



Policy and Program Committee Meeting

Monday, May 8, 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 March 20, 2023, be approved."*

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

E - 1 **New Business - Program**

- * (a) Managing Information for Student Achievement (MISA) Update (L. Munro) (I)
- * (b) Early Reading Report (L. Munro) (I)
- * (c) Dual Credit Report (K. Graham, L. Munro) (I)
- * (d) Graduation Coach (Cultural Mentor) Update (K. Graham) (I)

F-1 **New Business - Policy**

Recommended Motions:

- * (a) *"THAT the Purchasing Policy (BU-06) be forwarded to the June 26, 2023 Regular Board meeting for approval."* (R Wyszynski)
- * (b) *"THAT the School Councils Policy (SO-02) be forwarded to the June 26, 2023 Regular Board meeting for approval."* (J. White/K. Graham)
- * (c) *"THAT the Distribution of Materials in Schools Policy (SO-04) be forwarded to the June 26, 2023 Regular Board meeting for approval."* (J. Roberto)
- * (d) *"THAT the Emergency Planning Policy (SO-05) be forwarded to the June 26, 2023 Regular Board meeting for approval."* (L. Munro)
- * (e) *"THAT the Student Suspensions Policy (SO-06) be forwarded to the June 26, 2023 Regular Board meeting for approval."* (L. Thompson)
- * (f) *"THAT the Student Expulsions Policy (SO-07) be forwarded to the June 26, 2023 Regular Board meeting for approval."* (K. Graham)
- * (g) *"THAT the Bullying Prevention and Intervention Policy (SO-10) be forwarded to the June 26, 2023 Regular Board meeting for approval."* (L. Munro)
- * (h) *"THAT the Code of Conduct Policy (SO-12) be forwarded to the June 26, 2023 Regular Board meeting for approval."* (L. Munro)
- * (i) *"THAT the Access to Schools and Facilities Policy (SO-13) be forwarded to the June 26, 2023 Regular Board meeting for approval."* (J. White)



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- * (j) "THAT the Equity and Inclusive Education Policy (SO-14) be forwarded to the May 29, 2023 Regular Board meeting for approval." (L. Thompson)
- * (k) "THAT the Field Trips and Excursions Policy (SO-15) be forwarded to the June 26, 2023 Regular Board meeting for approval." (L. Munro/J. White)
- * (l) "THAT the Hiring of Employees Policy (HR-03) be forwarded to the June 26, 2023 Regular Board meeting for approval." (J. Tozer)
- * (m) "THAT the Health and Safety Policy (HS-01) be forwarded to the June 26, 2023 Regular Board meeting for approval." (J. Tozer)
- * (n) "THAT the Workplace Violence Policy (HS-02) be forwarded to the June 26, 2023 Regular Board meeting for approval." (J. Tozer)
- * (o) "THAT the Student Concussion and Head Injury Policy (HS-10) be forwarded to the June 26, 2023 Regular Board meeting for approval." (J. Tozer)
- * (p) "THAT the Harassment and Objectionable Behaviour Policy (HR-05) be forwarded to the June 26, 2023 Regular Board meeting for approval." (J. Tozer)
- * (q) "THAT the Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees Policy (HR-07) be forwarded to the June 26, 2023 Regular Board meeting for approval." (J. Tozer)
- * (r) "THAT the Reporting of Wrongdoing Policy (HR-23) be forwarded to the May 29, 2023 Regular Board meeting for approval." (J. Tozer)
- (s) **Policies to be Rescinded**
Recommended Motions:
 - * "THAT the Supplier Exclusivity: Food Services and Vending Machines in Schools Policy (F1) be forwarded to the May 29, 2023 Regular Board meeting to be rescinded." (R. Wyszynski)
 - * "THAT the Cyberbullying Policy (SO9) be forwarded to the May 29, 2023 Regular Board meeting to be rescinded." (L. Munro)
 - * "THAT the Progressive Discipline and Promoting Positive Student Behaviour Policy (SO11) be forwarded to the May 29, 2023 Regular Board meeting to be rescinded." (L. Thompson)
 - * "THAT the Event Planning and Organizing Policy (SO26) be forwarded to the May 29, 2023 Regular Board meeting to be rescinded." (J. Roberto)
 - * "THAT the Violence Threat Risk Assessment and Intervention Policy (SO29) be forwarded to the May 29, 2023 Regular Board meeting to be rescinded." (L. Thompson)
 - * "THAT the Service Provision for Students with Special Education Needs Policy (P-01) be forwarded to the May 29, 2023 Regular Board meeting to be rescinded." (L. Thompson)
 - * "THAT the Bereavements Policy (HR1) be forwarded to the May 29, 2023 Regular Board meeting to be rescinded." (J. Tozer)
 - * "THAT the Safe Work Practices Policy (FT15) be forwarded to the May 29, 2023 Regular Board meeting to be rescinded." (J. Tozer)

G - 1 Other Business

- * (a) Supplier Exclusivity: Food Services & Vending Machines in Schools Procedure (BU-001) (R. Wyszynski) (I)
- * (b) Progressive Discipline and Promoting Positive Student Behaviour Procedure (SO-011) (L. Thompson) (I)
- * (c) Event Planning and Organizing Procedure (SO-026) (J. Roberto) (I)
- * (d) Violence Threat Risk Assessment and Intervention Procedure (SO-029) (L. Thompson) (I)
- * (e) Bereavements Procedure (HR-001) (J. Tozer) (I)



Policy and Program Committee Meeting

Monday, May 8, 2023

6:30 p.m.

Education Centre Boardroom

AGENDA

- H - 1 **Adjournment**
"THAT the Policy and Program Committee meeting be adjourned."

- I - 1 **Next Meeting Date: TBD**



Policy and Program Committee Meeting

Monday, March 20, 2023

Education Centre Boardroom

MINUTES

Present: Committee Chair: S. Gibson, Trustees: G. Anderson, R. Collver, B. Doyle, T. Waldschmidt, L. Whiton

Administration: Director: J. Roberto, Superintendents: W. Baker, L. Munro (MS Teams), J. Tozer (MS Teams), R. Wyszynski, Recording Secretary: K. Ireland-Aitken, Executive Assistant C. Dero (MS Teams)

Regrets: C. VanEvery-Albert

Visiting Trustee: 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 Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Policy and Program Committee agenda be approved.

Carried

C - 1 **Approval of Minutes**

(a) **January 16, 2023**

Presented as printed.

Moved by: B. Doyle

Seconded by: L. Whiton

THAT the Minutes of the Policy and Program Committee dated January 16, 2023, be approved.

Carried

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

E - 1 **New Business - Program**

(a) **Alternatives to Suspension Working Group Report**

Presented as printed.

In response to a question, it was noted that the working group concluded that building and developing positive relationships between the student and Administrator(s) when establishing the Guiding Principles with Student Discipline is key.



Policy and Program Committee Meeting

Monday, March 20, 2023

Education Centre Boardroom

MINUTES

Responding to a question regarding governance, it was noted that policies are upheld and reflective of Safe and Inclusive Schools.

Consideration to allocate additional funding for Safe Schools in relation to Alternatives to Suspensions during the budget process was requested.

(b) **Information Technology Services Annual Update**

Presented as printed.

In response to a question, it was noted devices have been deployed to all school-based staff with the exception of clerical.

F - 1 **New Business - Policy**

(a)-(c) Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the draft Budget Development Process Policy (BU-02), draft Trustee Honoraria Policy (BU-04), and draft Advocacy Policy (BU-05) be forwarded to the March 27, 2023 Regular Board meeting for approval.

Carried

It was confirmed that the Budget Development Process Policy (BU-02), Trustee Honoraria Policy (BU-04), and Advocacy Policy (BU-05) were reviewed and updated during the last school year and presented on the new policy template.

(d)-(n) Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the draft Capital Related Fundraising Policy (BU-03), draft Major Construction Policy (FA-01), draft New Construction Policy (FA-02), draft Naming/Renaming of Schools and Facilities Policy (FA-03), draft Community Use of Schools Policy (FA-04), draft Transition Committee Policy (FA-09), draft Green Construction Policy (FA-10), draft Community Planning and Facility Partnership Policy (FA-11), draft Inclement Weather Policy (TR-01), draft Student Transportation Policy (TR-02), and the draft Fundraising Policy (SO-01) be forwarded to the April 24, 2023 Regular Board meeting for approval.

Carried

(o) **Policies to be Rescinded**

Presented as printed.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Pride of Place and Community Partnership Incentive Programs Policy (FA-13) and the Environmental Standards for Facility Operations and Maintenance Policy (FA-14) be forwarded to the March 27, 2023 Regular Board meeting to be rescinded.

Carried

In response to a question, it was noted that highlights of the Pride of Place and Community Partnership Incentive Programs will continue to be brought forward to the Board for information.



Policy and Program Committee Meeting

Monday, March 20, 2023

Education Centre Boardroom

MINUTES

G - 1 **Other Business**

- (a) Naming/Renaming of Schools and Facilities Procedure (FA-003)
Presented as printed.
- (b) Transition Committee Procedure (FA-009)
Presented as printed.
- (c) Pride of Place and Community Partnership Incentive Programs Procedure (FA-013)
Presented as printed.
- (d) Environmental Standards for Facility Operations and Maintenance Procedure (FA-014)
Presented as printed.
- (e) Inclement Weather Procedure (TR-001)
Presented as printed.

H - 1 **Adjournment**

Moved by: G. Anderson
Seconded by: T. Waldschmidt
THAT the Policy and Program Committee meeting be adjourned at 7:38 p.m.
Carried

I - 1 **Next Meeting Date:** May 8, 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: **Managing Information for Student Achievement (MISA) Update**
DATE: May 8, 2023

Background

Managing Information for Student Achievement (MISA) funding helps Grand Erie District School Board (Grand Erie) build capacity and support student learning, well-being and belonging through the effective use of data. MISA was established by the Ministry of Education in 2005 for the purpose of building capacity to use data to improve student achievement by:

- improving provincial data quality and setting standards for data integrity; implementing data collection (OnSIS) processes; integrating multiple sources of data for research, analysis and reporting; and
- improving data management practices in school boards, promoting and supporting evidence-informed decision-making and increasing data analysis skills.

Funding for this initiative is provided through Grants for Student Needs (GSN) and every school board is required to designate one MISA Leader.

The Ministry of Education has identified four priority funding areas for MISA:

1. Build and sustain capacity by continuing work on high priority common core activity(s) to achieve/maintain level(s), as set out in the MISA Common Core Capacities Continuum (January 2006).
2. Create more collaboration at the classroom, school, board, and/or network level(s) in activities related to identifying, analyzing, implementing, monitoring, and/or evaluating targeted improvement strategies/initiatives.
3. Promote prioritized availability and usability of information for end-users.
4. Data Quality Management (DQM) projects that will improve the timeliness, accuracy and completeness of school board data/information submitted through the Ontario School Information System (OnSIS).

Additional Information

In 2022-2023 Grand Erie's Annual Learning and Operating Plan (ALOP) priorities align with the Ministry of Education identified areas:

Priority 1:

In alignment with the priority to build a culture of belonging to support an equitable, inclusive and responsive environment for each learner and the strategic actions set out to address this priority, MISA funding is being used to address:

- collection of the "Count Us In" Student Census data; and
- analysis and reporting on several achievement and well-being indicators in the ALOP.

Priority 2:

In alignment with the ALOP priority to build a culture of learning to nurture curiosity and opportunity for each learner and the strategic actions set out to address this priority, MISA funding is being used to address:

- development, collection, and analyses of both quantitative and qualitative data to support the French Immersion review and Education Services Agreement Progress Reports for Six Nations of the Grand River and Mississaugas of the Credit First Nation;
- support the implementation and usage of Compass for Success data analysis tool;
- migration of PowerSchool Data with Compass for Success; and
- system-wide Compass for Success training.

Priority 3:

To support data quality, MISA funding is being used to:

- address outstanding validations through training; and
- messaging schools to address validations as they are received.

Next Steps

The MISA Leader will continue to work on MISA priorities as set out by the Ministry of Education and Grand Erie.

Grand Erie Multi-Year Plan

This report supports Grand Erie's Multi-Year Strategic Plan with a focus on 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: Lisa Munro, Superintendent of Program K-12 (Teaching and Learning)
RE: **Early Reading Report**
DATE: May 8, 2023

Background

In February 2022, the Ontario Human Rights Commission (OHRC) released its *Right to Read* inquiry report which offers suggestions for supporting students with reading disabilities. In response, the Ministry of Education (MOE) released the *Effective Early Reading Instruction: A Guide for Teachers* in spring 2022. The MOE also made a commitment to update the 2006 *Ontario Language* curriculum with a focus on evidence-based approaches that emphasize direct, explicit, and systematic reading instruction by September 2023. Beginning in 2023-24, the MOE will require that all students in Kindergarten (Year 2) through Grade 2 be screened for early reading skills twice yearly using evidence-based assessment/screening tools. This report outlines Grand Erie District School Board's (Grand Erie) current response to support student learning.

Early Reading Overview

Grand Erie's early reading goal is to improve the overall reading proficiency of all students with a focus on early primary grades.

Foundation

It is important to build upon students' early experiences and prior knowledge as a foundation for developing early reading skills. Instructional practices support the belief that all students are capable of learning to read. Teachers support this learning by:

- using the Early Literacy Assessment Tool (ELAT) to drive responsive teaching;
- developing foundational skills in oral language;
- delivering whole-group and small-group mini-lessons to cultivate confident readers who enjoy reading;
- using assessment data to plan lessons that are responsive to students' skills in listening and speaking, reading and writing; and
- monitoring results as students progress through the literacy continuum of reading in the areas of phonemic awareness, phonics, vocabulary, fluency, word study and comprehension.

Literacy Initiatives in the Classroom

With the anticipation of a new curriculum in fall 2023 and in response to the *Right to Read Report*, Grand Erie has refined the focus to reflect the research surrounding early reading development, which will have a positive impact on student acquisition of early reading skills.

