



# Committee of the Whole Board Meeting

Monday, May 9, 2022

Board Room, Education Centre / 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) Learning Showcase J. Roberto
  - (h) Delegation
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- C - 1 **Director's Report** J. Roberto
- (a) Director's Highlights
- D - 1 **New Business – Action/Decision Items**
- \* (a) Community Use of Schools – Rates R. Wyszynski
- D - 2 **New Business – Information Items**
- \* (a) Community Planning and Facility Partnerships – Annual Facility Services Report R. Wyszynski
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision/Information Items**
- \* (a) Assessment, Evaluation and Reporting (SO-20) **(A)** & (SO-020) **(I)** A. Smith
  - \* (b) Home Instruction (P-106) **(I)** A. Smith
  - \* (c) Maintaining Employee Safety While Working with Students (HR-107) **(I)** L. Thompson
  - \* (d) Environmental Education and Stewardship (SO-18) **(A)** & (SO-018) **(I)** R. Wyszynski
  - \* (e) Employee Injury Reporting and Investigation (HR-121) **(I)** R. Wyszynski
  - \* (f) Acceptable Use of Technology (SO-27 & SO-XXX) **(C)** L. Munro
  - \* (g) Honouring Indigenous History, Cultures, and Traditions (P-02) **(A)** & (P-002) **(I)** K. Graham
- F - 1 **Other Business**
- (a) OPSBA Report C. VanEvery-Albert
- G - 1 **Correspondence**
- \* (a) Bluewater District School Board Letter – April 27, 2022
- H - 1 **Adjournment**



# Committee of the Whole Board Meeting

Monday, May 9, 2022

Board Room, Education Centre / MS Teams Virtual Meeting

## AGENDA

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

Grand Erie Parent Involvement Committee (GEPIC)	May 12, 2022	6:30 PM	MS Teams Virtual Meeting
Budget Review Meeting	May 16, 2022	5:30 PM	MS Teams Virtual Meeting
Safe and Inclusive Schools (SIS)	May 19, 2022	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	May 19, 2022	6:00 PM	MS Teams Virtual Meeting
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	May 24, 2022	9:00 AM	MS Teams Virtual Meeting
Budget Review Meeting	May 26, 2022	5:30 PM	MS Teams Virtual Meeting
Chairs' Committee	May 30, 2022	5:45 PM	MS Teams Virtual Meeting
Regular Board	May 30, 2022	7:15 PM	Board Room or Virtual
Native Advisory Committee (NAC)	June 2, 2022	1:00 PM	MS Teams Virtual Meeting
Budget Review Meeting	June 7, 2022	5:30 PM	MS Teams Virtual Meeting
Indigenous Education Advisory Committee (IEAC)	June 9, 2022	1:00 PM	MS Teams Virtual Meeting
Committee of the Whole Board	June 13, 2022	7:15 PM	Board Room or Virtual
Special Education Advisory Committee (SEAC)	June 16, 2022	6:00 PM	MS Teams Virtual Meeting
Audit Committee	June 21, 2022	4:00 PM	MS Teams Virtual Meeting
Chairs' Committee	June 27, 2022	5:45 PM	MS Teams Virtual Meeting
Regular Board	June 27, 2022	7:15 PM	Board Room or Virtual



# 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:** **Community Use of Schools Rate**  
**DATE:** May 9, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the proposed Community Use of Schools rate(s) effective the 2022-23 school year.

## Background

During the 2019-2020 school year, a cost recovery analysis was performed on Grand Erie buildings to determine the expense to operate buildings, as well as the different types of rooms in each building. (i.e. gymnasiums, classrooms, libraries, etc.) This analysis was conducted in order to better understand the variable costs (utilities, custodial, supplies) of these spaces in our system. This is important in determining the rates that are charged to user groups when spaces are rented out.

The Ministry of Education has indicated in its Community Planning and Partnerships Guideline that “boards are not expected to take on additional costs to support facility partnerships, although boards will continue to use their discretion in supporting partnerships based on their student achievement strategy”.

## Additional Information

Policy FT4, Community Use of Schools, article 3g, reads “Community Use of Schools Fees are reviewed annually and adjusted when required with Board approval.”

The proposed rate changes are detailed below:

- Effective September 1, 2022, the Custodial Hourly Rate for **Saturday to 6pm** will be increased from \$39.00 to \$41.25
- Effective September 1, 2022, the Custodial Hourly Rate for **Sunday/ Saturday after 6pm** will be increased from \$52.00 to \$55.00.
- Effective January 1, 2023, the Reciprocal Group Hourly rate will be increased from \$2.00 to \$2.05. This rate adjustment aligns with the fiscal year for many of our providers.

## Grand Erie Multi-Year Plan

This report supports the Belonging indicator of Learn Lead Inspire and the following statement: We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





# 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:** **Community Planning and Facility Partnership – Annual Facility Status Report**  
**DATE:** May 9, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Community Planning and Facility Partnership – Annual Facility Status Report as information.

## Background

As stated in Policy FT11 – Community Planning and Facility Partnership, the Board supports and encourages cooperative and collaborative partnerships for Facility sharing. The Board is committed to engaging community partners in planning to share facilities to the benefit of the Board, students and the community; as well as to optimize public use of assets owned by the Board. This Annual Status Report identifies facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools and administrative buildings. Enrolment for the elementary school panel has stabilized, resulting in enrolment numbers returning to pre-COVID 19 levels. Enrolment in the secondary school panel has leveled, with enrolment remaining similar to 2020-21.

## Schools Suitable for Facility Partnerships – Unused space:

For schools to accommodate a partnership, they must meet the following criteria:

- 200 or more excess pupil places are forecast for at least the next five years and/or the facility is at 60% utilization or less for the next two years.
- Facility is not located within an area identified for a school accommodation review during the next five years from the time the space is identified as available.
- Space is not required for Board programming.
- Separate access is available.
- Student safety is not compromised.
- Accessibility needs of the partner can be accommodated.
- The partner’s use is permitted by zoning and site use restrictions.
- Any other criteria as determined by the Board.

The tables in the appendix illustrate each school’s capacity for both 2020-21 and 2021-22 as well as projected enrolment for the 2025-26 and 2029-30 school years. The tables highlight schools that are, or are expected to have, 200 or more excess pupil places and/or the facility is at 60% utilization or less. Historically, Pauline Johnson Collegiate & Vocational School has met the 200 excess pupils and 60% utilization criteria; however, since the facility is in an area identified for an accommodation review within the next five years, it was not advertised as space that can accommodate a partnership.

The following schools meet the above criteria with 200 or more excess pupil places for at least the next five years and/or 60% or less utilization for the next two years. The year in which they met the criteria is listed in parentheses.

- Cayuga Secondary School (2016-21)
- Centennial-Grand Woodlands Public School (2021)

- Dunnville Secondary School (2016-21)
- Graham Bell-Victoria Public School (2021)
- Grandview Public School (2021)
- Hagersville Secondary School (2016-21)
- North Park Collegiate & Vocational School (2021)
- Pauline Johnson Collegiate & Vocational School (2019-21)
- Simcoe Composite School (2021)
- Tollgate Technological Secondary School (2017-21)
- Valley Heights Secondary School (2021)

### **Schools Suitable for Facility Partnerships – New Construction:**

Current approved capital projects and projects planned for the future should consider the opportunity for co-building with community partners to optimize the benefits to the public.

The funding for a new school in Southwest Brantford (Shellard Lane) was announced in the Fall of 2020 and includes a co-build with the City of Brantford and the Brantford Public Library Board to construct a school, a community centre and a public library in one building with shared access to adjacent sports fields. The new school will include a four-room childcare centre which will accommodate 64 licensed childcare spaces.

Funding for a new school in Caledonia was announced in the Fall of 2021. The project is a joint submission with the Brant Haldimand Norfolk Catholic DSB to establish an elementary school in the McClung Road development. The joint-use school will include a three-room childcare centre which will accommodate 49 licensed childcare spaces.

### **Schools Suitable for Facility Partnerships – Existing Buildings:**

In January of 2021, the Ministry of Education announced details for project submission for the 2020-21 Early Years Capital Program. In the Fall of 2021, Grand Erie received funding for a four-room childcare addition at Banbury Heights School in the City of Brantford as well as a four-room childcare addition at Cobblestone Elementary School in Paris. The four-room childcare additions will accommodate 64 licensed childcare spaces at each location.

### **Surplus Space for Lease:**

There has been limited success since 2016 to attract and retain tenants in our buildings due to several factors such as costs to tenants, availability of local transportation and costs related to leasehold expenditures. Advertisements are on the Board website.

### **Communication with Community:**

Board Policy FT11 indicates that Grand Erie is to hold a public meeting annually to discuss potential planning and partnership opportunities with the public and community organizations. The next meeting will be scheduled for the fall of 2022.

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

This report supports the Belonging indicator of Learn Lead Inspire and the following statement: We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

## Grand Erie District School Board

### Elementary School Enrolment and Utilization

		Enrolment				Capacity Utilization				Surplus Spaces			
	On-The-Ground Capacity	Oct 2020	Oct 2021	2025/2026	2029/2030	Oct 2020	Oct 2021	2025/2026	2029/2030	Oct 2020	Oct 2021	2025/2026	2029/2030
<b>Brant North Elementary</b>													
Cobblestone Elementary School	536	512	576	658	717	96%	107%	123%	134%	24	(40)	(122)	(181)
Glen Morris Central Public School	222	162	150	174	178	73%	68%	78%	80%	60	72	48	44
North Ward School	504	410	414	411	412	81%	82%	82%	82%	94	90	93	92
Paris Central Public School	259	213	221	287	375	82%	85%	111%	145%	46	38	(28)	(116)
St George-German Public School	479	380	395	405	467	79%	82%	85%	97%	99	84	74	12
<b>Total</b>	<b>2,000</b>	<b>1,677</b>	<b>1,756</b>	<b>1,935</b>	<b>2,149</b>	<b>84%</b>	<b>88%</b>	<b>97%</b>	<b>107%</b>	<b>323</b>	<b>244</b>	<b>65</b>	<b>(149)</b>
<b>Brant South Elementary</b>													
Burford District Elementary School	541	431	415	425	430	80%	77%	79%	79%	110	126	116	111
Mount Pleasant School	236	238	252	265	285	101%	107%	112%	121%	(2)	(16)	(29)	(49)
Oakland-Scotland Public School	225	179	189	195	190	80%	84%	87%	84%	46	36	30	35
<b>Total</b>	<b>1,002</b>	<b>848</b>	<b>856</b>	<b>885</b>	<b>905</b>	<b>85%</b>	<b>85%</b>	<b>88%</b>	<b>90%</b>	<b>154</b>	<b>146</b>	<b>117</b>	<b>97</b>
<b>Brantford Central Elementary</b>													
Ecole Dufferin	380	345	297	321	329	91%	78%	84%	87%	35	83	59	51
Graham Bell-Victoria Public School	305	128	122	158	157	42%	40%	52%	51%	177	183	147	148
Grandview Public School	334	176	181	185	190	53%	54%	55%	57%	158	153	149	144
James Hillier Public School	314	309	288	256	261	98%	92%	82%	83%	5	26	58	53
Lansdowne-Costain Public School	328	281	294	289	275	86%	90%	88%	84%	47	34	39	53
Prince Charles Public School	300	202	198	196	218	67%	66%	65%	73%	98	102	104	82
<b>Total</b>	<b>1,961</b>	<b>1,441</b>	<b>1,380</b>	<b>1,405</b>	<b>1,430</b>	<b>73%</b>	<b>70%</b>	<b>72%</b>	<b>73%</b>	<b>520</b>	<b>581</b>	<b>556</b>	<b>531</b>
<b>Brantford East Elementary</b>													
Central Public School	190	187	194	232	237	98%	102%	122%	125%	3	(4)	(42)	(47)
Echo Place School	213	162	153	194	207	76%	72%	91%	97%	51	60	19	6
King George School	412	266	264	247	248	65%	64%	60%	60%	146	148	165	164
Major Ballachey Public School	377	283	298	349	344	75%	79%	93%	91%	94	79	28	33
Onondaga-Brant Public School	190	211	225	228	240	111%	118%	120%	126%	(21)	(35)	(38)	(50)
Woodman-Cainsville School	236	368	399	420	440	156%	169%	178%	186%	(132)	(163)	(184)	(204)
<b>Total</b>	<b>1,618</b>	<b>1,477</b>	<b>1,533</b>	<b>1,670</b>	<b>1,716</b>	<b>91%</b>	<b>95%</b>	<b>103%</b>	<b>106%</b>	<b>141</b>	<b>85</b>	<b>(52)</b>	<b>(98)</b>
<b>Brantford North Elementary</b>													
Banbury Heights School	469	383	365	369	358	82%	78%	79%	76%	86	104	100	111
Branlyn Community School	426	287	270	290	300	67%	63%	68%	70%	139	156	136	126
Brier Park Public School	363	294	303	282	275	81%	83%	78%	76%	69	60	81	88
Cedarland Public School	348	287	266	269	269	82%	76%	77%	77%	61	82	79	79
Centennial-Grand Woodlands School	326	164	149	132	125	50%	46%	40%	38%	162	177	194	201
Ecole Confederation	547	535	494	522	529	98%	90%	95%	97%	12	53	25	18
Greenbrier Public School	303	229	234	256	274	76%	77%	84%	90%	74	69	47	29
Russell Reid Public School	377	272	266	260	265	72%	71%	69%	70%	105	111	117	112
<b>Total</b>	<b>3,159</b>	<b>2,451</b>	<b>2,347</b>	<b>2,380</b>	<b>2,395</b>	<b>78%</b>	<b>74%</b>	<b>75%</b>	<b>76%</b>	<b>708</b>	<b>812</b>	<b>779</b>	<b>764</b>
<b>Brantford South Elementary</b>													
Bellview Public School	308	218	193	249	274	71%	63%	81%	89%	90	115	59	34
Princess Elizabeth Public School	294	211	206	222	235	72%	70%	76%	80%	83	88	72	59
<b>Total</b>	<b>602</b>	<b>429</b>	<b>399</b>	<b>471</b>	<b>509</b>	<b>71%</b>	<b>66%</b>	<b>78%</b>	<b>85%</b>	<b>173</b>	<b>203</b>	<b>131</b>	<b>93</b>
<b>Brantford West Elementary</b>													
Agnes G. Hodge Public School	492	400	400	532	550	81%	81%	108%	112%	92	92	(40)	(58)
Ryerson Heights Elementary School	593	737	789	808	650	124%	133%	136%	110%	(144)	(196)	(215)	(57)
Walter Gretzky Elementary	498	684	616	582	578	137%	124%	117%	116%	(186)	(118)	(84)	(80)
Shellard Lane (New School)	650	-	-	650	750	-	-	100%	115%	-	-	-	(100)
<b>Total</b>	<b>1,583</b>	<b>1,821</b>	<b>1,805</b>	<b>2,572</b>	<b>2,528</b>	<b>115%</b>	<b>114%</b>	<b>115%</b>	<b>113%</b>	<b>(238)</b>	<b>(222)</b>	<b>(339)</b>	<b>(295)</b>

