



# Committee of the Whole Board Meeting

Monday, February 7, 2022

Board Room/MS Teams Virtual Meeting

## AGENDA

- A - 1 **Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session **(6:30 pm)**
    - (i) Personnel Matters
    - (ii) Legal Matters
    - (iii) Property Matters
  - (d) Welcome to Open Session / Land Acknowledgement Statement **(7:15 pm)**
  - (e) Agenda Additions/Deletions/Approval
  - (f) In Camera Report
  - (g) System Showcase L. Thompson
  - (h) Delegation
    - (i) R. Hunter – Kindergarten Masking Policy
    - (ii) A. Johnston – Kindergarten Masking Policy
    - (iii) N. Gauthier – Kindergarten Masking Policy
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- C - 1 **Director’s Report** J. Roberto
- (a) Director’s Highlights
  - (b) Leading and Learning in a Pandemic
- D - 1 **New Business – Action/Decision Items**
- \* (a) Draft Proposed School Year Calendar 2022-23 W. Baker
  - \* (b) Mileage Remuneration Review R. Wyszynski
- D – 2 **New Business – Information Items**
- E - 1 **Bylaw/Policy Procedure Consideration - Action/Decision/Information Items**
- \* (a) F-02 Budget Development Process **(A)** R. Wyszynski
  - \* (b) SO-08 Community Partnership **(A)** L. Thompson
  - \* (c) SO-008 Community Partnership **(I)** L. Thompson
  - \* (d) SO-18 Environmental Education and Stewardship **(C)** R. Wyszynski
  - \* (e) SO-20 Assessment, Evaluation and Report **(C)** A. Smith
  - \* (f) HR-107 Maintaining Employee Safety While Working with Students **(C)** L. Thompson
  - \* (g) HR-121 Injury/Incident/Disease Investigation and Reporting **(C)** R. Wyszynski
  - \* (h) P-106 Home Instruction **(C)** A. Smith
- F - 1 **Other Business**
- (a) OPSBA Report C. VanEvery-Albert
- G - 1 **Correspondence**
- \* (a) York Region District School Board – January 20, 2022
  - \* (b) Greater Essex County District School Board – January 21, 2022
  - \* (c) Upper Canada District School Board – January 14, 2022



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- \* (d) Lakehead District School Board – January 17, 2022
- \* (e) Algoma District School Board – January 11, 2022
- \* (f) Norfolk County Letter – February 2, 2022

### H - 1 **Adjournment**

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

Indigenous Education Advisory Committee (IEAC)	February 10, 2022	1:00 PM	MS Teams Virtual Meeting
Privacy and Information Management Committee (PIM)	February 10, 2022	3:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	February 17, 2022	6:00 PM	MS Teams Virtual Meeting
Student Senate - 2022-23 Student Trustee Elections	February 17, 2022	10:30 AM	MS Teams Virtual Meeting
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	February 24, 2022	9:00 AM	MS Teams Virtual Meeting
Chairs' Committee	February 28, 2022	5:45 PM	Brant Room
Regular Board	February 28, 2022	7:15 PM	Board Room / Virtual
Pre-Budget Review Meetings	March 1, 2022	5:30 PM	MS Teams Virtual Meeting
Student Senate - #2	March 3, 2022	10:30 AM	MS Teams Virtual Meeting
Grand Erie Parent Involvement Committee (GEPIC)	March 3, 2022	6:30 PM	MS Teams Virtual Meeting
Committee of the Whole Board	March 7, 2022	7:15 PM	Board Room / Virtual
Native Advisory Committee (NAC)	March 10, 2022	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	March 10, 2022	6:00 PM	MS Teams Virtual Meeting
Audit Committee	March 22, 2022	4:00 PM	MS Teams Virtual Meeting
Safe and Inclusive Schools (SIS)	March 24, 2022	1:00 PM	MS Teams Virtual Meeting
Quality Accommodation Committee (QAC)	March 24, 2022	2:00 PM	MS Teams Virtual Meeting
Chairs' Committee	March 28, 2022	5:45 PM	Brant Room
Regular Board	March 28, 2022	7:15 PM	Board Room / Virtual

Learn

Lead

Inspire

# Student Mental Health Promotion and Prevention Activities

Presented by Grand Erie Child and Youth Workers  
Monday, February 7<sup>th</sup>, 2022



## Well-Being Priorities and Introduction



### Schools are the ideal setting to:

(From School Mental Health Ontario)

- Promote positive mental health
- Build student social-emotional learning skills
- Reduce stigma and encourage help-seeking
- Identify students in need
- Offer preventive services for students at higher risk
- Build pathways to, from, and through services

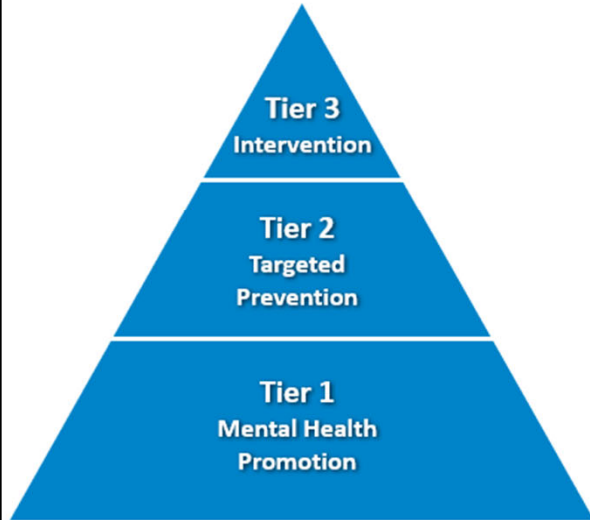
**Well-Being Goal:** Increase the knowledge and skills of students to better tend their own well-being.

### What Is Student Mental Health Promotion?

Mental Health Promotion involves promoting the value for mental health and improving the coping capacities of individuals rather than amelioration of symptoms and deficits

Mental Health Promotion is the process of enhancing the capacity of individuals and communities to take control over their lives and improve their mental health. Mental health promotion uses strategies that foster supportive environments and individual resilience, while showing respect for equity, social justice, interconnections and personal dignity

# Child & Youth Worker Tiered Model Of Support



- Tier 3: Intervention**
  - Individualized for more vulnerable students. Focus on coaching and practicing skills
- Tier 2: Targeted Prevention**
  - Usually run in a small group setting which allows for more coaching in a specific/ targeted area
- Tier 1: Mental Health Promotion**
  - Attend and provide feedback during ISTM
  - Provide educators with resources
  - Connect families with community agencies
  - Observe classrooms and provide feedback
  - Run whole classroom programming in the areas of Social Emotional Learning, Healthy Relationships, Self-Regulation and Well-Being

# Super Self-Reg



## Purpose

Super Self-Reg was created for the Summer School Transition Program. It has continued to be used throughout the school year to provide support to primary educators and students as they transition back to school from Summer Break, Winter Holidays, and Online Learning. Super Self-Reg is an interactive 5-Session program that teaches students self-regulation skills, including feelings, calming strategies and how their brain works! Connection to the curriculum has also been provided to educators so they can continue the learning in their classroom!

**Super-Breath**

- Stand up nice and tall. Take a deep breath in.
- Breathe out a long, slow breath to melt the ice.
- Repeat this 3 times.
- On the last breath, breathe out a quick fast breath to free your copee from the ice.

**Super Stretch**

- Stand up nice and tall with one hand on your hip.
- Slowly push one arm up feet in the air like a superman. Then let your arm slowly fall to your side.
- Do this again with the other arm.

- Session Topics**
- Session 1: The Brain and Calming Strategies
  - Session 2: Comfortable and Uncomfortable Feelings
  - Session 3: The Control Signals (Steps to Calming Down)
  - Session 4: The Control Signals (Body Language and Facial Expression)
  - Session 5: Complimenting yourself and others

**How It's Going**

In the 2021/2022 School Year, the Super Self-Reg program has been delivered in 147 Primary classrooms.



## Parent/Educator Feedback



### Example #1

"I was emailed by a parent to thank us for delivering the Super Self-Reg program in her child's classroom.

She shared that she had been having a rough morning and that her 5-year-old daughter had brought her the feelings ring that they had created in Super Self-Reg. She asked her mom to show her the feeling she had right now.

After sharing her feeling, her daughter then taught her Super Stretch and Super Breath to help her feel better!"

### Example #2

"A parent emailed me to share a story about her son in Kindergarten.

She shared that she had been talking to her son about what to do when you are frustrated. She asked him to take a deep breath when he had these type of feelings. He interrupted her to say, "No, Mom. You have to do Super Breath!" The parent was very thankful that her child was learning to name these skills."

### Example #3

"I delivered the Super Self-Reg Program in a Grade 2 classroom. Shortly after, we switched to online learning. The teacher shared with me that during a virtual classroom activity, one of the students was getting very frustrated and agitated with the task. The other students encouraged him to use his calming strategies and praised him when he was successful in doing so!"

## The First 20 Days



### Purpose

The First 20 Days resource was created to provide educators with lessons and activities to support a warm and welcoming environment for their students. It also creates opportunities for educators to learn and promote Mental Health and Well-Being in a wide variety of topics, including belonging, celebrating identity, managing emotions and more.

### Topics Covered

Day 1 & 2: Day 1 & 2: Welcome  
Day 3 & 4: Co-creating classroom rules  
Day 5 & 6: You are unique and valued  
Day 7 & 8: Identify and manage emotions  
Day 9 & 10: Stress Management and coping  
Day 11 & 12: Positive motivation and perseverance  
Day 13 & 14: Healthy relationship skills  
Day 15 & 16: Self awareness and identity  
Day 17 & 18: Critical and creative thinking  
Day 19 & 20: Building your 2021/2022 tool kit

**First 20 Days and Beyond Challenge Winter Edition**

Attention all Students and Educators!

Your mission should you choose to accept it, will be to complete the First 20 Days and Beyond Challenge Winter Edition!

We encourage you to use these activities as a resource for any back-to-school transition.

Let's take the time to create a Warm and Welcoming Return to School!

<https://forms.office.com/r/Vc0bbbcSKT>

Contest ends February 11th

Each time a class completes a First 20 Days activity, they will be entered into a draw to win 1 of 5 Wellness Baskets for their classroom!

Upon completion of an activity, teachers will use either the QR Code shown above to automatically be entered into the Wellness Basket draw. The more activities you complete, the more entries you make, the more likely you are to win!



## First 20 Days Feedback



### This is what Educators had to say:

“The kids really enjoyed the questions, especially the one about the robot and what chores they would have them do.”

“Great activity! Students were engaged and interested.”

“Great activity and addition to my Wellness section on Brightspace!”

“Great relaxation video!”

“Fun interactive activity! Meaningful and enjoyed by all.”

Mindfulness Activity  
Gratitude Moment  
Mindfulness Exercise  
Feelings List  
Classroom Rules  
Super Stretch  
Care Checklist  
Kindness Wall

care sheet  
Read  
Mindfulness Video  
kahoot  
Mindfulness Video  
Sensations Mindfulness

minutes mindfulness  
Super Breath  
Talk January  
Self-Care  
Big Lottery  
Unique Video

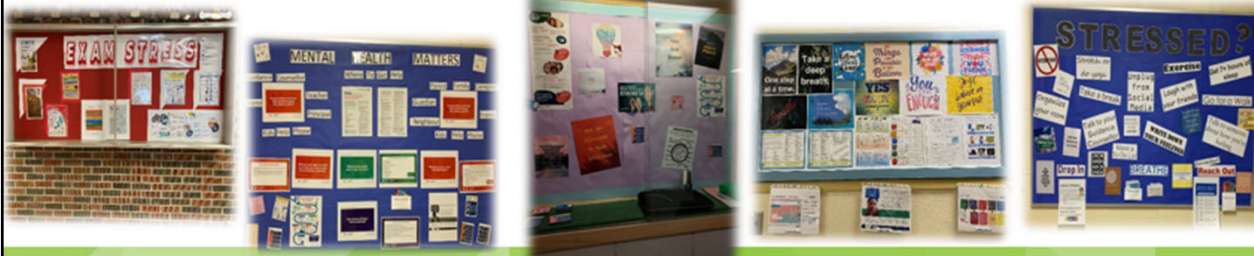
Students had so much fun  
fantastic activity  
collaborative activity  
class  
Great activity  
Great Students  
activity and addition  
students and teacher  
activity was great  
fun  
kids great way  
participation from students

## Bulletin Boards in Secondary Schools



Bulletin Boards are a great way to promote Mental Health and Well-Being to all students. It is one way that Child and Youth Workers can reach all students in the school. Bulletin Boards are changed throughout the year to different topics including;

- How to cope with stress (plus take away resources)
- Mental Health Literacy
- Positive Affirmations
- The 5 Ways to Well-Being
- Self-Care



## Wellness Rooms in Secondary Schools



- Wellness Rooms are designed to create a safe, caring and inclusive space for students. It is open over lunch time once per week.
- A variety of activities are provided including colouring, journaling, sketching, fidgets, games, crafts, puzzles, crossword puzzles and word searches.
- Resources are available such as community support information, coping, calming and stress strategies, breathing techniques, the Conquering Stress Binder, where to get help and how to seek help.
- The rooms are decorated with posters which show inclusive messages, diversity, positive affirmations, strategies and student creations.
- Currently, Wellness Rooms are in the following high schools: Dunnville Secondary, Delhi Secondary, McKinnon Park Secondary, Cayuga Secondary and Tollgate Technological Skills Centre.

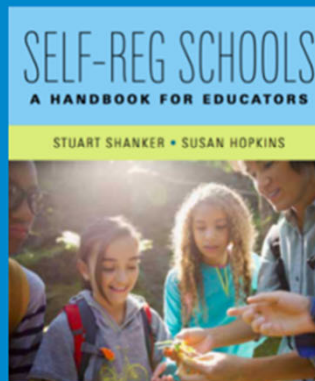
## Wellness Room Photos



## Professional Learning



- Child and Youth Workers throughout the Board are delivering professional learning in designated schools to promote the work of Dr. Stuart Shanker and Dr. Susan Hopkins.
- This professional learning includes 6 power point sessions delivered throughout the year. The goal is to enhance educators knowledge of self-regulation. Each session provides educators with a personal and classroom challenge which applies the skills learned during the session.
- Schools, who completed the Shanker self-regulation professional development last year, had the opportunity to begin a second year of professional learning.
- This learning includes a powerpoint discussion of Developmental Assets as well as a book club which focuses on the first several chapters of the book The Third Path.
- The Third Path outlines a Relationship-Based Approach to Student Well-Being and Achievement, and is written by Dr. David Tranter, Lori Carson and Tom Bolland.



## Teaching the Brain at King George



- After delivering the Shanker professional development to staff at King George, I was looking for a creative way to teach the brain to our students.
- After brainstorming with Administrator, Cheryl Bannister, she purchased a brain helmet for me to use. In addition, she provided the Shanker glove for all staff.
- I painted the brain red and blue and use it to teach self-regulation in primary classes.
- Students are always excited whenever I wear the brain helmet.







# The Child and Youth Workers

The Child and Youth Workers, with support from Ed-Tech and Student Success, have created a Digital Resource Binder through the D2L platform (Brightspace). Here, educators, both in the classroom and in a support role, can access resources to support their students in the areas of Self-Regulation, Healthy Relationships, Mindfulness, and Mental Health and Well-Being. These resources are available for all Grades!





# Grand Erie District School Board

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**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Wayne Baker, Superintendent of Education  
**RE:** **Draft School Year Calendars 2022-23**  
**DATE:** February 7, 2022

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the Draft School Year Calendars 2022-2023 report.</p>
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## Background

Regulation 304 “School Year Calendar, Professional Activity Days”, and Policy/Program Memorandum No. 151 set out the conditions governing and establishing school year calendars and outlines the following criteria that must be met:

- the school year commences on or after September 1 and ends on or before June 30;
- the minimum number of school days required is 194;
- the minimum number of instructional days is 187;
- school boards must dedicate three PA days per school year to provincial education priorities and may dedicate up to four additional PA days per school year; and
- a board may designate up to ten instructional days as examination days.

Professional activities are focused on ensuring equity of outcome and wellbeing for all students. The three mandatory PA days must be focused on teacher’s professional learning with respect to the following current provincial education priorities as outlined in Achieving Excellence:

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence

Boards have not yet received Ministry of Education direction on the topics of the Professional Activity days.

## Additional Information

The Grand Erie School Year Calendar Committee met on January 18, 2022, to review and discuss proposed school year calendars that were circulated on December 16, 2021, for consideration by stakeholder groups. Committee members represented Trustees, all union groups, elementary and secondary principals, Indigenous Education, and elementary and secondary parents.

The proposed calendars presented to the committee for consideration were developed in collaboration with the Brant Haldimand Norfolk Catholic District School Board and received input from Executive Council.

Grand Erie will operate with four calendars in 2022-23

- Norfolk Elementary,
- Brant/Brantford/Haldimand Elementary,
- Norfolk Secondary; and
- Brant/Brantford/Haldimand Secondary.

The Grand Erie calendars are in total alignment with those of the Brant Haldimand Norfolk Catholic District School Board.

**Next Steps**

Upon approval by the Trustees, the School Year Calendars will be forwarded to the Ministry of Education. Upon final approval by the Ministry, the calendars will be shared with all stakeholder groups.

**Grand Erie Multi-Year Plan**

This report supports the Learning indicator of Learn Lead Inspire and the following statement: we will build a culture of learning to nurture curiosity and opportunity for each learner.

Respectfully submitted,

Wayne Baker  
Superintendent of Education





# 2022-23 SCHOOL YEAR CALENDAR

BRANT | BRANTFORD | HALDIMAND ELEMENTARY

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
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# 2022-23 SCHOOL YEAR CALENDAR

## NORFOLK ELEMENTARY

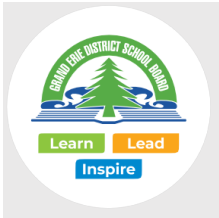
	1st Week					2nd Week					3rd Week					4th Week					5th Week				
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# 2022-23 SCHOOL YEAR CALENDAR

BRANT-BRANTFORD-HALDIMAND SECONDARY

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
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# 2022-23 SCHOOL YEAR CALENDAR

NORFOLK SECONDARY

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June				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
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# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Rafal Wyszynski, Superintendent of Business & Treasurer  
**RE:** **Mileage Remuneration Review**  
**DATE:** February 7, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the mileage rate of \$0.61 per kilometer for the first 5,000 kilometers, and \$0.56 per kilometer thereafter effective March 1, 2022.

