



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Agenda
Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

**Policy Committee Meeting
Tuesday February 11, 2025 ♦ 4:00 p.m.
Boardroom**

Trustees:

Dan Dignard (Chair), Dennis Blake, Bill Chopp, Carol Luciani, Rick Petrella, Mark Watson

Senior Administration:

Mike McDonald (Director of Education & Secretary), Rajini Nelson (Superintendent of Business & Treasurer)
John Della Fortuna, Kevin Greco, Lorrie Temple, Phil Wilson (Superintendents of Education)

1. Opening Business

- 1.1 Opening Prayer
- 1.2 Attendance
- 1.3 Approval of the Agenda
- 1.4 Approval of Minutes from the Policy Committee Meeting – October 24, 2024 Pages 2-3
- 1.5 Business Arising from the Minutes

2. Committee and Staff Reports

- 2.1 Public Concerns #400.10 Pages 4-8
Presenter: John Della Fortuna, Superintendent of Education
- 2.2 Emergency Response #400.04 Pages 9-12
Presenter: John Della Fortuna, Superintendent of Education
- 2.3 Electronic Communications #600.01 Pages 13-34
Presenter: John Della Fortuna, Superintendent of Education
- 2.4 Remote Work Policy Report Pages 35-52
Presenter: Kevin Greco, Superintendent of Education

Adjournment

Next meeting: TBD



**Policy Committee Meeting
Thursday October 24, 2024 ♦ 7:00 p.m.
Microsoft Teams**

Trustees:

Rick Petrella (Chair), Dennis Blake, Bill Chopp, Carol Luciani, Mark Watson

Regrets: Dan Dignard

Senior Administration:

Mike McDonald (Director of Education & Secretary)

Regrets: John Della Fortuna, Kevin Greco, Lorrie Temple, Phil Wilson (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella.

1.2 Attendance

Attendance was noted as above.

1.3 Approval of the Agenda

Moved by: Dennis Blake

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the October 24, 2024 meeting.

Carried

1.4 Approval of Policy Committee Meeting Minutes – August 28, 2024

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the Policy Committee Meeting of August 28, 2024.

Carried

1.5 Business Arising from the Minutes

2. Committee and Staff Reports

2.1 Trustee Expenses Policy, #100.10

This policy last came to the Board in June 2024 and Director McDonald and Chair Petrella presented the revised Trustee Expenses Policy which has been fully reviewed and vetted by the Board's legal firm to ensure compliance with the Broader Public Sector Expenses Directive. Discussion took place with regards to some of the notable changes which include the revised expense approval process for both Trustees and the Chair of the Board, updated travel pre-approvals, expense allowances, the prohibition of alcohol as an expense and there was discussion on service equipment. All trustees in attendance voted on the matter, and the policy was approved unanimously.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

Moved by: Dennis Blake

Seconded: Carol Luciani

THAT the Policy Committee refers the Trustee Expenses Policy #100.10 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried Unanimously.

3. **Adjournment**

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourns the October 24, 2024, meeting.

Carried

Next meeting: TBD – Boardroom

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD POLICY COMMITTEE**

Prepared by: John Della Fortuna, Superintendent of Education
Presented to: Policy Committee
Submitted on: February 11, 2025
Submitted by: Michael McDonald, Director of Education & Secretary

**PUBLIC CONCERNS
#400.10**

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is guided by Catholic virtues. Particularly, dealing with public concerns ought to be inspired by the cardinal virtues of prudence, justice, fortitude, and temperance. The Brant Haldimand Norfolk Catholic District School Board believes that the process of public concerns is an opportunity to improve relationships with our parents, students, and community. It is the practice of the Brant Haldimand Norfolk Catholic District School Board that public concerns and questions should be dealt with at the level closest to the issue.

DEVELOPMENTS:

The Administrative Procedure of this policy has been Adapted to meet the requirements of the newly adopted Policy/Program Memorandum 170. This includes time requirements for staff, schools, and the board to respond to parent concerns.

These changes bring us in line with Ministry Requirements.

RECOMMENDATION:

THAT the Policy Committee refers the Public Concerns policy #400.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Public Concerns

#400.10

		Policy Number:	400.10
Adopted:	January 26, 2016	Former Policy Number:	n/a
Revised:	n/a	Policy Category:	Operations
Subsequent Review Dates:	n/a	Pages:	4

Adopted: January 26, 2016
Last Reviewed/Revised: August 2024
Responsibility: Operations
Next Scheduled Review: 2028

Belief Statement:

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board is guided by Catholic virtues. In particular, dealing with public concerns ought to be inspired by the cardinal virtues of prudence, justice, fortitude and temperance. The Brant Haldimand Norfolk Catholic District School Board believes that the process of public concerns is an opportunity to improve relationships with our parents, students and community. It is the practice of the Brant Haldimand Norfolk Catholic District School Board that public concerns and questions should be dealt with at the level closest to the issue.

Policy Statement:

APPLICATION AND SCOPE:

It is the policy of the Board to encourage a strong relationship with parents, students and community. The Board is committed to addressing public concerns in a fair, respectful and effective manner. The Board shall establish a protocol for dealing with public concerns through an administrative procedure.

REFERENCES:

- Ombudsman Ontario
- The Brant Haldimand Norfolk Catholic District School Board Growing in Virtue document
- http://www.bhncdsb.ca/sites/2015-16/files/resources/catholicity/Growing_in_Virtue_document_website.pdf
- Bill 177 – Student Achievement and School Board Governance Act

APPENDICES: N/A



Glossary of Key Policy Terms:

DEFINITIONS:

Prudence

Knowing the right thing to do and choosing it in each situation.

Justice:

Our constant and permanent determination to seek the good of others.

Fortitude

The ability to choose what is right, even in the face of difficulty.

Temperance

The ability to have balance and self-control in the living out of one's life.

ADMINISTRATIVE PROCEDURE:

Purpose

~~The purpose of this Administrative Procedure is to provide guidance regarding the process for handling concerns. The purpose of this Administrative Procedure is to provide guidance around public/parents' concerns in correspondence to Policy/Program Memorandum 170.~~

APPLICATION AND SCOPE:

~~Parents have a responsibility to follow the policy/administrative procedure of the Board in relation to conveying concerns. In particular parents and other stakeholders should deal with concerns at the closest level to the issue. Trustees and employees are responsible for following the policy and procedures for dealing with concerns raised by the public.~~

Parents have a responsibility to follow the Administrative Procedure of the Board in relation to conveying concerns. Parents and other stakeholders should deal with concerns at the closest level to the issue. Trustees and employees are responsible for following the procedure outlined, when dealing with concerns raised by the public.

1.0 Parents/Guardians

~~If a parent/guardian has a concern about a school matter, the following procedures for review of the issue are available to the parent/guardian:~~

If a parent/guardian has a concern about a school matter, the following procedures are available to ensure the concern is addressed at the appropriate level:

Step 1: Review of the Issue with the Child's Teacher

The parent/guardian should review a concern or issue with the classroom teacher at a mutually convenient time.

Step 2: Review by the School Principal

If the parent/guardian and the teacher are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school principal (or designate). The principal (or designate) will review the issues and work to resolve the matter as quickly as possible.

Step 3: Review by the Superintendent of Education

If the parent/guardian and the school principal are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school's Superintendent of Education. The Superintendent will



review the matter as it relates to established policies and procedures and will respond to the parent/guardian about his/her concern.

Step 4: Review by Director of Education

If the parent/guardian and the Superintendent are not able to resolve the issue, the parent/guardian may request the matter be reviewed by the Director of Education. The Director of Education (or designate) will review the matter and respond to the parent/guardian about the concerns.

2.0 Representatives of Parents/Guardians

From time to time the parent/guardian may believe or feel that they need to enlist the support of an advocate (e.g., social worker) in order that they can adequately address their child's interests. This support may be necessary while parents/guardians are attending meetings with the staff employed by the Board. In all instances where parents/guardians enlist the support of an advocate, they should notify the school/district contact at least 24 hours in advance of the meeting. In all cases, school/board staff shall take appropriate steps to protect the privacy of the child/family.

- 2.1 Parents/guardians have the right to have a representative of their choosing in attendance at meetings with staff, subject to any limitations established in these procedures. Any costs/expenses associated with such a representative are the responsibility of the parents/guardians.
- 2.2 Principals, staff and parents/guardians will be notified in advance of a meeting as to who is anticipated to be in attendance.
- 2.3 A representative supporting the parents/guardians must agree, at the outset of or in advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parents/guardians and staff.

3.0 Matters That Should Not Be Discussed with Staff

Although the subject matter of meetings between parents/guardians and staff (including meetings at which a representative or a parent/guardian is present) may be broad, these meetings will generally relate to the education of the parents'/guardians' students(s) at the school in question. However, there are certain matters that staff are unable to discuss with parents/guardians.

- 3.1 Such matters that cannot be discussed include, for example, personal details or disciplinary measures concerning other student(s), and personal details related to staff or performance issues related to staff.
- 3.2 In the event that discussion cannot be limited to the subject matter that led to the meeting (generally the education of the parents'/guardians' student(s) at the school in question), as necessary, staff will bring closure to any meeting which becomes a discussion of personal details concerning other students or personal details about staff or issues relating to staff performance.

4.0 Role of Trustees

Parents/guardians may contact trustees at any time. Trustees may act on constituent complaints to help find a resolution by working with appropriate staff (usually the Director of Education or designate).¹ Trustees concern themselves with the implementation of their Board Policies and Procedures as they relate to parent or ratepayer complaints. Trustees should facilitate the communication process between the parent/guardian and the appropriate staff and provide information and direction. Trustees should direct the parent/guardian to the process which should be followed in resolving any concerns or to the appropriate person or step in the process; (dependent on the steps the parents/guardians have already undertaken to resolve the concerns at the time the trustee is contacted).



5.0 Role of School Councils

School Councils were established to advise Principals on matters such as the school curriculum and code of student behaviour. They are not forums to discuss individual parent/guardian-teacher or student issues. Any of these matters brought to a School Council member or any School Council meeting will be referred immediately to the Principal.

6.0 Timelines of a Public Concern

The teacher, school, or board must ensure the acknowledgement of a parent inquiry within 2 business days. If an inquiry cannot be fully addressed within 5 business days, the teacher, school, or board should provide an estimated date for a complete response. Responses must be clear, easily understood, and include relevant and accurate information that specifically addresses the inquiry. Additionally, the teacher, school, or board should consider outlining any pertinent policies, procedures, or regulations to ensure transparency and accessibility. If the parent inquiry involves threatening, abusive, or otherwise inappropriate correspondence, it may delay a timely response.

REFERENCES:

- [Ombudsman Ontario](#)
- [The Brant Haldimand Norfolk Catholic District School Board Virtues document](#)
 - http://www.bhncdsb.ca/sites/2015-16/files/resources/catholicity/Growing_in_Virtue_document_website.pdf
- [The Education Act](#)
- [Ombudsman Ontario](#)
- [The Education Act](#)
- [The Brant Haldimand Norfolk Catholic District School Board – Our Faith](#)
- **Policy/Program Memorandum 170**

FORMS:

- N/A

APPENDICES:

- N/A

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD POLICY COMMITTEE**

Prepared by: John Della Fortuna, Superintendent of Education
Presented to: Policy Committee
Submitted on: February 11, 2025
Submitted by: Michael McDonald, Director of Education & Secretary

**EMERGENCY RESPONSE
#400.04**

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.


DEVELOPMENTS:

Recently, we underwent an audit by the Ministry for Seniors and Accessibility's Compliance Assurance Branch regarding AODA compliance. The audit identified a few minor adjustments needed in the referenced documents. These adjustments include clearly defining the responsibilities of the Manager of Communications and Public Relations.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Emergency Response Policy #400.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.



		Brant Haldimand Norfolk Catholic District School Board	
POLICY: EMERGENCY RESPONSE			
Adopted:	10/02/04	Policy No:	400.04
Revised:		Policy Category:	Operations

Emergency Response

#400.04

Adopted:	October 2, 2004
Last Reviewed/Revised:	August 13, 2024
Responsibility:	Operations
Next Scheduled Review:	2028

~~Policy Statement:~~

Policy Statement

The Brant Haldimand Norfolk Catholic District School Board recognizes the importance of emergency planning and its responsibility to provide immediate care and assistance to students and staff during emergency situations, to mitigate the effects of the emergency, control the situation and resume normal operations as soon as possible.

~~Policy Criteria:~~

Application and Scope

Ensure that principals/supervisors, their staff and the other staff in the Board can adequately manage emergencies which occur at the school and Board work sites.

Ensure that students and staff are kept in safe areas in their buildings or evacuate students and staff to a safe location outside the building in the event of an emergency.

The Principal/Supervisor will determine and secure approvals for the location of:

- a School/Administrative Command Centre.
- an Alternate School/Administrative Command Centre.
- a School/Administrative Relocation Site (in immediate area).
- a School/Administrative Relocation Site (outside of the immediate area).



The Principal/Supervisor is responsible for conducting School Emergency Response Team Meetings a minimum of twice per year.

- The Principal/Supervisor is responsible for conducting Emergency Response Drills with their students and staff a minimum of twice per year.

The Emergency Response Policy and Administrative Procedures will be updated annually.

- The Board of Trustees will be apprized of emergency situations in a timely manner.

Manager of Communications & Public Relations

- Publication is available through the Brant Haldimand Norfolk Catholic District School Board.
- Hard copies and accessible formats of the emergency response information and policy is available upon request to the Manager of Communications & Public Relations – contact information available through <https://www1.bhncdsb.ca/>

References

- [Emergency Response Plan](#)
- [OSBIE - https://osbie.ca/](https://osbie.ca/)
- [Brant Haldimand Norfolk Catholic District School Board Website - https://www1.bhncdsb.ca/](https://www1.bhncdsb.ca/)
- [Security of Schools, buildings and grounds – 400.06.P](#)
- [Threat to School Safety: Hold and Secure – 400.32.AP](#)
- [Threat to School Safety: Shelter in Place – 400.33.AP](#)
- [Threat to School Safety: Lockdown – 400.34.AP](#)
- [Safety in Teaching Areas – 400.35.AP](#)

~~Glossary of Key Policy Terms:~~

Definitions

School or Board Command Centre - Location where School/Board Emergency Command Team will meet in the event of an emergency to coordinate response efforts, e.g., Staff Room, Board Room, Director's Office.

