the programming currently in place for the student
- iii) A copy of the original exclusion letter
- iv) A copy of the letter requesting an exclusion appeal
- v) A copy of the written notice of the decision of the Director of Education (or designate) regarding the exclusion review.

3.3.1.2 Inform the Appellant of the date of the exclusion appeal, provide a guide to the process for the appeal (Appendix B), and inform the Appellant of the responsibility to provide to the Director of Education (or designate) at least 3 days prior to the Appeal the materials that the Appellant will present to the Trustees.

3.3.1.3 Inform Trustees of the appeal date.

3.3.1.4 Submit to the Appellant at least 5 days prior to the appeal the materials to be presented by the Board at the appeal.

3.3.1.5 Make available to Trustees – two hours prior to the appeal – an exclusion package, which will include, at minimum, submissions by both parties to the exclusion.

3.3.2 The parties in an exclusion appeal to the Trustees shall be:

3.3.2.1 The Principal

3.3.2.2 The Appellant

*** The Appellant may be represented by legal counsel at the appeal and/or be accompanied by an advocate or support person. Notice of the intent to bring legal counsel must be shared by the Appellant with the Director of Education (or designate) at least 5 days prior to the appeal; in such case, the Board will arrange for individual counsel for both the Principal and the Trustees. Failure to provide adequate notice with respect to legal counsel will result in adjournment of the appeal. Notice of the intent to bring an advocate or support person must also be shared by the Appellant with the Director of Education (or designate) at least 5 days prior to the appeal. Failure to provide adequate notice with respect to an advocate or support person could result in adjournment of the appeal.

3.4 Procedures at the Appeal

3.4.1 Exclusion appeals will be heard orally, in camera, by the Trustees. The Board Chair will act as Chairperson for the appeal, except in case of a conflict of interest. The Chair may grant permission for an advocate to make submissions on behalf of a student.

- 3.4.1.1 The Appellant (or designate) will present first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the result desired.
- 3.4.1.2 The Principal will present after the Appellant, making oral and/or written submissions, including a response to any issues raised in the Appellant's submissions. The Principal may rely on the report prepared for the Trustees.
- 3.4.1.3 The Appellant may make further submissions addressing issues raised in the Principal's presentation that were not previously addressed by the Appellant.
- 3.4.1.4 Trustees may ask questions of clarification of either party or resource person to the appeal.
- 3.4.2 After all submissions have been made, the parties to the appeal will be dismissed, and the Trustees will deliberate the appeal under the direction of the Board Chair.
- 3.4.3 At the conclusion of deliberations, a vote will be taken to determine the result of the appeal. In the event of a tied vote, the Chair will cast the determining vote; otherwise, the Chair will not vote. The options for consideration by the Trustees are: (1) uphold the exclusion, or (2) reject the exclusion. In the event of the latter, the Chair will direct senior administration to consider other options to exclusion.
- 3.4.4 If, during deliberations, Trustees require additional information from either party to the appeal, it may be necessary to re-convene the appeal at a later date to receive that information.
- 3.4.5 A written decision will be sent to the parties to the appeal by the Director of Education (or designate).

APPENDIX A

Insert School Letterhead

Date

Name of recipient (parent/guardian or adult student)

Address of recipient

Dear Recipient:

Re: Name of student (d.o.b.)

Pursuant to s.265(1)(m) of the Education Act, it is my duty to inform you that **name of student** is excluded from attending **name of school**, or any other school of the Grand Erie District School Board until further notice. This decision is based upon (give a concise explanation...“the events of such and such a date”, “our conversation of such and such a date”, etc) , whereupon it was determined that (**student’s name**)’s presence at school poses an unacceptable safety risk to students and/or staff.

An exclusion from school is not intended to be disciplinary; rather, it is a temporary strategy to support educational programming and mitigate safety risks. While excluded from school, **name of student** will be eligible for academic and counselling supports from the Grand Erie Safe Schools Team.

Re-entry to school is the ultimate goal of an exclusion, and will be considered when the following conditions have been met:

Indicate the appropriate conditions, specific to your situation:

1. A significant reduction in (student’s name) baseline behaviour
2. No evidence that (Student Name) is engaging in concerning behaviour
3. Evidence that (Student Name) understands the concerns related to the previous behaviour
4. That (student name) participates in any assessment recommended by a medical professional, and follows all treatment recommendations
5. That (student name) is involved in counselling and there are indications that (student name) is responding positively to this intervention
6. Indications that (Student Name) is participating positively with the Grand Erie Safe Schools Team
7. An updated risk assessment indicates a reduced, acceptable level of risk for (student name)
8. Others specific to your situation.

I would welcome a monitoring meeting with you around **choose a date around a month after the start of the exclusion**. Please contact me (**your phone number**) to make that arrangement. At the monitoring meeting, members of the Safe Schools Team and I will provide feedback on the progress of supports put in place, and we would welcome your thoughts and suggestions. We will also plan for future meetings at that time.

You have the right to appeal this exclusion to the Board of Trustees of the Grand Erie District School Board. The process is outlined in the accompanying document (Appendix B of Grand Erie Policy SO32 – Exclusion of Students).

If you have any questions at any point concerning the exclusion, please do not hesitate to contact me or Wayne Baker, Superintendent of Education responsible for Safe Schools (519-756-6301, ext. 281149).

Sincerely,

Your name
Principal, Your school

cc: Your SO's name, Family of Schools Superintendent of Education
Wayne Baker, Superintendent of Education responsible for Safe Schools
Grand Erie Safe Schools Team
Ontario Student Record



