



Policy and Program Committee Meeting

Monday, April 14, 2025

6:30 p.m.

Norfolk Room, Education Centre

AGENDA

A - 1 **Opening Call to Order**

- (a) Roll Call
- (b) Declaration of Conflict of Interest
- (c) Welcome/Land Acknowledgement

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

B - 1 **Approval of the Agenda**

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

C - 1 **Consent Agenda**

* **Recommended Motion:**

"THAT the Policy and Program Committee accept the April 14, 2025 Consent Agenda and the recommendations contained therein."

- (a) Approve the minutes of:
 - (i) Policy and Program Committee meeting dated March 3, 2025

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

E - 1 **New Business - Program**

- * (a) Implications of Friday the 13th, 2025-26 Report (R. Vankerrebroeck)
 - Recommended Motion:**
"THAT Option One – Lakewood Elementary School Remains Open to Student/Transportation Runs in Port Dover for February 13, 2026 and March 13, 2026 be forwarded to the April 28, 2025 Regular Board meeting for approval."
- (b) [Indigenous Education Programs](#) (K. Graham) (I)
- * (c) Vaping Detectors Update (K. Graham, R. Wyszynski) (I)
- * (d) Hall Monitor (Initiative) Report (K. Graham, C. Bedard) (I)
- * (e) Specialized Services Transition Navigator Report (L. Thompson) (I)
- * (f) Remote Learning Report (K. Graham, L. Thompson) (I)
- * (g) Special Olympics Report (L. Thompson, R. Vankerrebroeck) (I)
- * (h) Innovation Hub Update (L. Munro) (I)
- * (i) Toronto Holocaust Museum Update (L. Munro, C. Bedard) (I)
- * (j) MEHRIT Centre Micro-Credential Update (P. Ashe) (I)
- (k) [Mental Health Action Plan Final Report 2023-24](#) (P. Ashe) (I)
- (l) [Mental Health Action Plan Annual Update 2024-25](#) (P. Ashe) (I)
- (m) [Equity Action Plan Annual Update 2024-25](#) (L. Munro) (I)
- * (n) **P**olice **R**esource **O**utreach **S**upporting **E**ducation Program Update (P. Ashe) (I)
- * (o) Secondary Program Review Update - Magnet Offerings (K. Graham, R. Vankerrebroeck) (I)
- * (p) Grand Erie Math Achievement Action Plan (L. Munro) (I)
- * (q) [Student Achievement Plan 2024-25](#) (L. Munro) (I)

Learn

Lead

Inspire



Policy and Program Committee Meeting

Monday, April 14, 2025

6:30 p.m.

Norfolk Room, Education Centre

AGENDA

F-1 **New Business - Policy**

- * (a) Distribution of Materials in Schools Policy (SO-04) (J. Roberto)
Recommended Motion:
"THAT the Distribution of Materials in Schools Policy (SO-04) be forwarded to the April 28, 2025 Regular Board meeting for approval."
- * (b) Field Trips and Excursions Policy (SO-15) (L. Munro, J. White)
Recommended Motion:
"THAT the Field Trips and Excursion Policy (SO-15) be forwarded to the April 28, 2025 Regular Board meeting for approval."
- * (c) Honouring Indigenous Knowledges, Histories and Perspectives Policy (PR-02) (K. Graham)
Recommended Motion:
"THAT the Honouring Indigenous Knowledges, Histories and Perspectives Policy (PR-02) be forwarded to the April 28, 2025 Regular Board meeting for approval."
- * (d) Artificial Intelligence Policy (IT-06) (L. Munro)
Recommended Motion:
"THAT the Artificial Intelligence Policy (IT-06) be forwarded to the April 28, 2025 Regular Board meeting for approval."
- * (e) Artificial Intelligence Procedure (IT-006) (L. Munro) (I)

G - 1 **Adjournment**

"THAT the Policy and Program Committee meeting be adjourned."

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

Learn

Lead

Inspire



Policy and Program Committee

Monday, March 3, 2025

6:30 p.m.

Norfolk Room, Education Centre

MINUTES

Present: Chair: S. Gibson, Trustees: B. Doyle, T. Waldschmidt, T. Sault, C.A. Sloat, C. VanEvery-Albert, L. Whiton

Administration: Director: J. Roberto, Superintendents: P. Ashe, K. Graham, L. Munro, L. Thompson J. Tozer, R. Vankerbroeck, J. White, R. Wyszynski, Senior Executive Assistant: C. Dero, Recording Secretary: K. Ireland-Aitken

Guests: J. Bell, General Legal Counsel

Visiting Trustee: R. Collver

A - 1 **Opening**

(a) **Roll Call**

The meeting was called to order by Chair S. Gibson at 6:30 p.m. and roll call was confirmed.

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

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

Committee Chair S. Gibson read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: B. Doyle

Seconded by: T. Sault

THAT the Policy and Program Committee agenda be approved.

Carried

C - 1 **Consent Agenda**

Moved by: T. Waldschmidt

Seconded by: C. VanEvery-Albert

THAT the Policy and Program Committee accept the March 3, 2025 Consent Agenda and the recommendations contained therein.

Approve the minutes of:

(i) Policy and Program Committee meeting dated January 13, 2025

Carried

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

E - 1 **New Business - Program**

(a) **Equity Action Plan Final Report 2023-24**

Presented as published.

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

Presented as printed.

(c) **Curriculum Updates**

Presented as printed.



Policy and Program Committee

Monday, March 3, 2025

6:30 p.m.

Norfolk Room, Education Centre

MINUTES

(d) **Graduation Coach to Support Black Students**

Presented as printed.

(e) **Kick-Start to Kindergarten**

Presented as printed.

(f) **Right to Read Inquiry Report**

Presented as printed.

F - 1 **New Business – Policy**

(a) **Budget Development Process Policy (BU-02)**

Moved by: B. Doyle

Seconded by: L. Whiton

THAT Budget Development Process Policy (BU-02) be forwarded to the March 24, 2025 Regular Board meeting for approval.

Carried

(b) **Major Construction Policy (FA-01)**

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Major Construction Policy (FA-01) be forwarded to the March 24, 2025 Regular Board meeting for approval.

Carried

(c) **Boundary Reviews Policy (FA-08)**

Moved by: L. Whiton

Seconded by: T. Sault

THAT the Boundary Reviews Policy (FA-08) be forwarded to the March 24, 2025 Regular Board meeting for approval.

Carried

(d) **Fundraising Policy (SO-01)**

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Fundraising Policy (SO-01) be forwarded to the March 24, 2025 Regular Board meeting for approval.

Carried

(e) **Equity and Inclusive Education Policy (SO-14)**

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Equity and Inclusive Education Policy (SO-14) be forwarded to the March 24, 2025 Regular Board meeting for approval.

Carried

(f) **Community Partnerships Policy (SO-34)**

Moved by: L. Whiton

Seconded by: B. Doyle



Policy and Program Committee

Monday, March 3, 2025

6:30 p.m.