School or Board Response Team - Staff members in a building who will coordinate response efforts, e.g., principal, teachers, custodian, secretary.

School or Board Relocation Site - A location in close proximity to the school or administrative building where staff and students may be evacuated in the event of an emergency which affects the school or administrative location, or A location outside the general proximity of the school, or administrative building where staff and students may be evacuated in the event of emergency which affects- the area surrounding the school or administrative location.



Emergency Situation - A situation of an extreme nature which requires a response well beyond the scope of regular Board policies and procedures. An emergency would be considered perilous to the well-being of the occupants of the building.

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD POLICY COMMITTEE**

Prepared by: John Della Fortuna, Superintendent of Education
Presented to: Policy Committee
Submitted on: February 11, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

**ELECTRONIC COMMUNICATIONS
POLICY #600.01**

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board believes that the electronic communication medium is integral to the education environment and should be made available to staff and students for the purpose of student learning when necessary and the business of the Board. The Board believes in the benefits that electronic communication can bring to support its daily operating activities and student achievement with the correct guidance. As a Catholic learning community, we commit to using electronic communications, and all technologies in a manner consistent with the Mission and Vision of Catholic education, while following provincial guidance and legislation.

DEVELOPMENTS:

As of September 2024, this policy needed to be adapted to meet the requirements of Policy/Program Memorandum 128.

These changes allow us to be consistent with the Brant Haldimand Norfolk Catholic District School Board Catholic School Code of Conduct and PPM128, as well as streamlining the protocols for Social Media use.

RECOMMENDATION:

THAT the Policy Committee refers the Electronic Communications Policy # 600.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.



ELECTRONIC COMMUNICATIONS AND SOCIAL MEDIA USE

		Policy Number:	600.01
Adopted:	September 9, 2003	Former Policy Number:	n/a
Revised:	October 22, 2013	Policy Category:	Information Technology
Subsequent Review Dates:	n/a	Pages:	2

Electronic Communications

600.01

Adopted:	September 9, 2003
Last Reviewed/Revised:	August 2024
Responsibility:	Information Technology
Next Scheduled Review:	2028

POLICY STATEMENT:

~~The Brant Haldimand Norfolk Catholic District School Board believes that the electronic communication medium is integral to the education environment and that electronic communication capability should be made available to staff and students for the purpose of student learning and the business of the Board. Further, the Board believes in the benefits that the electronic communication medium can bring to support its daily operating activities and student achievement. As a Catholic learning community, we commit to use electronic communications, social media and all technologies in a manner that is consistent with the Mission and Vision of Catholic education.~~

The Brant Haldimand Norfolk Catholic District School Board believes that the electronic communication medium is integral to the education environment and should be made available to staff and students for the purpose of student learning when necessary and the business of the Board. The Board believes in the benefits that electronic communication can bring to support its daily operating activities and student achievement with the correct guidance. As a Catholic learning community, we commit to using electronic communications, and all technologies in a manner consistent with the Mission and Vision of Catholic education, while following provincial guidance and legislation.

APPLICATION AND SCOPE:

The Brant Haldimand Norfolk Catholic District School Board will ensure that:

- Information and communication technology tools and resources, including the use of electronic communication ~~and social media~~ by staff, is a viable means to involve colleagues, parents, and other staff of the Board in academic dialogue and for the business of the Board.
- Information and communication technology tools and resources are utilized to support staff use of electronic communication ~~and social media~~ such that users interact knowledgeably and responsibly via the internet.
- Teachers and other Board employees are role models in their use of information and communication technology tools and resources, including electronic communication ~~and social media~~. Parents entrust educators with the duty to educate their children. The Board recognizes that the use of the internet ~~and social media~~ has the potential to affect this trust.



- Information and communication technology tools and resources must be used such that they provide a safe and nurturing environment for learning and working.

REFERENCES:

- Copyright Act, R.S.C., 1985, c. C-42 Education Act, R.S.O. 1990, c. E.2
- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R.S.O. 1990, CHAPTER M.56 Human Rights Code, R.S.O. 1990, c. H.19
- Criminal Code (R.S.C., 1985, c. C-46) Highway Traffic Act, R.S.O. 1990, c. H.8
- Bill 168, Occupational Health and Safety Amendment Act
- Workplace Harassment Policy, Reference No. 300.01, Brant Haldimand Norfolk Catholic District School Board Workplace Violence Prevention Policy, Reference No. 300.20, Brant Haldimand Norfolk Catholic District School Board Information and Communications Technology Use, Reference No. 600.02, Brant Haldimand Norfolk Catholic District School Board
- Electronic Websites Policy, Reference No. 600.03, Brant Haldimand Norfolk Catholic District School Board
- Laptop / Netbook / Portable Device Usage for Staff Procedure, Reference No. 600.31, Brant Haldimand Norfolk Catholic District School Board
- Laptop / Netbook / Portable Device Support for Staff Procedure, Reference No. 600.32, Brant Haldimand Norfolk Catholic District School Board
- Laptop / Netbook / Portable Device Security for Staff Procedure, Reference No. 600.33, Brant Haldimand Norfolk Catholic District School Board
- ~~Social Media Playbook, Brant Haldimand Norfolk Catholic District School Board Social Media Protocol, Brant Haldimand Norfolk Catholic District School Board~~

APPENDICES: N/A

DEFINITIONS:

User

All employees, students, trustees, members of Board committees, school council chairs and all other persons given authorized access to the Brant Haldimand Norfolk Catholic District School Board's computing and information technology facilities and resources are considered users. Users may access these tools from locations other than their work locations. Using Board-provided technology from the office, home or other location is using a corporate asset. Therefore, the Board and its employees are responsible for any misuse of its technology. If an employee sends personal views, they must provide appropriate disclaimers so that the remarks are not taken as representative of the Board.

Appropriate Use

Relevant federal and provincial laws and regulations govern the use of the computer and information technology systems of the Board. In addition, use must be consistent with Board policies and procedures at all times. Users are expected to use the Board's internet and email services in a lawful and ethical **manner consistent with the** educational, informational and recreational purposes for which they are provided. Users will be subject to



disciplinary action for misuse of the email or internet systems. Misuse of these systems may, in some instances, subject the Board to lawsuits.

Social Media

~~Media designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples include, but are not limited to, LinkedIn, Twitter, Facebook, YouTube, Blogger, MySpace, Instant Messaging and postings on video or picture sharing sites and elsewhere on the internet.~~

Primary / Junior Students

Students who are enrolled in a Kindergarten to Grade 6 program.

Intermediate / Senior Students

Students who are enrolled in a Grade 7 to Grade 12 program.

Purpose

ADMINISTRATIVE PROCEDURES:

The Brant Haldimand Norfolk Catholic District School Board believes that the electronic communication medium is integral to the education environment and that electronic communication capability should be made available to staff and students for the purpose of student learning and the business of the Board. Further, the Board believes in the benefits that the electronic communication medium can bring to support its daily operating activities and student achievement. As a Catholic learning community, we commit to use electronic communications, social media and all technologies in a manner that is consistent with the Mission and Vision of Catholic education.

Responsibilities

Superintendents, Principals and Managers

- Ensure that staff, upon hiring and annually thereafter, are made aware of Board Information Technology Policies and Procedures, the expectations regarding the use of any Board-supplied technology or the use of any personal device, which connects to the Board's network and / or Board-provisioned technology services (this is applicable regardless of the location from which the services are accessed, i.e., Board location, home, etc.).
- Determine appropriate action, corrective and disciplinary measures to address staff and student violations of this procedure in consultation with senior management, as necessary, on a case-by-case basis for situations where staff and students are not in compliance with Board Information Technology Policies and Procedures.
- Take steps to ensure compliance with the Municipal Freedom of Information and Protection of Privacy Act. Student and staff information is personal and private and is, therefore, protected under this Act. The Board is obligated by this Act to carefully manage all personal information within its custody and control, i.e., how this information is collected, used and released. Personal information belonging to students, parents or staff, such as home addresses, telephone numbers, age, religion or family status, etc., shall not be shared without prior permission. Individual consent to post personal information on the internet is necessary as the information is outside of the Board's custody and control once it is on the web.

Principals (or Designates)

- ~~Coordinate and manage electronic communication and social media technologies within their school in accordance with the directives from the District School Achievement Team (DSAT) to promote student achievement.~~
- ~~Develop an understanding amongst staff for the acceptable use of electronic communication and social media technologies when using Board equipment.~~
- Coordinate and enforce the restrictions on student use of personal mobile devices in accordance with the board's policy and the directions provided in the memorandum.



- Develop and implement a local policy that ensures all members of the school community do not use personal mobile devices during instructional time, except for educational purposes as directed by an educator, for health and medical purposes, or to support special education needs.
- Ensure the policy requires that for students in grades 9 to 12, personal mobile devices are stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator.

Teachers

- Manage the student use of electronic communication ~~and social media~~ technologies and resources within their assigned teaching areas.
- Instruct and model for students the appropriate use of electronic communication ~~and social media~~ technologies. Instruct all students to comprehend and adhere to all Board Information Technology Policies and Procedures.
- Teachers are responsible for teaching proper techniques and standards for participation, for guiding student access to electronic communication ~~and social media sites and~~ for assuring that students understand that if they misuse access of electronic communications ~~and social media~~ technologies and resources, they may face disciplinary or legal action. Particular concerns include issues of privacy, copyright infringement, email etiquette, cyber bullying and intended use of network resources.
- Consult with the school principal and / or vice principal, as necessary, and use the Board Information Technology Policies and Procedures and / or the School's Code of Conduct when applying sanctions for misuse and / or illegal use of the Board's computing and information technology facilities and resources.
- Take steps to ensure compliance with the Municipal Freedom of Information and Protection of Privacy Act. Student and staff information is personal and private and is, therefore, protected under this Act. The Board is obligated by this Act to carefully manage all personal information within its custody and control, i.e., how this information is collected, used and released. Personal information belonging to students, parents or staff, such as home addresses, telephone numbers, age, religion or family status, etc., should not be shared without prior permission. Individual consent to post personal information on the internet is necessary as the information is outside of the Board's custody and control once it is on the web.
- ~~When using electronic communication social networking tools; do so with the appropriate understandings of the effective educational use of these tools and avoid personal use when engaging with students. Use electronic communication and social networking tools with parents and colleagues for professional purposes only.~~

Students

- ~~Abide by the Board's Information Technology Policies, Procedures and Acceptable Use Agreement.~~
- ~~Access to the Board's technology resources will be denied to students that do not have Student Information and Communications technology Use Agreement forms signed and on file. Without a signed form, an active student network account will not be generated.~~
- ~~Students that violate the Student Information and Communications Technology Use Agreement will be reported to the principal of their school and their computing privileges will be suspended or revoked; depending on the severity of the violation. All illegal activities will be reported to the Superintendent of Education or his / her designee and prosecuted to the fullest extent of the law. Computer use by students is a privilege, not a right.~~
- ~~Students are to obtain permission from a teacher to use Board computer systems and access to the internet.~~



- ~~Students, who have permission to post information to the internet, must ask the classroom teacher to review the work before it is posted to the internet so that the teacher can verify that the work is consistent with the Municipal Freedom of Information and Protection of Privacy Act and consistent with this Administrative Procedure.~~
- ~~The use of Board computers and Internet access is a privilege and any breach may result in the closure of user accounts, cancellation of computer and internet privileges and disciplinary action in accordance with Board Policy and the Code of Conduct.~~

Students

Intermediate/Senior Students (Grades 9- 12)

- Store personal mobile devices out of view and ensure they are powered off or set to silent mode during instructional time, except when explicitly permitted by an educator for educational, health, or special education needs. Students should keep their devices in their secured lockers.
- Hand in personal mobile devices for the instructional period if the device is seen by an educator and store the device in a designated area within the classroom.

Primary/Junior Students (Grades K - 8)

- Store personal mobile devices out of view and ensure they are powered off or set to silent mode throughout the entire instructional day, except when explicitly permitted by an educator for educational, health, or special education needs.
- Hand in personal mobile devices for the instructional day if the device is seen by an educator and store the device in a designated area as determined by the principal.

Trustees

- Are responsible for the establishment and governance of Board policies.
- There is an expectation, at all times, of confidentiality with respect to trustee electronic communication accounts. Should access to a trustee account be considered, the procedure defined for trustees in the Confidentiality – No Expectation of Privacy section shall be followed.

All Users

- A signed acknowledgement form (Appendix A: Information and Communications Technology Use and Electronic Communications ~~and Social Media~~ Use Acknowledgement Form) must be submitted by all staff, board members and community members who will use technology resources. Student users of the Brant Haldimand Norfolk Catholic District School Board's technology resources must complete, with applicable signatures, a Brant Haldimand Norfolk Catholic District School Board Student Information and Communications Technology Use Agreement.
- Familiarize themselves with the technology resources provided to them, including administration procedures.
- Ensure that electronic communication ~~and social media~~ technologies are used in an appropriate manner in accordance with Board policies and procedures.
- When required, ensure that strong passwords are created and utilized for accessing electronic communication ~~and social media~~ technologies. Maintain password and user identification confidentiality and restrict access to passwords.
- Use electronic communication and social media technologies in a lawful and ethical manner consistent with the educational, informational and recreational purposes for which they are provided.
- Use technology resources in ways that do not disrupt other users or compromise the functionality



of the system.

- Ensure records retention requirements are met, i.e., the minimum amount of time to retain a record and what the actual authority for that period of retention is, by referring to the Classification and Retention Schedule for advice on information ownership within the Board
- All electronic communications systems, its data and messages generated on or handled by Brant Haldimand Norfolk Catholic District School Board equipment are the sole property of the Board and can be traced, viewed and stored.
- Brant Haldimand Norfolk Catholic District School Board staff will notify and fully cooperate with authorities in any investigation relating to activities conducted through the Board's electronic communications systems.