Exclusion Appeals

1. An adult student or the parent/guardian of a minor student may appeal an exclusion.
2. The person making the appeal is called “the Appellant”.
3. The parties to an appeal are the Appellant and the school Principal.
4. The Appellant must submit written notice of the intent to appeal to the Director of Education within 10 days of the start of the exclusion.
5. An appeal does not stay the exclusion.
6. An appeal will be held within 20 school days of the commencement of the exclusion, except in extenuating circumstances.
7. The Director of Education (or designate) will attempt mediation prior to an appeal. If mediation fails to resolve the matter, an appeal date will be determined and shared with the Appellant.
8. The Director of Education (or designate) will provide – at least 5 days prior to the appeal – all written materials that will be presented by the Board at the appeal. The Appellant will provide – at least 3 days prior to the appeal – all written materials that will be presented by the Appellant at the appeal.
9. The Appellant may be accompanied at the appeal by legal counsel and/or a support person or advocate. If the Appellant intends to bring legal counsel, that information must be shared with the Director of Education (or designate) at least 5 days prior to the appeal; failure to do so will result in the appeal being adjourned. If the Appellant intends to bring a support person or advocate, that information must also be shared with the Director of Education (or designate) at least 5 days prior to the appeal; failure to do so could result in the appeal being adjourned.
10. The appropriate Family of Schools Superintendent of Education, as well as the Superintendents of Education responsible for Special Education and Safe Schools will attend the appeal as resource persons.
11. The Appellant makes their submission to the Trustees first. Submissions may be oral and/or written. An advocate or legal counsel may make submissions on behalf of an Appellant.
12. The Principal makes their submission to the Trustees after the Appellant, including responses to the information presented by the Appellant. The Appellant may respond to new issues raised during the Principal’s submission.
13. The Trustees may ask questions of the parties to the appeal or to resource persons.
14. Trustees will deliberate *in camera* and make a decision by majority vote.
15. Written notice of the decision will be sent to the parties to the appeal by the Director of Education (or designate).



Re-entry of an Excluded Student

Date: _____

Student: _____

Date of Birth: _____

School: _____

Grade: _____

Exceptionality: _____

Parent/Guardian: _____

Attendees:

BACKGROUND:

On date of exclusion , student's name was excluded from Name of school . Review of the exclusion will form the basis for consideration of re-entry to a school. (Exclusion attached)

STATUS UPDATES ON GOALS FOR RE-ENTRY:

Goal	Status Update
1.	1.
2.	2.
3.	3.
4.	4.

RECOMMENDATIONS OF SAFE SCHOOLS TEAM (must include decision re re-entry, school placement, any specific program or safety considerations, and parental and/or community supports):

ACKNOWLEDGEMENT OF PLAN (which includes consent to counselling):

Student: _____

Parent/Guardian: _____

Principal: _____

Superintendent – Safe Schools _____

Insert School Letterhead

Dear **Name of Parents or Adult Student**

Pursuant to the re-entry meeting of **give the date**, please be advised that **student's name** will be eligible for **give status – regular/modified** attendance at **name of school**, beginning on **give the date**.

We look forward to participating in a positive educational experience for **name of student**.

Should you have any questions, please contact me at **give a phone number**, or **name of FOS Superintendent of Education**, Superintendent of Education at **give a phone number**.

Principal's Name

Name of School



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **HR117 – Re-evaluating Existing Non-Union Positions**
DATE: October 7, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure HR117 – Re-evaluating Existing Non-Union Positions** as information.

Background

Procedure HR117 – Re-evaluating Existing Non-Union Positions was circulated to all appropriate stakeholders for comments to be received by May 30, 2019.

Comments Received

1. Comment: Item 2 under procedures states “The Manager of Human Resources Services will review the documentation submitted and determine if the change(s) in key activities warrants a re-evaluation”. My suggestion is that if an employee and supervisor have taken the time to prepare a revised job fact sheet then all job fact sheets submitted should be brought forward for review by an independent party or committee. It shouldn’t rest on the decision of one person

Response: changes have been made

2. Comment: #1 –can the job fact sheet form be made available on the staff portal?

Response: this will be considered in future revisions

3. Comment: #2 – the review of documentation submitted and the determination if the change(s) in key activities warrants a re-evaluation should not fall on one individual. Suggest that all forms submitted should be brought forward and reviewed by the Job Evaluation Committee or an independent party.

Response: changes have been made

4. Comment: #3 – Manager of Human Resources will collect – see previous comment – all Job Fact Sheets received should be shared with Job Evaluation Committee or an independent party for review and determination

Response: consideration has been given in the revisions

5. Comment: #2 under procedures states “The Manager of Human Resources Services will review the documentation submitted and determine if the change(s) in key activities warrants a re-evaluation” - May I suggest that all job fact sheets submitted should be brought forward for review by an independent party or committee. It shouldn’t rest on the decision of one person

Response: changes have been made

6. Comment: Near the top of the procedure there should be definitions of what constitutes a significant change and what is a key activity. Otherwise an employee would not know what this means for job evaluation purpose
Response: every evaluation is considered individually
7. Comment: There is also under #1 no recourse if an employee and supervisor don't agree on whether there is a significant change. There should be a way to appeal this. There are managers in this world who put little value to their employee's work so an employee should have recourse if they ever ran into such a situation
Response: consideration has been given in the revisions
8. Comment: Also under #2 under procedures states "The Manager of Human Resources Services will review the documentation submitted and determine if the change(s) in key activities warrants a re-evaluation". Maybe all job fact sheets submitted should be brought forward for review by an independent party or committee vs one person
Response: consideration has been given in the revisions
9. Comment: Procedure #2 - The revised Job Fact Sheet must be signed by both the employee and the supervisor and then submitted to the Manager of Human Resources Services, along with a summary of the change(s) in key activities that has occurred. The Manager of Human Resources Services will review the documentation submitted and determine if the change(s) in key activities warrants a reevaluation.
Suggest - The revised Job Fact Sheet that is signed by the Supervisor, should also require the reporting Superintendent review and approval for re-evaluation. All approved Job Fact Sheets should be brought forward to the Job Evaluation Committee for consideration. It should not be one person (Manager of Human Resources) who determines if the Job Fact Sheet should be reviewed. Having the Superintendent responsible review the request for re-evaluation highlights operational/departmental changes before the re-evaluation occurs or if denied, the opportunity to revisit the current staff compliment and responsibilities
Response: consideration has been given in the revisions
10. Comment: #2 remove last sentence – *"The Manager of Human Resources Services will review the documentation submitted and determine if the change(s) in key activities warrants a re-evaluation by the Job Evaluation Committee, comprised of representatives of non-union employees."*
Response: consideration has been given in the revisions
11. Comment: #3. Change job evaluation meeting to Job Evaluation Committee meeting
Response: changes have been made
12. Comment: #5...remove first sentence *"If the request is not forwarded to the Job Evaluation Committee or the re-evaluation itself does not result in a salary adjustment for the position, the Manager of Human Resources will advise the employee's supervisor of this decision."*
Add to last sentence...the employee *"of the Job Evaluation Committee decision"*
Response: changes have been made

13. Comment: A new Job Fact Sheet must be completed. The Job Fact Sheet is the standard and accepted means of outlining the tasks and responsibilities of the job. Human Resources Services can assist the parties with this stage. A Job Fact Sheet form can be obtained from Human Resources Services – Can Job Fact Sheet form be made available on the Staff portal?