- Educators in Kindergarten through Grades 1 and 2 gather early literacy assessment data on their students using the ELAT.
- Educators in Kindergarten (Year 2) through Grade 8 use Benchmark Assessment System (BAS) to inform responsive instruction.
- Educators in Kindergarten through Grades 1 and 2 implement the Heggerty Phonemic Awareness program daily.

- Educators in Kindergarten through Grades 1 and 2 implement the intentional use of decodable texts to enable students to apply the learning from phonemic awareness and phonics instruction.
- Educators in Kindergarten through Grades 1 and 2 use resources to target specific needs based on assessment data collected.
- Coaches designed Make and Take sessions for educators that targeted each of the five (5) components within the ELAT (phonological awareness, phonics, high frequency words, concepts of print and drawing and writing).
- Literacy Coaches provided BAS training for educators in Kindergarten through Grade 8.

Implementation Plan

The Elementary Early Years Literacy team developed an Early Literacy Assessment Tool (ELAT) after reviewing several research-based resources and consulting with other experts including Speech and Language Pathologists and Multi-Language Learning team members.

All Kindergarten to Grade 1 and 2 educators were provided with professional development about the use of this resource to gather assessment data and provide responsive instruction. Additionally, instructional resources were purchased to support phonemic awareness and phonics learning in the classroom.

The Heggerty Phonemic Awareness program was purchased in fall 2022 for all Kindergarten to Grade 1 and 2 classes along with decodable text sets, Orthographic Mapping kits, and the professional resource *Sounds, Letters, and Words*. Heggerty follows a specific scope and sequence of skills that explicitly and systematically supports phonological awareness instruction in the classroom. *Sounds, Letters, and Words* supports teachers with targeted lessons for small group instruction. Orthographic mapping kits allow educators to teach students how to map out the connections between letters and sounds. The introduction of decodable text reinforces early literacy skills that are a focus of daily classroom learning. An online digital resource binder has also been created for educators to access. This resource binder includes all areas of the assessment tool, as well as activities and lesson ideas designed to target specific skills based on needs in the classroom as identified through assessment.

Primary staff, supported by Instructional Literacy Coaches, are implementing the intentional initiatives introduced to reach Grand Erie's early reading goal. In addition:

- Instructional Coaches receive ongoing, in-depth training to support teaching of early reading strategies including the ELAT, *Heggerty*, the use of decodable texts, *Sounds, Letters, and Words*, *Shifting the Balance* and *Leveled Literacy Intervention*.
- Learning Resource Teachers, Specialized Services Department, Speech and Language Pathologists, and Communication Disorder Assistants engaged in professional development in connection to the ELAT and instructional resources.
- All classroom teachers and Designated Early Child Educators in Kindergarten to Grade 1 and 2 received professional development on the effective implementation of the new resources which included the analysis of ELAT assessment data collected from their students and planning for responsive instruction to meet the students' needs.
- Administrators were provided an overview of the ELAT, resources provided to teachers and a checklist. They also reviewed the critical role of Literacy Instructional Coaches to provide co-planning and co-teaching support to educators.

We are committed to continuing to improve the reading proficiency for all students through responsive instruction across the Grand Erie.

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

RE: **Dual Credit Report**

DATE: May 8, 2023

Background

The Dual Credit program is designed to support senior secondary students achieve their Ontario Secondary School Diploma (OSSD) through a college experience. The students most positively influenced by Dual Credit programming are students that are not meeting their full academic potential but are demonstrating evidence of their potential to succeed. Students that meet that criterion are the primary target group for the Dual Credit program. Dual Credit programs are part of the School College Work Initiative and are funded by the Ministry of Education and the Ministry of Colleges and Universities. The intent of the Dual Credit program is to offer students in Grades 11 and 12 a path to complete their OSSD and make a successful transition to college and/or an apprenticeship.

Additional Information

College Partners

Grand Erie District School Board (Grand Erie) Dual Credit programs are unique in that the geographical size of Grand Erie allows partnerships with three (3) separate colleges: Mohawk College of Applied Arts and Technology, Conestoga College Institute of Technology and Advanced Learning, and Fanshawe College. These programs are delivered in various locations and methods. Grand Erie offers both college delivered and Team-taught Dual Credit experiences to over 350 students annually. These programs are delivered on location in secondary schools as well as college facilities. Students that successfully complete the Dual Credit program leave with both a Secondary School credit and a College Credit. This not only provides students the support they need to achieve their OSSD, but also a plausible transition into a post-secondary pathway.

A major contributing factor to the success of the Dual Credit program is the support provided for students. Students have access to the secondary teacher that supports the Dual Credit course, the academic supports provided by the secondary school, as well as the support of the college Instructor and the supports available through the college. These supports are a pillar to the success rates observed in the Dual Credit programs.

Dual Credit Programming

Grand Erie Dual Credit offerings support students diverse interests through various programs. Dual Credit programs have equipped students with the skills they need to compete in Skills Competitions, enter Level 1 Apprenticeship programs and receive industry certifications. The Welding Dual Credit programs in Grand Erie have seen over 28 industry standard welding tickets awarded to students by the Canadian Welding Bureau between September 2021 and April 2023. These industry standard welding tickets are a major accomplishment for students

pursuing a career in the Welding and Manufacturing industry. **The Future of Grand Erie Dual Credit Programs**

Dual Credit programming moving forward will offer more college site day-away Dual Credit programs. The college site day-away Dual Credits will expose students to college life, familiarizing them with the environment, expectations, and staff inside the college. This will allow students a transition into college and/or an apprenticeship they can see themselves included in. These college site day-away Dual Credits will continue to support the School College Work Initiative set out by the Ministry of Education.

Grand Erie Dual Credit Offerings in 2022/2023

Semester One	Semester Two
Esthetics and Make-up	Photography Fundamentals
Horticultural Practices	Graphic Design Layout
Crime Scene Investigation	Introduction to Construction
Applied Culinary Techniques	Basic Food Preparation
Introduction to Electrical	Introduction to Revit
Introduction to Food and Culture	Audio Postproduction
	Introduction to Marketing
Night School Offerings	
Introduction to Construction	Introduction to Welding

Respectfully submitted,

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

Kevin Graham
 Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Kevin Graham, Superintendent of Education
RE: **Graduation Coach (Cultural Mentor) Update**
DATE: May 8, 2023

Background

The purpose of Grand Erie District School Board's (Grand Erie) Indigenous Graduation Coach initiative is to provide supports to Indigenous learners with the goal of increasing the number of Indigenous students obtaining an Ontario Secondary School Diploma and successfully transitioning into post-secondary education, training or labour market opportunities.

The Graduation Coach acts as a mentor and an advisor to Indigenous students, facilitating access and referrals to academic supports and community resources to provide an integrated support system for student achievement and well-being. The Graduation Coach also plays an essential role as an advocate for each learner with teachers, other school staff, and families while working in close collaboration with the School Administrator(s), Student Success Team and the Indigenous Education Team.

Guiding Principles

- To provide an enriching school experience that acknowledges and respects the Indigenous communities represented in Grand Erie schools. The Graduation Coach plays a key role in providing culturally responsive services and programs, in partnership with Indigenous families, communities and organizations for Indigenous students that will enhance their school experience and success.
- Success is fostered by developing a trusting relationship with the students and understanding the strengths, needs and interests of each student and then making connections to support their successful transitions throughout their high school journey.
- Monitoring and tracking of each students progress through utilizing real time data collection and communication tools enabling structures to be better informed of the specific needs of the Indigenous learners and better equipped to make timely decisions about how best to support the Indigenous learner at any given time.

Additional Information

Grand Erie's Graduation Coaches are located at Brantford Collegiate and Vocational School, Pauline Johnson Collegiate and Vocational School, Tollgate Technical and Skills Centre, Hagersville Secondary School, McKinnon Park Secondary School and Cayuga Secondary School.

The Graduation Coaches have created an impact in the following areas:

Action/Impact	Description
Attendance	<ul style="list-style-type: none">- Attendance Counsellors to do check ins- Follow up with students- Holds traditional workshops to increase attendance and feeling of belonging

Academic Support	<ul style="list-style-type: none"> - Technology support i.e., text to speech - Support with assignments
Re-engagement	<ul style="list-style-type: none"> - Check-ins with students - Support with credit accumulation
Community Connections	<ul style="list-style-type: none"> - Grand Erie Learning Alternatives (GELA) connections - Community supports connections and/or other programs
Positive transition from Grade 8 to 9	<ul style="list-style-type: none"> - Assist with transition planning, shadow days and arrange for supports for the following school year
University/college acceptance	<ul style="list-style-type: none"> - Provide students with assistance on applications, acceptance, and requirements process - Assist and share scholarship/bursary information to students. - Support their choice of post-secondary destination
Apprenticeship registration	<ul style="list-style-type: none"> - Support with entry requirements for programs - Link to community organizations such as Grand River and Employment Training (GREAT) - Facilitate Ontario Youth Apprenticeship Program (OYAP) connections
Entering the workforce	<ul style="list-style-type: none"> - Network with organizations - Create appointments for employment - Provide support for resume writing
Increasing cultural identity	<ul style="list-style-type: none"> - Offer cultural programming, teaching, trips, and student leadership involvement - Provide support through workshops - Support student leaders to work on tasks or events
Re-engagement with family	<ul style="list-style-type: none"> - Provide parent(s)/caregiver(s) trips, workshops, events such as corn husk dolls, moccasin making, wampum teachings, etc.
Re-engagement with community	<ul style="list-style-type: none"> - Offer trips such as Kayansese, Lacrosse Games, Survivor Secretariate, Mush Hole Performance, etc.

Next Steps

Grand Erie's Graduation Coaches will continue to support Indigenous students to successfully transition into post-secondary education, training or labour market opportunities.

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 to nurture curiosity and opportunity for each learner, and we will build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Kevin Graham
Superintendent of Education



POLICY

BU-06

PURCHASING	
Superintendent Responsible: Superintendent of Business & Treasurer	Initial Effective Date: 2010/03/22
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To ensure the efficient, transparent, and ethical procurement of goods and services for the board.

Policy Statement:

The Grand Erie District School Board (Grand Erie) values ethical, fair, and transparent treatment of all suppliers of goods and services and supports a standardized purchasing policy for its employees who are involved in the purchase of these products. Grand Erie will comply with all legislation including the *Education Act*, the *Broader Public Sector Procurement Directive*, and all applicable trade agreements.

1.0 Approval Authority Schedule (AAS)

- Authority levels identify the approval required for specific dollar values of purchasing. This delegation of authority corresponds to job roles within Grand Erie.
- Approval for purchasing goods and services is based on the total estimated dollar value, including any agreed-upon renewals, and exclusive of applicable taxes.
- The Board of Trustees shall approve all purchase contracts, in excess of \$2,500,000. All contracts for consulting services in excess of \$100,000 shall be approved by the Board of Trustees.

2.0 Special Approvals

The Director and Secretary of the Board and/or Superintendent of Business and Treasurer, in consultation with the Chair or Vice-Chair of the Board, may approve contracts for supplies and services in excess of \$2,500,000 during months when there is no scheduled Board of Trustees meeting, e.g., July and August, and report such approvals at the first scheduled Board of Trustees meeting following approval.

Definitions:

Consultant: a vendor, who by virtue of a particular expertise, is contracted by Grand Erie to undertake a specific task or assignment that may include, but not limited to, expert advice, guidance, strategic advice, assessment without implementation or consideration for decision making.

Purchase Contract: A legally binding agreement between a buyer and a seller that outlines the terms and conditions of a transaction for the purchase of goods or services.

Reference(s):

- Purchasing Procedure (B-006)
- Accessibility Policy (SO-31)
- Accessibility Procedure (SO-031)
- *Broader Public Sector Procurement Directive*
- *Canada-European Union Comprehensive Economic and Trade Agreement*
- *Canadian Free Trade Agreement*
- *Canadian Standards Association*

- Capital Related Fundraising Policy (BU-03)
- Capital Related Fundraising Procedure (BU-003)
- Code of Conduct (Governance Policy #4)
- Code of Conduct Policy (SO-12)
- Disposal of Surplus Damaged or Obsolete Furnishings and Equipment Procedure (FA-021)
- [Education Act, Chapter E.2, Section 217](#)
- *Electrical Safety Authority*
- General Working Bylaw S. 12.3 Signing Authorities
- Green Construction Policy (FA-10)
- Green Construction Procedure (FA-010)
- Hospitality and Food Expenses Procedure (BU-008)
- *Integrated Accessibility Standards Regulation*
- Major Construction Policy (FA-01)
- Major Construction Procedure (FA-001)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- New Construction Policy (FA-02)
- New Construction Procedure (FA-002)
- [Occupational Health and Safety Act](#)
- *Ontario Public Buyers Association*
- *Ontario Regulation 612/00*
- [Personal Information Protection and Electronic Documents Act](#)
- Playground Equipment Procedure (FA-017)
- *Professional Code of Ethics from the Purchasing Management Association of Canada*
- Purchasing Card Program Procedure (BU-009)
- *Workplace Hazardous Materials Information Systems*
- [Workplace Safety and Insurance Act](#)



POLICY

SO-02

SCHOOL COUNCILS	
Superintendent Responsible: Superintendent of Education	Initial Effective Date: 2013/02/21
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To support thriving school communities through School Councils within Grand Erie District School Board (Grand Erie).

Policy Statement:

Grand Erie will establish and support School Councils in their work to promote and improve student achievement, well-being and belonging through collaboration with parent(s)/caregiver(s), employees and communities.