Information

- Network and computer systems are the property of the Brant Haldimand Norfolk Catholic District School Board. As such, they should be used for Board purposes only. Use of the network is considered consent to the Board's Electronic Communication ~~and Social Media~~ Policy and to management's right to review correspondence.
- The Board network and computer systems are provided for the use of students, teachers, staff and administrators in support of programs of the Board and are to be used for education, research, academic development and Board-related business only.
- Commercial uses of Board network and computer systems are specifically excluded. All students, teachers, staff and administrators are responsible for ensuring that computing facilities are used in an effective, efficient, ethical and lawful manner.

The Board assumes no liability and is NOT responsible for the:

- appropriateness of Internet content.
- accuracy or reliability of information located on the internet.
- loss, damage or inaccessibility of information due to technical or other difficulties or costs or losses incurred by users.

Email is not private communication because others may be able to read, access and monitor email (email may best be regarded as a postcard rather than as a sealed letter). The Board may monitor and access email communication in a reasonable manner to;

- maintain and ensure the efficient use of the Board's email services.
- ensure compliance with Board policies and acceptable use.
- assist the user in the event of prolonged absence.

The Brant Haldimand Norfolk Catholic District School Board retains ownership, control and copyright over any work-related items created, composed or otherwise developed using Board technology resources; unless specifically waived or transferred in writing. All requests for waivers or transfer of ownership should be made through an employee's immediate supervisor or a student's principal, who will then forward the request to the appropriate Superintendent of Education for approval.

~~Online Social Networking is a process whereby online users are able to connect to other users in a variety of ways and for a variety of purposes, including educational purposes. Current tools include, but are not limited to, Facebook, Twitter, MySpace, LinkedIn, YouTube, Blogger, Instant Messaging and postings on video or picture sharing sites and elsewhere on the internet.~~

Blended learning is a model of instructional delivery that includes the use of a learning management system and /or digital online tools. Blended learning promotes:



- improved communication between the teacher and students.
- greater collaboration and critical thinking among students.
- differentiated learning and assessment for all students.

Confidentiality

No Expectation of Privacy:

Users should not expect privacy with respect to any of their activities when using the Board's computer and / or telecommunication property, systems or services. Users should be aware that the use of passwords or account numbers does not create a reasonable expectation of privacy and confidentiality of information, which has been maintained or transmitted. The Board reserves the right to review, retrieve, read and disclose any files, messages or communications that are created, sent, received or stored on the Board's computer systems and / or equipment. It is the Board's right to monitor or review all information, which has been maintained or transmitted using the Board's computer and / or telecommunication systems or services for the purpose of ensuring the security and protection of business records, preventing unlawful and / or inappropriate conduct and creating and maintaining a productive work environment

System administrators or other support technicians may need to access user files or electronic communication **and social media** accounts in the normal course of their employment when necessary to protect the integrity of computer systems.

If policy violations are discovered, they will be reported immediately to the appropriate system administrator. The Administrator is not permitted to, intentionally, see or read the contents, to read document information where not germane to the foregoing purpose or disclose or otherwise use what they have seen, unless authorized by a Senior Administrator of the Board. One exception, however, is that of systems personnel who may need to inspect a damaged document in an effort to restore its contents. This exception is limited to the least invasive level of inspection required to perform such duties. Furthermore, this exception does not exempt technicians / system administrators from the prohibition against disclosure of personal and confidential information, except insofar as such disclosure equates with good faith attempts to restore the otherwise unusable document.

In respect to trustees, if policy violations are discovered or suspected, access to trustee accounts must be approved by the Director of Education and the Chair of the Board in writing. Any offense, which violates local, provincial or federal laws, will be referred to the appropriate supervisory officer and / or law enforcement authorities and may result in immediate loss of all Board computer privileges.

Electronic Communication **and Social Media Procedures:**

- Individuals who use the Board's electronic communication services are expected to do so responsibly. That is, to comply with local, Provincial and Federal laws, to comply with this and other policies and procedures of the Board and to comply with normal standards of professional and personal courtesy and conduct. Access to the Board's electronic communication services is a privilege that may be wholly or partially restricted by the Board; without prior notice and without the consent of the user when required by and consistent with law, when there is substantiated reason to believe that violations of policy or law have taken place or, in exceptional cases, when required to meet time-dependent, critical operational needs.
- Staff and students are not permitted to access, participate, transmit or save material that does not comply with the Mission, Beliefs, Gospel Values and policies of the Brant Haldimand Norfolk Catholic District School Board.
- Board electronic communication services may not be used for unlawful activities, commercial purposes, personal financial gain and correspondence inappropriate to educational or business purposes.
- Board communication users shall not employ a false identity. Electronic mail bears a number of



marks of identification, i.e., domain addresses, which are traceable back to the Board.

- Board communication services shall not be used for purposes that could reasonably be expected to cause, directly or indirectly, excessive strain on any computing facilities or unwarranted or unsolicited interference with others' use of the communication systems.
- Users should be aware that during the performance of their duties, network and computer operations personnel and system administrators need from time to time to observe certain transactional addressing information to ensure proper functioning of Board communication services, and on these and other occasions, may inadvertently see the contents of electronic messages. They are not permitted to see or read the contents intentionally; to read transactional information where not germane to the foregoing purpose; or disclose or otherwise use what they have seen. One exception, however, is the System Postmaster who may need to inspect electronic messages when re-routing or disposing of otherwise undeliverable e-mail. This exception is limited to the least invasive level of inspection required to perform such duties. Furthermore, this exception does not exempt Postmasters from the prohibition against disclosure of personal and confidential information of the previous paragraph, except insofar as such disclosure equates with good faith attempts to route the otherwise undeliverable e-mail to the intended recipient. Re-routed mail normally should be accompanied by notification to the recipient that the e-mail has been inspected for such purposes.
- Users of electronic mail ~~or social media~~ services should be aware that although the sender and recipient have discarded their copies of an electronic record, there may be back-up copies that can be retrieved. Systems are backed-up on a routine basis to protect system reliability. The storage media may be retained for periods of time and in locations unknown to the originator or recipient of electronic mail ~~or social media services~~.
- During normal business hours, email and social media communication may only be used for valid work- related or educational reasons. Email and social media communication should not be used to solicit or to advocate non-Board or purely personal interests. Foul, offensive, defamatory, pornographic or other inappropriate communication is prohibited.
- The employer reserves the right to monitor the e-mail network at any time, without prior notice, to ensure that system is being used for Board purposes only.
- The inadvertent disclosure, accidental transmission to third parties or purposeful re-transmission to another user's internal mailing list can occur in email systems. Users should take reasonable precautions to ensure this does not occur.
- Confidentiality rules for regular mail should be followed for email messages. Disclosure to unauthorized persons is prohibited
- Electronic messages take up storage space and affect system performance, so users should always delete or save messages to media. Always keep messages remaining in your electronic mailbox to a minimum.
- Be professional and careful about what you say to and about others. Email ~~and social media~~ communication is easily forwarded and shared.
- Misinterpretation of an email message may occur. What was meant as a casual or humorous message can be taken other than intended because body language and tone are missing from the message. Without face-to-face communications, your joke may be viewed as criticism.
- Limit message attachment size and content. Do not use the electronic communication system to transfer large files, i.e., graphics, software, database files, etc. Always note in the body of the message the file format and software version of the attached file to help facilitate access to the attachment.
- Do not use your access or the network in such a way that you could disrupt the use of the facilities by other users.
- At the first indication of a virus, immediately stop the use of the electronic communication service



and notify Information Technology technical support. Deliberate transmission of viruses is strictly prohibited.

- An email message can be a record if made or received in connection with the transaction of Board business and must be retained in accordance with the Record Retention Guidelines of the Board and the Freedom of Information and Protection of Privacy Act (MFIPPA). Individual users are responsible for keeping and archiving their own business-related email. Retention of these files is subject to Ontario Provincial laws.
- The Board is obligated to keep records for set periods of time to satisfy statutory, legal, audit, administrative or historical needs.

Conduct which violates this Policy and Procedure includes, but is not limited to:

- Unauthorized use of an electronic communication ~~or social media account.~~
- Deliberately wasting / overloading computing resources, such as emailing many copies of a document.
- Using Board resources for commercial activity, such as creating products or services for sale.
- Any use that is illegal or in violation of other Board policies, including sending, receiving or storing messages that a responsible person would consider to be offensive, disruptive, harassing, threatening, derogatory, defamatory, pornographic, indicative of illegal activity or any that contain belittling comments, slurs or images based on race, color, religion, sex, sexual orientation, age disability or national origin.
- Sending or storing messages or images that would offend or harass on the basis of race, sex, sexual orientation, religion, age, political belief or disability.
- Initiating or propagating electronic chain letters.
- Forging the identity of a user or machine in an electronic communication.
- Deliberately transmitting viruses.
- Sending copies of documents in violation of copyright laws or licensing agreements.
- Attempting to modify or gain access to files, passwords or data belonging to others.
- Using abusive or objectionable language in either public or private messages.
- Misrepresenting oneself or the Board.
- Any use as a forum for communicating by email or any other medium with other school users or outside parties to solicit, proselytize, advocate or communicate the views of an individual or non-school sponsored organization; to solicit membership in or support of any non-school sponsored organization or to raise funds for any non-school sponsored purpose, whether profit or not-for-profit.
- Knowingly provide school email addresses to outside parties whose intent is to communicate with school employees, students and / or their families for non-school purposes.
- Lobbying elected officials and sending material promoting political positions or actions.
- Using electronic communication ~~or social media accounts~~ for personal use during regularly-scheduled working hours. (Note: personal use of the internet outside of regular business hours is allowed, provided that it is not being used to generate income for personal business or to promote personal initiatives, provided that all other acceptable use criteria as outlined in this procedure are adhered to).
- Intentionally deleting email with informational value to the detriment of legal and statutory Board operations.
- Willfully collecting, maintaining or disclosing personal information in contravention of the Municipal Freedom of Information and Protection of Privacy Act
- Any inappropriate communications with students or minors.



Usage of Social Media Sites:

- ~~Staff may use the Board network to access social media sites that are work-related. Staff will not access personal social media sites during school / work hours.~~
- ~~Students may not use the Board network to access social media sites at any time.~~
- ~~All users should regularly monitor any content posted to your social media accounts by yourself or others and remove any content that is not appropriate.~~

Interactions Representing the Brant Haldimand Norfolk Catholic District School Board

- Unless given written permission from a principal or supervisor, staff are not authorized to use electronic ~~communication social media sites~~ to speak on behalf of the school, department or the Board.
- ~~Personal sites and comments not related to the Brant Haldimand Norfolk Catholic District School Board will clearly state that staff are not representing the views of the school, department or the Board. Any such personal comments should be consistent with this Administrative Procedure, in any event.~~

Respect, Privacy and Confidential Information

- Staff will not disclose confidential student information or confidential school, department or personnel records without first obtaining written consent from the principal, supervisor or guardian for students under the age of 18 or from students aged 16 or 17 who have removed themselves from parental control.
- ~~Staff will not use electronic social media sites that reflect poorly or are defamatory towards themselves students, Board employees or Board policies and procedures.~~
- Staff will not engage, electronically, in behavior or comments that would negatively reflect on the school, staff or the Board's reputation.
- Staff may be disciplined if their electronic ~~communications and / or social media~~ comments and posting, whether personal or school / Board related, result in a disruption to the school or Board environment or negatively impact the staff's ability to perform his or her duties.
- Board and school logos will not be used without first obtaining permission from the school principal or supervisor.
- Staff will use only their own name, when participating in an online ~~social media~~ group or activity.
- Staff will ensure that their online comments respect Catholic values and adhere to the procedures as outlined in the Equity and Inclusive Schools policy.
- Staff can be disciplined for electronic commentary, content or images that are defamatory, pornographic, proprietary, harassing or that create a negative work environment.
- Staff participating in ~~online social media~~ activities will respect copyright laws; not only with respect to the content produced ~~online the social media sites~~, but also to the software which enables it
- Staff participating in ~~online social media~~ activities acknowledge that all information posted to sites is subject to the provisions of the Municipal Freedom of Information and Protection of Privacy Act.
- Principals and other supervisors may monitor employee use of ~~email communications, social media and social networking websites.~~

Compensation for Losses, Costs and / or Damages

- Users shall be responsible for any losses, costs or damages incurred by the Board related to violations of this policy and procedure.



Enforcement and Consequences

- If a student does not comply with the requirements to hand in their personal mobile device when requested, they must be sent to the Principal's office.
- Principals have discretion under PPM No. 145, Progressive Discipline and Promoting Positive Student Behaviour, to consider a range of responses to address non-compliance, including suspension.
- The local policy must include an approach to enforcement of the restrictions, best practices for educators on classroom management related to responsible use of technology, and an annual notification to parents and students reminding them of the policy, its requirements, and consequences for non-compliance.

Notification

- Schools are required to send an annual notification to parents and students reminding them of the policy, its requirements, and consequences for non-compliance.

DEFINITIONS:

User

All employees, students, trustees, members of Board committees, school council chairs and all other persons given authorized access to the Brant Haldimand Norfolk Catholic District School Board's computing and information technology facilities and resources are considered users. Users may access these tools from locations other than their work locations. Using Board-provided technology from the office, home or other location is using a corporate asset. Therefore, the Board and its users are responsible for any misuse of its technology. If a user sends personal views, they must provide appropriate disclaimers so that the remarks are not taken as representative of the Board. In any event, any such personal communications should be consistent with this Administrative Procedure.

Appropriate Use

Relevant federal and provincial laws and regulations govern the use of the computer and information technology systems of the Board. In addition, use must be consistent with Board policies and procedures at all times. Users are expected to use the Board's information technology systems and resources, as well as internet and email services in a lawful and ethical manner; consistent with the educational, informational and recreational purposes for which they are provided. Users will be subject to disciplinary action for misuse. Misuse of these systems may also, in some instances, subject the Board to lawsuits.

Electronic Communication

Electronic communication include, but are not limited to, email, electronic conferencing, personal and group electronic chat sessions, video conferencing, text messaging and any other means of electronic communication.