## Background

1. The Board's mileage rate is to be reviewed each year, for budgeting purposes, in accordance with a motion of the Board.
2. The last change to the mileage rate was effective September 1, 2021 when the Board approved an increase from \$0.58 to \$0.59 per kilometer.
3. The Canada Revenue Agency's (CRA) Automobile allowance rates are as follows:

The automobile allowance rates for 2022\* are:

- 61¢ per kilometer for the first 5,000 kilometers driven
- 56¢ per kilometer driven after that

The automobile allowance rates for 2021\* were:

- 59¢ per kilometer for the first 5,000 kilometers driven
- 53¢ per kilometer driven after that

\*In the Northwest Territories, Yukon, and Nunavut, there is an additional 4¢ per kilometer allowed for travel.

## Additional Information

The CRA considers a reasonable automobile allowance rate for 2022 to be 61¢ per kilometer for the first 5,000 kilometers, and 56¢ per kilometer thereafter.

## Budget Implications

1. Travel remuneration in 2021-22 represents approximately \$515,000 of the Board's operating budget; however, mileage expenses are not being utilized due to reduced travel and increased usage of virtual meetings. The budgets for both 2021-22 and the 2022-23 are more than sufficient to absorb this increase and Senior Administration recommends that the rate change is made effective as soon as possible.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Budget Development Process (F-02)**  
DATE: February 7, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Policy Budget Development Process (F-02)**.

## Background

Policy Budget Development Process (F-02) was circulated to all appropriate stakeholders for comments to be received by January 13, 2022.

## Comments Received

- Comment: The last budget cycle the Board was lucky enough to have staff administrative support taking and sharing notes at the prebudget and budget meetings to assist with our questions and deliberations. This should be formalized in this policy

**Response:** Amended.
- Comment: #1 How will the MYSP and AOP inform the budget development process

**Response:** No amendment required. The goals summarized in the MYSP and AOP need to be reflected in the budget; this must happen with strong dialogue and engagement.
- Comment: #8 This would be a good item to also share with the trustees during their budget deliberations. It is very difficult to reconcile the various versions of the budgets that are shared with trustees

**Response:** Staff already share the changes year-over-year with Trustees. Any significant changes will continue to be shared.
- Comment: #11 What version of the budget book is posted?

**Response:** The final one, which is based on the budget approved by Trustees.
- Comment: Should add that the final complete budget book be shared with trustees at the Board meeting where it is approved?

**Response:** No change required. This would put an unnecessary burden on Finance staff when many variables could be outside of the team's control. (i.e. Ministry changes, last minute modifications to budget). The goal is to always have this ready before July.

**Additional Information**

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

**Next Steps**

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

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer







## Budget Development Process

**Board Received:** \_\_\_\_\_

**Review Date:** \_\_\_\_\_

### **Policy Statement:**

The Grand Erie District School Board shall allocate its resources to reflect the board's multi-year strategic plan in an effective and efficient manner through the application of an annual budget development process.

### **Accountability:**

- ~~1. Frequency of Reports — As needed~~
- ~~2. Criteria for Success — Budget approval complies with Ministry Regulations~~  
~~— Budget addresses Multi-Year Strategic Plan components as ratified by the Board~~

### **Guidelines Guiding Principles:**

1. The Board's approved Multi-Year Strategic and the annual operating plans will inform the budget development process.
2. The Superintendent of Business shall prepare preliminary elementary and secondary enrolment projections to the Ministry that will include trend analysis and historical comparators (January).
3. The Board will provide direction to administration regarding items to be considered for inclusion or for reduction during the development of the pro-forma budget. A public meeting will be set to facilitate preliminary budget discussions (February).
4. The Human Resources and Planning staff, in consultation with the Superintendent of Business, shall review elementary and secondary enrolment projections with Principals (March).
5. The Superintendent of Business shall receive the Grants for Student Needs from the Ministry of Education and develop an estimated grant revenue forecast using the established enrolment projections and by providing planning assumptions.
6. The Superintendent of Business shall prepare a draft budget for Executive Council.
7. Executive Council shall develop a pro forma budget for Board consideration by May of each year. The pro forma budget shall also include a five-year enrolment forecast.
8. Significant budget modifications made to the initial draft budget presented to Executive Council will be formally documented to ensure that the final budget can be reconciled to the draft budget.
9. The Board shall review/modify the pro forma budget during public meetings (May/June). Any notes of the meeting prepared by or on behalf of the Superintendent of Business may be used for future deliberations.
10. The Board shall approve the final budget ensuring compliance with Ministry regulations. Administration will provide information confirming that the budget is compliant with the funding regulation as part of the budget development and approval process.
11. The approved budget book shall be posted on the Board's website.

12. The Superintendent of Business shall provide quarterly reports to the Board on the status of the current budget as follows; in January for the first quarter; in April for the second quarter; in August for the third quarter; in November for the full year.



# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Liana Thompson, Superintendent of Education  
RE: **SO-08 Community Partnerships**  
DATE: February 7, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Policy SO-08 Community Partnerships.**

## Background

Policy SO-08 Community Partnerships was circulated to all appropriate stakeholders for comments to be received by January 13, 2022.

## Comments Received

- Comment: Numbering for our policies – we should be consistent – not usually put the zero before the single digit number – use SO8 not SO08  
**Response:** Numbering for polices will be applied consistently.
- Comment: Not sure why the policy and the procedure is being divided into 2 documents, makes it harder to have all the pertinent information  
**Response:** The operational items from the policy have been moved into a procedure. A reference to the accompanying procedure has been included.
- Comment: Frequency of reports is missing from the accountability portion of this policy  
**Response:** The accountability portion has been removed to align with how all other policy documents will be shared moving forward.
- Comment: Reference procedure SO-008 – all other Board procedures are a one hundred number, not sure having SO8, SO108 and SO008 makes sense.  
**Response:** Numbering for procedures will be applied consistently.
- Comment: Suggest keeping guiding principles from the current version of this policy  
**Response:** The guiding principles are included in the procedure, where they support the operationalization of the procedure.

## Additional Information

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

## Next Steps

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

Respectfully submitted,

Liana Thompson  
Superintendent of Education



# POLICY

SO-08

## Community Partnerships

**Board Received:** \_\_\_\_\_

**Review Date:** \_\_\_\_\_

**Policy Statement:**

The Grand Erie District School Board believes that building strong and collaborative working relationships with community partners can enhance the opportunities available to our students. Community partnerships must comply with Board Policy, the Education Act, collective agreements, other contracts and all legal requirements. All partnerships shall be based on the principles of equity, inclusiveness, and anti-oppression.

**Reference:**

- Community Partnerships (SO-008)



# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Liana Thompson, Superintendent of Education  
RE: **SO-008 Community Partnerships**  
DATE: February 7, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure SO-008 Community Partnerships** as information

## Background

Procedure SO-008 Community Partnerships was circulated to all appropriate stakeholders for comments to be received by January 13, 2022.

## Comments Received

- Comment: Remove guiding principles and include in the policy  
**Response:** Guiding principles are to support the operationalization of the procedure.
- Comment: 1.8 – reference to procedure F-016 here or at the end of the document  
**Response:** Amended.
- Comment: Procedure 2.0 – 3<sup>rd</sup> bullet – already covered in paragraph above  
**Response:** Amended.
- Comment: Procedure 2.0 – 4<sup>th</sup> bullet – not sure that this is accurate with the recent changes around police record checks. (Brantford Police has no place to upload letters)  
**Response:** This process aligns with process in SO-126 – Volunteers.
- Comment: Is a statement around who pays the cost for a police check?  
**Response:** Included in SO-126 – Volunteers.
- Comment: 3.0 suggests a link to the AODA training on the website – it is not part of SO-126  
**Response:** Amended
- Comment: Is the partnership formalized between the school and the community group?  
**Response:** This is not a formal partnership.
- Comment: Should there be standard form so that the information is the same at all schools? Insurance coverage?  
**Response:** Partners volunteering in schools are under school board's general comprehensive insurance.
- Comment: Statement above injuries?  
**Response:** As per response in #8.

10. Comment: Think some of the references from the current policy should be retained advertising, use of board logo's, visual identity

**Response:** Amended

11. Comment: This policy does not currently protect the Board's interest in these areas

**Response:** This statement is unclear as to what areas.

12. Comment: When does a policy need approval from a higher level than the local principal? SO133

**Response:** Included a reference to SO133 to support principals in determining if they need approval for the partnership at a higher level.

### **Additional Information**

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

### **Next Steps**

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

Respectfully submitted,

Liana Thompson  
Superintendent of Education



# PROCEDURE

SO-008

## Community Partnerships

Board Received: \_\_\_\_\_

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

### Guiding Principles:

Partnerships may:

- improve services and programs for students
- motivate students
- build relationships and promote understanding
- increase public support for education
- increase parental and community involvement in, commitment to and responsibility/accountability for student learning
- increase efficiency and effectiveness through sharing of services and resources
- recognize the contributions of all partners
- promote equity and inclusiveness in our schools
- be built on open communication and trust
- include defined problem-solving and decision-making process
- include mechanisms for reflection and assessment

### Procedures:

- 1.0 Working with school staff keeping the focus on students, principals may:
  - 1.1 encourage partnerships where appropriate
  - 1.2 protect the interests of students by being selective about partnerships
  - 1.3 be open to proposals from a variety of partners
  - 1.4 seek input from the school council regarding potential partnerships
  - 1.5 clarify the purpose of the partnership by defining the roles and responsibilities
  - 1.6 carry out a regular review of the partnership
  - 1.7 celebrate the contributions of partnerships, e.g., appropriately acknowledge the partner in school newsletters and at public events
  - 1.8 always have donated goods and services evaluated by a third party when a tax receipt is to be issued
  - 1.9 contact the appropriate Education Centre support staff for assistance
- 2.0 Police Record Check: If community partners are working in schools with students, they must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search subject to availability, completed within the previous six (6) months and acceptable to the Board, prior to commencement of duties.
  - Police Record Checks will remain valid for a three-year period from the date they are received by the school.
  - Police Record Checks can be transferred within the three-year period between schools.
  - ~~If the community partner has a current Police Record Check and Vulnerable Sector Search, they will provide a copy of this to the school principal.~~
  - If the community partner does not have a current Police Record Check and Vulnerable Sector Search, the principal will provide the prospective partner with a copy of the appropriate forms to be taken to the Police Service in the jurisdiction in which the community partner resides. (see SO-126 – Volunteers)



- 3.0 Accessibility for Ontarians with Disabilities Act (AODA) Training  
~~3.1~~ All community partners are required to complete an online AODA training module and proof of completed AODA training will be provided to the school principal. If a community partner has not completed AODA training, they may access the training on the Grand Erie District School Board website. ~~(see SO 126 –Volunteers)~~
- 3.1
- 4.0 COVID-19  
4.1 All community partners will follow all COVID-19 requirements and protocols as outlined by the Grand Erie District School Board
- 5.0 Record Keeping  
A community partner's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice-principal or designate only. Files will be maintained while the community partner provides services to the school and for a two-year period thereafter, after which time they will be shredded.

**Reference:**

- Community Partnerships (SO-08)
- Use of Board Logo, Grand Erie Name (BL19)
- Community Use of School (FT4)
- Supplier Exclusivity: Food Services and Vending Machines in Schools (F1)
- Capital Related Funding and Community Donations (F3)
- Purchasing (F6)
- Fundraising (SO1)
- Distribution of Materials in Schools (SO4)
- Access to School Premises (SO13)
- Privacy and Information Management (SO19)
- School Food and Beverages (SO21)
- Visual Identity (SO25)
- Event Planning and Organization (SO26)
- Accessibility (SO31)
- Playground Equipment (FT105)
- School Initiated Facility Upgrades (FT111)
- Hospitality and Food Expenses (F101)
- Advertising (F104)
- Receipt of Charitable Donations (F106)
- Community Service Providers and Schools Working Together (SO108)
- Student and Visitor Injuries/Accidents (SO120)
- Signing Authorities for Short-Term Agreements (SO133)



# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **SO-18 Environmental Education Stewardship**  
DATE: February 7, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward **Policy SO-18 Environmental Education Stewardship** to all appropriate stakeholders for comments to be received by **April 6, 2022.**

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward **Procedure SO-xxx Environmental Education Stewardship** to all appropriate stakeholders for comments to be received by **April 6, 2022.**

## Background

Policy SO-18 Environmental Education Stewardship was approved by the Board in January 2018 and has been identified for review.

## Additional Information

The Policy has been separated into a policy and procedure. Suggested revisions have been made to both the Policy and new Procedure. The draft revised policy and procedure are attached for circulation to stakeholders for comment.

## Next Steps

Policy and Procedure will be circulated for stakeholder input in keeping with Board Bylaw 9.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



## Environmental Education and Stewardship

**Board Received:** January 29, 2018

**Review Date:** February 2022

### Policy Statement:

The Grand Erie District School Board encourages and supports environmental education and stewardship in our schools, buildings and administrative departments. The Board recognizes the importance of the environment to the long-term well-being of our students and staff. Our stewardship of the environment is an important part of building a healthy and sustainable future.

### Accountability:

- ~~1. Frequency of Reports — As needed~~
- ~~2. Criteria for Success — Increase in environmental education  
— Board engages in environmentally sensitive practices~~

### Procedures:

- ~~1. The Board will promote environmental education and practices by encouraging school, department and Board wide practices that demonstrate environmental sensitivity and stewardship.~~
- ~~2. Students and staff will engage in environmentally appropriate practices that reduce, reuse and recycle material where such practices are feasible.~~
- ~~3. The Board will seek opportunities to embed environmental education in the curriculum for all subjects and disciplines as indicated in Ministry of Education curriculum documents for specific subjects.~~
- ~~4. Purchasing procedures will reflect the Board's policy on environmental stewardship.~~
- ~~5. The Board's policy on Green Schools will complement this policy.~~
- ~~6. The Student Senate, through the Student Trustees, will be asked to identify opportunities for student leadership in the area of environmental stewardship which are aligned with the Board's Multi-Year Plan.~~

### References:

- ~~• Environmental Education Stewardship Procedure (SO-XXX)~~
- ~~• Ont. Reg. 397/11 Energy and Conservation Demand Management~~
- ~~• Ont. Reg. 102/94 Waste Audits and Waste Reduction Plans~~
- ~~• Ont. Reg. 103/94 Industrial, Commercial and Institutional Source Separation Programs~~
- ~~• Ont. Reg. 386/16 Blue Box Waste~~
- ~~• Ont. Reg. 452/09 Greenhouse Gas Emission Reporting~~
- ~~• Ont. Reg. 243/07 Safe Water Drinking Act~~
- ~~• Ont. Reg. 143/16 Quantification, Reporting, and Verification of Greenhouse Gas Emissions~~
- ~~• FT10 Green School Construction~~
- ~~• FT14 Environmental Standards for Facility Operations and Maintenance~~
- ~~• F107 Purchasing~~
- ~~• Ministry of Education Curriculum Grades 1-8: Environmental Education~~
- ~~• Ministry of Education Curriculum Grades 9-12: Environmental Education~~



## Environmental Education and Stewardship

Board Received: January 29, 2018

Review Date: February 2022

### Policy Statement:

The Grand Erie District School Board encourages and supports environmental education and stewardship in our schools and administrative departments. The Board recognizes the importance of the environment to the long-term well-being of our students and staff. Our stewardship of the environment is an important part of building a healthy and sustainable future.

### Accountability:

1. ~~Frequency of Reports~~ — As needed
2. ~~Criteria for Success~~ — Increase in environmental education  
— Board engages in environmentally sensitive practices

### Guiding Principles/Procedures:

1. ~~The Board will p~~Promote environmental education and practices by encouraging school, department and Board wide practices that demonstrate environmental sensitivity, ~~and stewardship~~ and identify opportunities for energy conservation.
2. ~~Students and staff will e~~Engage students and staff in including environmental, ecological and natural pedagogy, while thinking critically about culturally responsive and relevant practices. (e.g., reduce, reuse, recycle) environmentally appropriate practices that reduce, reuse and recycle material where such practices are feasible. The participation in the Ontario EcoSchools program is strongly encouraged for all Grand Erie schools.
3. ~~The Board will S~~SeeK opportunities to embed environmental education in the curriculum for all subjects and disciplines as indicated in Ministry of Education curriculum documents for specific subjects.
- 2.4. ~~Staff and will A~~Acknowledge the importance of learning outdoors as a way to forge a sense of belonging (for students) to their school and community.
3. ~~Purchasing procedures goods and services will reflect the Board's policy on environmental stewardship.~~
4. ~~The Board's policy, FT10 on Green Schools Construction, will complement this policy/procedure.~~
5. The Student Senate, through the Student Trustees, will be asked to identify opportunities for student leadership in the area of environmental stewardship which are aligned with the Board's Multi-Year Plan, in the areas of learning, wellbeing and belonging.

### References:

- Environmental Education Stewardship Policy (SO-18)
- Ont. Reg. 397/11 Energy and Conservation Demand Management
- Ont. Reg. 102/94 Waste Audits and Waste Reduction Plans
- Ont. Reg. 103/94 Industrial, Commercial and Institutional Source Separation Programs
- Ont. Reg. 386/16 Blue Box Waste

- *Ont. Reg. 452/09 Greenhouse Gas Emission Reporting*
- *Ont. Reg. 243/07 Safe Water Drinking Act*
- *Ont. Reg. 143/16 Quantification, Reporting, and Verification of Greenhouse Gas Emissions*
- *FT10 Green School Construction*
- *FT14 Environmental Standards for Facility Operations and Maintenance*
- *F107 Purchasing*
- *Ministry of Education Curriculum Grades 1-8: Environmental Education*
- *Ministry of Education Curriculum Grades 9-12: Environmental Education*



# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: April Smith, Superintendent of Program K-12 (Teaching and Learning)  
RE: **SO-20 Assessment, Evaluation and Reporting**  
DATE: February 7, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward **Policy SO-20 Assessment, Evaluation and Reporting** to all appropriate stakeholders for comments to be received by **April 6, 2022.**

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward **Procedure SO-XXX Assessment, Evaluation and Reporting** to all appropriate stakeholders for comments to be received by **April 6, 2022.**

## Background

Policy SO-20 Assessment, Evaluation and Reporting was approved by the Board in January 2018 and has been identified for review.

