



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Agenda

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

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**Board Meeting**  
**Tuesday, January 26, 2021 ♦ 7:00 p.m.**  
**Microsoft Teams**

**Trustees:**

**Members:** Rick Petrella (Chair), Carol Luciani (Vice Chair), Cliff Casey, Bill Chopp, Dan Dignard, Mark Watson, Alex Medeiros (Student Trustee)

**Senior Administration:**

Michael McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Robert De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

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**1. Opening Business**

**1.1** Opening Prayer

*Almighty God, bless us as we gather today for this meeting. Guide our minds and hearts so that we will work for the good of our community and be a help to all people. Teach us to be generous in our outlook, courageous in the face of difficulty, and wise in our decisions. We give you praise and glory, Lord our God, for ever and ever. Amen*

**1.2** Attendance

**1.3** Approval of the Agenda

Pages 1-2

**1.4** Declaration of Interest

**1.5** Approval of Board Meeting Minutes – December 8, 2020

Pages 3-4

Approval of Special Meeting of the Board Minutes – December 14, 2020

Pages 5-6

**1.6** Business Arising from the Minutes

**2. Presentations**

**3. Delegations**

**4. Consent Agenda**

**5. Committee and Staff Reports**

**5.1** Unapproved Minutes and Recommendations from the Committee of the Whole Meeting – January 19, 2021

Pages 7-13

Presenter: Carol Luciani, Vice Chair of the Board

- New and Revised Policies (pgs. 14-89)
- 2021-2022 Budget Plan and Consultation Survey
- Trustee Expenses (pgs. 90-91)

**6. Information and Correspondence**

**6.1** COVID Update

**7. Notices of Motion**

**8. Notices of Motion Being Considered for Adoption**

**9. Trustee Inquiries**



**10. Business In-Camera**

- 207 (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves:
- The security of the property of the Board;
  - The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
  - The acquisition or disposal of a school site;
  - Decisions in respect of negotiations with employees of the board; or
  - Litigation affecting the board.

**11. Report on the In-Camera Session**

**12. Future Meetings and Events**

Page 92

**13. Closing Prayer**

*Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board, and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. Amen*

**14. Adjournment**



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Minutes

Catholic Education Centre  
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### Board Meeting Tuesday, December 8, 2020 ♦ 7:00 p.m. Boardroom

**Members:** **Trustees:**  
Rick Petrella (Chair), Carol Luciani (Vice-Chair), Bill Chopp, Dan Dignard, Mark Watson,  
Alex Medeiros (Student Trustee)

**Absent:** Cliff Casey

#### **Senior Administration:**

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

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## 1. Opening Business

### 1.1 Opening Prayer

The meeting was opened with prayer led by Vice-Chair Luciani.

### 1.2 Attendance

As noted above. Trustee Casey was excused.

### 1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the December 8, 2020 Board meeting.

**Carried**

### 1.4 Declaration of Interest - Nil

### 1.5 Approval of Board Meeting Minutes – November 24, 2020

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the November 24, 2020 Meeting of the Board.

**Carried**

### Approval of Annual Board Meeting Minutes – December 1, 2020

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the December 1, 2020 Meeting of the Board.

**Carried**

### 1.6 Business Arising from the Minutes – Nil

## 2. Presentations - Nil

## 3. Delegations – Nil

## 4. Consent Agenda – Nil



**5. Committee and Staff Reports - Nil**

**6. Information and Correspondence**

**6.1 Stabilization Funding Update**

Superintendent Keys advised that the board will be receiving more funding. Funding will be based on submitted estimates and budget and will try to ensure comparability. The board is currently going through the budget process to determine what the funding will be. Funding is anticipated to be received based on the regular budget without taking covid into consideration.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board receives the information and correspondence items since the last meeting.

**Carried**

**7. Notices of Motion - Nil**

**8. Notices of Motion Being Considered for Adoption – Nil**

**9. Trustee Inquiries - Nil**

**10. Business In-Camera**

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

**Carried**

**11. Report on the In-Camera Session**

Trustees Chopp and Dignard declared a conflict of interest in Item 5.4 of the in-camera session and left the room. They did not take part in the consideration or discussion of, or vote on any question with relation to this item.

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In- Camera session.

**Carried**

**12. Future Meetings and Events**

Chair Petrella drew attention to the upcoming meetings and events.

**13. Closing Prayer**

The closing prayer was led by Chair Petrella.

**14. Adjournment**

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the November 24, 2020 Board meeting.

**Carried**



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

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**Special Meeting of the Board  
Monday, December 14, 2020 ♦ 5:00 p.m.  
Boardroom**

**Trustees:**

**Present:** Rick Petrella (Chair), Carol Luciani (Vice Chair), Bill Chopp, Dan Dignard, Mark Watson

**Absent:** Cliff Casey

**Senior Administration:**

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer)

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**1. Opening Business**

**1.1 Opening Prayer**

The meeting was opened with prayer led by Trustee Dignard.

**1.2 Attendance**

As noted above. Trustee Casey was excused.

**1.3 Approval of the Agenda**

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the December 14, 2020 Special Meeting of the Board.

**Carried**

**1.4 Declaration of Interest - Nil**

**2. Information and Correspondence - Nil**

**3. Trustee Inquiries - Nil**

**4. Business In-Camera**

Moved by: Bill Chopp

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

**Carried**

**5. Report on the In-Camera Session**

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

**Carried**



## **BRANT HALDIMAND NORFOLK Catholic District School Board**

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### **6. Closing Prayer**

The meeting was closed with prayer led by Chair Petrella.

### **7. Adjournment**

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the August 10, 2020 Special Meeting of the Board.

**Carried**

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**Next meeting:** Tuesday, January 26, 2020, 7:00 p.m. – Boardroom

# RECOMMENDATIONS FOR THE BOARD FROM THE COMMITTEE OF THE WHOLE

January 19, 2021

| AGENDA<br>ITEM | MOTION  |
|----------------|---|
| 5.1            | <p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the revised Copyright-Protected Works Policy and AP 400.03.</p> <p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the Practicum Responsibilities Policy and AP 300.28.</p> <p>THAT the Brant Haldimand Norfolk Catholic District approves the revised Home Schooling Policy and Administrative Procedure 200.16.</p> <p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the revised Home Instruction Policy and Administrative Procedure 200.17.</p> <p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the revised Policy and Administrative Procedure Head Lice (Pediculosis) Policy 200.20.</p> <p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the Community Use of Schools Policy 400.05, including the updated schedule for Community Use of Schools Rates and Fees, effective January 1, 2021.</p> <p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the revisions to the Policy Renewal Process.</p> <p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the amended Student Behaviour, Discipline and Safety Policy and Administrative Procedure 200.09.</p> |
| 5.2            | THAT the Brant Haldimand Norfolk Catholic District School Board approves the 2021-2022 Budget Plan and Consultation Survey.   |
| 5.3            | THAT the Brant Haldimand Norfolk Catholic District School Board approves the Statement of Trustee Expenses for the period September 1, 2019 to August 31, 2020.   |

## **RECOMMENDATIONS:**

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Committee of the Whole Meeting of January 19, 2021.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of January 19, 2021.



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Minutes

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

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### Committee of the Whole Tuesday, January 19, 2021 ♦ 7:00 pm Microsoft Teams

**Members:** **Trustees:**  
Rick Petrella (Chair), Carol Luciani (Vice Chair), Cliff Casey, Bill Chopp, Dan Dignard,  
Mark Watson, Alex Medeiros (Student Trustee)

**Senior Administration:**  
Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

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#### 1. Opening Business

##### 1.1 Opening Prayer

The meeting was opened with prayer led by Vice Chair Luciani.

##### 1.2 Attendance

Pursuant to Section 5, Subsection 5.1(2) of Ontario Regulation 463/97 under the *Education Act* which requires that certain members of a board be physically present at meetings, will not apply when schools are closed as a result of an order made under the *Education Act*, the *Health Protection and Promotion Act* (HPPA) or the *Emergency Management and Civil Protections Act* (EMCPA). In these circumstances, a board will be able to meet exclusively by electronic/virtual means.

Attendance was as noted above.

##### 1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the January 19, 2021 meeting.

**Carried**

##### 1.4 Declaration of Interest – Nil

##### 1.5 Approval of Committee of the Whole Meeting Minutes – November 17, 2020

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the November 17, 2020 meeting.

**Carried**

##### 1.6 Business Arising from the Minutes – Nil





## **BRANT HALDIMAND NORFOLK Catholic District School Board**

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### **2. Presentations - Nil**

### **3. Delegations – Nil**

### **4. Consent Agenda**

#### **4.1 Unapproved Minutes from the Accessibility Steering Committee Meeting – September 23, 2020**

Moved by: Cliff Casey

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board received the unapproved minutes of the Accessibility Steering Committee Meeting of September 23, 2020.

**Carried**

#### **4.2 Unapproved Minutes from the Regional Catholic Parent Involvement Committee Meeting - November 19, 2020**

Moved by: Cliff Casey

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board received the unapproved minutes of the Regional Catholic Parent Involvement Committee Meeting of November 19, 2020.

**Carried**

#### **4.3 Unapproved Minutes from the Catholic Education Advisory Committee Meeting - December 8, 2020**

Moved by: Cliff Casey

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board received the unapproved minutes of the Catholic Education Advisory Committee Meeting of December 8, 2020.

**Carried**

#### **4.4 Unapproved Minutes from the Mental Health Steering Committee Meeting - December 10, 2020**

Moved by: Cliff Casey

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board received the unapproved minutes of the Mental Health Steering Committee Meeting of December 10, 2020.

**Carried**

#### **4.5 Unapproved Minutes from the Special Education Advisory Committee Meeting - December 15, 2020**

Moved by: Cliff Casey

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board received the unapproved minutes of the Special Education Advisory Committee Meeting of December 15, 2020.

**Carried**



**5. Committee and Staff Reports**

**5.1 Unapproved Minutes and Recommendations from the Policy Committee  
- December 3, 2020**

Trustee Dignard, Chair of the Policy Committee, reviewed the business of the December 3, 2020 Policy Committee meeting and brought forward the following recommendations:

- THAT the Committee of the Whole refers the revised Copyright-Protected Works Policy and AP 400.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the Practicum Responsibilities Policy and AP 300.28 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the revised Home Schooling Policy and Administrative Procedure 200.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the revised Home Instruction Policy and Administrative Procedure 200.17 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the revised Policy and Administrative Procedure Head Lice (Pediculosis) Policy 200.20 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the Community Use of Schools Policy 400.05, including the updated schedule for Community Use of Schools Rates and Fees, effective January 1, 2021 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the revisions to the Policy Renewal Process to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the amended Student Behaviour, Discipline and Safety Policy and Administrative Procedure 200.09 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Committee of the Whole Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Policy Committee of the Whole Meeting of December 3, 2020.

**Carried**

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of December 3, 2020 to the Brant Haldimand Norfolk Catholic District School Board for approval.

**Carried**



**5.2 Unapproved Minutes and Recommendations from the Budget Committee  
- December 14, 2020**

Trustee Petrella, Chair of the Budget Committee, reviewed the business of the December 14, 2020 Budget Committee meeting and brought forward the following recommendation:

- THAT the Committee of the Whole refers the 2021-2022 Budget Plan and Consultation Survey to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Budget Committee Meeting of December 14, 2020.

