



## Policy and Program Committee Meeting

Monday, January 16, 2023

6:30 p.m.

Education Centre Boardroom

### AGENDA

#### A - 1 **Opening Call to Order**

(a) Roll Call

(b) Declaration of Conflict of Interest

(c) Welcome/Land Acknowledgement

*The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Métis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn and play, and commit to working together in the spirit of Reconciliation.*

#### B - 1 **Approval of the Agenda**

*"THAT the Policy and Program Committee agenda be approved."*

#### C - 1 **Approval of the Minutes**

*"THAT the Minutes of the Policy and Program Committee, dated October 3, 2022, be approved."*

#### D - 1 **Business Arising from Minutes and/or Previous Meetings**

##### E - 1 **New Business - Program**

- \* (a) Diplôme d'Études en Langue Française (DELF) (L. Munro) (I)
- \* (b) Education, Quality and Accountability Office (EQAO) Results 2021-22 (L. Munro) (I)
- \* (c) Secondary Transitions/Retention Update Report (K. Graham, L. Munro) (I)
- (d) [Mental Health Strategy 2022-23](#) (L. Thompson) (I)
- \* (e) Website Review Update (J. Roberto) (I)
- \* (f) Police in Schools Programs (W. Baker) (I)
- \* (g) Policy and Procedure Process/Timelines 2022-23 (J. Roberto) (I)
- \* (h) Exclusion of Student Procedure SO-032 (W. Baker) (I)

##### F-1 **New Business - Policy**

###### **Recommended Motions:**

- \* (a) *"THAT the draft Exclusion of Students Policy SO-32 be forwarded to the February 27, 2023 Regular Board meeting for approval."* (W. Baker)
- \* (b) *"THAT the draft Copyright - Fair Dealings Guideline Policy SO-24 be forwarded to the February 27, 2023 Regular Board meeting for approval."* (L. Munro)



## Policy and Program Committee Meeting

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6:30 p.m.

Education Centre Boardroom

### AGENDA

- \* (c) *"THAT the draft Voluntary Aboriginal Self-Identification Policy SO-16 be forwarded to the February 27, 2023, Regular Board meeting for approval."* (K. Graham)
  - \* (d) *"THAT the draft School Food and Beverage Policy SO-21 be forwarded to the February 27, 2023 Regular Board meeting for approval."* (K. Graham)
  - \* (e) *"THAT the draft Fees for Learning Materials and Activities Policy SO-22 be forwarded to the February 27, 2023 Regular Board meeting for approval."* (K. Graham)
  - \* (f) *"THAT the draft Management of Potentially Life-Threatening Health Conditions, Including Administration of Medication in Schools Policy SO-30 be forwarded to the February 27, 2023 Regular Board meeting for approval."* (L. Thompson)
  - \* (g) *"THAT the draft Accessibility Policy SO-31 be forwarded to the February 27, 2023 Regular Board meeting for approval."* (L. Thompson)
  - \* (h) *"THAT the draft Animals in Schools, Including Student Use of Guide Dogs and Service Animals Policy SO-33 be forwarded to the February 27, 2023 Regular Board meeting for approval."* (L. Thompson)
- G - 1 **Other Business**
- H - 1 **Adjournment**  
*"THAT the Policy and Program meeting be adjourned."*
- I - 1 **Next Meeting Date: March 20, 2023, at 6:30 p.m.**



## Policy and Program Committee Meeting

Thursday, October 3, 2022

Education Centre Boardroom

### MINUTES

**Present:** Committee Chair: S. Gibson, Trustees: G. Anderson, R. Collver, E. Dixon, B. Doyle, C. VanEvery-Albert, Student Trustee: M. Baker

**Administration:** Director: J. Roberto, Superintendents: W. Baker (MS Teams), K. Graham, L. Munro, A. Smith (MS Teams), L. Thompson (MS Teams), Recording Secretary: K. Ireland-Aitken

**Visiting Trustee:** C.A. Sloat

**Guests:** J. Bell, General Legal Counsel (MS Teams)

A - 1 **Opening**

(a) **Roll Call**

Roll call was completed.

(b) **Declaration of Conflict of Interest** - Nil

(c) **Welcome /Land Acknowledgment Statement**

Committee Chair S. Gibson called the meeting to order at 6:30 p.m. and read the Land Acknowledgment Statement.

B - 1 **Approval of the Agenda**

Moved by: E. Dixon

Seconded by: G. Anderson

THAT the Policy and Program Committee agenda be approved.