System Administrator

The individual responsible for the maintenance of server software, global conferences and other related duties.

Computer Operations Personnel

Personnel employed to provide software and hardware support for computer systems, i.e., Network Technicians, Computer Technicians, Software Technicians and Team Leaders for the Information Technology Services Department.

Postmaster

The person responsible for maintenance of user accounts.

Social Media

~~Media designed to be disseminated through social interaction, which is created using highly accessible and scalable publishing techniques. Examples include, but are not limited to, LinkedIn, Twitter, Facebook,~~



~~YouTube, Blogger, MySpace, Instant Messaging and postings on video or picture sharing sites and elsewhere on the internet.~~

Confidential Information

Any and all files, information, materials, or communications of a personal or private nature or including information of a private or personal nature including, without limitation, any files, information, materials or communications, which include, convey or express any information protected by the Education Act, the Municipal Freedom of Information and Protection of Privacy Act or any successor or similar provincial or federal legislation relating to the protection of privacy or students or staff records and information. By way of illustration only, some examples of Confidential Data include:

- Medical records.
- Student records and other non-public student data.
- Social Security Numbers.
- Personnel and / or payroll or records.
- Individualized Education Plans.
- Any data identified by government regulation to be treated as confidential or sealed by order of a court of competent jurisdiction.

Inappropriate Information

Files, information, materials or communications include, but are not limited to, any of the following:

- Hateful, racist or discriminatory material.
- Threatening material.
- Gambling or gaming material.
- Pornographic or obscene material.
- Material which expresses opinions or beliefs of a personal nature unrelated to the educational or business objectives referred to in the policy statement.
- Commercial advertising or similar material.
- Any material deemed by the Board and / or Principal to fall within one of the categories set-out above.

Cyber Bullying

The use of information and communication technologies such as email, cell phone, pager text messages, instant messaging, defamatory personal web sites and defamatory online personal polling web sites to support deliberate behavior by an individual or group that is intended to harm others. The Education Act defines cyber bullying as including:

- Creating a web page or a blog in which the creator assumes the identity of another person.
- Impersonating another person as the author of content or messages posted on the internet.
- Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Primary / Junior Students

Students who are enrolled in a Kindergarten to Grade 6 program.

Intermediate / Senior Students

Students who are enrolled in a Grade 7 to Grade 12 program.

REFERENCES:

- Copyright Act, R.S.C., 1985, c. C-42
Education Act, R.S.O. 1990, c. E.2
- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R.S.O. 1990, CHAPTER M.56
Human Rights Code, R.S.O. 1990, c. H.19
- Criminal Code (R.S.C., 1985, c. C-46)
Highway Traffic Act, R.S.O. 1990, c. H.8
- Bill 168, Occupational Health and Safety Amendment Act



- Workplace Harassment Policy, Reference No. 300.01, Brant Haldimand Norfolk Catholic District School Board
- Workplace Violence Prevention Policy, Reference No. 300.20, Brant Haldimand Norfolk Catholic District School Board
- Information and Communications Technology Use, Reference No. 600.02, Brant Haldimand Norfolk Catholic District School Board
- Electronic Websites Policy, Reference No. 600.03, Brant Haldimand Norfolk Catholic District School Board
- Laptop / Netbook / Portable Device Usage for Staff Procedure, Reference No. 600.31, Brant Haldimand Norfolk Catholic District School Board
- Laptop / Netbook / Portable Device Support for Staff Procedure, Reference No. 600.32, Brant Haldimand Norfolk Catholic District School Board
- Laptop / Netbook / Portable Device Security for Staff Procedure, Reference No. 600.33, Brant Haldimand Norfolk Catholic District School Board



**Information and Communications Technology Use
and
Electronic Communications ~~and Social Media Use~~
Acknowledgement Form**

I acknowledge receipt and understand the Brant Haldimand Norfolk Catholic District School Board *Information and Communications Technology Use* and *Electronic Communications ~~and Social Media Use~~* Policies and Procedures.

I understand it is my responsibility to review the policies and procedures in detail and request any clarification needed from my supervisor, Human Resource Department or the Manager of Information Technology.

I agree to comply with the Brant Haldimand Norfolk Catholic District School Board Policies and Procedures as listed below.

- Electronic Communication Policy, Reference No. 600.01, Brant Haldimand Norfolk CDSB
- Information and Communications Technology Use, Reference No. 600.02, Brant Haldimand Norfolk CDSB
- Electronic Websites Policy, Reference No. 600.03, Brant Haldimand Norfolk CDSB
- Laptop/Netbook/Portable Device Usage for Staff Procedure, Reference No. 600.31, Brant Haldimand Norfolk CDSB
- Laptop/Netbook/Portable Device Support for Staff Procedure, Reference No. 600.32, Brant Haldimand Norfolk CDSB
- Laptop/Netbook/Portable Device Security for Staff Procedure, Reference No. 600.33, Brant Haldimand Norfolk CDSB

I understand that violation of any policies, procedures and standards may be grounds for disciplinary proceedings. I understand the policies, procedures and standards established herein are to be applied in both a progressive and cumulative manner. I also understand this signed acknowledgment will become a permanent part of my personnel file. I acknowledge that I can download and save or print a copy of the Brant Haldimand Norfolk Catholic District School Board Information Technology Policies and Procedures from the Brant Haldimand Norfolk Catholic District School Board Portal and Website.

I understand that failure to comply with Information Technology Policies and Procedures from the Brant Haldimand Norfolk Catholic District School Board may result in my Information and Communications Technology and Electronic Communications privileges being suspended. I understand that any offense, which violates local, provincial or federal laws, will be referred to the appropriate supervisory officer and / or law enforcement authorities. Violations of these policies or procedures will be dealt with in the same manner as violations of other Board policies or procedures and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, suspension, dismissal from the Board and legal action. Violations of some of the above policies may constitute a criminal offense.

Print Name	Employee ID
Position Title School/Department	
Employee's Signature	Date



**BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD**

P.O. Box 217, 322 Fairview Drive, Brantford ON N3T 5M8

Phone 519-756-6505 -- Fax 519-756-9913

**Student Information and Communications
Technology Use Agreement
Primary Students
Junior Kindergarten to Grade 3**

Student users of the Brant Haldimand Norfolk Catholic District School Board's technology resources must complete this form with applicable signatures. Students without this signed form on file will be denied access to BHNCD SB technology resources. Students that violate this Agreement will be reported to the Principal of their school and their access to the Board's network may be blocked or removed entirely, depending on the severity of the violation. All illegal activities will be reported to the Superintendent or his/her designee and prosecuted to the fullest extent of the law. Computer use by students is a privilege, not a right.

As a primary student of the Brant Haldimand Norfolk Catholic District School Board, I promise to:

- Take proper care of the computer at all times.
- Keep food and drinks away from the computer.
- Keep any object away from the computer that may cause damage to the computer.
- Use the computer to help me learn as approved by my teacher(s).
- Ask my teacher(s) before I use the computer at school.
- Ask my teacher before I post anything to the internet from a school computer.
- Keep my password secret from other students.
- Use email properly.
- Use only my user name and password on the computer and not another student's name and password.

As a primary student of the Brant Haldimand Norfolk Catholic District School Board, I promise that I will not:

- Use bad language on the computer.
- Use the computer to make fun of another person.
- Use the computers to hurt someone's feelings.
- Use the computer to break the law.
- Use email to bully another student(s).



I understand that failure to comply with Information Technology Policies and Procedures from the Brant Haldimand Norfolk Catholic District School Board may result in my Information and Communications Technology and Electronic Communications privileges being suspended. Further, violations of these policies or procedures will be dealt with in the same manner as violations of other Board policies or procedures and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, suspension, and legal action. My parent(s)/guardian(s) have reviewed this Agreement with me and have helped me to understand my responsibilities.

Signed,

Student: _____

Parent/Guardian: _____

Parent/Guardian: _____

Date: _____



**BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD**
P.O. Box 217, 322 Fairview Drive, Brantford ON N3T 5M8
Phone 519-756-6505 -- Fax 519-756-9913

**Student Information and Communications
Technology Use Agreement
Junior Students
Grade 4 – Grade 6**

Student users of the Brant Haldimand Norfolk Catholic District School Board’s technology resources must complete this form with applicable signatures. Students without this signed form on file will be denied access to BHNCD SB technology resources. Students that violate this Agreement will be reported to the Principal of their school and their access to the Board’s network may be blocked or removed entirely, depending on the severity of the violation. All illegal activities will be reported to the Superintendent or his/her designee and prosecuted to the fullest extent of the law. Computer use by students is a privilege, not a right.

As a junior student of the Brant Haldimand Norfolk Catholic District School Board, I promise to:

- Properly care for hardware and software at all times.
- Keep food and drinks away from the computer.
- Keep any object away from the computer that may cause damage to the computer.
- Respect the privacy of other students and users on the local area network.
- To use the computer for instructional purposes only as approved by my teacher or adult helper.
- Be mindful to the issues of plagiarism and copyright and I will ask my teacher for direction when I am unsure.

As a junior student of the Brant Haldimand Norfolk Catholic District School Board, I promise that I will not:

- Attempt to log- in using another student's user I.D.
- Knowingly enter into the operating system of the computer or fileserver to alter system setting or configurations.
- Subscribe to chat rooms or newsgroups when on the internet or use it for inappropriate activity.
- Transmit, by electronic means including email, any information or correspondence, which will compromise the reputation of the school or other persons.
- Release my password to anyone other than my teacher, adult helpers or the technical site supervisor.
- Use bad language on the computer.



I understand that failure to comply with Information Technology Policies and Procedures from the Brant Haldimand Norfolk Catholic District School Board may result in my Information and Communications Technology and Electronic Communications privileges being suspended. Further, violations of these policies or procedures will be dealt with in the same manner as violations of other Board policies or procedures and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, suspension, and legal action. My parent(s)/guardian(s) have reviewed this Agreement with me and have helped me to understand my responsibilities.

Signed,

Student: _____

Parent/Guardian: _____

Parent/Guardian: _____

Date: _____



**BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD**

P.O. Box 217, 322 Fairview Drive, Brantford ON N3T 5M8

Phone 519-756-6505 -- Fax 519-756-9913

**Student Information and Communications
Technology Use Agreement
Intermediate/Senior Students
Grade 7 - 12**

Student users of the Brant Haldimand Norfolk Catholic District School Board’s technology resources must complete this form with applicable signatures. Students without this signed form on file will be denied access to BHNCDSB technology resources. Students that violate this Agreement will be reported to the Principal of their school and their access to the Board’s network may be blocked or removed entirely; depending on the severity of the violation. All illegal activities will be reported to the Superintendent or his/her designee and prosecuted to the fullest extent of the law. Computer use by students is a privilege, not a right.

As an intermediate/senior student of the Brant Haldimand Norfolk Catholic District School Board , I understand that:

- School computers are to be used for educational purposes only.
- The internet is provided so I can conduct research, complete course work and communicate with others.
- My Board email account is not private.
- My files stored on school computers and the board network is not private.
- All communications and information accessible via a school computer or the board network is not private.
- Anything created on a Board-owned computer during school hours is the property of the Board.
- Illegal activities are strictly forbidden.

As an intermediate/senior student of the Brant Haldimand Norfolk Catholic District School Board , I understand that I must:



- Ask permission before using a school computer or device and or accessing the internet at school.
- Review all information that I will be posting to the internet and I must ask permission before doing so.
- Ensure my personal information remains confidential, i.e., password, home address, telephone numbers or those of other students.
- Use school computers for school purposes only.
- Be courteous and respectful in messages to others.
- Use appropriate language on school computers.
- Abide by generally-accepted rules of *netiquette* and conduct myself in a moral and ethical and polite manner while using any school computer.
- Abide by all patent, trademark, trade name and copyright laws.
- Notify a staff member immediately if I can identify a security problem.



As a senior student of the Brant Haldimand Norfolk Catholic District School, I also understand that I must not:

- Use social media in a way that may be harmful to another person.
- Transmit, receive, submit or publish any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, offensive or illegal material.
- Use the computer in a way that can harm people or the system (physically, spiritually or emotionally).
- Store files on school computers that are illegal (i.e., downloaded music or movies).
- Use email to bully, harass or embarrass others.
- Forward spam or jokes from Board accounts or to Board addresses.
- Access a computer using another person’s username and password.
- Use school or Board logos without my teacher’s permission.
- Use the Board’s network in such a way that would disrupt the use of the network by other users.
- Attempt to navigate around the Board internet filter.
- Post personal messages on bulletin boards or list servers.
- Use school computer resources for commercial purposes or product advertising.
- Tamper with, illegally access or hack any Board computer resources.

I understand that failure to comply with Information Technology Policies and Procedures from the Brant Haldimand Norfolk Catholic District School Board may result in my Information and Communications Technology and Electronic Communications privileges being suspended. Further, violations of these policies or procedures will be dealt with in the same manner as violations of other Board policies or procedures and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, suspension and legal action.

Student’s Name: _____ Incoming Grade: _____
Student’s Signature: _____ Date: _____

As the parent or legal guardian of the student signing above, I have read the above Agreement and grant permission for my child to access the Information and Communication Technology resources of the Brant Haldimand Norfolk Catholic District School Board. I understand that the Brant Haldimand Norfolk Catholic District School Board’s Information and Communication Technology resources are designated for educational purposes only. I also understand that it is impossible for Board staff to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the internet. I understand that individuals and families may be held liable for violations.

Parent’s Signature: _____ Date: _____
If student is under 18 years of age

I have read the above Agreement and understand that I will have access to the Information and Communication Technology resources of the Brant Haldimand Norfolk Catholic District School Board. I understand that the Brant Haldimand Norfolk Catholic District School Board’s Information and Communication Technology resources are designated for educational purposes only. I also understand that it is impossible for Board staff to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the internet. I understand that I may be held liable for violations.

Signature: _____ Date: _____
Student is over 18 years of age

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD POLICY COMMITTEE

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Policy Committee
Submitted: February 11, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

REMOTE WORK POLICY REPORT

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (“the Board”) remains committed to maintaining high performance standards, accountability, service to the community and engendering exceptional employee engagement. As per our Multi-Year Strategic Plan we are also committed to supporting and encouraging a healthy and productive workplace environment for all employees.