Response: this will be considered in future revisions

14. Comment: The revised Job Fact Sheet must be signed by both the employee and the supervisor and then submitted to the Manager of Human Resources Services, along with a summary of the change(s) in key activities that has occurred. The Manager of Human Resources Services will review the documentation submitted and determine if the change(s) in key activities warrants a re-evaluation

- a. Suggest that the Manager of Human Resources Services will review the documentation submitted “with the Job Evaluation Committee” or submit to a third-party organization for further evaluation.
- b. If the Supervisor signs off on the Job Evaluation, then the Supervisor has agreed “that a significant change in key activities has occurred”. If not, it is assumed that the Supervisor has taken steps with the employee to address workload.

Response: there needs to be clarity on the part of the supervisor and the committee about what constitutes significant changes

15. Comment: The Manager of Human Resources Services will collect the Job Fact Sheets for review at the next regularly scheduled meeting of the Job Evaluation Committee, comprised of representatives of non-union employees, or submit to a consultant with expertise in job evaluation.

- a. Are there regularly scheduled meetings or only when necessary?
- b. As a member of the Evaluation Committee I was invited to be on the committee which is an honour I take seriously, representing my colleagues. How are members elected to the committee? Should there be a term commitment?

Response: consideration has been given in the revisions

16. Comment: If the request does not result in a re-evaluation or the re-evaluation itself does not result in a salary adjustment for the position, the Manager of Human Resources will advise the employee’s supervisor of this decision. The Supervisor and the Manager of Human Resources will subsequently advise the employee

- a. If it doesn’t result in a salary adjustment, what actions are taken to alleviate the employee’s workload and or increased level of responsibility (perceived or actual)

Response: this is not relevant to this procedure

17. Comment: #2 under procedure states “The Manager of Human Resources Services will review the documentation submitted to determine if the change(s) in key activities warrants a re-evaluation” – May I suggest that all job fact sheets submitted should be brought forward for review by an independent party or committee. It shouldn’t rest on the decision of one person.

Response: changes have been made

18. Comment: The determination of whether the job is re-evaluated should be that of a committee, not an individual.

Response: consideration has been given in the revisions

19. Comment: Procedure – Do we need to state how often performance appraisals will occur?
Response: this is not relevant to this procedure
20. Comment: #2 is there any way to appeal the decision of the HR Manager?
Response: consideration has been given in the revisions
21. Comment: #3 with the changes to #4 will there be “regular scheduled” meetings of the Job Evaluation Committee? How is the composition of this committee to be determined, should there be a terms of reference for this committee?
Response: consideration has been given in the revisions
22. Comment: #5 is the decision appealable?
Response: consideration has been given in the revisions
23. Comment: Should there be a reference to Bylaw 28?
Response: this is not relevant to this procedure
24. Comment: Does “existing” mean that the role has previously been performed by at least one other person?
Response: consideration has been given in the revisions
25. Comment: Is there a requirement that the supervisor share the Job Fact Sheet with the next person in the role?
Response: consideration has been given in the revisions
26. Comment: What happens if the supervisor does not initiate a performance appraisal process?
Response: this is not relevant to this procedure
27. Comment: What will be the process for re-evaluating **new** non-union positions?
Response: this is not relevant to this procedure
28. Comment: #2 revise last sentence - The Manager of Human Resources Services **and the Job Evaluation Committee** will review the documentation submitted and determine if the change(s) in key activities warrants a reevaluation.
Response: this is not relevant to this procedure

Additional Information

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

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



Re-evaluating Existing Non-Union Positions

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – System supports efficient and effective operations.
– Board ensures fair and equitable treatment.

Procedures

This procedure pertains to the re-evaluation of existing positions in the Grand Erie Management Support Team.

Job re-evaluation occurs following the completion of a revised Job Fact Sheet, which is the standard and accepted means of outlining the tasks and responsibilities of a job. Human Resources Services can assist the parties with the completion of the document. A Job Fact Sheet form can be obtained from Human Resources Services.

1. Job Evaluation Cycle

- 1.1 All non-union positions will be re-evaluated on a rotating five-year cycle.
- 1.2 The Manager of Human Resources will notify employees in positions to be evaluated (and their supervisors) that their job will be subject to a re-evaluation and provide the employees with a blank Job Fact Sheet to complete and return.
- 1.3 The updated Job Fact Sheets will be provided to the Job Evaluation Committee, comprised of representatives of non-union employees and/or a consultant with expertise in job evaluation.
- 1.4 The employee(s) and their supervisor(s) will be notified within three weeks of the completion of the evaluation if 1) the re-evaluation did not result in any change to the band for their position, and therefore no change in salary, or 2) if there was a change in the band to which the position is assigned, which could potentially result in a salary change.
- 1.5 If the re-evaluation results in a salary adjustment for the position, the evaluation will be submitted to Executive Council for review. The results will be recommended to the Board.
- 1.6 The employee shall be notified, in writing, of the Board's decision, within two weeks of the Board Meeting. Salary adjustments, if required, shall be retroactive to the date the Job Fact Sheet was signed by both the employee and the supervisor.

2. Job Evaluation Out of Cycle

- 2.1 An employee and their supervisor may initiate a review of the employee's Job Fact Sheet at any time if the employee and supervisor agree that a significant change in key activities has occurred.

- 2.2 The revised Job Fact Sheet must be signed by both the employee and the supervisor and then submitted to the Superintendent of Education (Human Resources), or designate, along with a summary of the significant change(s) in key activities that have occurred. The Superintendent of Education (Human Resources), or designate, will review the documentation submitted for accuracy and completion.
- 2.3 Any re-evaluation that is to occur must be completed within three months of Human Resource Services receiving the request. The Job Fact Sheet will be provided to the Job Evaluation Committee, comprised of representatives of non-union employees and/or a consultant with expertise in job evaluation to determine if significant changes have occurred thereby necessitating a re-evaluation. In the event the committee determines a re-evaluation is required, the committee will undertake to complete the re-evaluation.
- 2.4 The employee(s) and their supervisor(s) will be notified within three weeks of the Committee completing its work if 1) there were not significant changes to the job to warrant a re-evaluation, 2) the re-evaluation did not result in any change to the band for their position, and therefore no change in salary, or 3) there was a change in the band to which the position is assigned, which could potentially result in a salary change.
- 2.5 If the re-evaluation results in a salary adjustment for the position, the evaluation will be submitted to Executive Council for review. The results will be recommended to the Board.
- 2.6 The employee shall be notified, in writing, of the Board's decision, within two weeks of the Board Meeting. Salary adjustments, if required, shall be retroactive to the date the Job Fact Sheet was signed by both the employee and the supervisor.