## Additional Information

The Policy has been separated into a Policy and Procedure. Suggested revisions have been made to both the Policy and Procedure. The draft revised Policy and Procedure are attached for circulation to stakeholders for comment.

## Next Steps

Policy and Procedure will be circulated for stakeholder input in keeping with Board Bylaw 9.

Respectfully submitted,

April Smith  
Superintendent of Program K-12 (Teaching and Learning)



## Assessment, Evaluation and Reporting

**Board Received:** January 29, 2018

**Review Date:** February 2022

The primary of assessment and evaluation is to improve student learning. Assessment, evaluation and reporting practices must be fair, transparent, and equitable for all students. The Grand Erie District School Board is committed to ensuring the learning, well-being and belonging of all students. Grand Erie educators implement assessment and evaluation practices which are grounded in the belief that all students are able to demonstrate their learning regardless of socio-economic status, ethnicity, gender identify, geographic location, first language and/or need for special services.

### **References:**

- Assessment, Evaluation and Reporting (SO-XXX)
- Ontario Ministry of Education. *Growing Success – Assessment, Evaluation and Reporting in Ontario Schools (First Edition, Covering Grades 1 to 12) 2010*
- Ontario Ministry of Education. *Growing Success - The Kindergarten Addendum, 2016*

### **Policy Statement:**

The Grand Erie District School Board believes that assessment, evaluation and reporting practices must be fair, transparent, and equitable for all students. The Grand Erie District School Board is committed to enabling Success for Every Student. Assessment and evaluation practices support this commitment by ensuring that the primary purpose of assessment and evaluation is to improve student learning.

As required by the Ministry of Education, this policy encompasses three separate areas:

- Cheating and Plagiarism—Grades 1 to 12
- Late and Missed Assignments—Grades 7 to 12
- Lower Limit of Marks Below 50% on Report Cards—Grades 9 to 12

See attached Appendices.

Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services. (Volante, p. 34— from *Growing Success* p. 8)

### **Accountability:**

1. Frequency of Reports—As needed
3. Criteria for Success—Every school's Student Code of Conduct will reference this policy.  
—Schools will follow the policies as set out in this document and will communicate these policies through the regular school communication process such as student agendas and school website.

### **Resources:**

- *Growing Success Assessment, Evaluation, and Reporting in Ontario Schools First Edition, 2010.*



## Cheating and Plagiarism Grades 1 to 12

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including: cheating, plagiarism, forgery, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Teachers and parents should support students in striving for excellence and producing work with integrity.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

It is important that students understand the gravity of such behaviour and the importance of acknowledging the work of others. Schools need to develop strategies to help students understand what cheating and plagiarism are and how they can be avoided. Staff will communicate this information to students.

Addressing cheating and plagiarism will reflect a continuum of behavioural and academic responses and consequences will be based on the following:

- the grade level of the student
- the maturity of the student
- the number and frequency of incidents
- the individual circumstances of the student

### 1. Definitions

#### **Cheating may take many forms including the following:**

- claiming credit for work, thoughts or ideas not the product of one's own effort
- knowledge of or toleration of cheating by others
- use of unauthorized notes or materials during an evaluation
- submitting the same work to two different classes without prior approval
- a student allowing their work to be plagiarized
- assisting another student to cheat

**Plagiarism**—Plagiarism is a form of cheating. It can be defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success*, 2010 p.151)

#### **Plagiarism may take many forms, including the following:**

- Copying word for word from any outside source without proper acknowledgement. This applies to use of an entire paper, to the use of entire sections and paragraphs, and to the use of a few words and phrases.
- Paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole or in part work completed by another student.
- Submitting in whole or in part an assignment completed for another course without prior approval of the teacher.
- Appropriation is considered submitting in whole or in part work, thoughts or ideas from any outside source without proper consent, consultation or acknowledgement.
- Allowing one's essay, assignment, and/or test answers to be copied by another student.

**This is not a definitive list**—Any action which implies that someone else's work is your own can be considered plagiarism.

### 2. Prevention of Cheating and Plagiarism

Some acts of plagiarism are unintentional—the student simply does not realize that what they are doing is wrong. One of the most common errors is not citing sources used for an assignment. A common misunderstanding among students relates to paraphrased material. Many students do not realise that paraphrased material should be attributed to the original author in the same manner as a direct quotation.

Some of the reasons that students plagiarize are:

- being unaware that they are plagiarising
- lacking knowledge and understanding of the subject
- poor time management skills
- believing that plagiarism is not serious

The wealth of digital information available to students has made it easier to capture and adapt, and there are many more sources of information today than in the past. The Internet, in particular, provides massive amounts of information on every conceivable topic; there are dedicated web sites which provide ready-made essays.

Any work (including art work, media work, music, performance tasks and other forms of student work) submitted by a student may be checked for plagiarism, including through an electronic system, and may be held in the electronic system for future matching purposes and protection of the student's work against copying by others. Teachers will ensure that students are made aware that their work may be stored in the database.

**Continuum of Behavioural and Academic Responses to Cheating and Plagiarism**

Component	Primary/Junior	Intermediate/Senior
<p>Prevention of cheating and plagiarism</p>	<p>Students will be involved in plagiarism <b>Awareness</b> and <b>Education</b>. Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Teachers should design evaluation activities to include checkpoints so that student progress and work can be monitored.</p> <p>Teachers should change the topics or modify their approach to topics on assignments from one year to the next. Do not use the same topics so students are not tempted to copy or modify.</p> <p>Teachers should propose assignment questions that employ "higher order thinking skills".</p> <p>Teachers should set an example – acknowledge the sources of the materials used in class.</p> <p>Teachers should ask students to submit rough notes and a list of sources with their final copy as proof of their work.</p> <p>Teachers should take note of the behaviour to use as evidence in the evaluation of learning skills.</p>	<p>Teachers will review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course.</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Students will be made aware of the consequences of cheating and plagiarism.</p> <p>Teachers should design evaluation activities to include checkpoints so that student progress and work can be monitored.</p> <p>Teachers should change the topics or modify their approach to topics on assignments from one semester and year to the next. Do not use the same topics so students are not tempted to copy or modify.</p> <p>Teachers should propose assignment questions that employ "higher order thinking skills".</p> <p>Teachers should set an example – acknowledge the sources of the materials used in class.</p> <p>Teachers should ask students to submit rough notes and a list of sources with their final copy as proof of their work.</p> <p>Teachers should take note of the behaviour to use as evidence in the evaluation of learning skills.</p>
<p>Detection of incidents of cheating and plagiarism (including the use of online or electronic translators in submitting Foreign Language tasks) The following are some clues that academic honesty is in question:</p> <ul style="list-style-type: none"> <li>● shifts in style or quality of writing</li> <li>● references or quotations lacking or missing completely</li> <li>● similar or identical assignments submitted</li> </ul>	<p>For young students, it is important to keep the focus on developing an understanding of the seriousness of cheating and plagiarism in a supportive and nurturing manner.</p> <p>Upon detection of incidents of cheating and plagiarism, students will be counseled and re-educated about cheating and plagiarism.</p>	<p>There are a number of methods for determining if plagiarism has occurred. These include:</p> <ul style="list-style-type: none"> <li>● Searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines</li> <li>● Searching Library full text databases for text taken directly from a journal article</li> <li>● Searching research papers available for purchase via "paper mills"</li> <li>● Checking students' work using plagiarism detection software, such as Turnitin. Turnitin allows students to review their work and provides teachers and students with a tool for checking the integrity of work submitted. Turnitin can also be</li> </ul>

Component	Primary/Junior	Intermediate/Senior
<ul style="list-style-type: none"> <li>• datedness</li> <li>• odd, complex, out-of-place sentences</li> <li>• documented references are very unusual and hard to locate</li> <li>• spelling or grammar does not match the student's writing abilities</li> </ul>		<p>used as a teaching tool it is accessed through the Virtual Learning platform:</p>
<p>Consequences for students who cheat or plagiarize</p>	<p>The teacher will use professional judgement and work with the student to determine the course of action on an <b>individual basis</b>.</p> <p>Subsequent incidents of cheating and plagiarism will result in notification to the parent(s) and school principal.</p> <p>Students will be expected to complete work to the best of their ability in a supportive and supervised school environment (work assigned should be developmentally appropriate and within their range of proximal development incidents of cheating and plagiarism in young children most likely stem from a lack of understanding of the concept of academic property, or from a lack of understanding of the task at hand both should be explored and considered a teachable moment).</p> <p>If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in SO11 Progressive Discipline and Promoting Positive Student Behaviour will take effect.</p>	<p>The teacher will conference with the student and contact the parent to explain the situation.</p> <p>The teacher will use professional judgement and work with the student to determine the course of action on an <b>individual basis</b>.</p> <p>Subsequent incidents will be reported to administration and tracked.</p> <p>Where the integrity of an evaluation activity has been compromised, a student is still responsible for meeting the missed expectations. For a first offence, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate assignment with no penalty. At the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions.</p> <p>In those instances, where a student demonstrates a pattern of behaviour, the school principal may determine an appropriate consequence.</p> <p>If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in SO11 Progressive Discipline and Promoting Positive Student Behaviour will take effect.</p> <p>Choosing not to complete the alternate evaluation activity or losing the opportunity due to repeated offences, will result in a mark of zero being assigned.</p>

## Late and Missed Assignments Grades 7 to 12

### Setting Collaborative Deadlines

Teachers of grades 7 to 12 will collaborate with students to establish deadlines for the submission of each assessment of learning (i.e. assignments for evaluation of achievement on overall expectations for reporting purposes) and clearly communicate those deadlines to students and, where appropriate, to parents/guardians.

### Late Assignments

If a student does not complete an assessment of learning by the deadline, the teacher will record an “N” (for non-submitted assignment) in the mark record. The teacher will then use professional judgment and work with students to determine the subsequent course of action on an **individual basis**.

In cases where the teacher finds it appropriate to set a new deadline without penalty, a number of strategies may also be used to help prevent and/or address late assignments. These include but are not limited to:

- Helping students develop better time management skills;
- Planning for major assignments to be completed in stages;
- Setting up a student contract
- Using peer tutoring to try to deal positively with problems;
- Holding teacher-student conferences;
- Requiring the student to work with a school team to complete the assignment
- Providing alternative assignments where it is reasonable and appropriate to do so
- A complete list of strategies can be found on page 43 of *Growing Success*

In order to ensure that any mark deduction does not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement, it is suggested that the penalty for late submission of work not exceed either one full level or 70% of the final grade for the assignment.

The teacher's decision to change a deadline and/or to deduct marks will be made on an **individual** basis and be based on: (1) the grade level of the student; (2) the maturity of the student; (3) the number and frequency of incidents; and (4) the individual circumstances of the student. In cases where a penalty is to be deducted, the teacher must inform the student and parent or guardian (when appropriate) of the specific penalty. Principals will develop a school based process whereby teachers communicate those students who have late assignments to administration.

### Incomplete Assignments / Evaluation Tasks

The teacher will inform the parents/guardians and the school administration of the student's failure to submit the assignment.

If the student does not complete the assignment, the grade of “N” can change to 0 in the mark record. The decision to change the grade from “N” to 0 will also be based on the individual circumstances of the student.

Schools may choose to offer opportunities to complete work beyond the deadline in order to accommodate for changes in circumstances that may have hindered a student's chances for success.

### Impact of Mark Penalty or Mark of 0 on Final Grades

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. The teacher's decision to deduct marks or assign a mark of 0 must not result in a final mark that misrepresents the student's actual achievement.

The teacher must consider each student's level of performance on the overall expectations addressed in the course.

Where one or more assignment is incomplete, the teacher must decide the impact of each incomplete assignment on the student's ability to continue with learning in the subject area in subsequent courses. Additionally, the teacher can use the course achievement chart as a means of determining whether the performance standards of the course have been met at an appropriate level for successful learning in the next course.

In some cases, alternate assessment data, including assessments for learning and/or the culminating task(s) may substitute for missed assignments covering the same overall expectations.

If a teacher determines significant gaps in the achievement of overall expectations, a secondary student's credit may be in jeopardy. It is the principal's responsibility to establish school-based procedures and appropriate course of action for students whose credits are in jeopardy.

### Lower Limit of Marks Below 50% on Report Cards Grades 9 to 12

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. (*Growing Success 2010*, p. 39)

Grades are used to report evidence of achievement of overall course expectations, not to reward or to punish. This evidence should be collected over a period of time and gathered from a variety of sources including: observations, conversations, and student products.

Zero can be assigned as a student's report card mark only when there is **no** evidence of achievement of the required curriculum expectations for that course.

#### Additional Considerations

When reporting marks for students in Grades 9 and 10, teachers may use the code "I", as defined on page 42 of *Growing Success, 2010*. "I" may not be used in Grades 11 and 12.

For Grades 9 to 10, the code "I" may be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgment to determine when the use of "I" is appropriate and in the best interests of the student (*Growing Success 2010*, p. 41). Teachers must provide specific information in the report card comment to support the mark of "I" so students, parents/guardians and school administration understand the reason for this mark. A final mark of "I" indicates that no credit is granted.

For a student who does not obtain a credit, the teacher must provide a Recommended Course Placement Form to the Student Success Team. This may lead to credit recovery, repeating the course, summer school, or an alternate plan allowing for completion of missing work as agreed upon by the student, teacher, and administrator. Pages 84–86 of *Growing Success* outline the policy and guiding principles regarding placement of students into a credit recovery program.





## Assessment, Evaluation and Reporting

**Board Received:** January 29, 2018 **Review Date:** February 2022

### Policy Statement:

~~The Grand Erie District School Board believes that assessment, evaluation and reporting practices must be fair, transparent, and equitable for all students. The Grand Erie District School Board is committed to enabling Success for Every Student. Assessment and evaluation practices support this commitment by ensuring that the primary purpose of assessment and evaluation is to improve student learning.~~

~~As required by the Ministry of Education, this policy encompasses three separate areas:~~

- ~~• Cheating and Plagiarism – Grades 1 to 12~~
- ~~• Late and Missed Assignments – Grades 7 to 12~~
- ~~• Lower Limit of Marks Below 50% on Report Cards – Grades 9 to 12~~

~~See attached Appendices.~~

~~Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services. (Volante, p. 34 – from Growing Success p. 8)~~

### Accountability:

- ~~1. Frequency of Reports – As needed~~
- ~~3. Criteria for Success – Every school's Student Code of Conduct will reference this policy. – Schools will follow the policies as set out in this document and will communicate these policies through the regular school communication process such as student agendas and school website.~~

### Resources:

- ~~• Growing Success Assessment, Evaluation, and Reporting in Ontario Schools First Edition, 2010.~~

### **Appendix A**

~~This procedure addresses three separate key areas of assessment, evaluation and reporting:~~

- ~~1.0 Academic Honesty~~
- ~~2.0 Late, Missed Assignments - Grades 7 to 12~~
- ~~3.0 Impact of Mark Penalty or Mark of 0 on Final Report Cards~~

### **1.0 Academic Honesty**

~~Students are responsible for being academically honest in all aspects of their schoolwork. Teachers and parents should support students in striving for excellence and producing work with integrity.~~

~~**Academic dishonesty may be described as the following but not limited to:**~~

### **Cheating**

- claiming credit for work, thoughts or ideas not the product of one's own effort;
- knowledge of or toleration of cheating by others;
- use of unauthorized notes or materials during an evaluation;
- submitting the same work to two different classes without prior approval;
- a student allowing their work to be plagiarized; and
- assisting another student to cheat.

### **Plagiarism**

- the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success*, 2010, p. 151)

### **Plagiarism May Take Many Forms, Including the Following**

- copying word for word from any outside source without proper acknowledgement. This applies to use of an entire paper, to the use of entire sections and paragraphs, and to the use of a few words and phrases;
- paraphrasing ideas from any outside source without proper acknowledgement;
- submitting in whole or in part work completed by another student;
- submitting in whole or in part an assignment completed for another course without prior approval of the teacher;
- appropriation is considered submitting in whole or in part work, thoughts or ideas from any outside source without proper consent, consultation or acknowledgement;
- allowing one's work to be copied by another student.

### **Prevention of Cheating and Plagiarism**

Students must understand all work submitted for assessment and evaluation must be their own work and that cheating and plagiarism will not be condoned.

It is important that students understand the gravity of such behaviour and the importance of acknowledging the work of others. Schools will develop strategies to help students understand what cheating and plagiarism are and how they can be avoided. Staff will communicate this information to students.

Some acts of plagiarism are unintentional – the student simply does not realize that what they are doing is wrong. One of the most common errors is not citing sources used for an assignment. A common misunderstanding among students relates to paraphrased material. Many students do not realise that paraphrased material should be attributed to the original author in the same manner as a direct quotation.

### **Some of the Reasons that Students Plagiarize are:**

- being unaware that they are plagiarizing;
- lacking knowledge and understanding of the subject;
- poor time management skills; and
- believing that plagiarism is not serious.

Any work (including artwork, media work, music, performance tasks and other forms of student work) submitted by a student may be checked for plagiarism, including through an electronic system, and may be held in the electronic system for future matching purposes and protection of the student's work against copying by others. Teachers will ensure that students are made aware that their work may be stored in the database.

Teachers should implement developmentally appropriate instructional strategies that to support academic honesty. These strategies may include but are not limited to:

- Teachers will review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course/school year.
- Teachers deliver direct instruction to support students' awareness about academic honesty and plagiarism
- Teachers implement checkpoints during learning process so that student progress and work can be monitored.
- Teachers review with students their rough notes, sources of information throughout the learning process.
- Teachers regularly modify assignments based on student's learning needs
- Teachers develop learning activities that develop "higher order thinking skills".
- Teachers model academic honesty through acknowledging the sources of the materials used in class.
- Students will be made aware of the consequences of cheating and plagiarism.
- Principals and teacher share information about the plagiarism and cheating policy is communicated to students and parents.