- 1.0 Each school in Grand Erie shall establish a School Council.
- 2.0 Parent(s)/caregiver(s) shall constitute a majority of members of the School Council.
- 3.0 School Councils shall provide an annual report of activities to the Board. The report must be submitted to Director's Services by the end of June each year.
- 4.0 School elections shall be held within the first 30 days of the school year. In the case of a new school, for which a School Council has not been established, School Council elections shall be held within the first 30 days of the school's operation.
- 5.0 Grand Erie shall provide each School Council with an annual amount determined through its budget deliberation process. Members and Officers of School Councils who incur expenses as members of the Council must be reimbursed from this annual amount.
- 6.0 Grand Erie, with support from the Grand Erie Parent Involvement Committee (GEPIC), shall organize an annual School Council Orientation workshop and must invite all School Council Chairs.
- 7.0 The board may solicit input on any matter, but shall solicit the views of the School Councils through the School Council Chairs' email distribution list with respect to policies and guidelines for the following matters:
 - the conduct of persons in schools within in the board's jurisdiction
 - appropriate dress for pupils in schools within the board's jurisdiction
 - the allocation of funding by the board to School Councils
 - the fundraising activities of School Councils
 - the conflict resolution processes for internal School Council disputes
 - the Grand Erie's Multi Year Strategic Plan/Annual Learning and Operating Plan
 - process and criteria applicable to the selection and placement of School Administrators
 - may comment on any matter to the Board by writing a letter to the Board Chair or following the process for delegations

Reference(s):

- [Education Act, R.S.O. 1990, c. E.2](#)
- Governance Policy #2 - Delegations
- Ontario Regulation 612/00



POLICY

SO-04

DISTRIBUTION OF MATERIALS IN SCHOOLS	
Superintendent Responsible: Superintendent of Education	Initial Effective Date: 2021/02/22
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

Recognize Grand Erie District School Board’s (Grand Erie) responsibility to limit the exposure of students, employee(s) and parent(s)/caregiver(s) to advertising and promotional materials.

Policy Statement:

Grand Erie will support the distribution of materials in schools that create awareness of educational programs, services, issues, events, and community activities of specific interest or benefit to the school community which includes students, employee(s) and parent(s)/caregiver(s) Materials that are distributed to students shall conform to the requirements of the *Education Act* (Reg 298 section 24) and be approved for distribution.

Reference(s):

- Community Partnerships Policy SO-08
- Distribution of Materials in Schools Policy SO-04
- [Education Act \(Reg 298 section 24\)](#)



POLICY

SO-05

EMERGENCY PLANNING

Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2019/10/28
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To provide a safe and secure environment for all students, employees and visitors through an emergency preparedness, response, and recovery plan.

Policy Statement:

Grand Erie District School Board (Grand Erie) schools and facilities must conduct practice drills related to emergency preparedness for Lockdown, Hold and Secure, Shelter in Place, evacuation and/or fire safety. School and facility emergency planning is an essential part of a commitment to safety.

Reference(s):

- Emergency Planning Procedure (SO-005)



STUDENT SUSPENSIONS

Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2019/11/25
Last Updated: YYYY/MM/DD	Next Review Date: YYY/MM/DD

Objective:

To support a safe, inclusive, and accepting environment in which every student can reach their full potential.

Policy Statement:

The Grand Erie District School Board (Grand Erie) shall foster a safe, caring anti-oppressive, anti-racist, and inclusive culture by supporting the use of positive practices, as well as consequences for inappropriate behaviour, including progressive discipline, which could involve suspension.

Reference(s):

- Student Suspension Procedure (SO-006)
- [Education Act, R.S.O. 1990, c. E.2](#)
- Ontario Regulation 472/07
- [Safe Schools Act, 2000](#)



STUDENT EXPULSIONS	
Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2019/05/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To support a safe, inclusive, and accepting environment in which every student can reach their full potential.

Policy Statement:

The Grand Erie District School Board (Grand Erie) shall foster a safe, caring anti-oppressive, anti-racist, and inclusive culture by supporting the use of positive practices, as well as consequences for inappropriate behaviour, including progressive discipline, which includes expulsion where necessary.

Reference(s):

- Student Expulsions Procedure (SO-007)
- Criminal Code of Canada
- [Education Act, R.S.O. 1990, c. E.2](#)
- [Education Amendment Act \(Progressive Discipline and School Safety\), 2007](#)
- Ontario Regulation 472/07
- [Safe Schools Act, 2000](#)



BULLYING PREVENTION AND INTERVENTION

Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2021/11/22
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To provide a safe, inclusive, and accepting school environment, free from bullying, including cyber-bullying, which supports learning, well-being and belonging.

Policy Statement:

Bullying, including cyber-bullying shall not be accepted on school property, at school-related activities, or in any other circumstances which might impact on the school climate (e.g., online).

Bullying, including cyber-bullying adversely affects:

- a student's ability to learn
- a student's mental health and well-being
- a school's ability to educate students
- healthy relationships and school climate

Reference(s):

- Bullying Prevention and Intervention Procedure (SO-010)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- Progressive Discipline and Promoting Positive Student Behaviour Procedure (SO-011)
- Provincial and Board Codes of Conduct (PPM 128)
- Programs for Long-term Suspension (PPM 141)
- Bullying Prevention and Intervention (PPM 144)
- Progressive Discipline and Promoting Positive Student Behaviour (PPM 145)



CODE OF CONDUCT	
Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2020/02/24
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To promote learning, well-being and belonging, through responsibility, respect, and civility, fostering an anti-oppressive, anti-racist, and inclusive culture.

Policy Statement:

Responsible citizenship involves active participation in the civic life of the school community. Engaged citizens are aware of their rights and accept responsibility for protecting their rights and the rights of others.

1.0 Purposes of the Code

- To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- To encourage the use of non-violent means to resolve conflict
- To promote the safety of people in schools
- To discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis
- To prevent bullying, including cyber-bullying in schools

2.0 Standards of Behaviour

2.1 Respect, civility, and responsible citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas, and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a school employee, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices

are only used during instructional time for the educational and other permitted purposes outlined in this policy

- Not swear at a teacher or at another person in a position of authority

2.2 Safety

All members of the school community must not:

- Engage in bullying behaviours, including cyber-bullying
- Commit sexual assault
- Traffic in weapons or illegal drugs
- Give alcohol or cannabis to a minor
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs
- Provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual authorized to use cannabis for medical purposes)
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school

Reference(s):

- Code of Conduct Procedure (SO-012)
- [Education Act, R.S.O. 1990, c. E.2](#)
- Progressive Discipline and Promoting Positive Behaviour Policy (SO-11)
- Progressive Discipline and Promoting Positive Behaviour Procedure (SO-011)
- Provincial Model for a Local Police/School Board Protocol, 2015
- The Provincial Code of Conduct and School Board Codes of Conduct (PPM 128)



POLICY

SO-13

ACCESS TO SCHOOLS AND FACILITIES

Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2020/01/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To support Grand Erie District School Board (Grand Erie) sites in creating and maintaining positive environments that are safe, caring and welcoming for all students, employees, and community members.

Policy Statement:

Access to Grand Erie sites shall follow the provisions of Ontario Regulation 474/00.

Reference(s):

- Access to Schools and Facilities Procedure (SO-013)
- [Education Act, R.S.O. 1990, c. E.2, Section 305\(4\)](#)
- Ontario Regulation 474/00
- School/Site Security (Emergency Preparedness, Response and Recovery) Procedure (SO-005)



EQUITY AND INCLUSIVE EDUCATION

Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2021/05/31
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To promote the principles of equity and inclusive education, free of barriers and discriminatory biases.

Policy Statement:

The Grand Erie District School Board (Grand Erie) recognizes that equity of access to the full range of programs, services, and resources is critical to positive learning, well-being and belonging outcomes for those served by the school system. Grand Erie is committed to fostering an anti-oppressive, anti-racist, and inclusive culture.

Grand Erie is committed to listening, responding and engaging with communities to ensure all voices feel heard and a part of the process. To that end, Grand Erie shall implement strategies in accordance with the Ontario Education Equity Action Plan to ensure a culturally responsive environment and a culturally safe space to work and learn.

Reference(s):

- Equity and Inclusive Education Procedure (SO-014)
- Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
- Building a Foundation for Change: Canada's Anti-Racism Strategy 2019-2022
- Legislative and Policy Framework
- Ontario Education Equity Action Plan (2017)
- Ontario Human Rights Code
- [The Accepting Schools Act \(2012\)](#)



FIELD TRIPS AND EXCURSIONS

Superintendent Responsible: Superintendent of Program K-12 (Teaching & Learning)	Initial Effective Date: 2020/04/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To support Grand Erie District School Board (Grand Erie) schools with guidelines for field trips and excursions that support student learning, achievement, mental health, well-being, belonging, and experiences while ensuring the safety of student and staff in accordance with the *Education Act*.

Policy Statement

The Grand Erie District School Board believes that equitable access to field trips and excursions for Grand Erie students offers educational value, serves to enhance the curriculum and provides opportunities for students' social and cognitive development.

Resource(s):

- Field Trips and Excursions Procedure (SO-015)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- Concussions Policy (SO-28)
- Volunteers Procedure (SO-126)



HIRING OF EMPLOYEES	
Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2021/06/26
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To develop a workforce that is diverse and reflective of the Grand Erie District School Board (Grand Erie) community.

Policy Statement:

Grand Erie is committed to the development and implementation of hiring practices that are fair, equitable, inclusive, consistent, and transparent.

Reference(s):

- Hiring of Employees Procedure (HR-003)
- Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees Policy (HR-07)
- [Education Act, R.S.O. 1990, c. E.2](#)
- [Education Act, Ontario Regulation 298](#)
- Equity and Inclusive Education Policy (SO-14)
- Hiring Procedures (HR-013)
- Ministry of Education School board teacher hiring practices policy (PPM 165)
- Ontario Human Rights Code



HEALTH AND SAFETY

Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2020/01/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To ensure a safe, healthy, and accident-free working and learning environment, all employees, students, and non-board personnel must comply with the *Occupational Health and Safety Act (OHSA)*, relevant codes, safety standards, and practices.

Policy Statement:

The Grand Erie District School Board (Grand Erie) is committed to providing a safe, respectful, and healthy workplace and learning environment for all employees, students, volunteers, visitors, and contractors. Grand Erie is committed to preventing occupational illness and injury in the workplace, continually improving health and safety practices and performance in compliance with the *OHSA*, relevant codes, safety standards and practices.

Grand Erie will make every reasonable effort to provide and maintain a safe and healthy work environment. Grand Erie's employee(s) must all be committed to reducing the risk of injury in the workplace.

In accordance with the *OHSA*, this policy shall be reviewed annually by the employer, in conjunction with the Joint Occupational Health and Safety Committee (JOHSC) of Grand Erie.

Reference(s):

- Health and Safety Procedure (HS-001)
- [Occupational Health and Safety Act](#)
- Terms of Reference for the Joint Occupational Health and Safety Committee



POLICY

HS-02

WORKPLACE VIOLENCE	
Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2019/10/28
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To ensure a working and learning environment in which all individuals treat each other with respect and dignity and that is free from workplace violence, sexual violence, domestic violence, in the workplace.

Policy Statement:

The Grand Erie District School Board (Grand Erie) is committed to providing a safe and healthy working and learning environment free from Workplace Violence. Violence in the workplace is unacceptable and will not be tolerated.

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

Grand Erie 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.

These processes will be implemented through Grand Erie’s Health and Safety Program and reviewed and amended annually through consultation with the Joint Occupational Health and Safety Committee.

Reference(s):

- Workplace Violence Procedure (HS-002)
- Workplace Violence Manual (HS-02-M)
- Bullying Prevention and Intervention Policy (SO-10)
- Bullying Prevention and Intervention Procedure (SO-010)
- Progressive Discipline and Promoting Positive Student Behaviour Procedure (SO-011)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- Employee Safety Protocol at Non-Board Locations Procedure (HS-004)
- Harassment and Objectionable Behaviour Policy (HR-05)
- Harassment and Objectionable Behaviour Procedure (HR-005)
- Health and Safety Policy (HS-01)
- Health and Safety Procedure (HS-001)
- Maintaining Employee Safety While Working with Students Procedure (HR-107)
- [Occupational Health and Safety Act](#)
- Student and Staff Safety-Personal Protective Equipment and Physical Intervention Techniques Procedure (SO-107)



STUDENT CONCUSSION AND HEAD INJURY	
Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2019/06/24
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To affirm the Grand Erie District School Board’s (Grand Erie) commitment to student safety, injury prevention, and well-being by supporting concussion awareness, prevention, identification, management, tracking and training in schools.

Policy Statement:

Grand Erie is committed to ensuring the safety and well-being of students, recognizing that children and adolescents are among those at greatest risk of concussion and/or head injury. Grand Erie is committed in building awareness, prevention, identification, and management of concussions and/or head injuries to reduce increased risk.

Reference(s):

- Student Concussion and Head Injury Procedure (HS-010)
- Student Concussion and Head Injury Resource Package
- Ministry of Education School Board Policies on Concussion (PPM 158)
- Ontario Physical Activity Safety Standards in Education (OPASSE)



HARASSMENT AND OBJECTIONABLE BEHAVIOUR

Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2020/01/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To ensure and maintain respectful working and learning environments that are free from workplace harassment and objectionable behaviour.

Policy Statement:

The Grand Erie District School Board (Grand Erie) 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.

Grand Erie will not tolerate harassment or objectionable behaviour from any person in the workplace. All incidents and complaints of workplace harassment or objectionable behaviour must be reported by employee(s) and will be dealt with.

Reference(s):

- Harassment and Objectionable Behaviour Procedure (HR-005)
- Bullying Prevention and Intervention Policy (SO-10)
- Bullying Prevention and Intervention Procedure (SO-010)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- Equity and Inclusive Education Policy (SO-14)
- Ontario Human Rights Code
- [Occupational Health and Safety Act, R.S.O. 1990, c. O.1](#)
- Progressive Discipline Procedure (HR-018)
- Workplace Violence Policy (HS-02)
- Workplace Violence Procedure (HS-002)



CONFLICT OF INTEREST RELATED TO HIRING, SELECTION, PROMOTION AND EVALUATION OF EMPLOYEES	
Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2021/06/01
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To define and provide clear guidelines to address potential, apparent, and actual conflicts of interest when fulfilling hiring, selection, promotion, and evaluation of an employee(s).

Policy Statement:

The Grand Erie District School Board (Grand Erie) is committed to advancement in qualifications, merit, and principles of equity. This is intended to facilitate an employee's ability to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of an employee(s) in the course of their hiring and supervision responsibilities to Grand Erie.