**Re-evaluating Existing Non-Union Positions**

Board Received: March 30, 2015 **Review Date:** April 2019

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – System supports efficient and effective operations.
– Board ensures fair and equitable treatment.

Procedures

This procedure pertains to the re-evaluation of existing positions in the Grand Erie Management Support Team.

An employee and their supervisor may initiate a review of the employee's Job Fact Sheet at each performance appraisal or at any time if the employee and supervisor agree that a significant change in key activities has occurred.

1. A new Job Fact Sheet must be completed. The Job Fact Sheet is the standard and accepted means of outlining the tasks and responsibilities of the job. Human Resources Services can assist the parties with this stage. A Job Fact Sheet form can be obtained from Human Resources Services.
2. The revised Job Fact Sheet must be signed by both the employee and the supervisor and then submitted to the Manager of Human Resources Services, along with a summary of the change(s) in key activities that has occurred. The Manager of Human Resources Services will review the documentation submitted and determine if the change(s) in key activities warrants a re-evaluation by the Job Evaluation Committee, comprised of representatives of non-union employees.
3. The Manager of Human Resources Services will collect the Job Fact Sheets for review at the next regularly scheduled job evaluation meeting.
4. The Job Evaluation Committee will meet, as required, in November, February, May and August and use the approved job evaluation system to evaluate positions that are brought forward for re-evaluation.
5. If the request is not forwarded to the Job Evaluation Committee or the re-evaluation itself does not result in a salary adjustment for the position, the Manager of Human Resources will advise the employee's supervisor of this decision. The Supervisor and the Manager of Human Resources will subsequently advise the employee.
6. If the re-evaluation results in a salary adjustment for the position, the evaluation will be submitted to Executive Council for review.
7. Once reviewed by Executive Council, the results shall be recommended to the Board.
8. The employee shall be notified, in writing, of the outcome of the re-evaluation, within two (2) weeks of the Board Meeting. Salary adjustments, if required, shall be retroactive to the date the Job Fact Sheet was signed by both the employee and the supervisor.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **P101 Request for Core French Exemption**
DATE: October 7, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **P101 – Request for Core French Exemption**
to all appropriate stakeholders for comments to be received by November 27, 2019.

Background

P101 – Request for Core French Exemption is a new procedure.

Core French is taught in English-language schools of Ontario to provide students with the opportunity to become bilingual in the two official languages of Canada. The study of French as a second language is compulsory in elementary school from Grade 4 to Grade 8, and secondary school students are required to earn at least one credit in French as a second language to graduate.

In our Core French programs, educators strive to meet the diverse needs of all students through the use of differentiated instruction and by providing accommodations and/or modifying expectations if necessary. Participation in French as a Second Language programs should reflect the diversity of the student population, including students with special education needs and English language learners.

Additional Information

In some very rare cases principals may recommend that exemptions be granted and therefore, need to be aware of the criteria, process and documentation required for such exemptions.

A draft procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Grand Erie Multi-Year Plan:

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for our students and staff.

This report supports the Community indicator of Success for Every Student and the following statement: we will foster and celebrate inclusive school communities to enhance the learning experiences of all students.

Respectfully submitted,

Linda De Vos
Superintendent of Education



Request for Core French Exemption

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed.
2. Criteria for Success – Schools will follow the process and include parents
– Exemption requests will be rare

Procedures

Background

Vision

In Ontario, the vision for French as a Second Language is “Students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills and perspectives they need to participate fully as citizens in Canada and the world.”

The Ontario Curriculum
French as a Second Language

Goals

There are three goals to support this vision:

1. Increase student confidence, proficiency and achievement in FSL.
2. Increase the percentage of students studying FSL until graduation.
3. Increase student, educator, parent and community engagement in FSL.

A Framework for French as a Second Language
In Ontario Schools Kindergarten to Grade 1

Benefits of Learning French as A Second Language

As outlined in the curriculum, there are many benefits of learning a second language:

- an additional language strengthens first-language skills;
- the ability to speak two or more languages enhances cognitive development, reasoning and creative-thinking skills;
- enhances student confidence as a learner;
- facilitates the learning of additional languages; and,
- academic achievement.

As their strengths develop, French language learners become more flexible and adaptable in new and unforeseen situations. For example, second language learners tend to be more divergent thinkers, with improved memory and attention span.

Core French as a Second Language Programs are for All Students

Core French is taught in English-language schools of Ontario to provide students with the opportunity to become bilingual in the two official languages of Canada. The study of French as a second language is compulsory in elementary school from Grade 4 to Grade 8, and secondary school students are required to earn at least one credit in French as a second language to graduate.

French as a Second Language educators strive to meet the diverse needs of all students through the use of differentiated instruction and by providing accommodations and/or modifying expectations if necessary. Participation in French as a Second Language programs should reflect the diversity of the student population, including students with special education needs and English Language Learners.

If students have the opportunity to take Native languages in place of French as a second language in elementary school, they may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language in a secondary school.

Elementary

Criteria

The *Ontario Curriculum, French as a Second Language: Core French 4 - 8*, (Extended French (4–8), French Immersion (1 – 8), page 15 indicates “Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools.” However, in some very rare cases principals may recommend that exemptions be granted and therefore, need to be aware of the criteria, process and documentation required for such exemptions.

Process and Documentation

- Accommodations and/or modifications to the FSL program must be attempted and documented through an IEP in French.
- The needs and strengths of the student must be considered in light of the benefits of continuing instruction in French. In very rare circumstances, after considering all the relevant information, a school team may feel that a student should be exempted. An exemption would normally be considered only for students in Grades 6, 7 and 8 where accommodations and/or modifications during Grade 4 and 5 have proved unsuccessful.
- There needs to be a collaborative team effort in reaching a decision to request an exemption from French. The school administrator will consult with staff who work with the student including the Core French teacher, the classroom teacher, the Learning Resource or Special Education teacher, and the ESL teacher. Consultation with the Special Education Teacher Consultant and/or the FSL Consultant can support the school’s decision-making to ensure that all reasonable avenues for accommodations and modifications have been exhausted.
- Once the team believes that the student cannot benefit from FSL instruction, the principal arranges a meeting with the parents/guardians. The reasons for exemption are discussed and the short and long-term implications of exemption are explained using the following Ministry materials as reference:
 - Excerpts from *Ontario Schools K-12 Policy and Program Requirements 2016*, Section 6.1 The requirements for the Ontario Secondary School Diploma; Section 6.2 Substitution for Compulsory Credit Requirements.
 - Excerpts from *The Ontario Curriculum, French as a Second Language: Core French 4-8: The Purpose of the Ontario Curriculum, French as a Second Language: Core French 4-8*, page 2; *The Role of Parents*, page 12; *Core French for Exceptional Students*, page 5, and *Planning French as a Second Language Programs for Students with Special Education Needs* pages 35-37.
 - Elementary principals should make students and parents aware of the process for substitution in secondary schools (see below) and ensure that appropriate discussions take place for the Grade 8 to 9 transitions.