**Carried**

C - 1 **Approval of Minutes** -Nil

D - 1 **Business Arising from Minutes/Previous Meetings** - Nil

E - 1 **New Business - Policies and Program**

(a) **French Immersion Review Ad Hoc Committee Update**

Presented as printed.

Moved by: B. Doyle

Seconded by: C. VanEvery-Albert

THAT the French Immersion Review Ad Hoc Committee Update be received as information.

**Carried**

(b) **Indigenous Services Canada (ISC) and Six Nations of the Grand River Report**

Presented as printed.



## Policy and Program Committee Meeting

Thursday, October 3, 2022

Education Centre Boardroom

### MINUTES

Moved by: C. VanEvery-Albert

Seconded by: R. Collver

THAT the Indigenous Services Canada (ISC) and Six Nations of the Grand River Report be received as information.

**Carried**

In response to a question, Superintendent Graham noted both Indigenous Education staff and Student Success teams continue to monitor the correlation between credit accumulation and student attendance. In addition, transition plans for secondary schools will include a variety of stages.

- (c) **Mississauga's of the Credit First Nation - Education Service Agreement Report**  
Presented as printed.

Moved by: E. Dixon

Seconded by: G. Anderson

THAT the Mississaugas of the Credit First Nation - Education Service Agreement Report be received as information.

**Carried**

- (d) **Secondary Transitions/Retention Report**  
Presented as printed.

Moved by: G. Anderson

Seconded by: E. Dixon

Recommendation

THAT the Secondary Transitions/Retention Report be received as information.

**Carried**

Superintendent Graham highlighted next steps of the Transitions Working Group, including the development of a guide and the collaborative approach from both elementary and secondary schools.

- (e) **Exclusion of Students Policy SO-32 (W. Baker)**– Deferred.  
Director Roberto noted that this policy would part of the January 2023 Policy and Program meeting and addressed the motion in June 2022 regarding the deferral of this policy.

- (f) **Policies for October 17, 2022 Regular Board Meeting Approval**

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Acceptable Use of Information Technology Policy SO-27 be forwarded to the October 17, 2022 Regular Board meeting for approval.

**Carried**



## Policy and Program Committee Meeting

Thursday, October 3, 2022

Education Centre Boardroom

### MINUTES

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Use of Electronic Communication and Social Media Guidelines Policy SO-03 be forwarded to the October 17, 2022 Regular Board meeting for approval.

**Carried**

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Privacy and Records Information Management Policy SO-19 be forwarded to the October 17, 2022 Regular Board meeting for approval.

**Carried**

F - 1 **Other Business** - Nil

G - 1 **Adjournment**

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Policy and Program meeting be adjourned at 7:43 p.m.

**Carried**

H - 1 **Next Meeting Date:** January 16, 2023, at 6:30 p.m.



# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Lisa Munro, Superintendent of Program K-12 (Teaching and Learning)  
**RE:** **Diplôme d'Études en Langue Française (DELF)**  
**DATE:** January 16, 2023

## Background

The *Diplôme d'études en langue française* (DELF) is an internationally recognized certification of proficiency in French. The DELF is a diploma issued by France's Ministry of National Education that officially certifies the French language abilities of non-native speakers. The diploma is earned by successfully challenging one of the four DELF levels. The diploma is valid for life and is recognized internationally. DELF exams take place in 175 countries worldwide. Students who participate in French Immersion and Core French programs until graduation naturally prepare themselves to challenge the DELF. Students in Grand Erie have the opportunity to challenge this exam, facilitated by funding to Ontario school boards from the Ministry of Education. Obtaining DELF certification opens doors to post-secondary and employment opportunities and serves as a testament to a student's language learning journey and accomplishments. Grand Erie recommends students in all French as a Second Language (FSL) pathways to challenge the DELF.

The DELF evaluations provides students with the opportunity to demonstrate their proficiency in the same four components as our Ontario FSL Curriculum: Listening, Reading, Writing and Speaking.

### There are 4 components to the DELF testing for each level:

**Component 1: ORAL COMPREHENSION:** Students will demonstrate their ability to comprehend authentic conversations and productions of French.

**Component 2: WRITTEN COMPREHENSION:** Students will demonstrate their ability to comprehend and interpret authentic texts in French.

**Component 3: WRITTEN PRODUCTION:** Students will demonstrate their ability to express themselves in French for a specific purpose and audience.

**Component 4: ORAL PRODUCTION:** Students will demonstrate their ability to interact spontaneously and conduct themselves in an interview-setting with 2 DELF qualified evaluators.