Reference(s):

- Conflict of Interest related to Hiring Selection Promotion Procedure (HR-007)
- Equity and Inclusive Education Policy (SO-14)
- Equity and Inclusive Education Procedure (SO-014)
- Ministry of Education School board teacher hiring practices policy (PPM 16)
- Progressive Discipline Procedure (HR-018)



REPORTING OF WRONGDOING	
Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2022/03/28
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To ensure ethical and professional conduct at the Grand Erie District School Board (Grand Erie) and to demonstrate a commitment to maintaining and enhancing public confidence in the integrity of its employees; to ensure protection against reprisal related to reporting of suspected wrongdoing.

Policy Statement:

Grand Erie is committed to ensuring that its actions and operations are performed, with transparency, to the extent permitted by law, accountability, honesty, and integrity.

This imposes a duty on every Grand Erie employee(s), independent contractor, agent and volunteer to Report, in confidence, any reasonable knowledge or suspicion of wrongdoing as defined herein. If warranted, the alleged wrongdoing will be investigated, and appropriate action will be taken on the report of the investigation. This is also available without obligation, to anyone, and in particular students of Grand Erie, past or present, who believe they have been victim to sexual misconduct by a Grand Erie employee(s) or volunteer.

This establishes that any person or legal entity reporting any wrongdoing reasonably and in good faith, ("Reporting Party") shall not be subject to any reprisal as defined herein.

For greater clarity, the role and relationships between the Grand Erie and the Reporting Party shall not, in any way be adversely affected by any Report made reasonably and in good faith.

The Reporting of suspected Wrongdoing of Trustees of the Board is not included by this Policy. Trustee Code of Conduct – Governance Policy #4, applies in those circumstances.

Definitions:

1.0 **Wrongdoing**

- Any action or inaction, past, present, or intended by a Grand Erie employee, independent contractor, agent and volunteer which is contrary or prohibited by any Federal or Provincial Legislation, or Regulations enacted thereunder, Common Law, or Municipal By-law.
- It also includes but is not limited to:
 - Professional Misconduct as defined by relevant Professional Organizations
 - Intentional breach of Grand Erie’s Policies, By-Law, and Procedures
 - Instructing, counselling or extorting anyone to commit an act of wrongdoing
 - Statutory or Common Law Conflicts of Interest
 - Mismanagement or maladministration of Board operations
 - Dishonest or unethical behaviour
 - Sexual misconduct of any nature or description

2.0 **Reprisal**

- Any action, inaction or threat of any such action or inaction against a Reporting Party by reason of a Report, including but not limited to:

- Working conditions
- Legal relationship with Grand Erie
- Discipline
- Threats, intimidation or bullying

Reference(s):

- Reporting of Wrongdoing Procedure (HR-023)
- Harassment and Objectionable Behaviour Policy (HR-05)
- Harassment and Objectionable Behaviour Procedure (HR-005)
- Progressive Discipline (HR-018)

Draft



POLICY

F1

Supplier Exclusivity: Food Services and Vending Machines in Schools

Board Received: November 25, 2019 Review Date: January 2024

Policy Statement

The Grand Erie District School Board supports open and fair treatment of all approved suppliers. On occasion, the Board may deem it necessary or beneficial to enter into an exclusive agreement with a supplier, in accordance with approved procedures.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Quality of Foods/Services
 - Competitive Pricing Benefits
 - Customer Satisfaction
 - Compliance with Ministry of Education Guidelines

Procedures

1. Guiding Principles:

- a) Vending Machines: The Grand Erie District School Board will recoup its operating costs and the balance of revenue will remain with the participating school.
- b) Food Services: The Grand Erie District School Board will share revenue with each participating school, based on a rate of return negotiated with suppliers when revenues exceed the anticipated incremental operating costs.
- c) Food services and vending machine contract will be reviewed separately and may be sourced in separate competitive bids where appropriate.
- d) Food Service and Vending Machine providers who are awarded contracts with the Grand Erie District School Board will be expected to guide their operations in schools in accordance with Policy S04: Distribution of Materials in School and F104: Advertising in Schools.
- e) Food Service and Vending Machine providers will be offered exclusive rights to all participating schools within Grand Erie District School Board.
- f) All Food Services and Vending Machine Contracts will include provisions that ensure compliance with Canada Revenue Regulations with respect to the proper collection and remittance of HST.

2. General Procedures:

- a) To ensure all stakeholder interests are considered in these revenue generating contracts, a supplier selection committee will be created at the outset of each project.
- b) Committee membership will include five or more voting members including the following:
 - o Secondary School Administrators -Brantford/Brant and Haldimand/Norfolk
 - o Elementary School Administrators
 - o Trustee
 - o Student Trustee
 - o School Council Representatives
 - o Manager of Facility Services
 - o Superintendent of Business & Treasurer

Advisory Members

- One representative from the Brant County Health Unit
 - One representative from the Haldimand-Norfolk Health Unit
- c) Bid documents will be in the form of a request for proposal (RFP) and will include wording that requires companies to address areas of concern relating to performance level, service area, nutritional value of products, with compliance to current Government of Ontario Policy/Programs for School Food and Beverage Policy and catering for other school-related functions.
- d) Contracts will have a reasonable length of term for a maximum of five years and may include options for extensions. All contract extension options will be presented to the board for consideration no later than six months prior to the expiration of the contract term.
- e) Principals shall have the option of selecting which products from the contracted supplier will be made available in their school.
- f) Principals will be permitted to arrange and participate in small ventures with independent suppliers.
- g) Participating schools will receive a copy of the awarded contract for information and dissemination purposes.

Rescinded



Cyberbullying

Board Received: January 25, 2021 **Review Date:** February 2025

Policy Statement

The Grand Erie District School Board is committed to providing a positive, safe, and inclusive learning environment which supports the personal dignity and self-esteem of students and is free from cyberbullying. The Grand Erie District School Board does not condone cyberbullying and will respond to these actions using educational interventions and progressive discipline.

Accountability

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

Definition of Cyberbullying

Cyberbullying is the use of information and communication technologies such as e-mail, text messages, instant messaging, personal web sites, and social media - whether on or off school property - to engage in deliberate, typically repeated, and harmful behaviour by an individual or group, which causes emotional distress to an individual student or an identifiable group.

Cyberbullying adversely affects:

1. a student’s ability to learn and emotional well-being
2. healthy relationships and the school climate, and
3. a school’s ability to educate its students.

The Board recognizes that cyberbullying can be particularly devastating to young people because those who engage in cyberbullying can:

1. hide behind the anonymity that the internet provides;
2. spread their hateful and harmful messages to a very wide audience with remarkable speed; and
3. disown their actions, as it is often difficult to identify cyberbullies because of anonymity, so they do not fear being punished for their actions.

References:

- SO10 Bullying Prevention and Intervention



Progressive Discipline and Promoting Positive Student Behaviour

Board Received: November 22, 2021 Review Date: January 2026

Policy Statement

The Grand Erie District School Board supports a safe, inclusive, and accepting environment in which every student can reach their full potential.

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

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour, and builds upon strategies that promote positive behaviours.

Accountability

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

Statement of Guiding Principles

The Board recognizes the following principles:

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

1. Progressive Discipline and Awareness Raising

Provincial legislation and Policy/Program Memoranda (concerning Code of Conduct, suspension/expulsion, bullying, and progressive discipline) – in conjunction with Board policies and procedures - create behavioural expectations for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The Human Rights Code of Ontario has primacy over provincial legislation and school Board policies and procedures, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

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

Consequences for inappropriate behaviour may include, but are not limited to, meetings with the parent(s)/guardian(s), student, and principal; referral to a community agency for counseling support and intervention; detentions or loss of privileges; and suspension and/or expulsion.

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

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

2. Progressive Student Discipline Model

The Grand Erie District School Board endorses early and ongoing prevention and intervention to promote positive behaviour. Opportunity for students to learn from their choices is a critical element.

The Progressive Discipline Model can be described as having four levels of intervention. The level of intervention or discipline is based on the consideration of the nature, severity and impact of the misconduct and of the mitigating factors, with the goal of changing the student's behaviour. Each progressive stage represents more serious behaviour and corresponding consequences.

Level 1

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

Level 2

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

Level 3

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

Level 4

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

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

3. Reporting to Principals

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

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

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

Employees report incidents using the "Safe Schools Incident Reporting Form – Part I". Upon receipt of this form principals must provide the person who submitted the report with electronic acknowledgement on the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the principal must inform the person who submitted the incident report. (Note: The Safe Schools Incident Reporting forms can be found in policy SO10 – Bullying Prevention and Intervention. The electronic versions can be located in the staff portal.)

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

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests this.

Third-party service providers working with students will establish procedures for reporting inappropriate student behaviours to principals.

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

4. Responding to Incidents

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

Board employees who work directly with students – including administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate, whether on or off school property.

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

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

5. Support for Students

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

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

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

6. Delegation of Authority

In the event that the school principal is not present on school property, the principal has the authority to delegate powers, duties and functions to the vice-principal, except assigning long-term suspensions or expulsions.

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

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

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

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

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

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

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

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

- Threatening to inflict serious bodily harm on another person.
- Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
- Swearing at, or in reference to, a teacher or another person in a position of authority;

- Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities;
- Bullying, including cyberbullying;
- Physical or verbal aggression;
- Persistent opposition to authority;
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
- Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

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

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

- Possessing a weapon or replica, including a firearm
- Using a weapon or replica to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons or illegal/restricted drugs;
- Committing robbery;
- Providing alcohol or cannabis to a minor;
- Bullying, if,
 - i) The pupil has previously been suspended for engaging in bullying, AND
 - ii) The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
 - i) The pupil has previously been suspended for this behaviour, AND
 - ii) The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person
- Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities.
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; and

In the event of a suspension for an activity, the principal shall conduct an inquiry to determine whether to recommend the expulsion of the student, in accordance with the *Education Act*, its *Regulations*, and applicable Policy/Program Memoranda.

Reference

Policy S012 Code of Conduct

PPM 128 – Provincial and Board Codes of Conduct

PPM 141 – Programs for Long-term Suspension

PPM 144 – Bullying Prevention and Intervention

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour



POLICY

SO26

Event Planning and Organization

Board Received: April 27, 2020 Review Date: May 2024

Policy Statement

Grand Erie District School Board events should further the Board's vision.

Accountability

1. Frequency of Reports – as needed
2. Criteria for Success – system stakeholders consistently adhere to the policy to guide event planning and organization. Events are successful for attendees as a result of proper planning and organization.

Definitions

Event: A function, activity or reception held in a school or within the system that is coordinated by Grand Erie staff members or the Manager of Communications and Community Relations on behalf of the Board.

Event Types: There are six types included in this policy: School-Organized Event, System-Sponsored Event, School-Internal Event, System-Internal Event, Community Event, and Ministry/Government Event.

Event Lead: A Grand Erie staff member who is on the planning team or the Manager of Communications and Community Relations. This individual is responsible for consulting with the Principal and following this Policy.

Procedures

- 1.0 **Event Planning and Organization Checklist:** Will assist in the event planning process. The checklist outlines all Event Types, including examples. It also identifies who should be invited, who speaks and who the Event Lead is. Additional information is included, such as audio/visual considerations, signage and other resources to host a successful event.
- 2.0 **Invitations:** All Trustees, the Director of Education and Senior Administration will receive all invitations from the Manager of Communications and Community Relations on behalf of the Event Lead.
 - 2.1 **Invitation to Politicians:** Regardless of the Event Type, whenever a politician from the Municipal, Provincial or Federal level is invited to a school, all Trustees must be informed and invited.
- 3.0 **Special Guests:** Student greeters should welcome guests and be assigned to escort all Politicians to the Event Lead or Principal. Student greeters may also be assigned to give school tours.

Role of the Manager of Communications and Community Relations: The Manager of Communications and Community Relations must be informed of all events where Trustees, Senior Administration or Politicians are to be in attendance. The Manager of Communications

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

4.0 **Speaking Order:** The following speaking order must be adhered to

1. Principal from the host organizing committee may serve as the emcee
2. Chair of the Board (or designate) delivers remarks and is responsible for welcoming all Politicians
3. Director of Education (or designate) delivers remarks and is responsible for welcoming all Grand Erie Senior Administration members
4. Politicians may deliver remarks, in the following order: Provincial, Federal Municipal.
5. Students, Parents, Community Partners, or third-party stakeholders may also deliver remarks, if appropriate.

5.0 **Land Acknowledgement Statement**

At all events covered under this policy, the land acknowledgement statement (see below) must be read at the opening of the event, and before the playing of O Canada.

The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe 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.

Board Resources

- Bylaw No. 19 – Use of Board Logo, and Grand Erie Name
- SO25 – Visual Identity Policy
- SO31 - Accessibility
- Procedure F104 – Advertising

RESCINDED



Event Planning and Organization Checklist

Grand Erie District School Board events and activities should further the Board’s vision. When planning an event, Grand Erie staff must follow the policy to ensure the event is coordinated in a professional manner that reflects a positive image of the Board.

Event Lead

The Event Lead is a Grand Erie staff member who is on the organizing committee or the Manager of Communications and Community Relations. This individual is responsible for consulting with the host Principal and following the *Event Planning and Organization Policy*.

Event Planning Charts

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

The following charts outline the following:

1. Examples of events found within each Event Type;
2. Who should be invited to the event?
3. Who should speak?
4. Who the Event Lead should be?