### **Potential Consequences for Academic Dishonesty**

Consequences for academic dishonesty will follow progressive discipline and focus on student learning and development of skills. All consequences should take into account the individual student circumstance. When an act of cheating or plagiarism has occurred the following actions may be implemented but are not limited to:

- The teacher will address the academic dishonesty and support the student's learning and skills to avoid a repeat occurrence.
- Incidents of cheating and plagiarism will result in notification to the parent(s)
- Subsequent incidents will be reported to administration.
- Elementary students will be expected to complete work to the best of their ability in a supportive and supervised school environment (work assigned should be developmentally appropriate and within their range of proximal development - incidents of cheating and plagiarism in young children most likely stem from a lack of understanding of the concept of academic property, or from a lack of understanding of the task at hand - both should be explored and considered a teachable moment).
- Where the integrity of an evaluation activity has been compromised, a secondary student is still responsible for meeting the missed expectations. For a first offence, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate assignment with no penalty. At the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions. Choosing not to complete the alternate evaluation activity or losing the opportunity due to repeated offences, will result in a mark of zero being assigned
- If incidents of academic dishonesty continue to occur progressive discipline as outlined in SO11 Progressive Discipline and Promoting Positive Student Behaviour will take effect.

## **2.0 Late and Missed Assignments - Grades 7 to 12**

### **Strategies to Support Students in Meeting Due Dates**

Teachers of Grades 7 to 12 can use a variety of instructional strategies to promote the timely completion of learning activities. They may include but are not limited to:

- Collaborate with students to establish due dates for the submission of each assessment of learning (i.e. assignments for evaluation of achievement on overall expectations for reporting purposes) and clearly communicate due dates to students and, where appropriate, to parents/guardians.
- Hold regular teacher-student conferences to monitor progress;
- Deliver direct instruction focused on time-management skills;

- Design major assignments to be completed in stages and assessment occurs throughout the process;
- Encourage peer tutor groups for additional learning support;
- Allow students to work with a school team to complete the assignment, and
- providing alternative assignments where it is reasonable and appropriate to do so.

### **Late Assignments**

If a student does not complete an assessment of learning by the established due date, the teacher will record an “N” (for non-submitted assignment) in the mark record. The teacher will then use professional judgment and work with students to determine the subsequent course of action based on their individual circumstance.

In cases where the teacher finds it appropriate a new due date without penalty may be set. The new due date should be communicated to the student and parent(s)/guardian(s).

In order to ensure that any mark deduction does not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student’s actual achievement, the penalty for late submission of work may not exceed either one full level or 10% of the final grade for the assignment.

The teacher’s decision to change a due date and/or to deduct marks will be made on an individual basis and be based on: (1) the grade level of the student; (2) the maturity of the student; (3) the number and frequency of incidents; and (4) the individual circumstances of the student. In cases where a penalty is to be deducted, the teacher must inform the student and parent or guardian. Principals will develop a process whereby teachers communicate to them those students who have late assignments.

### **Incomplete Assignments/Evaluation Tasks**

The teacher will inform the parents/guardians of the student’s failure to complete the assignment.

If the student does not complete the assignment, the grade of “N” may change to 0 in the mark record. The decision to change the grade from “N” to 0 will also be based on the individual circumstances of the student.

Schools may choose to offer opportunities to complete work beyond the deadline in order to accommodate for changes in circumstances that may have hindered a student’s chances for success.

## **3.0 Impact of Mark Penalty or Mark of 0 on Final Grades**

Determining a report card grade will involve teachers’ professional judgment and interpretation of evidence and should reflect the student’s most consistent level of achievement, **with** special consideration given to more recent evidence. The teacher’s decision to deduct marks or assign a mark of 0 must not result in a final mark that misrepresents the student’s actual achievement.

The teacher must consider each student’s level of performance on the overall expectations addressed in the course.

Where one or more **assignments** is incomplete, the teacher must decide the impact of each incomplete assignment on the student’s ability to continue with learning in the subject area in subsequent courses. Additionally, the teacher can use the course achievement chart as a means of determining whether the performance standards of the course have been met at an appropriate level for successful learning in the next course.

In some cases, alternate assessment data, including assessments for learning and/or the culminating task(s) may substitute for missed assignments covering the same overall expectations.

If a teacher determines significant gaps in the achievement of overall expectations, a secondary student's credit may be in jeopardy. It is the principal's responsibility to establish school-based procedures and appropriate course of action for students whose credits are in jeopardy.

**References:**

- Assessment, Evaluation and Reporting (SO-20)
- Ontario Ministry of Education. Growing Success – Assessment, Evaluation and Reporting in Ontario Schools (First Edition, Covering Grades 1 to 12) 2010
- Ontario Ministry of Education. Growing Success - The Kindergarten Addendum, 2016

## Cheating and Plagiarism Grades 1 to 12

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including: cheating, plagiarism, forgery, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Teachers and parents should support students in striving for excellence and producing work with integrity.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

It is important that students understand the gravity of such behaviour and the importance of acknowledging the work of others. Schools need to develop strategies to help students understand what cheating and plagiarism are and how they can be avoided. Staff will communicate this information to students.

Addressing cheating and plagiarism will reflect a continuum of behavioural and academic responses and consequences will be based on the following:

- the grade level of the student
- the maturity of the student
- the number and frequency of incidents
- the individual circumstances of the student

### 1. Definitions

#### **Cheating may take many forms including the following:**

- claiming credit for work, thoughts or ideas not the product of one's own effort
- knowledge of or toleration of cheating by others
- use of unauthorized notes or materials during an evaluation
- submitting the same work to two different classes without prior approval
- a student allowing their work to be plagiarized
- assisting another student to cheat

**Plagiarism** — Plagiarism is a form of cheating. It can be defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success, 2010 p.151*)

#### **Plagiarism may take many forms, including the following:**

- Copying word for word from any outside source without proper acknowledgement. This applies to use of an entire paper, to the use of entire sections and paragraphs, and to the use of a few words and phrases.
- Paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole or in part work completed by another student.
- Submitting in whole or in part an assignment completed for another course without prior approval of the teacher.
- Appropriation is considered submitting in whole or in part work, thoughts or ideas from any outside source without proper consent, consultation or acknowledgement.

- ~~Allowing one's essay, assignment, and/or test answers to be copied by another student.~~

~~**This is not a definitive list** — Any action which implies that someone else's work is your own can be considered plagiarism.~~

## ~~2. Prevention of Cheating and Plagiarism~~

~~Some acts of plagiarism are unintentional — the student simply does not realize that what they are doing is wrong. One of the most common errors is not citing sources used for an assignment. A common misunderstanding among students relates to paraphrased material. Many students do not realise that paraphrased material should be attributed to the original author in the same manner as a direct quotation.~~

~~Some of the reasons that students plagiarize are:~~

- ~~being unaware that they are plagiarising~~
- ~~lacking knowledge and understanding of the subject~~
- ~~poor time management skills~~
- ~~believing that plagiarism is not serious~~

~~The wealth of digital information available to students has made it easier to capture and adapt, and there are many more sources of information today than in the past. The Internet, in particular, provides massive amounts of information on every conceivable topic; there are dedicated web sites which provide ready-made essays.~~

~~Any work (including art work, media work, music, performance tasks and other forms of student work) submitted by a student may be checked for plagiarism, including through an electronic system, and may be held in the electronic system for future matching purposes and protection of the student's work against copying by others. Teachers will ensure that students are made aware that their work may be stored in the database.~~



**Continuum of Behavioural and Academic Responses to Cheating and Plagiarism**

Component	Primary/Junior	Intermediate/Senior
<p>Prevention of cheating and plagiarism</p>	<p>Students will be involved in plagiarism <b>Awareness</b> and <b>Education</b>. Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Teachers should design evaluation activities to include checkpoints so that student progress and work can be monitored.</p> <p>Teachers should change the topics or modify their approach to topics on assignments from one year to the next. Do not use the same topics so students are not tempted to copy or modify.</p> <p>Teachers should propose assignment questions that employ “higher order thinking skills”.</p> <p>Teachers should set an example —acknowledge the sources of the materials used in class.</p> <p>Teachers should ask students to submit rough notes and a list of sources with their final copy as proof of their work.</p> <p>Teachers should take note of the behaviour to use as evidence in the evaluation of learning skills.</p>	<p>Teachers will review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course.</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Students will be made aware of the consequences of cheating and plagiarism.</p> <p>Teachers should design evaluation activities to include checkpoints so that student progress and work can be monitored.</p> <p>Teachers should change the topics or modify their approach to topics on assignments from one semester and year to the next. Do not use the same topics so students are not tempted to copy or modify.</p> <p>Teachers should propose assignment questions that employ “higher order thinking skills”.</p> <p>Teachers should set an example—acknowledge the sources of the materials used in class.</p> <p>Teachers should ask students to submit rough notes and a list of sources with their final copy as proof of their work.</p> <p>Teachers should take note of the behaviour to use as evidence in the evaluation of learning skills.</p>
<p>Detection of incidents of cheating and plagiarism (including the use of online or electronic translators in submitting Foreign Language tasks) The following are some clues that</p>	<p>For young students, it is important to keep the focus on developing an understanding of the seriousness of cheating and plagiarism in a supportive and nurturing manner.</p> <p>Upon detection of incidents of cheating and plagiarism, students will be counseled and re-educated about cheating and plagiarism.</p>	<p>There are a number of methods for determining if plagiarism has occurred. These include:</p> <ul style="list-style-type: none"> <li>● Searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines</li> <li>● Searching Library full text databases for text taken directly from a journal article</li> </ul>

Component	Primary/Junior	Intermediate/Senior
<p>academic honesty is in question:</p> <ul style="list-style-type: none"> <li>● shifts in style or quality of writing</li> <li>● references or quotations lacking or missing completely</li> <li>● similar or identical assignments submitted</li> <li>● datedness</li> <li>● odd, complex, out of place sentences</li> <li>● documented references are very unusual and hard to locate</li> <li>● spelling or grammar does not match the student's writing abilities</li> </ul>		<ul style="list-style-type: none"> <li>● Searching research papers available for purchase via "paper mills"</li> <li>● Checking students' work using plagiarism detection software, such as Turnitin. Turnitin allows students to review their work and provides teachers and students with a tool for checking the integrity of work submitted. Turnitin can also be used as a teaching tool—it is accessed through the Virtual Learning platform.</li> </ul>
<p>Consequences for students who cheat or plagiarize</p>	<p>The teacher will use professional judgement and work with the student to determine the course of action on an <b>individual basis</b>. Subsequent incidents of cheating and plagiarism will result in notification to the parent(s) and school principal. Students will be expected to complete work to the best of their ability in a supportive and supervised school environment (work assigned should be developmentally appropriate and within their range of proximal development—incidents of cheating and plagiarism in young children most likely stem from a lack of understanding of the concept of academic property, or from a lack of understanding of the task at hand—both should be</p>	<p>The teacher will conference with the student and contact the parent to explain the situation. The teacher will use professional judgement and work with the student to determine the course of action on an <b>individual basis</b>. Subsequent incidents will be reported to administration and tracked. Where the integrity of an evaluation activity has been compromised, a student is still responsible for meeting the missed expectations. For a first offence, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate assignment with no penalty. At the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions. In those instances, where a student demonstrates a pattern of</p>

Component	Primary/Junior	Intermediate/Senior
	<p>explored and considered a teachable moment).                      If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in SO11 Progressive Discipline and Promoting Positive Student Behaviour will take effect.</p>	<p>behaviour, the school principal may determine an appropriate consequence.                      If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in SO11 Progressive Discipline and Promoting Positive Student Behaviour will take effect.                      Choosing not to complete the alternate evaluation activity or losing the opportunity due to repeated offences, will result in a mark of zero being assigned.</p>

## Late and Missed Assignments Grades 7 to 12

### Setting Collaborative Deadlines

Teachers of grades 7 to 12 will collaborate with students to establish deadlines for the submission of each assessment of learning (i.e. assignments for evaluation of achievement on overall expectations for reporting purposes) and clearly communicate those deadlines to students and, where appropriate, to parents/guardians.

### Late Assignments

If a student does not complete an assessment of learning by the deadline, the teacher will record an "N" (for non-submitted assignment) in the mark record. The teacher will then use professional judgment and work with students to determine the subsequent course of action on an **individual basis**.

In cases where the teacher finds it appropriate to set a new deadline without penalty, a number of strategies may also be used to help prevent and/or address late assignments. These include but are not limited to:

- Helping students develop better time management skills;
- Planning for major assignments to be completed in stages;
- Setting up a student contract
- Using peer tutoring to try to deal positively with problems;
- Holding teacher-student conferences;
- Requiring the student to work with a school team to complete the assignment
- Providing alternative assignments where it is reasonable and appropriate to do so
- A complete list of strategies can be found on page 43 of *Growing Success*

In order to ensure that any mark deduction does not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement, it is suggested that the penalty for late submission of work not exceed either one full level or 10% of the final grade for the assignment.

The teacher's decision to change a deadline and/or to deduct marks will be made on an **individual** basis and be based on: (1) the grade level of the student; (2) the maturity of the student; (3) the number and frequency of incidents; and (4) the individual circumstances of the student. In cases where a penalty is to be deducted, the teacher must inform the student and parent or guardian (when appropriate) of the specific penalty. Principals will develop a school based process whereby teachers communicate those students who have late assignments to administration.

### Incomplete Assignments / Evaluation Tasks

The teacher will inform the parents/guardians and the school administration of the student's failure to submit the assignment.

If the student does not complete the assignment, the grade of "N" can change to 0 in the mark record. The decision to change the grade from "N" to 0 will also be based on the individual circumstances of the student.

Schools may choose to offer opportunities to complete work beyond the deadline in order to accommodate for changes in circumstances that may have hindered a student's chances for success.

### **Impact of Mark Penalty or Mark of 0 on Final Grades**

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. The teacher's decision to deduct marks or assign a mark of 0 must not result in a final mark that misrepresents the student's actual achievement.

The teacher must consider each student's level of performance on the overall expectations addressed in the course.

Where one or more assignment is incomplete, the teacher must decide the impact of each incomplete assignment on the student's ability to continue with learning in the subject area in subsequent courses. Additionally, the teacher can use the course achievement chart as a means of determining whether the performance standards of the course have been met at an appropriate level for successful learning in the next course.

In some cases, alternate assessment data, including assessments for learning and/or the culminating task(s) may substitute for missed assignments covering the same overall expectations.

If a teacher determines significant gaps in the achievement of overall expectations, a secondary student's credit may be in jeopardy. It is the principal's responsibility to establish school-based procedures and appropriate course of action for students whose credits are in jeopardy.

## Appendix C

**Lower Limit of Marks Below 50% on Report Cards  
Grades 9 to 12**

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. (*Growing Success 2010*, p. 39)

Grades are used to report evidence of achievement of overall course expectations, not to reward or to punish. This evidence should be collected over a period of time and gathered from a variety of sources including: observations, conversations, and student products.

Zero can be assigned as a student's report card mark only when there is **no** evidence of achievement of the required curriculum expectations for that course.

**Additional Considerations**

When reporting marks for students in Grades 9 and 10, teachers may use the code "I", as defined on page 42 of *Growing Success, 2010*. "I" may not be used in Grades 11 and 12.

For Grades 9 to 10, the code "I" may be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgment to determine when the use of "I" is appropriate and in the best interests of the student (*Growing Success 2010*, p. 41). Teachers must provide specific information in the report card comment to support the mark of "I" so students, parents/guardians and school administration understand the reason for this mark. A final mark of "I" indicates that no credit is granted.

For a student who does not obtain a credit, the teacher must provide a Recommended Course Placement Form to the Student Success Team. This may lead to credit recovery, repeating the course, summer school, or an alternate plan allowing for completion of missing work as agreed upon by the student, teacher, and administrator. Pages 84–86 of *Growing Success* outline the policy and guiding principles regarding placement of students into a credit recovery program.



# Grand Erie District School Board

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TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Liana Thompson, Superintendent of Education  
RE: **HR-107 Maintaining Employee Safety While Working with Students**  
DATE: February 7, 2022

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward <b>Procedure HR-107 Maintaining Employee Safety While Working with Students</b> to all appropriate stakeholders for comments to be received by <b>April 6, 2022.</b></p>
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### Background

Procedure HR-107 Maintaining Employee Safety While Working with Students was approved by the Board in January 2018 and has been identified for review.

### Additional Information

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

### Next Steps

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw 9.

Respectfully submitted,

Liana Thompson  
Superintendent of Education



# PROCEDURE

HR-107

## Maintaining Employee Safety While Working with Students

Board Received: January 29, 2018

Review Date: February 2022

### Accountability:

- ~~1. Frequency of Reports — As needed~~
- ~~2. Criteria for Success — Active roles in supporting staff to develop strategies to prevent violence are present.  
— Clear communications with employees and parents.~~

### Procedures:

### Guiding Principles:

#### 1.0 INTRODUCTION

~~1.0~~ In Grand Erie it is recognized that we have a responsibility, in partnership with pupils, their families, staff and the community, to provide a safe, positive learning and working environment for staff working with students.

~~Grand Erie District School Board recognizes its responsibility, in partnership with pupils, their families, staff and the community, to provide a safe, positive learning and working environment for staff working with students.~~

The main purpose of this procedure is to provide schools with direction in dealing with situations in which the behaviour of students has resulted in injury to a ~~b~~Board employee.

It is recognized that enhanced measures for staff working with students who display violent or aggressive behaviours may be required.

It is recognized that students may, at times, exhibit some aspects of behaviours that may be considered aggressive. This may be due to cognitive or developmental level, or as part of the nature of their exceptionality as a student who has special needs. As well, the behaviours are not necessarily intended to harm others and take place due to limited control over their actions or changes in their environment that can adversely affect them.

~~It is recognized~~~~The Board recognizes~~ that, despite the challenges presented by the behaviour of students, every precaution reasonable will be taken in the circumstances for the protection of a worker, to maintain a safe working environment. The safe working environment may be achieved through protective equipment and/or effective educational programming to address student - specific needs, staff training, and effective incident response to staff procedures and debriefing. Staff will have the opportunity to debrief after a traumatic event.