The education sector continues to be part of a very competitive job market. The sector has seen unprecedented shortages in many job classifications and Boards are constantly competing for qualified and competent employees who will remain loyal to the organization. The recent surge of flexible work arrangements across all sectors has added another layer to employee recruitment and retention. The research consistently shows that flexible work arrangements rank as one of the most important factors when employees are choosing a company to work for and remain loyal.

BHNCDSB Context

The Sector

Staff have surveyed the sixteen school boards in the southwest region and all of the boards except for one, have flexible work arrangements for eligible staff of up to two days or more. This includes all of the school boards which directly border the Brant Haldimand Norfolk Catholic District School Board.

National Statistics

As of November 2023, approximately 24.3% of Canadian workers (of the 40%) had the option to work either exclusively from home or in a hybrid model. As of May 2023, approximately 14.4% of Canadian workers were working exclusively from home, with an additional 10% engaged in hybrid work arrangements, combining both home and on-site work.

Although working fully remotely has declined, the hybrid model has increased.

A survey conducted in March 2024 found that 33% of Canadian employees preferred a hybrid work model, while 25% favored fully remote work. This indicates that a majority of employees (58%) desire some form of remote work arrangement.

DEVELOPMENTS:

The Remote Work Policy #300.26 was initially introduced and approved at the February 2023 Policy Committee Meeting. The Policy would replace the existing Remote Work Department Protocol created during the COVID 19 pandemic. The Remote Work Policy was then presented and approved by the

Board of Trustees at the February 2023 Committee of the Whole and Board meetings. The implemented language states:

“THAT Brant Haldimand Norfolk Catholic District School Board employees who meet the eligibility criteria, may be able to work remotely one (1) day per week with the latitude of the senior team to adjust if required under extenuating circumstances and allow for exceptions.”

The Policy as introduced would be implemented for five (5) months, subject to another review at the September 2023 Board Meeting.

Following a review period, the Board approved an amendment to the Remote Work Policy #300.26 to state,

“THAT Remote Work Arrangements shall not be undertaken on an ad hoc basis. Except in extenuating circumstances, employees authorized to work remotely shall be limited to a maximum of two (2) scheduled days per week for Remote Work Arrangements and shall commit to that work schedule.”

At the August 2024 Board meeting, and at the request of the Chair of the Board, the policy was rescinded. As per the directions in that report, members of Senior Administration would use their discretion, based on employee performance and specifics of the role, in determining whether a member of their team would have the opportunity to participate in remote work.

Schedules of Employees Impacted by Flexible Work Arrangements

There are currently 57 employees from the BHCNDSB who, as a result of their nature of their job and the discretion of their supervisor, have been deemed be able to work from home on a weekly basis. The charts below show the frequency of employees working from home as well as distribution of the days of the week that they work from home.

Frequency of Remote Work		
0 days	1 day	2 days
15	15	27

Scheduling of Remote Work Days				
Monday	Tuesday	Wednesday	Thursday	Friday
12	3	15	9	8

Note: 11 staff identified that the day varies depending on clarification from supervisor and department needs.

Advantages of Implementing a Remote Work Policy

1. Increased Employee Satisfaction and Retention

- Preference: Continues to be a top factor in an employee choosing an organization.
- Reduced Commute Stress: Eliminating or reducing commutes saves time and energy, leading to happier employees.
- Perquisites: In a sector that typically pays less, employees feel this is a “perk” of the job in lieu of leaving to another sector that pay significantly more.

2. Access to a Broader Talent Pool

- Geographic Diversity: You can hire talent from anywhere, giving access to a more diverse and skilled workforce.
- Competitive Edge: Attracts candidates who prioritize flexibility in their job search.

3. Cost Savings

- Renovation/Expansion: Would need to retrofit or expand on existing space to house all employees at once and provide certain employees working with sensitive information with discrete workspaces.
- Lower Overhead: Reduced need for office space, utilities, and other on-site resources.
- Employee Savings: Employees save on commuting costs and often appreciate the financial benefits.

4. Employee Turnover

There are also financial costs for employee turnover. There are ‘hard’ and ‘soft’ costs for any position that is vacated and must be filled.

Hard Costs are consistent for most companies and can include:

- Administrative processing of an employee’s departure
- Vacation and other payouts
- Advertising and recruitment to find a replacement
- Interviewing and/or testing of candidates
- Orientation and training of new hires
- Financial implications of renegotiating Terms of Employment and Collective Agreements

Soft Costs that have an impact and are sometimes harder to see, include things such as:

- Lower productivity of the employee while waiting to depart
- Lower productivity of the supervisor and employees who must cover the job responsibilities until the departing employee is replaced
- Time spent training the new hire
- Financial implications from grievances resulting from mistakes or delays made due to staff shortage or turnover
- Lowered department moral and feeling of community because of employee turnover
- Lowered productivity because of high employee turnover
- Lower department productivity because of lack on continuity

A typical entry-level employee turnover cost is between 30% and 50% of their annual salary to replace. A mid-level employee turnover cost can be up to 150% of their annual salary to replace. For example, an entry-level employee earns \$35,000 annually. Hiring a replacement would cost approximately \$10,500 – \$17,500. These costs are exponential, meaning that the more employees who vacate their position, the higher the cost and a greater impact on the department’s productivity.

5. Productivity Gains

- Focused Time: fewer distractions, less commute time leads to more time on tasks.
- Autonomy Encourages Efficiency: Remote work often leads to greater ownership and responsibility over tasks.

6. Environmental Benefits

- Lower Carbon Footprint: Fewer commutes and less energy usage in offices contribute to environmental sustainability.

Senior Administration is confident that the appropriate measures are in place to mitigate any challenges that may arise with employees working remotely. While working remotely, all staff are subject to many other applicable Board Policies and Administrative Procedures including but not limited to:

ITS 600.01.P - Electronic Communications and Social Media Use

ITS 600.02.P - Information and Communications Technology Use

OPS 400.01.P - Inclement Weather & Temporary School-Facility Closures

OPS 400.13.P - Records and Information Management

OPS 400.15.P - Protection of Property

OPS 400.18.AP - Electronic Monitoring

OPS 400.31.AP - Board Assigned and Employee Mobile Phones

HRS 300.27.P - Right to Disconnect Policy

Employees engaged in flexible arrangements will be responsible for safeguarding confidentiality, integrity, and availability of board information in their possession. Information Technology has strong communication tools in place that enable seamless and timely collaboration and communication. They have invested in cybersecurity measures like VPNs, multi-factor authentication, and regular training and are able to monitor login activity and access logs and if needed could conduct periodic security audits to ensure compliance with data policies. Furthermore, employees already work in a home environment before and after work hours and weekends

Board Policies clearly outline expectations, such as work hours, deliverables, and communication protocols. With a hybrid approach (1-2 days per week) we combine remote and on-site work to balance flexibility with collaboration. Regular virtual check-ins, regular team meetings, and feedback channels allow for ongoing oversight of employees on the one or two days they are remote.

Role limitations have been implemented as certain roles require on-site presence and in-person interactions to maintain service quality. Each employee approved for remote work must enter a Flexible Work Arrangement and must complete the "Site Suitability Checklist."

Monitoring and Oversight

Research has shown that ensuring effective monitoring and oversight of remote employees requires a balance between accountability and trust. The key is to track outcomes, not just activity, and to maintain open communication and regular check-ins.

Monitoring employee effectiveness and engagement is much more than mere surveillance and through time-counting and keystroke-tracking tools. These strategies negatively affect staff morale, and due to the nature of the roles people who work remotely do not effectively monitor productivity.

Currently, supervisors set clear expectations and establish task deadlines and emphasize expectations on output rather than just hours worked. They employ regular check-ins as well as "standup" meetings on Microsoft Teams or having one-on-one meetings with staff.

Staff Survey

In an effort to provide data with regards to the suitability and viability of flexible work arrangements, the Board surveyed staff and supervisors who were eligible to work remotely in September of 2023. The summary results of the survey are as follows.

Overall, the feedback on the remote work policy at the Board has been overwhelmingly positive, both from staff and supervisors. Staff felt they were efficient and productive when working remotely. Generally, the change in work location did not affect staff members' ability to focus on their work output. In fact, some participants reported that working remotely improved their productivity and extended their workday. Staff are given specific goals for what they are to accomplish on days they work remotely and are usually successful in achieving these goals. Supervisors attest to staff meeting targets each remote day. Staff members did not feel that working remotely impeded or negatively impacted their work.

From the supervisors' perspective, the shift to a hybrid work experience did not adversely impact their ability to manage their team, or the work performance of their team. Supervisors had methods, resources, and tools in place that enabled them to stay connected to staff members when they worked remotely, and to monitor their productivity and output. Many supervisors noted that their expectations for staff members' work performance were consistent regardless of where staff members worked. Supervisors' observations were consistent with staff members' responses, which indicated that work did not suffer from a hybrid work approach. Most supervisors felt members of their team were most productive when they adopted a hybrid work approach, splitting their time working remotely and in the office.

The benefits of having a flexible work arrangement were impactful and experienced by both staff and supervisors. Staff felt that a hybrid work approach kept them motivated, benefited their mental health, and made their work experience more enjoyable. Staff see this opportunity as a privilege and a "perk" in a sector that consistently does not meet salary benchmarks for doing the same job in other sectors. They perceived this as a signal from the Board that they are appreciated. Similarly, supervisors observed improved morale and mental health in their team members. One supervisor discussed macro-level benefits which have a wide impact for the district such as cost savings in mileage and a reduction in the use of sick time.

The results of this consultation on flexible work arrangements indicate that the implementation of the remote work policy was associated with many benefits to staff and supervisors and did not negatively impact individuals' ability to fulfil their work responsibilities. In some cases, having the ability to work remotely for a portion of the week resulted in benefits to staff mental health and improvement in morale, as well as improvements to productivity. The findings of this consultation are consistent with research on remote and hybrid work that has been conducted during and following the COVID-19 pandemic (McPhail et al., 2023).

Based on the data provided through the survey and the desire to remain competitive with our educational counterparts, Senior Administration recommends that the BHNCD SB continue with current practice for remote work and can bring an updated policy to Board to approve at a future date.

RECOMMENDATION:

THAT the Policy Committee refers the Remote Work Policy Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.



Remote Work Experiences

Consultation with Staff and Supervisors

DR. THANH-THANH TIEU, RESEARCH ASSOCIATE

September 14, 2023

In February 2023, the Board approved the Remote Work Policy #300.26, which provided staff with an opportunity to work remotely one day a week, as outlined in the policy. To determine the impact of the Remote Work Policy, a consultation was conducted with staff and supervisors in August 2023. Two surveys were created:

- A staff survey which asked participants about their personal experiences of working remotely.
- A supervisor survey which asked supervisors about their experiences managing a team of individuals who work remotely for a portion of week.

This report shares the results of these two consultation surveys.

CONSULTATION PROCESS

To gain a fulsome understanding of the implications of the Remote Work Policy, two surveys were created, one for staff which asked participants questions about their experiences with working remotely, and one survey for supervisors to understand their experiences with managing a team of individuals who worked remotely one day a week. Individuals who work in a supervisory role may have completed both surveys to provide their perspective as a worker and as a supervisor.

Survey questions were developed through recent extant research on remote work, review of the Remote Work Policy, and consultation with the Director of Education. Staff who are eligible to work remotely were emailed a link to the online survey. Participation was voluntary and all responses were anonymous and confidential, with only aggregated group level data presented below.

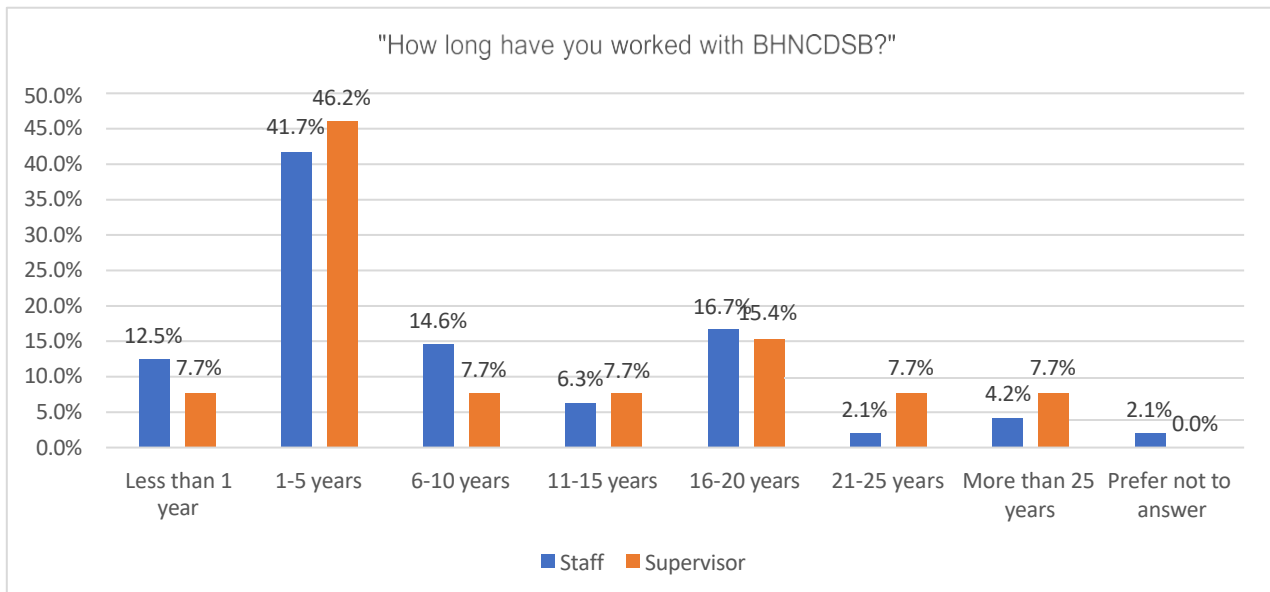
PARTICIPATION

Of the 67 participants who were invited to participate in the remote work staff consultation, 48 participants completed the Remote Work Consultation and Evaluation Staff Survey (71.6%).