	On-The-Ground Capacity	Oct 2020	Oct 2021	2025/2026	2029/2030	Oct 2020	Oct 2021	2025/2026	2029/2030	Oct 2020	Oct 2021	2025/2026	2029/2030
<b>Haldimand East Elementary</b>													
Mapleview Elementary School	421	397	381	376	393	94%	90%	89%	93%	24	40	45	28
Thompson Creek Elementary School	539	471	503	551	553	87%	93%	102%	103%	68	36	(12)	(14)
<b>Total</b>	<b>960</b>	<b>868</b>	<b>884</b>	<b>927</b>	<b>946</b>	<b>90%</b>	<b>92%</b>	<b>97%</b>	<b>99%</b>	<b>92</b>	<b>76</b>	<b>33</b>	<b>14</b>
<b>Haldimand North Elementary</b>													
Caledonia Centennial Public School	366	437	446	400	375	119%	122%	109%	102%	(71)	(80)	(34)	(9)
Oneida Central Public School	213	238	235	225	220	112%	110%	106%	103%	(25)	(22)	(12)	(7)
River Heights School	668	579	599	632	665	87%	90%	95%	100%	89	69	36	3
Caledonia (New School)	447	-	-	500	525	-	-	112%	117%	-	-	(53)	(78)
<b>Total</b>	<b>1,247</b>	<b>1,254</b>	<b>1,280</b>	<b>1,757</b>	<b>1,785</b>	<b>101%</b>	<b>103%</b>	<b>104%</b>	<b>105%</b>	<b>(7)</b>	<b>(33)</b>	<b>(63)</b>	<b>(91)</b>
<b>Haldimand South Elementary</b>													
J L Mitchener Public School	420	346	354	357	372	82%	84%	85%	89%	74	66	63	48
Rainham Central School	297	228	251	234	253	77%	85%	79%	85%	69	46	63	44
Seneca Central Public School	164	163	166	146	152	99%	101%	89%	93%	1	(2)	18	12
<b>Total</b>	<b>881</b>	<b>737</b>	<b>771</b>	<b>737</b>	<b>777</b>	<b>84%</b>	<b>88%</b>	<b>84%</b>	<b>88%</b>	<b>144</b>	<b>110</b>	<b>144</b>	<b>104</b>
<b>Haldimand West Elementary</b>													
Hagersville Elementary School	338	245	268	290	280	72%	79%	86%	83%	93	70	48	58
Jarvis Public School	400	369	368	373	360	92%	92%	93%	90%	31	32	27	40
Walpole North Elementary School	236	231	243	262	267	98%	103%	111%	113%	5	(7)	(26)	(31)
<b>Total</b>	<b>974</b>	<b>845</b>	<b>879</b>	<b>925</b>	<b>907</b>	<b>87%</b>	<b>90%</b>	<b>95%</b>	<b>93%</b>	<b>129</b>	<b>95</b>	<b>49</b>	<b>67</b>
<b>Norfolk Central-East Elementary</b>													
Elgin Avenue Public School	469	230	239	256	255	49%	51%	55%	54%	239	230	213	214
Lakewood Elementary School	705	551	570	593	602	78%	81%	84%	85%	154	135	112	103
Lynnndale Heights Public School	465	437	439	425	419	94%	94%	91%	90%	28	26	40	46
Walsh Public School	421	410	404	366	364	97%	96%	87%	86%	11	17	55	57
West Lynn Public School	337	238	242	277	274	88%	72%	82%	81%	99	95	60	63
<b>Total</b>	<b>2,397</b>	<b>1,866</b>	<b>1,894</b>	<b>1,917</b>	<b>1,914</b>	<b>79%</b>	<b>79%</b>	<b>97%</b>	<b>97%</b>	<b>531</b>	<b>503</b>	<b>480</b>	<b>483</b>
<b>Norfolk North West Elementary</b>													
Bloomsburg Public School	268	184	194	209	205	69%	72%	78%	76%	84	74	59	63
Boston Public School	233	192	203	160	160	82%	87%	69%	69%	41	30	73	73
Delhi Public School	412	373	378	403	405	91%	92%	98%	98%	39	34	9	7
Teeterville Public School	272	210	216	186	177	77%	79%	68%	65%	62	56	86	95
Waterford Public School	285	376	410	490	525	132%	144%	172%	184%	(91)	(125)	(205)	(240)
<b>Total</b>	<b>1,470</b>	<b>1,335</b>	<b>1,401</b>	<b>1,448</b>	<b>1,472</b>	<b>91%</b>	<b>95%</b>	<b>99%</b>	<b>100%</b>	<b>135</b>	<b>69</b>	<b>22</b>	<b>(2)</b>
<b>Norfolk South Elementary</b>													
Courtland Public School	294	192	211	185	183	65%	72%	63%	62%	102	83	109	111
Houghton Public School	305	253	244	260	280	83%	80%	85%	92%	52	61	45	25
Langton School	245	174	180	173	175	71%	73%	71%	71%	71	65	72	70
Port Rowan Public School	294	210	226	189	200	71%	77%	64%	68%	84	68	105	94
<b>Total</b>	<b>1,138</b>	<b>829</b>	<b>861</b>	<b>807</b>	<b>838</b>	<b>73%</b>	<b>76%</b>	<b>71%</b>	<b>74%</b>	<b>309</b>	<b>277</b>	<b>331</b>	<b>300</b>
<b>Summary All Elementary</b>													
<b>Total Brant County Elementary</b>	<b>3,002</b>	<b>2,525</b>	<b>2,612</b>	<b>2,820</b>	<b>3,054</b>	<b>84%</b>	<b>87%</b>	<b>94%</b>	<b>102%</b>	<b>477</b>	<b>390</b>	<b>182</b>	<b>(52)</b>
<b>Total City of Brantford Elementary</b>	<b>8,923</b>	<b>7,619</b>	<b>7,464</b>	<b>8,498</b>	<b>8,578</b>	<b>85%</b>	<b>84%</b>	<b>95%</b>	<b>96%</b>	<b>1,304</b>	<b>1,459</b>	<b>425</b>	<b>345</b>
<b>Total Haldimand County Elementary</b>	<b>4,062</b>	<b>3,704</b>	<b>3,814</b>	<b>4,346</b>	<b>4,415</b>	<b>91%</b>	<b>94%</b>	<b>107%</b>	<b>109%</b>	<b>358</b>	<b>248</b>	<b>284</b>	<b>(353)</b>
<b>Total Norfolk County Elementary</b>	<b>5,005</b>	<b>4,030</b>	<b>4,156</b>	<b>4,172</b>	<b>4,224</b>	<b>81%</b>	<b>83%</b>	<b>83%</b>	<b>84%</b>	<b>975</b>	<b>849</b>	<b>833</b>	<b>781</b>
<b>Total Elementary</b>	<b>20,992</b>	<b>17,878</b>	<b>18,046</b>	<b>19,836</b>	<b>20,271</b>	<b>85%</b>	<b>86%</b>	<b>94%</b>	<b>97%</b>	<b>3,114</b>	<b>2,946</b>	<b>1,156</b>	<b>721</b>



## Grand Erie District School Board

### Secondary School Enrolment and Utilization

	On-The-Ground Capacity	Enrolment				Capacity Utilization				Surplus Spaces			
		Oct 2020	Oct 2021	2025/2026	2029/2030	Oct 2020	Oct 2021	2025/2026	2029/2030	Oct 2020	Oct 2021	2025/2026	2029/2030
<b>Brantford/Brant Secondary</b>													
Brantford Collegiate Institute & Vocational School	1260	1,082	999	1,207	1,367	86%	79%	96%	108%	178	261	53	(107)
Grand Erie Learning Alternatives	168	71	61	113	113	42%	36%	67%	67%	97	107	55	55
North Park Collegiate & Vocational School	1386	974	1,036	1,025	997	70%	75%	74%	72%	412	350	361	389
Paris District High School	948	773	834	867	968	82%	88%	91%	102%	175	114	81	(20)
Pauline Johnson Collegiate & Vocational School	1374	717	826	864	949	52%	60%	63%	69%	657	548	510	425
Tollgate Tech Skills Centre	630	279	273	316	321	44%	43%	50%	51%	351	357	314	309
<b>Total</b>	<b>5,766</b>	<b>3,897</b>	<b>4,029</b>	<b>4,392</b>	<b>4,715</b>	<b>68%</b>	<b>70%</b>	<b>76%</b>	<b>82%</b>	<b>1,869</b>	<b>1,737</b>	<b>1,374</b>	<b>1,051</b>
<b>Haldimand Secondary</b>													
Cayuga Secondary School	927	464	504	453	467	50%	54%	49%	50%	463	423	474	460
Dunnville Secondary School	978	286	278	353	395	29%	28%	36%	40%	692	700	625	583
Hagersville Secondary School	801	319	333	389	376	40%	42%	49%	47%	482	468	412	425
McKinnon Park Secondary School	558	663	694	651	665	119%	124%	117%	119%	(105)	(136)	(93)	(107)
<b>Total</b>	<b>3,264</b>	<b>1,732</b>	<b>1,809</b>	<b>1,846</b>	<b>1,903</b>	<b>53%</b>	<b>55%</b>	<b>57%</b>	<b>58%</b>	<b>1,532</b>	<b>1,455</b>	<b>1,418</b>	<b>1,361</b>
<b>Norfolk Secondary</b>													
Delhi District Secondary School	546	494	573	549	508	91%	105%	101%	93%	52	(27)	(3)	38
Simcoe Composite School	1083	570	588	619	642	53%	54%	57%	59%	513	495	464	441
Valley Heights Secondary School	702	362	394	377	391	52%	56%	54%	56%	340	308	325	311
Waterford District High School	606	295	353	468	386	49%	58%	77%	64%	311	253	138	220
<b>Total</b>	<b>2,937</b>	<b>1,722</b>	<b>1,908</b>	<b>2,012</b>	<b>1,926</b>	<b>59%</b>	<b>65%</b>	<b>69%</b>	<b>66%</b>	<b>1,215</b>	<b>1,029</b>	<b>925</b>	<b>1,011</b>
<b>Summary All Secondary</b>													
<b>Total City of Brantford &amp; Brant County Secondary</b>	<b>5,766</b>	<b>3,897</b>	<b>4,029</b>	<b>4,392</b>	<b>4,715</b>	<b>68%</b>	<b>70%</b>	<b>76%</b>	<b>82%</b>	<b>1,869</b>	<b>1,737</b>	<b>1,374</b>	<b>1,051</b>
<b>Total Haldimand County Secondary</b>	<b>3,264</b>	<b>1,732</b>	<b>1,809</b>	<b>1,846</b>	<b>1,903</b>	<b>53%</b>	<b>55%</b>	<b>57%</b>	<b>58%</b>	<b>1,532</b>	<b>1,455</b>	<b>1,418</b>	<b>1,361</b>
<b>Total Norfolk County Secondary</b>	<b>2,937</b>	<b>1,722</b>	<b>1,908</b>	<b>2,012</b>	<b>1,926</b>	<b>59%</b>	<b>65%</b>	<b>69%</b>	<b>66%</b>	<b>1,215</b>	<b>1,029</b>	<b>925</b>	<b>1,011</b>
<b>Total Secondary</b>	<b>11,967</b>	<b>7,351</b>	<b>7,746</b>	<b>8,250</b>	<b>8,544</b>	<b>61%</b>	<b>65%</b>	<b>69%</b>	<b>71%</b>	<b>4,616</b>	<b>4,221</b>	<b>3,717</b>	<b>3,423</b>





# 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: **Assessment, Evaluation and Reporting (SO-20 & SO-020)**  
DATE: May 9, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Assessment, Evaluation and Reporting Policy (SO-20)**

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Assessment, Evaluation and Reporting Procedure (SO-020)** as information.

### Background

Assessment, Evaluation and Reporting Policy and Procedure were circulated to all appropriate stakeholders for comments to be received by April 6, 2022.

### Comments Received for Policy

- Comment: Perhaps add a line about the purpose of reporting i.e. “The purpose of reporting is to communicate learning to students and parents.”  
**Response:** Amended
- Comment: Change to Gender Identity end of first paragraph  
**Response:** Amended

### Comments Received for Procedure

- Comment: Under “Some of the Reasons that Students Plagiarize are” – it is important to include limited development of executive function, competition, and confidence as factors that contribute.  
**Response:** No amendment as it is not an exhaustive list
- Comment: Under “Potential Consequences for Academic Dishonesty” - “*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*” – this is using grades as a punishment for a behaviour. Plagiarism and cheating are behaviours. Behaviour falls within the learning skills and therefore, should be reported there. We need to separate taking punitive action through grades to address behaviour. The fact that the student has plagiarized does not mean they do not know it. Assigning a zero makes that assumption  
**Response:** Amended to include the word “may”.
- Comment: Under “Strategies to Support Students in Meeting Due Date” – setting due dates presumes all students learn at the same rate  
**Response:** No amendment. Educators can collaborate due dates with individual students.

4. Comment: Under “Late Assignments” – Paragraph 1 – discusses recording a “N” – it is important to point out that this should not be a zero. It should be a No Mark.  
**Response:** Amended
5. Comment: Under “Late Assignments” – Paragraph 2 – don’t like the idea of this paragraph – it should always be appropriate to set a new due date without penalty  
**Response:** No amendment. Educators are able to use their professional judgement to make decisions based on individual student’s learning needs.
6. Comment: Under “Late Assignments” – Paragraph 3 – *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.* – There is a contradiction in this sentence. A deduction in mark here would be for a behaviour (submitting work late) rather than academic (achievement of an overall expectation). In this case, a teacher would knowingly reduce a grade to something that is not reflective of the student’s true achievement. This is both inaccurate and unethical  
**Response:** No amendment. In 3.0, “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.”
7. Comment : Under “Late Assignments” - Paragraph 4 – *“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...”* – again, teachers should not be given licence to deduct marks based on a behaviour  
**Response:** No amendment. In 3.0 “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.”
8. Comment: Under “Incomplete Assignment/Evaluation Tasks” - Paragraph 2 – *“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.”* – Again, a zero presumes they do not know the content or possess the skill. It addresses a behaviour with grade reductions. If we are properly triangulating and giving students multiple opportunities to demonstrate the overall expectation, we should have data despite the incomplete assignment  
**Response:** No amendment. Educators are able to decide
9. Comment: Under “Impact of Mark Penalty or Mark of 0 on Final Grades” - Paragraph 1 - *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.* – since scores are often averaged (which is a problem in and of itself), this zero will ultimately misrepresent the student’s actual achievement  
**Response:** No amendment. Educators are able to decide the evidence of learning to be considered when determining a grade.