Norfolk Room, Education Centre

MINUTES

THAT the Community Partnerships Policy (SO-34) be forwarded to the March 24, 2025 Regular Board meeting for approval.

Carried

Community Partnerships Policy (SO-34) was presented and recommended to waive the 30 day public consultation process due to minor revisions.

(g) **Student Concussion and Head Injury Policy (HS-10)**

Moved by: L. Whiton

Seconded by: T. Waldschmidt

THAT the Student Concussion and Head Injury Policy (HS-10) be forwarded to the March 24, 2025 Regular Board meeting for approval.

Carried

(h) **Environmental and Climate Change Education and Stewardship Policy (SO-18)**

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Environmental and Climate Change Education and Stewardship Policy (SO-18) be forwarded to the March 24, 2025 Regular Board meeting for approval.

Carried

G - 1 **Adjournment**

Moved by: B. Doyle

Seconded by: C. VanEvery-Albert

THAT the Policy and Program Committee meeting be adjourned at 7:11 p.m.

Carried

H - 1 **Next Meeting Date:** April 14, 2025



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Regan Vankerrebroeck, Superintendent of Education
RE: **Implications of 2025-26 Friday the 13th Events on Port Dover Students**
DATE: April 14, 2025

Recommended Motion: Moved by _____ Seconded by _____
THAT Option One – Lakewood Elementary School Remains Open to Student/Transportation Runs in Port Dover for February 13, 2026 and March 13, 2026 be forwarded to the April 28, 2025 Regular Board meeting for approval.

1. Background Rationale

- 1.1. Each Friday the 13th in Port Dover, there is a community event where, in warm weather, extremely high numbers of motorcyclists visit the community for the weekend, arriving in town on or before the 13th. Their presence in the community can impact our students significantly. Such an event during warmer months is likely to be very well attended. Such an event in colder months will have much less impact on school operations.
- 1.2. In warm weather, access to the schools is severely limited by traffic, as streets are jammed and access to the town is restricted by the Norfolk Ontario Provincial Police issues of safety in traveling to and from school on Friday the 13th are important considerations for our students, their families and our staff. Staff members who reside in town have indicated that staying in their community that day is better than leaving Port Dover and trying to return later in the day. During the colder months, travel is not impacted as significantly.
- 1.3. On previous warm-weather Friday the 13th days, the Board has closed Lakewood Elementary School to students. The staff has reported to school for Professional Development and program activities. On previous cold-weather Friday the 13th days, the Board has kept the school open.
- 1.4. For secondary students living in Port Dover and attending school at Simcoe Composite School and Waterford District High School, group stops were organized outside of town limits on warm-weather Friday the 13th days. During colder months, when transportation runs normally, these special arrangements are not necessary.
- 1.5. There are two Friday the 13th events during 2025-26 school year: February 13 and March 13.

2. Options Considered

2.1. Option One – Lakewood Elementary School Remains Open to Students/Transportation Run in Port Dover

This is the usual option for cold-weather Friday the 13th events.

Option Two – Cancel Transportation in Port Dover/Lakewood Elementary School Closed to Students/Lakewood Staff Reports to School/Group Stops for Secondary Students

This is the usual option for warm-weather Friday the 13th events.

3. Recommendation

- 3.1. Option One - Lakewood Elementary School Remains Open to Students/Transportation Run in Port Dover

4. Budget Implication

4.1. Nil

5. Next Steps:

- 5.1. The Principal at Lakewood Elementary School will share the Board of Trustees decision with School Council.
- 5.2. Board of Trustees decision will be communicated to Transportation, Facilities and Human Resource departments.
- 5.3. Board of Trustees decision will be communicated to the parent community, and Port Dover community through the Grand Erie website and all available media.
- 5.4. Board of Trustees decision will be communicated to Grand Erie secondary schools with Port Dover residents, their students, their School Councils and their parent communities.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Regan Vankerrebroeck
Superintendent of Education



Grand Erie District School Board

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

FROM: Kevin Graham, Superintendent of Education
Rafal Wyszynski, Superintendent of Business & Treasurer

RE: **Vaping Detectors Update**

DATE: April 14, 2025

Background

At October's Policy and Program Committee meeting, it was noted that the Ministry of Education released a strengthened Policy/Program Memorandum (PPM) No. 128 – Provincial Code of Conduct and School Board Codes of Conduct in June 2024. The revised guidance helped foster positive school climates that support the achievement and well-being of students in Ontario. A portion of the updates to PPM 128 included a strengthened enforcement of consequences for students use/possession/provision of tobacco, electronic cigarettes (vaping) and nicotine products while at school.

To support schools with monitoring within bathrooms, funding was provided to install electronic cigarettes (vaping) detectors within strategic locations in secondary schools. Locations included bathrooms and changerooms.

Additional Information

As of the end of March, the following five (5) schools have had devices installed and are at different stages in their onboarding, and commissioning. These were installed using a grant from the Ministry of Education's Responsive Education Programs (REPs).

- Brantford Collegiate Institute
- Delhi District Secondary School
- McKinnon Park Secondary School (installed at end of 2023-24)
- Pauline Johnson Collegiate and Vocational School
- Waterford District High School

Next Steps

Grants are typically announced on an annual basis. If the funding continues, the next phase of schools will be announced. Initial response by schools have been favourable to monitor and reduce vaping within the locations that detectors have been involved. Staff will continue to evaluate the effectiveness over time.

Grand Erie Multi-Year Plan

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

Respectfully submitted,
Kevin Graham, Superintendent of Education
Rafal Wyszynski, Superintendent of Business & Treasurer



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Kevin Graham, Superintendent of Education
Chloe Bedard, Ph. D., Manager of System Research
RE: Hall Monitor (Initiative) Report
DATE: April 14, 2025

Background

Grand Erie prioritizes student safety and aims to foster a culture of well-being. Feedback from Administrators, teachers, and students identified two key areas—hallways and bathrooms—to focus on improving students’ sense of belonging and minimizing time spent out of the classroom. A Hall Monitor position was piloted at McKinnon Park Secondary School to support and enhance a culture of belonging and learning. The goal of the Hall Monitor position was to provide an additional caring and positive adult, ensure students feel a sense of belonging, and to create an equitable and inclusive learning space beyond the classroom, in the hallways and bathrooms.

Additional Information

Data was collected from interviews with the Hall Monitor and four teachers, and from the school climate survey administered to students in May/June of 2024.

Summary of Results

1. Positive Relationships and Presence: The Hall Monitor successfully built positive relationships, which contributed to a more welcoming school environment.
2. Effective Encouragement Without Confrontation: The Hall Monitor’s non-confrontational approach effectively discouraged misbehavior without conflicts.
3. Reduction in Challenging Behaviors: There was a noticeable reduction in hallway and bathroom congestion, with fewer large groups gathering and more time spent in class.
4. Support for School Culture and Safety: The overall tone and culture of the school improved with the Hall Monitor’s presence. Teachers felt that this role made the school safer and provided an additional layer of oversight for Administrators.
5. Increased Sense of Safety: Student surveys indicated that students’ sense of safety increased in the hallways and in the bathrooms.