**Carried**

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Committee of the Whole refers the recommendations of the Budget Committee Meeting of December 14, 2020 to the Brant Haldimand Norfolk Catholic District School Board for approval.

**Carried**

**5.3 Trustee Expenses**

Superintendent Keys provided a summary of trustee expenses for the 2019-20 school year. The summary outlined expenses related to travel, professional development, communications, service equipment and other. The summary will be posted to the Board website. It was noted that the report has been aligned to the same reporting style as other employee groups.

Moved by: Mark Watson

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Statement of Trustee Expenses for the period September 1, 2019 to August 31, 2020.

**Carried**

**5.4 Integrated Accessibility Plan Annual Report**

Superintendent Greco outlined the requirements of the *Ontarians with Disabilities Act, 2001* (ODA) to improve access and opportunities for people with disabilities. It was noted that the Accessibility Committee conducts research, identifies barriers and communicates with the Board of Trustees, public and stakeholders. An overview of the Integrated Accessibility Plan was presented along with the updated timeline and next steps.

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the Integrated Accessibility Plan Annual Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**



## **5.5 Board Improvement Plan for Student Achievement**

Superintendent Temple presented the Board Improvement Plan for Student Achievement. The board's commitment to providing all students with learning experiences that are rooted in effective research-based practices was emphasized. A summary of the key initiatives, including Introducing the New Math Curriculum, Intermediate Professional Learning Grade 9, New to Division (Kindergarten, Primary, or Junior/Intermediate) and Principal Learning, was shared.

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole refers the Board Improvement Plan for Student Achievement report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

## **6. Information and Correspondence**

### **6.1 COVID Update**

Director McDonald provided an update regarding COVID. The Ministry of Education made an announcement regarding school closures before the winter break. Following that announcement, the board was able to distribute a number of devices to students during the break. Since the announcement there has been a further extension with an in-person return date of January 25, 2021. Superintendent Temple advised that professional development is being provided to staff regarding report card writing and remote learning. Superintendent De Rubeis noted that staffing and scheduling related to Quadmester 3 has been completed. There are currently 470 students registered in the virtual school for Quadmester 3 and 35 courses being offered. It was also noted that Quadmester 4 courses have been released to help students plan accordingly.

Superintendent Greco visited schools who have students attending in-person to connect with staff and students and determine if there are any accommodations that the board can provide. Superintendent Keys advised that facility staff are continuing to keep board sites clean and safe while maintaining appropriate PPE and cleaning supplies for all schools.

Trustee Dignard noted the obstacles that community members in rural areas face because of the lack of infrastructure to support remote learning. Superintendent Keys agreed and advised that the board has distributed tablets with data to assist.

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the information and correspondence since the last meeting.

**Carried**

## **7. Trustee Inquiries - Nil**

## **8. Business In-Camera**

Moved by: Cliff Casey

Seconded by: Mark Watson

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

**Carried**



## **BRANT HALDIMAND NORFOLK Catholic District School Board**

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### **9. Report on the In-Camera Session**

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

**Carried**

### **10. Future Meetings and Events**

Chair Petrella drew attention to the upcoming meetings and events.

### **11. Closing Prayer**

The closing prayer was led by Chair Petrella.

### **12. Adjournment**

Moved by:

Seconded by:

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the January 19, 2021 meeting.

**Carried**

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**Next meeting:** Tuesday, February 16, 2021, 7:00 p.m. – Boardroom



## **Copyright – Protected Works**

### **# 400.03**

|                               |                                 |
|-------------------------------|---------------------------------|
| <b>Adopted:</b>               | November 27, 2012               |
| <b>Last Reviewed/Revised:</b> | January 29, 2013; July 20, 2020 |
| <b>Responsibility:</b>        | Superintendent of Education     |
| <b>Next Scheduled Review:</b> | TBD                             |

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#### **POLICY STATEMENT:**

The Brant Haldimand Norfolk Catholic District School Board is committed to excellence in learning and living in Christ. Our schools aim to provide the best quality and most relevant learning materials to our students as part of their learning experience. The Board endeavours to ensure that copyright protected works that are used in our schools follow the Canadian *Copyright Act*.

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to:

1. Ensure that all employees responsible for providing educational resources to our students follow the applicable provisions of the *Copyright Act*, and
2. Implement and monitor procedures that are consistent with the “Fair Dealing” provisions of the *Copyright Act*.

#### **APPLICATION AND SCOPE:**

The purpose of this Administrative Procedure is to provide direction to Board staff and schools regarding the copying, communicating, distribution and citation of copyright-protected works.

The Canadian *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties insofar as the use falls within the ‘Fair Dealing’ provisions of the Act. To qualify for fair dealing, two tests must be passed. First, the “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test. The second test is that the dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions. This procedure clarifies what qualifies as ‘Fair Dealing’.

#### **REFERENCES:**

- [The Copyright Act](#)

#### **FORMS:**

- [Fair Dealing Copying Guidelines](#)

#### **DEFINITIONS: N/A**



**ADMINISTRATIVE PROCEDURES:**

1. Principals shall include these procedures into school-based staff handbooks and review the procedures with staff on an annual basis.
2. Principals shall post [Fair Dealing Copying Guidelines](#) or other approved posters at all photocopiers in the school. The Director of Education (or designate) shall post [Fair Dealing Copying Guidelines](#) at all photocopiers that are on Board property that staff use for providing resources for staff and/or students.
3. Staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
4. Copying or communicating short excerpts from a copyright-protected work under these procedures for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
5. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
  - a. as a class handout
  - b. as a posting to a learning or course management system that is password protected or otherwise restricted to students at a school or post-secondary educational institution
  - c. as part of a course pack
6. A short excerpt means:
  - a. up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
  - b. one chapter from a book
  - c. a single article from a periodical
  - d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
  - e. an entire newspaper article or page
  - f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
  - g. an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work
7. Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.
8. Copying or communicating that exceeds the limits in this procedure may be referred to the school principal for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
9. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.



## **Practicum Responsibilities**

**# 300.38**

|                               |   |
|-------------------------------|---|
| <b>Adopted:</b>               | 2020  |
| <b>Last Reviewed/Revised:</b> | N/A   |
| <b>Responsibility:</b>        | Superintendent of Education (Academic Staffing) |
| <b>Next Scheduled Review:</b> | 2023-2024                                       |

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### **POLICY STATEMENT:**

The Brant Haldimand Norfolk Catholic District School Board is committed to providing direction to Administrators and any supporting staff regarding the practicum placements of candidates from various faculties and institutions of post-secondary learning.

### **APPLICATION AND SCOPE:**

This policy establishes the appropriate guidelines for engaging in practicum placements for candidates from various faculties of learning for a variety of roles such as Teachers, Social Workers, Education Assistants, Child and Youth Workers, and Early Childhood Educators.

### **REFERENCES:**

- [Education Act and Regulations](#)
- [WSIB Website Information](#)
- [Board District Code of Conduct](#)
- [300.15 Criminal Background Checks](#)

### **FORMS:**

- FORM A – Workplace Insurance for Practicum Placements
- FORM B - Practicum Placement Checklist (Tentative)
- [Board District Code of Conduct](#)

### **DEFINITIONS:**

**Associate Teachers:** are qualified teachers with a minimum of three years contract experience who host, guide, and evaluate the Teacher candidate(s) assigned to the practicum placement.

**Practicums:** are the teacher/early childhood educator/social worker/educational assistants, etc. candidate placements or any candidate seeking a placement in the Board.

**Practicum Supervisors:** are qualified personnel who host, guide, mentor, and evaluate the candidate placed within the Board.

**Teacher Candidates:** are students pursuing the Bachelor of Education degree.

### **ADMINISTRATIVE PROCEDURES:**

- 1.0** Administrators and teachers shall refer all inquiries from Faculties of Education regarding practicum placements to the Superintendent of Education (Academic Staffing). The Superintendent (Academic Staffing) shall be responsible for approving or denying requests from Faculties of Education for practicum placements. If a Faculty of Education is approved for prospective practicum placements, the Superintendent of Education (Academic





Staffing) shall establish a protocol for practicum placements that is consistent with this Administrative Procedure. Principals and teachers may not arrange for practicum placements. This same procedure applies to any candidate from any post-secondary institution of learning seeking a placement at the Board.

- 2.0** Administrators are encouraged to submit a list of prospective Associate Teachers/Practicum Supervisors to the Superintendent of Education (Academic Staffing) by the second week of September of each school year. All Teacher Candidate placements are assigned by Family of School Superintendents in consultation with the Practicum Offices at the Faculty of Education.
- 3.0** Where applicable, ensure the completion of vulnerable sector screening and/or medical health forms for students (and personnel as applicable) which meet the indicated requirements of any provincial regulations, and such other statutes, regulations and rules which may be enacted from time to time relating to preventive health programs and measures. These forms will be completed or updated prior to the practical and/or clinical experience and can be requested by the Board (reference #300.15 Criminal Background Checks).
- 4.0** Associate Teachers and Faculty Advisors are partners with Teacher Candidates in the practicum experience.
- 5.0** Mentors, Practicum Supervisors, and advisors for any post-secondary institutions seeking placement or practicum experiences for their Candidates are partners in the practicum experience.
- 6.0** When a practicum assignment is requested, agreements and affiliation contracts need to be reviewed by the Disability Manager, Human Resources, Superintendent of Business and Superintendent of Education (Academic Staffing) for signature.
- 7.0** All affiliation agreements and contracts will be returned to the post- secondary institution via the Secretary responsible for Superintendent of Education (Academic Staffing).
- 8.0** Communication to Administrator, Managers, Supervisors and/or Curriculum leads of the practicum placement will be completed by the Secretary responsible for Superintendent of Education (Academic Staffing).

**It is the responsibility of the Candidate to:**

- Complete all necessary forms and training for placement within the Board as outlined in the Practicum Placement Checklist.
- Remain professional and respectful, following the [Board District Code of Conduct](#) for all personnel.
- Attend regularly and punctually (at least 30 minutes prior to the start of the school day and 30 minutes after the completion of the school day).
- Attend all the assigned practicum days.
- Report any absences to the appropriate Faculty Advisor as well as to the Associate Teacher/ Practicum Supervisor at the Board.
- Reschedule absent days in consultation with the Associate Teacher/ Practicum Supervisor.
- Observe the Associate Teacher's or Practicum Supervisor's management/organizational routines and record observations.
- Plan detailed lessons in template format as per the faculty outline if working as a teacher candidate.
- Co-plan and co-teach with Associate Teacher or Practicum Supervisor.
- Recognize that certain placement practicums will require travel and they are responsible for own transportation and mileage.
- Will participate in an interview for clinical placements as required by the post-secondary institution and the Board.