There were 13 participants who completed the Remote Work and Consultation Supervisor Survey.

LENGTH OF EMPLOYMENT

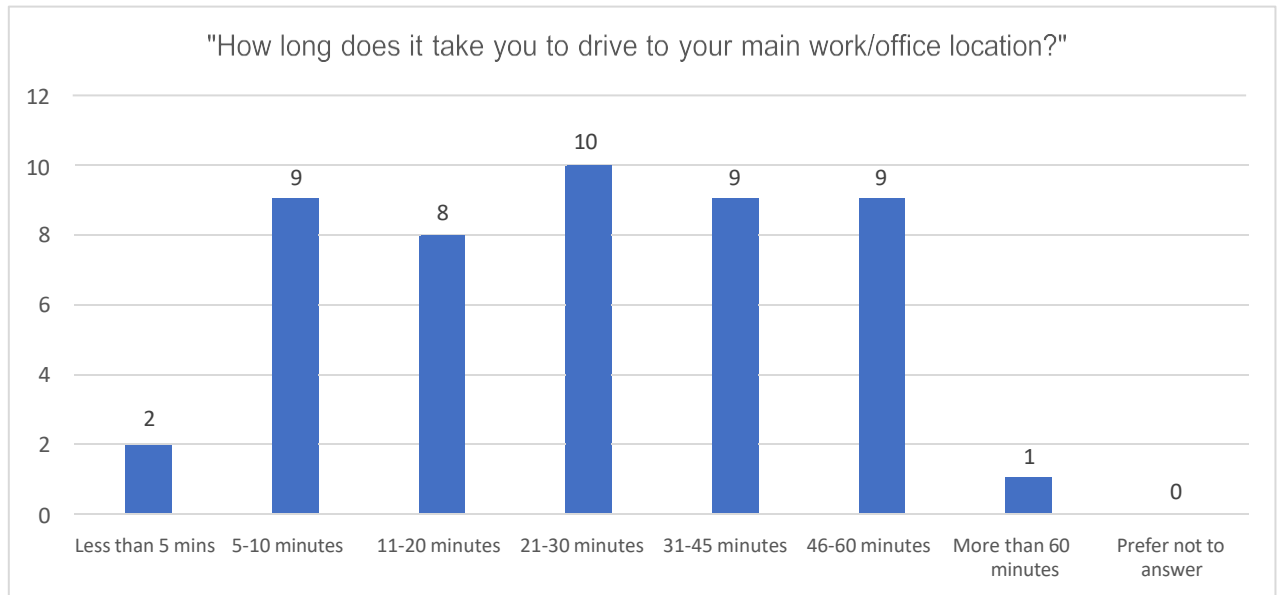
Participants were asked how long they have worked at the Board. The graph below shows the distribution of staff and supervisors by number of years worked.



STAFF SURVEY

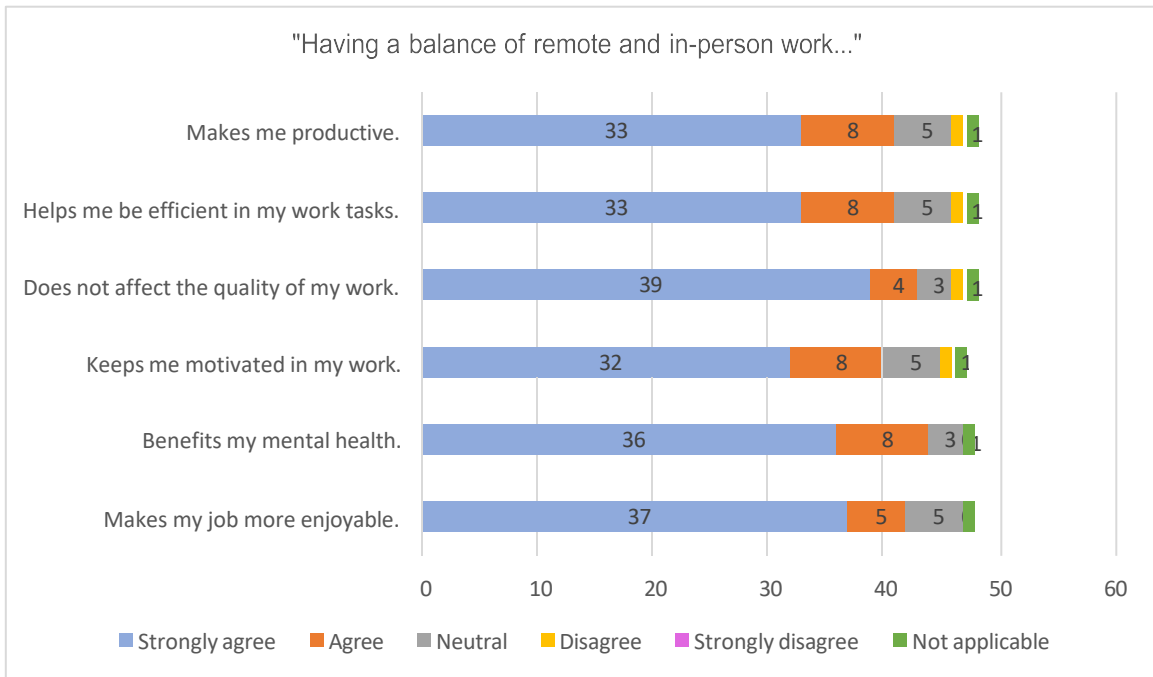
Commute Time

Staff were asked how long it takes them to drive to their main work location. Participants were provided with a range of drive times as response options. The results show roughly equal proportions of staff driving 5-10 minutes, 11-20 minutes, 21-30 minutes, 31-45 minutes, and 46-60 minutes. Only one participant reported driving more than one hour to their main work location.



Balance of Remote and In-Person Work Environments

Staff were provided with a list of perspectives about hybrid working, where they split their time working remotely and in the office. They were asked to provide their agreement to a list of statements, along a 5-point scale ranging from strongly agree to strongly disagree. Participants could also respond “not applicable”.



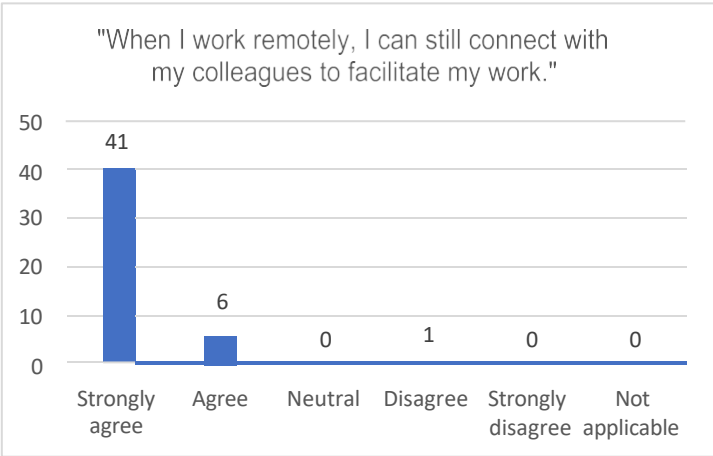
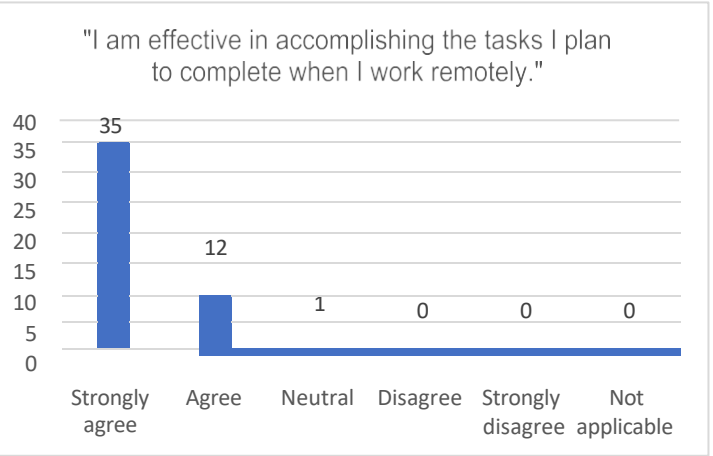
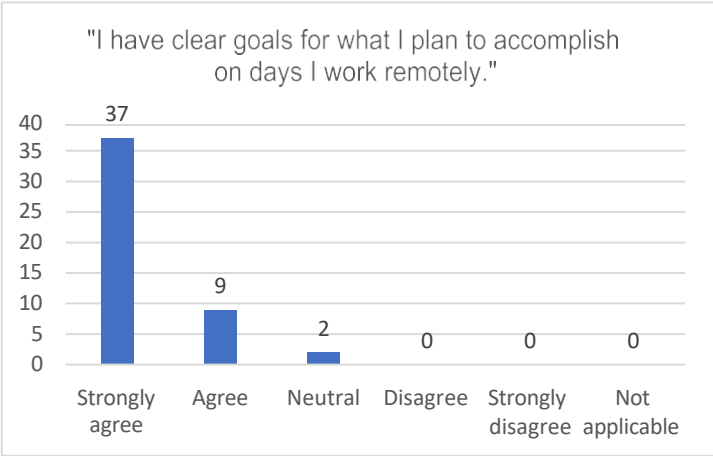
Participants' responses to these statements were overwhelmingly positive. Staff reported that they felt more productive and efficient being able to work remotely for a portion of the week. A total of 89.6% of participants felt that the quality of their work was not impacted by a hybrid work environment. Most participants reported that the hybrid approach was beneficial to their mental health (91.7%) and made their job more enjoyable (87.5%); it is important to note that none of the participants disagreed with these two statements.

Challenges of Remote Work

Several challenges related to remote work were identified, and questions were developed to gain insight into whether these challenges were experienced by staff at BHNCD SB faced when they were working remotely.

Work Planning

Staff were asked questions about their experiences with work planning when they worked remotely. Questions were asked about goal setting, accomplishing tasks, and collaborating with colleagues.

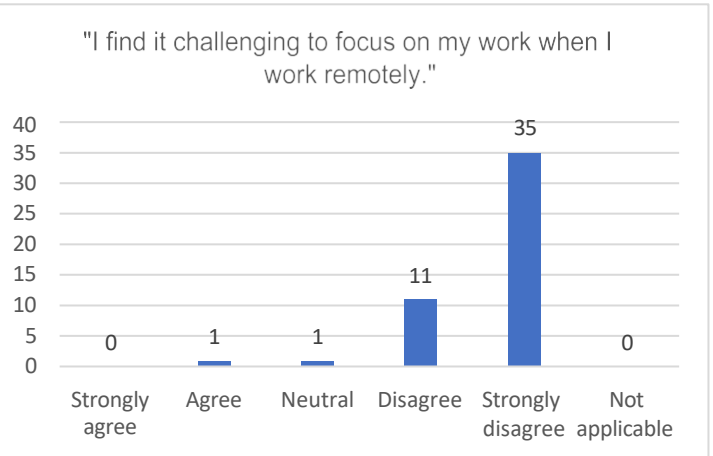
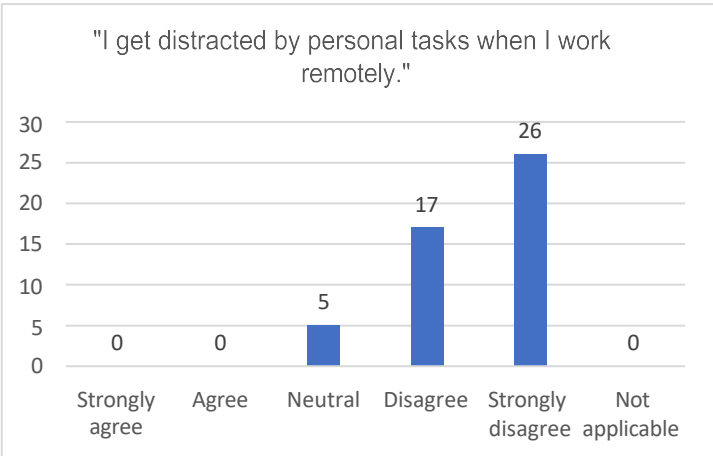


Overall, most participants responded with strong agreement to statements about work planning when working remotely. Staff had clear goals for what they planned to accomplish, were effective in completing work, and were able to connect with their colleagues as needed for their work.

Together these results suggest that staff tend to approach their remote work in a mindful fashion. They reported having a plan for what they will accomplish when working remotely, and generally feel they are effective in completing the work they have planned. Staff also reported that they can collaborate with others when working remotely.

Staying on Task

Another challenge with remote work that is often raised as a concern is an individual's ability to stay focused to complete their work. Two questions examined this theme; both questions were worded in the reverse direction.

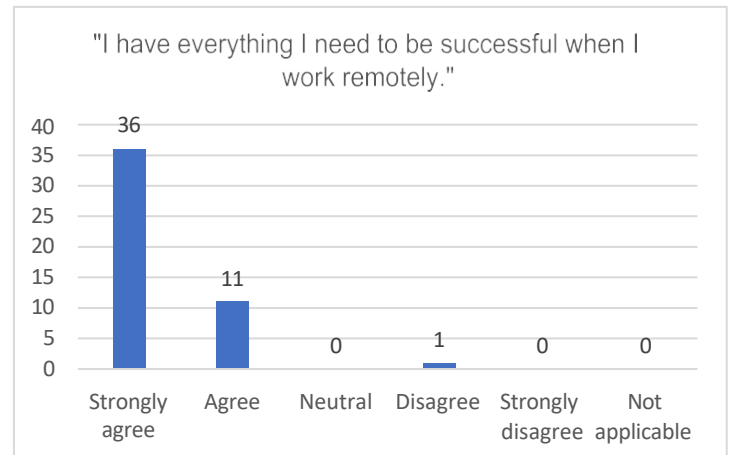


Participants' responses to these questions indicate that staff felt they were able to stay on task when working remotely. Most participants felt they did not get distracted by personal tasks (89.6%) and did not have trouble staying focused on their work (95.8%).