- If the parent supports the request, the request for exemption form is completed and a copy of the proposed instructional plan, including details of supervision, is attached. In all cases of exemption, a written individual education plan must be in place for the exempted student.
- The request is forwarded to the Family of Schools Superintendent for review and approval.
- The form is returned to the school and filed in the O.S.R. A copy will be retained in the office of the Superintendent.
- On the student's "Hours of Instruction in French" card a zero (or pro-rated number of hours) will be entered in the appropriate section.
- The exemption form must be renewed every year and signed by the parent/guardian. The review for the IEP and the signature required for that document could take place at the same time.

Once approved by the Superintendent, the following shall be completed in PowerSchool to accurately report Grade 4-8 French requirements:

1. *Recording Elementary Grades 4-8 Mandatory French Hours:*

For each school, the school would select "create/edit Language Program Minutes" where you can define the number of instruction minutes as set by the Ministry.

By default, all students (Grade 4 – 8) when assigned their homeroom are enrolled in a French class. The French class is linked to Language Program Minutes.

2. *Recording Superintendent Approved Exemptions:*

Students can be un-enrolled in a French class by assigning the student to a special program called French Exempt which does not report in OnSIS.

Secondary

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 www.edu.gov.on/eng/document/policy/os/ONschools.pdf indicates that "Students must earn 1 credit in French as a second language in order to obtain the Ontario Secondary School Diploma." Principals may grant substitutions in some limited cases based on the procedures set out in Section 6.2 of *Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements, 2016*.

Process for Substitutions for Compulsory Courses

It should be noted that there is no policy or program requirement suggesting that such substitutions should be made for French as a Second Language in particular. If a substitution for a compulsory credit is deemed necessary or in the best interests of an individual student, there are a variety of options. "p. 23 of Including Students with Special Needs in FSL Programs (2015) for more information see Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016.

Criteria

- Under certain rare circumstances, usually involving Exceptional students, a substitution may be granted.
- The determining factor will be the inability of the student to benefit from instruction in a second language.

Process

- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016*
- www.edu.gov.on.ca/eng/document/policy/os/ONschools.pdf "...substitutions may be made for a limited number of compulsory credit courses from the remaining courses offered by the school that meet the requirements for compulsory credits. Principals may replace up to three of these courses with courses from the remainder of those that meet **the compulsory credit requirements.**"

Teachers and administrators should consult the FSL Consultant, the ESL Consultant, or the Special Education Consultant regarding the criteria or process for exempting students from Core French classes.

Resources

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (First Edition), Grades 1 to 12;(2010).*
- *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12;(2013)*
- *A Framework for French as A Second Language in Ontario Schools Kindergarten to Grade 12; (2013).*
- *The Ontario Curriculum, French as a Second Language: Core French 4 - 8, (Extended French (4 – 8), French Immersion (1 – 8); (2013).*
- *The Ontario Curriculum, Grades 9 to 12, French as a Second Language: Core French, (Extended French; French Immersion); (2013).*
- *Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools; (2015).*
- *Welcoming English Language Learners into French as a Second Language Programs; (2016).*
- *Ontario Schools, Kindergarten to Grade 12 Policy and Program Requirements; (2016).*



REQUEST FOR CORE FRENCH EXEMPTION

School Name	
Student's Name	

Status	Exceptional <input type="checkbox"/>	N.S.L. <input type="checkbox"/>
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NOTE: "If a student requires accommodations and/or modified or alternative expectations in FSL, it is important to include the FSL teacher as part of the team creating and implementing that student's IEP." p.24 Including Students with Special Education Needs in French as a Second Language (2015).

Date of Birth	MM / DD / YY	Present Grade Level	4	5	6	7	8
Address							
Phone Number							
Reason for Exemption							

I, _____ (Parent's Name) _____ am aware of the implications of this exemption.

Dated _____ day of _____, 20 _____

Parent Signature

Principal/Vice-Principal

Date

Superintendent of Education

Date



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **SO120 Student and Visitor Injuries/Accidents**
DATE: October 7, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure SO120: Student and Visitor Injuries/Accidents** to all appropriate stakeholders for comments to be received by November 27, 2019.

Background

Procedure SO120: Student and Visitor Injuries/Accidents was approved by the Board in September 2015 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Student and Visitor Injuries/Accidents

Board Received: September 28, 2015 Review Date: October 2019

Accountability

- | | |
|----------------------|--|
| Frequency of Reports | – As needed |
| Criteria for Success | – Incidents reported immediately and accurately. |
| | – Safety always considered first. |
| | – Preparedness of employees |

Procedures

The following procedures outline the steps to take when a student or visitor is injured on Board property or while involved in a Board sanctioned activity.

1.0 Definitions:

Serious injury is deemed to be one where the injured party requires hospital admission (excluding minor outpatient treatment).

Critical injury means an injury of a serious nature that:

- i. places life in jeopardy **or**
- ii. produces unconsciousness **or**
- iii. results in substantial loss of blood **or**
- iv. involves the fracture of a leg or arm (~~but not a finger or toe~~ **this includes fingers, toes and ankles**) **or**
- v. involves the amputation of a leg, arm, hand or foot (~~but not a finger or toe~~ **this includes fingers, toes and ankles**) **or**
- vi. consists of burns to a major portion of the body **or**
- vii. causes the loss of sight in an eye

~~2.0~~ Initial Response to all Injuries

- a) Administer first aid. Each school and worksite has staff who have received first aid training.
- b) If necessary, call for an ambulance (911) or arrange for the injured person to be transported to the hospital or a doctor. The school Principal or Supervisor is responsible for ensuring that appropriate measures are taken.
- c) Notify the parents/guardians or emergency contact or spouse, whichever is applicable.
- d) For a serious injury, do not disturb the accident site until the OSBIE adjuster has seen the site and conducted an investigation.
- e) For a critical injury or death, do not disturb the accident site until the OSBIE adjuster, as well as the Ministry of Labour (MOL) Inspector and/or the Joint Occupational Health and Safety Committee (JOHSC) Certified members have seen the site and conducted an investigation.