**It is the responsibility of the Associate Teachers/ Practicum Supervisor to:**

- Provide Candidates with a model of excellence in teaching and professionalism.
- Record Teacher Candidate attendance on the practicum term reports or reports required for the candidate placed at the Board.
- Report any attendance concerns to the Faculty Advisor/Practicum Office.
- Ensure that the Candidate is properly organized for the placement.
- Assist in planning of lessons and in providing appropriate resources if necessary.
- Ensure that detailed lesson plans have been written as required on all lessons taught if necessary.
- Review lessons/plans at the beginning of each day, observe, and provide feedback on lessons taught.
- Provide management ideas/assistance for Teacher Candidates and offer suggestions as required.
- Guide the Teacher Candidate in co-planning and co-teaching.
- Provide ongoing assessment of Candidate's practices.
- Complete the Final Evaluation and submit to the Practicum Office of the appropriate faculty.
- Ensure that the Associate Teacher/ Candidate is not left on their own in classrooms/placement environment for a significant amount of time in the absence of the Associate Teacher or Practicum Supervisor.
- Communicate with the Faculty Advisor where applicable.

**It is the responsibility of the Brant Haldimand Norfolk Catholic District School Board to:**

- Make available all forms and training (online/in person) to all candidates in a placement at the Board.
- Ensure the safety of all candidates using the attached checklist as a guideline.
- Communicate with the candidate as necessary (Human Resources, Superintendent - Academic Staffing) regarding placement, training, evaluation, completion of contracts/ reports.
- Communicate with the post- secondary institution as required or where applicable.



## **Home Schooling**

### **# 200.16**

|                               |                             |
|-------------------------------|-----------------------------|
| <b>Adopted:</b>               | April 21, 2001              |
| <b>Last Reviewed/Revised:</b> | May 31, 2020                |
| <b>Responsibility:</b>        | Superintendent of Education |
| <b>Next Scheduled Review:</b> | May 2024                    |

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#### **POLICY STATEMENT:**

The Brant Haldimand Norfolk Catholic District School Board (BHNCDSB) recognizes the need to provide a distinctive Catholic Education for all of the students in its jurisdiction. The Board respects the rights of parent(s)/guardian(s) who decide to home school their children. Parent(s)/guardian(s) who home school are expected to provide satisfactory schooling. The Board respects the right of parent(s)/guardian(s) to educate their children in the home. The Board also sees the need to describe the expected working relationship and connection between staff of the Board and parent(s)/guardian(s) of home-schooled children. Furthermore, the BHNCDSB provides parent(s)/guardian(s) and students appropriate data, information, and educational considerations necessary to make an informed decision regarding homeschooling a child.

It is the responsibility of the Board to excuse children from attendance at school in accordance with Section 21(2) clause of the Education Act.

Parent(s)/guardian(s) and students continue to be invited to connect with their school Principal. Parent(s)/guardian(s) can also opt to be kept informed of school events through the regular electronic notification system. Parent(s)/guardian(s) and students will also be encouraged to maintain a connection with the school parish to continue in their faith formation especially in regard to preparation for the sacraments of Reconciliation, First Eucharist, and Confirmation.

#### **APPLICATION AND SCOPE:**

To provide guidelines for schools and parent(s)/guardian(s) with respect to home schooling of children. At the parent(s)/guardian(s) request, a child can legally be excused from attendance at school for an academic year and a renewal request can be submitted each year in September.

See Appendix A for an Introduction to Home Schooling for parent(s)/guardian(s) and Appendix B for Frequently Asked Questions about Home Schooling.

#### **Responsibilities**

##### **School Board**

- Monitors the home schooling of students excused from daily attendance in accordance with the Education Act, Provincial Regulation and Administrative Procedures of this policy; and
- Provides timely and relevant educational information on request of the parent.

“When parent(s)/guardian(s) give a board written notification of their intent to provide home schooling for their child, the board should consider the child to be excused from attendance at school, in accordance with subsection 21(2), clause (a), of the Education Act. The board should accept the written notification of the parent(s)/guardian(s) each year as evidence that the parent(s)/guardian(s) are providing satisfactory instruction at home” PPM 131.”



### **Principal**

- Facilitates the application process ensuring adherence to subsection 21 (2), clause (a), of the Education Act;
- May invite the family to a discernment meeting and if following the meeting, the family is moving forward with homeschooling, forwards the request to the Superintendent for approval; and
- Invites the family to a meeting in June to review the family's intentions for the following school year.

### **Parent(s)/Guardian(s)**

- Completes the application process, plans, and implements the home-schooling program, and assesses and evaluates student achievement; and
- Initiates ongoing conversation with school board staff to ensure understanding or yearly educational opportunities.

### **Information**

#### **The Home-Schooling program should focus on the following:**

- A satisfactory plan for educating the child;
- Plan to ensure literacy and numeracy at developmentally appropriate levels;
- Plan for assessing the child's achievement;
- Transition plan (where applicable) for students who will enter Secondary school following home schooling during Elementary school years;
- Transition plan (where applicable) for students who will enter Post-secondary education following home schooling during Secondary school years; and
- The home-schooling parent has access to the student's OSR through the principal. Parent(s)/guardian(s) are encouraged to retain an open working relationship with the school, in the best interest of the student(s).

#### **Ministry of Education Curriculum Material**

- Parent(s)/guardian(s) who are providing home schooling may obtain curriculum policy documents and curriculum support materials through the Ministry of Education ([www.edu.gov.on.ca](http://www.edu.gov.on.ca)). Requests for Religion and Family Life resources are processed at the Catholic Education Centre.

#### **Courses Offered through the Independent Learning Centre and other Sources Support by the Ministry of Education**

If a parent/guardian has notified the school of the intent to provide home schooling, the parent/guardian may enroll their child in secondary courses offered through the Independent Learning Centre (ILC) and other providers.

To enroll a child being home schooled with external providers, the parent/guardian must submit:

- the enrolment form to the provider;
- the written excusal from attendance provided by the school to the parent(s)/guardian(s) that acknowledges the parent(s)/guardian(s)' intent to home school the child;
- Parent(s)/guardian(s) may obtain information pertaining to course fees directly from each specific provider; and
- Students taking courses through providers external to school Boards are normally required to pay an administration fee for each course taken.



**Parent(s)/guardian(s) who have given a school written notification of their intent to provide home schooling may request access to the following:**

#### **EQAO Assessments**

- Grades 3, 6, and 9 and/or the Ontario Secondary School Literacy Test (normally given to students in Grade 10), all of which are administered by the Education Quality and Accountability Office (EQAO).
- Parent(s)/guardian(s) must contact their home school by September 30 of the school year in which the assessments/tests are being conducted for information about the dates, times, and locations.
- It is the responsibility of the parent(s)/guardian(s) to provide transportation to and from the assessment site. The school will provide space for these students at the time and on the dates that assessments/tests are being administered to the Board's regular day school students.
- The school will request sufficient assessment/test materials from the EQAO so that the students who are receiving home schooling can participate.
- Schools will send assessment/test results to their homes.
- Note: The results of students who are receiving home schooling will not be included in school and Board reports generated by the EQAO.

#### **Wellness Supports**

- Families in which children are receiving home schooling have access to Ministry of Health and Long-Term Care school health support and personal support services (and equipment) through the local Community Care Access Centres (CCACs) of the Ministry of Health and Long-Term Care.
- Families can be directed to the Board's Mental Health Lead for information.

#### **Faith Formation**

- Requests for Religion and Family Life resources are processed through the Catholic Education Centre. There are also a number of resources available through the Institute for Catholic Education.
- Parent(s)/guardian(s) and students are also encouraged to maintain a connection with the school parish to continue in their faith formation especially in regard to preparation for the sacraments of Reconciliation, First Eucharist, and Confirmation.

#### **REFERENCES:**

- Education Act, Sections 21, 24, 25, 26, 30
- P/PM 131 (June 2002)
- Ministry of Education [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

#### **FORMS:**

- Appendix A
- Appendix B
- Home School Application Form A
- Home School Response Form B
- Home School Investigation Form C

#### **DEFINITIONS:**

**Part-Time Enrolment:** It is preferred for students to be enrolled full time. If a parent/guardian requests part-time enrolment, arrangements must be made with the Principal of the student's community school. Part-time student expectations in regard to attendance, course work, and assessment and evaluation, are the same for all students. The student will be enrolled on the part-time register.

**Full-time Enrolment/Return to School:** Should a Home-Schooled student wish to return to school on a full-time basis, parent(s)/guardian(s) need to meet with the Principal of the school. The Principal will determine whether an assessment will be required for educational placement.



**Prior Learning Assessment and Recognition (PLAR):** Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario Secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as PLAR. PLAR procedures are carried out under the direction of the school principal, who is responsible for granting credits.

## **ADMINISTRATIVE PROCEDURES:**

### **1.0 Parent(s)/Guardian(s)**

- a) Provides written notification to the school principal (Form A attached – *Letter to Superintendent Indicating Notification of Intent to Provide Home Schooling*), where the student is currently attending, or is eligible to attend, of their decision to home school. The principal will provide parent(s)/guardian(s) with the Board policy and appropriate forms.
- b) Completes the appropriate forms.
- c) Communicates to the school Administrator that a satisfactory plan is in place for home schooling.
- d) Keeps the school principal informed of any change in address or telephone number.
- e) Provides written notification each year prior to September 1st to the appropriate Superintendent of Education in whose jurisdiction the child is eligible to attend, as evidence of provision of satisfactory instruction at home.
- f) Plans and implements the home-schooling program and assesses and evaluates student achievement.

### **2.0 Superintendent of Education**

- a) The Superintendent of Education will excuse the student from attendance at school, in accordance with subsection 21(2), clause (a), of the Education Act, upon receipt of written notification.
- b) The Superintendent of Education will accept annual written notification as evidence that satisfactory instruction is being provided. The annual notification letter will be filed in the OSR at the student's home school.
- c) The Superintendent of Education provides a written excusal from school attendance as per the Education Act in the form of a letter of acknowledgment to the Parents/guardians/guardians (Form B).
- d) If the Superintendent of Education and school principal have reasonable grounds to believe that the instruction being provide is not satisfactory, an investigation should be initiated.

### **3.0 Principal**

- a) The principal will ensure that an Ontario School Record (OSR) is on file for the home-schooled student. The OSR will be established in accordance with the OSR Guidelines. All correspondence is to be filed in the OSR. The OSR is to be transferred at age appropriate times (e.g., Grade 8 to Grade 9).
- b) The principal will establish a part-time register for students who are participating in school programs on a part- time basis (i.e., music, French).
- c) The principal may invite home schooled students to participate in school-related activities as appropriate.
- d) Principals will maintain a list of all home-schooled students each year for management of OSR expectations.

## **Investigation of Satisfactory Schooling**

### **1.0 Reasons for an Investigation (Form C)**

- a) Refusal of a parent to notify the Board in writing of the intent to provide home schooling.
- b) A credible report of concern by a third party with respect to the instruction being provided in the home.
- c) Evidence that the child was removed from attendance at school because of ongoing conflicts with the school, not for the purpose of home schooling.
- d) A history of absenteeism by the child prior to the parent notifying the Board of their intent to provide home schooling.



**2.0 Guidelines for Conducting an Investigation**

- a) The Superintendent, in consultation with the school principal, will determine when an investigation should be initiated.
- b) If an investigation is to be conducted, the Superintendent will contact the parent(s)/guardian(s) and follow up with written documentation (see Form C).
- c) The Superintendent and home school principal, through the principal, will meet with the family. The parent will be requested to submit in writing, information about the home schooling that focuses on the following:
  - i. A plan for educating the child.
  - ii. Plans to ensure literacy and numeracy at developmentally appropriate levels.
  - iii. Plans for assessing the child's achievement.
  - iv. Any appropriate plans for transition.
- d) The Superintendent will inform the Director of Education of the action taken.
- e) If a decision cannot be made based on the investigation to determine if the child is receiving satisfactory instruction at home, further action may be taken in accordance with subsection 24(2) of the Education Act (Inquiry by Provincial Attendance Counsellor).