Preparedness

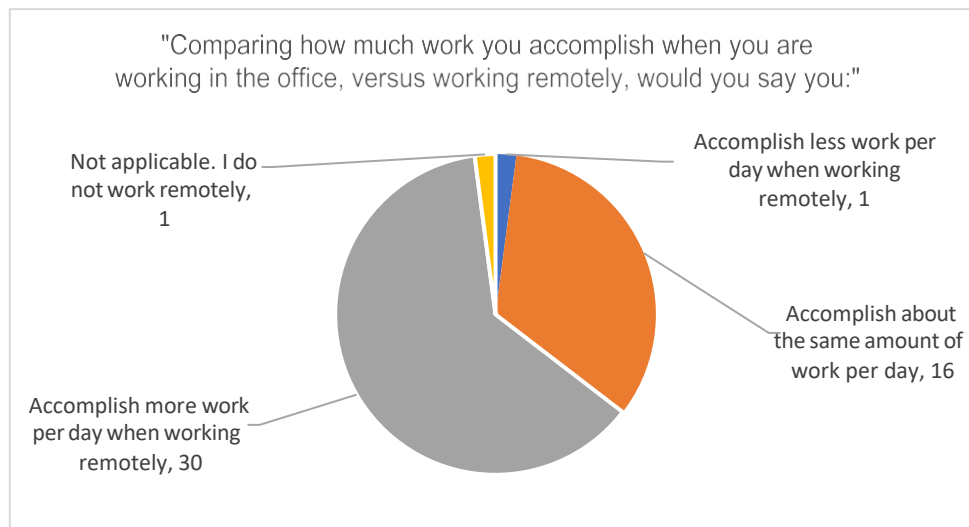
One question was included in the survey to examine the extent to which staff felt prepared when they worked remotely. Participants were asked whether they felt they had everything they needed to be successful.

Almost all participants reported that they felt they had everything they needed to be successful (97.9%). Only one participant disagreed with the question, indicating that this individual did not feel they had what they needed to be productive when working remotely.

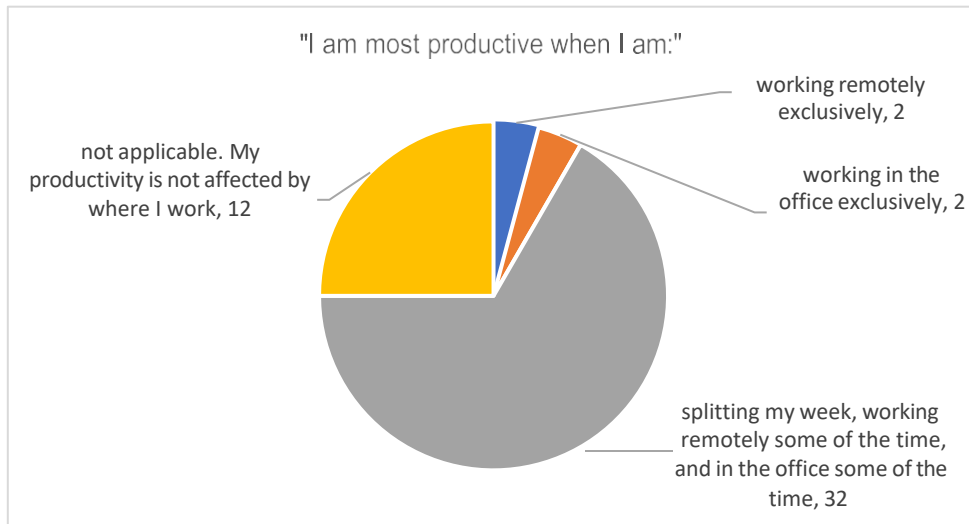


Working a Hybrid Schedule

To better understand how staff balanced working in the office and working remotely, two questions asked participants to compare their experiences with these two modes of work.



When participants were asked to compare how much work they completed when working remotely versus when working in the office, there was only one individual for whom working remotely was related to less work being completed. By comparison, 62.5% of participants reported that they accomplished more work per day when they worked remotely. One third of the participants (33.3%) felt they completed the same amount of work per day when comparing working in the office versus working remotely. One participant reported that they did not work remotely.

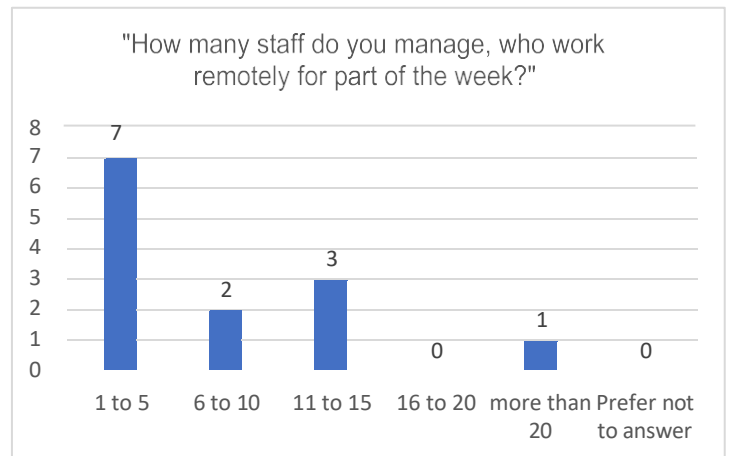
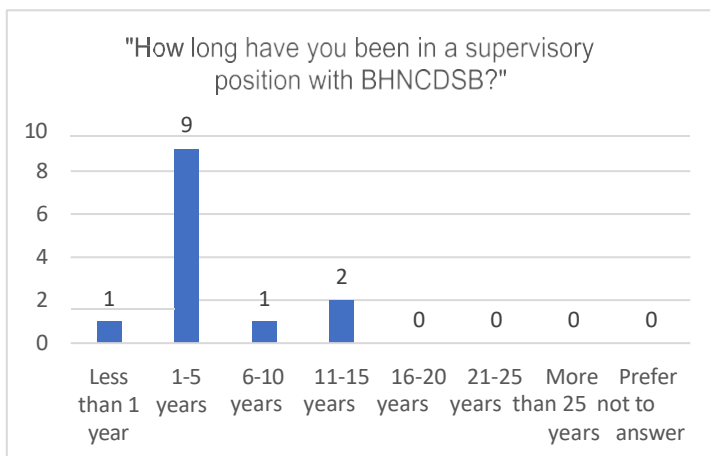


Participants were asked to consider the work environment that allowed them to be most productive. The majority of participants (66.7%) felt they were most productive when they could split their work week, working remotely and in the office. One quarter of the participants (25.0%) felt their productivity was not affected by where they worked. Lastly, there were two participants (4.2%) who felt most productive when they worked exclusively at the office, and two participants (4.2%) who felt most productive when working remotely.

SUPERVISOR SURVEY

The goal of the Supervisor Survey was to understand the experiences of supervisors who managed employees working remotely one day a week. Managing a team with staff who had adopted a hybrid approach to work could bring unique challenges. Questions were developed to gain insight into whether aspects of the remote work policy were impacting supervisors' ability to manage their team.

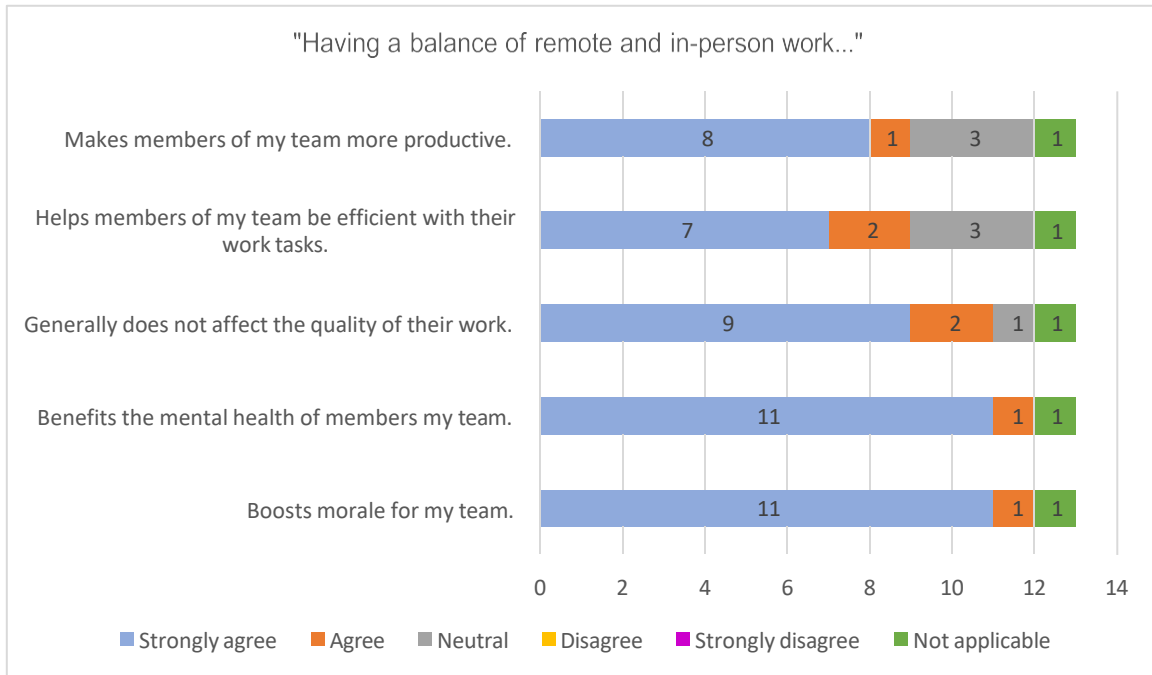
Supervisors were asked how long they had been in a supervisory position with BHNCD SB. Most supervisors (69.2%) have been with the Board for 1-5 years.



Most supervisors, 53.8% managed between 1 to 5 staff members who worked remotely for part of the week. One supervisor reported that they managed more than 20 staff members who adopted a hybrid approach to their work setting.

Balance of Remote and In-Person Work Environments

Supervisors were provided with a list of factors that could be influenced by hybrid working, where staff split their time working remotely and in-person. Participants were asked to indicate their agreement to each statement along a 5-point scale ranging from strongly agree to strongly disagree.



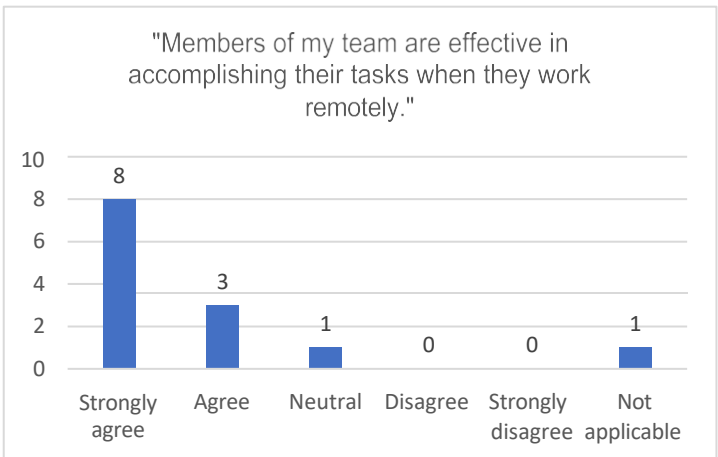
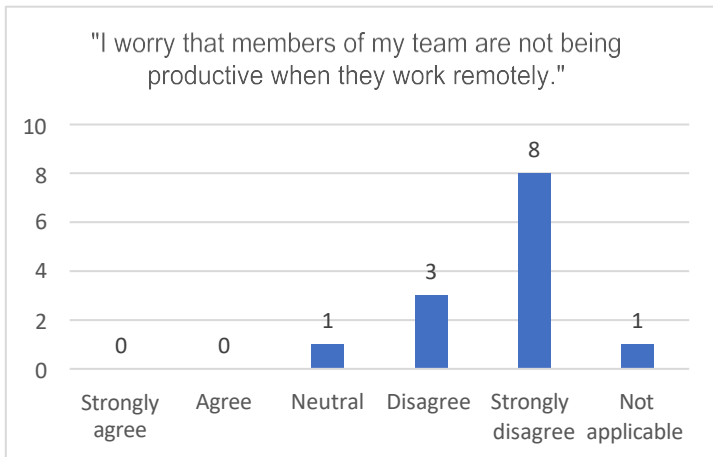
The supervisors’ responses to these statements were positive. Most supervisors “strongly agreed” or “agreed” to all the statements. All supervisors felt that the balance of remote and in-person work was a benefit to the staff’s mental health and helped to boost morale. Regarding work performance, most supervisors (84.6%) reported that a hybrid approach did not affect the quality of the work completed by the staff, made staff more productive, and helped staff be efficient with their work.

Challenges of Supervising a Team within a Hybrid Work Context

Questions that examined challenges which could arise with supervising staff who work remotely for a portion of the week included: productivity, efficiency, and impact on collaboration and supervision. Two open-ended questions asked supervisors to discuss how they monitored the productivity, efficiency, and accountability of their staff members.

Productivity & Efficiency

Supervisors were asked to rate the extent to which they worried about the productivity of their staff when they were working remotely. Responses indicated that supervisors were not concerned about productivity when staff members worked remotely, with 84.6% (11/13) responding “disagree” or “strongly disagree” to this question.