~~3.0~~ 2.0 Reporting a Serious Injury, Critical Injury or Death**~~3.1~~ 2.1 Reporting a Serious Injury**

- a) The accident is to be reported **immediately** to the Principal or Supervisor or designate.

- b) The Principal, Supervisor or designate must notify immediately the following:
 - i. his/her Superintendent or the Director of Education (who will contact the Manager of Communications and Community Relations as deemed necessary)
 - ii. Superintendent of Business (519-756-6306, Ext. 281142 or 281134),
 - iii. OSBIE (Ontario School Boards' Insurance Exchange, Claims Dept.) 1-800-668-6724, after the initial steps have been taken.
- c) In the event of an injury which may have resulted from a criminal offense, the Principal or Supervisor or designate must also contact the police.
- d) The Principal or Supervisor or designate will investigate the circumstances and will take action as required. The Principal, teacher-in-charge or Supervisor must complete an "Incident Report" (see 4.0), within ~~twenty-four~~24 hours of the incident. Any updated reports on the injury must be sent to OSBIE by creating another report and marking it in the comments as an UPDATE.
- e) In the event of a serious injury occurring after hours or on a weekend, contact numbers for Board staff and for OSBIE will be announced by the auto-attendant when calling either organization.
- f) In the event of a head injury of student losing consciousness due to a suspected head injury, please refer to the SO28 Student Concussion and Head Injury Policy.

3.2.2.2 Reporting a Critical Injury or Death

- a) The accident is to be reported **immediately** to the Principal or Supervisor.
- b) The Principal or Supervisor must notify immediately the following:
 - i. his/her Superintendent or the Director of Education (who will contact the Manager of Communications and Community Relations as necessary)
 - ii. Superintendent of Business (519-756-6306, Ext. 281142 or 281134)
 - iii. OSBIE (Ontario School Boards' Insurance Exchange, Claims Dept.) 1-800-668-6724, after the initial steps have been taken
 - iv. Health and Safety Officer: 519-756-6306, x- 281165 or cell 226-934-4694 (if unable to reach then contact the Division Manager of Operations/Health and Safety 519-756-6301 ext. 281136 or cell 519-718-0215)
 - v. Health and Safety Site Representative
 - vi. Trade Union(s), if necessary:
 - CUPE Local 5100: 226-250-3105 fax 226-250-3106
 - GEETF: 519-753-9291; Fax: 519-753-1970
 - OSSTF District 23: 519-426-8545; Fax: 519-426-0214
- c) The Health and Safety Office shall inform the following:
 - i. Ministry of Labour 1-877-202-0008,
 - ii. JOHSC co-chair – Up to date directory can be found in the staff portal under Health and Safety/Information and Documentation

NOTE: If the Principal or Supervisor is unable to contact the Health and Safety Office immediately, then they **MUST** contact the MOL and JOHSC Co-chairs as well. Updated directories are posted on the staff portal under Health and Safety department tab.
- d) The Principal shall ensure that an internal investigation is conducted by the JOHSC Certified members, within ~~forty-eight~~48 hours after the occurrence, and a written report of the circumstances of the occurrence containing such information and particulars as the regulations prescribe is submitted to the Health and Safety Officer or to a Director of the Ministry of Labour.
- e) The Director of Education or designate will notify the family of a student or visitor suffering a fatality while on Board property.

3.3.2.3 Reporting Injuries other than Serious Injuries, Critical Injuries or Death

- a) Injuries should be reported to the Principal, Supervisor, teacher-in-charge, or designate the same day.
- b) Definitions of Serious and Critical Injuries are found in Section 1.
- c) The Principal, teacher-in-charge or Supervisor or designate must complete an Incident Report Form (see 4.0) within ~~twenty-four~~24 hours of the incident. Any updated information on the injury must be sent to OSBIE by creating another report and marking it in the comments as an UPDATE.

4.03.0 Incident Reporting

- a) School staff are required to complete the electronic Incident Form that is located on the OSBIE website, www.osbie.on.ca
Login: SG223
Password: granderie

Video Resource: Incident Reporting Basics and Frequently Asked Questions
This presentation is dedicated to reviewing the reporting basics and answering the most frequently asked questions.
Watch the YouTube video here: <http://youtu.be/5EWfGmxLzr8>

- b) When access to the OSBIE website is not possible due to technical or electrical disruptions or, during extended field trips, the OSBIE Incident Report form can be completed once service has been restored or the next available day. With the exception of Critical Injuries or Death – please call OSBIE (Ontario School Boards' Insurance Exchange), Claims Dept. 1-800-668-6724 as soon as possible.
- c) Consider accommodation support for those with barriers
- d) Incident Reports **should not be retained at the school level**. OSBIE retains all records through their data base.

5.04.0 The Ontario School Boards' Insurance Exchange (OSBIE) Incident Reporting

The following are excerpts from the "Claims Handling Procedures: as outlined by OSBIE:

- a) Reporting
School Principals and/or site supervisors must complete an "incident" report on any matter which gives rise to injury requiring medical attention or dental attention, to a student or visitor to the Board site. It is in the best interest of School Board personnel to report all incidents requiring medical attention, and any incidents which may lead to a claim so that OSBIE will be able to react to a claim which might be initiated several years after an incident has occurred. Complete documentation will enable OSBIE to defend member boards and provide valid risk management advice to control costs.
- b) Investigations
Based on the details provided on the reporting forms to OSBIE by the School Board, the Claims Examiner will determine an appropriate course of action. If the incident has the potential to develop into a serious claim, an adjuster will be appointed to investigate the incident. OSBIE will inform the office of the Superintendent of Business if an investigation is necessary and the office of the Superintendent of Business will then inform the Principal/Supervisor. The Principal/Supervisor should instruct his/her staff to co-operate with OSBIE and its representatives during an investigation and to refrain from providing information to any other parties (except police) not acting on behalf of OSBIE.
- c) Legal Notices
Should a principal, teacher, staff member or site supervisor receive any legal communication, he/she must call the office of the Superintendent of Business immediately to advise of the situation. Where the communication is in the form of a

lawyer's letter, Statement of Claim or other legal document, the original copy of the document must be delivered to the office of the Superintendent of Business as soon as possible on the day it is received. The Board will forward the material at once to OSBIE who will act to protect the interests of the Board, its employees and of OSBIE itself. Promptness is important in these cases, as there is a limited time period for OSBIE to respond to these documents.