Next Steps

The Hall Monitor role has been viewed as a valuable addition to the school, with suggestions for early implementation.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Kevin Graham, Superintendent of Education
Chloe Bedard, Ph. D., Manager of System Research



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Liana Thompson, Superintendent of Education
RE: **Specialized Services Transition Navigator Report**
DATE: April 14, 2025

Background

The Ministry of Education has provided temporary funding for school boards to secure personnel to support the transition of students with special education needs from their secondary school programs to post-secondary goals. A Specialized Services Transition Navigator has been newly hired in the Grand Erie District School Board (Grand Erie). The Transition Navigator is part of the Specialized Services team and will collaborate with secondary school administrators, school staff, families, system staff, community resources and post-secondary schools and provincial institutions. This position will identify systemic barriers and develop meaningful solutions to support students with disabilities and their families through critical educational and life transitions.

Data indicates that students with special education needs follow several post-secondary pathways – university, college, apprenticeship, workplace and supported community living. Often students require community supports as they move into new educational pathways or community life.

The goals of this position include:

- Providing personalized support and guidance to students, families and schools throughout the transition process.
- Facilitating connections between students, families, and relevant post-secondary institutions and community services.
- Engaging with current and past students and families to gather feedback on their experiences with transitions exiting from secondary school.

Planned Activities and Support

For this school year the Transitions Navigator work will include:

- Reviewing and assessing current practice for transitions of students with disabilities to post-secondary, as well as new to Grand Erie secondary school students with disabilities.
- Sharing best practices in transition planning for students with disabilities.
- Designing a variety of resources to support school exit pathways and post-secondary transitions.
- Developing and implementing programs and events to support families with applying for Developmental Service Ontario (DSO) and/or Ontario Disability Support Program (ODSP), connecting students and families with supports through Passport Program funding for employment or education opportunities, and supporting students transitioning to Adult Services.
- Meeting with secondary school teams and performing student profile assessments for students with special education needs, creating plans to support students on their journey to their chosen post-secondary pathway.
- Contributing to Individual Education Plans curated from student profiles to support successful post-secondary transitions.

- Reaching out to students at designated schools to adjust support as needed, including individualized meetings with Learning Resource Teachers.
- Supporting individual student outreach in collaboration with the support of each secondary school's support team.
- Preparing students for a successful transition to post-secondary life, including providing information on post-secondary program options, community living opportunities and facilitating connections with community organizations supporting adult services.

The impact of the Transition Navigator will be measured by tracking the number of students with special education needs and/or disabilities who report increased knowledge of transitions after their support and the number of educators who report an increased ability to support student transitions as a result of engaging in professional capacity building with the Transition Navigator.

Grand Erie Multi-Year Plan

The role of the Specialized Services Transition Navigator aligns with 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,

Liana Thompson
Superintendent of Education



Grand Erie District School Board

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

FROM: Kevin Graham, Superintendent of Education
Liana Thompson, Superintendent of Education

RE: **Remote Learning Report**

DATE: April 14, 2025

Background

With the goal of maintaining a connection to all our learners and their families, the Grand Erie District School (Grand Erie) continues to provide remote learning opportunities for both elementary and secondary students.

Additional Information

Elementary Remote Learning Program Update

The Elementary Remote Learning Program (ERLP) was created through a tri-board consortium including participating districts of Avon Maitland District School Board (AMDSB), Grand Erie and Upper Grand District School Board (UGDSB). Bluewater District School Board (BWDSB) joined the consortium in September 2024.

Under the agreement, students continue to have the opportunity to enroll in Grade 1 to 8 classes. Junior and Senior Kindergarten classes are not offered.

All students remain students at their home school boards. This allows students to continue to access wrap-around supports from their local school as needed. These supports would include attendance counsellors, child and youth workers, social workers, and learning resource teachers among others.

Each school board with remote learning enrolment continues to receive funding to offset the cost of the salaries and benefits of administrative staff (i.e., principal, vice-principal, school office support, information technology (IT)). UGDSB continues to act as the coordinating board within the agreement and continues to use this funding to establish these positions. Grandview Public School continues to host the ERLP in Grand Erie, and the principal of Grandview Public School is the lead contact for remote school matters.

Participating boards monitor student attendance closely. In some cases, students have been assigned back to their in-person home school based on attendance issues. Registration opportunities for the ERLP are provided twice annually. Registrations for the 2024-25 school year took place in June 2024. An additional opportunity for entry into the ERLP took place at the end of Term 1, for a start date at the beginning of Term 2. Declarations for interest in the ERLP were gathered in March 2025 for consideration for the September 2025 entry point. Entry mid-year continues to be dependent on availability of space in classes. Students are able to return to their home schools at any point in time provided there is space available.

Primary class sizes (Grade 1 to 3) are organized to fall within the regulations outlined by the Ministry of Education. Junior classes (Grade 4 to 6) are capped at 25 and intermediate (Grade 7 and 8) classes are capped at 28.

Teaching staff are drawn from each participating board based on student enrollment in the program and in alignment with collective agreements in each participating board. Currently Grand Erie provides 1.0 Full Time Equivalent (FTE) teacher who works on secondment with UGDSB.

PPM 164 continues to be in effect, guiding the daily schedule, timeframe, and mode of delivery (synchronous or asynchronous) for remote learning opportunities.

Student/parent/caregiver concerns are addressed using the Ontario e-Learning Consortium (OeLC) model. Concerns are addressed by the classroom teacher first. Parent/caregiver concerns regarding teachers are shared with the Grandview Public School principal who then follows up with other participating boards as appropriate.

Currently there are 42 Grand Erie students enrolled in the ERLP.

Secondary Remote Learning Overview

Students have shown a preference for asynchronous learning through the e-Learning model. Grand Erie is a member of the OeLC. The OeLC is comprised of a collective of Ontario School Boards, each of which has entered into mutual agreement to open their e-Learning courses to all students throughout member boards without a course fee. Currently, the Consortium supports 56 member boards (29 Public and 27 Catholic) representing students who reside in both urban and rural areas throughout Ontario. Students are able to enroll full-time in e-Learning or take as many as they would like as part of the Ministry of Education's graduation requirement to have two (2) online courses.