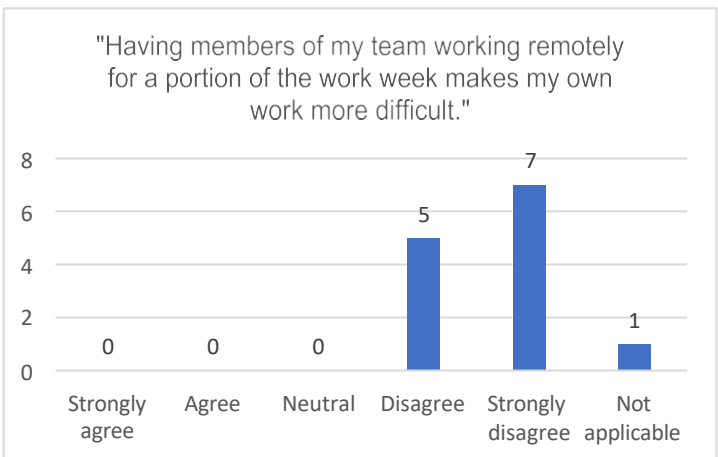
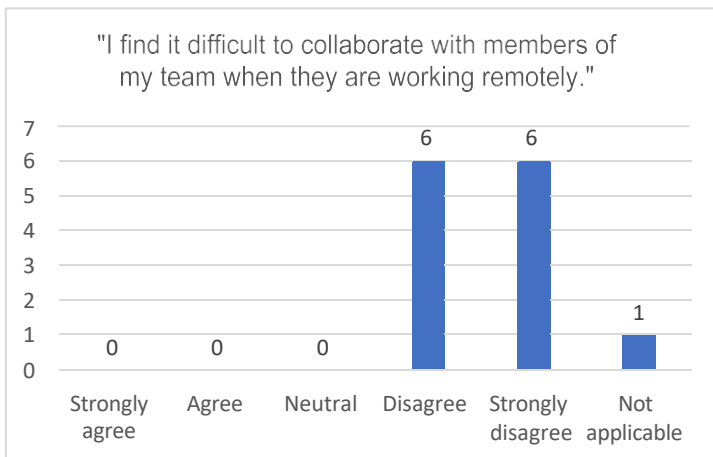


Supervisors also reported that members of their team were able to effectively accomplish their tasks when they worked remotely, with 84.6% (11/13) responding “strongly agree” and “agree” to the question.

Impact on Supervisors

Two questions sought to examine the impact that remote work had on supervisors’ ability to complete certain functions of their role. Their responses indicate no concerns related to working in collaboration with staff who were working remotely, or any added burden to their workload.

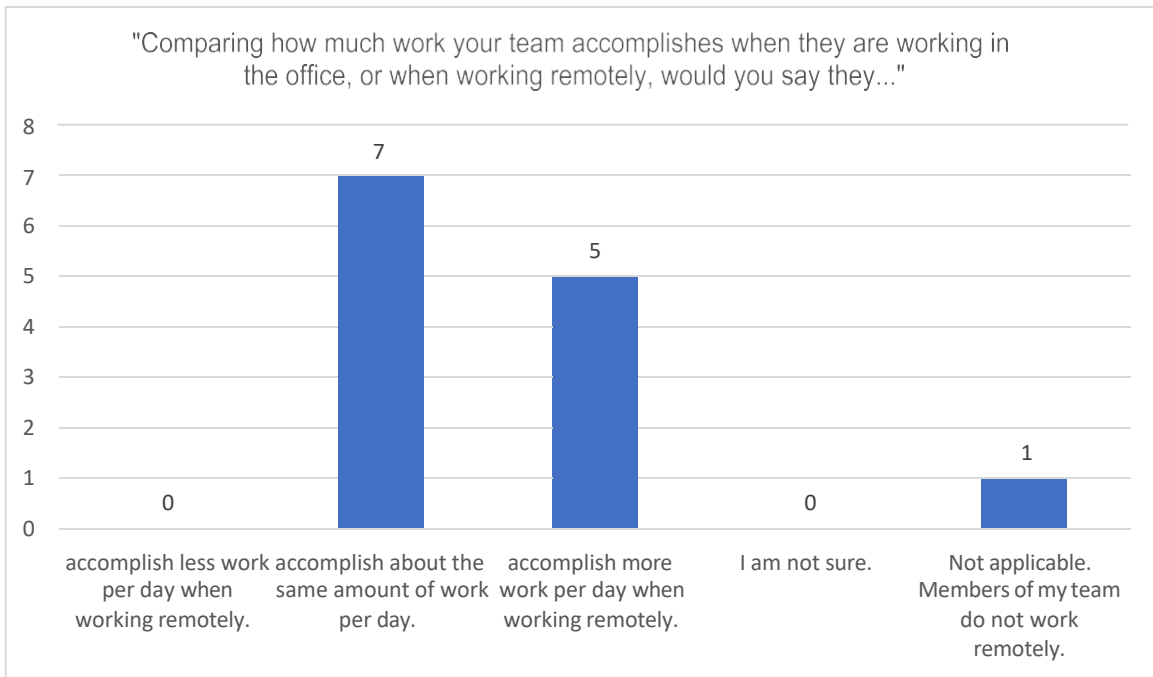
Supervisors reported little difficulty with collaborating with members of their team while they were working remotely; 92.3% of the participants “strongly disagreed” or “disagreed” with the statement: “I find it difficult to collaborate with members of my team when they are working remotely”. The remaining participant responded that the question was “not applicable” to them.



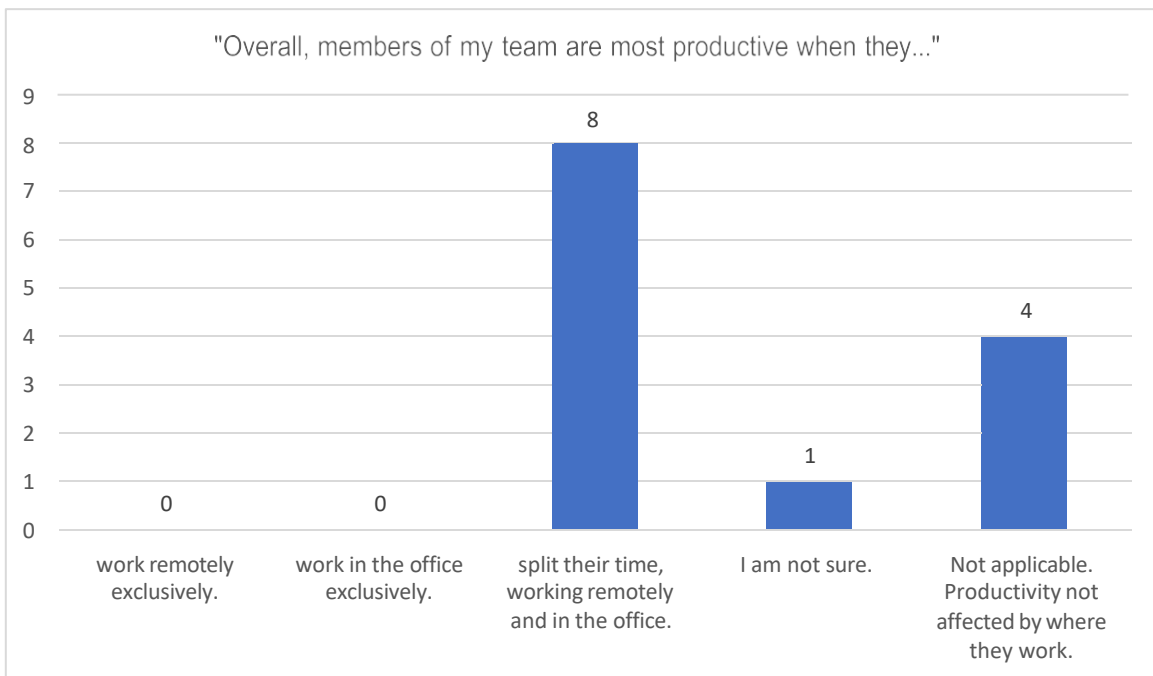
Similarly, all but one supervisor (92.3%) responded “strongly disagree” or “disagree” that their own work was more difficult because members of their team were working remotely for a portion of the week, suggesting that their work had not been adversely impacted.

Supervisors’ Assessment

Supervisors’ assessment of how their team was functioning in a hybrid work environment was explored through two questions. One question asked about the amount of work staff completed when they were working remotely, compared to when they were in the office.



Supervisors' responses to this question are supportive of hybrid work. The supervisors reported that staff members either accomplished the same amount of work per day (53.8%) or accomplished more per day (38.5%) when working remotely compared to working in the office.



This support of a hybrid approach to work was reinforced by supervisors' assessment of their staff members' efficiency. Most supervisors (61.5%) reported that members of their team were most productive when they "split their time, working remotely some of the time, and in the office some of the time". Meanwhile, four supervisors (30.8%) felt the productivity of their staff was not influenced by where they worked.

Two open-ended questions asked supervisors to provide insight into the methods and tools they used to ensure staff members were working efficiently, productively, and with accountability when working remotely. Supervisors were asked to:

"Please list ways you measure productivity when a staff member is working remotely."

and

"Please list the measures you have in place to ensure efficiency, accountability, and productivity when staff are working remotely."

There was replication and crossover in how supervisors answered these two questions. As a result, their answers to both questions are presented together below organized into the dominant themes found.

There were three main themes raised by the supervisors which outline their approach to measuring productivity for their staff who engage in hybrid work: assessment of work, communication, and supervision. Supervisors also identified what tools and resources they used to aid in their supervision of staff members who were working remotely. Comments were also offered by supervisors which touched on themes of trust and the work ethic of their team members, as well as the benefits of a hybrid work approach for staff and the Board.

Assessing Work

Supervisors would assess the work staff members completed to ensure quality in general, and in particular, some supervisors compared the quality of the work produced while staff worked remotely with the quality of the work produced in the office. Supervisors would also measure how long it would take for staff members to complete the same type of work when working remotely versus in the office. Some supervisors would set goals for staff and monitor progress toward achievement. For some Supervisors, the work their staff members complete is driven by deadlines, making it easy to assess success. One Supervisor noted that regardless of where staff worked, *"the work gets done"*.

Communication

Communication was an important aspect of assessing staff members' productivity. Specifically, supervisors would observe how quickly their team members responded to email, Microsoft Teams chat messages, and phone calls. Supervisors also made note of whether staff members attended meetings virtually when they were working remotely. Knowing that staff members were responsive and available for contact while they worked remotely was an important factor for supervisors.

Supervision

To ensure smooth provision of service and support, supervisors noted that they would schedule remote working days with their team members to ensure full coverage in the office; for example, they would confirm that there would always be at least one person available on site. Some supervisors would review work plans with their team members and discuss which tasks made sense to be completed remotely versus in the office.

Several Supervisors noted that their approach to supervising their staff did not change based on their work location; they had the same expectations for work and engagement whether individuals were working remotely or in the office. Regular team and individual meetings as well as check-ins were used to help support supervision.

Tools and Resources

Several computer programs were identified as helpful tools in staying connected to and supervising staff members while working remotely. Microsoft Teams was mentioned by multiple participants. Supervisors said seeing staff members' status was helpful, with the expectation they would be set to "available", indicating staff were working on their computers. The chat function and the virtual meeting function on Teams provided methods of communication, along with phone calls. Sharing calendars through Microsoft Outlook and schedules helped supervisors understand how staff members were using their time, with one supervisor noting their team used Microsoft Planner to assign and monitor completion of tasks that made up larger projects. Some departments have their own software that helps with monitoring work completed, such as the IT ticketing system.

Trust and Work Ethic

One supervisor noted that their staff have a "*significant level of autonomy*" in their work and reach out for direction or support when needed. This observation implies a level of trust between the supervisor and their team that facilitates a positive work climate.

It was noted by one supervisor that the privilege of working remotely was one that staff members greatly valued, and as such, they observed that staff members were diligent and worked harder to demonstrate their accountability while working from home because they did not want to lose this important opportunity.

Benefits of a Hybrid Work Approach

One supervisor provided observations about benefits they believe come with a hybrid work approach, which bear recognition. This participant noted that staff are better able to focus on their work when they work remotely as there are fewer disruptions which are typically associated with working in the office. Another point was the savings that come with remote work, both in terms of resources, cost, and time. One example provided was the reduction in costs associated with mileage for approved work-related travel. Also, staff who were sick would choose to work from home rather than take a sick day, or sick leave. This supervisor noticed that staff were happy and engaged when they were briefly permitted to work remotely two days a week. When they were required to shift back to one day per week, this participant noticed a drop in morale with staff members less inclined to go above and beyond.

This participant noted that during the pandemic lockdown the Board was successful in providing all services without disruption. They observed that this supports the notion that work does not always have to be completed at a central work location; staff members can be successful when working remotely.

SUMMARY OF FINDINGS

Overall, the feedback on the remote work policy at BHNCDSD has been overwhelmingly positive, both from staff and supervisors. Staff felt they were efficient and productive when working remotely. Generally, the change in work location did not affect staff members' ability to focus or their work output; in fact, some participants reported that working remotely improved their productivity. Staff reported that they had goals for what they planned to accomplish on days they work remotely and were usually successful in achieving these goals. Staff members did not feel that working remotely impeded or negatively impacted their work.

From the supervisors' perspective, the shift to a hybrid work experience did not adversely impact their ability to manage their team, or the work performance of their team. Supervisors had methods, resources, and tools in place that enabled them to stay connected to staff members when they worked remotely, and to monitor their productivity and output. Many supervisors noted that their expectations for staff members' work performance were consistent regardless of where staff members worked. Supervisors' observations were consistent with staff

members' responses, which indicated that work did not suffer from a hybrid work approach. Most supervisors felt members of their team were most productive when they adopted a hybrid work approach, splitting their time working remotely and in the office.

The benefits of having the option to work remotely for a portion of the week were impactful and experienced by both staff and supervisors. Staff felt that a hybrid work approach kept them motivated, benefited their mental health, and made their work experience more enjoyable. Similarly, supervisors observed improved morale and mental health in their team members. One supervisor discussed macro-level benefits which have a wide impact for the District such as cost savings in mileage and a reduction in the use of sick time.

The results of this consultation on remote work indicate that the implementation of the remote work policy was associated with many benefits to Staff and Supervisors and did not negatively impact individuals' ability to fulfil their work responsibilities. In some cases, having the ability to work remotely for a portion of the week resulted in benefits to Staff mental health and improvement in morale, as well as improvements to productivity. The findings of this consultation are consistent with research on remote and hybrid work that has been conducted during and following the COVID-19 pandemic (McPhail et al., 2023).

REFERENCE

McPhail, R., Chan, X. W. C., May, R., & Wilkinson, A. (2023, June). Post-COVID remote working and its impact on people, productivity, and the planet: An exploratory scope review. *The International Journal of Human Resource Management*. <https://doi.org/10.1080/09585192.2023.2221385>