School-Organized Event

Events	Who's Invited?	Who speaks?	Who's the Event Lead?
School anniversaries	<ul style="list-style-type: none"> • Trustees • Director of Education • Family of Schools Superintendent of Education • Former administrators of the school 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee
Secondary School Graduations	<ul style="list-style-type: none"> • Trustees • Director of Education or a Superintendent of Education 	<ul style="list-style-type: none"> • Executive Assistant to the Board of Trustees will coordinate a schedule identifying which Trustee will speak and which Superintendent will attend 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee
Recognition assemblies (i.e. character education assembly, athletic banquet, Remembrance Day assembly, fundraising celebrations etc.)	<ul style="list-style-type: none"> • Trustees (Optional) • Family of Schools Superintendent of Education (Optional) 	<ul style="list-style-type: none"> • Optional – Trustee 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee
Official school closings	<ul style="list-style-type: none"> • Trustees • Director of Education • Family of Schools Superintendent of Education • School Council Chair • School staff 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee

System-Sponsored Events

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
<p>Official school openings</p> <p>A plaque is presented to the school on behalf of the Trustees and Senior Administration</p>	<ul style="list-style-type: none"> • Trustees • Director of Education • Senior Administration • Ministry of Education Representatives and/or funding partners • School Council Chair • School staff • Local Politicians (Provincial, Municipal) • Contractors and Architects • Community or Neighbourhood Representatives (Optional) • Board Departments: Facilities, Finance, Purchasing, Information Technology and Human Resources • Media Representatives • Union Presidents 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education • Ministry of Education Representative and/or funding partners <p>Refer to speaking order as defined in 5.0 of SO26 – Events Planning and Organization Policy</p>	<ul style="list-style-type: none"> • Manager of Communications and Community Relations in coordination with the Organizing Committee
<p>Major renovations or additions greater than \$1 million</p>	<ul style="list-style-type: none"> • Trustees • Director of Education • Senior Administration • Ministry of Education Representatives and/or funding partners • School Council Chair • Facilities Staff • Union Presidents • Media Representatives 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education • Ministry of Education Representatives and/or funding partners <p>Refer to speaking order as defined in 5.0 of SO26 – Events Planning and Organization Policy</p>	<ul style="list-style-type: none"> • Manager of Communications and Community Relations in coordination with the Organizing Committee
<p>Program launch</p> <p>(Examples: Turning Point, Energy Dashboard etc.)</p>	<ul style="list-style-type: none"> • Trustees • Director of Education • Superintendent of Education responsible for the program • Staff members within the program • Media Representatives 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education • Superintendent of Education responsible for the program 	<ul style="list-style-type: none"> • Manager of Communications and Community Relations in coordination with the Organizing Committee
<p>Partnership events</p> <p>(Examples: Active School Travel launch, Community Hub, etc.)</p>	<ul style="list-style-type: none"> • Trustees • Director of Education • Superintendent of Education responsible for the partnership • Partners • Local Politicians (Municipal) • Media Representatives 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education (or designate) 	<ul style="list-style-type: none"> • Manager of Communications and Community Relations
<p>Student-led events</p>	<ul style="list-style-type: none"> • Trustees • Student Trustees • Senior Administration 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education (or designate) 	<ul style="list-style-type: none"> • Manager of Communications and Community Relations in coordination with the Organizing Committee

Parent Engagement events at the system-level	<ul style="list-style-type: none"> • Trustees • Director of Education • GEPIC Chair and members • School Council Chairs and members 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education • GEPIC Chair 	<ul style="list-style-type: none"> • Manager of Communications and Community Relations in coordination with the GEPIC Chair
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System-Internal Event

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Grand Erie retirement dinner	<ul style="list-style-type: none"> • Trustees • Senior Administration • Union Presidents 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education 	<ul style="list-style-type: none"> • Executive Assistant to the Director of Education
Professional/leadership development events	<ul style="list-style-type: none"> • Trustees • Senior Administration 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education • Superintendent of Human Resources 	<ul style="list-style-type: none"> • Communications Assistant

School-Internal Event

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Milestones, birthdays, retirements, years of service recognitions, staff award initiatives etc.	<ul style="list-style-type: none"> • Family of Schools Superintendent of Education (Optional) 	Decision of the Grand Erie staff member on the Organizing Committee	Grand Erie staff member on the Organizing Committee
Memorials	<ul style="list-style-type: none"> • Trustees (Optional) • Director of Education (Optional) • Family of Schools Superintendent of Education 	Decision of the Grand Erie staff member on the Organizing Committee	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee • Manager of Communications and Community Relations must be notified

Community Events

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
CareerLink	<ul style="list-style-type: none"> • Trustees • Superintendent of Education responsible for CareerLink 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education (or designate) • Superintendent of Education responsible for CareerLink 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee
Community agency/non-profit events (Examples: Fundraising events, Rick Hansen Relay, Chamber of Commerce Gala, fall fairs, United Way etc.)	<ul style="list-style-type: none"> • Trustees (Optional) • Director of Education (Optional) • Family of Schools Superintendent of Education 	<ul style="list-style-type: none"> • Optional – Chair of the Board (or designate) • Optional – Director of Education (or designate) • Family of Schools Superintendent of Education 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee • Manager of Communications and Community Relations must be notified
Contracts or grants that have communication requirements (Example: Indigo's For the Love of Reading Grant)	<ul style="list-style-type: none"> • Trustees • Director of Education • Family of Schools Superintendent of Education 	<ul style="list-style-type: none"> • Optional – Chair of the Board (or designate) • Optional – Director of Education (or designate) • Family of Schools Superintendent of Education 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee

Ministry/Government Events

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Prime Minister, Federal Minister or Member of Parliament visit	<ul style="list-style-type: none"> • Trustees • Director of Education • Senior Administration 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education <p>Refer to speaking order as defined in 5.0 of SO26 – Events Planning and Organization Policy</p>	<ul style="list-style-type: none"> • Manager of Communications and Community Relations
Premier, Minister of Education or Member of Provincial Parliament visit	<ul style="list-style-type: none"> • Trustees • Director of Education • Senior Administration 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education <p>Refer to speaking order as defined in 5.0 of SO26 – Events Planning and Organization Policy</p>	<ul style="list-style-type: none"> • Manager of Communications and Community Relations
Municipal Mayor or Councillor visit	<ul style="list-style-type: none"> • Trustees • Director of Education • Senior Administration 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education (or designate) <p>Refer to speaking order as defined in 5.0 of SO26 – Events Planning and Organization Policy</p>	<ul style="list-style-type: none"> • Manager of Communications and Community Relations

Audio/Visual Equipment

When events are held at a school, A/V equipment may need to be coordinated and provided by the school. A/V equipment includes microphones, podium, speakers, LED projectors, etc.

Signage

Signage displayed during events should promote a positive image of Grand Erie:

- Consider school signage/banners displayed during all School-Organized Events
- Grand Erie banners that showcase the Board's Multi-Year Plan must be displayed at all System-Sponsored, Community and Ministry/Government Events
- Contact the Manager of Communications and Community Relations to access Board signage

Media Notification

All invites to local media will be completed by the Manager of Communications and Community Relations on behalf of the Event Lead.

Submit an Event Procedure

Events are opportunities to share good news in the community about what is happening in Grand Erie. To share an event, visit the Community section on Grand Erie's website (www.granderie.ca) and follow the link to Submit Your Event Here! Once the event is submitted, it will appear in *Grand Erie Next Week*, a weekly media advisory that is sent to local media, Trustees and Senior Administration.

Contact Information

Contact the Manager of Communications and Community Relations for support building an effective event.

Manager of Communications and Community Relations Work: 519-756-6301, ext. 281147



Violence Threat Risk Assessment and Intervention

Board Received: May 27, 2019

Review Date: June 2023

Policy Statement

The Grand Erie District School Board is committed to creating and maintaining safe, caring, and accepting school environments. Safety in schools is fundamental to learning and well-being for all students.

As a result, the Grand Erie District School Board will respond to all student behaviours that pose a potential risk to other students, staff, and members of the school community through the process of violence threat risk assessment and intervention (VTRA)

Accountability

1. Frequency of Reports – as needed
2. Criteria for Success –
 - Violence Threat Risk assessments are completed promptly
 - Early intervention supports are in place for students posing risks to others
 - School safety is enhanced.

Definitions

The assessment of violence, threat and risk is a team approach to identifying, evaluating and addressing potential threats from students toward other students, staff and parents within the school and community environment. The purpose of carrying out a violence threat risk assessment is to ensure that those who have knowledge of the student carry out a careful analysis of the potential severity of the threat and determine an appropriate response to the threat-maker.

A multi-disciplinary assessment of student behaviour helps determine whether or not a student is moving on a pathway towards violence against him/herself or others, and creates an opportunity to intervene to decrease the risk identified. Through development of an individualized intervention plan, the underlying issues that have contributed to high-risk behaviour can be addressed.

Where a high risk is identified, a student may require further assessment from community professionals, including but not limited to, child protection agencies and medical practitioners.

Threat assessment is the process of determining if a student actually poses a risk to the person(s) they have threatened. A threat is when a person utters, writes or communicates through technology a threat to harm or kill a person or persons. Typically, threat assessment occurs within a few hours of a threat being made. The timeliness of information gathering is essential and includes input from the student, family, peers, school staff, and the community agencies that may have access to information relevant to the threat being made.

Risk assessment is the process of determining if a student of concern may pose a risk to self (e.g., suicide) or risk to some person(s) at some unknown period of time. Typically, risk assessment is a lengthier process that may involve a number of assessments, tests and measures beyond the scope of the school-based multi-disciplinary team. Consultation with the school social worker is required in order to request a risk assessment for a student.

High-Risk Behaviour: When to Enact the Violence Threat Risk Assessment Protocol:

Student behaviour that poses a threat or risk to self or others can present in a variety of ways. Examples of high-risk behaviours include, but are not limited to:

- serious violence or violence with intent to harm or kill
- indicators of suicidal ideation as it relates to fluidity (both homicidal and suicidal)
- “clear, direct and plausible” threats to kill others
- use of technology to communicate threats to harm/kill others or cause property damage
- possession of weapons, including replicas\
- bomb threats (making and/or detonating explosive devices)
- fire setting
- sexual intimidation or assault
- ongoing issues with bullying and/or harassment
- gang-related intimidation and violence
- hate incidents motivated by factors including, but not limited to, race, culture, religion, and/or sexual orientation
- rehearsal behaviours or evidence of planning an attack

Students who have experienced ongoing harassment and/or bullying, or students who have a history of perceived victimization, may pose a risk to safety and could be considered for a risk assessment.

All behaviours that may pose a risk or threat to others are to be reported to the school administrator. This includes the behaviour of students, staff or community members.

VTRA Procedure

The process of implementing a threat and risk assessment protocol ensures that potentially high-risk behaviour of students is properly assessed and supportive intervention plans put in place. The following steps are fully developed within the [School and Community Violence Threat Risk Assessment and Intervention Protocol \(2018\)](#)

- Step 1: Make Sure All Students Are Safe and Call the Police (911)
- Step 2: Determine if the threat maker has access to the means (knife, gun, etc.) of the threat.
- Step 3: Interview witnesses, including all participants directly and indirectly involved.
- Step 4: Notify the threat-maker’s parent(s) or guardian(s), unless the student is 18 (or is 16 or 17 and has withdrawn from parental control).
- Step 5: Initiate Data Collection with Team Members.
- Step 6: Review Findings with the Threat Assessment Team
- Step 7: Decide on a Course of Action
- Step 8: Develop an Intervention Plan

Reference

School and Community Violence Threat Risk Assessment and Intervention Protocol (2018)



Service Provision for Students with Special Education Needs

Board Received: April 25, 2022

Review Date: May 2026

Policy Statement:

Grand Erie District School Board believes that programs and services must be delivered in safe and enabling environments that promote success for students with special education needs. Grand Erie believes that policies and programs for students with disabilities must be framed within the context outlined in the Ontario Human Rights Code, Canadian Charter of Rights and Freedoms, and/or the AODA, 2005 and the Ethical Standards for the Teaching Profession.

An enabling environment is positive, inclusive, provides for full participation of all students, and fosters student independence, belonging, and well-being. Schools and special education support staff work collaboratively and respectfully with students, parents/guardians, and other involved agencies. Using all available information to understand each child's unique strengths and needs, responsive instructional and assessment practices are implemented.

Resources:

- [Grand Erie's Special Education Plan](#), Standard 2, The Board's General Model for Special Education

Rescinded



Bereavements

Board Received: May 27, 2019 Review Date: June 2023

Policy Statement

The Grand Erie District School Board is committed to allow individuals to show respect in the event of the death of an employee, student or significant public figure. While the system shows its respect, it is expected to continue an educational program for students.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Clear communication occurs
– Staff/students supported appropriately

In the event of the death of an employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.

Procedures1. Notification

In the event of the death of an employee or student, Principals/Supervisors should notify the Manager of Communications and Community Relations, who will send a message to the system.

2. School

- a) The school remains open and programs continue to be offered to students;
- b) Principals may choose to contact their superintendent to arrange for the assistance of the Tragic Events Response Team;
- c) Individual employees or groups of employees may attend a funeral as representatives of the school, according to the extent to which internal arrangements for coverage can be made within the school. Occasional teachers are not normally provided for this purpose.

3. Education Centre, School Support Centres

Individual employees or groups of employees may attend a funeral as representatives of the centres, according to the extent to which internal arrangements for coverage can be made within the centre.

4. Flag

In the event that flags need to be lowered, the Manager of Communications will send a message out to the system.

- a) In the event of the death of a current employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.
 - i) the flag(s) at all schools, the Education Centre and School Support Centres will be flown at half-staff;
 - ii) the flags will be flown at half-staff for three days.

- b) In the event of the death of a former employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.
- i) the flag of the school may be flown at half-staff, at the discretion of the Principal/Supervisor, when the death of a former employee or student occurs.
 - ii) the flag will be flown at half-staff for three days.
- c) In the event of the death of a local politician, traditional First Nation Chief, First Nation Band Council Chief, civic official, former or present Prime Minister, Head of State of Canada, or Premier of Ontario, Principals/Supervisors are required to follow these procedures unless specifically directed to do otherwise by the Director of Education.
- i) the flag at the Education Centre, School Support Centres and schools shall be flown at half-staff on the death of a former or present Prime Minister, Head of State of Canada or Premier of Ontario.
 - ii) the flag at the Education Centre and the appropriate School Support Centres shall be flown at half-staff, and at any school at the discretion of the Principal/Supervisor, on the death of a local politician or civic official representing or working in the municipality where the school is located and on the death of certain individuals not covered above.
 - iii) the flag will be flown at half-staff for three days.
5. Memorial Statements
When a current staff member or student enrolled in our system passes away, and family permission is obtained, a Memorial Statement celebrating the life of the individual shall be submitted by the Principal/Supervisor to the Director of Education as soon as possible to be read at the next regular Board Meeting by a trustee. The statement will then be forwarded to the family, along with the Board's sincerest sympathy.
6. Sympathy Cards
When a staff member suffers the loss of an immediate family member (parent, partner/spouse, sibling or child), the information should be sent to the appropriate superintendent as soon as possible, including the name of the employee and the relationship of the employee to the deceased. These losses will be acknowledged with a sympathy card from the Superintendent.