10. Comment: Under "Impact of Mark Penalty or Mark of 0 on Final Grades" - Paragraph 4 – *"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."* – would recommend saying something about triangulation in this paragraph. A sentence about "observation, conversation, and product" could work in here
- Response:** No amendment. Assessments can include observations, conversations and products.
11. Comment: We need to understand the cultural foundations of how some students view knowledge. The root cause of plagiarism among some Indigenous students and Multilingual Language Learners are cultural. The concept of plagiarism is often unfamiliar to some students. Please contact the Safe and Inclusive School team should there need to be any further clarification. Reach out to individual teams within Grand Erie if unsure of academic dishonesty in regard to an equity lens
- Response:** No amendment
12. Comment: Teacher's will review responsibilities regarding awareness (ie., lived experience)
- Response:** Amended.
13. Comment: 3.0 last paragraph Support for Multi-Lingual Learners (MLLs) in early steps of English proficiency is provided primarily through classroom accommodations and occasionally modifications to curriculum expectations as needed. Where a modification is made to course curriculum expectations, the principal will work collaboratively with the classroom teacher and the \*MLL resource teacher to determine the integrity of the credit (Growing Success 2010, p.64
- Response:** No amendment. This is a practice that will be supported through professional learning.

### Additional Information

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

### Next Steps

Will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

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



# POLICY

SO-20

## Assessment, Evaluation and Reporting

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

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

### Policy Statement:

The Grand Erie District School Board is committed to assessment, evaluation and reporting to ensure the learning, well-being and belonging of all students. The primary purpose of assessment and evaluation is to improve student learning. Reporting communicates information about learning to students and parents. Assessment, evaluation and reporting practices must be fair, transparent, and equitable for 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 identity, geographic location, first language and/or need for special services.

### References:

- Assessment, Evaluation and Reporting (SO-020)
- 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



## Assessment, Evaluation and Reporting

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

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

### **Purpose:**

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

- Academic Honesty
- Late, Missed Assignments - Grades 7 to 12
- 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 may 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 to support academic honesty. These strategies may include but are not limited to:

- Teachers will consider individual student's learning needs and understanding of academic honesty.
- 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, may 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
- Provide 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. This notation does not indicate a mark of "0". 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)
- Progressive Discipline and Promoting Positive Student Behaviour (SO-11)
- 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



# 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: **Home Instructions Procedure (P-106)**  
DATE: May 9, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Home Instructions Procedure (P-106)** as information.

### Background

Home Instructions Procedure (P-106) was circulated to all appropriate stakeholders for comments to be received by April 6, 2022.

### Comments Received

1. Comment: Where does virtual instruction fall?  
**Response:** Attendance in a virtual class is considered attending school.
2. Comment: Enrolment of home program needs to take place if not successful – next steps to be included.  
**Response:** No amendment needed
3. Comment: Page 1 medical evidence – should nurse practitioner be added to the list of qualified medical practitioners?  
**Response:** No amendment needed

### Additional Information

No revisions have been made to the Procedure and a draft procedure is attached.

### Next Steps

This Procedure will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

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



## Home Instruction

**Board Received:** \_\_\_\_\_ **Review Date:** \_\_\_\_\_

### **Purpose:**

This procedure outlines the steps board staff will take to provide Home Instruction.

### **Guiding Principles:**

A child may be excused from attendance at school if, in accordance with [O. Reg 298, S.11\(1\)](#) 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(1)]~~

### **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.

### **Process:**

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

### **1.0 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 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 home instruction.

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

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

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

## **2.0 Parameters**

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 Superintendent of Education (Family of Schools).

In some instances, approval for home instruction may be given verbally, by telephone, by the appropriate 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 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 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 home instruction 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 Superintendent of Education (Family of Schools).

When Home Instruction is discontinued, the principal shall complete the “Termination of Home Instruction” section on the **“Application for Authorized Home Instruction”** form and return it to the appropriate 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 Home Instruction.

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

## **3.0 Home Instructors Selection and Responsibilities**

The principal of the school is expected to make arrangements for providing a Home Instructor.

Home Instructors should be board employees, thereby subject to the requirements of police reference checks/Vulnerable Sector screening that is required of all teaching employees. Home Instructors 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 Instructors 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.

#### **4.0 Classroom Teacher Responsibilities:**

##### **Attendance**

Where possible, the classroom teacher is to work with the Home Instructor to provide 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 principal.

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

A record of the Home Instruction which has been provided is to be forwarded to the appropriate Superintendent of Education (Family of Schools) monthly on the attached form, **"Record of Home Instruction"**. The completed form will be submitted to Payroll 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(11)
- Employee Safety Protocol at Non-Board Locations Procedure (HR-104)



**GRAND ERIE DISTRICT SCHOOL BOARD  
APPLICATION FOR AUTHORIZED HOME INSTRUCTION**

\_\_\_\_\_  
Surname                                      Given Name                                      dd/mm/yyyy                                      D.O.B:                                      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:                      \_\_\_\_\_                      Date: \_\_\_\_\_  
Principal

Authorized by                      \_\_\_\_\_                      Date: \_\_\_\_\_  
Superintendent of Education

**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

\_\_\_\_\_  
Principal's Signature                                      Date: \_\_\_\_\_

\_\_\_\_\_  
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 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: \_\_\_\_\_





# 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: **Maintaining Employee Safety While Working with Students Procedure (HR-107)**  
DATE: May 9, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Maintaining Employee Safety While Working with Students Procedure (HR-107)** as information.

## Background

Maintaining Employee Safety While Working with Students Procedure (HR-107) was circulated to all appropriate stakeholders for comments to be received by April 6, 2022.

## Comments Received

- Comment: Reference Be Safe Plan as well as IEP  
**Response:** 7.0 Follow Up Actions indicate a review of Individual Education Plan and behaviour plans, and safety plans (BeSafe plan) if in place for a student.
- Comment: Document references – live links to documents  
**Response:** Amended
- Comment: Include Violence Threat Risk Assessment – toward a staff member, assessment and include staff in the process  
**Response:** Violence Threat Risk Assessment is documented in section 7.0 “Support of staff” and “Prevention of Reoccurrence”. Staff are included in the process as indicated in the Violence Threat Risk Assessment Protocol.
- Comment: Suspension and expulsion – Principal investigation  
**Response:** Documented in Student Re-entry plan
- Comment: Modified School Attendance under follow up actions as well as below (pg 4)  
**Response:** No amendment required
- Comment: Should policy or ministry documentation be referenced  
**Response:** No amendment required
- Comment: Modify the day  
**Response:** No amendment required
- Comment: Move other investigation options deemed appropriate up including culturally pedagogy, looking at community supports, restorative practices, agreement with family – do not determine what it is yet, but keep child home while a plan is worked on.  
**Response:** Amended

9. Comment: New bullet – Students return to school while accessing Grand Erie supports as needed  
**Response:** No amendment required
10. Comment: 3.0 2<sup>nd</sup> paragraph – suggest adding reference to SO32  
**Response:** Amended
11. Comment: 5.0 should it be stated that the safety plan shared with the parent/guardian?  
**Response:** Amended
12. Comment: 7.0 documentation – paragraph after if an employee is injured - must follow procedure SO121 – should it state who must follow?  
**Response:** Amended
13. Comment: 1.0 2<sup>nd</sup> paragraph add “poses a risk to the safety of staff”  
**Response:** Amended
14. Comment: 1.0 3<sup>rd</sup> paragraph 3<sup>rd</sup> line “needs” - Discussion of the environmental components that impact student behaviour would be beneficial here. These sentences lend themselves to the perspective that student behaviour is solely physiological and therefore unchangeable  
 Last line “limited control...”- Change language to reflect most frequent causes of behaviour in school settings: communicating needs, escape or avoid expectations, access preferred items or activities, gain attention from others, or meet a non-social need.  
**Response:** Amended
15. Comment: 4.0 b “safety and behaviour plans” – change to “behaviour plans, and safety plans (BeSafe Plan in LITE)”  
**Response:** Amended
16. Comment: 5.0 a – should be “a student” not “an”  
**Response:** No amendment required
17. Comment: 5.0 b – last sentence – add “sign and “receive copies  
**Response:** Amended
18. Comment: 5.0 c - Parents are not required to sign or agree with all components of a safety plan  
**Response:** No amendment required
19. Comment: 5.0 d – “training” All staff working with students who have a safety plan must be trained in Behaviour Management Systems (BMS).  
**Response:** 6.0 identifies examples of staff training.
20. Comment: 5.0 - Can an additional bullet be added about reviewing and debriefing after each situation to ensure the safety plan is being implemented correctly and is effective at mitigating risks to staff safety  
**Response:** Amended
21. Comment: 5.0 last paragraph - can we add information here about the Notification of Risk map and the student information in the main office binder?  
**Response:** Amended

22. Comment: 6.0 3<sup>rd</sup> paragraph – change “materials” to “content”  
**Response:** No amendment required
23. Comment: 6.0 bulleted list – add De-escalation Techniques for Student Problem Behaviour  
**Response:** Amended
24. Comment: 6.0 1<sup>st</sup> paragraph after bulleted list – also school principals request training for school staff  
**Response:** Amended
25. Comment: 6.0 last paragraph – last line change “presented: to “exhibited”  
**Response:** Amended
26. Comment: 7<sup>th</sup> bullet under prevention of recurrence - For whom? The student? If so then this term should be eliminated and broadened to include all the behaviour supports that may be put in place – remove timeout  
**Response:** Amended
27. Comment: 8.0 1<sup>st</sup> paragraph Include content from the training modules on "Data Collection on Student Behaviour in Grand Erie:  
**Response:** Amended

**Additional Information**

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

**Next Steps**

This Procedure will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Liana Thompson  
Superintendent of Education



## Maintaining Employee Safety While Working with Students

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

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

### **Purpose:**

The purpose of this procedure is to outline the process that board staff will take to maintain employee safety while working with students.

### **1.0 Introduction**

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.

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 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 ~~are 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 ~~could be attributed to take place due to environmental components, communication needs, avoidance or escape of expectations, or to gain access to items or attention from others., limited control over their actions or changes in their environment that can adversely affect them.~~

It is recognized 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**

Principals, vice 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 posing a risk to the safety of staff. ~~resulting in significant physical or emotional trauma to the Board employee.~~

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 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 and vice principal are 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 has a duty to ensure that a student's behaviour does not affect the safety of staff, students, and others. In exercising this duty, the principal or Vice Principal may exclude a student from attending school pending a review of safety precautions as indicated in Exclusion of Students Policy (SO-32).

The Board's Code of Conduct Policy (SO-12) outlines the expectations for ensuring a safe environment, student behaviour expectations, and consequences for failure to meet these expectations.

### 3.0 Guiding Principles

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

### 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 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 are to complete training in De-escalation Techniques for Students with Problem Behaviour.
- ~~b)c)~~ All staff are to follow instructions for safety procedures in the school, and to follow procedures outlined in Individual Education Plan, s-and behaviour plan, and/or safety plan (BeSafe plan), safety and behaviour plans for students, as needed, if these are in place.
- ~~e)d)~~ 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.
- ~~e)e)~~ 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)f)~~ 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, an individualized behaviour plan, and/or safety plan (BeSafe plan), safety plan will be developed for any student whose behaviour is known to pose ongoing risk to staff or others.
- b) The principal and educators will participate in the development of the behaviour plan, and/or safety plan (BeSafe plan), safety plan and will gather input from educational assistants, ~~and other~~ staff and parent/guardians, as appropriate. All ~~involved~~ staff that work directly with the student will sign the behaviour plan, and/or safety plan (BeSafe plan), and will receive a copy ~~ies of safety plans for these students with whom they directly work~~. These plans are to be stored in a secure location. Principals and/or vice principals are required to ensure that the behaviour plan, and/or safety plan (BeSafe plan), is shared with the parent/guardian.
- b)c) If a situation occurs where the behaviour plan, and/or safety plan (BeSafe plan), is utilized, the principal or vice principal may debrief with staff after the incident to ensure measures were implemented correctly, and the plan is effective at mitigating risks to staff.
- e)d) Parent/guardians should 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 and parent/guardian by the principal. The plan will be reviewed at least annually.
- e) The review of the behaviour plan, and/or safety plan (BeSafe plan), safety plan will be used to identify and facilitate staff training and orientation appropriate for staff assigned to that student.
- d)f) Notification of Risk map located in the main office

The 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 are reviewed regularly. Some examples are:

- Behaviour Management Systems Training
- Principles of Applied Behaviour Analysis
- Workplace violence reporting
- De-escalation Techniques for Student Problem Behaviour
- Data Collection on Student Behaviour in Grand Erie

Other appropriate training as deemed necessary by Human Resources or ~~or the Superintendents~~ the Superintendents with responsibilities for Special Education, ~~and/or~~ Safe and Inclusive Schools, and/or principals 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 [exhibited 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 or principal designate:

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

The principal will conduct a preliminary investigation to assess the seriousness of the incident and immediate responses needed. Also refer to [Policy HR8-Workplace Violence Policy \(HR-8\)](#) 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 (or designate) will ensure that all persons involved are safely and securely situated and will determine whether any person 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/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 will decide [if](#) whether the student should be suspended or excluded from school pending the completion of the investigation and follow-up measures by the principal. This decision will be communicated to the parent/guardians by the principal.

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

The principal will decide regarding police involvement. In circumstances where the principal has chosen not to involve the police; the affected employee will be informed of their right to notify the police.

If the employee feels that the situation endangers their health or 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 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 [behaviour plan, and/or safety plan \(BeSafe plan\)](#), ~~safety plan~~ (if in place for the student) and adherence to the strategies contained in each

The principal shall follow appropriate disciplinary procedures with respect to the Board's Code of Conduct and individual student Individual Education Plans and [behaviour plan, and/or safety plan \(BeSafe plan\)](#), ~~safety plans~~. Also refer to [Workplace Violence Policy \(HR-8\)](#) regarding investigation.

#### Documentation:

##### **If an employee is injured:**

~~Principal or supervisor M~~ must follow [Employee Injury/Incident/Disease Investigation and Reporting Procedures \(HR-121\)](#) ~~Reporting and Investigation~~ which outlines the requirements for notification and investigation of the incident. If this falls within the definition of workplace violence, then ~~follow~~ [Workplace Violence Policy \(HR-8\)](#) will be followed.