**3.0 Placement Upon Return to an Ontario School**

- a) Should a home-schooled student wish to return to school on a full-time basis, parent(s)/guardian(s) need to meet with the Principal of the school.
- b) The Principal will determine whether an assessment will be required for educational placement.
  - i. In most cases, the student will be placed in an age-appropriate grade in Elementary.
  - ii. For a student returning to Secondary, an assessment of prior learning including the knowledge and skills that the student has acquired both formally and informally outside of an Ontario Secondary school. The Secondary school principal and in-school team will determine placement in courses.



# INTRODUCTION TO HOME SCHOOLING

## FOR PARENT(S)/GUARDIAN(S)

Parent(s)/guardian(s) in Ontario have a right to choose to educate their child(ren) at home. A child under the age of eighteen is excused from attendance if "...the child is receiving satisfactory instruction at home or elsewhere". The Ministry of Education does not define or describe "satisfactory instruction". It should not be assumed that home schooling must resemble regular day schooling in substance or format.

The following sections of the Education Act are relevant to this policy:

- Subsection 21(1) requires every child to attend school from the age of six until the age of eighteen.
- Subsection 21(2) lists the legal reasons that a child may be excused from attending school. One of the reasons is that "the child is receiving satisfactory instruction at home or elsewhere", stated in clause (a).
- Subsection 21(5) requires parent(s)/guardian(s) to send children to school.
- Subsection 21(1) deals with the appointment of the Provincial School Attendance Counsellor, and subsection 24(2) sets out the authority and mandate of the Provincial School Attendance Counsellor to conduct an inquiry into the reasons for, and other circumstances related to, a child's non-attendance at school.
- Section 25 deals with the appointment by school boards of school attendance counselors and authorizes a school attendance counselor to enforce compulsory school attendance.
- Section 26 sets out the duties and powers of school attendance counselors.
- Section 30 deals with prosecution of parent(s)/guardian(s) for a child's non-attendance at school.
- Subsection 30(7) authorizes a court to order an inquiry under subsection 24(2).

Our best mechanism to ensure that a child's developmental and educational needs are being met is to maintain a positive, open relationship with families who elect to home school their children to the best extent possible.





# FREQUENTLY ASKED QUESTIONS ABOUT HOME SCHOOLING

- Q. What is the difference between “home schooling” and “home instruction”?**
- A. Home schooling is the provision of satisfactory instruction by a parent outside of the regular school system. Home instruction is the provision of a limited amount of instruction to a pupil who is temporarily unable to attend school or a portion of school due to illness or injury.
- Q. Are Principals required to meet with parent(s)/guardians(s) to review their education plan for their child?**
- A. As the parent(s)/guardian(s) have made the decision to home school, responsibility for providing satisfactory instruction rests with them. The absence of articulated Ministry of Education standards for “satisfactory instruction” makes the assessment of the program arbitrary. Principals are encouraged to meet with families to offer support, answer questions and establish ongoing communication.
- Q. Does the school pay a role in evaluating the child’s progress?**
- A. No. Assessment and evaluation are an important part of the instructional process; therefore, the responsibility rests with the person(s) providing the homeschooling program.
- Q. Can parent(s)/guardian(s) ask that resources be provided to them?**
- A. The Brant Haldimand Norfolk Catholic District School Board does not provide resources for home schooling. Parent(s)/guardian(s) can access the Ministry of Education website (<http://www.edu.gov.on.ca>) to get program information, can contact publishers to purchase materials, or may purchase materials at a retail teachers’ store.
- Q. Where is a student placed on his/her return to our system after being home schooled?**
- A. It is the Brant Haldimand Norfolk Catholic District School Board’s position that a child will be placed in the age- appropriate grade. Students of secondary school age will be placed in accordance with Ministry program and student placement policy.
- Q. What is the role of the School Attendance Counsellor with regard to children who are being home schooled?**
- A. When the school Board cannot confidently determine whether a child is receiving satisfactory instruction, a request to the Provincial School Attendance Counsellor may be made by the Family of Schools Superintendent of Education. Before requesting an inquiry by the Provincial School Attendance Counsellor, the Board will have exhausted all normal means and processes in communicating with the family to determine whether the child is receiving satisfactory instruction.



## **Home Instruction**

### **# 200.17**

|                               |                             |
|-------------------------------|-----------------------------|
| <b>Adopted:</b>               | April 24, 2001              |
| <b>Last Reviewed/Revised:</b> | May 31, 2020                |
| <b>Responsibility:</b>        | Superintendent of Education |
| <b>Next Scheduled Review:</b> | 2023-2024                   |

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#### **POLICY STATEMENT:**

The Brant Haldimand Norfolk Catholic District School Board recognizes the need for all students to succeed. The Board, in cases where a student registered in the district will be absent from school for a prolonged period of time or who cannot attend regular day classes, will provide home instruction to ensure continuity of programming. The appropriate Superintendent of Education will arrange for home instruction. Depending on the unique needs of each learner, Home Instruction can be offered onsite through St. Mary CLC and its Satellite campuses or at a student's home or alternative site. Where possible, having a student complete Home Instruction onsite is preferred. Home instruction is to be provided for a student when:

- Medical evidence that the student cannot attend school is provided to the Principal. Medical documentation will be current (within 30 days of application) and indicate the time frame of absence;
- A Principal of a school becomes aware that a student will be absent for an extended period of time (more than three (3) weeks). It should be noted that a pupil with an infectious disease is not eligible for home instruction during the contagious stages of the disease, but schoolwork and/or assignments can be provided for the student by the classroom teacher upon request from the parent(s)/guardian(s). Such work/assignments will only be provided if it is deemed by school personnel that the student is willing and able to complete the work/assignments given; and
- The principal has received other appropriate official documentation supporting the student's inability to attend school for an extended period of time.

#### **APPLICATION AND SCOPE:**

To provide direction for school principals/vice-principals regarding students requiring home instruction. Home instruction will normally begin no sooner than three (3) weeks from the last date of attendance at school. The Superintendent can waive this "waiting period" if the Principal is made aware of the need for home instruction well in advance of the first day of the anticipated absence of the student and has received supporting documentation.

#### **Responsibilities**

##### **Superintendent of Education:**

The Superintendent of Education will coordinate the implementation of the home instruction application and approval procedures.

##### **Principal:**

The School Principal will discern whether the student is a candidate for **onsite Home Instruction** and then accordingly complete the application for home instruction as well as coordinate and monitor the home instruction.

##### **Parent(s)/Student(s) (over 18):**

Parent(s)/student(s) will provide necessary documentations to apply for home instruction and commit to the expectations outlined by the Principal.

##### **Home Instruction Teacher:**

The Home Instruction Teacher will provide instruction as per school direction and keep an accurate log of instructional time.



### **Classroom Teacher**

The regular Classroom Teacher will provide support to administration and the Home Instruction Teacher to ensure continuity of learning during the extended period of absence and assist in successful transition back into the class as appropriate.

### **REFERENCES:**

- Regulation 298 Subsection 11 (11) – School Attendance
- Education Act – Section 21 (2)(b)

### **FORMS:**

- Application for Home Instruction
- Home Instruction Time Report

### **DEFINITIONS:**

**Home Instructors:** Home Instructors are Board employees, thereby subject to the requirements of Criminal Background Checks/Vulnerable Sector screening that is required of all teaching employees. Home Instructors shall be qualified teachers and hired through the Home Instructor application process as designed by the Human Resources department. They may be the student's teacher or another teacher from the school Board. If the student's teacher or another teacher from the staff of the student's school is willing to provide home instruction, this instruction will occur outside the regular hours of the school day.

### **ADMINISTRATIVE PROCEDURES:**

#### **1.0 Superintendent of Education**

##### **The Superintendent of Education will:**

- assist the school in providing a qualified teacher for Home Instruction;
- approve mileage expenses at time of application in accordance with BHNCDSD policies and procedures for a home instruction teacher when the only available teacher must travel more than 40km to provide instruction;
- approve the application for Home Instruction;
- advise the principal and family that the Home Instruction arrangement is a temporary measure to assist the student during the absence and support the transition back to regular school attendance;
- cancel Home Instruction if:
  - the student cannot or does not make himself/herself available or cancels three times without 24 hours notice;
  - the student is opposed to Home Instruction; or
  - the Home Instructor's safety is in question.

#### **2.0 Principal**

##### **The Home School Principal will:**

- at the beginning of each year, solicit staff interest in possible Home Instruction teaching assignments;
- provide a list of interested teachers to Human Resources to be combined with the list of teachers collated by Human Resources;
- recommend a teacher to Human Resources for each Home Instruction assignment;
- on becoming aware that a student will be absent for an extended period of time (more than 3 weeks), inquire of the parent(s)/guardian(s) whether the student is able to receive instruction and obtain an estimate of length of time instruction will be needed;
- request appropriate official documentation supporting the student's **inability to attend school**;
- consider whether the student will benefit from on-site or off-site home instruction.
- determine whether the student can attend a portion of the school day and received home instruction to augment time they are unable to attend;
- communicate with the family to complete the Home Instruction Application (Form A), indicating the nature of the medical condition, the fact that the student is **unable to attend school** but is able to receive



- instruction and complete school work/assignments, and the expected date of return to school;
- ascertain from the student's timetable those subject areas in which instruction can be readily and effectively given at a location other than the school. Some subjects require emphasis on practical experience and do not lend themselves to effective instruction outside the school setting;
  - take into consideration any safety concerns associated with offering a specific course outside of the school setting without the proper resources and direct supervision of a qualified teacher;
  - take into consideration the pupil's progress prior to the absence and the time within the school year at which the absence occurs;
  - determine the optimum number of instruction hours per week (normally three hours per week) to be recommended for approval by the Superintendent; and
  - complete Form A and send it to the appropriate Superintendent for approval.

### **3.0 Classroom Teacher**

#### **The Classroom Teacher will:**

- prepare appropriate materials to be given to the Home Instruction Teacher; including syllabus, course outlines, marking scheme, text, novel, course documents, etc;
- provide assessments and evaluations for the Home Instruction Teacher (i.e., tests, quizzes, final exams, written assignments);
- consult with the principal to determine if the when/if the student will return to the regular classroom;
- consult with the principal to determine responsibilities for evaluation of the student's work;
- work cooperatively with the Home Instruction Teacher;
- for elementary students, design learning with a focus on literacy and numeracy and other essential learning recommended by the classroom teacher; and
- the classroom teacher is responsible for the reporting of the student's attendance in PowerSchool, unless otherwise arranged through the Principal. The student shall be marked present for the course(s)/subjects for which they are receiving Home Instruction with an "H" in PowerSchool.