Each component is evaluated out of 25 points. Students must achieve a minimum of 12.5 out of 25 points on each component, with a total of 50 out of 100 points to earn certification in their pre-selected DELF level.

In 2022, 78 Grand Erie students challenged the exam, up from 50 the previous year. Ten Grand Erie educators, who are DELF qualified *Examineur-Correcteurs*, conducted and evaluated by harmonisation all parts of the exam (oral interviews, and listening, reading, and writing components) along with the assistance of two external *Examineur-Correcteurs*.

### **Additional Information**

Grand Erie has ten educators, who are DELF qualified *Examineur-Correcteurs*, conducted and evaluated by harmonisation all parts of the exam (oral interviews, and listening, reading, and writing components) along with the assistance of two external *Examineur-Correcteurs*. By facilitating this certification for our educators, we are increasing our capacity to make the DELF exam possible for our students, and increasing capacity of instructional and assessment practices of educators. The DELF *Correcteur* certification for our educators is also internationally recognized

### **Next Steps**

Grand Erie had set a goal to grow the participation of students from 78 to 100 by the end of - 2023-2024 school year and continue to offer and support educators to obtain the DELF *Correcteur* certification.

### **Grand Erie Multi-Year Plan**

This report supports the Learning indicator of Learn Lead Inspire and the following statement: we build a culture of learning where curiosity and opportunities are nurtured for each learner.

Respectfully submitted,

Lisa Munro  
Superintendent of Education (K-12 Program)  
Teaching and Learning



# Grand Erie District School Board

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**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Lisa Munro, Superintendent of Program K-12 (Teaching and Learning)  
**RE:** **Education, Quality and Accountability Office (EQAO) Results 2021-22**  
**DATE:** January 16, 2023

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## Background

Last spring, Grand Erie Grade 3 and 6 students participated in the provincial assessment of reading, writing and mathematics skills conducted by Ontario's Education Quality and Accountability Office (EQAO). Teachers administered the computer-based EQAO assessment in May and June of 2022. Students completed four language and four mathematics sessions. Responses included single-select, multiple-select, drag and drop, drop-down menu, checklist, and open-response.

EQAO assessments also were administered in some Grade 9 Mathematics De-streamed (MTH 1W) classes and the Ontario Secondary School Literacy Test (OSSLT) was also completed by Grade 10, 11 and non-graduating Grade 12 students.

Results for Grand Erie showed improvements in some areas (Grade 6 reading and writing and Grade 10 OSSLT) and small declines in others (Grade 3 reading, writing and math; Grade 6 math), compared to pre-pandemic results. Grand Erie's results are below provincial averages for the 2021-22 school year.

## Additional Information

Comparisons to pre-pandemic results are reference points, as the EQAO tests administered for 2021-22 were a substantial change from the previous assessments and were based on new Ontario curriculum for Grades 3, 6 and 9 math. For the first time, EQAO is reporting achievement results based on a new digitized delivery method and a modernized and digitized assessment process. For Grade 9 math, 2021-22 was the first time it was written by all students, rather than the previous separate tests for students in academic and applied math streams.

## EQAO Results

### Grade 3

Year	Reading	Writing	Math
Grand Erie 18-19	65%	58%	50%
Province 18-19	77%	72%	61%
Grand Erie 21-22	62%	52%	48%
Province 21-22	73%	65%	59%



## EQAO Results

### Grade 6

Year	Reading	Writing	Math
Grand Erie 18-19	74%	73%	35%
Province 18-19	83%	84%	50%
Grand Erie 21-22	78%	75%	34%
Province 21-22	85%	84%	47%

### Grade 9

Year	MTH 1W (Gr. 9 De-Streamed Math)
Grand Erie 21-22	39%
Province 21-22	52%

Given this was a new test based on new curriculum content, there is no comparable pre-pandemic data

### Grade 10 OSSLT

Year	Overall Pass	Academic	Applied
Grand Erie 18-19	63%	86%	35%
Province 18-19	80%	91%	41%
Grand Erie 21-22	70%	88%	48%
Province 21-22	82%	91%	50%

Strategies outlined in [Grand Erie's 22-23 Annual Learning and Operating Plan](#) focus on providing professional learning and coaching supports to further develop educators' capacity to effectively implement assessment for learning strategies and responsive early literacy, mathematics instruction to meet the individual learning needs of every student.

### Grand Erie Multi-Year Plan

This report supports all indicators of Learn Lead Inspire and the following statement: we will, together, build a culture of Learning, Well-Being and Belonging to inspire each learner.