#### Support of staff:

The principal may arrange other support ~~for~~ the staff as determined in consultation with 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 plan, and/or safety plan \(BeSafe plan\)](#), ~~behaviour and/or safety plan~~).

#### Prevention of Recurrence:

Based on the findings of the above investigation, the 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 [behaviour plan, and/or safety plan \(BeSafe plan\)](#), ~~safety~~ and/or behaviour plan, with revisions as needed
- Violence Threat Risk Assessment
- ~~Environmental modifications~~
- ~~Restorative practices~~
- ~~Cultural pedagogy~~
- Changes in work procedures
- Additional staff training
- Personal protective equipment
- ~~Behaviour modification plans, C~~counselling, ~~timeout~~, suspension
- ~~Modified school attendance~~
- ~~Community Support Intervention~~
- 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 to avoid further difficulties.



The 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/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 will meet with the classroom educator(s), 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/guardian.
- The 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 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 may deem appropriate

## 8.0 Monitoring

**9.0**—It is the responsibility of all staff and system partners within the board to initiate and implement support and promote pre-emptive measures and/or develop plans to prevent incidents resulting from the behaviour of students. Utilizing behaviour data collection methods to inform behaviour and safety supports and/or interventions, while also The monitoring of employee incidents of injury and/or concerns about the behaviour of students is necessary to minimize further occurrences, and to develop plans where needed for training and other preventative measures.

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 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.

**Reference:**

- [Occupational Health & Safety Act](#)
- [Occupational Health & Safety Act; Work Refusal for Workplace Violence - Regulation 857](#)
- [Education Act Part 13: Behaviour, Discipline & Safety](#)
- [Exclusion of Students Policy \(SO-32\)](#)
- [Code of Conduct Policy \(SO-12\)](#)
- [Workplace Violence Policy \(HR-8\)](#)
- [Employee Injury/Incident/Disease Investigation and Reporting Procedures \(HR-121\)](#)
- [Regulations for Industrial Establishments – Regulations 851 – Section 43](#)
- [Right to Refuse Unsafe Work \(Administrative Memo 27\)](#)

## 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, 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

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/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

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Environmental Education and Stewardship (SO-18 & SO-018)**  
DATE: May 9, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Environmental Education and Stewardship Policy (SO-18)**.

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Environmental Education and Stewardship Procedure (SO-018)** as information

## Background

Environmental Education and Stewardship Policy and Procedure were circulated to all appropriate stakeholders for comments to be received by April 6, 2022.

## Comments Received for Policy

- Comment: 7<sup>th</sup> bullet – Safe Drinking Water Act – Inclusion of Water Bottle Ban – teachings and learning

**Response:** No amendment required. A water bottle ban would not be a resource.
- Comment: Stewardships as part of the Indigenous populations

**Response:** Amended.

Comment: Policy statement requires stronger language recommend: “Board is committed to” remove “encourages and supports” and “importance to establishing and promoting environmentally responsible practices within all areas” and remove “the environment to the long-term well-being of our students and staff”

**Response:** Amended.
- Comment: References:

  - Remove Ont. Reg 452/09 replace with O. Reg 5107/18 Broader Public Sector Energy Reporting and Conservation and Demand Management Plans
  - remove Ont. Reg 143/16
  - remove Ont. Reg 397/11
  - remove Ont. Reg 386/16 Blue Box – revoked in 2016 – replace with Water Diversion Act 2022
  - include United Nation’s Sustainable Development Goals

**Response:** Amended.

**Comments Received for Procedure**

1. Comment: #4 – Acknowledge the importance of learning from the land and outdoors as a way to forge a sense of belonging for students  
**Response:** Amended.
2. Comment: Update references as noted in comments for policy  
**Response:** Amended.
3. Comment:#1: Replace “energy conservation” with “environmental learning and involvement:  
**Response:** Amended.
4. Comment: #2 Replace “reduce, reuse, recycle” with “energy conservation, waste minimization” and remove “Ontario” as it is now a national program  
**Response:** Amended.
5. Comment: #3 Add following sentence “Provide opportunities to link environmental learning to the teachings of diverse communities, including First Nation, Métis and Inuit peoples.”  
**Response:** Amended.
6. Comment: Guiding Principle #1 – should this be expanded to other areas of conservation like water?  
**Response:** Amended to include all environmental components.

**Additional Information**

As a result of these comments, suggested revisions have been made to the policy and procedure. Draft revised documents are attached.

**Next Steps**

Policy and Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



## Environmental Education and Stewardship

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

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

### Policy Statement:

The Grand Erie District School Board ~~is committed to~~~~encourages and supports~~ environmental education and stewardship in our schools, buildings and administrative departments. The Board recognizes the importance of ~~establishing and promoting environmentally responsible practices within all areas~~ ~~the environment to the long term well-being of our students and staff.~~ Our stewardship of the environment, ~~informed by the teachings of Indigenous populations,~~ is an important part of building a healthy and sustainable future.

### References:

- Environmental Education Stewardship Procedure (SO-~~018XXX~~)
- ~~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
- ~~Water Diversion Act 2022~~ ~~Ont. Reg. 386/16 Blue-Box Waste~~
- ~~O. Reg 507/18 Broader Public Sector Energy Reporting and Conservation and Demand Management Plans~~ ~~Ont. Reg. 452/09 Greenhouse Gas Emission Reporting~~
- ~~Ont. Reg. 243/07 Safe Water~~ Drinking Water Act
- United Nation's Sustainable Development Guide
- ~~Ont. Reg. 143/16 Quantification, Reporting, and Verification of Greenhouse Gas Emissions~~
- FT10 Green School Construction Policy (FT10)
- FT14 Environmental Standards for Facility Operations and Maintenance Procedure (FT14)
- F107 Purchasing Policy (F6)
- Ministry of Education Curriculum Grades 1-8: Environmental Education
- Ministry of Education Curriculum Grades 9-12: Environmental Education
- Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, published by the Ministry of Education



# PROCEDURE

SO-018

## Environmental Education and Stewardship

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

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

### Purpose

**This procedure outlines the steps that board staff will take to operationalize the Board Policy Environmental Education and Stewardship.**

### Process:

- Promote environmental education and practices by encouraging school, department and Board wide practices that demonstrate environmental sensitivity, stewardship and identify opportunities for environmental learning and involvement~~energy conservation~~.
- Engage students and staff in including environmental, ecological, and natural pedagogy, while thinking critically about culturally responsive and relevant practices. (e.g., energy conservation, waste minimization~~reduce, reuse, recycle~~). The participation in the Ontario Eco Schools program is strongly encouraged for all Grand Erie schools. 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, well-being and belonging.
- 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: informed by the teachings of diverse communities, including First Nations, Métis and Inuit peoples, provide opportunities for environmental learning.
- Acknowledge the importance of learning about, in, for and from the environment outdoors as a way to forge a sense of belonging (for students) to their school and community.

### References:

- Environmental Education Stewardship Policy (SO-18)
- ~~Ont. Reg. 397/11 Energy and Conservation Demand Management~~
- ~~O. nt. Reg. 102/94 Waste Audits and Waste Reduction Plans~~
- ~~O. nt. Reg. 103/94 Industrial, Commercial and Institutional Source Separation Programs~~
- ~~Water Diversion Act 2022~~ ~~Ont. Reg. 386/16 Blue Box Waste~~
- ~~O. Reg 507/18 Broader Public Sector Energy Reporting and Conservation and Demand Management Plans~~ ~~Ont. Reg. 452/09 Greenhouse Gas Emission Reporting~~
- ~~O. nt. Reg. 243/07 Safe Water Drinking Water Act~~
- ~~United Nation's Sustainable Development Guide~~
- ~~Ont. Reg. 143/16 Quantification, Reporting, and Verification of Greenhouse Gas Emissions~~
- ~~FT10 Green School Construction Procedure (FT10)~~
- ~~FT14 Environmental Standards for Facility Operations and Maintenance Procedure (FT14)~~
- ~~F107 Purchasing Policy (F6)~~
- Ministry of Education Curriculum Grades 1-8: Environmental Education
- ~~Ministry of Education Curriculum Grades 9-12: Environmental Education~~
- Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, published by the Ministry of Education





# 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: **Employee Injury Reporting and Investigation Procedure (HR-121)**  
DATE: May 9, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Employee Injury Reporting and Investigation Procedure (HR-121)** as information.

### Background

Employee Injury Reporting and Investigation Procedure (HR-121) was circulated to all appropriate stakeholders for comments to be received by April 6, 2022.

### Comments Received

- Comment: Under Section 2.0 a – need to remove verbal threat – a verbal threat should prompt the worker to complete an online workplace violence/safe school report.  
**Response:** Amended.
- Comment: Third guiding principle ensure correct pronoun he/him/his/she/her/hers/they/them/their  
**Response:** Amended.
- Comment: Supports could include Tragic Event Response Team, Mental Health Team, Member of Indigenous team, interpreter  
**Response:** No amendment required.
- Comment: His/her to their and Principal/Supervisor to principal/supervisor  
**Response:** Amended.
- Comment: 2.0 d – reporting applies to any person, not just staff – should it be outlined how this reporting occurs.  
**Response:** Amended.

### Additional Information

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

### Next Steps

This Procedure will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





## Employee Injury Reporting and Investigation

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

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

### **Purpose:**

[This procedure outlines the process for all employee injury reporting and investigation.](#)

### **Process:**

All incidents and accidents **must** be reported to the employee's principal or supervisor immediately.

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

A principal or supervisor shall follow the process outlined below when an employee is injured while acting within the scope of their 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 Refer to Policy HR8 Workplace Violence to determine if the event falls within the definition and complete the appropriate forms if necessary.

### 2.0 **Injury Reporting Requirements**

The principal or supervisor **must** report all incidents or accidents to the appropriate school board officials and government agencies immediately. Refer to Appendix B - Accident Reporting.

- 2.1 **Reporting an Event that Does not Result in Physical Injury**, (e.g., slip/trip with no fall, ~~verbal threat~~).
  - a) Complete Employee Injury Report. This can be done through online access to the Board's Staff portal. Refer to the instructions on Appendix A.
- 2.2 **Reporting a First Aid Injury** (e.g., staff person injured, first aid provided at school level, but no lost time)
  - a) Control hazardous conditions to prevent further injury

- b) Ensure first aid is provided.
- c) Complete Employee Injury Report. This can be done through online access to Staff Portal. Refer to instructions on Appendix A
- d) If this situation becomes a lost time injury or if a health care professional is consulted, the principal or supervisor **MUST** notify the Health and Disability Officer as soon as this comes to their attention.

2.3 **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)

- a) Control hazardous conditions to prevent further injuries.
- b) Ensure first aid is provided/call 911 or provide transportation to doctor/hospital.
- c) Complete Employee Injury Report. This can be done through online access to Staff Portal. Please refer to instructions on Appendix A
- d) Monitor employee who is on injury leave or modified work placement. (Refer to Procedure HR116 Return to Work Program and Workplace Accommodation.) ~~The Principals~~ and Supervisors shall assist the Human Resources Department in providing modified work.
- e) Report employees who return to work to the Health and Disability Officer as soon as this comes to their attention.

2.4 **Reporting a Critical Injury**

**NOTE:** Critical Injury Reporting applies to **ANY PERSON** on Board property, including staff, students and visitors. [Reporting of Student and Visitor injuries is described in Student and Visitor Injuries/Accidents Procedure \(SO-120\).](#)

Critical Injury is defined as:

- a) Places life in jeopardy **or**
- b) Produces unconsciousness **or**
- c) Results in substantial loss of blood **or**
- 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**
- 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**
- f) Consists of burns to a major portion of the body **or**
- g) Causes the loss of sight in an eye

Supervisors Responsibilities

- a) Control hazardous conditions to prevent further injuries
- b) If required, evacuate building as per emergency evacuation procedures.
- c) Ensure first aid is provided; call 911 or provide transportation to hospital.
- d) Do not disturb the accident site.
- e) Report accident to Fire Department and/or Police.
- f) Inform School Health and Safety Site Reps. and Trade Union if necessary.
- g) Inform one of the Board's Health and Safety Officers.
  - The Health and Safety Officer will inform the Ministry of Labour and coordinate any investigation conducted by the MOL.
  - Health and Safety Officer will inform a Certified JOHSC member.
- h) If the employee is unable to contact one of the Board's Health and Safety Officers, then contact the Division Manager of Operations and Health & Safety

- i) The Health and Safety Office will ensure a written report of the circumstances of the occurrence and investigation is completed with the Certified JOHSC members is sent to the Ministry of Labour within 48 hours.
- j) Complete Employee Injury Report. This can be done through on line access to Staff Portal. Refer to instructions on Appendix A
- k) Monitor employee who is on injury leave or modified work placement. (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.
- l) Report employee return to work to the Health and Disability Officer as soon as this comes to their attention.

## 2.5 Reporting a Fatality

**NOTE:** Fatality Reporting applies to **ANY PERSON** on Board property, this includes staff, students and visitors. [Reporting of Student and Visitor fatalities is described in Student and Visitor Injuries/Accidents Procedure \(SO-120\).](#)

- a) Control hazardous conditions to prevent further injuries and call 911.
- b) Do not disturb the accident site.
- c) Report immediately to school Superintendent and Director of Education.
- d) Inform one of the Board Health and Safety Officers.
  - The Health and Safety Officer will inform the Ministry of Labour and coordinate any investigation conducted by the MOL.
  - The Health and Safety Officer will inform the Certified JOHSC members.
- e) If you are unable to contact one of the Boards Health and Safety Officer, then contact the Division Manager of Operations and Health & Safety
- f) Inform School Health and Safety Site Representatives and Trade Union(s) if necessary.
- g) The Health and Safety Office will ensure a written report of the circumstances of the occurrence and investigation is completed with the Certified JOHSC members and is sent to the Ministry of Labour within 48 hours.
- h) Complete Employee Injury Report. This can be done through online access to Staff Portal. Refer to instructions on Appendix A

**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 a Health and Safety Officer, if required).

- 3.1 Principals or supervisors shall visit the site of the accident 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.

### Reference:

- [Student and Visitors Injuries/Accidents Procedure \(SO-120\)](#)

## Appendix A

**Accessing the Online Report**

1. The "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 supervisor for the employee 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 encouraged 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 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.