Grand Erie eLearning Sections

Year	# of Sections
2018-2019	17
2019-2020	26
2020-2021	31
2021-2022	50
2022-2023	52
2023-2024	71
2024-2025	88

Next Steps

The outcomes for students participating in elementary and secondary remote learning opportunities will be tracked to gather evidence to determine if the continued implementation of remote learning supports student success.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Kevin Graham, Superintendent of Education
Liana Thompson, Superintendent of Education



Grand Erie District School Board

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

FROM: Liana Thompson, Superintendent of Education
Regan Vankerrebroeck, Superintendent of Education

RE: **Special Olympics Report**

DATE: April 14, 2025

Background

Special Olympics has grown from a small program serving local athletes to become the world's largest movement dedicated to promoting respect, acceptance, inclusion, and human dignity for people with intellectual disabilities through sport.

Special Olympics offers secondary school programs that feature five sporting events throughout the school year: Soccer (Sept/Oct), Basketball (Nov/Dec), Bocce (Feb/Mar), Floor Ball (April), and Track (April). Schools participating in Special Olympics events are provided with all equipment needed for the sport if it is not currently available at the school. Two divisions of play are offered – traditional division, which includes teams comprised of students with disabilities, and unified division, which includes teams comprised of students with and without disabilities.

Special Olympics events are also supported at the elementary level through skill stations rather than competition. Students of all abilities are encouraged to participate.

To host an event, schools must designate teacher champions, with registration required at least seven days in advance and family communication recommended at least one month prior. Volunteer training will be provided to ensure a successful experience for all participants

There is no fee to join or access Special Olympics resources, and secondary schools receive \$500 from Special Olympics to host an event. The first event is free for students, with a minimal fee per student charged for subsequent events. Special Olympics supports school events by managing event organization and training staff and students in various types of sports.

The 2025 Special Olympics Ontario Summer Games will take place in Brantford from July 10 to 13, 2025, offering multiple opportunities for schools to participate. Event organizers are seeking over 500 volunteers to support the event and schools have the opportunity to participate in various initiatives leading up to the games.

Additional Information

In December, Superintendents Thompson and Vankerrebroeck attended a Special Olympics event at a neighbouring school board, where they met with Special Olympics representatives while watching a Special Olympics basketball tournament in action.

A representative from Special Olympics was invited to present information about how schools could get involved at a recent Family of Schools meeting. As a result, West Lynn Public School is currently in the planning stages for hosting an event at their school.

The Grand Erie District School Board (Grand Erie) will support the 2025 Special Olympics Summer Games by promoting involvement through Trending, Administrator News, and Social Media. School-led initiatives will include "Be a Fan Day" on April 24, which aims to raise awareness and support for the 2025 Special Olympics Provincial Summer Games, and "Toonies for Torches," where donors contribute \$2 to have their name displayed on a paper torch as a symbol of support.

Pauline Johnson Collegiate & Vocational School will host some of the Special Olympics events in July, welcoming police partners and other dedicated fans of Special Olympics. Schools are encouraged to get involved through fundraising, awareness campaigns, and volunteer initiatives to help support this impactful event.

Next Steps

Grand Erie will continue to promote and celebrate involvement in Special Olympics events in schools. Information will be shared regularly through social media. Schools will be provided with information to be shared with students and families who may be interested in participating.

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 create an equitable, inclusive and responsive environment for all learners.

Respectfully submitted,

Liana Thompson, Superintendent of Education
Regan Vankerbroeck, Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
RE: **Innovation Hub Update**
DATE: April 14, 2025

Background

The Innovation Hub officially launched on November 21, 2024. The [Innovation Hub](#) fosters innovation and creativity amongst educators, students, researchers, entrepreneurs, and education technology companies with a goal of enhancing student achievement, well-being and belonging by providing participants with the ability to turn ideas into impact. The opening of the Innovation Hub has inspired many unique opportunities for students, staff and the greater community as outlined below.

Curricular Opportunities

To date, 1,200 students have visited the Innovation Hub to engage in in-person learning, while 1,690 students have participated in outreach or livestream learning lessons at their schools. Professional learning has been provided to technology educators, math coaches, NTIP educators, North Park Collegiate and Vocational School staff, eLearning educators, MTHIW educators, and secondary science educators. Pre-work and post-lesson materials have been shared with schools to enhance educator capacity and extend student learning. The Innovation Hub offers various learning opportunities both onsite and in classrooms. Opportunity highlights include:

September

- “First 5 Days of STEAM” lesson plans for primary, junior, and intermediate educators added to the Brightspace STEAM Toolbox
- Grand Erie District School Board (Grand Erie) Student Success staff trained on 3D printing and drones
- Innovation Hub Program offerings created

October

- French as a Second Language eSTIM Lego project launched for Grade 4-6 French Immersion educators
- *Future Ready Citizens Apple Project* began in seven secondary schools with an exploratory day led by Apple Education, introducing participants to digital storytelling, design, and app development on iPads

November

- International STEAM Day Livestream Learning from the Hub:
 - Seven Primary Classes participated in Exploring the Wonders of Science
 - 10 Junior Classes participated in Bridge Building in Minecraft
 - Seven Intermediate Classes participated in STEAM Careers and Coding
- Technology educators received training on the new TAS10/20 curriculum, the Engineering Design Process and assessment practices
- November 21st Grand Opening and Student Senate, Grand Erie Parent Involvement Committee and the Special Education Advisory Committee learning session at the Hub with Curtis Carmichael

- Eleven Grade 7/8 classes and seven secondary classes enrolled in a five-lesson series on *3D Printing with Purpose*. Classes are scheduled to visit the Hub on lessons two and five or STEAM Teacher Consultant will visit the school
- Math coaches received half-day training on innovative math teaching, 3D printing software, and the *Engineering Design Process*

December

- STEAM Club educators across the district invited to attend an after-school sharing session
- *Future Ready Citizens: Challenge for Change*- Sixty students and seven educators from six schools led by the Apple Education team
- Computer Science Week Livestream Learning
 - Twelve Primary Classes participated in *Algorithms and Art Unplugged*
 - Twenty-two Junior Classes participated in *Making a DJ Mixer with Code*
 - Four Intermediate Classes participated in *Machine Learning and SMARTwatches*
- Tech is Grand outreach event for Grade 8's from Six Nations of the Grand River and Mississaugas of the Credit First Nation
- Six French Immersion classes participated in eSTIM French as a Second Language (FSL) Livestream Learning on *Coding a DJ Mixer*
- North Park STEAM Club hosted a coding afternoon with physics professor from McMaster using Arduino boards to look at light waves

January

- Hosted a "You Belong Here Reach Ahead" event for Grade 8 students.
- Two Grade 8 classes commenced a six-lesson *Drone Pathway* program
- NTIP educators guided through the *Engineering Design Process* and how to integrate innovative thinking into their lessons
- School Administrator Innovation Hub Tour
- North Park Collegiate and Vocational School staff Professional Activity Day learning about available resources and brainstorming how to incorporate the Innovation Hub into their classes