Where the communication is a telephone call or personal visit from a lawyer representing a person(s) who has sustained injury, the principal, teacher, staff member or site supervisor should refrain from discussing details of the incident with the claimants' lawyer as the discussion may jeopardize OSBIE's defense of the liability claim. Refer the lawyer to the School Board contact - the office of the Superintendent of Business.

Should you receive a request for a copy of the incident report, please have the parent/guardian contact the office of the Superintendent of Business where the request will be reviewed to ensure compliance to release information. All persons requesting a copy of an incident report must provide proof of their identity and proof of their relationship to the injured person and must sign a declaration to that effect.

Under no circumstances is Board staff to engage lawyers to defend or represent the Board or its employees in a matter which involves OSBIE. Involvement of a lawyer without instruction from OSBIE may adversely affect the outcome of any claim that is in negotiation.

6.05.0 Student Accident Insurance

- a) The Board will make available to all students an Accident and Life Insurance Program. Participating in such a program is voluntary and the costs are to be paid by the parents or guardians.
- b) Principals are encouraged to outline the benefits of Student Accident Insurance to parents emphasizing the fact that accidents do happen and that student injuries are not covered by any insurance coverage held by the School Board.
- c) Student Injuries – Community Involvement
 - i. Secondary students working on their 40 hours Community Involvement Diploma Requirement are encouraged to seriously consider purchasing a Student Accident Insurance Plan. Should an injury occur to a student while completing the 40 hours Diploma Requirement, there is no insurance coverage for the injury unless the student/parent/guardian has purchased coverage through the Student Accident Insurance program.
- d) Student Injuries – Co-operative Education
 - i. Students participating in the Co-operative Education program receive Workplace Safety and Insurance Board (WSIB) coverage through the Ministry of Education or Ministry of Training, Colleges and Universities. If a student who is working on the 40 hours Community Involvement Diploma Requirement is injured during the work program, this WSIB coverage is not available to the student.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **SO110 – Exemption to Human Development and Sexual Health**
DATE: October 7, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating **SO110 – Exemption to Human Development and Sexual Health** to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **SO110 – Exemption to Human Development and Sexual Health** as information.

Background

SO110 – Exemption to Human Development and Sexual Health is a new procedure. On August 21, 2019, the Minister of Education released Policy/Program Memorandum No. 162, Exemption from Instruction Related to the Human Development and Sexual Health Expectations in *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019*.

The purpose of the memorandum was to inform school boards that they must develop and implement a procedure that allows for students to be exempted, at the request of their parents/guardians, from instruction related to the Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019*.

The procedure to be implemented by school boards will allow for students to be exempted from instruction on an individual basis, according to the following conditions:

- Exemptions are limited to instruction related to the Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019*. Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects.
- Exemptions will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectations.
- References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption procedure.
- There will be no academic penalty for an exemption.
- There will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

Additional Information

Each school board procedure must include the following requirements, under three distinct headings: Notice and Communications; Process; and, Supervision of Exempted Students.

Since school boards must implement their exemption procedure and make it publicly available on their website before the period of instruction related to Human Development and Sexual Health in the 2019–20 school year, and no later than November 30, 2019, it is expected that the communications to parents/guardians required by this memorandum will be issued within stated timelines every school year.

Recommendation

Bylaw 9 states that “The draft policy shall be circulated to all stakeholders for a minimum of 30 days for input.” Senior Administration is recommending that the period of circulation be waived in this case based upon the information provided above.

Next Steps

This Procedure will be shared with all Elementary Administrators.

Grand Erie Multi-Year Plan:

This report supports the Equity and Community indicators of Success for Every Student and the following statements: We will promote practices that help students, families and staff feel safe, welcomed and included. We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.

Respectfully submitted,

Linda De Vos
Superintendent of Education



Exemption to Human Development and Sexual Health

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed.
2. Criteria for Success – Schools will annually notify and communicate the process
– Parents/guardians submit in writing requests for exemption

Procedures**Background**

On August 21, 2019, the Minister of Education released Policy/Program Memorandum No. 162, Exemption from Instruction Related to the Human Development and Sexual Health Expectations in *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019*.

At the request of their parents/guardians, students are to be exempted from instruction related to the Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*.

Exemption from instruction is to be on an individual basis, according to the following conditions:

- Exemptions are limited to instruction related to the Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*. Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects.
- Exemptions will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectations.
- References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption procedure.
- There will be no academic penalty for an exemption.
- There will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

Purpose

The purposes of this procedure are:

- To outline the responsibilities of Board staff regarding exemptions to human development and sexual health expectations; and,
- Value the role parents/guardians play in their children's learning.

1. Context – Roles and Responsibilities

a) Parents/Guardians

Parents/Guardians play an important role in their children's learning. They are the primary educators of their children with respect to learning about values, appropriate behaviour, and ethno- cultural, spiritual, and personal beliefs and traditions, and are their children's first role models. It is therefore important for schools and parents/guardians to work together to ensure that home and school provide a mutually supportive framework for young people's education.

Parents/Guardians who become familiar with the health and physical education curriculum can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance parents'/guardians' ability to discuss their children's learning with them, to communicate with their children's teachers, and to ask relevant questions about their children's progress. It could also inform their decision making about seeking an exemption under their school board's procedure. Parents/Guardians must be informed of the school board procedure that allows for students to be exempted, at their parents'/guardians' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

b) Teachers

Teachers are responsible for using appropriate and effective teaching strategies to help students achieve the health and physical education curriculum expectations. They bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. The attitude with which teachers approach student learning in health and physical education is critical, as teachers are important role models for students.

To increase their comfort level and their skill in teaching health and physical education and to ensure effective delivery of the curriculum, teachers are expected to reflect on their own attitudes, biases, and values with respect to the topics they are teaching and seek out current resources, mentors, and professional development and training opportunities, as necessary.

As part of effective teaching practice, teachers communicate with parents/guardians about what their children are learning. Communication enables parents/guardians to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context.