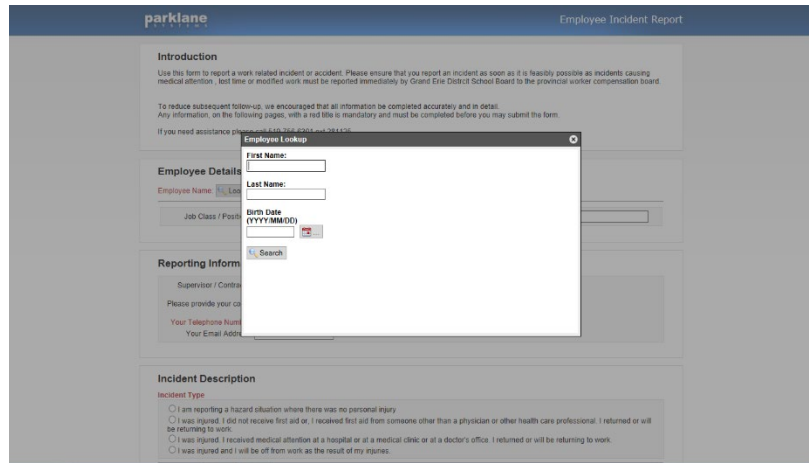
Step 2: Complete the Form

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

The screenshot shows the 'Employee Incident Report' form in the Parklane Staff Portal. The form is divided into several sections:

- Introduction:** Contains instructions on how to report an incident and contact information for assistance.
- Employee Details:** Includes a search bar for 'Employee Name' with a 'Lookup' button, and input fields for 'Job Class / Position', 'City', and 'Birth Date'.
- Reporting Information:** Includes a search bar for 'Supervisor / Contractor' 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 name and birthdate to find record.



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

A detailed view of the 'Reporting Information' and 'Incident Description' sections of the form. The 'Reporting Information' section includes a text field for 'Supervisor / Contractor', a label 'Please provide your contact information below', and input fields for 'Your Telephone Number' and 'Your Email Address'. The 'Incident Description' section features a section for 'Incident Type' 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 below includes a 'Witness(es) of Incident' field with an 'Add a Witness' button, a 'Location where incident occurred' dropdown menu, and a large text area for 'What were you doing at the time of this incident? (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 990 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 990 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**.

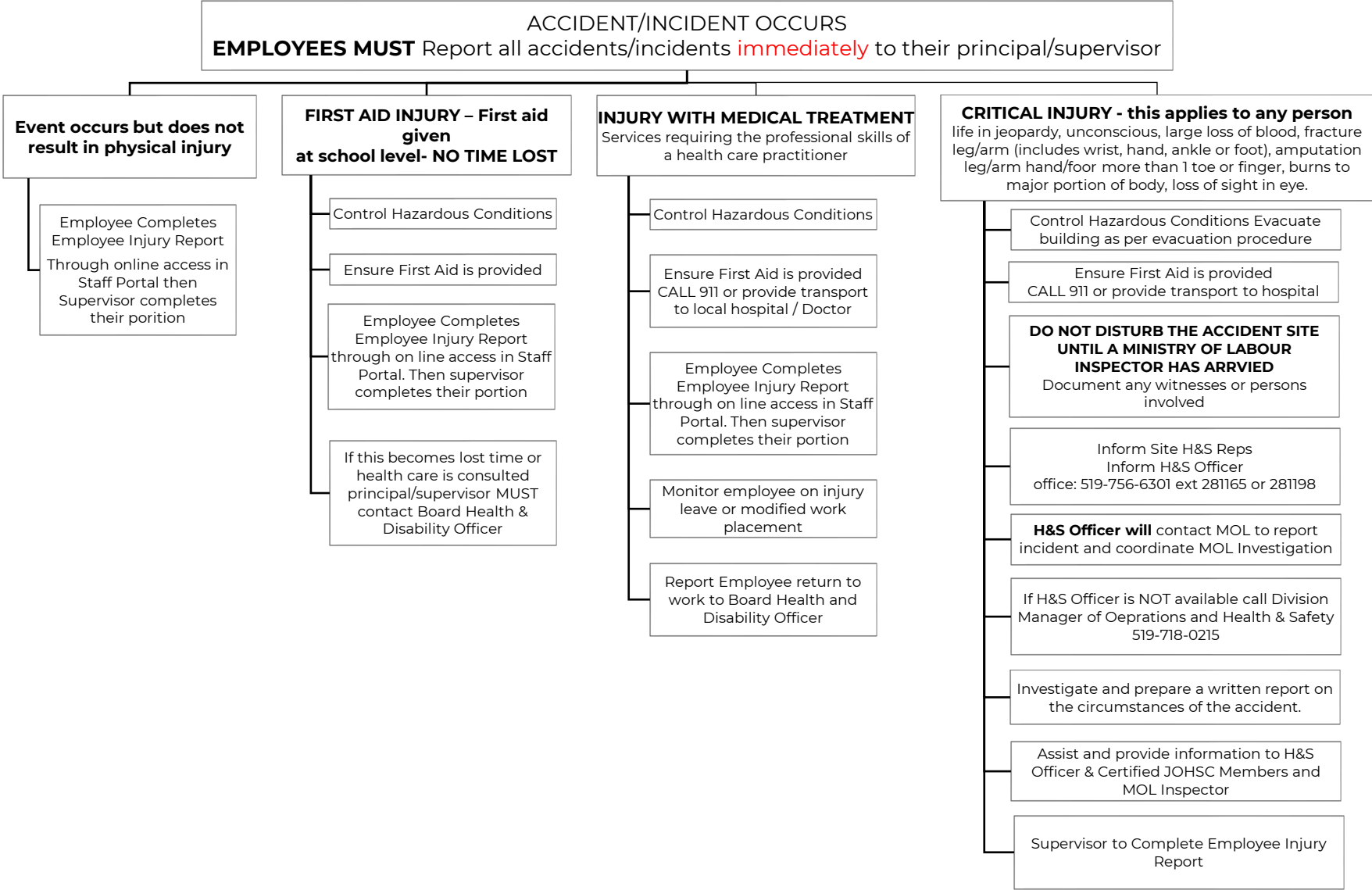
Once submitted, a drop down like below verifies that the report was submitted and gives the option to print a copy.

The screenshot displays a multi-step injury report form. The top section contains checkboxes for various body parts, organized into three columns. The first column includes Eye(s), Ear(s), and a sub-section for Left and Right sides with options for Shoulder, Arm, Elbow, Forearm, and Wrist. The second column includes Chest, Upper Back, and a sub-section for Left and Right sides with options for Hand, Fingers, Hip, Thigh, and Knee. The third column includes Pelvis and a sub-section for Left and Right sides with options for Lower Leg, Ankle, Foot, and 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. The bottom section, titled 'Submission Complete', shows 'Your submission ID is 345' and a message: 'This report has now been submitted. You can either print a copy of the submitted report, create a new report, or log out.' It includes a 'Print Report' button and a 'Start a New Report' button. A blue arrow points from the text above to the 'Print Report' button.

Employee's 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.



**APPENDIX B – ACCIDENT REPORTING**







# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Lisa Munro, Superintendent of Education  
RE: **Acceptable Use of Information Technology (SO-27)**  
DATE: May 9, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward **Acceptable Use of Information Technology Policy (SO-27)** to all appropriate stakeholders for comments to be received by **September 16, 2022.**

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward **Acceptable Use of Information Technology Procedure (SO-XXX)** to all appropriate stakeholders for comments to be received by **September 16, 2022.**

### Background

Acceptable Use of Information Technology Policy (SO-27) was approved by the Board 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 the 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,

Lisa Munro  
Superintendent of Education



**Acceptable Use of Information Technology**

**Board Received:** March 26, 2018 **Review Date:** April 2022

**Policy Statement:**

The Grand Erie District School Board believes that every user of Information Technology resources has a responsibility to comply with, follow all related pPolicies, procedures and relevant legislation -and take all reasonable measures and precautions to assist in ensuring the safe, secure, ethical and appropriate use of Information Technology resources at all times. The board believes that students and staff should have opportunities to:

- be both consumers and creators of information;
- collaborate and communicate with both local and global communities;
- develop knowledge and skills that will be useful throughout their lives.

Grand Erie will make all reasonable efforts, using the resources available, to create and maintain a positive, productive, safe and secure Information Technology environment.

The Grand Erie District School Board has the right to monitor and may access any and all files, documents, and electronic communications on Grand Erie technology as well as the use of the Internet to ensure integrity of the system and compliance with this policy.

The Grand Erie District School Board data is not to be stored on any personally owned devices. Staff are prohibited from using a personally owned device or computer to store board files or information. Staff must not use personal Internet based services (e.g. Gmail, Dropbox, etc.) to store board data files or information.

All measures that have been established to provide a safe, secure and productive environment, while protecting Grand Erie Information Technology resources against both internal and external threats, must not be altered, circumvented or otherwise disabled at any time.

**Accountability:**

1. Frequency of Reports — Annual
2. Criteria for Success — Information Technology resources are used to enhance the delivery of curriculum and quality of education and to provide opportunities for collaboration, creativity, critical thinking, and communication.
  - Security, safety and productivity of Information Technology resources are maintained.
  - Criminal Code, Board Policy, and Code of Digital Citizenship are communicated and followed.
  - Monitoring is performed on an ongoing basis.

**GuidelinesProcedures:**

The Grand Erie District School Board believes that students and staff should have opportunities to:

- be both consumers and creators of information;
- collaborate and communicate with both local and global communities;
- develop knowledge and skills that will be useful through their lives.

The board, by providing and maintaining Information Technology resources and services, recognizes the potential to support instruction and student learning as well as to support communication and collaboration across the system. The board will make every effort to

~~protect students and staff from misuse and abuse of these services and will take reasonable steps to ensure that they are used only for appropriate purposes.~~

~~All equipment owned or leased by the board is purchased for the purpose of carrying out the mandate of the Board, regardless of the location of the equipment. Board supported network accounts are granted to users to assist in fulfilling their employment duties and responsibilities. Authorized users may use the Grand Erie District School Board's data network and Internet resources for personal use, provided that such use is reasonable in duration, does not interfere with the user's employment duties and responsibilities, does not result in increased cost to the board and complies with all components of this Policy. The expectation is that personal use will occur outside of assigned work time.~~

~~It is important for all users to understand that a user's account is the property of the board and should there be a need for a supervisor to have access to that account, for example in the instance of an illness or investigation of inappropriate use, access will be granted through Information Technology Services in consultation with Human Resources. Access provided to the supervisor will only be temporary and for the expressed purposes intended.~~

### **Reporting Expectations**

- ~~● All employees are expected to report to their supervisor or the Manager of Information Technology knowledge they have of the use of the board's computer resources in a manner that conflicts with the Board policies, or of the suspected loss or theft of board-owned computer property, or any unauthorized access, disclosure or inappropriate copying of confidential information.~~

### **Network Access and Security**

~~In addition to all related laws and Board policies, the following requirements exist:~~

- ~~● Users must only use and access board computer equipment as authorized and to the extent authorized by the board.~~
- ~~● Users must use their own identity to access the board network and Internet resources. Guest passwords may be shared with non-board employees for temporary access. The employee sharing the access code is responsible for the guest access.~~
- ~~● Users must not let anyone else use their identity to access the board data network and Internet resources.~~
- ~~— Users must not attempt to circumvent any security or control measures on the board network including the use of unauthorized Virtual Private Networks (VPN's).~~
- ~~— Users must not share their Grand Erie network credentials with others.~~
- ~~● Users must exercise extreme caution when accessing emails from an external source.~~
- ~~● Users must refrain from recording passwords in a place that could be seen by others.~~
- ~~— Users must log out to protect their account from being accessed by others.~~
- ~~● Identified users (e.g. senior administration, school and site administrators, management) are required to use Multi-Factor Authentication on board issued devices to access board resources.~~

### **Express Restrictions on Use**

- ~~● Users must not use the board's data network and Internet resources to violate a person's intellectual property, including by using the board's data network and Internet resources to engage in theft of software, music and movies.~~
- ~~● Users must not create, view, transmit, store or copy information that is pornographic, obscene, threatening, defamatory or harassing (including against employer and other Grand Erie staff) or that expresses or implies an intention to discriminate.~~
- ~~● Employees must not engage in personal use of the board's data network and Internet resources that interferes to any degree with the performance of their job responsibilities.~~

- ~~Users must not use the board's data network and Internet resources for the purpose of carrying out a business enterprise without written authorization from the board, through the Superintendent of Business.~~
- ~~Users must not use the board's data network and Internet resources for personal or political causes.~~
- ~~Users must not use the board's data network and Internet resources for a purpose or in a manner that is inconsistent with the board's legitimate interests.~~

### 1.0 ~~Employee Duty to Protect Confidential Information~~

~~Employees have a responsibility to take reasonable steps to ensure that confidential information stored on Board network is not lost, stolen or subject to unauthorized access, disclosure or copying, including:~~

- ~~Being present when printing confidential information;~~
- ~~Situating computer display terminals to prevent disclosure of confidential information;~~
- ~~Using secure passwords for accessing the system;~~
- ~~Staff and Trustees may access email and cloud resources on personal owned devices (laptops, tablets, or cellphones) provided the devices are password protected;~~
- ~~Depending on a user's role certain forms of data protection and/or encryption will be used;~~
- ~~Safely storing computer equipment (i.e. laptops) when not in use or when transporting;~~
- ~~Returning all equipment and portable storage media to the Information Technology department for proper disposal or reuse.~~
- ~~Understanding and applying the responsibilities under privacy legislation for how cloud-based applications are used to collect, use, share, and store/retain student personal information when considering the use of any external tools or applications.~~
- ~~Depersonalizing student information that may be included when leveraging external tools or applications unless there is written consent to share student information (e.g. Using initials or non-identifying photos or videos).~~
- ~~Leveraging School Messenger as the primary application for communicating personal information securely to parents/guardians. School Messenger allows for secure targeted personal information to get home in both written (text or email formats) and voice messages. Parent/guardian communication applications must allow users to opt out of messages;~~
- ~~Contacting ITS Help Desk if a user believes that their network credentials have been compromised and/or a data breach has occurred.~~

~~This Policy is intended to ensure the safe, secure, ethical and appropriate use of these resources through education of users regarding what defines Acceptable Use of Grand Erie District School Board Information Technology resources. Failure to follow **Policy SO27 – Acceptable Use of Information Technology** without obtaining prior documented approval from the Manager of Information Technology Services or the Superintendent with Information Technology responsibility, or the Director, shall be construed as a deliberate and malicious act, the consequences of which will be carried out as per this policy section Enforcement found in Section 6.~~

### 2.0 ~~Definitions:~~

~~In this Policy:~~

~~“Information Technology”, is defined to include but is not limited to board owned:~~

- ~~computers, data devices (e.g. phones, laptops, netbooks, & tablets) and hardware;~~
- ~~servers and data storage devices;~~
- ~~communication networks and associated devices;~~
- ~~data;~~

- software;
- systems providing a service that are owned and/or maintained by a third party;
- peripherals;
- cloud based and subscribed apps and storage;
- blogs, websites and social media platforms.