February

- Nations New Start students began semester two with visits to the Innovation Hub and two sessions at their campus with the STEAM Teacher Consultant, learning about 3D printing, robotics, and coding
- e-Learning bootcamp hosted at the Innovation Hub focused on innovative digital teaching tools
- eSTIM FSL Livestream Learning event *Coding Carnival Games*
- MTH1W Semester Two Kickoff breakout session on Engineering Design Process in the math classroom

March

- Grand Erie Innovation Fair for Secondary Schools. Six schools took part in this Hackathon, where students developed solutions for Environment, Health and Well-being, Community Engagement, or Equity. The guest speaker was a former North Park Collegiate and Vocational School student now working as a computer engineer at Amazon.
- McMaster Secondary and Elementary Evenings- over 200 visitors came through the Hub to participate in hands on science learning
- eSTIM - Lego Project Celebration of Learning

In addition to continued classroom visits to the Innovation Hub, upcoming learning includes:

- Future Ready Citizens Final Project Celebration
- Eco Film Festival- Livestream Learning
- Innovate and Create showcase event for Secondary Schools
- Bias in AI- Livestream Learning

- Experiential Learning Regional Session
- World Oceans Day- Livestream Learning

Community Outreach

- McMaster University and *Let's Talk Science* hosted an elementary and secondary family STEAM event
- Student teachers from Laurier and *STEMovation* will be supporting programming in April

Research Partnerships

Grand Erie signed a letter supporting a Partnerships Development Grant application with the University of Toronto and Apple Education. The project, "Supporting Canadian Teachers in Challenge-based Learning," aims to help educators discuss teaching methods that develop future-ready skills. If successful, we will create a community of practice among educators and students focused on challenge-based learning, professional development, digital storytelling, design, and app development, concluding with an Innovation Fair.

Grand Erie is partnering with Wilfred Laurier University. The Faculty of Education is matching our priority areas with potential faculty collaborators for research. This partnership includes *STEMovation*, led by Dr. Avis Beek, which provides STEM outreach for underrepresented families. Pre-service teachers will facilitate outreach events and engage in mutual mentoring in Grand Erie schools, focusing on coding and robotics. We will host Wilfred Laurier University instructors and teacher candidates to generate project ideas at the Hub.

Internal research involves surveys and interviews evaluating the Innovation Hub's impact on interest in STEAM and development of skills like communication and collaboration. Data collection continues.

Evidence of Impact

Preliminary results from interviews of students completing the 3D printing program highlight the impact of educational environments and preferences for hands-on, interactive learning over traditional classroom settings. Students said they found the program at the Hub more engaging and effective for their learning stating, "it makes education more interesting. Having programs like this, we learn about different types of stuff that we don't normally learn about at school, I think it makes school more interesting." Students also expressed a sense of accomplishment and confidence gained from their experiences. They talked about the joy of mastering new technologies, the satisfaction of seeing their creations come to life, and the confidence that comes from overcoming challenges and learning new skills. The social aspects of learning and collaboration, problem-solving and persistence, and future aspirations and STEAM career interests are other prominent themes. Students described this program as a motivating factor to attend school, "just knowing that I have these opportunities to do these things makes me want to go [to school] more."

Next Steps:

Grand Erie will continue to explore future curriculum opportunities for students, collaborative opportunities with community partners and research partnerships.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum & Student Achievement



Grand Erie District School Board

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

FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
Chloe Bedard, Ph. D., Manager of System Research

RE: **Toronto Holocaust Museum Update**

DATE: April 14, 2025

Background

The [Toronto Holocaust Museum \(THM\)](#) serves as a powerful support in preserving the memory of the Shoah and countering antisemitism and hatred in all forms using cutting-edge technology and teaching methods. In collaboration with the THM, staff across the Grand Erie District School Board (Grand Erie) have the opportunity to engage in learning about the Holocaust through an interactive and immersive environment at the THM. This initiative supports the Ministry of Education's expanded Holocaust education in Grade 6 Social Studies and Grade 10 History. This experience is intended to offer insights that benefit the classroom and extend the learning partnership to all departments, system leaders, parents/caregivers, students, and community members.

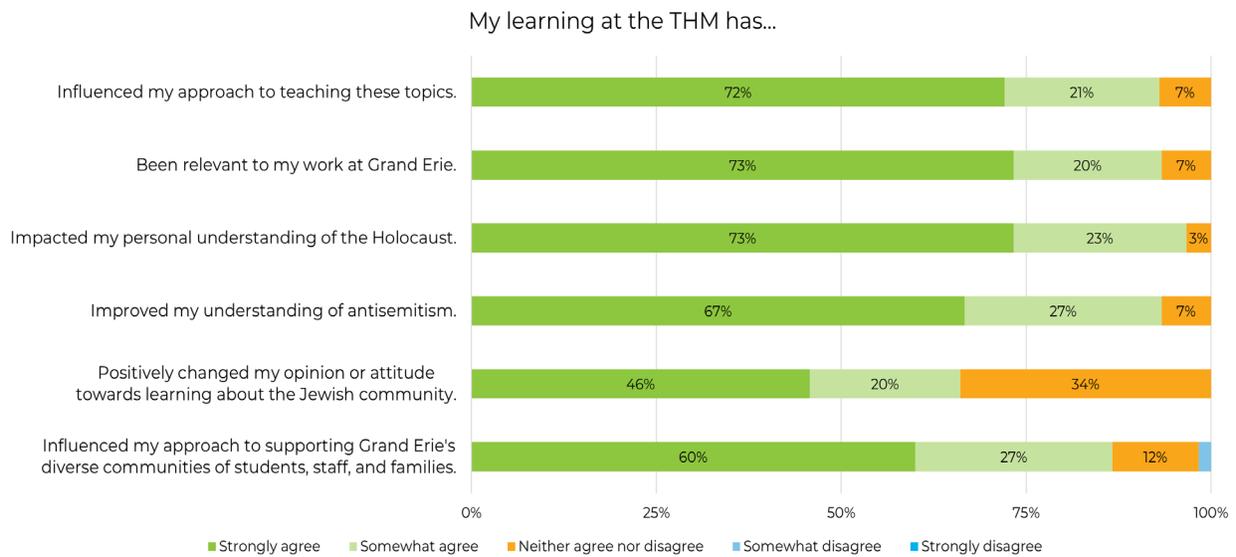
Throughout the 2024-25 school year, Administrators, educators (Grade 6, Grade 10, NTIP), central employees (academic and operations), committees, Student Senators/Student Trustees, Senior Administration and Trustees have participated in professional learning sessions at the THM. Some educators extended their learning through participation in a 5-week online course centered on the Holocaust and Human Behaviour.

Feedback Survey

After completing their visit, staff were asked to complete an anonymous feedback survey to describe the impacts of the THM visit both professionally and personally. The survey received 59 responses from educators, professional services staff, management/administrative personnel, and Administrators.