Respectfully submitted,

Lisa Munro  
Superintendent of Program K-12 (Teaching and Learning)



# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Kevin Graham, Superintendent of Education and Lisa Munro, Superintendent of Program K-12 (Teaching and Learning)  
**RE:** **Secondary Transitions/Retention Update Report**  
**DATE:** January 16, 2023

## Background

School transitions continues to represent new beginnings and new opportunities for supports, by creating experiences where students feel a strong sense of belonging that supports students' well-being, leading to higher achievement rates and positive outcomes of inclusion and identity.

At October's Policy and Program Committee meeting, several strategies in action were outlined to further measure the impact of transitions and retention. Since then, progress updates are included as part of this important work:

Strategies in Action	Progress Update
Develop a video series featuring unique school program offerings	Launch of a video series will begin in January/February.
Create a guide based on Grand Erie secondary schools' high impact practices for all schools	A working draft is completed for school teams to include high impact practices as well as differentiated supports as required.
Provide opportunities for elementary/secondary planning	Planning and collaboration dates are set for Family of Schools for the 2022-23 school year.
Gather feedback from grade 8 students	Next Transition Committee meeting – Nov 24
Provide ongoing transition plans with Six Nations (SN) and Mississaugas of the Credit First Nation (MCFN)	Indigenous Transition Plan in collaboration with SN and MCFN is in place.
Develop and review retention tracking data	Data reports have been created to further support schools in their transition planning.
Elicit input from Grand Erie's Parent Involvement Committee, Special Education Advisory Committee, Native Advisory Committee and Indigenous Education Advisory committee	Committee feedback is underway.

**Next Steps**

The Transitions Committee discussed feedback from November’s Family of Schools meeting, brainstormed opportunities/suggestions to gather feedback from elementary students and reviewed timelines to support transitions across the district. The Transition Committee will continue to meet in 2022-23 to formalize the information gathered to date and develop a guide to include recommended best practices and timelines.

Below are samples of the promotion campaign for 2022-23. The Communication and Community Relations Department will be launching these in January/February.



**Grand Erie Multi-Year Plan**

This report supports the Learning and Belonging indicator of Learn Lead Inspire and the following statement: we will build a culture of learning where curiosity and opportunities are nurtured for each learner, and we build a culture of belonging to support an equitable, inclusive, and responsive environment for each learner.

Respectfully submitted,

Kevin Graham, Superintendent of Education  
Lisa Munro Superintendent of Program K-12  
(Teaching and Learning)



# Grand Erie District School Board

**TO:** Trustees of the Grand Erie District School Board  
**FROM:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**RE:** **Website Review Update**  
**DATE:** January 16, 2023

## Background

A Website Review was identified as a goal in the 2021-2026 Strategic Communications Plan and the Annual Learning and Operating Plan 2022-23. The process is underway with the support of Northern, a third-party.

## Progress

- Several focus groups have been conducted to obtain input from staff, including staff from various departments such as Communications, Program K-12, Information Technology and Administrators.
- An environmental scan has been completed, assessing websites of competitor or similar organizations across Ontario, Canada.

## Next Steps

- A public survey will be released to gather feedback from website user groups.
- A thorough review of existing content to facilitate the transition to a new website.

## Additional Information

Grand Erie's goal is to complete the website review project, which will include recommendations for a new website, in 2023, and to transition to the new website for the 2023-24 school year.

## Grand Erie Multi-Year Plan

This report supports all indicators of Learn Lead Inspire and the following statement: we will, together, build a culture of Learning, Well-Being and Belonging to inspire each learner.

Respectfully submitted,

JoAnna Roberto  
Director of Education and Secretary of the Board



# Grand Erie District School Board

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**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Wayne Baker, Superintendent of Education  
**RE:** **Police in Schools Programs**  
**DATE:** January 16, 2023

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## Background

The Police in Schools Programs were paused in Spring 2020 due to COVID restrictions that prohibited non-emergency school visits by police officers. This decision in Grand Erie coincided with similar situations across many Ontario boards of education wherein discussions were being held about the impact on historically marginalized students of having police officers in schools for non-emergency purposes.

## Additional Information

With the return to in-person learning, a review of Police in School Programs has been scheduled that is evidence-based and conducted through a human rights and equity lens. The work will include a literature review, a review of all documentation related to program offerings in schools, interviews and focus groups to include district staff, police service leaders and consultation with students, parents, and others in the school community for inclusion in the data gathering of the review.

A report will be generated that will summarize the methodology, findings, and recommendations. The review will be conducted by Turner Consulting Group, a third-party and it will be student-centred, proactive, sensitive, and grounded in the Ontario Human Rights Code and an equity lens.