“Grand Erie District School Board data”, is defined to include;

- personal student, parent/guardian or staff information (including text, data, and media files), as well as materials considered to be of confidential nature with respect to school or board work.

“Communication Networks” is defined to include, but is not limited to:

- Board wireless and wired data networks;
- Connections to the Internet and Internet Service Providers (ISP);
- Remote connections ie. Virtual Private Network (VPN)

“Peripherals” is defined to include, but is not limited to:

- printers and copiers;
- robotics equipment;
- monitors, projectors, and interactive devices (ie. SMART boards, Assistive technology);
- portable data storage devices;
- input devices

“Users” is defined to include:

- students
- staff
- agencies of the Board
- partners of the Board
- volunteers
- parents/ and guardians
- trustees
- guests

### **3.0 Roles:**

**All users:** Every user of Information Technology resources at the Grand Erie District School Board has a responsibility to follow this Policy and take all reasonable measures and to ensure the safe, secure, ethical and appropriate use of Information Technology resources, as outlined herein, at all times.

### **4.0 Additional Roles:**

**Students:** Students should understand that use of Grand Erie Information Technology resources and services is a privilege. They are required to use these resources and services solely for educational purposes and comply with the directives contained in this Policy. Students are expected to treat these resources with respect. As well, sStudents must demonstrate respect for themselves, for others, and for those in positions of authority, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students follow established rules and take responsibility for their own actions. Lastly, sStudents will review and complete sign tThe Student Acceptable Use of Computers and the Internet Agreement (Appendix A). The completed signed copies of The Student Acceptable use of Computers and Internet Agreement will maintained by the school year reside in a binder in the office for the duration of the school year and then will be securely removed shredded in June.

**Parents/Guardians:** ~~Parents/guardians should understand that use of Grand Erie Information Technology resources and services is a privilege. Parents/guardians and their children will review and sign The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).~~

**Teachers:** ~~Teachers are responsible for reviewing with students The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).~~

**AdministratorsPrincipals and Managers:** ~~AdministratorsPrincipals and Managers are expected to review this Administrativeprocedure Policy annually with staff and communicate these expectations to staff and students. PrincipalsThey are responsible for ensuring that The Student Acceptable Use of Computers and the Internet Agreement (Appendix A) is signed and returned to the school at the beginning of each school year. Principals are responsible for ensuring that staff complete the Acceptable Use of Computers and the Internet Online Declaration at the beginning of each school year.~~

**Managers:** ~~Managers are expected to review this procedure annually with staff and communicate expectations to staff. Managers are responsible for ensuring that staff complete an Acceptable Use of Computers and the Internet Online Declaration at the beginning of each school year.~~

**All Staff and Trustees:** ~~All Staff and Trustees will do an on line acceptance of the Acceptable Use of Information Technology ProcedurePolicy on an annual basis. Principals and Managers will be responsible for tracking compliance of staff, and the Director will be responsible for tracking the compliance of Trustees. All staff will be required to complete cyber security training during orientation and as determined necessary by the board.~~

**Management:** ~~All management will co-operate fully with the school board, local, provincial, or federal officials in any investigation concerning or relating to Information Technology.~~

**Information Technology Services Staff:** ~~ITS staff are responsible for providing and maintaining a secure, safe, and productive Information Technology environment, and to enforce this Policy. This may include, but is not limited to, the activities defined below:~~

**Email:** ~~All email and Internet communications sent and received by users are the property of the Grand Erie District School Board. Information Technology Services staff will not proactively inspect the contents of a user's email or other personal electronic data unless:~~

- ~~• directed by the user; or~~
- ~~• required by law; or~~
- ~~• required by the Policies of the Grand Erie District School Board; or~~
- ~~• at the direction of Senior Administration in order to investigate complaints regarding email which was intentionally sent or solicited, and is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.~~

**Data:** ~~Data stored within Grand ErieEDSB Information Technology resources may be randomly scanned in order to expose instances of unauthorized software and/or data which must be reported to the site's Supervisor and/or deleted.~~

~~Information Technology Services staff may, from time to time, carry out activities which fall under the Unacceptable Activities defined in this Policy. These activities are to be undertaken by staff ONLY at the direction of Management in order to monitor and enforce~~



this Policy, and in these specific cases will not be treated as violations. Such activities may include, but not be limited to:

- technical maintenance, repair and management
- a legal requirement to produce information, including e-discovery
- restoring deleted records/files
- conducting an investigation involving employee use
- ensuring continuity of work and continuous operations (i.e. employee is absent due to illness and work needs to be retrieved)
- improving Board processes and to manage productivity
- preventing misconduct and ensuring compliance with the law including by monitoring system activity, by conducting periodic audits to the system and by investigating potential misconduct

Information Technology Services staff have privileged access to information and they are expected to report violations of this procedure to their supervisor. In some cases, as required by law, staff may be expected to contact law enforcement agencies.

Information Technology Services staff are strictly forbidden to share or communicate confidential information they come into contact with during their day to day activities. Any violation of this directive will be treated as a violation of this Policy.

### **5.0 Unacceptable Activities:**

The following Unacceptable Activities involving use of the Grand Erie's District School Board's Information Technology resources are strictly prohibited:

**Unacceptable Content:** transmitting, soliciting or willingly accepting, or storing data which contains obscene, indecent, lewd or lascivious material, contains profane language, panders to racism, sexism, form of discrimination or other material which explicitly or implicitly refers to sexual conduct. This may include jokes, e-mails, music, videos, sounds, images, GIF's (graphics interchange format) or other electronic forms of information.

**Hacking:** attempting to gain unauthorized access to, or make unauthorized use of, electronic data and/or communications using the board's technology. This includes the introduction of unauthorized software to the Information Technology environment at the board.

**Fraud:** obscuring the true identity of a user while using Information Technology resources and services.

**Copyright:** obtaining, transmitting and/or storing unauthorized copies of licensed and/or copyrighted material which may include, but is not limited to, software, music, video, or other such data. While educators have opportunities to use some copyright protected materials in their lessons without payment, they also have professional responsibilities to understand what restrictions and parameters exist under the Copyright Act.

**Unlawful Act:** violating any laws or participating in the commission or furtherance of any crime or other unlawful act. Users must not use Board computer equipment/resources to violate another person's intellectual property, including engaging in the theft of hardware/software, music and/or movies.

**Personal Use:** use of the Board's Information Technology resources and services for unauthorized purposes including, but not limited to, political, financial or commercial gain, is strictly prohibited.

**Personal Privacy:** intentionally browsing, copying, deleting, modifying or seeking private information about another person unless specifically authorized. Access to public information about individuals is deemed acceptable.

**Vandalism:** intentional defacing and/or damaging of Information Technology equipment.

**Disrupting Usage:** any activity, including the development of automatons, scripts or viruses, designed to disrupt usage of Information Technology resources.

**Sharing Confidential Information of Another User:** communicating information concerning passwords, identifying codes, personal identification numbers or other confidential information without the permission of its owner or the controlling authority of the school to which it belongs.

**Misrepresentation:** Users must not share personal security information including passwords, logins, etc., with other users, nor are users allowed to log in to Information Technology resources using an account that has not been specifically assigned to them.

**Unauthorized Access:** All users are required to have been previously granted authorization to make use of Information Technology resources. This authorization may be granted explicitly to an individual, or implicitly to a group. The failure to prevent unauthorized use of that resource does not relieve an individual of the responsibility of obtaining authorization prior to using the resource.

## 6.0 Enforcement:

ITS staff are responsible for providing and maintaining a secure, safe, and productive Information Technology environment. The enforcement of this Policy is the responsibility of all management.

When the board suspects a violation of this Policy, it may restrict a user's access to the Board's computer equipment pending completion of an investigation. When the Board finds that a violation of this Policy has occurred, it may result in the imposition of one or more of the following:

- restrictions on the use of specific Information Technology resources and services
- suspension of access to all Information Technology resources and services
- administration of the Progressive Discipline process found in Procedure HR119
- disciplinary action up to and including student expulsion;
- disciplinary action up to and including employee termination;
- civil or criminal proceedings;

Use of technology is governed by all relevant federal and provincial laws, and Board's policies and procedures (e.g. Copyright Act, Education Act, Acceptable Use Policy, codes of conduct and Progressive Discipline). Activities that are in contradiction of this Policy will be reported to the appropriate level of supervision or management based on the user involved. In addition, the Board may report, or be required to report, suspected violations of the law to law enforcement and will cooperate with all local, national and international law enforcement agencies. The board is not responsible for steps taken by these agencies in the investigation and prosecution of public law.

## References Related Policy, Procedures and Resources:

— Acceptable Use of Information Technology (SO XXX)

- SO9 Cyberbullying
- SO11 Progressive Discipline and Promotion of Positive Student Behaviour
- SO12 Code of Conduct
- SO19 Privacy and Information Management
- SO 105 Privacy Breach Response

- ~~[HR103 Duties and Expectations of Teachers](#)~~
- ~~[HR119 Progressive Discipline](#)~~
- ~~[SO24 Copyright – Fair Dealing Guidelines](#)~~
- ~~[Grand Erie District School Board Code of Digital Citizenship \(Appendix B\)](#)~~

### **References**

- [SO27 Acceptable Use of Information Technology](#)
- [SO9 Cyberbullying](#)
- [SO11 Progressive Discipline and Promotion of Positive Student Behaviour](#)
- [SO12 Code of Conduct](#)
- [SO19 Privacy and Information Management](#)
- [SO27 Acceptable Use of Information Technology](#)
- [SO24 Copyright – Fair Dealing Guidelines](#)
- [SO105 Privacy Breach Response](#)
- [HR103 Duties and Expectations of Teachers](#)
- [HR119 Progressive Discipline](#)
- [Grand Erie District School Board Code of Digital Citizenship \(Appendix B\)](#)
- [Grand Erie Social Media Guidelines](#)
- [Municipal Freedom of Information and Privacy Act](#)



**Student Acceptable Use of Computers Technology and the Internet Agreement**

**Background**

Technology Resources, which include software, hardware, the Internet and other components, are an important ingredient to each student’s education at our school.

Each student has the privilege of using the Technology Resources and must use them in an acceptable way.

**Acceptable Use**

As a general rule, students must use Technology Resources, including personal devices, in ways consistent with Provincial and Federal laws as well as consistent with the policies of the School and the School Board.

**PROTECT**

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren't free or don't belong to me.
- I will verify the accuracy of online information.

**RESPECT**

- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
- I will respect myself and others through my online actions and responses.
- I will not use electronic media to insult, bully, harass or stalk other people.
- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.


<b>School Name</b>	
<b>Student Name</b>	

This is to confirm that I have read the Student Acceptable Use of Computers and the Internet Agreement and will abide by the rules and procedures as outlined.	
Signature of Student	Print Name
Signature of Parent/ <u>Guardian</u>	Print Name
Date	

File Location: School Office

Retention: CY (CY = current school) \* The signed copies of The Student Acceptable use of Computers and Internet Agreement will reside in a binder in the school office for the duration of the school year and then will be securely shredded in June.

Appendix B  
Code of Digital Citizenship



*Grand Erie District School Board*  
**CODE OF DIGITAL CITIZENSHIP**  
**“Protect and Respect”**  
Responsible Actions in a Digital World

**PROTECT**

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren't free or don't belong to me.
- I will verify the accuracy of online information.

**RESPECT**

- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
- I will respect myself and others through my online actions and responses.
- I will not use electronic media to insult, bully, harass or stalk other people.
- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

**granderie.ca**



**Acceptable Use of Information Technology**

**Board Received:** March 26, 2018

**Review Date:** May/April 2022

**Procedures:**

The Grand Erie District School Board believes that students and staff should have opportunities to:

- be both consumers and creators of information;
- collaborate and communicate with both local and global communities;
- develop knowledge and skills that will be useful through their lives.

The board, by providing and maintaining Information Technology resources and services, recognizes the potential to support instruction and student learning as well as to support communication and collaboration across the system. The board will make every effort to protect students and staff from misuse and abuse of these services and will take reasonable steps to ensure that they are used only for appropriate purposes.

All equipment owned by the board is purchased for the purpose of carrying out the mandate of the Board, regardless of the location of the equipment. Board-supported network accounts are granted to users to assist in fulfilling their employment duties and educational responsibilities. Authorized users may use the Grand Erie District School Board's data network and Internet resources for personal use, provided that such use is reasonable in duration, does not interfere with the user's employment duties and responsibilities, does not result in increased cost to the board and complies with all components of this Policy. The expectation is that personal use will occur outside assigned work time.

It is important for all users to understand that a user's account is the property of the board and should there be a need for a supervisor to have access to that account, for example in the instance of an illness or investigation of inappropriate use, access will be granted through Information Technology Services in consultation with Human Resources and/or Director of Education. Access provided to the supervisor will only be temporary and for the expressed purposes intended.

**Purpose:**

The purpose of these procedures is to ensure that staff and students are aware of the acceptable use of the Grand Erie District School Board's information technology network, hardware and software in order that they may take all reasonable precautions to maintain a safe, secure, positive and productive Information Technology environment for all users.

**Definitions:**

In this Policy:

"Information Technology", is defined to include but is not limited to board owned:

- computers, data devices (e.g. phones, laptops, netbooks, & tablets) and hardware;
- servers and data storage devices;
- communication networks and associated devices;
- data;
- software;
- systems providing a service that are owned and/or maintained by a third party;
- peripherals;
- cloud based and subscribed apps and storage;
- blogs, websites and social media platforms.

"Grand Erie District School Board data", is defined to include:

- personal student, parent/guardian or staff information (including text, data, and media files), as well as materials considered to be of confidential nature with respect to school or board work.

"Communication Networks" is defined to include, but is not limited to:

- Board wireless and wired data networks;
- Connections to the Internet and Internet Service Providers (ISP);
- Remote connections ie. Virtual Private Network (VPN).

"Peripherals" is defined to include, but is not limited to:

- printers and copiers;
- robotics equipment;
- monitors, projectors, and interactive devices (ie. SMART boards, Assistive technology);
- portable data storage devices;
- input devices

"Users" is defined to include:

- students
- staff
- agencies of the Board
- partners of the Board
- volunteers
- parents/guardians
- trustees
- guests

## **Process:**

### **1.0 Responsibilities of the School Board**

It is the responsibility of the Grand Erie District School Board to:

- Protect students and staff from misuse and abuse of information technology resources and services and will take all reasonable steps to ensure that they are used only for appropriate purposes
- Make all reasonable efforts to create and maintain a positive, productive, safe and secure Information Technology environment
- Maintain Information Technology resources and services
- Recognize the potential to support instruction and student learning as well as to support communication and collaboration across the system
- Maintain the right to monitor and access any and all files, documents and electronic communications and Grand Erie technology as well as use of the internet to ensure the integrity of the system and compliance with this procedure
- Grant network accounts to users to assist in fulfilling their employment duties and educational responsibilities
- Grant account access should there be a need for a supervisor to have access to that account, for example in the instance of an illness or investigation of inappropriate use, access will be granted through Information Technology Services in consultation with Human Resources and/or Director of Education. Access provided to the supervisor will be temporary and for the expressed purposes intended.