Findings

The results describe an overwhelmingly positive experience at the THM. Educators expressed feeling more confident integrating Holocaust education into their curriculum and that their learning at THM has influenced their approach to teaching these topics in their classroom. Among all respondents, more than 90% agree that this learning is relevant to their work at Grand Erie and more than 85% feel that it has shaped their approach to supporting our diverse community. Overall, the vast majority of respondents described their learning experience at the THM as very effective.



Teachers found the learning immediately relevant to their teaching practice and curriculum noting that it improved their understanding of the Holocaust, antisemitism in Canada, and helped them recognize the importance of highlighting diverse stories and perspectives in their teaching. Overall, staff expressed gratitude for the opportunity to visit the museum, finding the experience impactful and valuable for their professional and personal growth.

Next Steps

Given the positive experiences described by staff engaging in learning at the THM, Grand Erie will continue this partnership and learning experience both in-person and virtually. Learning will be prioritized for new staff, new educators, and educators in Grade 6 and 10.

Grand Erie Multi-Year Plan

This report supports all three indicators of Learn Lead Inspire, learning, well-being, and belonging.

Respectfully submitted,

Lisa Munro, Superintendent of Curriculum & Student Achievement
 Chloe Bedard, Ph. D., Manager of System Research



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Peter Ashe, Superintendent of Education
RE: **MEHRIT Centre Micro-Credential Update**
DATE: April 14, 2025

Background

In September 2024, the Grand Erie District School Board (Grand Erie) began offering, to all staff working with students in schools, an opportunity to participate in the school-based Shanker Method 101 Self-Regulation Training program. This learning, provided through the experts at the MEHRIT Centre, supports educators to build their understanding of the impact of stressors on self-regulation, their ability to identify these potential stressors, and their capacity to implement effective mitigation strategies.

Participants who [complete this professional learning program](#) receive a micro-credential and certificate jointly created by Grand Erie and the MEHRIT Centre.

Additional Information

To date, Administrators from a total of 28 schools and one (1) group of support staff have registered 435 staff members to receive this six-module, voluntary training. The following table provides staff participation levels and completion status in this training opportunity as of March 7, 2025.

Training Status	Number of Schools/groups	# staff
Complete	4 schools	51
In-progress	17 schools, 1 group	319
Initial planning	7 schools	65
Totals	29	435

Next Steps

Participating schools have been scheduling their six voluntary training sessions outside of instructional time, and, as part of their training, discuss how to integrate their learning into their school practices. To support the challenges that may arise in planning and coordinating these training sessions, and the subsequent implementation of staff learning, the following assistance is being provided:

- Completion of the training modules is tracked centrally to ensure that support staff assistance is offered to schools in a timely manner should such assistance be required
- Micro-credential certificates are awarded in a timely way to all participants who complete the training, and are being reported in messaging to other schools to recognize their completion to other participating staff groups
- Family of Schools Superintendents receive on-going training status information for their schools to provide any additional assistance needed to support completion of the training modules
- School-based Child and Youth Workers (CYWs) are accessible to participating schools to support conversation and reflection regarding self-regulation during session learning

- School-based CYWs are available in their school clusters to support the implementation of the training modules into classroom practices

Plans are also being developed to continue and enhance opportunities for advanced teacher training to support student self-regulation.

Grand Erie Multi-Year Plan

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

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,

Peter Ashe
Superintendent of Education



TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Peter Ashe, Superintendent of Education
RE: **PROSE Program Update**
DATE: April 14, 2025

Background

The [PROSE™ \(Police Resource Outreach Supporting Education\) Program](#) was established in June 2023, replacing the previous School Resource Officer (SRO) Program.

All curriculum documents produced by the Ministry of Education for Ontario have been revised since the inception and development of the SRO Program in schools. As part of the program review that led to PROSE, all related instructional programs and presentations currently offered by police officers at both the elementary and secondary level were reviewed, with a lens of equity and ensuring curricular alignment. The Grand Erie District School Board (Grand Erie) co-developed 10 new presentations to enhance student learning and understanding and address curriculum expectations related to policing, community safety, criminality, or the legal system with staff and police partners. These presentation modules are being implemented in secondary schools across the district.

Additional Information

Since September 2024, the following four (4) modules have been co-developed by secondary educators from Grand Erie, and PROSE officers from Brantford Police Services, and the Ontario Provincial Police (Haldimand and Norfolk detachments). These modules are currently being piloted in Cayuga Secondary School.

Completed Modules

Grade	Course	New Presentation Topic
9	Healthy Active Living Education (Open) PPL10	Internet Safety, Online Behaviour and Consequences
9	Healthy Active Living Education (Open) PPL10	Consent
10	Career Studies (Open) GLC20	Internet Safety, Online Behaviour and Consequences Human Trafficking
11	Understanding Canadian Law (University/College Prep) CLU3M	Role of Police in the Legal System
12	Healthy Active Living Education (Open) PPL40	Crime, Consequences and Response

12	Legal Studies (College Preparation) CLN4C	Technology and Challenges and Changes in Policing
12	Challenge and Change in Society (University Preparation) HSB4U	Exploitation
12	Challenge and Change in Society (University Preparation) HSB4U	Restorative Justice

Next Steps

Writing teams continue to create modules for the courses and topics outlined below. These modules are scheduled to be released by the end of June 2025.

Grand Erie Multi-Year Plan

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

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

Respectfully submitted,

Peter Ashe
 Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Kevin Graham, Superintendent of Education
Regan Vankerbroeck, Superintendent of Education
RE: **Secondary Program Update - Magnet Offerings**
DATE: April 14, 2025

Background

The Ministry of Education’s creation of the Specialist High Skills Major Programs (SHSMs) was launched in 2006 which focused on increasing the number of senior technology course options in all schools. Prior to this Tollgate Technological Skills Centre (TTSC) offered Magnet Programs to provide students from Brant/Brantford with an opportunity to participate in senior level technology courses not offered in their home schools. These magnet programs remained at TTSC even though a number of them (e.g., construction, manufacturing, transportation) mirrored those offered at home secondary schools.

Additional Information

For the 2025-2026 school year the following senior level double-credit courses will continue to be offered as Magnet Programs at TTSC:

- Hairstyling and Aesthetics
- Baking
- Hospitality
- Forestry
- Horticulture/Green Industries

Magnet programs are based on student interest, must align with current curriculum, and are reviewed annually. These five programs are open to students from Brant/Brantford secondary schools for the 2025-2026 year.

In anticipation of Conestoga College’s transition into TTSC for the 2025-2026 school year, senior level double – credit courses in transportation, manufacturing and construction offered to students enrolled at TTSC will be held either at North Park Collegiate and Vocational School or Pauline Johnson Collegiate and Vocational School. Students will be transported with no cost to them for these courses. All students, staff and families will be notified in advance.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Kevin Graham, Superintendent of Education
Regan Vankerbroeck, Superintendent of Education



Grand Erie Math Achievement Action Plan

GOAL MATHEMATICS

Increase mathematics learning outcomes for all students.