The focus of the review is on groups that have been historically marginalized and under-served in the education system, including Indigenous students, racialized students, students with disabilities, 2SLGBTQ+ students, and newcomers.

## Next Steps

Interviews, focus groups and surveys will be held during January, February and March. A report will be created for review in late spring.

## Grand Erie Multi-Year Plan

This report supports the Well-being indicator of Learn Lead Inspire and the following statement: we build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

Respectfully submitted,

Wayne Baker  
Superintendent of Education



# Grand Erie District School Board

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**TO:** Grand Erie Board of Trustees  
**FROM:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**RE:** **Policy and Procedure Process/Timelines 2022-23**  
**DATE:** January 16, 2023

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## Background

General Governance Policy 1.0 outlines expectations for the work of the Board of Trustees regarding the bylaw, policies, and procedures. All policies have been identified for review, whereby existing policies include procedures, they will be divided, and policies will be presented as per General Governance Policy 1.2.2 (f) and 1.3. The schedule of reports identified policies that will be brought forward to Policy and Program Committee that will include the existing policy and the new, adopted, amended, suspended, or rescinded policy on the following dates: January 16, March 20, and May 8.

After discussion, the resulting draft policies will be posted on the school board website for public comment for a period of 30 days. Public comments will be made available for trustees upon request. The resulting new, adopted, amended, suspended, or rescinded policy will then be forwarded to the Board of Trustees for review and decision and procedures, where applicable, will be posted to the school board website following the approval on the policies tentatively scheduled on the following dates: February 27, May 29, and June 26.

## Next Steps

The existing policy and procedure webpage will be redesigned for easier access allowing the user to locate a policy and corresponding procedure in a table format. Also, the categories will be expanded to include:

- Business Services (BU)
- Facilities (FA)
- Health and Safety (HS)
- Human Resources (HR)
- Information Technology (IT)
- Program (PR)
- School Operations (SO)
- Transportation (TR)

## Grand Erie Multi-Year Plan

This report supports the Learn indicator of Learn Lead Inspire and the following statement: we will further review all policies and procedures to align with the General Governance Policy outline.

Respectfully submitted,

JoAnna Roberto, Ph. D.,  
Director of Education & Secretary of the Board



# PROCEDURE

# SO-032

## Exclusion of Students

<b>Superintendent Responsible:</b> Superintendent of Education, Safe Schools	<b>Initial Effective Date:</b> 2020/01/27
<b>Last Updated:</b> 2022/12/12	<b>Next Review Date:</b> 2024/02/01

### Purpose:

To outline 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 Procedure 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.

### Guiding Principles:

#### 1.0 Consultation

- 1.1 Prior to the consideration of exclusion, the Principal – in consultation with the school team, Specialized Services 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 SO32 – Exclusion of Students Page 2 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 Specialized Services 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/Caregivers 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 must 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 Ontario Student Record (OSR) until retirement of the student. 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 (CYWs); 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 Specialized Services 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. Three elected members for the Board of Trustees will hear exclusion appeals. The appeal process is outlined in section 3 of this document.



**2.0 Roles****2.1 Principal**

Grand Erie 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**

Grand Erie 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, through the Student Discipline Committee, has the authority to hear exclusion appeals.

**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.

**3.0 Exclusion Appeals:****3.1 General Information**

3.1.1 An adult student or the parents/caregivers of a minor student, or a student who has withdrawn from parental control 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, at 349 Erie Avenue, Brantford, On N3T 5V3.
- 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 Student Discipline Committee must hear the appeal as soon as possible.

### 3.2 **Preparing for the Appeal**

- 3.2.1 Where the exclusion is upheld upon review, and the Appellant chooses to continue with the appeal, the Director of Education (or designate) will:
  - 3.2.1.1 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
  - 3.2.1.2 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.
  - 3.2.1.3 Inform Trustees of the appeal date.
  - 3.2.1.4 Submit to the Appellant at least 5 days prior to the appeal the materials to be presented by the Board at the appeal.
  - 3.2.1.5 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.
- 3.2.2 The parties in an exclusion appeal to the Trustees shall be:
  - 3.2.2.1 The Principal
  - 3.2.2.2 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 Student Discipline Committee. 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.

### 3.3 **Procedures at the Appeal**

- 3.3.1 Exclusion appeals will be heard orally, in camera, by the Student Discipline Committee.
  - 3.3.1.1 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.