#### 2.0 BACKGROUND

~~Principal~~Principals, ~~v~~ice ~~Principal~~principals, regular education and special education teachers, educational assistants, early childhood educators and support staff provide instructional programs and services to students. As well, secretaries and custodians are also involved in supporting students.



On occasion, aggressive behaviour may be directed toward staff members resulting in significant physical or emotional trauma to the Board employee.

~~The Board will take~~ All reasonable precautions will be taken to ensure the safety of staff for anticipated and unanticipated acts that result in physical or emotional injury to staff due to the behaviour of students.

There is a commitment~~The Board is committed~~ to working with staff and students to plan proactively to minimize occurrences of injury and to respond effectively when unsafe situations arise.

### 3.0 AUTHORITY

Under the Occupational Health and Safety Act, and applicable regulations, The Board is required to take every precaution reasonable for the protection of a worker. Under Regulation 857, the ~~Principal~~principal and ~~Vice Principal~~principal are ~~supervisors,~~ and supervisors and are therefore responsible for taking reasonable precautions when dealing with students in our schools.

Also, under the Education Act, Part 13, Behaviour, Discipline, and Safety, the ~~Principal~~principal has a duty to ensure that a student's behaviour does not affect the safety of staff, ~~students~~students, and others. In exercising this duty, the ~~Principal~~principal or Vice ~~Principal~~Principal may exclude a student from attending school pending a review of safety precautions.

The Board's Policy SO12 - Code of Conduct outlines the expectations for ensuring a safe environment, student behaviour expectations, and consequences for failure to meet these expectations.

### 4.0 RESPONSIBILITIES

Board staff have varying responsibilities depending on their role. However, all staff must work together to respond appropriately to incidents that occur. It is the responsibility of:

- a) The ~~Principal~~principal to respond to concerns about staff safety, to investigate and develop follow up plans regarding incidents and to communicate this procedure to staff.
- b) All staff to follow instructions for safety procedures in the school, and to follow procedures outlined in Individual Education Plans and safety and behaviour plans for students if these are in place.
- c) The Family of Schools Superintendent in consultation with the Superintendents responsible for Special Education and/or Safe Schools (or designates) to oversee program adjustments and staff or resource needs that may be required to provide for the learning needs of students that demonstrate violent or aggressive behaviour and the safety of staff.
- d) The Joint Occupational Health and Safety Committee (JOHSC) to monitor and review concerns regarding the implementation of this Procedure and consider training when necessary.
- e) The Superintendent of Education with responsibilities for Human Resources to assist with procedures for employee support, deployment, and response to concerns.

### 5.0 GENERAL PROCEDURES TO PREVENT OCCURRENCES OF VIOLENCE AGAINST STAFF

Wherever possible, preventative planning should take place to be prepared for situations where risk may occur.

The application of consequences may be mitigated and/or modified to meet the needs of some students based on information contained in the student's Individual Education Plan. Responses will be handled consistently, and in compliance with the policies and procedures of the Board and legislation found in the Education Act, Occupational Health and Safety Act, and other legislative statutes governing residents of Ontario.

The following information outlines areas that need to be addressed:

- a) At the initiation of the ~~principal~~principal, an individualized safety plan will be developed for any student whose behaviour is known to pose ongoing risk to staff or others.
- b) The ~~Principal~~principal and ~~educators~~Teachers will participate in the development of the safety plan and will gather input from educational assistants, and other staff and ~~parent~~parent/guardians, as appropriate. All involved staff will receive copies of safety plans for those students with whom they directly work. These plans are to be stored in a secure location.
- c) ~~Parent~~Parent/guardians/guardians ~~should~~are to be involved in the development of the safety plan with the appropriate staff. Changes to any plan will be documented and shared with all appropriate staff members by the ~~school~~principal/principal. The plan will be reviewed at least annually.
- d) The review of the safety plan will be used to identify and facilitate staff training and orientation appropriate for staff assigned to that student.

The ~~Principal~~principal is responsible for informing all staff including supply staff, of existing or new safety plans.

## 6.0 STAFF TRAINING

Staff training is an essential part of effective planning and programming for students with challenging behaviours.

In addition, enhanced training measures may be required for staff dealing with students with known high levels of needs to promote prevention of incidents occurring due to student behaviour.

A variety of training materials and methods will form the basis of ongoing ~~training,~~ ~~and~~training and are reviewed regularly. Some examples are:

- Behaviour Management Systems
- Principles of Applied Behaviour Analysis
- Workplace violence reporting

Other appropriate training as deemed necessary by Human Resources or the Superintendents with responsibilities for Special Education and/or Safe Schools will be provided for staff as required.

Employees will be expected to undertake training where it is deemed necessary, to deal effectively and proactively with students demonstrating challenging behaviour. The Board will provide opportunities for training as required by the Occupational Health & Safety Act. For staff routinely working with students who have challenging behaviours, the level of training will need to be in accordance with the level of behaviour presented by the students.

## 7.0 SPECIFIC INCIDENT PROCEDURES TO ADDRESS INJURY OR VIOLENCE TOWARD A STAFF MEMBER

The following guidelines are intended to support school staff in dealing with a behavioural situation involving the injury of a staff member that results from aggressive behaviour of students.

**Immediate Actions:**

Employees will immediately report to the ~~principal~~principal or ~~principal~~principal designate:

- a violent incident or a serious threat by a ~~a~~ student;
- any situation in which an employee requires medical, emotional, or other assistance

The ~~Principal~~principal will conduct a preliminary investigation to assess the seriousness of the incident and immediate responses needed. Also refer to Policy HR8 Workplace Violence and follow if appropriate.

It is the responsibility of all staff to ensure that the safety and physical well-being of the student(s) and employee(s) involved are attended to immediately.

The ~~Principal~~principal (or designate) will ensure that all persons involved are safely and securely situated and will determine whether any person ~~is in need of~~needs emergency first aid, emotional, or other immediate assistance.

The appropriate Superintendent will be notified as soon as possible for any serious incident.

The ~~Parent~~parent/guardian/guardian of the student (if the student is under 18) will be notified. If 18 years of age or older the student (or the person with legal entitlement to make decisions for them) will be notified directly.

The ~~Principal~~principal will ~~make a determination~~decide of whether the student should be suspended or excluded from school pending the completion of the investigation and follow-up measures by the ~~Principal~~principal. This decision will be communicated to the ~~parent~~parent/guardians by the ~~Principal~~principal.

The emergency contact/family member of the employee may be notified depending on the seriousness of the incident and employee wishes.

The ~~Principal~~principal will ~~make a determination~~decide regarding police involvement. In circumstances where the ~~Principal~~principal has chosen not to involve the ~~police~~police; the affected employee will be informed of ~~their~~her/his right to notify the police.

If the employee feels that the situation endangers ~~their~~her/his health or ~~safety;~~ ~~and~~safety and indicates a refusal to work due to this concern, the “Work Refusal Process” (See Appendix A) agreed upon through the Joint Occupational Health and Safety Committee will be followed. The Superintendent responsible for Special Education and/or Safe Schools (or designates) and the Family of Schools Superintendent should be advised as soon as possible if a work refusal is initiated.

**Follow Up Actions:*****Investigation:***

The ~~principal~~principal will investigate the circumstances surrounding the incident. Investigation will include the review of:

- The details of the incident including interviewing of witnesses, examination of the incident site, medical treatment required, etc.
- Current work practices employed and student responses to same;
- Previous history and documentation to date;
- Current Individual Education Plan and safety plan (if in place for the student) and adherence to the strategies contained in each

The ~~Principal~~principal shall follow appropriate disciplinary procedures with respect to the Board's Code of Conduct and individual student Individual Education Plans and safety plans. Also refer to Policy HR8: Workplace Violence regarding investigation.

Documentation:

**If an employee is injured:**

~~Must follow Procedure HR121 Employee Injury Reporting and Investigation which An Employee Report of Injury/ Incident/Disease Form (Appendix B) must be used to document the circumstances relating to the injury or incident. The Board's Procedure HR121 Employee Injury/ Incident/Disease Investigation and Reporting Procedures outlines the requirements for notification and investigation of the incident. If this falls within the definition of workplace violence, then follow Policy HR8 Workplace Violence will be followed and complete the Workplace Violence Report Form.~~

Support of staff:

The ~~school principal~~principal may arrange other support of the staff as determined in consultation with ~~b~~Board staff (Family of Schools Superintendent, Superintendent with responsibilities for Special Education and/or Safe Schools (or designates), Special Education, Safe Schools and Human Resources Departments). This support may be required to meet:

- Physical needs (medical assessment or treatment, recuperation)
- Emotional needs (counselling, Employee Assistance Plan, debriefing)
- Risk management needs (assistive devices, additional support staff, and training, Violence Threat Risk Assessment, review of behaviour and/or safety plan).

Prevention of Recurrence:

Based on the findings of the above investigation, the ~~principal~~principal will recommend appropriate actions to avoid a recurrence.

Short-term and long-term responses may include:

- Review of the Individual Education Plan and/or safety and/or behaviour plan, with revisions as needed
- Violence Threat Risk Assessment
- Environmental modifications
- Changes in work procedures
- Additional staff training
- Personal protective equipment
- Counselling, timeout, suspension
- Modified school attendance;
- Police intervention or Child and Family Services intervention
- Other intervention deemed appropriate

Student Re-entry Plan

The re-entry of a student after an aggressive incident must be well planned ~~in order to~~to avoid further difficulties.

The ~~Principal~~principal will make the determination of the appropriateness and timing of the student's return to school. In cases of any significant injury or safety concern, a student may need to be suspended or excluded from school until the necessary actions have been taken to address the safety concerns and prevent further incidents.

Written communication should be sent to the ~~parent~~parent/guardian following notification of the status of the student that has taken place in the immediate response phase. This notification would generally consist of one of the following:

- Notice of concern about student behaviour
- Modifications to the work environment or procedures for the student may require an extended period of absence of the student from the class or school
- Suspension, Suspension Pending Expulsion, or Exclusion letters

The following steps must be taken prior to the return of the student:

- The ~~principal~~principal will meet with the classroom ~~educator(s)~~teacher, the learning resource teacher, and other appropriate school personnel to plan for the return of the student prior to meeting with the student or the student's ~~parent~~parent/guardian.
- The ~~Principal~~principal will schedule a case conference with parent/guardian or the student who is 18 years of age or older (or the person legally entitled to make decisions for them), appropriate school, board and/or community personnel to prepare for the transition back to school for the student
- The ~~Principal~~principal will support the preparation and/or review of a safety and/or behaviour plan or a Student Action Plan and modify where necessary.
- Short- and long-term responses may include:
  - Environmental modifications
  - Staff training as needed
  - Involvement of community agencies to support the school in meeting the student's needs (e.g., counselling)
  - Modified school day
  - Review and modify the Individual Education Plan, safety and/or behaviour plan as appropriate
  - Other interventions which the ~~Principal~~principal may deem appropriate

## 8.0 MONITORING

The monitoring of employee incidents of injury and concerns about the behaviour of students is necessary to minimize further occurrences, and to develop plans where needed for training and other preventative measures.

It is the responsibility of all staff and system partners within the ~~b~~Board to support and promote prevention of incidents resulting from the behaviour of students.

The following steps will be taken annually to monitor the area of employee injury due to the behaviour of a student:

- All Employee ~~Injury~~ Reports ~~of Injury/ Incident/Disease Forms~~ will be forwarded to the Human Resources Department.
- Reports identifying aggressive behaviour will be reported to the Joint Occupational Health and Safety Committee.

Monthly reports will be provided to the Joint Occupational Health and Safety Committee to monitor the implementation of this procedure and make the necessary recommendations to the employer.

## Appendix A



## GRAND ERIE DISTRICT SCHOOL BOARD WORK REFUSAL PROCESS

As per The Occupational Health and Safety Act and Regulations for Industrial Establishments Regulations 851, Section 43.

### The Right to Refuse Unsafe Work

A worker has the right to refuse unsafe work that they have reason to believe may endanger themselves or another worker.

The right to refuse unsafe work applies to all those covered under the Occupational Health and Safety Act. Certain workers who have a responsibility to protect public safety cannot refuse work that is in the normal course of their duty, i.e.: firefighters, police, ambulance etc.

### Limitations:

Teachers employed under the Education Act and governed by the Teaching Profession Act have a "limited" right to refuse work. Teachers may not exercise the right if the life, ~~health~~health, or safety of a student is placed in imminent jeopardy (RRO 1990 Reg. 857). It should be noted however, that teachers have always had the right to refuse to use unsafe equipment. Refer to Administrative Memo 27 – Right to Refuse Unsafe Work.

From the Occupational Health and Safety Act

### Refusal to work

- ~~(3)~~ A worker may refuse to work or do particular work where they have reason to believe that,
- (a) any equipment, machine, device or thing the worker is to use or operate is likely to endanger themselves or another worker;
  - (b) the physical condition of the workplace or the part thereof in which they work or is to work is likely to endanger themselves;  
(b.1) workplace violence is likely to endanger themselves; or
  - (c) any equipment, machine, device or thing they are to use or operate or the physical condition of the workplace or the part thereof in which they work or are to work is in contravention of this Act or the regulations and such contravention is likely to endanger themselves or another worker. R.S.O. 1990, c O.1, s. 43 (3).

**\*Note:** Due to the complexity of the refusal process, a ~~principal~~principal/supervisor should contact the Health and Safety Officer immediately and in the meantime the employee should not be required to undertake the work that they consider unsafe.

The Occupational Health and Safety Act describes the exact process for refusing dangerous work and the responsibilities of the supervisor, Joint Occupational Health and Safety Committee member designated to handle work refusals, and the refusing worker.



GRAND-ERIE DISTRICT SCHOOL BOARD

Employee’s Report of Injury/Disease/Incident—FORM 1

(All injuries/diseases/incidents must be reported on this form on the day of the injury or awareness of disease/incident. This form can be found on the Staff Portal Forms Health and Safety Forms)

Date:	
Name:	Occupation:
Address:	Full time:
	Part time:
	Casual:
Telephone:	Worksite Location:
Date and time of injury/awareness of disease/incident:	
Date and time reported to supervisor:	
Lost time? — Yes <input type="checkbox"/> — No <input type="checkbox"/>	Date last worked: Hour last worked:  -a.m.      -p.m.
	Date returned to work: Hour returned to work:  -a.m.      -p.m.
1.—What happened to cause the injury/disease/incident? —Describe the injury, part of the body involved and specify left or right side.	
2.—Name and position of person to whom injury/disease/incident was reported. —If the injury/disease/incident was not reported immediately, please give reasons.	
3.—What were you doing at the time of the injury/disease/incident was reported. —In the injury/disease/incident was not reported immediately, please give reasons.	
4.—Was anyone else involved or was there any other contributing factor? — Yes <input type="checkbox"/> No <input type="checkbox"/> —If yes, please give details.	
5.—Where did the injury/disease/incident occur? (Within the worksite)	
6.—Name(s) and address(es) of witnesses.	

<p>7. Have you had a previous similar injury/disease? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, give details.</p> <p>If the previous similar injury/disease was work related, was a WSIB claim established? Yes No</p>
<p>8. Did you receive:</p> <p>a) first aid? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>b) medical attention? (by doctor, dentist, chiropractor) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, provide the name and address of the practitioner and/or hospital:</p> <p>Use this space if you wish to provide additional information to describe the injury/disease/incident</p>

**Supervisor's Report**

1. What do you consider to be the obvious cause of the injury/disease/incident?
2. What do you consider to be the underlying cause of the injury/disease/incident?
3. What immediate steps have you taken to prevent recurrence?
4. What additional steps will be taken to prevent recurrence?
5. Name and phone number of Supervisor conducting investigation.
6. Date of Investigation

**PLEASE NOTE**

Injuries/disease/incidents should be reported to the supervisor immediately and the completed Form 1 sent to DL\_EMPLOYEE\_ACCIDENTS as soon as possible. The report can also be faxed to 519-759-5362. The Workplace Safety and Insurance Board must be notified (by Human Resources staff) within 72 hours of the supervisor becoming aware of any incidents involving lost time or medical attention. Failure to report may result in WSIB levying a minimum fine of \$250 for each infraction.

Please notify Health and Disability Officer at Head Office of the date and time of the employee's return to work (519) 756-6306, ext. 281130 or by e-mail.





# Grand Erie District School Board

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TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **HR-121 Employee Injury Reporting and Investigation**  
DATE: February 7, 2022

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward <b>Procedure HR-121 Employee Injury Reporting and Investigation</b> to all appropriate stakeholders for comments to be received by <b>April 6, 2022</b>.</p>
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## Background

Procedure HR-121 Employee Injury Reporting and Investigation was approved by the Board in January 2018 and has been identified for review.

## Additional Information

Suggested revisions have been made to the Procedure. The draft revised procedure is attached for circulation to stakeholders for comment.

## Next Steps

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw 9.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



# PROCEDURE

HR-121

## Employee Injury/~~Incident/Disease~~ Reporting and Investigation and Reporting Procedures

Board Received: January 29, 2018

Review Date: February 2022

### Accountability:

1. ~~Frequency of Reports~~ — As needed
2. ~~Criteria for Success~~ — Incidents reported immediately and accurately.
  - Safety always considered first.
  - Preparedness of employees.

### Procedures Guiding Principles:

All incidents and accidents **must** be reported to the employee's ~~p~~Principal or supervisor ~~immediately within 72 hours of the occurrence.~~

Employees injured while acting within the scope of ~~their~~his/her duties, but outside regular working hours shall report the accident as soon as possible either by telephone, email, text or in person.

The following procedures outlines the steps a ~~p~~Principal or ~~s~~Supervisor shall take when an employee is injured while acting within the scope of his/her duties for the Board.

### 1.0 Initial Response

- 1.1 Administer first aid. Under the Workplace Safety and Insurance Act, each school and worksite is required to have a sufficient number of personnel with up to date first aid training ~~in order to be~~ able to provide quick access to treatment for staff.
- 1.2 If necessary, call for an ambulance (911) or arrange for the injured person to be transported to the hospital or doctor. The school principal or site supervisor is responsible for ensuring that appropriate measures are taken.
- 1.3 If necessary, notify the emergency contact if known.
- 1.4 In the event of a critical injury or death, do not disturb the accident site, except for the purpose of:
  - a) saving life or relieving human suffering;
  - b) maintaining an essential public utility service or a public transportation system; or
  - c) preventing unnecessary damage to equipment or other property, until the OSBIE adjuster, as well as the Ministry of Labour Inspector and/or the JOHSC Certified members have seen the site and conducted an investigation and released the site.
- 1.5 ~~See Refer to~~ Policy HR8 Workplace Violence ~~and if to determine if~~ the event falls within the definition ~~and then~~ complete ~~the~~ appropriate forms ~~if necessary~~.