Grand Erie's Math Achievement Action Plan is Built on Three Priorities

- Ensuring fidelity of curriculum implementation including the intentional use of proven strategies
- Engaging in ongoing learning of content knowledge for teaching
- Knowing the learner, and ensuring tasks, interventions, and supports are relevant and responsive

Understanding of the Math Curriculum Expectations

Grade 3: 88% | Grade 6: 88% | Grade 9: 85%

Understanding of Math Content and Knowledge

Grade 3: 91% | Grade 6: 90% | Grade 9: 89%

Understanding of High-Impact Instructional Strategies

Grade 3: 90% | Grade 6: 92% | Grade 9: 89%

Knowledge of How to Ensure Tasks, Interventions, and Supports are Relevant to the Needs of Students

Grade 3: 93% | Grade 6: 95% | Grade 9: 92%

Knowledge of How to Leverage Students' Achievement Data to Identify Their Strengths and Next Steps

Grade 3: 91% | Grade 6: 91% | Grade 9: 98%

Classroom educators from a Grade 3 PD session:

“ I feel like more than my knowledge of supporting students increased, it was the capability and the next step of making it happen tomorrow. Appreciated the time to explore and discuss Knowledgehook and how to use it for next steps and what I can do tomorrow with my kiddos who need support. ”

Confidence to Apply the UDL Guidelines

Grade 3: 90% | Grade 6: 89% | Grade 9: 78%

Awareness of UDL to Support All Students

Grade 3: 92% | Grade 6: 90% | Grade 9: 77%

Confidence in Applying High-Impact Instructional Strategies

Grade 3: 89% | Grade 6: 92% | Grade 9: 91%

Resources Most Frequently Accessed

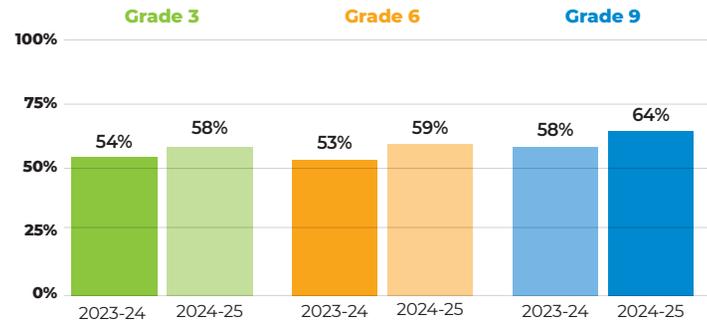
- EQAO Resources
- Ontario Mathematics Curriculum
- Lawson Mathematics Continuum
- Math Long Range Plans
- Knowledgehook

Strategies Most Accessed in Math Classrooms

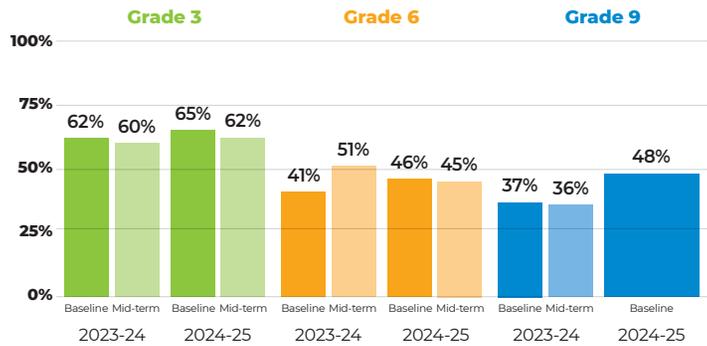
- Mathematics Conversations
- Problem Solving Strategies
- Tools and Representations
- Deliberate Practice

100% of administrators engage in professional learning to deepen knowledge of math content and assessment of elementary School Improvement Plans have a math focus
of secondary School Improvement Plans have a math or graduation focus

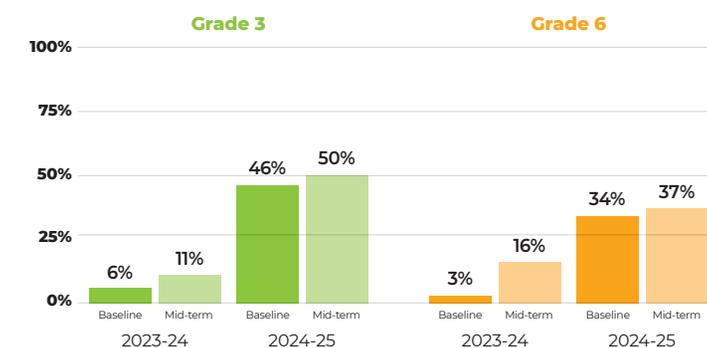
Average Proportion of Attendance Over 90%



Confidence in Math



Level 3 and 4 Achievement in Knowledgehook



	POLICY	SO-04
DISTRIBUTION OF MATERIALS IN SCHOOLS		
Superintendent Responsible: Superintendent of Education	Initial Effective Date: 2021/02/22	
Last Updated: 2023/06/26	Next Review Date: 2025/06/13	

Objective:

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

Policy Statement:

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

Reference(s):

- Community Partnerships Policy (SO-08)
- Distribution of Materials in Schools Policy (SO-04)
- [Education Act R.S.O. 1990, c. E.2 \(Reg 298 section 24\)](#)



POLICY

SO-15

FIELD TRIPS AND EXCURSIONS

Superintendent Responsible: Superintendent of Curriculum & Student Achievement	Initial Effective Date: 2020/04/27
Last Updated: 2023/06/26	Next Review Date: 2025/06/13

Objective:

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

Policy Statement

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

Resource(s):

- Field Trips and Excursions Procedure (SO-015)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- [Education Act, R.S.O. 1990, c. E.2](#)
- Volunteers Procedure (SO-126)



POLICY

PR-02

HONOURING INDIGENOUS KNOWLEDGES, HISTORIES AND PERSPECTIVES

Superintendent Responsible: Superintendent of Education, Indigenous Education	Initial Effective Date: 2017/01/30
Last Updated: 2022/05/30	Next Review Date: 2025/06/13

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.

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.

Reference(s):

- Honouring Indigenous Knowledges, History and Perspectives Procedure (PR-002)
- Honouring the Truth, Reconciling the Future, the Final Report of the Truth and Reconciliation Commission of Canada, 2015



POLICY

IT-06

ARTIFICIAL INTELLIGENCE POLICY

Superintendent Responsible: Superintendent of Curriculum & Student Achievement	Initial Effective Date: YYYY/MM/DD
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To support the safe, secure and appropriate use of Artificial Intelligence (AI) resources by providing guidelines and expectations for all Grand Erie District School Board (Grand Erie) users.

Policy Statement:

Grand Erie believes that the use of AI tools can enhance learning experiences, provide efficiencies in daily work and prepare students for a future where AI is an integral part of their lives.