- 3.3.1.2 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 Student Discipline Committee.
- 3.3.1.3 The Appellant may make further submissions addressing issues raised in the Principal's presentation that were not previously addressed by the Appellant.
- 3.3.1.4 The Student Discipline Committee may ask questions of clarification of either party or resource person to the appeal.
- 3.3.2 After all submissions have been made, the parties to the appeal will be dismissed, and the Student Discipline Committee will deliberate the appeal under the direction of the committee Chairperson. At the conclusion of deliberations, a vote will be taken to determine the result of the appeal. The options for consideration by the Trustees are: (1) uphold the exclusion, or (2) reject the exclusion. In the event of the latter, the Board will direct senior administration to consider other options to exclusion.
- 3.3.3 If, during deliberations, the Student Discipline Committee requires 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.
- 3.3.4 A written decision will be sent to the parties to the appeal by the Director of Education (or designate).

**Reference(s):**

- Exclusion of Students Policy (SO-32)
- Progressive Discipline and Promoting Positive Student Behaviour Policy (SO -11)
- Progressive Discipline and Promoting Positive Student Behaviour Procedure (SO -011)

Insert School Letterhead

Date

Name of recipient (parent/caregiver 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 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. 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 the Superintendent of Education responsible for Safe Schools (519-756-6301, ext. 281149).

Sincerely,

Your name  
Principal, Your school

cc: Family of Schools Superintendent of Education  
Superintendent of Education responsible for Safe Schools  
Grand Erie Safe Schools Team  
Ontario Student Record

Draft

**Exclusion Appeals**

1. An adult student or the parent/caregiver of a minor student or a student withdrawn from parental control 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 as soon as possible the commencement of the exclusion.
7. 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 Principal 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.
8. 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.
9. The appropriate Family of Schools Superintendent of Education, as well as the Superintendents of Education responsible for Specialized Services and Safe Schools will attend the appeal as resource persons.
10. The Appellant makes their submission to the Student Discipline Committee first. Submissions may be oral and/or written. An advocate or legal counsel may make submissions on behalf of an Appellant.
11. The Principal makes their submission to the Student Discipline Committee 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.
12. The Student Discipline Committee may ask questions of the parties to the appeal or to resource persons.
13. The Student Discipline Committee will deliberate in camera and make a decision by majority vote.
14. Written notice of the decision will be sent to the parties to the appeal by the Director of Education (or designate).

**Re-Entry of Excluded Student**

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

Student: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Exceptionality: \_\_\_\_\_

Parent/Caregiver: \_\_\_\_\_

Attendees: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**BACKGROUND:**

On \_\_\_\_\_, \_\_\_\_\_ was excluded from \_\_\_\_\_  
 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:**

<b>Goal</b>	<b>Status Update</b>
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/Caregiver: \_\_\_\_\_

Principal: \_\_\_\_\_

Superintendent – Safe Schools: \_\_\_\_\_

Filed in OSR  
 Retention: E+10 years (E= retirement from school)

Insert School Letterhead

Dear Name of Parents/Caregivers 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

Filed in OSR  
Retention: E+10 years (E= retirement from school)





<h2>Exclusion of Students</h2>	
<b>Superintendent Responsible:</b> Superintendent of Education, Safe Schools	<b>Initial Effective Date:</b> 2020/01/27
<b>Last Updated:</b> YYYY/MM/DD	<b>Next Review Date:</b> YYYY/MM/DD

**Objective:**

To support schools in creating and maintaining positive school environments that are safe, caring and welcoming for all students, staff, and school communities.

**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 by reducing disruption to the learning environment and encourages a positive school climate for all members of the school community.

**Reference(s):**

- Exclusion of Students Procedure (SO-032)
- Progressive Discipline and Promoting Positive Student Behaviour Policy (SO-11)
- Progressive Discipline and Promoting Positive Student Behaviour Procedure (SO-011)



## COPYRIGHT - FAIR DEALING GUIDELINES

<b>Superintendent Responsible:</b> Superintendent of Program K-12 (Teaching & Learning)	<b>Initial Effective Date: 2021/03/29</b>
<b>Last Updated: YYYY/MM/DD</b>	<b>Next Review Date: YYYY/MM/DD</b>

### Objective:

To comply with the Fair Dealing Guidelines as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium.

### Policy Statement:

The Grand Erie District School Board will communicate the Fair Dealing Guidelines to all school locations on an annual basis in order to ensure that all staff understand the obligations of the school board in accordance with the *Copyright Modernization Act*.