### 2.0 Injury/~~Disease/Incident~~ Reporting Requirements

The principal or supervisor **must** report all incidents or accidents to the appropriate school board officials and government agencies immediately. ~~Please see Refer to~~ Appendix B - ~~Accident Reporting~~for thea flow chart.

- A) **Reporting an E**vent that **D**oes not **R**esult in **P**hysical **I**njury, (e.g., for example, slip/trip with no fall, verbal threat.

- 1) Complete Injury/Disease/Accident Employee Injury Report. This can be done through online access to the Board's Staff portal. ~~Please see~~ Refer to the instructions on Appendix A ~~attached~~.
  
- B) **Reporting a First Aid Injury** (e.g., staff person injured, First aid provided at school level, but no lost time)
  - 1) Control hazardous conditions to prevent further injuries.
  - 2) Ensure first aid is provided.
  - 3) Complete Injury/Disease/Accident Employee Injury Report. This can be done through on line access to Staff Portal. ~~Please see~~ Refer to instructions on Appendix A ~~attached~~
  - 4) If this situation becomes a lost time injury or if a health care professional is consulted, the pPrincipal or sSupervisor **MUST** notify the Health and Disability Officer as soon as this comes to their attention.
  
- C) **Reporting a Medical Treatment Injury** (e.g., services requiring the professional skills of a health care practitioner, services provided by hospitals or health facilities, the administration of prescription drugs)
  - 1) Control hazardous conditions to prevent further injuries.
  - 2) Ensure first aid is provided/call 911 or provide transportation to doctor/hospital.
  - 3) Complete Injury/Disease/Accident Employee Injury Report. This can be done through on line access to Staff Portal. Please ~~see~~ refer to instructions on Appendix A ~~attached~~
  - 4) Monitor employee who is on injury leave or modified work placement. (See Refer to Procedure HR116 Return to Work Program and Workplace Accommodation.) The Principal and Supervisors shall assist the Human Resources Department in providing modified work.
  - 5) Report employee return to work to the Health and Disability Officer as soon as this comes to their attention.
  
- D) **Reporting a Critical Injury**

**NOTE:** Critical Injury Reporting applies to **ANY PERSON** on Board property, including staff, students and visitors. ~~(When a non employee is critical injured, there is some reasonable nexus between the hazard giving rise to the death or critical injury and a realistic risk to worker)~~

  - a) Critical Injury is defined as:
    - b) a Places life in jeopardy **or**
    - c) b Produces unconsciousness **or**
    - d) c Results in substantial loss of blood **or**
    - e) d Involves the fracture of a leg or arm but not a finger or toe (includes the fracture of a wrist, hand, ankle or foot) and (fracture of more than one finger or more than one toe does constitute a critical injury if it is an injury of a serious nature) **or**
    - f) e Involves the amputation of a leg, arm, hand or foot but not a finger or toe (the amputation of more than one finger or more than one toe does constitute a critical injury if it is an injury of a serious nature) **or**
    - g) f Consists of burns to a major portion of the body **or**
    - h) g Causes the loss of sight in an eye

#### Supervisors Responsibilities

- 1) Control hazardous conditions to prevent further injuries
- 2) If required, evacuate building as per emergency evacuation procedures.
- 3) Ensure first aid is provided; call 911 or provide transportation to hospital.

- 4) Do not disturb the accident site.
- 5) Report accident to Fire Department and/or Police.
- 6) Inform School Health and Safety Site Reps. and Trade Union if necessary.
- 7) Inform one of the Board's Health and Safety Officers.
  - 7.1 The Health and Safety Officer will inform the Ministry of Labour and coordinate any investigation conducted by the MOL.
  - 7.2 Health and Safety Officer will inform ~~the a~~ Certified JOHSC members.
- 8) If ~~the employee is you are~~ unable to contact one of the Board's Health and Safety Officers, then ~~you MUST contact the Ministry of Labour 1-877-202-0008 and the Certified JOHSC members, who can be reached through the HR Assistant to Health and Safety~~ contact the Division Manager of Operations and Health & Safety
- 9) ~~Ensure The Health and Safety Office will ensure~~ a written report of the circumstances of the occurrence and investigation is completed ~~by with~~ the Certified JOHSC members ~~and is~~ sent to ~~a Director of~~ the Ministry of Labour within 48 hours.
- 10) Complete ~~Injury/Disease/Accident~~ Employee Injury Report. This can be done through on line access to Staff Portal. ~~Please see Refer to~~ instructions on Appendix A ~~attached~~
- 11) Monitor employee who is on injury leave or modified work placement. (See Refer to Procedure HR116 Return to Work Program and Workplace Accommodation.) The ~~p~~Principal and ~~s~~Supervisors shall assist the Human Resources Department in providing modified work.
- 12) Report employee return to work to the Health and Disability Officer as soon as this comes to their attention.

E) Reporting a Fatality

**NOTE:** Fatality Reporting applies to **ANY PERSON** on Board property, this includes staff, students and visitors.

- 1) Control hazardous conditions to prevent further injuries and call 911.
- 2) Do not disturb the accident site.
- 3) Report immediately to school Superintendent and Director of Education.
- 4) Inform one of the Board Health and Safety Officers.
  - 4.1 The Health and Safety Officer will inform the Ministry of Labour and coordinate any investigation conducted by the MOL.
  - 4.2 The Health and Safety Officer will inform the Certified JOHSC members.
- 5) If you are unable to contact one of the Board's Health and Safety Officer, then ~~you MUST contact the Ministry of Labour 1-877-202-0008 and the Certified JOHSC Co-Chairs they can be reached through the HR Assistant to Health and Safety~~ contact the Division Manager of Operations and Health & Safety
- 6) Inform School Health and Safety Site Representatives and Trade Union(s) if necessary.
- 7) ~~The Health and Safety Office will ensure~~ Ensure a written report of the circumstances of the occurrence and investigation is completed ~~by with~~ the Certified JOHSC members and ~~is~~ sent to ~~a Director of~~ the Ministry of Labour within 48 hours.
- 8) Complete ~~Injury/Disease/Accident~~ Employee Injury Report. This can be done through online access to Staff Portal. ~~Please see Refer to~~ instructions on Appendix A ~~attached~~

**NOTE:** The family of any person on board property suffering a fatality will be notified by the Director of Education or designate.

3.0 **Accident Investigation Procedures**

(In consultation with ~~the~~a Health and Safety Officer, if required).

- 3.1 Principals or supervisors shall visit the site of the accidents and with a certified JOHSC member, or any member should a certified member not be available, observe the task, equipment, materials, environmental conditions, work procedures and any unusual situations.
- 3.2 Principals and supervisors may interview injured workers and/or any other workers who are likely to know the causes of the accident/incident.
- 3.3 All hazardous conditions will be controlled to prevent further injuries.

### Accessing the Online Report

1. The “~~Injury/Incident/Disease~~ Employee Injury Report” is now available online through the Staff Portal.
2. This online report will be electronically submitted to the Human Resources Department and to the employee's your supervisor for the employee them to complete their portion.
3. The use of this online form does not negate you from verbally informing your supervisor of the incident.
4. All Grand Erie staff are We encouraged everyone to use the on-line form, but the paper copy will still be accepted.
5. You MUST access the form through the Staff Portal
6. If you do not have or do not know your LOG IN information for Staff Portal, call the Help Desk and request that information. 519-756-6306 ext. 287070 (Toll free: 1-888-548-8878)

### EMPLOYEE INJURY REPORT ~~EMPLOYEES REPORT OF INJURY/INCIDENT/DISEASE~~ INSTRUCTIONS

Step 1: Go to the Staff Portal.

- a) Go to the Applications tab across the top.
- b) Expand the Applications tab and then click on Employee Injury Report.

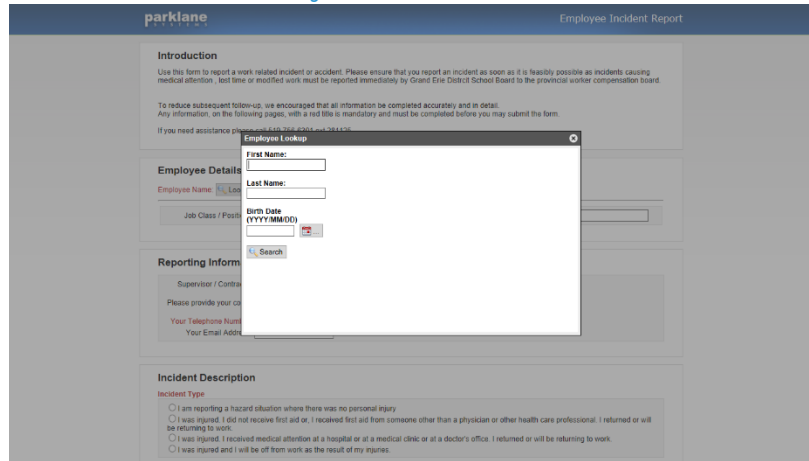
Step 2: Complete the Form

- a) Click on the **Lookup** Button and enter your information to find your record

The screenshot shows a web form titled "parklane Employee Incident Report". The form is divided into several sections:

- Introduction:** Contains introductory text and instructions. A blue arrow points from the "Lookup" button in the "Employee Name" field to this section.
- Employee Details:** Includes input fields for "Employee Name" (with a "Lookup" button), "Job Class / Position", "City", and "Birth Date".
- Reporting Information:** Includes a "Supervisor / Contractor" search field, and input fields for "Your Telephone Number" and "Your Email Address".
- Incident Description:** Includes a section for "Incident Type" with radio button options for different injury scenarios.

Enter your name and birthdate to find your record.



Using your keyboard and the various drop down menus, complete the required information in the various fields, ensuring that you provide as much necessary details are provided, as possible.

A detailed view of the 'Reporting Information', 'Incident Description', and 'Incident Details' sections of the form. The 'Reporting Information' section includes a 'Supervisor / Contractor' dropdown, a 'Please provide your contact information below' instruction, and fields for 'Your Telephone Number' and 'Your Email Address'. The 'Incident Description' section features an 'Incident Type' section with four radio button options: 'I am reporting a hazard situation where there was no personal injury', 'I was injured. I did not receive first aid or, I received first aid from someone other than a physician or other health care professional. I returned or will be returning to work.', 'I was injured. I received medical attention at a hospital or at a medical clinic or at a doctor's office. I returned or will be returning to work.', and 'I was injured and I will be off from work as the result of my injuries.' Below this is a 'Date of Incident' field with a calendar icon and a 'Time' field with a clock icon. The 'Incident Details' section includes a 'Witness(es) of Incident' section with an 'Add a Witness' button, a 'Location where incident occurred' dropdown, and a text area for 'What were you doing at the time of this incident?' with an example: '(ex. cutting open a box, pushing cart, etc., provide more detail)'. A vertical scrollbar is visible on the right side of the form.

You have 900 characters left

**Injury Details**

Describe your Injury:  
▼

Affected Areas (check all that apply):

<input type="checkbox"/> Head	<input type="checkbox"/> Teeth	<input type="checkbox"/> Lower Back
<input type="checkbox"/> Face	<input type="checkbox"/> Neck	<input type="checkbox"/> Abdomen
<input type="checkbox"/> Eye(s)	<input type="checkbox"/> Chest	<input type="checkbox"/> Pelvis
<input type="checkbox"/> Ear(s)	<input type="checkbox"/> Upper Back	

<b>Left</b> <input type="checkbox"/> Shoulder	<b>Left</b> <input type="checkbox"/> Hand	<b>Left</b> <input type="checkbox"/> Lower Leg
<input type="checkbox"/> Arm	<input type="checkbox"/> Fingers	<input type="checkbox"/> Ankle
<input type="checkbox"/> Elbow	<input type="checkbox"/> Hip	<input type="checkbox"/> Foot
<input type="checkbox"/> Forearm	<input type="checkbox"/> Thigh	<input type="checkbox"/> Toes
<input type="checkbox"/> Wrist	<input type="checkbox"/> Knee	

**Medical**

Did you seek medical treatment?  Yes  No  Unknown

If you click **yes** to Medical attention a drop down menu will appear to add more information.

You have 900 characters left

**Injury Details**

Describe your Injury:  
scratch ▼

Affected Areas (check all that apply):

<input checked="" type="checkbox"/> Head	<input type="checkbox"/> Teeth	<input type="checkbox"/> Lower Back
<input type="checkbox"/> Face	<input type="checkbox"/> Neck	<input type="checkbox"/> Abdomen
<input type="checkbox"/> Eye(s)	<input type="checkbox"/> Chest	<input type="checkbox"/> Pelvis
<input type="checkbox"/> Ear(s)	<input type="checkbox"/> Upper Back	

<b>Left</b> <input type="checkbox"/> Shoulder	<b>Left</b> <input type="checkbox"/> Hand	<b>Left</b> <input type="checkbox"/> Lower Leg
<input type="checkbox"/> Arm	<input type="checkbox"/> Fingers	<input type="checkbox"/> Ankle
<input type="checkbox"/> Elbow	<input type="checkbox"/> Hip	<input type="checkbox"/> Foot
<input type="checkbox"/> Forearm	<input type="checkbox"/> Thigh	<input type="checkbox"/> Toes
<input type="checkbox"/> Wrist	<input type="checkbox"/> Knee	

**Medical**

Did you seek medical treatment?  Yes  No  Unknown

Where were you treated?

<input type="checkbox"/> On Site Clinic
<input type="checkbox"/> Ambulance
<input type="checkbox"/> Health Professional Office
<input checked="" type="checkbox"/> Medical Clinic
<input type="checkbox"/> Emergency
<input type="checkbox"/> Admitted to Hospital

When you have entered in all the appropriate information then click **Submit**.

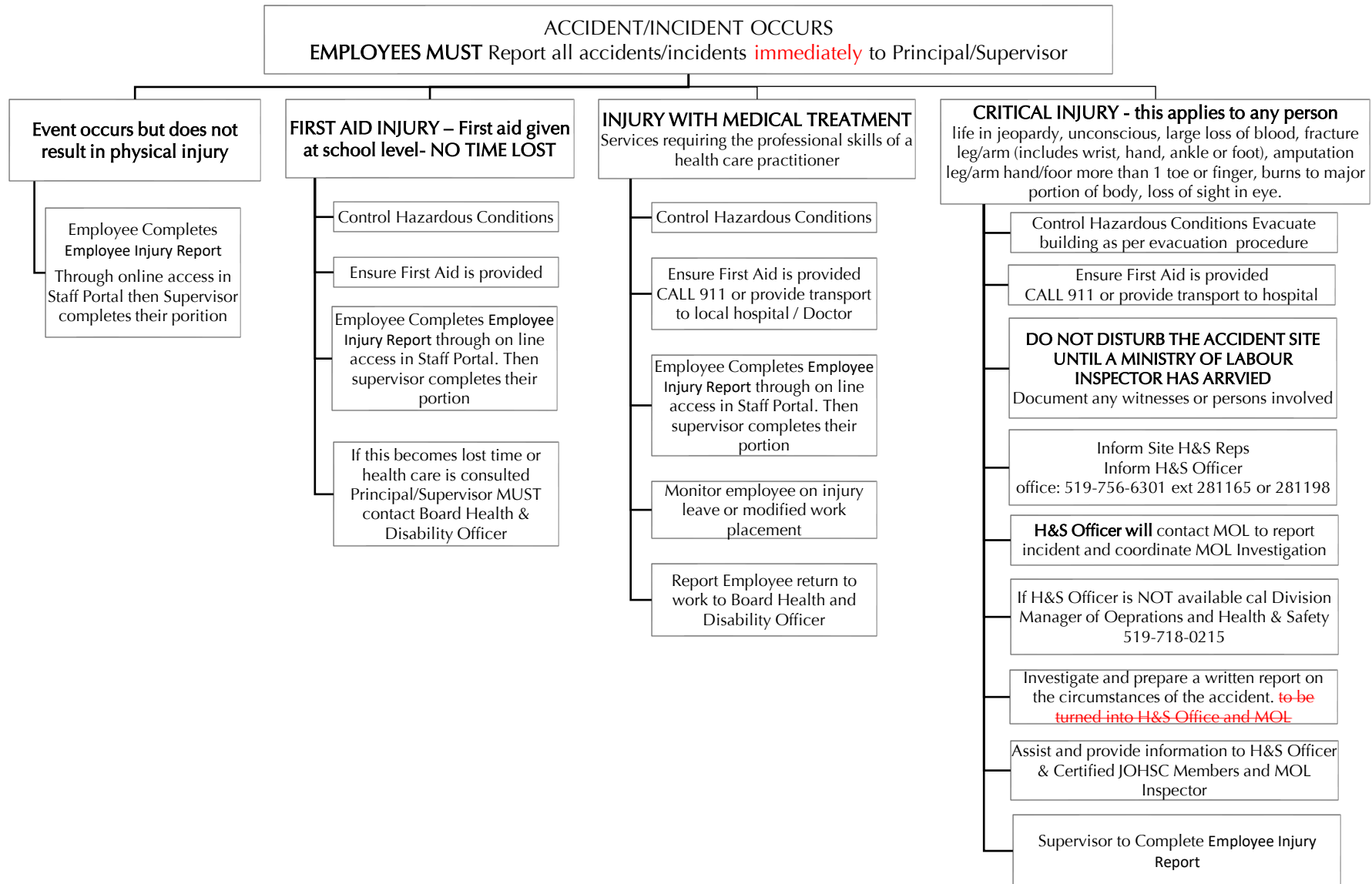


Once ~~you have~~ submitted, ~~your report you will see~~ a drop down like below ~~that~~ verifies that the report was submitted and gives ~~you~~ the option to print a copy ~~for your records~~.