Safe Work Practices

Board Received: February 24, 2020 Review Date: March 2024

Policy Statement

The Grand Erie District School Board is committed to preventing occupational illness and injury to staff by implementing and maintaining a safe and healthy working and learning environment. In support of this commitment the following Operating Standards will be followed by all Grand Erie Staff and contractors.

- Operating Standards FS – 11 Hot Work and Hot Work Permits
- Operating Standards FS – 12 Lockout, Tagging and Test
- Operating Standards FS – 13 Working on Live Electrical
- Operating Standards FS – 14 Restricted and Confined Space

Facility Services Standard Operating Procedures (FSOP) are posted on the Grand Erie Portal by clicking on “Facilities” under the Departments heading.

Where an employee fails to comply with this Policy or respective Operating Standards, the Board’s progressive discipline Procedure HR119 will be applied.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Workplace safety is enhanced

Operating Standards - Hot Work and Hot Work Permits

“hot work” is defined as any welding, cutting, grinding, application of torches on roofing materials or any other activity involving open flames, sparks or other ignition sources, which may cause smoke or fire or which may trigger detection systems.

- This Operating Standard applies to all personnel (including contractors) who are involved in construction and maintenance activities and/or who may be involved in “hot work” activities at any Grand Erie District School Board site.
- If the hot work can be performed outside the facility, a hot work permit will not be required. However, if hot work is performed inside of a facility or on the roof of a building, a hot work permit is required and must be approved prior to the start of work. If determined necessary by the appropriate Supervisor during pre-inspection, a manned fire watch may also be required.

Responsibilities

Division Managers

The responsibility for compliance with the Grand Erie hot work permit program rests with the Division Managers. It is their responsibility to ensure that the hot work permit program is carried out within their area of authority.

Supervisors, Project Coordinators, Project Managers

Supervisors, Project Coordinators, Project Managers have the authority to authorize a hot work permit. It is their responsibility to ensure that:

- Individuals working under their direction are trained and understand the applicable provisions of the hot work program and that all requirements of any hot work permit are fulfilled before work is performed.
- An approved Hot Work Permit is completed prior to the commencement of any hot work.
- A completed copy of the Hot Work Permit is returned upon completion of the work.
- Properly trained fire watchers are assigned when required by the Hot Work Permit.

Hot Work Site Pre-Inspection

It is the responsibility of the individual having supervisory responsibility over the work being done to perform a pre-inspection of the area where work is to be done. They are required to:

- Assess the risks associated with the work area, i.e. whether the work area is cluttered, houses combustible materials or flammable liquids.
- Determine whether additional safeguards may be required.
- Determine whether a fire watch is necessary.

Individuals Performing Hot Work

Individuals are responsible for:

- Obtaining an approved hot work permit from the appropriate supervisory personnel for the hot work to be conducted on Grand Erie property.
- Ensuring that conditions are safe before commencing the hot work.
- Ensuring that the hot work permit is posted in a conspicuous area at the work site.
- Being prepared to contact supervisory personnel should conditions change or warrant reassessment during the hot work project.
- Using appropriate personal protective equipment (PPE) while performing hot work (welding helmets, gloves, jackets, etc.).

Firewatchers

Firewatchers are responsible for:

- Being aware of the inherent hazards involved in the hot work.
- Ensuring that safe conditions are maintained during the hot work.
- Ensuring that appropriate fire extinguishers are readily available.
- Knowing how to report a fire or other emergency situation.
- Maintaining the watch for at least 60 minutes after the work is completed.
- Using the appropriate personal protective equipment (PPE)
- Completion of the appropriate sections of the hot work permits.
- Returning the completed hot work permit to the person who issued the permit

Managers

Managers shall be responsible for:

- Establishing designated areas for welding, cutting, brazing and torch soldering and grinding operations where the potential fire danger is limited.
- At the manager's discretion, hot work conducted in these areas may occur under a general hot work permit, to be reissued monthly.
- Establishing procedures for hot work in other areas.
- Designating at least one trained individual responsible for issuing the hot work permit in areas not specifically designed for such operations.
- Requiring supervisors and employees performing hot work to be suitably trained in the safe operation of the equipment.
- Advising all contractors about flammable materials or hazardous conditions of which they may not be aware in areas where they will be working.

Supervisors and or Facility Staff coordinating projects

Supervisors and or Facility Staff coordinating projects are responsible for:

- Maintaining cutting or welding equipment in a safe operating condition.
- Obtaining a Hot Work Permit for any cutting, welding, brazing, torch soldering, grinding or open flame, heat or spark producing operations occurring outside of the designated area(s).
- Ensuring the precautions listed on the Hot Work Permit are understood by the person(s) performing the permitted cutting, welding or brazing operations.
- Informing outside contractors and service personnel of the expectation that they will follow all OSHA requirements.
- Verifying that outside contractors have a Hot Work Permit if one required is for the work being conducted.

Training and Review

All employees who are required to perform hot work shall be trained on Operating Standards Hot Work and Hot Work Permits. At least once per year, this procedure shall be reviewed with each employee. The training and review of the procedure will be documented on a form entitled "Hot Work and Hot work Permit Review".

The form will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor.

Operating Standards Lockout, Tagging and Test

Where the starting of a machine, transmission machinery, device or thing may endanger the safety of a worker,

1. control switches or other control mechanisms shall be locked out, and
2. other effective precautions necessary to prevent such starting shall be taken

Responsibility

This Operating Standards shall be followed by all employees and contractors.

Each employee is responsible for his/her own safety. No employee shall rely on someone else for lockout protection.

Each employee performing work that requires locking-out shall apply his/her own safety lock to each source of power. If more than one employee is working on the equipment, each employee shall apply his/her own lock, e.g. one employee – one lock; three employees – three locks; five employees – five locks, etc. ON EACH POWER SOURCE.

Training and Review

All employees who are required to lock out a machine or piece of equipment shall be trained on the lockout procedure. At least once per year this procedure shall be reviewed with each employee. The training and review of the procedure will be documented on a form entitled "Lockout Procedure Review".

The form shall provide:

- Identification of the employee,
- Equipment checklist,
- Space for the supervisor's and employee's remarks.

The form will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor.

Operating Standards Working on Energized Electrical Equipment

This procedure will apply during any work on, testing, troubleshooting or verification that involves exposed energized electrical parts where a person, their tools, or test probes could come into contact with power.

No Grand Erie District School Board employee will carry out work on exposed energized equipment except for the purpose of testing, troubleshooting or verification.

Responsibility

It is the responsibility of any person assigned to test, verify, troubleshoot or otherwise work on any exposed energized electrical equipment to comply with the Operating Standards Working on Energized Electrical Equipment

For all other work on electrical equipment the Operating Standards Lockout, Tagging and Test will be followed to ensure the equipment is de-energized.

Management will

- allow only qualified employees to perform work on or near exposed live equipment
- provide suitable personal protective equipment and departmental devices to ensure full compliance with these procedures
- provide and ensure regular testing of protective gloves in accordance with applicable standards and good industry practices
- maintain documentation of glove assignment and testing
- provide training including a copy of this procedure to employees who are required or likely to require them to work on or perform testing, verification or troubleshooting on live exposed electrical equipment, the training shall be specific to this procedure.
- maintain documentation of above training

Person in Charge will

- ensure energized electrical work practices are followed
- inform employees of known energy sources, voltages and the required protection procedures when assigning work
- apply appropriate corrective action when these work practices are not followed
- report violations of these procedures to the facility services supervisor

Qualified Employees will

- follow the Procedure at all times when working on exposed live electrical equipment
- use any personal protective equipment required by this procedure
- use only approved meters as specified in this procedure under Testing Equipment and Tools
- inform the project supervisor of any problems or concerns related to the procedures immediately
- inspect voltage rated rubber gloves prior to every use
- report any damage or events such as arcs or flash that may affect the performance of meters, gloves or other safety equipment
- ensure any damaged equipment shall be put out of service, and the supervisor shall be informed, and related work discontinued
- sign-off that they have received a copy of the Operating Standards Electrical Safety and understand it
- apply the Operating Standards Lockout, Tagging and Test when possible instead of working on exposed energized equipment.

Training

Training will be provided to all staff as required who will be testing, troubleshooting or verifying on exposed energized electrical equipment. In addition, all Persons in Charge shall receive training.

Only employees who have successfully completed the training program will be considered qualified to apply this Procedure. Only qualified personnel who have been trained in their use may use electrical test equipment and special tools.

Training in the procedures above will be provided to;

- Electricians and apprentice electricians
- Heating, Ventilation and Air-Conditioning (HVAC) Technicians
- Persons in Charge
- Others as determined by the Manager of Facility Services at Grand Erie District School Board

The content of the training will include the;

- applicable legislation and codes
- hazards likely to be encountered working on energized electrical equipment
- Safe Work Practices
- Use of gloves and other PPE
- inspection and maintenance of gloves and other PPE
- common errors and misconceptions
- correct application and use of meters and tools
- limitations of meters and tools
- inspection of the meters and tools
- understanding of instrument indication or information provided
- proper inspection, maintenance and storage of meters and tools

Successful completion of training requires;

- Full attendance of the course with no interruptions or temporary absences
- Completion and passing of a comprehension test at the end of the course
- The Instructor is satisfied the participant has learned and understood the procedures
- A certificate of training will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor

Operating Standards Restricted and Confined Space

Board employees are **PROHIBITED** from entering confined space areas, these spaces will **ONLY** be entered by trained contractors.

Contractors are required to develop and implement their own Confined Space program, along with specific entry and rescue plans, which meet the criteria set out in Ontario's Occupational Health and Safety Act and its Regulations. Contractors are responsible for ensuring that their workers have been properly trained in entering Confined Spaces as well as any specific plans that may exist in accordance with the Act. This shall include the potential hazards, precautionary measures, use and maintenance of required personal protective equipment and rescue techniques. Written procedures shall be developed and posted. The Contractor is responsible for ensuring that workers understand and abide by these procedures and that permits are used.

Authorized Board employees will **ONLY** be allowed to enter a restricted space as long as **NO** hot work activity is being conducted.

Definitions

"confined space" means a fully or partially enclosed space:

- (a) that is not both designed and constructed for continuous human occupancy, **and**
- (b) in which atmospheric hazards may occur because of its construction, location or contents or because of the work that is being done in it.

If you have a space that is fully or partially enclosed, the two conditions - (a) and (b) above - must both apply before the space can be considered a "confined space".

"restricted space" means a tank, vat, vessel, duct, vault, boiler or other space from which egress of a worker is restricted, limited or impeded because of the construction, design, location or other physical characteristics of the space.

Restricted spaces are designated where access and/or egress to or from the space was limited or restricted but where the hazardous atmosphere characteristics of a confined space (given in Section 1 of Regulation 632) were not fulfilled. If a task is performed in a restricted space that changes the character of the atmosphere so as to render it hazardous (welding, chemical or solvent based product use) RESTRICTED spaces must be treated as confined spaces

"assessment" means an assessment of hazards with respect to one or more confined or restricted spaces in a workplace or at a project.

“atmospheric hazards” means any of the following, in isolation or in combination:

- (a) an oxygen content in the atmosphere that is less than 19.5 percent or more than 23 percent by volume; or
- (b) the accumulation of flammable, combustible or explosive agents; or
- (c) the accumulation of atmospheric contaminants, including gases, vapours, fumes, dusts, or mists, that could,
 - (i) result in acute health effects that pose an immediate threat to life, or
 - (ii) interfere with a person’s ability to escape unaided from a confined space.

“cold work” means work that that is not capable of producing a source of ignition.

“competent person” means a person who,

- (a) is qualified because of knowledge, training and experience to organize the work and its performance,
- (b) is familiar with the Act and the regulations that apply to the work, and
- (c) has knowledge of any potential or actual danger to health or safety in the workplace.

“competent worker” means a person who,

- (a) is qualified because of knowledge, training and experience to perform the work; and
- (b) is familiar with the Act and with the provisions of the regulations that apply to the work; and
- (c) has knowledge of all potential or actual danger to health or safety in the work.

“emergency work” – means work performed in connection with an unforeseen event that involves an imminent danger to the life, health or safety of any person.

“hot work” any work or operation involving open flames or producing heat and/or sparks including welding, soldering, cutting, brazing, grinding, use of asphalt/tar kettles, operation of electrical tools (corded and battery powered).

“Supervisor” – means a person who has charge of a workplace or authority over a worker.

“worker” means a person who performs work or supplies services for monetary compensation.

Responsibilities

The Grand Erie District School Board – Shall be responsible to:

- ensure that every precaution reasonable in the circumstances is being taken to protect the health and safety of a worker with respect to restricted space entry;
- pre-qualify any contractors that are required to perform confined space entry or related work;
- ensure that all restricted and confined spaces are competently identified and assessed, this includes assessments in new buildings and new additions as required;
- maintain an inventory list of the locations of all restricted spaces within the Board and annually review the inventory and update as necessary;
- ensure no worker, other than those trained and authorized to do so, enters into a confined space

Facility Services Manager or Designate – Shall be responsible to:

- Implement and coordinate the restricted space program
- Ensure Supervisors and staff have completed necessary training and are adhering to this restricted Space Program;

- Ensure all areas within their departments that meet the definition of a restricted space are identified;
- Develop and maintain departmental/divisional restricted space entry procedures which are consistent with this Program.