### Reference(s):

- Copyright – Fair Dealing Guidelines (SO-024)
- Council of Ministers of Education Canada (CMEC) Copyright Consortium
- [Copyright Modernization Act](#)



<b>VOLUNTARY INDIGENOUS SELF-IDENTIFICATION</b>	
<b>Superintendent Responsible:</b> Superintendent of Education, Indigenous Education	<b>Initial Effective Date:</b> 2020/02/24
<b>Last Updated:</b> YYYY/MM/DD	<b>Next Review Date:</b> YYYY/MM/DD

**Objective:**

To recognize that all First Nations, Métis and Inuit students have the right to self-identify to receive improved access to services and instructional supports.

**Policy Statement:**

The Grand Erie District School Board believes in establishing strong partnerships with Indigenous families, organizations and communities both on and off-reserve, First Nation governments, and Indigenous Services Canada with a goal to improving academic achievement for all First Nation, Métis and Inuit students.

The Board is required, by the Ministry of Education, to collect data on First Nation, Métis and Inuit (FNMI) 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 FNMI students. In order to collect this data, the board needs to ensure that all parents/caregivers for FNMI students under the age of 18 and students over the age of 18 have the opportunity to voluntarily self-identify as Indigenous. The data collected will be shared with the schools, Board, and the Ministry of Education in order to assess the progress in improving FNMI student achievement.

**Reference(s):**

- Voluntary Indigenous Self-Identification Procedure (SO-016)
- FNMI Framework



<b>SCHOOL FOOD AND BEVERAGES</b>	
<b>Superintendent Responsible:</b> Superintendent of Education, Secondary Schools	<b>Initial Effective Date: 2019/05/27</b>
<b>Last Updated: YYYY/MM/DD</b>	<b>Next Review Date: YYYY/MM/DD</b>

**Objective:**

To commit to a healthy environment, schools in the Grand Erie District School Board (Grand Erie) will comply with the Ministry of Education’s School Food and Beverage Policy as outlined in Policy/Program Memorandum (PPM) No. 150.

**Policy Statement:**

Grand Erie is committed to making schools healthier places for students. Student learning and success as well as social and emotional well-being are enhanced in a healthy school environment. All contracts for school food and beverage services provided in our schools will comply with PPM 150.

**Reference(s):**

- School Food and Beverages Procedure (SO-021)
- Ministry of Education School Food and Beverage Policy (PPM 150)



## FEES FOR LEARNING MATERIALS AND ACTIVITIES

<b>Superintendent Responsible:</b> Superintendent of Education, Secondary Schools	<b>Initial Effective Date:</b> 2020/04/27
<b>Last Updated:</b> YYYY/MM/DD	<b>Next Review Date:</b> YYYY/MM/DD

### Objective:

To ensure all students have access to learning materials and equipment necessary to meet curricular requirements and be proactive in providing a barrier free learning environment for all.

### Policy Statement:

The Grand Erie District School Board is committed to supporting students' participation in school activities regardless of their individual economic circumstances.

As indicated in Ministry of Education Guidelines, parents/caregivers or students may be asked to contribute resources in the way of time, money, or materials to support enhanced or optional programs and activities.

When fees are collected, the purposes and method for their collection must be consistent with Grand Erie policies.

### Reference(s):

- Fees for Learning Materials and Activities Procedure (SO-022)
- Ministry Memo 2010:B11



**MANAGEMENT OF POTENTIALLY LIFE-THREATENING HEALTH CONDITIONS, INCLUDING ADMINISTRATION OF MEDICATION, IN SCHOOLS**

<b>Superintendent Responsible:</b> Superintendent of Education, Specialized Services	<b>Initial Effective Date:</b> 2020/04/27
<b>Last Updated:</b> YYYY/MM/DD	<b>Next Review Date:</b> YYY/MM/DD

**Objective:**

To support students with life threatening medical conditions.

**Policy Statement:**

The Grand Erie District School Board believes in supporting staff to better understand, prevent and respond to a health emergency by providing training and resources. A health emergency is defined as a potentially life-threatening health condition.

In accordance with *Sabrina’s Law*, Grand Erie establishes and maintains a policy for students diagnosed with severe allergic reactions that may potentially end in death. Similarly, in accordance with *Ryan’s Law*, Grand Erie establishes and maintains a policy for students diagnosed with asthma. Grand Erie also has established and maintains procedures to support students with diabetes and seizure disorders, which are potentially life-threatening health conditions.