### **4.0 Home Instruction Teacher**

#### **The Home Instruction Teacher will:**

- contact/visit the school to obtain relevant information regarding the pupil's educational needs;
- contact the home to arrange a schedule of up to three hours per week of instruction; the instruction may take place in the home, hospital or another mutually agreed upon location;
- in consultation with the classroom teacher provide ongoing instruction aligned with the classroom teacher's unit and course/subject outline;
- prior to designated reporting periods, provide the classroom teacher with all relevant assessment and evaluation collected from student;
- in some situations, provide evaluative input including comments for the report card where appropriate;
- complete the appropriate time and report sheet (Form B) bi-weekly of the instruction given and progress made by the student - Form B must be sent to the home school Principal who will sign and forward to the appropriate Superintendent;
- be paid at the Continuing Education pay rate as per the elementary and secondary teachers' collective agreements; and
- contact the Principal if:
  - there is concern of personal safety;
  - the student cannot or will not make himself/herself available or cancels three times without 24 hours prior notice or;
  - the student is opposed to Home Instruction.

Note: in rare circumstances the Home Instruction Teacher will have sole responsibility for the instruction and evaluation for credit. In this case the student and Home Instruction Teacher are not working in conjunction with a classroom teacher. In these instances, the Home Instruction Teacher is responsible for all of the planning, preparation and marking for the entire credit and provides the classroom teacher with the reporting information as required.



## **5.0 Parent(s)/Guardian(s)**

### **The Parent(s)/Guardian(s) will:**

- provide appropriate official documentation supporting the student's inability to attend school;
- support the student in meeting the expectations of the home instruction;
- create a schedule in consultation with the Home Instruction Teacher for the times and dates that Home Instruction will occur;
- notify the Home Instruction Teacher 24 hours in advance if a session needs to be cancelled;
- ensure a quiet working area conducive for learning where the Home Instruction can take place; and
- be present in the home or alternative location while the instruction is taking place.

## **6.0 Student**

### **The Student will:**

- complete as much work as possible independently and use the Home Instruction time to ask questions/seek clarification;
- complete assignments by the deadline(s) provided; and
- be prepared to work with the Home Instruction Teacher during the arranged time.

## **7.0 Onsite Home Instruction**

Where possible, in order to support a successful return to full-time attendance at a student's home school, a short-term transfer program is required at St. Mary Catholic Learning Centre or Satellite Campus. The student will be provided with On-site Home Instruction coordinated by St. Mary's CLC Administration, the Home-school Principal, and the Superintendent of Education.

The Home School Principal will adhere to Procedures 1.0 through 6.0 as outlined above and specifically note the following:

- 7.1 The Home School Principal completes the application process for onsite home instruction.
- 7.2 The Superintendent responsible for Home Instruction will approve and forward the application directly to the Home Instruction Site Administrator at St. Mary Catholic Learning Centre and/or Satellite Campus staff and copy the Home School Principal.
- 7.3 The Home School Principal will complete the Home Instruction Intake Form.
- 7.4 The Parent or adult student will provide transportation to the program location.
- 7.5 The St. Mary's CLC Site Administrator will coordinate staffing and oversee the home instruction.
- 7.6 The Onsite Social Worker or supporting Social Worker at a Satellite Campus will provide support during the program and/or assist the transition back to his/her home school.
- 7.7 The student remains registered at his/her home school. The St. Mary's support team will collaborate with the home school team to assist a successful transition back to the regular class.
- 7.8 In some cases, the student will be registered as a student of St. Mary Catholic Learning Centre. The responsibility of the student will then reside with the Site Administrator and the St. Mary CLC staff. The school team will consider various transition options.



# APPLICATION FOR HOME INSTRUCTION

Student Name: \_\_\_\_\_ OEN: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Telephone: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Male  Female   
yy/mm/dd

Name of Parent/Guardian: \_\_\_\_\_ Telephone: \_\_\_\_\_

Nature of Student's Inability to Attend School: \_\_\_\_\_

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

Medical Certificate Attached:  To Follow:

Date Last Attended School: \_\_\_\_\_ Date Home Instruction to Commence: \_\_\_\_\_

Anticipated Date of Return: \_\_\_\_\_

Signature of Principal or Vice-Principal: \_\_\_\_\_ Date: \_\_\_\_\_

| Subject/Grade Level | Choose One Option        |                          |
|---------------------|--------------------------|--------------------------|
|                     | ONSITE INSTRUCTION       | HOME INSTRUCTION         |
|                     | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | <input type="checkbox"/> | <input type="checkbox"/> |
|                     | <input type="checkbox"/> | <input type="checkbox"/> |

Approval: \_\_\_\_\_ hours per week

\_\_\_\_\_  
Name of Home Instruction Teacher

Date: \_\_\_\_\_  
yy mm dd

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

Home Instruction is now complete: Last day of instruction \_\_\_\_\_ Principal \_\_\_\_\_

- Copy to:
- Superintendent of Education
  - Attendance Secretary
  - OSR
  - Student Info System
  - Student Services
  - Social Worker
  - St. Mary CLC Admin IF ONSITE

The Superintendent and principal to retain copies on file.

### Information Collection Authorization

*Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer, and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)*



# HOME INSTRUCTION TIME REPORT

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Date of Instruction: \_\_\_\_\_

Summary/Comment

DATE: \_\_\_\_\_

Summary/Comment

DATE: \_\_\_\_\_

Summary/Comment

DATE: \_\_\_\_\_

Summary/Comment

DATE: \_\_\_\_\_

Bi-Weekly Period: \_\_\_\_\_ HOME INSTRUCTION TEACHER: \_\_\_\_\_

STUDENT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

| Date Visited       | Time | Grade/Subject/Strand/Task/Areas of Instruction |
|--------------------|------|--|
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| <b>TOTAL HOURS</b> |      |  |

Home Instruction Teacher's Signature: \_\_\_\_\_

Approved by School Principal: \_\_\_\_\_

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

**Forward to Payroll Department**

*The Superintendent and principal to retain copies on file.*

**Information Collection Authorization**

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## **HEAD LICE (PEDICULOSIS)**

### **# 200.20**

|                               |                             |
|-------------------------------|-----------------------------|
| <b>Adopted:</b>               | April 21, 2001              |
| <b>Last Reviewed/Revised:</b> | June 28, 2020               |
| <b>Responsibility:</b>        | Superintendent of Education |
| <b>Next Scheduled Review:</b> | 2023-2024                   |

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#### **POLICY STATEMENT:**

The Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) recognizes that most outbreaks of pediculosis (head lice) occur in school children, particularly those of elementary school age. Pediculosis does not spread infection nor is it a health or education issue. However, they are a societal problem with substantial costs. While control of pediculosis is ultimately a family responsibility, the Brant Haldimand Norfolk Catholic District School Board has a role in educating staff and families on the recognition, early treatment, prevention, and control of head lice infestation. In partnership with the counties' Health Units, the BHNCD SB encourages families to share responsibility for pediculosis control. The Board also has a role in preventing the spread of pediculosis by following precautions at school, which help to minimize the spread in the schools. The treatment and eradication of head lice is ultimately the parent(s)/guardian(s)' responsibility. Early recognition and treatment in the home is paramount to prevention and control of head lice infestation. Students with Head Lice or nits will be excused from mandatory class attendance to allow for a full course of treatment and avoid close head-to-head activities. A child's academic programming will not be interrupted or negatively affected due to being absent from class as a result of treatment.

#### **APPLICATION AND SCOPE:**

This administrative procedure will provide a consistent school response which is necessary to provide education, prevention, and control of Pediculosis.

#### **RESPONSIBILITIES:**

##### **Principals/Vice-Principals:**

Principals/Vice-Principals will ensure that the outbreak of pediculosis is monitored at the school level and dealt with equitably and sensitively to avoid stigmatizing affected families and students.

##### **Parent(s)/Guardian(s):**

Parent(s)/guardian(s) will ensure regular inspections for head lice and nits and that once pediculosis is discovered, the proper treatment program is followed and repeated, as necessary.

#### **REFERENCES:**

- Brant County Health Unit – [www.bchu.org](http://www.bchu.org)
- Canadian Pediatric Society – [www.cps.ca](http://www.cps.ca)
- Haldimand Norfolk Health Unit – [hnh.org](http://hnh.org)

#### **FORMS:**

- Parent Notification Letter Form A
- Confirmation of Treatment Form B
- Appendix A How to Check for Head Lice
- Appendix B Head Lice Prevention and Treatment



## **DEFINITIONS:**

**Pediculosis (Head Lice):** Head lice are tiny insects that live only on the scalp of human beings where they lay eggs. They are the size of a pinhead. They do not have wings so they cannot fly or jump, and they are not found on cats, dogs, or any other household pet. The bites from head lice cause itching and scratching. Scratching may cause sores which can get infected.

**Nits:** The eggs that lice lay are called nits. These look like tiny yellow, tan, or brown dots before they hatch. Lice lay nits on hair shafts close to the scalp, where the temperature is perfect for keeping warm until they hatch. Nits are half the size of a pinhead. They stick to the hair and do not fall off if you touch them. After the eggs have hatched, the shells are white. These empty shells stay on the hair, as the hair grows.

## **ADMINISTRATIVE PROCEDURES:**

### **1.0 Action Plan**

By September of every school year, elementary school principals must have an action plan that educates families in the prevention and recognition of both head lice and nits and a plan to respond to cases of pediculosis.

Communication should occur throughout the school year through regular school communications to remind parents to check their child's hair before the child returns to school from regular school breaks. Information Brochures (PDFs) are available from both health units.

#### **Each plan must include the following:**

- An annual regular procedure for informing parents about pediculosis;
- A process for pediculosis screening; and
- A clear re-admission procedure requiring that the student has been inspected for head lice and nits.

### **2.0 Reports of Pediculosis**

#### **Following the discovery or report of pediculosis, the Principal shall take the following steps:**

1. The student is isolated, and parents/guardians will pick up the student as soon as possible. Students are not to be sent home on a school bus.
2. A general letter (Appendix "A" and Appendix "C") shall be sent home with each person affected and to any other groups deemed necessary by the Principal. As well, all staff who have worked with the person having pediculosis, or that has been in the immediate vicinity of the person with pediculosis, shall be notified.
3. A "Confirmation of Treatment Form" (Appendix "B") shall also be sent home to the parent(s)/guardian(s) of each student having pediculosis advising them of the policy on control of head lice and nits and the requirements to complete the form. This form is to be returned to the Principal prior to the student returning to class.
4. Elementary students who are found to have head lice or nits will be excused from mandatory class attendance to allow for a full course of treatment (and repeated treatments as necessary) and to avoid close head-to-head activities.
5. Secondary students with head lice or nits will be excused from mandatory class attendance to allow for a full course of treatment and avoid close head-to-head activities.
6. Any absence from class as a result of treatment will not interrupt or negatively affect the student's academic program.
7. The parent(s)/guardian(s) will bring the child to school and remain while the student is examined by a trained person prior to re-admission.
8. If the student is still found to have head lice or nits, he/she will continue to be excused so that treatment can be re-administered (in some cases, if nits/shells are found, that doesn't mean that the child is still infested).
9. Staff with Head Lice or nits will be excused from regular teaching duties to allow for a full course of treatment and avoid close head-to-head activities.