### **2.0 General Responsibilities of All Users**

It is the responsibility of the Grand Erie District School Board to follow the guidelines of this procedure including:

- Take all reasonable measures and to ensure the safe, secure, ethical and appropriate use of Information Technology resources, as outlined herein, at all times
- Reporting Expectations**



- All employees are expected to report the inappropriate to their supervisor or the Manager of Information Technology knowledge they have of the use of the board's information technology computer/resources in a manner that conflicts with the Board policies and procedures, or of the suspected loss or theft of board-owned computer property, or any unauthorized access, disclosure or inappropriate copying of confidential information:

### Network Access and Security

In addition to all related laws and Board policies, the following requirements exist:

- Users must only
- Understand that a user's account is the property of the board and therefore that the user should have no reasonable expectation of privacy for any and all information stored or accessed through the board's network or on board devices
- Use and access board computer equipment technology as authorized and to the extent authorized by the board for the purpose of carrying out the mandate of the Board, regardless of the location of the equipment
- Users must Use their own identity to access the board network and Internet resources. Devices must only be accessed by users who have been authorized by Grand Erie Administration. Guest passwords may be shared with non-board employees for temporary access. The employee sharing the access code is responsible for the guest access.
- Users must not let anyone else only use their own identity to access the board data network and Internet resources.
- Users must not attempt to circumvent any security or control measures on the board network including the use of unauthorized Virtual Private Networks (VPN's).
- not share Maintain privacy of their Grand Erie network credentials with others
- Exercise extreme caution when accessing emails from an external source
- Users must refrain from Recording passwords in a place that cannot be accessed seen by others.
- Users must Log out to protect their account when not in use from being accessed by others
- Complete an on-line acceptance of the Acceptable Use of Information Technology declaration, annually
- Complete cyber security training during orientation and as determined necessary by the board
- Adhere to the expectations of Grand Erie's Social Media Guidelines
- Understand what restrictions and parameters exist under the Copyright Act including obtaining, transmitting and/or storing unauthorized copies of licensed and/or copyrighted material which may include, but is not limited to, software, music, video, or other such data
- Use the board's data network and Internet resources for personal use, provided that such use is reasonable in duration, does not interfere with the user's employment duties and responsibilities, does not result in increased cost to the board and is in compliance with this procedure. Personal use will occur outside of assigned work time. U identified by senior administration
- Guest passwords may be share d-guest passwords with non-board employees for temporary access. The employee sharing the access code is responsible for the guest access.
- Take reasonable steps to ensure that confidential information stored on Board network is not lost, stolen, modified, deleted or subject to unauthorized access, disclosure or copying, including:
  - o Be present when printing confidential information;



- Situate computer display terminals to prevent disclosure of confidential information;
- Use secure passwords for accessing the system;
- Access email and cloud resources on personal owned devices (laptops, tablets, or cellphones) only if the devices are password protected;
- Use certain forms of data protection and/or encryption depending on a user's role.
- Safely store computer equipment (i.e. laptops) when not in use or when transporting;
- Return all equipment and portable storage media to the Information Technology department for proper disposal or reuse
- Understand and apply the responsibilities under privacy legislation for how cloud-based applications are used to collect, use, share, and store/retain student personal information when considering the use of any external tools or applications
- Follow all applicable privacy legislation when leveraging external tools and applications
- Leverage School Messenger as the primary application for communicating personal information securely to parents/guardians;
- Contact ITS Help Desk if it is believed that user network credentials have been compromised and/or a data breach has occurred.

Failure to follow ***Procedure SOXXX – Acceptable Use of Information Technology*** without obtaining prior documented approval from the Manager of Information Technology Services or the Superintendent with Information Technology responsibility, or the Director, shall be construed as a deliberate and malicious act, the consequences of which will be carried out as per the Enforcement Section 8.0.

### **3.0 Responsibilities of Administrators, Managers and Supervisors**

It is the responsibility of administrators, managers and supervisors to:

- Review and communicate the expectations of SOXXX annually with staff
- Ensure that staff complete an Acceptable Use of Computers and the Internet Online Declaration at the beginning of each school year
- Ensure that The Student Acceptable Use of Computers and the Internet Agreement (Appendix A) is signed and returned to the school at the beginning of each school year (administrators only)
- Use Multi-Factor Authentication on board issued devices to access board resources
- Co-operate fully with the board, local, provincial, or federal officials in any investigation concerning or relating to Information Technology.

### **4.0 Responsibilities of Information Technology Services Staff**

It is the responsibility of Information Technology Services Staff to:

- Provide and maintain a secure, safe, and productive Information Technology environment
- Enforce this procedure
- Inspect the contents of a user's device or other personal electronic data if:
  - directed by the user; or
  - required by law; or
  - required by the policies and procedures of the Grand Erie District School Board;
  - or
  - at the direction of Human Resources and/or Director of Education in order to investigate complaints regarding inappropriate content which was intentionally sent or solicited, and is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material.
- Randomly scan data in order to expose instances of unauthorized software and/or data which must be reported to the site's Supervisor and/or deleted

- Refrain from sharing or communicating confidential information they come into contact with during their day to day activities. Any violation of this directive will be treated as a violation of this procedure
- Report violations of this procedure to their supervisor. In some cases, as required by law, staff may be expected to contact law enforcement agencies.
- Carry out activities which fall under the Unacceptable Activities defined in this procedure. These activities are to be undertaken by staff ONLY at the direction of Management in order to monitor and enforce this procedure, and in these specific cases will not be treated as violations. Such activities may include, but not be limited to:
  - Technical maintenance, repair and management
  - Produce information, including e-discovery, as per legal requirements
  - Restore deleted records/files
  - Conduct investigations involving employee use
  - Ensure continuity of work and continuous operations (i.e. employee is absent due to illness and work needs to be retrieved)
  - Improve Board processes and to manage productivity
  - Prevent misconduct and ensure compliance with the law by monitoring system activity, by conducting periodic audits to the system and by investigating potential misconduct.

### **5.0 Responsibilities of Students**

Students should understand that use of Grand Erie Information Technology resources and services is a privilege. It is the responsibility of students to:

- Use information technology resources and services solely for educational purposes and comply with the directives contained in this procedure
- Review and complete the Student Acceptable Use of Computers and the Internet Agreement (Appendix A). The completed Student Acceptable use of Computers and Internet Agreement will be maintained by the school for the duration of the school year and then will be securely removed in June.

### **6.0 Responsibilities of Caregivers**

In order that Caregivers are aware of their responsibilities under this procedure, they will be provided with the Student Acceptable Use of Computers and the Internet Agreement for signature annually. It is expected that caregivers will review this form with their child(ren). Caregivers should understand that use of Grand Erie Information Technology resources and services is a privilege. It is the responsibility of caregivers to:

- Review with their child(ren) and sign The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).

### **7.0 Express Restrictions on Information Technology Network Use**

The following unacceptable activities involving use of the Grand Erie's Information Technology resources are strictly prohibited. **Users must not:**

- Violate any local, provincial or federal statutes
- Store board data on any personally owned device or internet-based service (e.g. Gmail, Dropbox, etc.)
- Use electronic recording devices in schools and the workplace to record any interactions between two or more parties unless all parties explicitly consent
- ~~Users must not Use the board's data network and Internet resources to violate a person's intellectual property, including by using the board's data network and Internet resources to engage in theft of software, music and movies-~~
- ~~Users must not create, view, transmit, store or copy information that is pornographic, obscene, threatening, defamatory or harassing (including against employer and other Grand Erie staff) or that expresses or implies an intention to discriminate.~~
- ~~Employees must not Engage in personal use of the board's data network and Internet resources that interferes to any degree with the performance of their job responsibilities-~~

- ~~Users must not Use~~ the board's data network and Internet resources for the purpose of carrying out a business enterprise without written authorization from the board, through the Superintendent of Business:
- Respond to phishing emails where usernames and passwords are requested
- ~~Users must not Use~~ the board's data network and Internet resources for personal, financial or political causes
- Circumvent any security or control measures on the board network including the use of unauthorized Virtual Private Networks (VPN's):
- ~~Users must not Use~~ the board's data network and Internet resources for a purpose or in a manner that is inconsistent with the board's legitimate interests:
- Intentionally delete emails with informational value to the detriment of legal and statutory Board operations
- Willfully collect, maintain or disclose personal information in contravention of the Municipal Freedom of Information and Protection of Privacy Act,
- Create, transmit, solicit or willingly accept, or store data which is defamatory or harassing towards any individual, –contains obscene, indecent, lewd or lascivious material, contains profane language, panders to racism, sexism, any form of discrimination or other material which explicitly or implicitly refers to sexual conduct, including jokes, e-mails, music, videos, sounds, images, GIF's (graphics interchange format) or other electronic forms of information;
- Violate any laws or participate in the commission or furtherance of any crime or other unlawful act;
- Use Board computer equipment/resources to violate another person's intellectual property, including engaging in the theft of hardware/software, music and/or movies,
- Intentionally deface and/or damage Information Technology equipment
- Develop automations, scripts or viruses, designed to disrupt usage of Information Technology resources,
- Communicate information concerning passwords, identifying codes, personal identification numbers or other confidential information without the permission of its owner or the controlling authority of the school to which it belongs.

### 1.0 Definitions:

In this Policy:

"Information Technology", is defined to include but is not limited to board owned:

- ~~computers, data devices (e.g. phones, laptops, netbooks, & tablets) and hardware;~~
- ~~servers and data storage devices;~~
- ~~communication networks and associated devices;~~
- ~~data;~~
- ~~software;~~
- ~~systems providing a service that are owned and/or maintained by a third party;~~
- ~~peripherals;~~
- ~~cloud based and subscribed apps and storage;~~
- ~~blogs, websites and social media platforms;~~

"Grand Erie District School Board data", is defined to include;

- ~~personal student, parent/guardian or staff information (including text, data, and media files), as well as materials considered to be of confidential nature with respect to school or board work;~~

"Communication Networks" is defined to include, but is not limited to:

- ~~Board wireless and wired data networks;~~
- ~~Connections to the Internet and Internet Service Providers (ISP);~~
- ~~Remote connections ie. Virtual Private Network (VPN)~~

"Peripherals" is defined to include, but is not limited to:

- ~~printers and copiers;~~
- ~~robotics equipment;~~
- ~~monitors, projectors, and interactive devices (ie. SMART boards, Assistive technology);~~
- ~~portable data storage devices;~~
- ~~input devices~~

"Users" is defined to include:

- ~~students~~
- ~~staff~~
- ~~agencies of the Board~~
- ~~partners of the Board~~
- ~~volunteers~~
- ~~parents/and guardians~~
- ~~trustees~~
- ~~guests~~

### ~~2.0~~ — ~~5.0~~ Roles:

~~**All users:** Every user of Information Technology resources at the Grand Erie District School Board has a responsibility to follow this Policy and take all reasonable measures and to ensure the safe, secure, ethical and appropriate use of Information Technology resources, as outlined herein, at all times.~~

### ~~3.0~~ — ~~6.0~~ Additional Roles:

~~**Students:** Students should understand that use of Grand Erie Information Technology resources and services is a privilege. They are required to use these resources and services solely for educational purposes and comply with the directives contained in this Policy. Students are expected to treat these resources with respect. As well, sStudents must demonstrate respect for themselves, for others, and for those in positions of authority, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students follow established rules and take responsibility for their own actions. Lastly, Students will review and sign The Student Acceptable Use of Computers and the Internet Agreement (Appendix A). The signed copies of The Student Acceptable use of Computers and Internet Agreement will reside in a binder in the office for the duration of the school year and then will be securely shredded in June.~~

~~**Parents:** Parents should understand that use of Grand Erie Information Technology resources and services is a privilege. Parents/guardians and their children will review and sign The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).~~

~~**Teachers:** Teachers are responsible for reviewing with students The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).~~

~~**AdministratorsPrincipals and Managers::** AdministratorsPrincipals and Managers are expected to review this Administrative Policy Policy annually with staff and communicate these expectations to staff and students. Administrators They are responsible for ensuring that The Student Acceptable Use of Computers and the Internet Agreement (Appendix A) is signed and returned to the school at the beginning of each school year. Administrators~~

~~**All Staff and Trustees:** All staff Staff and Trustees will do an on-line acceptance of the Acceptable Use of Information Technology Policy on an annual basis. Principals and Managers will be responsible for tracking compliance of staff, and the Director will be responsible for tracking the compliance of Trustees.~~

~~**Management:** All management will co-operate fully with the school board, local, provincial, or federal officials in any investigation concerning or relating to Information Technology.~~

~~**Information Technology Services Staff:** ITS staff are responsible for providing and maintaining a secure, safe, and productive Information Technology environment, and to enforce this Policy. This may include, but is not limited to, the activities defined below:~~

~~*Email:* All email and Internet communications sent and received by users are the property of the Grand Erie District School Board. Information Technology Services staff will not proactively inspect the contents of a user's email or other personal electronic data unless:~~

- ~~• directed by the user; or~~
- ~~• required by law; or~~
- ~~• required by the Policies of the Grand Erie District School Board; or~~
- ~~• at the direction of Senior Administration Human Resources and/or Director of Education in order to investigate complaints regarding email which was intentionally sent or solicited, and is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material.~~

~~*Data:* Data stored within GEDSB Information Technology resources may be randomly scanned in order to expose instances of unauthorized software and/or data which must be reported to the site's Supervisor and/or deleted.~~

~~Information Technology Services staff may, from time to time, carry out activities which fall under the Unacceptable Activities defined in this Policy. These activities are to be undertaken by staff ONLY at the direction of Management in order to monitor and enforce this Policy, and in these specific cases will not be treated as violations. Such activities may include, but not be limited to:~~

- ~~• technical maintenance, repair and management~~
- ~~• a legal requirement to produce information, including e-discovery~~
- ~~• restoring deleted records/files~~
- ~~• conducting an investigation involving employee use~~
- ~~• ensuring continuity of work and continuous operations (i.e. employee is absent due to illness and work needs to be retrieved)~~
- ~~• improving Board processes and to manage productivity~~
- ~~• preventing misconduct and ensuring compliance with the law including by monitoring system activity, by conducting periodic audits to the system and by investigating potential misconduct~~

~~Information Technology Services staff have privileged access to information and they are expected to report violations of this procedure to their supervisor. In some cases, as required by law, staff may be expected to contact law enforcement agencies.~~

~~Information Technology Services staff are strictly forbidden to share or communicate confidential information they come into contact with during their day to day activities. Any violation of this directive will be treated as a violation of this Policy.~~

#### ~~4.0~~ ~~**7.0 Unacceptable Activities**~~ **Use of Technology:**

~~The following Unacceptable Activities involving use of the Grand Erie District School Board's Information Technology resources are strictly prohibited:~~

~~**Unacceptable Content:** transmitting, soliciting or willingly accepting, or storing data which contains obscene, indecent, lewd or lascivious material, contains profane language, panders to racism, sexism, form of discrimination or other material which explicitly or implicitly refers to sexual conduct. This may include jokes, e-mails, music, videos, sounds, images, GIF's (graphics interchange format) or other electronic forms of information.~~

~~**Hacking:** attempting to gain unauthorized access to, or make unauthorized use of, electronic data and/or communications using the board's technology. This includes the introduction of unauthorized software to the Information Technology environment at the board.~~

**Fraud:** obscuring the true identity of a user while using Information Technology resources and services.

**Copyright:** obtaining, transmitting and/or storing unauthorized copies of licensed and/or copyrighted material which may include, but is not limited to, software, music, video, or other such data. While educators have opportunities to use some copyright-protected materials in their lessons without payment, they also have professional responsibilities to understand what restrictions and parameters exist under the Copyright Act.