**Reference(s):**

- *Sabrina’s Law – 2005*
- *Ryan’s Law (Ensuring Asthma Friendly Schools), 2015*
- *Ontario Human Rights Code*
- [Accessibility for Ontarians with Disabilities Act 2005 \(AODA\)](#)
- *Accessibility Standards for Customer Service, Ontario Regulation 429/07*
- *Integrated Accessibility Standard Regulation (IASR), Ontario Regulation 191/11*
- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M.56](#)
- Accessibility Procedure (SO-031)
- Integrated Accessibility Awareness Resource Manual
- Grand Erie’s Multi-Year Accessibility Plan, 2022-27
- Equity and Inclusivity in-Education Policy (SO-14)
- Equity and Inclusivity in-Education Procedure (SO-014)
- Animals in Schools, Including Student Use of Guide Dogs, Service Dogs and Service Animals Policy (SO-33)
- Animals in Schools, Including Student Use of Guide Dogs, Service Dogs and Service Animals Procedure (SO-033)
- Student Concussion and Head Injury Policy (SO-28)
- Student Concussion and Head Injury Procedure (SO-028)
- Student Concussion Resource Package
- Volunteers Procedure (SO-126)



# POLICY

# SO-31

## ACCESSIBILITY

<b>Superintendent Responsible:</b> Superintendent of Education, Specialized Services	<b>Initial Effective Date:</b> 2021/01/25
<b>Last Updated:</b> YYYY/MM/DD	<b>Next Review Date:</b> YYY/MM/DD

### Objective:

To provide accessibility accommodations that foster independence, equity of opportunity, dignity and respect for students, parents/caregivers, employees and the community.

### Policy Statement:

The Grand Erie District School Board will adhere to the *Integrated Accessibility Standards Regulation (IASR) of the Accessibility for Ontarians with Disabilities Act (AODA)*, which includes mandatory accessibility standards that identify, remove and prevent barriers for people with disabilities in five areas: Customer Service, Information and Communications, Employment, Transportation, and Design of Public Spaces. This policy applies to all policies and procedures in Grand Erie.

### Reference(s):

- [Accessibility for Ontarians with Disabilities Act 2005 \(AODA\)](#)
- *Accessibility Standards for Customer Service, Ontario Regulation 429/07*
- *Integrated Accessibility Standard Regulation (IASR), Ontario Regulation 191/11*
- *Ontario Human Rights Code*
- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M.56](#)
- Accessibility Procedure (SO-031)
- Integrated Accessibility Awareness Resource Manual
- Grand Erie's Multi-Year Accessibility Plan, 2022-27
- Equity and Inclusivity in Education Policy (SO-14)
- Equity and Inclusivity in Education Procedure (SO-014)
- Management of Potentially Life-Threatening Health Conditions. Including Administration of Medication in Schools Policy (SO-30)
- Animals in Schools, Including Student Use of Guide Dogs, Service Dogs and Service Animals Policy (SO-33)
- Animals in Schools, Including Student Use of Guide Dogs, Service Dogs and Service Animals Procedure (SO-033)
- Student Concussion and Head Injury Policy (SO-28)
- Student Concussion and Head Injury Procedure (SO-028)
- Student Concussion Resource Package



<b>ANIMALS IN SCHOOLS, INCLUDING STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS</b>	
<b>Superintendent Responsible:</b> Superintendent of Education, Specialized Services	<b>Initial Effective Date:</b> 2020/02/24
<b>Last Updated:</b> YYYY/MM/DD	<b>Next Review Date:</b> YYY/MM/DD

**Objective:**

To meet the obligations pursuant to the *Ontario Human Rights Code* with respect to providing accommodation(s) to students with disabilities.

**Policy Statement:**

The Grand Erie District School Board provides individualized accommodation(s) to students with disabilities, including access to guide dogs, service dogs or service animals in exceptional circumstances, to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.

**Reference(s):**

- [Education Act, R.S.O. 1990, c.E.2](#)
- *Ontario Regulation 474/00 Access to School Premises*
- [Accessibility for Ontarians with Disabilities Act 2005 \(AODA\)](#)
- *Accessibility Standards for Customer Service, Ontario Regulation 429/07*
- *Integrated Accessibility Standard Regulation (IASR), Ontario Regulation 191/11*
- *Ontario Human Rights Code*
- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M.56](#)
- Accessibility Policy (SO-31)
- Accessibility Procedure (SO-031)
- Integrated Accessibility Awareness Resource Package
- Grand Erie's Multi-Year Accessibility Plan, 2022-27
- Equity and Inclusivity in Education Policy (SO-14)
- Management of Potentially Life-Threatening Health Conditions Including Administration of Medication in Schools Policy (SO-30)
- Animals in Schools, Including Student Use of Guide Dogs, Service Volunteers Procedure (SO-126)