Facility Services Division Managers and Supervisors Have the authority to authorize a restricted space entry

Shall be responsible to:

- Ensure workers do not enter confined spaces
- Ensure that only authorized employees enter restricted spaces
- Ensure an adequate hazard assessment is conducted of each potential restricted space;
- Ensure that the hazard assessment is reviewed as often as is necessary to ensure that the relevant plan remains adequate;
- Ensure adequate measures to control hazards identified in the hazard assessment are identified and implemented;
- complete the necessary job site training to any new, or untrained, or transferred worker as per this program, and that appropriate training records of such are maintained;

Workers – The worker shall be responsible for ensuring that:

- they do not enter a confined space,
- they complete only work and activities in a restricted space that are permitted,
- they are fully aware of the contents of this program,
- any hazard, potential hazard, contravention of this program, Occupational Health and Safety Act, or its Regulations that they are aware of is immediately reported to their supervisor;

Health and Safety Officer – Shall:

- monitor legislative changes impacting this procedure

Training Requirements

General Training

All positions named need to be made aware of their responsibilities under this procedure.

Training for supervisors and workers required to implement restricted space entries or perform related work shall contain a minimum of the following elements:

- recognition, definition, and identification of a restricted space;
- safe work practices to be followed for working in restricted spaces and for performing related work;

Supervisors are responsible to identify workers in need of training. Training will be a departmental expense. Records of qualification of the trainer and copies of the training program will be maintained by Facility Services Staff.

A training review will be conducted on an annual basis to ensure that restricted space training is adequate. Where the review determines that training is not adequate, additional training will be provided. Additional retraining shall also be conducted whenever a periodic inspection reveals, or whenever there is reason to believe that there are deviations from or inadequacies in the workers knowledge or compliance with the restricted space program.

Refresher training for restricted space supervisors and workers or workers performing related work will be re-assessed annually or whenever there is a change in their job assignments requiring training, or a change in condition, equipment or processes that presents a new hazard, or when there is a change in the restricted space program. Every worker must successfully complete this course.

A certificate of training will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor

Identification

Method for Restricted Space Identification

The Grand Erie District School Board requires that:

- Confined Spaces and Restricted Spaces encountered on Grand Erie District School Board property or by Grand Erie District School Board workers, contractors, or sub-contractors must be identified in a restricted and confined space inventory. Inventory will be reviewed on an annual basis and updates made as new locations are created.
- Placards will be placed on all areas clearly identifying Confined space area as "DO NOT ENTER CONFINED SPACE" , Restricted space area will be clearly identified as "Restricted Space - Entry by authorized personnel only"
- Workers will be trained in accordance with this identification.

Rescinded



PROCEDURE

BU-001

SUPPLIER EXCLUSIVITY: FOOD SERVICES AND VENDING MACHINES IN SCHOOLS

Superintendent Responsible: Superintendent of Business & Treasurer	Initial Effective Date: 2008/04/28
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Purpose:

To support open and fair treatment of all approved suppliers. Grand Erie District School Board (Grand Erie) may deem it necessary or beneficial to enter into an exclusive agreement with a supplier, in accordance with approved procedures and the *Broader Public Sector Procurement Directive*.

Guiding Principles:1.0 **Overview**

- 1.1 Vending Machines: Grand Erie will recover its operating costs and the balance of revenue will remain with the participating school.
- 1.2 Food Services: Grand Erie will share revenue with each participating school, based on a rate of return negotiated with suppliers when revenues exceed the anticipated incremental operating costs.
- 1.3 Food services and vending machine-contracts will be reviewed separately and may be sourced in separate competitive bids where appropriate.
- 1.4 Food Service and Vending Machine providers who are awarded contracts with the Grand Erie will be expected to guide their operations in schools in accordance with Grand Erie Policies: Distribution of Materials in School (SO-04) and Advertising (BU-011),
- 1.5 Food Service and Vending Machine providers will be offered exclusive rights to all participating schools within Grand Erie.
- 1.6 All Food Services and Vending Machine Contracts will include provisions that ensure compliance with Canada Revenue Regulations with respect to the proper collection and remittance of Harmonized Sales Tax (HST).

2.0 **Supplier Selection**

- 2.1 A supplier selection committee will be created at the outset of each project.
- 2.2 Committee membership will include three or more voting members including the following:
 - Two (2) Secondary Administrator(s)
 - Manager of Facility Services
 - Superintendent of Business & Treasurer
- 2.3 Bid documents will be compliant with the Government of Ontario Policy/Programs for School Food and Beverage Policy and catering for other school-related functions.

- 2.4 Administrator(s) shall have the option of selecting which products from the contracted supplier will be made available in their school.
- 2.5 Administrator(s) will be permitted to arrange and participate in small ventures with independent suppliers.
- 2.6 Participating schools will receive a copy of the awarded contract for information and dissemination purposes.
- 2.7 All contract renewals will be brought to Senior Administration for consideration no later than six months prior to the expiration of the contract term.

Reference(s):

- Advertising Procedure (BU-011)
- Broader Public Sector Procurement Directive
- Distribution of Materials in School Policy (SO-04)
- Distribution of Materials in School Procedure (SO-004)
- Government of Ontario School and Food and Beverage Policy Guides



PROCEDURE

SO-011

PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT BEHAVIOUR	
Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2021/11/22
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Purpose:

To ensure a whole-school approach to progressive discipline and promoting positive student behaviour from an anti-oppressive, anti-racist and inclusive lens that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour, and builds upon strategies that promote positive behaviours.

Guiding Principles:

Appropriate action must consistently be taken to address behaviours that are contrary to the Grand Erie Code of Conduct and a school's Code of Conduct.

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

1.0 Background Considerations

- 1.1 The Ontario Human Rights Code of Ontario has primacy over provincial legislation and Grand Erie District School Board (Grand Erie) policies and procedures, such that the *Education Act*, regulations, Ministry of Education Program Policy, Memoranda, Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Ontario Human Rights Code of Ontario.
- 1.2 Provincial legislation and Policy/Program Memoranda (concerning Code of Conduct, suspension/expulsion, bullying, including cyber-bullying and progressive discipline) in conjunction with Grand Erie policies and procedures to create behavioural expectations for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for students.

2.0 School Responsibility

- 2.1 Each school will develop, in consultation with school councils, a continuum of interventions, supports, and consequences to address student behaviours that are contrary to provincial and Grand Erie codes of conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence,

homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Ontario Human Rights Code.

3.0 **School Considerations:**

- 3.1 Consequences for inappropriate behaviour may include, but are not limited to, meetings with the parent(s)/caregivers(s), pupil, and Administrator(s); referral to a community agency for counselling support and intervention; detentions or loss of privileges; and suspension and/or expulsion.
- 3.2 In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:
- The student and any mitigating factors
 - The nature and severity of the behaviour
 - The impact on the school climate (i.e., the relationships within the school community)
 - The Individual Education Plan (IEP)
 - Culture, disability, race, etc.

4.0 **Progressive Student Discipline Model**

- 4.1 Grand Erie endorses early and ongoing prevention and intervention to promote positive behaviour. Opportunity for students to learn from their choices is a critical element.
- 4.2 The Progressive Discipline Model can be described as having four levels of intervention. The level of intervention or discipline is based on the consideration of the nature, severity, and impact of the misconduct and of the mitigating factors, with the goal of changing the student's behaviour. Each progressive stage represents more serious behaviour and corresponding consequences. All acts of misconduct are not to be address on the level system.
- 4.2.1 Discipline is employed for minor acts of misconduct which interfere with orderly school procedures, functions, extracurricular programs, or a student's own learning. These minor acts are addressed by the classroom teacher, educational assistant and/or Designate Early Childhood Educator.
- 4.2.2 Discipline offences are acts of misconduct that require increased intervention. These acts may include, but are not limited to, repeated unrelated acts of minor inappropriate behaviour directed against persons or property, but which do not significantly endanger the health, safety, or well-being of others. Involvement of student support staff, parent(s)/caregiver(s) and Administration will support the student and assist the classroom teacher in correcting incidents of inappropriate behaviour.
- 4.2.3 Offences requiring disciplinary intervention are serious acts of misconduct that have significant impact on the school climate, or pose threats to health, safety, or property. These offences must be reported to administration immediately. Suspension may be considered by the Principal as a necessary intervention. Student, parent(s)/caregiver(s), employee, and support staff communication is necessary to resolve the issue and ensure that supports are in place to meet student needs.

- 4.2.4 Offences represent the most serious acts of misconduct and, as such, may require intrusive intervention, such as suspension pending expulsion. These acts may require the involvement of police services as per the Police and Grand Erie's Protocol.
- 4.3 A voluntary program for students on long-term suspension or expelled students is available for those who consent to participate. Non-academic support from community agencies will be engaged by the Grand Erie Safe Schools Team, as necessary.
- 5.0 **Reporting to the Principal**
- 5.1 The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the Principal is aware of activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.
- 5.2 Any Grand Erie employee who becomes aware that a student might have engaged in an activity for which suspension or expulsion must be considered will report the matter to the Principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the Principal no later than the end of the school day.
- 5.3 In cases where immediate action is required, a verbal report to the Principal may be made. An electronic report, as outlined below, must be made when it is safe to do so.
- 5.4 Employees report incidents using the "Safe Schools Incident Reporting Form – Part I". Upon receipt of this form, Principals must provide the person who submitted the report with electronic acknowledgement on the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the Principal, the Principal is not required to retain the report and should destroy it. Regardless of the outcome of the investigation, the Principal must inform the person who submitted the incident report. (Note: The Safe Schools Incident Reporting forms can be found in policy Bullying Prevention and Intervention SO-10. The electronic versions can be located in the Staff Portal.)
- 5.5 If the Principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student's OSR.
- 5.6 In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent(s)/caregiver(s) of the victim expressly requests this.
- 5.7 Third-party service providers working with students will establish procedures for reporting inappropriate student behaviours to Principals.
- 5.8 Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the Principal contacts the victim's parent(s)/caregiver(s). Contact with parent(s)/caregiver(s) should always be made as soon as possible.

6.0 Responding to Incidents

- 6.1 The purpose of responding to incidents of inappropriate behaviour is to stop and correct the behaviour immediately so the student involved will learn that it is not acceptable. Behaviour that is not addressed becomes accepted behaviour.
- 6.2 Employees who work directly with students including Administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate, whether on or off school property.
- 6.3 Responding might include asking a student to stop the inappropriate behaviour; naming the type of behaviour and why it is inappropriate and/or disrespectful; asking the student to correct the behaviour. When employees are aware that an incident involves a student with special educational needs, they are expected to respond in a way that is appropriate to that student.
- 6.4 Employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or another person. However, for incidents for which suspension or expulsion must be considered, employees must report these to the Principal and confirm their report electronically using the “Safe Schools Incident Reporting Form – Part 1”. For incidents where suspension or expulsion would not be considered, and employees feel it is not safe to respond, they will be expected to inform the Principal verbally as soon as possible. For example, an employee would not be required to respond if it would mean having to leave a student with special needs who would be in danger if left alone.

7.0 Support for Students

- 7.1 All employees of Grand Erie must take seriously all allegations of bullying, including cyber-bullying, racism, gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate. Schools are expected to support all students, including those who report such incidents, by providing them with contact information about professional supports, both Grand Erie based and community agencies.
- 7.2 Principals are required to notify parent(s)/caregiver(s) of the victim of serious student incidents unless the victim is 18 years old or over (or is 16 or 17 years of age and has withdrawn from parental control) or, in the opinion of the Principal, doing so would put the victim at risk of harm from a parent/caregiver. When Principals have decided not to notify parent(s)/caregiver(s) of victims, they must inform the employee who reported the incident. Principals shall also, if they determine it is appropriate to do so, inform other Employees of this decision. In addition, Principals must refer students to a community agency that can provide the appropriate type of confidential support when parent(s)/caregiver(s) are not called.
- 7.3 When it is determined that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim is not moved. The Grand Erie Safe School Team will facilitate the move and transition of any students who it is determined need to change schools or school program as a result of a serious student incident.

8.0 Delegation of Authority

8.1 In the event that the school Principal is not present on school property, the Principal has the authority to delegate powers, duties and functions to the Vice-Principal, except assigning long-term suspensions or expulsions.

8.2 In the event that there is no Administrator present on school property, the Principal's authority under Part XIII of the *Education Act* may be delegated to a teacher and must respect the terms of all applicable collective agreements. When this occurs, the Principal must communicate to employees when and to whom administrative responsibilities have been delegated. The Principal must also ensure that the employee has access to Grand Erie policy, school emergency protocols and communication information for the Family of Schools Superintendent of Education.

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

The teacher must report to the Principal any activities that must be considered for suspension or expulsion that are received from staff or others during the Principal's absence. A teacher may not be delegated authority to suspend students.

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

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

8.5 If the teacher is not sure whether parent(s)/caregiver(s) should be called, the teacher should contact the Principal or supervisory officer for direction. The Administrators will follow up with the parent(s)/caregiver(s) as soon as possible.

9.0 Circumstances in Which a Principal Must Consider Whether to Suspend a Student

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

- Threatening to inflict serious bodily harm on another person
- Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription
- Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription
- Swearing at, or in reference to, a teacher or another person in a position of authority
- Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities
- Bullying, including cyberbullying
- Physical or verbal aggression
- Persistent opposition to authority
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or

physical disability, sexual orientation, gender identity, gender expression, or any other protected human right

- Any act considered by the Principal to be injurious to the moral tone of the school or the well-being of members of the school community

10.0 **Circumstances in Which a Principal Must Suspend a Student Pending Expulsion**

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

- Possessing a weapon or replica, including a firearm
- Using a weapon or replica to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or illegal/restricted drugs
- Committing robbery
- Providing alcohol or cannabis to a minor
- Bullying, including cyber-bullying if,
- The student has previously been suspended for engaging in bullying, including cyber-bullying and
- The student's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
- The student has previously been suspended for this behaviour, and
- The student's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person
- Committing an act of vandalism that causes extensive damage to Grand Erie or personal property on school premises or at any school-related activities
- Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other persons in the school or Grand Erie

10.2 In the event of a suspension for an activity, the Principal shall conduct an inquiry to determine whether to recommend the expulsion of the student, in accordance with the *Education Act*, its Regulations, and applicable Policy/Program Memoranda.