10. Staff who have contracted Pediculosis from the workplace have the right to apply for benefits under the Workplace Safety and Insurance Act by reporting the incident to their Principal/Supervisor, who will complete the accident and injury report.
11. It is the responsibility of the Principal to ensure staff assigned to complete checks has been instructed on how to do so. Personnel should be established at the start of the school year. Appendix "C" and consultation with the appropriate Health Unit may be used as a reference for instructing on the proper method for checking for the existence of head lice. The Brant and Haldimand/Norfolk Health Units can provide training to individuals at the school-level for detecting lice.
12. Principals may instruct lunch monitors on how to assist in these checks.
13. The Principal is to ensure checks are completed of the hair of students in a class where head lice and/or nits have been discovered and the hair of the siblings of the student identified with head lice that attend the same school.
14. The principal has the final decision regarding the presence of head lice or nits.

### **3.0 Confidentiality**

The dignity and wellbeing of students shall be given the highest priority. Every attempt will be made to respect the student's privacy and self-esteem. All who assist in this process must maintain confidentiality.

### **4.0 Parent(s)/Guardian(s)**

Parent(s)/guardian(s) are encouraged to learn how to identify head lice and nits and make the checking of hair a part of regular hygiene. If pediculosis is identified, the parent is responsible for ensuring treatment is administered and a Confirmation of Treatment Form (Form B) is completed and returned to the Principal.

### **5.0 Environmental Decontamination**

- In some rare situations, significant infestation of a particular classroom may occur. The Canadian Pediatric Society has confirmed that environmental cleaning or disinfection following the detection of a head lice case is not normally warranted. Lice and nits live close to the scalp and do not survive for more than 1-2 days, away from the scalp. Nits are unlikely to hatch at room temperature away from the scalp.
- Washing items in close or prolonged contact with the head (e.g., hats, pillowcases, stuffed toys, towels, brushes, combs) may be warranted. Wash such items in hot water ( $\geq 66^{\circ}\text{C}$ ) and dry them in a hot dryer for 15 minutes. Schools may decide to store any items that cannot be easily cleaned in a sealed plastic bag for 2 weeks which will kill both live lice and nits.
- Any head gear, headphones etc. are not permitted for communal use. Students are required to purchase their own headphones/headsets, place them in a Ziploc bag (labelled) and not to be shared. If items are required to be shared, they must be cleaned and disinfected with Lysol or rubbing alcohol before being issued to other students.
- It is not ever advised to use insecticides. A Virex disinfectant is used to clean surfaces (including tables, chairs, work centres, etc). A Lysol spray can be used for carpets, upholstered furniture, pillows, etc.
- Vacuum all floors, rugs, pillows, carpet squares, and upholstered furniture.
- Hard surfaced classroom floors are not a risk in the transmission of head lice and no special anti-lice measures are required.
- Depending on the severity of the infestation, the type of classroom and other specific circumstances, the principal in consultation with the Superintendent may close the infested classroom for a maximum of 3 consecutive days.

### **6.0 Re-Admission Procedure**

If the student has been treated for pediculosis and is free of live head lice and nits, he/she may return to class the following conditions have been met:

- i) Student checks in and remains at the office with their parent(s)/guardian(s) while the re-admission protocol is put into place;



**Brant Haldimand Norfolk  
Catholic District School Board**

**Board Policy and  
Administrative Procedure**

- ii) Confirmation of Treatment Form is confirmed completed and signed by the parent(s)/guardian(s), indicating that all conditions have been met;
- iii) Trained person examines the student and detects no live head lice and/or a number of nits; and
- iv) Staff will create a log to keep track of cases.

| <b>Student Name</b> | <b>Grade</b> | <b>Date Detected</b>        | <b>Form Sent (✓)</b> | <b>Form Returned (✓)</b> | <b>Re-Entry Date</b>             |
|---------------------|--------------|-----------------------------|----------------------|--------------------------|----------------------------------|
| Jane Smith          | 2            | May 26 <sup>th</sup> , 2020 | ✓                    | ✓                        | September 8 <sup>th</sup> , 2020 |
|                     |              |                             |                      |                          |                                  |

If the student is still found to have live head lice and/or a number of nits, he/she will be excused so that treatment can be re-administered.



(School Letterhead)

(Date)

Dear Parents:

It has been reported that children in this school have Pediculosis (head lice and/or nits). Please do not be alarmed by this notice. It is by no means a statement regarding the cleanliness of any child, their family or their household.

Please examine the head of your child(ren) for nits every night for the next three to four weeks. If nits are found, all other family members should be checked. Follow the directions below to get rid of the head lice.

**What to Look For:**

\*In very bright light look behind the ears, near the neck, and close to the scalp for small insects moving in the hair (lice), and small eggs (called nits) that are attached to the hair near the scalp. Nits are very tiny eggs, half the size of a pinhead and oval in shape. They may look like dandruff but they are firmly glued to the hair and cannot be flicked off. New eggs, which are close to the scalp, are tan coloured and are difficult to see. Nits that are farther away from the scalp appear white.

**How to Get Rid of Head Lice:**

**Head lice products kill many of the nits, but not all of them.** Treating Pediculosis requires two treatments one week apart. Lice shampoo products have been shown to be the most effective method for getting rid of head lice. Before using any head lice shampoo product, read the product inserts and carefully follow the instructions on the package. Remove all of the nits. Apply a second treatment in one week. Continue to check the head and remove any remaining nits.

**To Remove Nits:**

Work in a brightly lit area – bright sunlight is best. After treatment, comb and part the hair in small sections. Use your thumbnail against your first finger to strip the nits from the hair starting from the roots right down to the tips. Place the nits in a bag and throw them out. You can also comb out the nits holding a fine-tooth comb on a downward angle. Special combs are available at the drugstore.

Please notify the school if head lice or nits are found.

I hope that by working together, we can eliminate this nuisance from our school.

(Signature of Principal)



(School Letterhead)

**CONFIRMATION OF TREATMENT FORM**

(Date)

Your child, \_\_\_\_\_, has been found to have head lice and/or nits in his/her hair. If individual cases at school are not controlled, a significant outbreak could potentially occur. Consequently he/she will be excused from mandatory class attendance until treatment is completed and all head lice and/or nits have been removed.

Once treatment has been completed and you have removed the nits and cases, your child may return to class. Please complete this form and return it with your child and continue to carry out your daily checks.

Thank you for your diligence in this matter. I hope that by working together, we can eliminate head lice and nits from our school.

- |   |  |     |    |
|---|--|-----|----|
| 1 | I have read the information provided.  | YES | NO |
| 2 | A prescribed pediculosis treatment has been used.<br>Name of product: _____  | YES | NO |
| 3 | Nit (egg) removal has been done.   | YES | NO |
| 4 | A daily nit check will be done for 10 days.  | YES | NO |
| 5 | A repeat of the treatment after 7 days has been done or is planned.  | YES | NO |
| 6 | Environmental treatment has been done or is planned.<br>(Follow recommended protocols from Public Health for cleaning items that have been in contact with the infested hair.) | YES | NO |

If you need assistance with the treatment instructions, please call the Brant County Health Unit or Haldimand Norfolk Health Unit and ask the Intake Nurse for information.

By signing this form, you confirm that your child has been successfully treated and is ready to re-enter school.

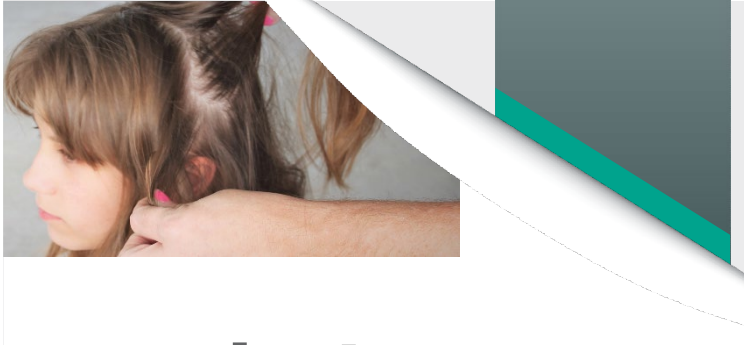
\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date



### How to Check for Head Lice:

- ✓ Examine the head under natural bright light. Head lice may be hard to detect because they move quickly and are very small.
- ✓ It is helpful to examine the head from different angles or light. This is easily achieved by moving around the adult/child while examining. Newly laid eggs are almost transparent.
- ✓ Part the hair and closely examine the scalp, especially the nape of the neck and behind the ears.
- ✓ To find the eggs, look for small white or yellowish-brown specks that are about the size of a pinhead poppy seed. You may see lice quickly moving away from the sunlight.
- ✓ To tell the difference between eggs and dandruff, try to dislodge them from the hair shaft. If they are not easily removed, they are probably eggs.



# Head Lice Prevention & Treatment

## What you should know about head lice

Lice, like ants at a picnic, are a part of nature. We dislike them and don't want them in our hair or in our home.

Lice have three stages – the egg (nit), the nymph and the adult.

- Nits are whitish-grey or tan and approximately the size of a grain of sand. Head lice lay their eggs on the hair shaft very close to the scalp with a waterproof "glue." This **makes it difficult to wash them off or brush them out like dandruff.**
- Nymphs are baby lice. They look like adult lice but smaller.
- Adult lice are approximately the size of a sesame seed. They have six legs and are usually tan, grayish white or brown in colour. Lice **move quickly and can be difficult to see.**



**Lice do not jump, fly, swim, or live on pets such as cats and dogs.**

Lice are a nuisance but are not a health concern. They do not cause illness or disease.

The good news is that lice can be managed...and removed. There are ways and treatment options and steps you can take to stop lice from spreading.

### How do I know if my child has lice?

- tickling or itchy feeling on the head
- feeling something moving in the hair
- frequent scratching of the head

In very bright light, look for lice and nits (lice eggs):

- close to the scalp
- around the ears
- near the forehead
- near the base of the neck

Live lice can be seen moving in the hair close to the scalp. Nits (lice eggs) can be seen close to the scalp attaching to the hair stand.

**NOTE: Unlike dandruff, nits don't easily move and need to be removed using a comb or your fingernail.**





## **Administrative Procedure Head Lice/Pediculosis**

### **How to prevent lice from spreading**

To prevent getting head lice, avoid direct hair-to-hair contact with others and wear long hair tied up.

Do **NOT** share personal items such as:

- brushes and combs
- hair bands, ties, and elastics
- headphones
- hats or helmets
- scarves or towels

If someone in your home is found to have head lice, check all other family members for lice as well.

### **Treating Head Lice**

Lice shampoo products have been shown to be **the most effective method for getting rid of head lice**. Before using any head lice shampoo product, read the product inserts and carefully follow the instructions on the package. In some cases, multiple applications may be required to completely remove the lice.

For information about various shampoo options, or if you have questions about how to use the product, ask your pharmacist.

### **Other Treatments**

Some people suggest home remedies for head lice, such as mayonnaise, petroleum jelly, olive oil, vinegar, mineral oil or tea tree oil. There is no evidence that products such as these, work to **effectively treat head lice**.

**NEVER USE** WD-40, gasoline, kerosene or any other **flammable liquid to treat head lice**. These products do not work to remove or prevent lice, but they can pose a serious risk to health.



### **Where to Buy Lice Products**

Head lice shampoo or crème rinse treatment products are available at most pharmacies.