Teachers must follow their school board's procedure that allows for students to be exempted, at their parents'/guardians' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

c) Principals

Principals are community builders who create a healthy and safe school environment that is welcoming to all, and who ensure that all members of the school community are kept well informed.

Principals work in partnership with teachers and parents/guardians to ensure that each student has access to the best possible educational experience. They can provide support for the successful implementation of the health and physical education curriculum by emphasizing the importance of the curriculum within the framework of a healthy, safe, inclusive, and accepting school.

Principals must follow the procedure that allows for students to be exempted, at their parents'/guardians' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

2. Notice and Communications

a) Schools/Teachers are required to:

- provide parents/guardians with a letter outlining the list of all Human Development and Sexual Health expectations by grade (Appendix A);
- inform parents/guardians that they can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations by completing and returning an exemption form for each child;
- make the *Exemption from Instruction in Human Development and Sexual Health Form* (Appendix B) available to parents/guardians every school year, accommodating the timelines specified below.
- notify all parents/guardians at least twenty school days before the start of the “period of instruction” related to the Human Development and Sexual Health expectations;
- inform parents/guardians of the date by which the completed exemption form or written request must be submitted in order for their child to be exempted from instruction related to the Human Development and Sexual Health expectations. The deadline for parents/guardians to submit their completed exemption form or written request must not be more than five school days before the start of the period of instruction;
- inform parents/guardians that, in the case of an unforeseen event, school boards and schools have the authority to move the period of instruction to a later date in the school year and must give notice of the change to parents/guardians as soon as reasonably possible.

3. Process

a) Schools are required to:

- allow students to be exempt from instruction related to the Human Development and Sexual Health expectations without academic penalty when a request for an exemption has been submitted on the *Exemption from Instruction in Human Development and Sexual Health Form*;
- acknowledge by written letter (Appendix C) the receipt of exemption forms from parents/guardians;
- make the final decision about whether to accept or reject a request for an exemption that does not fall within the parameters set out in this memorandum (e.g., if the exemption form is returned to the school during the scheduled period of instruction rather than by the school's official submission date).

4. Supervision of Exempted Students

Parents/Guardians will be given the choice of how their exempted child will be supervised during the exemption period. Parents/Guardians must choose one of the following options for their child:

- to remain in the classroom during the exemption period without taking part in instruction in Human Development and Sexual Health, and to be assigned work or activities by the teacher that are unrelated to Human Development and Sexual Health; or
- to leave the classroom for the duration of the instruction and remain in the school under supervision. The student's activities during the exemption period will be at the discretion of the teacher or principal. The supervision of the student will be determined by the school according to the board's procedure; or
- to be released into the care of the parent/guardian or the parent's/guardian's approved designate.

Resources

The Ontario Curriculum Grades 1-8: Health and Physical Education; 2019.

APPENDIX A

Insert on School Letterhead

Date

Dear Parent/Guardians:

Re: Human Development and Sexual Health Expectations

There are four strands in the *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*. Strand D: Healthy Living focusses on five health topics.

School boards are required to notify parents twenty days in advance of the topic: Human Development and Sexual Health Expectations being taught.

The chart below summarizes the expectation that are to be taught in Grade **enter grade**.

Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Human Development and Sexual Health			

For the 20YY–YY school year, the period of instruction related to the Human Development and Sexual Health expectations in your child's grade will start on **start date** and end on **end date**.

The daily schedule for this instruction is attached.

Parents/Guardians can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations by completing and returning the attached *Exemption from Instruction in Human Development and Sexual Health Form* for each child.

Sincerely,

Your Name

Your School Name

APPENDIX B

Exemption from Instruction in Human Development and Sexual Health Form

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child's grade, I would like my child to be exempted from instruction related to these expectations, without academic penalty.

During the exemption period, I would like my child to [select one only]:

- Remain in the classroom without taking part in instructional activities related to Human Development and Sexual Health. I understand that my child's activities unrelated to Human Development and Sexual Health during the exemption period will be at the discretion of the teacher.
- Leave the classroom and remain in the school under staff supervision. I understand that my child's activities during the exemption period will be at the discretion of the teacher or principal.
- Be released into my care or the care of my approved designate.

NOTE: If one of the three options above is not selected, the principal or the principal's designate will determine where in the school the child is to remain during the exemption period.

I understand and agree with the following statements:

the Human Development and Sexual Health expectations in strand D of the health and physical education curriculum are different in every grade, so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and Sexual Health expectations in that school year;

- references to or conversations about sexual health–related concepts among teachers, school staff, or other students outside formal instruction in Human Development and Sexual Health are not subject to this exemption;
- my child will continue to receive instruction related to all other elementary health and physical education curriculum expectations;
- requests for exemption made by phone, or exemption forms or written requests that do not have a parent/guardian signature, will not be accepted;
- this exemption form must be returned by **enter date** for my child to be excluded from instruction related to the Human Development and Sexual Health expectations in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*.

 Child's Last Name

 Child's First Name

 Parent's/Guardian's Name (print)

 Parent's/Guardian's Signature

 Grade and Class

 Date

PLEASE NOTE:

You will receive an acknowledgement from the school by letter by **enter a date**.

If you do not receive an acknowledgement, please contact: **enter contact name here**.

Please return this signed form no later than: **enter a date**.

Insert on School Letterhead

Date

Dear **enter name of parent/guardian**

Re: Exemption from Human Development and Sexual Health Expectations

This letter is to acknowledge that your request for your Grade **enter grade** child to be exempted from the Human Development and Sexual Health expectations has been received.

As requested your child will: (Choose one)

- Remain in the classroom without taking part in instructional activities related to Human Development and Sexual Health.
- Leave the classroom and remain in the school under staff supervision.
- Be released into my care or the care of my approved designate

Sincerely,

Your Name
Your Title
Name of School



September 17, 2019

Greg Anderson
Chair of Grand Erie District School Board
Grand Erie District School Board
349 Erie Avenue
Brantford, ON N3T 5V3

Dear Mr. Anderson:

RE: Extension of Access to Kinsmen Park by Mapleview School

Please be advised that on September 3, 2019, Haldimand County Council adopted the following resolution:

THAT the Grand Erie District School Board be permitted a ten (10) month extension to access Kinsmen Park by Mapleview school during the instructional day until July 2020 for playground purposes.

Should you require further information, please contact the undersigned at 905-318-5932, extension 6349.

Yours truly,

A handwritten signature in cursive script, appearing to read "E Evelynbaum".

Evelyn Eichenbaum
Clerk

EE/km

cc Kathryn Underwood