Reference(s):

- Progressive Discipline and Promoting Student Behaviour Policy (SO-11)
- Bullying Prevention and Intervention Procedure (SO-010)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- [Education Act, R.S.O. c. E.2](#)
- Ontario Human Rights Code
- Provincial and Board Codes of Conduct (PPM 128)
- Programs for Long-term Suspension (PPM 141)
- Bullying Prevention and Intervention (PPM 144)
- Progressive Discipline and Promoting Positive Student Behaviour (PPM 145)



PROCEDURE

SO-026

EVENT PLANNING AND ORGANIZATION

Superintendent Responsible: Superintendent of Education	Initial Effective Date: 2020/04/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Purpose:

To outline how Grand Erie District School Board (Grand Erie) will organize and plan events. Grand Erie events will support the objectives of the multi-year strategic plan, and support and enhance Grand Erie's position and presence in the communities it serves.

Guiding Principles:

- 1.0 Events will be unique to the occasion and location.
- 2.0 Each event should have an assigned Administrator or Event Lead, who is the key contact for coordinating the event.
 - 2.1 If the event includes elected/ representatives from the Municipal, Provincial or Federal level, or Board of Trustees, the Administrator or Event Lead will ensure the Manager of Communications and Community Relations, and immediate Superintendent are informed of event planning and organization. Elected officials/ representatives and Board of Trustees will receive invitations from Director Services.
 - 2.2 The Manager of Communications and Community Relations will lend support and advice to all Event Leads or act as the Event Lead as appropriate.
- 3.0 Student Ambassadors/Greeters should welcome guests and be assigned to greet and escort all guests.
- 4.0 Where elected officials/representatives, Board of Trustees, Director of Education and Secretary to the Board and/or Superintendents are speaking at an event, the following speaking order will be considered:
 - 4.1 Chair of the Board (or designate), delivers remarks and is responsible for welcoming all elected officials/representatives
 - 4.2 Director of Education (or designate) may deliver remarks and is responsible for the welcoming of Senior Administration, employees, parent(s)/caregiver(s), and students.
 - 4.3 Elected officials/representatives may deliver remarks, in the following order: Provincial, Federal, Municipal.
 - 4.4 Students, parent(s)/caregiver(s), community partners, or other parties may also deliver remarks, if appropriate.
- 5.0 The Administrator or Event Lead hosting/organizing the event may serve as the emcee.
- 6.0 The Land Acknowledgement statement will be read at the opening of the event, and before the playing of O Canada (if appropriate).
- 7.0 Signage displayed during events should promote a positive image of Grand Erie. Consider school signage/banners or Grand Erie banners that showcase the Grand Erie's Multi-Year Plan. Contact the Manager of Communications and Community Relations to access Grand Erie signage and arrange any social media announcements. Promotional materials support, if required, may be arranged in advance with the Manager of Communications and Community Relations.
 - 7.1 Consider school signage/banners displayed during all school-organized events

- 7.2 Grand Erie banners that showcase the Grand Erie’s Multi-Year Plan will be displayed at all system-sponsored, community and Ministry/government events.
- 8.0 The Event Lead should submit information about the event to the Manager of Communications and Community Relations. Where appropriate it will be posted on websites, newsletters or social media and/or announced at a Board Meeting.
- 9.0 All invites to local media will be managed by the Communications department on behalf of the Event Lead.
- 11.0 Audio/Visual Equipment may need to be coordinated and provided by the school or Information Technology Services, and could include microphones, podiums, speakers, LCD projectors, etc.

The following chart outlines:

1. Examples of events
2. Invitees
3. Speakers/Presenters
4. Event Lead (Grand Erie employee(s))

Events	Invitees	Speakers/Presenters	Who’s the Event Lead
School anniversaries	<ul style="list-style-type: none"> • Board of Trustees • Director of Education and Secretary to the Board • Superintendent • Former Administrators of the school 	<ul style="list-style-type: none"> • Optional - Chair of the Board (or designate) • Optional - Director of Education and Secretary to the Board (or designate) 	<ul style="list-style-type: none"> • Event Lead: Grand Erie employee(s)
Secondary School Graduations	<ul style="list-style-type: none"> • Board of Trustees • Director of Education and Secretary to the Board or a Superintendent 	<ul style="list-style-type: none"> • Board of Trustees (member) 	<ul style="list-style-type: none"> • Event Lead: Grand Erie employee(s)
Recognition (i.e., athletic banquet, Remembrance Day assembly, and/or celebrations etc.)	<ul style="list-style-type: none"> • Board of Trustee (member) (Optional) • Family of Schools Superintendent of Education (Optional) 	<ul style="list-style-type: none"> • As appropriate 	<ul style="list-style-type: none"> • Event Lead: Grand Erie employee(s)
Partnership/opening events (Examples: Daycare opening.)	<ul style="list-style-type: none"> • Board of Trustees • Director of Education and Secretary to the Board • Superintendent responsible for the partnership • Partners • Local Politicians (Municipal) • Media Representatives 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education and Secretary to the Board (or designate) 	<ul style="list-style-type: none"> • Event Lead: Grand Erie employee(s) • Manager of Communications and Community Relations
Official school openings	<ul style="list-style-type: none"> • Board of Trustees • Director of Education and Secretary to the Board • Superintendent(s) • Ministry of Education Representatives and/or funding partners • School Council Chair • School staff • Local Politicians (Provincial, Municipal) • Contractors and Architects • Community Representatives (Optional) 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education and Secretary to the Board • Ministry of Education Representative and/or funding partners 	<ul style="list-style-type: none"> • Event Lead: Grand Erie employee(s) • Manager of Communications and Community Relations

	<ul style="list-style-type: none"> • Grand Erie Departments: Communications and Community Relations, Facilities, Finance, Purchasing, Information Technology and Human Resources, Indigenous Education, Program K-12, Safe and Inclusive Schools, Specialized Services (optional) • Media Representatives • Union/Association • Presidents 		
Milestones, birthdays, retirements, years of service recognitions, staff award initiatives etc.	<ul style="list-style-type: none"> • Superintendent (Optional) 	<ul style="list-style-type: none"> • As appropriate 	<ul style="list-style-type: none"> • Event Lead: Grand Erie employee
Fundraising events, fall fairs, United Way, etc.)	<ul style="list-style-type: none"> • Board of Trustees (Optional) • Director of Education and Secretary to the Board (Optional) • Superintendent 	<ul style="list-style-type: none"> • Chair of the Board (or designate) (Optional) • Director of Education (or designate) (Optional) • Superintendent 	<ul style="list-style-type: none"> • Event Lead: Grand Erie employee • Manager of Communications and Community Relations
Prime Minister, Federal Minister or Member of Parliament visit	<ul style="list-style-type: none"> • Board of Trustees • Director of Education and Secretary to the Board 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education and Secretary to the Board 	<ul style="list-style-type: none"> Event Lead: Grand Erie employee(s) Manager of Communications and Community Relations
Municipal Mayor or Councillor school visit	<ul style="list-style-type: none"> • Board of Trustees • Director of Education and Secretary to the Board • Superintendent 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education Secretary to the Board (or designate) 	<ul style="list-style-type: none"> Event Lead: Grand Erie employee(s) Manager of Communications and Community Relations

Reference(s):

- Accessibility Policy (SO-31)
- Advertising Procedure (BU-011)
- Visual Identity Policy (SO-25)



PROCEDURE

SO-029

VIOLENCE THREAT RISK ASSESSMENT AND INTERVENTION	
Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2019/05/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Purpose:

To respond to all student behaviours that pose a potential risk to self, other students, employees, and members of the school community as determined through the Violence Threat Risk Assessment and Intervention (VTRA) process.

Guiding Principles:

- 1.0 The assessment of violence, threat and risk is a team approach to identify, evaluate and address potential threats from students toward themselves, other students, employees and parents/caregivers within the school and community environment
- 2.0 A multi-disciplinary assessment of student behaviour helps determine whether a student is moving on a pathway towards violence against self or others, and creates an opportunity to intervene to decrease the risk identified
- 3.0 Through development of an individualized intervention plan, the underlying issues that contribute to high-risk behaviour can be addressed
- 4.0 Where a high risk is identified, a student may require further assessment from community professionals, including, but not limited to, child protection agencies and medical practitioners
- 5.0 **High-Risk Behaviour: When to Enact the Violence Threat Risk Assessment Protocol:**
 - 5.1. Student behaviour that poses a threat or risk to self or others can present in a variety of ways. Examples of high-risk behaviours include, but are not limited to:
 - Serious violence or violence with intent to harm or kill
 - Indicators of suicidal ideation as it relates to fluidity (both homicidal and suicidal)
 - Clear, direct, and plausible threats to kill others
 - Use of technology to communicate threats to harm/kill others or cause property damage
 - Possession of weapons, including replicas
 - Bomb threats (making and/or detonating explosive devices)
 - Fire setting
 - Sexual intimidation or assault
 - Ongoing issues with bullying and/or harassment
 - Gang-related intimidation and violence
 - Hate incidents motivated by factors including, but not limited to, race, culture, religion, and/or sexual orientation
 - Rehearsal behaviours or evidence of planning an attack
 - 5.2. Students who have experienced ongoing harassment and/or bullying, including cyber-bullying, or students who have a history of perceived victimization, may pose a risk to safety and could be considered for a risk assessment.
 - 5.3. All behaviours that may pose a risk or threat to others are to be reported to the Administrator(s). This includes the behaviour of students, employees or community members.

6.0 VTRA Steps

- 6.1. The process of implementing a threat and risk assessment protocol ensures that potentially high-risk behaviour of students is properly assessed and supportive intervention plans put in place. The following steps are fully developed within the *School and Community Violence Threat Risk Assessment and Intervention Protocol (2018)*
- 6.2. Make sure all students are safe and call the police (911)
- 6.3. Determine if the threat maker has access to the means (knife, gun, etc.) of the threat.
- 6.4. Interview witnesses, including all participants directly and indirectly involved.
- 6.5. Notify the threat-maker's parent(s)/caregiver(s) unless the student is 18 (or is 16 or 17 and has withdrawn from parental control).
- 6.6. Initiate data collection with team members.
- 6.7. Review findings with the threat assessment team.
- 6.8. Decide on a course of action
- 6.9. Develop an intervention plan

Definitions:

Threat assessment is the process of determining if a student actually poses a risk to the person(s) they have threatened. A threat is when a person utters, writes, or communicates through technology a threat to harm or kill a person or persons. Typically, threat assessment occurs within a few hours of a threat being made. The timeliness of information gathering is essential and includes input from the student, family, peers, school employees, and the community agencies that may have access to information relevant to the threat being made.

Risk assessment is the process of determining if a student of concern may pose a risk to self (e.g., suicide) or risk to some person(s) at some unknown period of time. Typically, risk assessment is a lengthier process that may involve a number of assessments, tests and measures beyond the scope of the school-based multi-disciplinary team. Consultation with the school social worker is required in order to request a risk assessment for a student.

Reference(s):

- School and Community Violence Threat Risk Assessment and Intervention Protocol (2018)



PROCEDURE

HR-001

BEREAVEMENTS

Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2019/05/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Purpose:

To outline the communication process and other protocols that occur in the event of the death of an employee(s), student(s) or significant public figure, to allow the expression of sympathy and respect without interruption of the educational program for students.

Guiding Principles:

The following procedures should be followed unless direction is otherwise received from the Director of Education and Secretary of the Board or designate.

1.0 Notification

In the event of the death of an employee(s) or student(s), Administrator(s)/immediate Supervisor(s) who become aware should notify the Manager of Communications and Community Relations, who will send a message to the system, pending confirmed consent from the family or designate.

2.0 School

- 2.1 The school remains open, and programs continue to be offered to students.
- 2.2 Administrator(s) may choose to contact their Superintendent of Education to arrange for the assistance of the Traumatic Events Response Team.
- 2.3 Employee(s) may attend a funeral as representatives of the school, according to the extent to which internal arrangements for coverage can be made within the school.

3.0 Education Centre, School Support Sites

Employee(s) may attend a funeral as representatives of the sites, according to the extent to which internal arrangements for coverage can be made.

4.0 Flag

- 4.1 In the event of the death of a current employee(s) or student(s), Administrator(s)/immediate Supervisor(s) are responsible for ensuring the flag(s) at all schools, the Education Centre and School Support Centres are flown at half-staff for three (3) days, as appropriate.
- 4.2 In the event of the death of a former employee(s) or student(s), the flag of the school may be flown at half-staff for three (3) days, as appropriate, at the discretion of the Administrator(s)/immediate Supervisor(s).
- 4.3 In the event of the death of a local politician, traditional First Nation Chief, First Nation Band Council Chief, civic official, former or present Prime Minister, Head of State of Canada, or Premier of Ontario, Administrator(s)/immediate Supervisor(s) are required to follow these procedures unless specifically directed to do otherwise by the Director of Education and Secretary of the Board or designate:

- 4.3.1 The flag at the Education Centre, School Support Centres and schools shall be flown at half-staff on the death of a former or present Prime Minister, Head of State of Canada or Premier of Ontario, or at the direction of government officials.
- 4.3.2 The flag at the Education Centre and the appropriate School Support Centres shall be flown at half-staff, and at any school at the discretion of the Administrator(s)/immediate Supervisor(s), on the death of a local politician or civic official representing or working in the municipality where the school is located and on the death of certain individuals not covered above.
- 4.3.2 The flag will be flown at half-staff for three (3) days, as appropriate.

5.0 **Memorial Statements**

When a current employee(s) or student(s) enrolled in our system passes away, and family permission is obtained, a Memorial Statement celebrating the life of the individual may be submitted by the Administrator(s)/immediate Supervisor(s) to the Director of Education and Secretary of the Board or designate to be read at a Regular Board Meeting. The statement will then be forwarded to the family, along with Grand Erie's sincerest sympathy.

6.0 **Sympathy Cards**

When an employee(s) suffers the loss of an immediate family member (parent(s)/caregiver(s), partner/spouse, sibling or child), the information should be sent to the appropriate Superintendent where possible, including the name of the employee(s) and the relationship of the employee(s) to the deceased. These losses will be acknowledged with a sympathy card from the Director of Education and Secretary of the Board/Superintendent.

Reference(s):

- Traumatic Events Response Guide