People who receive government funding through Ontario Works (OW) or Ontario Disability Support Program (ODSP) can get lice treatment products for low or no cost from pharmacies with a prescription.

People who have health care benefits through their employer can ask for a prescription from their doctor to get a lice treatment product for a low cost.





## Alternative option: Wetcombing

- Note:**
- There is limited evidence that wet combing works all on its own to completely get rid of head lice. It is not recommended as a primary treatment, but can be **effective when combined with lice shampoo treatment.**
  - Some people may not be able to use medicated shampoo treatments (e.g. due to a medical condition, or if you are pregnant or breastfeeding). If this is the case, wet-combing of the hair is a non-chemical way to attempt to treat head lice.
  - **Wet combing is done by using a fine-toothed metal comb designed specifically to remove nits and lice from** hair strands while the hair is wet with water and/or regular hair conditioner. It needs to be done **EVERY FOUR DAYS FOR 14 DAYS to be effective.**
  - Wet combing requires time and commitment for the routine to be successful. You may need to dedicate 30 minutes to one hour of time depending on the child's hair.
  - Nit combs can be purchased at a pharmacy for approximately \$5 - \$10.



## Wet combing method

1. Collect all equipment; lice comb, hair conditioner, hair clips and small brush.
2. Drape a plastic apron around the neck of the person being treated. A large **garbage bag with a hole cut in the bottom to fit** over the head will also work.
3. Find a brightly lit area near a window, or have the **child sit near a lamp or use a flashlight to see the scalp well.**
4. Have the child sit on a non-upholstered surface, like a plastic or wood chair.
5. Wet hair fully with water, pat dry and add regular hair conditioner (this makes combing easier). Do not rinse conditioner out of hair.
6. Separate hair into small sections, starting at one side of the head, and slowly work toward the other side.
7. Using the lice comb, place the comb against the scalp at the top of the head. Pull the comb slowly **and firmly on an angle from scalp to the end of** the hair strand.
8. Remove and any lice, nits, nymphs, eggshells found in the comb using a small brush.





9. Rinse the lice comb in hot water after each stroke of hair.
10. Repeat combing until no lice, nits or eggs are found in the comb. Clip the combed cleaned hair away from non-combed hair.
11. Repeat this process until every section of hair has been combed.
12. Once combing is complete you may shampoo with regular shampoo OR use a head lice shampoo and follow the package instructions.
13. Repeat this process every four days for 14 days until no live lice, nits, or shells are found in the hair.



### Cleaning Your Home

Lice can't live longer than approximately 24 hours on non-human surfaces like carpets, **hardwood floors, clothing, and furniture.** **However, if you have identified lice in your home, isolate and wash those items and areas within at least 72 hours.**

Pay special attention to items that directly touch the head such as hats, pillowcases, car seat covers, combs and brushes. Wash these items in hot water and dry them in a hot dryer for at least 15 minutes, or store the items in an airtight plastic bag for two weeks.

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### Call your health care provider if....

Your child is under 2 years old  
Has a seizure disorder  
Has lice or nits on the eyebrows and eyelashes

Has open sores or wounds on the scalp  
Has allergies

If you are pregnant or breastfeeding, call Motherisk at 416-813-6780 for more information.



[www.hnhu.org](http://www.hnhu.org)



[www.bchu.org](http://www.bchu.org)



**Brant Haldimand Norfolk  
Catholic District School Board**

## **Administrative Procedure Head Lice/Pediculosis**



**Brant Haldimand Norfolk  
Catholic District School Board**

## **Administrative Procedure Head Lice/Pediculosis**



## **Community Use of Schools**

### **# 400.05**

|                               |  |
|-------------------------------|--|
| <b>Adopted:</b>               | September 9, 2003                      |
| <b>Last Reviewed/Revised:</b> | December 3, 2020                       |
| <b>Responsibility:</b>        | Superintendent of Business & Treasurer |
| <b>Next Scheduled Review:</b> | 2024-25                                |

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#### **POLICY STATEMENT:**

The Brant Haldimand Norfolk Catholic District School Board (the “Board” or “BHNCDSB”) believes in building positive relationships and partnerships with our parishes, parents, and communities. The Board acknowledges that educational facilities are an integral part of the community and as such add to the spiritual, educational, recreational, and social development of those who share it. The Board strives to ensure usage is fair, reasonable, and equitable.

It is the intent of the Board to have its facilities used in the best interests of the community, when they are not required for school or Board purposes. The use of Board facilities must be complementary to the goals and beliefs of the Board.

#### **APPLICATION AND SCOPE:**

This Policy and Administrative Procedure establishes guidelines for school administrators, staff and community stakeholders for the use of Board facilities and applies to all elementary and secondary schools and administrative buildings.

#### **REFERENCES:**

- The Education Act
- Ministry of Education Community Use of Schools, Program Principles.
- Smoke-Free Ontario Act
- R.R.O. 1990, Regulation 834, S.1. Re: Critical Injury

#### **FORMS:**

- Not-For-Profit Status Application

#### **DEFINITIONS:**

**Critical Injury:** For the purposes of the Act and the Regulation, critically injured means an injury of a serious nature that places life in jeopardy, produces unconsciousness, results in a substantial loss of blood, involves the fracture of a leg or arm, but not a finger or a toe, involves the amputation of a leg, arm, hand or foot, but not a finger or a toe, consists of burns to a major part of the body, or causes the loss of sight in an eye.

**Permit Supervisor:** Permit supervisor shall be the person designated by the Permit Holder to be the representative present at the permit location. The designated person shall be over the age of 18 years.

**Catholic Churches / Parishes:** Any Roman Catholic Church, within the Dioceses of Hamilton, London and St. Catherine's, and defined as one in Union with the See of Rome.

**BHNCDSB Employee Recreation Groups:** A minimum of 70% of the user group must be employed by the Board to qualify for the subsidized hourly rental rates. The Board reserves the right to request a list of users from permit holders to ensure that the group is meeting the minimum standard.

**Permit Holder:** The person or organization named on the on the Community Use of School permit.



**School Year:** For the purposes of this Policy and Administrative Procedure, the school year begins on the first Monday following Labour Day in September until June 30<sup>th</sup>.

**Historical Booking:** Booking from any classification of user group that have been booking with the Board for three (3) or more consecutive years at the same facility and time. In situations such as priority school bookings and providing equitable access to facilities for all groups may result in the denial of a historical booking application status.

## **ADMINISTRATIVE PROCEDURES:**

### **1. Classification of Users Groups**

#### Type 1: Joint Use of Facility Agreement

Joint Use of Facility Agreement (JUFA) partners for the purpose of offering recreational and/or cultural programs on behalf of the municipality available to all residents of the local community. This does not include tournaments.

#### Type 1 – A: Non-Profit Youth

Non-profit entities or other public agencies that use school facilities; whose primary purpose is to provide programs and/or services that are designed and operated to advance the academic success and healthy lifestyles of youth (under the age of 18 or 28, for those participants under a disability) in the community, i.e., Cubs, Scouts, Brownies or groups donating to the BHNCD SB in the amount greater than the fee charged for the use of the facility. School alumni activities sanctioned by the school administrator.

The Board reserves the right to review activities and approved financial statements of all non-profit groups to support their not-for-profit status.

#### Type 1 – B: Non-Profit Adult

Non-profit entities or other public agencies that use school facilities; whose primary purpose is to provide programs and/or services that serve the local neighborhood or community, but are not explicitly designed and operated to advance the academic success and healthy lifestyles of the children in the school and where zero or nominal admission or participation fees are charged. Not for Profit organizations that are not specifically for youth, i.e., YMCA, St. John's Ambulance, approved Health Unit activities, short-term use by municipal emergency services.

#### Type 2: Non-Profit Other

Fundraising events, non-Catholic Church services, service club meetings, amateur drama clubs, non-affiliated community groups, local cultural groups, other educational groups, i.e., colleges and universities, tournaments, Union/Federation events, school alumni activities not sanctioned by the school administrator, non-affiliated adult recreation.

#### Type 3: Commercial or Private User

Commercial enterprises, professional theater, Non-Catholic church services, private individuals, private fitness and dance instructional groups.

#### Type 4: BHNCD SB and Associated User

Student and/or staff events sanctioned by the school administrator, school clubs, school council, administrative or other staff meeting, sporting teams and clubs, and Catholic Church and Catholic Church affiliated group events. This also includes municipal, provincial, or federal polling stations, which covers direct expenses incurred by the Board (i.e., custodial, security, etc.) and public health use (i.e., immunizations, screening).



Type 5: Non-Profit Priority Schools

Non-profit youth related community groups, non-profit children's recreation providers (not including tournaments), other not-for-profit or charitable groups as defined by the Ministry of Education. The permit type is dependent on funding received by the Ministry of Education. If funding is paused or retracted, permits will be processed according to the appropriate classification of user groups.

Type 6: Reciprocal User

Non-profit childcare, EarlyON Child and Family Programs and Before and After School Children's Recreation Providers as outlined by an agreement. These do not include tournaments or special events, or spaces not outlined in their agreement with the Board.

## **2. Applications and Permits**

Ontario's schools are community hubs where all people can gather to learn and participate in a range of activities offered by community organizations. In an effort to create affordable access to community facilities, the Ministry of Education has developed the Community Use of Schools grant, which allows the Board to provide subsidized rental rates for not-for-profit groups to use school facilities outside of regular school hours.

The Board will endeavour to make available to the public; facilities and premises for all educational or lawful purposes, which are consistent with the teachings of the Roman Catholic Church and must be complementary to the goals and beliefs of the Board.

Schools are typically available for public use during the following hours:

- School days: 6:00 p.m. to 10:00 p.m.
- Non-school days: 8:00 a.m. to 10:00 p.m.

The Board has a tiered approval system through the online Community Use of Schools Program. Community groups must complete an Online Application to use school facilities. Applications should be submitted at least two (2) weeks in advance of the requested activity:

1. A new user to the online booking system must create an account with all required information and login.
2. An email will then be forwarded to the email address provided to activate your account. If requesting a new permit as part of a larger community group with several permit holders, the email message may be forwarded to the "leader" of the community group to verify the new user's role within that community group.
3. Once the account has been activated, new permits may be created.
4. For new permits, all information required regarding the new permit must be completed (i.e., category, date(s), time(s), reoccurrences, school, spaces to be used, event supervisors, special instructions, comments to the custodian, etc.) and save and close the permit.
5. Review the permit once again for accuracy, i.e., correct dates / times, etc., to avoid Change Permit Fees after the permit has received final approval and has been locked.
6. Once the permit has been saved, it is placed in a *pending* category.
7. The Plant Assessment & Community Use Secretary will review the booking to ensure that all details are complete (i.e., there are no conflicts regarding the category, date(s), time(s) or space(s) required, review permit costs and include any additional costs regarding, extra custodial time, insurance, water flushing, etc.) and include comments regarding special instructions or comments for the custodian or permit holder and approve or deny the booking.
8. If the permit is denied, the Plant Assessment & Community Use Secretary will provide a reason for the denial in the comments section for the permit holder.
9. If the permit is approved by the Plant Assessment & Community Use Secretary, details regarding the booking will then be forwarded to the administrator of the school where the booking will occur.
10. The school administrator will review the booking, make any comments, if required, and approve or deny the booking.