The screenshot displays a web-based injury report form. At the top, there are three columns of checkboxes for body parts: Eye(s)/Ear(s), Chest/Upper Back, Pelvis, and various limbs (Shoulder, Arm, Elbow, Forearm, Wrist, Hand, Fingers, Hip, Thigh, Knee, Lower Leg, Ankle, Foot, Toes). Below this is a 'Medical' section with a question 'Did you seek medical treatment?' and radio buttons for Yes, No, and Unknown. Underneath, it asks 'Where were you treated?' with checkboxes for On Site Clinic, Ambulance, Health Professional Office, Medical Clinic (which is selected), Emergency, and Admitted to Hospital. A 'Submit' button is visible. Below the form, a 'Submission Complete' message states 'Your submission ID is 345' and 'This report has now been submitted. You can either print a copy of the submitted report, create a new report, or log out.' Two buttons are present: 'Print Report' and 'Start a New Report'. A blue arrow points from the text above to the 'Print Report' button.

Employee's ~~Your~~ Supervisor will receive an email telling them an injury report has been completed and give them a link to complete their portion of the report.

[LL2] APPENDIX B – ACCIDENT REPORTING





GRAND ERIE DISTRICT SCHOOL BOARD  
Employees Report of Injury/Disease/Incident—FORM 1

(All injuries/diseases/incidents must be reported on this form on the day of the injury or awareness of disease/incident)

Date: \_\_\_\_\_ Occupation: \_\_\_\_\_  
 Name: \_\_\_\_\_ Full-time:   
 Address: \_\_\_\_\_ Part-time:   
 Postal Code: \_\_\_\_\_ Casual:   
 Telephone Number: \_\_\_\_\_ Worksite Location: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ SIN: \_\_\_\_\_  
 Date of Hire: \_\_\_\_\_

Date and time of injury/awareness of disease/incident: \_\_\_\_\_

Date and time reported to supervisor: \_\_\_\_\_

Lost Time: YES  NO  Date Last worked: \_\_\_\_\_

Hours Last Worked \_\_\_\_\_ a.m./p.m.

Date Returned to Work \_\_\_\_\_

1. ——— What happened to cause the injury/disease/incident?  
Describe the injury, part of the body involved and specify left or right side.

\_\_\_\_\_  
\_\_\_\_\_

2. ——— Name and position of the person to whom the injury/disease/incident was reported. If the injury/disease/incident was not reported immediately, please give reasons:

\_\_\_\_\_  
\_\_\_\_\_

3. ——— What were you doing at the time of the injury/disease/incident?  
Give details of the equipment or materials used and the size and weight of objects being handled:

\_\_\_\_\_  
\_\_\_\_\_

4. ——— Was anyone else involved? ——— Yes  ——— No

Were there any other contributing factors? Yes  No

If yes, please give details:

\_\_\_\_\_  
\_\_\_\_\_

5. ——— Where did the injury/disease/incident occur? (Location within the worksite)

\_\_\_\_\_  
\_\_\_\_\_

6. ——— Name(s) and address(es) of witnesses:

\_\_\_\_\_  
\_\_\_\_\_

7. Have you had a previous similar injury/disease? Yes  No   
If yes, give details:

---

---

If the previous similar injury/disease was work related, was a WSIB claim established? Yes  No

8. Did you receive: First Aid? Yes  No   
Medical Attention? (by Doctor, Dentist, Chiropractor) Yes  No   
If yes, provide the name and address of the practitioner and/or hospital:

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Use this space if you wish to provide additional information to describe the injury/disease/incident.

### Supervisor's Report

1. What do you consider to be the obvious cause of the injury/disease/incident?

---

---

2. What do you consider to be the underlying cause of the injury/disease/incident?

---

---

3. What immediate steps have you taken to prevent recurrence?

---

---

4. What additional steps will be taken to prevent recurrence?

---

---

Name and phone number of Supervisor conducting this investigation

Date of Investigation:

---

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#### PLEASE NOTE

Injuries/disease/incidents should be reported to the supervisor immediately and the completed Form 1 sent to DL-EMPLOYEE\_ACCIDENTS as soon as possible. The Workplace Safety and Insurance Board must be notified (by Human Resources staff) within 72 hours of the supervisor becoming aware of any incidents involving lost time or medical attention. Failure to report may result in WSIB levying a minimum fine of \$250. for each infraction.

**Please notify Health and Disability Officer at Head Office of the date and time of the employee's return to work (519) 756-6306, ext. 281130 (toll free at 1-888-548-8878) or by e-mail.**

H&S/Forms and Memos/Employees Report of Injury 2004



# Grand Erie District School Board

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TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: April Smith, Superintendent of Program K-12 (Teaching and Learning)  
RE: **P-106 Home Instruction**  
DATE: February 7, 2022

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward <b>Procedure P-106 Home Instruction</b> to all appropriate stakeholders for comments to be received by <b>April 6, 2022.</b></p>
---

### Background

Procedure P-106 Home Instruction was approved by the Board in January 2018 and has been identified for review.

### Additional Information

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

### Next Steps

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw 9.

Respectfully submitted,

April Smith  
Superintendent of Program K-12 (Teaching and Learning)



# PROCEDURE

P-106

## Home Instruction

**Board Received:** January 29, 2018

**Review Date:** February 2022

### Accountability

~~1. Frequency of Reports – As needed~~

~~3. Criteria for Success – Students with legitimate absences (usually related to injury/illness)~~

~~receive support~~

~~Supports are time limited to ensure re-entry into school~~

### Procedures

#### **Background**

A child may be excused from attendance at school if “...the child is unable to attend school by reason of sickness or other unavoidable cause.” On occasion, due to the anticipated length of an absence, it is deemed advisable to assist day school pupils in maintaining their program and progress throughout the duration of their absence.

“A principal, subject to the approval of the appropriate supervisory officer, may arrange for home instruction to be provided for a pupil where,

1. medical evidence that the pupil cannot attend school is provided to the principal; and
2. the principal is satisfied that home instruction is required.” [Reg. 298, S.11(11)]

#### **Home Instruction is not to be confused with “Home Schooling”.**

“Home schooling” is a commonly accepted term which is generally understood to mean that one (or more) of the parents/guardians is providing instruction to one or more of their children.

Home Instruction will be approved, then coordinated by the appropriate Family of Schools Superintendent of Education (Family of Schools); through the home school principal. The sSuperintendent will ensure that the required written documentation is complete and will notify the home school principal of students who are approved to receive hHome instruction.

#### **Medical Evidence**

“Medical evidence” is considered to be acceptable if it consists of a signed statement from an appropriately qualified medical practitioner. Appropriately qualified medical practitioners include, but are not limited to; psychologists, psychiatrists, and medical doctors. Questions concerning appropriately qualified medical practitioners, other than those listed above, should be directed to the appropriate Family of Schools Superintendent of Education (Family of Schools).

“Medical evidence” should consist of the clear and simple signed statement that “(student’s name) is unable to attend school for medical reasons”, and the approximate dates between which the student will require hHome instruction.

Charges for the provision of medical certificates will not be assumed by the Grand Erie District School Board.

## Procedure

### Guiding Principles

Principals are asked to submit the “statement of medical evidence” along with a completed copy of the attached **“Application for Authorized Home Instruction”** form.

A maximum of four (4) hours per week will be available. In exceptional cases, the principal may request, and the student may be approved for an additional hour of home instruction per week, from the appropriate Family of Schools-Superintendent of Education (Family of Schools).

In some instances, approval for hHome iInstruction may be given verbally, by telephone, by the appropriate Family of Schools-Superintendent of Education (Family of Schools), prior to receipt of the necessary documentation. This would allow for a quick response to circumstances where the medical evidence is clear.

Home instruction will occur on instructional days as per the Grand Erie District School Board calendar and will cease on the last instructional day of the school year, or when the student returns to school.

Home instruction will not go beyond the end of the semester (secondary schools) or term (elementary schools) unless the principal re-submits the Application for Authorized Home Instruction Form with the Request to Continue Home Instruction section completed; and, receives authorization from the appropriate Family of Schools-Superintendent of Education (Family of Schools). An updated “statement of medical evidence” shall be required in order for the extension to be approved. Principals must seek approval regarding extenuating circumstances from the appropriate Family of Schools-Superintendent of Education (Family of Schools) for home instruction to occur outside of the regular school year.

Application for extension must occur prior to the end of semester (secondary schools) or term (elementary schools).

Although rare, there are occasions on which hHome iInstruction may be provided to students who are able to attend school, but only part-time or on an unpredictable schedule. These circumstances should be discussed in advance with the appropriate Family of Schools Superintendent of Education (Family of Schools).

Following approval, the original request and medical statement will be returned to the school and will be retained in the student’s OSR: Ontario Student Record (OSR). A copy will be retained at the Office of the FOS-Superintendent of Education (Family of Schools) for a period of one year in accordance with freedom of information legislation.

When HHome IInstruction is discontinued, the principal/vice-principal shall complete the “Termination of Home Instruction” section on the **“Application for Authorized Home Instruction”** form and return it to the appropriate Family of Schools-Superintendent of Education (Family of Schools).

In order to support student achievement, schools need to have a return to school plan in place for students returning after a period of HHome IInstruction.

The student shall be marked present for the course(s)/subjects for which they are receiving HHome IInstruction with a “H” in PowerSchool.

### Home Instructors Selection and Responsibilities

The principal of the school is expected to make arrangements for providing a HHome IInstruction instructor.

Home ~~I~~nstructors should be board employees, thereby subject to the requirements of police reference checks/~~V~~vulnerable ~~S~~ector screening that is required of all teaching employees. Home ~~I~~nstructors are usually teachers selected from the Occasional Teacher List; however, they may be the student's own teacher or another teacher from the staff of the student's school. If the student's own teacher, or another teacher from the staff of the student's school, is willing to provide home instruction, this instruction will occur **outside** the regular hours of the school day and will be tracked on the "**Record of Home Instruction**" form. Home ~~I~~nstructors maintain contact with the home school teacher(s) of record regarding the student's progress and, participates in meetings related to the needs of the student as necessary.

**Note:** ~~T~~eachers acting in the role of ~~H~~ome ~~I~~nstructors should be made aware of Procedure HR104 – Employee Safety Protocol at Non-Board Locations.

### **Classroom Teacher Responsibilities:**

#### **Attendance**

Where possible, the classroom teacher is to work with the Home ~~I~~nstruction ~~T~~eacher ~~I~~nstructor the appropriate instruction materials, and assessment and evaluation methods for grading and marking course materials. The classroom teacher is responsible for the reporting of the student's achievement in PowerSchool, unless otherwise arranged through the ~~p~~erincipal.

#### **Payment of Home Instructors**

A record of the ~~H~~ome ~~I~~nstruction which has been provided is to be forwarded to the appropriate ~~F~~amily of Schools Superintendent of Education (Family of Schools) **monthly** on the attached form, "**Record of Home Instruction**". The Record of Home Instruction completed form will be submitted to ~~the~~ Payroll Department Services, by the Superintendent's Office, for payment.

**Note:** **Payment to teachers delivering home instruction is for the actual time instructing the student.**

#### **References:**

- Education Act, R.S.O., 1990 Reg. 298 Operation of Schools, S.11(1)
- HR104 – Employee Safety Protocol at Non-Board Locations





GRAND ERIE DISTRICT SCHOOL BOARD
APPLICATION FOR AUTHORIZED HOME INSTRUCTION

Surname Given Name D.O.B: dd/mm/yyyy School

Address (Street /Lot/Con/Town/Postal Code Telephone Grade

Parent / Guardian Signature

Nature of Student's Inability to Attend School

Medical Certificate attached: Yes No (Medical certificate must accompany initial application)

Date Last Attended Schools: dd/mm/yyyy Date Home Instruction to Commence dd/mm/yyyy

Anticipated Date of Return dd/mm/yyyy Course(s) / Subject(s)

Teacher(s) recommended to deliver instruction

Requested by: Principal Date:

Authorized by Superintendent of Education Date:

REQUEST TO CONTINUE HOME INSTRUCTION

Home Instruction continuation requested for the above-named student beginning:

Medical Certificate attached Yes No Anticipated Date of Return: dd/mm/yyyy

Course(s) / Subject(s)

Nature of student's inability to attend school:

Principal's Signature Date:

Superintendent's Signature Date:

TERMINATION OF HOME INSTRUCTION

Home instruction has been terminated/completed for the above-named student.

Date completed: (i.e. date of last home visit) day/month/year Date:

Principal's Signature

Superintendent's Signature Date:



**GRAND ERIE DISTRICT SCHOOL BOARD  
RECORD OF HOME INSTRUCTION  
INSTRUCTOR - TIME SHEET**

**A. INSTRUCTOR:**

\_\_\_\_\_  
Surname Given Name

\_\_\_\_\_  
Address (Street / Town, Lot / Con., Postal Code) Telephone

\_\_\_\_\_  
STUDENT'S NAME SCHOOL

Course/Subject or Grade: \_\_\_\_\_

**B. RECORD OF INSTRUCTION:**

Overall Curriculum Covered			Expectations Covered			Assessment/Evaluation		
Dates worked	# of hours	Parent initial	Dates worked	# of hours	Parent initial			

Hourly Rate: \_\_\_\_\_ Total No. of Hours Worked: \_\_\_\_\_ Total Amount: \_\_\_\_\_

**NOTICE: FAILURE TO SIGN BELOW WILL RESULT IN RETURN OF FORM AND DELAY IN PAYMENT**

Personal information recorded on this form is collected and maintained under the authority of the Education Act and will be used by authorized Board personnel to determine eligibility for employment and if hired for the purposes consistent with and necessary to the proper administration of an employer-employee relationship such as information required for enrolment in benefit plans, preparation of payroll, compliance with provisions of the Income Tax Act, Worker's Compensation Act, collective agreements and for purposes of compliance with an act of the Ontario Legislature or the Parliament of Canada. Questions about this collection of personal information should be directed to the Superintendent of Education (Human Resources), Grand Erie District School Board, 349 Erie Avenue, Brantford, Ontario N3T 5V3

I hereby consent to the use of the personal information contained herein for the purposes set out in the above notice.

This record should be submitted regularly to the Superintendent of Education's Office – minimum, **on a monthly basis**, if the term of the Home Instruction is prolonged.

**SIGNATURES:**

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Superintendent of Education

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

\_\_\_\_\_

\_\_\_\_\_




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 THE EDUCATION CENTRE - AURORA

60 Wellington Street West, Aurora, Ontario L4G 3H2

**Tel:** 905.722.3201 905.895.7216 905.727.3141 416.969.8131

**Fax:** 905.727.1931

**Website:** [www.yrdsb.ca](http://www.yrdsb.ca)

January 20, 2022

The Honourable Stephen Lecce  
 Minister of Education  
 Ministry of Education  
 5<sup>th</sup> Floor, 438 University Avenue  
 Toronto, Ontario M7A 2A5  
[minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)

Dear Minister Lecce:

Through the past two years of the COVID-19 pandemic, York Region District School Board's curricular and assessment practises have been instrumental in supporting the well-being and achievement of our students. From Kindergarten to Grade 12, our teachers have consistently ensured that students have received equitable learning and assessment opportunities that ensure fair, valid and accurate evaluation of students attending both in-person and remote learning.

We know that learning this past semester has presented obstacles, particularly the recent move to online learning and the subsequent shift to in-person learning shortly before the end of the semester. Our staff continue to provide educators exemplary guidance on assessment practises that align with the Ministry's Growing Success policy document and current Ministry guidance. This guidance has provided increased support for student well-being and mental health, and increased opportunities for student success while ensuring teachers are afforded the flexibility to exercise their professional judgement.

Since Boards across Ontario communicated their plans to support the January 17, 2022 in-person reopening, YRDSB staff and trustees have received numerous communications from students and families concerned about inconsistent assessment practises across school boards in Ontario. In particular, some Boards have noted language to the effect that *marks will reflect learning up to December 17, 2021 and may not drop lower*. This messaging is similar to messaging provided by the Ministry to support school closures during the 2019-2020 school year and was not provided for the 2020-2021 or 2021-2022 school years.

There is significant concern that inconsistent assessment practises across the province will unfairly disadvantage students in York Region District School Board, in particular Grade 12 students applying for post-secondary institutions. In light of some boards' departure from the Ministry's communicated expectations, as a Board, **we urgently request that the Ministry provide clear and consistent assessment and evaluation guidance to all school boards**. As you can appreciate, response to this matter is pressing as secondary students begin culminating activities on January 26, 2022 with final marks being uploaded between January 28 and February 3, 2022. Moreover,

potential graduates will have their final course marks transmitted to the Ontario Universities' Application Centre (OUAC) and the Ontario College Application Service (OCAS) by February 10, 2022 and February 11, 2022 respectively.

We are committed to our common goal of building confidence in public education, reducing inequities in outcomes for our students, and providing equitable access to opportunities for all students in the province.

Your prompt attention to this matter would be greatly appreciated so that we may support our staff in responding to the needs of our students.

Allan Tam

A handwritten signature in blue ink that reads "Allan Tam." The signature is written in a cursive style and is positioned below the printed name.

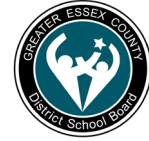
Chair of the York Region District School Board

cc. YRDSB Trustees and Student Trustees  
Ontario Public School Boards' Association,  
All York Region Members of Provincial Parliament  
Ontario Public School Board Chairs

## Greater Essex County District School Board

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451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200



VIA EMAIL ONLY

January 21, 2022

Honourable Stephen Lecce  
5th Floor, 438 University Ave.  
Toronto, ON M5G 2K8  
Email: [stephen.lecce@pc.ola.org](mailto:stephen.lecce@pc.ola.org)

Dear Minister Lecce:

The return of students to in-person learning has been a relief to many, and certainly a necessity for some. We enthusiastically welcomed the resumption of face-to-face interactions at schools among students and staff, especially now that higher grades of PPE have been provided.

We believe this is the best model of learning for the mental health, well-being and academic success of all students. To protect and preserve the school year from further interruptions, sir, the GECDSD Board of Trustees has some suggestions we implore you to consider, on behalf of our staff, students, and our communities.