**Personal Use:** use of the Board's Information Technology resources and services for unauthorized purposes including, but not limited to, political, financial or commercial gain, is strictly prohibited.

**Personal Privacy:** intentionally browsing, copying, deleting, modifying or seeking private information about another person unless specifically authorized. Access to public information about individuals is deemed acceptable.

**Vandalism:** intentional defacing and/or damage of Information Technology equipment.

**Disrupting Usage:** any activity, including the development of automations, scripts or viruses, designed to disrupt usage of Information Technology resources.

**Sharing Confidential Information of Another User:** communicating information concerning passwords, identifying codes, personal identification numbers or other confidential information without the permission of its owner or the controlling authority of the school to which it belongs.

**Misrepresentation:** Users must not share personal security information including passwords, logins, etc., with other users, nor are users allowed to log in to Information Technology resources using an account that has not been specifically assigned to them.

**Unauthorized Access:** All users are required to have been previously granted authorization to make use of Information Technology resources. This authorization may be granted explicitly to an individual, or implicitly to a group. The failure to prevent unauthorized use of that resource does not relieve an individual of the responsibility of obtaining authorization prior to using the resource.

## 5.0 **8.0 Enforcement:**

ITS staff are responsible for providing and maintaining a secure, safe, and productive Information Technology environment. The enforcement of this procedurePolicy is the responsibility of all management.

When the board suspects a violation of this procedurePolicy, it may restrict a user's access to the Board's computer equipment pending completion of an investigation. When the Board finds that a violation of this procedurePolicy has occurred, it may result in the imposition of one or more of the following:

- Restrictions on the use of specific Information Technology resources and services
- Ssuspension of access to all Information Technology resources and services
- Aadministration of the Progressive Discipline process found in Procedure HR119
- Disciplinary action up to and including student expulsion (for students);
- Disciplinary action up to and including employee termination (for employees);
- Civil or criminal proceedings.

Use of technology is governed by all relevant federal and provincial laws, and Board's policies and procedures (e.g. Copyright Act, Education Act, Acceptable Use Policy, codes of conduct and Progressive Discipline). Activities that are in contradiction of this procedurePolicy will be

reported to the appropriate level of supervision or management based on the user involved. In addition, the Board may report, or be required to report, suspected violations of the law to law enforcement and will cooperate with all local, national and international law enforcement agencies. The board is not responsible for steps taken by these agencies in the investigation and prosecution of public law.

### **References**

- [Acceptable Use of Information Technology \(SO-27\)](#)
- SO9 Cyberbullying
- SO11 Progressive Discipline and Promotion of Positive Student Behaviour
- SO12 Code of Conduct
- [SO19 Privacy and Information Management](#)
- [SO27 Acceptable Use of Information Technology](#)
- [SO24 Copyright – Fair Dealing Guidelines](#)
- [SO-105 Privacy Breach Response](#)
- HRI03 Duties and Expectations of Teachers
- [HR119 Progressive Discipline](#)
- Grand Erie District School Board Code of Digital Citizenship (Appendix B)
- [Grand Erie Social Media Guidelines](#)
- [Municipal Freedom of Information and Privacy Act](#)





Appendix A

**Student Acceptable Use of Computers Technology and the Internet Agreement**

**Background**

Technology Resources, which include software, hardware, the Internet and other components, are an important ingredient to each student’s education at our school.

Each student has the privilege of using the Technology Resources and must use them in an acceptable way.

**Acceptable Use**

As a general rule, students must use Technology Resources, including personal devices, in ways consistent with Provincial and Federal laws as well as consistent with the policies and procedures of the School and the School Board.

**PROTECT**

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren’t free or don’t belong to me.
- I will verify the accuracy of online information.

**RESPECT**

- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
- I will respect myself and others through my online actions and responses.
- I will not use electronic media to insult, bully, harass or stalk other people.
- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

<b>School Name</b>	
<b>Student Name</b>	

This is to confirm that I have read the Student Acceptable Use of Computers and the Internet Agreement and will abide by the rules and procedures as outlined.	
Signature of Student	Print Name
Signature of <u>Parent/Guardian</u> <u>Caregiver</u>	Print Name
Date	


File Location: School Office

Retention: CY (CY = current school) \* ~~The signed copies of The Student Acceptable use of Computers and Internet Agreement will reside in a binder in the school office for the duration of the school year and then will be securely shredded in June.~~



## Appendix B

## Code of Digital Citizenship



*Grand Erie District School Board*  
**CODE OF DIGITAL CITIZENSHIP**  
**“Protect and Respect”**  
 Responsible Actions in a Digital World

**PROTECT**

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren't free or don't belong to me.
- I will verify the accuracy of online information.

**RESPECT**

- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
- I will respect myself and others through my online actions and responses.
- I will not use electronic media to insult, bully, harass or stalk other people.
- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

**granderie.ca**



# CODE OF DIGITAL CITIZENSHIP

## PROTECT + RESPECT

RESPONSIBLE ACTIONS IN A DIGITAL WORLD

### PROTECT

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren't free or don't belong to me.
- I will verify the accuracy of online information.

### RESPECT

- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
- I will respect myself and others through my online actions and responses.
- I will not use electronic media to insult, bully, harass or stalk other people.
- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

FOR INFORMATION ABOUT DIGITAL CITIZENSHIP, VISIT:

[granderie.ca/digitalcitizenship](https://granderie.ca/digitalcitizenship)



# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Kevin Graham, Superintendent of Education  
RE: **Honouring Indigenous Knowledges, Histories and Perspectives Policy (P-02) and Procedure (P-002)**  
DATE: May 9, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT Bylaw 9 – Process for Development of Bylaws, Policies and Procedures be waived with respect to circulating Honouring Indigenous Knowledges, Histories and Perspectives Policy (P-02) and Honouring Indigenous Knowledges, Histories and Perspectives Procedure (P-002) to all appropriate stakeholders for comments.

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve Honouring Indigenous Knowledges, Histories and Perspectives Policy (P-02).

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive Honouring Indigenous Knowledges, Histories and Perspectives Procedure (P-002) as information

## Background

P-02 Policy Honouring Indigenous Cultures, History and Traditions was approved by Trustees in January 2017 and was scheduled for review in February 2021. The Policy was sent out for comments to be reviewed by March 31, 2021. On May 10, 2021 a request was made to have the Policy reviewed again through the Indigenous Education Advisory Committee (IEAC) and Native Advisory Committee (NAC) as well as the Indigenous Education Team.

## Additional Information

As a result of further reviews, suggested revisions have been made and a draft revised Policy is attached. 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.

## Next Steps

Additional learning and support will be provided to school communities in keeping with the information within the Policy and Procedure.

## Grand Erie Multi-Year Plan

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

Respectfully submitted,

Kevin Graham  
Superintendent of Education





**Honouring Indigenous Knowledges, Histories and Perspectives**

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

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

**Policy Statement:**

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

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

The Six Nations of the Grand River and Mississaugas of the Credit territories are located within our board community. The legacy of residential schools, and colonialism, continues to be felt today by these communities, as well as by the Metis, Inuit and urban First Nations families and students we serve. As part of reflecting its community, Grand Erie supports the Calls to Action of the TRC through a set of actions which serve to honour Indigenous histories, knowledges, and perspectives.

Grand Erie acknowledges the diversity of Nations across Turtle Island. Where possible, the specific nation's name will be used; otherwise, the term *Indigenous* will be referenced in print, or otherwise.

**Accountability**

- 1. ~~Frequency of Reports As needed~~
- 2. ~~Criteria for Success Increased understanding of the histories, knowledges and perspectives of Indigenous populations~~

**Procedures**

The Truth and Reconciliation Commission of Canada was formed as a result of recognition of the cultural genocide and assimilation inflicted upon Indigenous people in Canada for generations and in concluding its work, created 94 Calls to Action including numbers 62 and 63 specifically focused on education.

For the purposes of this policy, the Grand Erie District School Board will focus on #63 ii, iii, iv as expectations for the system.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.

- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

#### **The Grand Erie District School Board will:**

- Ensure that the **Land Acknowledgement Statement** is read at the opening of each Committee of the Whole and Regular Board meetings and all other Committee meetings in the board. Schools will include the board's land acknowledgement statement in their opening exercises. The board's land acknowledgement statement may be used at other school events outside the school day as deemed appropriate by the Principal.

*The Grand Erie District School Board acknowledges the sacred and traditional lands of the Haudenosaunee, Anishinaabe and all Indigenous Peoples of Turtle Island. We are committed to our responsibility to uphold the treaties of this land. We will continue to learn, unlearn, and centre the voices of Indigenous Peoples, and honour the earth, air and waters.*

- Build understanding of Indigenous knowledges, histories and perspectives, recognition of treaties and the effects of colonialism in curriculum development and delivery, in order advance the process of Canadian reconciliation.
- Support the development of staff training and implementation of learning resources that work to heighten the understanding of Indigenous knowledges, histories and perspectives.

#### **References**

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

- [Honouring Indigenous, History Cultures and Traditions \(P-002\)](#)



# PROCEDURE

**P-002**

## Honouring Indigenous Knowledges, Histories and Perspectives

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

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

### **Purpose:**

This procedure outlines the steps that board staff will take to operationalize the Board Policy Honouring Indigenous Knowledges, Histories and Perspectives.

### **Definitions:**

**Turtle Island:** In reference to the continent of North America.

**Indigenous:** Applies collectively to the original people of the land.

**Treaties:** A formal, binding, nation to nation agreement that sets out clearly defined rights and responsibilities. Some of the original treaties were accompanied by wampum belt or string.

**Colonialism:** A set of policies or practices used to exert power and control by suppressing another group economically, politically and socially.

### **Guiding Principles:**

- Ensure that the **Land Acknowledgement Statement** is read at the opening of each Committee of the Whole and Regular Board meetings, and all other Committee meetings within the board. Schools will include the board's land acknowledgement statement in their opening exercises. The land acknowledgement statement may be used at other school events outside the school day as deemed appropriate by the Principal or designate.

*~~The Grand Erie District School Board acknowledges the sacred and traditional lands of the Haudenosaunee, Anishinaabe and all Indigenous Peoples of Turtle Island. We are committed to our responsibility to uphold the treaties of this land. We will continue to learn, unlearn, and centre the voices of Indigenous Peoples, and honour the earth, air and waters.~~*

- Build understanding of Indigenous histories, knowledges and perspectives, recognition of treaties, and the effects of colonialism, in curriculum development and delivery in order to advance the process of Canadian reconciliation.
- Support the development of staff training and implementation of learning resources that work to heighten the understanding of Indigenous histories, knowledges, and perspectives.

### **Land Acknowledgement Statement:**

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

**References:**

- [Honouring Indigenous, History Cultures and Traditions \(P-02\)](#)
- Honouring the Truth, Reconciling the Future, the Final Report of the Truth and Reconciliation Commission of Canada, 2015

Draft





# Bluewater District School Board

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 Chesley ON N0G 1L0  
 Telephone: (519) 363-2014 Fax: (519) 370-2909  
 www.bwdsb.on.ca

Sent by email: [stephen.lecce@pc.ola.org](mailto:stephen.lecce@pc.ola.org)

April 27, 2022

The Honourable Stephen Lecce  
 Minister of Education  
 315 Front Street West, 14th Floor  
 Toronto, Ontario M7A 0B8

Dear Minister Lecce:

On behalf of the Board of Trustees, we are reaching out to echo the concerns in the letter you received dated April 14, 2022 from Avon Maitland District School Board regarding a recent trend of increased absenteeism and lack of staff to cover these absences. Similar concerns outlining the gravity of the situation in Bluewater District School Board were also expressed by our director of education in an email to the deputy minister.

We are struggling on a regular basis to keep our schools open with the increased number of staff who are absent due to illness, isolation, and other reasons. While our staff have been extremely supportive and creative in finding ways to mitigate the various impacts of this surge in absenteeism, our current situation is simply not sustainable.

Many of our teachers have sacrificed their preparation periods, schools have had to cancel resource and other support time, and staff are taking on additional teaching duties. This has extended to administrators, including principals, vice-principals, and central system level staff, who are covering classes daily after all efforts have been exhausted to fill positions with qualified staff and emergency workers.

With administrators working increased hours to manage this shortage, and teachers often losing their preparation and break times, we are deeply concerned about the inevitability of staff burn-out, and other negative impacts to student and staff safety and well-being. Staffing shortages are compounding stress-related absences and are also preventing us from providing professional development this year.

This high level of absenteeism is evident in other staff groups who are just as important to the safe operation of our schools, such as educational assistants, office professionals, and custodians. Continuing along this trajectory will lead to difficult decisions, including requiring school and classroom closures due to insufficient staffing.

As always, our commitment remains focused on providing a quality education for every student in a safe, accepting, and caring environment.

Sincerely,

Jane Thomson  
 Chair

Jan Johnstone  
 Vice-Chair

cc: The Honourable Bill Walker, MPP, Bruce-Grey-Owen Sound



The Honourable Lisa Thompson, MPP, Huron-Bruce  
Ontario Public School Boards' Association  
Chairs of Ontario English Public School Boards