Grand Erie believes that every user of AI tools and resources has a responsibility to comply with all related policies, procedures and existing legislation. AI users should take all reasonable measures and precautions to assist in ensuring the safe, secure, ethical and appropriate use of Artificial Intelligence tools and resources at all times and solely for educational purposes.

Grand Erie will make all reasonable efforts, using the resources available, to create and maintain a positive, productive, safe and secure learning environment for the use of AI tools and resources.

Reference(s):

- Artificial Intelligence Procedure (IT-006)
- Acceptable Use of Information Technology Procedure (IT-001)
- Assessment, Evaluation and Reporting Policy (SO-20)
- Assessment, Evaluation and Reporting Procedure (SO-020)
- Bullying Prevention and Intervention Policy (SO-10)
- Bullying Prevention and Intervention Procedure (SO-010)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- Copyright – Fair Dealing Guidelines Policy (SO-24)
- Copyright – Fair Dealing Guidelines Procedure (SO-024)
- Equity and Inclusive Education Policy (SO-14)
- [Municipal Freedom of Information and Privacy Protection Act](#)
- Privacy and Records Information Management Policy (IT-02)
- Privacy Breach Response Procedure (IT-003)
- Progressive Discipline Procedure (HR-018)
- Progressive Discipline and Promotion of Positive Student Behaviour Procedure (SO-011)



PROCEDURE

IT-006

ARTIFICIAL INTELLIGENCE

Superintendent Responsible: Superintendent of Curriculum & Student Achievement	Initial Effective Date: 2025/04/03
Last Updated: 2025/04/03	Next Review Date: 2029/04/03

Purpose

To ensure that employee(s) students and their families are aware of the acceptable use of Artificial Intelligence (AI) at the Grand Erie District School Board (Grand Erie) so they may take all reasonable precautions to maintain a safe, secure, positive and productive learning environment.

Guiding Principles

1.0 Overview

Grand Erie provides employees with guidelines for the responsible use of Artificial Intelligence (AI) and how to utilize AI tools safely and effectively, adhering to existing regulations regarding the acceptable use of information technology, privacy and information management, and [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools \(2010\)](#).

Grand Erie recognizes that responsible uses of AI will vary depending on the context, such as a classroom assignment, data analysis or design enhancement. All users are expected to employ AI tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity always. Dependence on AI tools is discouraged as it can decrease human discretion and oversight.

The roles of AI in education range from directing cognitive learning (AI-Directed), supporting learners as they collaborate with AI (AI-Supported), to empowering learners to lead the interaction (AI-Empowered). As AI continues to evolve, it's crucial for users to stay informed and prepared.

2.0 Employee Responsibilities

Employees will transparently communicate if, when, and how AI tools will be used, while ensuring compliance with applicable laws and regulations regarding data security and privacy. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity. Employees will review all applicable Grand Erie policies and procedures before using any AI tools.

3.0 Educator Responsibilities

On an ongoing basis, educators will equip students with the necessary skills to leverage AI tools effectively and responsibly, ensuring that all learners have the opportunity to benefit from these advanced resources. The integration of AI in education is not just about the technology itself, but about fostering a learning environment where both educators and students can thrive. AI does not change educators' duty of care and to educate. Before introducing AI in the classroom, educators will explain to students:

- Benefits and/or risks
- Proper and ethical usage
- Citation rules
- Importance of protecting students' personally identifying or sensitive information
- Potential for inaccurate or misleading content generation

On an ongoing basis, educators will:

- Supervise AI usage in the classroom
- Closely supervise the use of AI with younger students under the age of 13 years as they may be less able understand and mitigate risks associated with the use of AI tools
- Avoid using AI applications that direct students to divulge personal information such as creating an account are not used unless the application has been approved through the vetting of application security and privacy (VASP) process
- Apply AI practices in the classroom that meet Ministry of Education curriculum standards
- Communicate AI usage transparently to students and parents/caregivers and gather their feedback
- Clarify if, when, and how AI tools should be used in the classroom
- Review outputs generated by AI before student use
- Ensure equitable access to AI tools to all students, considering that some may not have access to such resources outside of school

AI may be used by educators for the following purposes:

- Assessment design, however, teachers will ultimately be responsible for evaluation, feedback, and grading
- Content development and enhancement for differentiation
- Recommending teaching and learning strategies based on student needs
- Personalized professional development based on needs and interests
- Suggesting collaborative projects between subjects and/or other educators
- Offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference

Guidance on the responsible use of AI in education is contained in Grand Erie's [Artificial Intelligence in Education Strategy](#).

4.0 Student Responsibilities

When using AI tools in projects or homework, students will:

- Adhere to educator expectations for the use of AI
- Clearly state which parts of work are original ideas and which parts the AI tool helped create
- Use proper citation: A formal citation may be required to cite AI work: MLA Style, APA Style, or Chicago Style. At minimum, if any form of generative AI was used, a statement about how AI was used (brainstorming, outlining, feedback, editing, etc.) must be included, and copyrighted content must always be properly attributed.

5.0 Parent/Caregiver Responsibilities

Parents/Caregivers play a crucial role in the integration of AI in their child(ren)'s education. Parents/caregivers will:

- Keep informed with how AI is being used in their child(ren)'s school by reviewing [Grand Erie's AI Strategy](#). This includes knowing the types of AI tools being implemented and their purposes, such as personalized learning platforms or administrative aids
- Engage with classroom teachers about AI tools and their impact on their child(ren)'s education to address concerns and staying updated on new developments
- Help their child(ren) develop digital literacy skills, including how to navigate the digital world, access and evaluate online information, and understand how AI works and its implications
- Monitor and guide how their child(ren) interacts with AI tools
- Provide guidance to ensure their child(ren) uses AI tools effectively and ethically
- Empower their child(ren) to use tools responsibly and think critically
- Think carefully about what their child(ren) see online and understand that AI can change pictures, videos, audio recordings, and words

- Reinforce to their child(ren) that AI is a tool to aid learning, not a substitute for their child(ren)'s own understanding and effort
- Discuss potential issues like plagiarism, bias in AI algorithms, and the importance of responsible use such as keeping personal information (like name, age, and address) private when online

Definitions:

Artificial Intelligence (AI): encompasses technologies that enable computers to simulate human intelligence. It includes machine learning, natural language processing, and deep learning. AI automates tasks, enhances productivity, and informs decision-making.

Generative AI (GenAI): creates new content based on existing artifacts. It generates text, images, music, and more. GenAI has applications in content creation, automated grading, and personalized learning. However, human validation remains crucial due to potential inaccuracies or biases in generated artifacts.

References:

- Artificial Intelligence Policy (IT-06)
- Acceptable Use of Information Technology Procedure (IT-001)
- [Artificial Intelligence in Education Strategy](#)
- Assessment, Evaluation and Reporting Policy (SO-20)
- Assessment, Evaluation and Reporting Procedure (SO-020)
- Bullying Prevention and Intervention Policy (SO-10)
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