We would like to see the resumption of a supported plan for the tracking and public reporting of confirmed COVID-19 cases in schools. To allow students and staff to return to school following COVID-19 illness or exposure, we also recommend a test-to-return strategy, permitting them to return to work and/or school if symptom free with a negative PCR or Rapid Antigen Test result. To this end, Minister, we strongly advise you to ensure ongoing, regular, equitable access to RAT kits for both students and staff throughout the course of the continuing pandemic.

Previously, GECDSD Trustees also advocated for the government to add the COVID-19 vaccination to the list of required vaccinations for students under the Immunization for School Pupils Act, and we would appreciate an update on this request.

The past two years have created many hardships for all Ontarians and we do not wish to see those difficulties compounded by an inadequate supply of school board resources. We urge for the inclusion of funding, within the Grants for Student Needs, to upgrade and improve technological tools and support networks used in remote learning. There have been many unfunded costs incurred by our school board during the pandemic that have impacted our overall operations, and we encourage the government to make a full reimbursement. There is also a tremendous need for the hiring of additional staff to support virtual learning. Our Board has been fiscally prudent, and we know that the needs of our students and staff will not end with COVID-19 costs. Investing in Ontario's exceptional public education system includes setting our Boards up for future success, as well as maintaining health and safety toward the success and achievement of our students today.

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Finally, Minister, we believe that you and your government must commit to and engage regularly in open dialogue, allowing for feedback, with Directors of Education, school boards, and education partners prior to the broadcast of plans to the media. Most certainly, confidences can be kept, and implementation will be faster and smoother if transparent, timely communication with the Ministry of Education precedes a public announcement. Leaders in Ontario's school boards like GECDSB have perspectives and expertise that is born of experience, interaction, collaboration, and professionalism. The Ministry only serves to benefit from this shared knowledge. Ontario's families look to their schools and those they interact with daily to bring context, calm, and confidence to the decisions we are making with their best interest at heart. We are trusted community leaders with shared goals and responsibilities. We seek to further enhance our valued partnership for the families and communities of the GECDSB, and those of Ontario.

Sincerely,



Alicia Higgison  
Chairperson of the Board

Cc: Honourable Lisa Gretzky, MPP, Windsor West: [lgretzky-qp@ndp.on.ca](mailto:lgretzky-qp@ndp.on.ca)  
Honourable Percy Hatfield, MPP, Windsor – Tecumseh: [phatfield-qp@ndp.on.ca](mailto:phatfield-qp@ndp.on.ca)  
Honourable Taras Natyshak, MPP Essex: [tnatyshak@ndp.on.ca](mailto:tnatyshak@ndp.on.ca)  
Honourable Marit Stiles, MPP, Education Critic (Email: [MStiles-QP@ndp.on.ca](mailto:MStiles-QP@ndp.on.ca))  
School Board Chairs: [TGoertz@opsba.org](mailto:TGoertz@opsba.org)  
Dr. Shanker Nesathurai, Acting Medical Officer of Health, WECHU



January 14, 2022

Hon. Stephen Lecce, MPP, Minister of Education  
 Ontario Ministry of Education  
 438 University Avenue, 5th Floor  
 Toronto, ON M5G 2K8

sent via email: Minister (EDU) [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca);  
 Stephen Lecce [stephen.lecce@pc.ola.org](mailto:stephen.lecce@pc.ola.org)

Dear Minister Lecce:

I am writing to you at the request of the Upper Canada District School Board who, at its [regular board meeting of December 15, 2021](#), passed the following [motion](#) suggested by our 2021-2022 Student Trustees Bradford Ward and Eshal Ali:

***BE IT RESOLVED THAT: the Chair of the Board send a letter to the Ministry of Education on behalf of the Upper Canada District School Board, requesting the Ministry of Education to push for the recommendation in allowing student trustees the right to independently move and second motions during board meetings. Doing so furthers the dynamic and effectiveness of student representation across Ontario, as students can begin discussions surrounding items that they feel are most pertaining to their constituency without the need to request for support.***

By bringing forward this motion, it's clear that our student trustees desire the right to move and second motions and invoke inciteful discussion. We believe that this opportunity would not only benefit our own student trustees' growth, but the growth of student trustees across the province.

Currently, Section 55(4) of the Ontario Education Act states:

**A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or of one of its committees on which the student trustee sits, and if no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.**

We are suggesting a revision to this section to allow student trustees the authority to move and second motions independently. We believe that the opportunity for student trustees to bring forward motions underlines a key area of importance to the Ministry of Education and boards across the province – student voice.

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Student voice must be represented fairly and thoughtfully articulated for the benefit of the school board and its students. Student voice would become stronger in school boards by granting student trustees equal opportunities to participate in board functions as other board trustees.

Additionally, in Section 55(5) of the Ontario Education Act, student trustees have the right to partake in certain meeting sessions that are closed to the public, which demonstrates the high standing and trustworthiness of student trustees. With trustworthy representatives of the student population, we are confident with their ability to contribute to meaningful discussion at the board table that will benefit our students.

Thank you for your time and for consider to further empower our students.

Respectfully,

*[Original to follow by Canada Post]*

John McAllister,  
Chair of the Upper Canada District School Board

cc: UCDSB Board of Trustees;  
Chairs, Ontario School Boards;  
Local MPPs.







Jim McCuaig Education Centre  
2135 Sills Street Thunder Bay ON P7E 5T2  
Telephone (807) 625-5126 Fax (807) 623-7848

January 17, 2022

Via email: [stephen.lecce@pc.ola.org](mailto:stephen.lecce@pc.ola.org); [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)

Honourable Stephen Lecce  
Minister of Education  
Mowat Block, 900 Bay Street  
Toronto, Ontario, M7A 1L2

Honourable Stephen Lecce,

We are aware that there is a shortage of personal support workers (PSWs) in the Province of Ontario. During the COVID- 19 pandemic, employees, who would normally fill the position of Student Support Professionals (SSPs), also known as Educational Assistants (EAs), in Boards, were eligible for higher pay elsewhere. Pandemic pay recognized PSWs as front line workers and made working for other organizations, that were already able to offer more pay, even more attractive. This leaves Boards of Education with daily and long-term shortages.

SSPs and EAs are doing the same work in schools as PSWs are doing in the community; toileting, hygiene, mobility support and feeding to name a few. They are often working with students who are unmasked. The glaring difference is that they are not receiving the same rate of pay, which makes staying in the field of education difficult.

Daily and long term SSP and EA shortages, unfortunately, mean that students with special education needs are unable to be supported to attend school, and their families must find solutions to last minute cancellations. Boards are forced to be as creative as possible to keep this from happening, but it is often impossible to avoid.

We understand that compensation for education workers is a central bargaining item and is out of the control of the local Boards. Without the support of the government to raise the rate of pay, Boards are left with few or no options to encourage staff to continue to work, nor to attract new employees.

We ask that the government consider this to be a pressing issue moving into this next round of discussions centrally. We need to provide high quality care and support for students with special education needs in our schools.

Sincerely,

Suzanne Posthumus  
Chair, Special Education Advisory Committee  
Lakehead District School Board

cc: Chairs of all Ontario Special Education Advisory Committees

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Lakehead District School Board



## Algoma District School Board

644 Albert St. East  
Sault Ste. Marie  
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CHAIR  
Jennifer Sarló

DIRECTOR OF EDUCATION  
Lucia Reece

January 11, 2021

The Honourable Stephen Lecce  
Ministry of Education  
5th Floor 438 University Ave. Toronto, ON  
M5G 2K8

Dear Minister Lecce:

The Special Education Advisory Committee (SEAC) for the Algoma District School Board has received letters from a number of Special Education Advisory Committees regarding their support of Bill 172, the Education Statute Law Amendment Act for Fetal Alcohol Spectrum Disorder (FASD).

A FASD diagnosis impacts children's ability to thrive in school due to the combination of deficits associated with the diagnosis and their limited capacity to understand expectations and demands. For this reason, staff need to be taught about the early signs and symptoms of FASD and how to provide appropriate accommodation in the classroom and school boards need to develop policies and guidelines with respect to FASD for the academic environment.

This proposed legislation would require district school boards throughout Ontario to develop policies and guidelines with respect to FASD and require Ontario College of Teachers programs to provide training with respect to FASD.

The members of the Algoma District School Board's Special Education Advisory Committee (SEAC) ask that you acknowledge our support for Bill 172 as it will help our students and educators experience success in their classrooms and improve their overall well-being.

We appreciate your time and consideration.

Sincerely,

Pat Mick, Chair  
ADSB SEAC



## Clerks and Bylaw

February 2, 2022

SENT VIA E-MAIL TO:

JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board,  
[christina.dero@granderie.ca](mailto:christina.dero@granderie.ca)

Michael McDonald, Director of Education & Secretary, [DirectorsOffice@bhncdsb.ca](mailto:DirectorsOffice@bhncdsb.ca)

Dear Boards of Trustees Members of the Grand Erie District School Board and the Brant Haldimand Norfolk Catholic District School Board

Re: Masking of Kindergarteners

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On behalf of the Board of Health of the Haldimand-Norfolk Health Unit, please be advised that the Board of Health passed the following resolution at the February 1, 2022, Regular Board Meeting:

**Resolution No. 2**

**Moved by:** Board Member Van Paassen

**Seconded by:** Board Member Masschaele

THAT the update and report provided by Dr. Matthew Strauss regarding Acting Medical Officer of Health Update and the Masking of Kindergarteners report be received as information;

AND THAT report provided by the Acting Medical officer of Health regarding Masking of Kindergarteners be circulated to local school boards for their consideration.

**Carried.**

Please accept this letter and circulate the attached report from Dr. Matthew Strauss, Acting Medical Officer of Health to your Boards of Trustees. Should you have any questions regarding this matter or should you require additional information, please contact the County Clerk at [Clerks@norfolkcounty.ca](mailto:Clerks@norfolkcounty.ca)

Sincerely,  
Kevin Klingenberg  
Deputy Clerk

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○ Council  
Services  
Department

Office of the Chief Administrative Officer  
50 Colborne St., S. · Simcoe ON N3Y 4H3 · T: 519.426.5870 · F: 519.426.8573 ·  
[norfolkcounty.ca](http://norfolkcounty.ca)

## Acting Medical Officer of Health Recommendation; Kindergarten Masking

### Background

Following a deputation from the December 7, 2021 Haldimand-Norfolk Health Unit Board of Health meeting, a resolution was passed instructing staff "to work with the Medical Officer of Health to bring forward an opinion related to the masking of kindergarten students in schools."

### Jurisdictional Scan

- Denmark: Children under 12 are exempt from wearing masks
- England: Children under 11 are exempt from wearing masks
- Finland: Masks are not required
- The Netherlands: Masks are not required under age 13<sup>1</sup>
- France: Masks are not required under age 6<sup>2</sup>
- Sweden: Masks are not required<sup>3</sup>
- Ireland: Masks not required grade 2 and under
- Israel: Masks not required under age 7
- Norway: Masks not required grade 7 and under<sup>4</sup>
- 10 US States have mask mandates, 8 forbid mask mandates, the other 32 have no state-wide policy.

### Expert Recommendations

The World Health Organization:

*Based on the expert opinion gathered through online meetings and consultative processes, children aged up to five years should not wear masks for source control. This advice is motivated by a "do no harm" approach and considers: childhood developmental milestones, compliance challenges and autonomy required to use a mask properly.<sup>5</sup>*

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<sup>1</sup> Public Health Ontario, "Public Health Measures and COVID-19 Epidemiology in Select Jurisdictions," January 19, 2022, [https://www.publichealthontario.ca/-/media/documents/ncov/epi/2022/01/env-scan-changes-phm-epi-select-jurisdictions-jan-4.pdf?sc\\_lang=enn](https://www.publichealthontario.ca/-/media/documents/ncov/epi/2022/01/env-scan-changes-phm-epi-select-jurisdictions-jan-4.pdf?sc_lang=enn)

<sup>2</sup> VOA News, January 2, 2022 "France Broadens Mask Mandate to Children as Young as 6" <https://www.voanews.com/a/french-mask-mandate-includes-6-year-olds/6378560.html>

<sup>3</sup>The Guardian, "Masks in schools: several EU countries already enforce them in primaries" January 2, 2022 <https://www.theguardian.com/world/2022/jan/03/masks-for-school-students-mandatory-in-several-eu-countries>

<sup>4</sup> Public Health Ontario, December 15, 2021, "SARS-CoV-2 Omicron Variant and Community Masking" [https://www.publichealthontario.ca/-/media/documents/ncov/voc/2021/12/omicron-variant-community-masking.pdf?sc\\_lang=en](https://www.publichealthontario.ca/-/media/documents/ncov/voc/2021/12/omicron-variant-community-masking.pdf?sc_lang=en)

<sup>5</sup> WHO, August 21, 2020 "Advice on the use of masks for children in the community in the context of COVID-19," <https://apps.who.int/iris/handle/10665/333919>

The Hospital for Sick Children:

*Kindergarten students: Regardless of community transmission, NMMs [non medical masks] should not be required<sup>6</sup>*

## Summary of Evidence

### Potential Benefits:

In general, in medicine, we view properly conducted randomized control trials (RCTs) as the gold standard upon which the evidence base is constructed.

There have been many case-control studies on the use of face masks during the Covid-19 pandemic.<sup>7</sup> These have shown disparate results and are subject to sundry biases.

A Cochrane Foundation meta-analysis on the use of face masks for previous respiratory illnesses, including the H1N1 influenza pandemic included 44 RCTs and concluded:

*There is moderate certainty evidence that wearing a mask probably makes little or no difference to the outcome of laboratory-confirmed influenza compared to not wearing a mask.*

And

*The use of a N95/P2 respirator compared to a medical/surgical mask probably makes little or no difference for the objective and more precise outcome of laboratory-confirmed influenza infection.*

And

*The pooled results of randomised trials did not show a clear reduction in respiratory viral infection with the use of medical/surgical masks during seasonal influenza”<sup>8</sup>*

I am aware of only two RCTs of investigating the effects of masking in Covid-19. The DANMASK trial randomized 3030 people to mask-wearing and 2994 to no mask wearing. 42 members of the first group and 53 members of the second group were diagnosed with Covid over the ensuing month, the authors concluded:

*The recommendation to wear surgical masks to supplement other public health measures did not*

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<sup>6</sup> The Hospital for Sick Children, “Covid-19: Guidance for School Operation During the Pandemic”  
<https://www.sickkids.ca/en/news/archive/2021/covid19-updated-guidance-school-operation-during-pandemic/>

<sup>7</sup> Li, Y., Liang, M., Gao, L., Ayaz Ahmed, M., Uy, J. P., Cheng, C., Zhou, Q., & Sun, C. (2021). Face masks to prevent transmission of COVID-19: A systematic review and meta-analysis. *American journal of infection control*, 49(7), 900–906. <https://doi.org/10.1016/j.ajic.2020.12.007>

<sup>8</sup> Jefferson T, Del Mar CB, Dooley L, et al. Physical interventions to interrupt or reduce the spread of respiratory viruses. *Cochrane Database Syst Rev*. 2020;11(11):CD006207. Published 2020 Nov 20. doi:10.1002/14651858.CD006207.pub5

*reduce the SARS-CoV-2 infection rate among wearers by more than 50% in a community with modest infection rates, some degree of social distancing, and uncommon general mask use. The data were compatible with lesser degrees of self-protection.*<sup>9</sup>

They acknowledged that their study had several limitations. Most notably, this study did not evaluate the mask's role in source control (i.e. "my mask protects you, your mask protects me"), or the perhaps multiplicative effects of widespread community masking.

An RCT of community masking was performed by researchers from Yale in Bangladesh.<sup>10</sup> This study showed that the use of surgical masks was beneficial in preventing Covid-19 infection in persons over 50. The study did not find that use of cloth masks prevented Covid-19 infection. It did not find that any sort of masking prevented Covid-19 infection in persons under 50. The study was performed while vaccination was essentially absent in the community studied.

#### Potential Harms:

*In a survey of parents (representing 25,930 children) in Germany, Schwarz et al. (2021) examined side effects of wearing masks in children (<1–17 years). 68% of respondents said children reported at least one impairment while wearing masks (includes school, childcare and community settings). The most common complaint was irritability (60%), followed by headache (53%), difficulty concentrating (50%), less happiness (49%), reluctance to go to school (44%), malaise (42%), impaired learning (38%) and drowsiness/fatigue (37%).*<sup>11</sup>

The possibility that masking young children could harm social or language development has simply not been well studied. The precautionary principle ought to be applied.

Anecdotally, I have had several parents call my office to intimate that masking is causing their child depression or anxiety, nausea or dizziness.

## Conclusion

Internationally, Haldimand-Norfolk is quite an outlier in masking kindergarten aged-children. This would seem to be in contravention of expert opinion.

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<sup>9</sup> Bundgaard H, Bundgaard JS, Raaschou-Pedersen DET, et al. Effectiveness of Adding a Mask Recommendation to Other Public Health Measures to Prevent SARS-CoV-2 Infection in Danish Mask Wearers : A Randomized Controlled Trial. *Ann Intern Med.* 2021;174(3):335-343. doi:10.7326/M20-6817

<sup>10</sup> Abaluck J, Kwong LH, Styczynski A, et al. Impact of community masking on COVID-19: A cluster-randomized trial in Bangladesh. *Science.* 2022;375(6577):eabi9069. doi:10.1126/science.abi9069

<sup>11</sup> Public Health Ontario, July 23, 2021, "Mask Wearing in Children and COVID-19 – What We Know So Far," [https://www.publichealthontario.ca/-/media/documents/ncov/covid-wwksf/2021/08/wwksf-wearing-masks-children.pdf?sc\\_lang=en](https://www.publichealthontario.ca/-/media/documents/ncov/covid-wwksf/2021/08/wwksf-wearing-masks-children.pdf?sc_lang=en)



The benefits of this policy have not been convincingly demonstrated. In fact, one could say there is evidence that cloth masking is of no benefit, and no sort of masking is of benefit to children.

As the Omicron wave progresses rapidly, one might anticipate that many of the children required to wear masks in school are in fact Covid-recovered with robust natural immunity.

The harms of this policy have been described on an anecdotal basis but are not well studied. The precautionary principle must apply. We have never, as a society, covered children's faces for two years. The long term impacts of a novel maneuver cannot be known.

As such, I recommend that kindergarten children in our Health Unit not be required to wear face masks.