11. If the booking is denied, the school administrator will provide a reason for the denial in the comments section for the permit holder.
12. If the permit is approved by the school administrator, it will be returned to the Plant Assessment & Community Use Secretary for final review and approval.
13. The Plant Assessment & Community Use Secretary will grant final approval only when all information is completed, a valid Certificate of Insurance has been obtained and proof of licensing (where applicable) has been received from the permit holder. Payment is due upon approval of the permit.
14. Once the permit has received final approval, an email is forwarded to the permit holder informing them that their permit has been *approved and locked*.
15. When a permit has been approved and locked, the permit holder is no longer able to make changes to the permit. Permit changes can only be made by the Plant Assessment & Community Use Secretary and applicable Change Permit fees will apply.

All inquiries, concerns and/or complaints should be directed to the Plant Assessment & Community Use Secretary at [cus@bhncdsb.ca](mailto:cus@bhncdsb.ca). A permit holder can check the status of their permit by using the Board's Online Booking system at any time.

Beginning July 2<sup>nd</sup> and ending September 15<sup>th</sup>, permit holders may submit, for approval, no more than two (2) bookings per week per rental facility to ensure all community members and groups equal opportunity to access Board-owned facilities. Beginning September 30<sup>th</sup>, permit holders may submit, for approval, additional bookings per week per rental facility.

The Board reserves the right to revoke a booking/permit at any time. The Board, schools, and Roman Catholic Churches have first right to all Board-owned facilities and their right to use a booking space can supersede an existing request for permit; if necessary. In addition, the Board must comply with the terms and conditions under the Election Act for use of Board-owned facilities by federal, provincial, and municipal governments. Election permits will take precedent over all other permits. All fees will be refunded for the period of school, Board, parish, or election use.

The Board will endeavor to honour historical permits, providing first right of refusal for the same facility and time. In the event of any conflict, permits will be approved using the following priority sequence:

1. BHNCD SB and Associated Users
2. JUFA
3. Non-Profit Youth
4. Non-Profit Adult
5. Non-Profit Other
6. Non-Profit Priority Schools
7. Reciprocal Users
8. Commercial / Private User

### **3. General Condition of Use**

1. Permits are not transferable.
2. Permits are valid for the current school year only and new applications must be made on an annual basis, beginning July 2<sup>nd</sup>.
3. Applications for the following school year (the first Monday following Labour Day in September until June 30<sup>th</sup>) can be submitted online as of July 1<sup>st</sup>. New applications submitted prior to July 1<sup>st</sup> will be denied.
4. Outdoor fields are generally available for booking during the months of May to September. Outdoor field use is subject to the conditions of the field and may be impacted by the weather and soil conditions. Start dates for field use may be delayed, or field use may be disrupted or prohibited, until field conditions are restored.
5. Permits will be cancelled when schools are closed due to inclement weather or for reasons beyond the control of the Board. Notice of cancellation will be provided as quickly as possible in each situation.



6. During times of inclement weather, cancellations will be announced on local radio stations and posted on the Board's website ([www.bhncdsb.ca](http://www.bhncdsb.ca)). An email message will also be forwarded to all permit holders on the cancellation day, via the online booking system, to advise permit holders of the cancellation. All fees will be refunded for the period of inclement weather.
7. Smoking is prohibited on all Board-owned property; 24-hours per day, as outlined in the Smoke-Free Ontario Act. Permit holders are not permitted to smoke outside the building and must vacate Board property for smoking purposes.
8. No utterance, portrayal, display or performance of an obscene or disloyal nature will be permitted.
9. If a Permit Holder's policies or activities are contrary to the philosophy, mission and values of the Board, the Permit Holder shall be denied use of any property of the Board.
10. A person or persons shall not use Board-owned facilities unless an online Permit Application has been received and approved in accordance with this policy and administrative procedure.
11. The Permit holder may be required to print a copy of their permit(s) to gain access to the rental space or to verify permission to use specialized gymnasium equipment, audio visual or sound equipment.
12. Nuts and nut products, shellfish and latex (balloons) are not permitted in Board-owned facilities as these products pose a significant health risk to some of our students and community members.
13. Clean, rubber-soled, non-skid and non-marking athletic shoes must be worn by all players during athletic functions held in school gymnasiums and / or general-purpose rooms
14. Signs and decorations may not be attached to walls or elsewhere without prior arrangement and permission from the school administrator.
15. All additions or alterations to any part of a Board-owned structure are to be noted in the Online Application and must be approved by the Manager of Facility Services (or designate).
16. The use of any outdoor area, i.e., outdoor field and parking lot, must be reserved through the Board's online booking system.
17. Vehicle parking is permitted in designated parking areas only. Parking is not permitted on grass or asphalt play areas.
18. Seating capacities in gymnasiums and cafeterias must not exceed the Fire Department's limit indicated on the capacity listings posted in these areas.
19. The permit holder is responsible for enforcing all fire regulations and must ensure that obstructions are not placed in corridors or in front of fire exits. Some events / bookings, which use tables and chairs, may require the permit holder to submit a floor plan to the Plant Assessment & Community Use Secretary; for approval and to ensure Fire Safety compliance.
20. In compliance with Fire Regulation and immediately upon the sounding of the fire alarm, house lights will be activated, and the permit holder and their audience will be requested to leave the rental space by the nearest exit(s). Only when the Fire Department has brought the fire under control or has determined that a false alarm has occurred, will the permit holder and their audience be permitted to re-enter the rental space.

#### **4. Restriction and Limitations**

1. Except for use as Polling Stations during elections, schools shall not be used for partisan political events.
2. Permits will not normally be issued during the months of July and August, due to annual maintenance of schools and vacation schedules of staff members. Permits will not be issued during the last two weeks of August. The Board will consider granting permits on a case-by-case basis during the excluded dates above.
3. Typically, permits will not be issued during statutory holidays, Easter Monday, professional development days or during Christmas holidays and March Break (this includes the weekends before and after Christmas holidays and March Break).
4. From time-to-time, permits will not be issued at Board-owned facilities when construction or renovations are underway, when major repairs or maintenance have been scheduled, or unforeseen incidents have occurred, i.e., flooding, fire, gas leak, absence of heat, hydro or water, which could compromise the safety of permit holders.



5. A limited number of Board-owned facilities may be available for rental during the excluded dates above.
6. Floor hockey, ball hockey, and other high-risk activities are not permitted inside any Board-owned facility.
7. Indoor soccer is permitted, but only with the use of indoor soccer balls.
8. Use of pyrotechnics, smoke machines and dry ice is strictly forbidden.
9. Elementary school classrooms are not available for rental. If a community member or group requires a classroom-type space, please contact the Plant Assessment & Community Use Secretary to discuss alternative areas. Alternatively, secondary school classrooms are available as rental spaces to community members or groups.

## **5. Use of Equipment**

1. Tables, chairs, dishes, and other equipment, brought into the facility by the permit holder, shall be removed promptly after the permit activity.
2. Permit holders are not permitted to store furniture, equipment, or material in any Board-owned facilities, unless the permit holder has written consent from the school administrator of the facility. This consent should be noted in the online booking.
3. Typically, gymnasium equipment, other than basketball nets and volleyball standards, are not available for use by permit holders. However, the school administrator may grant permission for the use of other gymnasium equipment. Only specific items, requested in the online booking, will be left in the gymnasium by the principal or designate. The permit holder is responsible for reimbursement of costs to repair / replace any damage caused to specific equipment by the permit holder
4. Typically, the use of audio visual and sound equipment are not available for use by permit holders. However, the school administrator may grant permission for the use of this equipment. Only specific items, requested in the online booking, will be left in the rental space by the principal or designate. The permit holder is responsible for reimbursement of costs to repair / replace any damage caused to audio visual and sound equipment by the permit holder
5. Use of the kitchen / staff room, its equipment, and small wares, is not permitted in any school.
6. All scenery, special effects, props, etc. must be approved by the school administrator at least 24 hours prior to presentation or dress rehearsal. All scenery, special effects, props, etc. must be removed from the premises immediately after the booking or within a period of time agreed to by the school administrator and the permit holder.

## **6. Activities Not Approved**

1. Permits will not normally be issued for events such as weddings, baby / wedding showers, "buck & doe's", birthday parties, large community events / festivals, etc., unless written consent has been granted by the Director of Education or designate.
2. School board facilities may be used for any function, except those not deemed to be acceptable by the Director of Education, Superintendent of Business & Treasurer, the school administrator or designate.

## **7. Insurance Requirements**

The Board's insurance coverage **does not** protect users or user groups. All user groups must provide proof of general liability insurance (Certificate of Insurance) in the name of the user group for the entire duration of the permit. Permits will not be approved without proof of insurance. User groups agree to the following:

1. To assume full responsibility for the acts and conduct of all persons admitted to the premises.
2. To supply and provide proof of insurance. User groups shall request a Certificate of Insurance from their insurance provider for general liability insurance in the minimum amount of \$2 million, naming the "Brant Haldimand Norfolk Catholic District School Board" as an additional insured on the policy.



3. During the use and occupations of the premises, the user groups shall indemnify and save harmless the Brant Haldimand Norfolk Catholic District School Board from and against any and all liability whatsoever resulting from injury or damage to person, persons or property as a result of the use and occupation of the premises, unless such injury or damage results from the sole negligence of the Board.

Groups not covered by liability insurance may purchase the required insurance through the BHNCDSB based on the User Group Policy and Rating Schedule. The cost of the insurance will be reflected in the permit. Failure to provide a certificate of insurance, or to purchase the required insurance coverage prior to the activity, shall result in cancellation of the request.

Permit holders must supply and provide proof of valid insurance five (5) calendar days prior to the first booking. If the certificate is not provided within the designated timeframe, the first booking of the permit will be cancelled and not reinstated.

## **8. Community Use Fees**

All fees shall be paid, in advance, directly to the Board. The online Community Use of Schools system allows permit holders to pay by credit card and the Board encourages permit holders to use this method of payment. The permit holder may wish to pay the entire cost of the permit or have it pro-rated over the length of the permit, with monthly installments made to their credit card.

For permit holders who do not have a credit card, cheques must be received at least 14 days prior to the first booking date. Cheques are to be made payable to the BHNCDSB and should quote the permit number, i.e., 2020-13-14-0008.

Cheques should be mailed to the following address:

Brant Haldimand Norfolk Catholic District School Board  
Attention: Plant Assessment & Community Use Secretary  
322 Fairview Drive  
P.O. Box 217  
Brantford, ON N3T 5M8

Failure to pay applicable fees will result in the immediate cancellation of all future permits.

It is the intent of the Board to provide subsidized rental rates to non-profit organizations under the Community Use of Schools grant made available by the Ministry of Education. The rate of subsidy will be determined annually; based on the grant provided to the Board.

The Community Use of Schools Rates and Fees schedule outlining all fees to be paid, shall be established by the Board, and may be adjusted annually, or on an as needed basis, if contractual obligations are required. Fees will be adjusted annually based on Board expenses and the cost recovery model. The Community Use of Schools Rates and Fees schedule will be communicated and posted on the Board website annually.

The permit holder is responsible for reimbursement of costs to repair / replace any damage caused to the building, grounds and equipment and lost or stolen items. The Board will seek full restitution for any theft / loss and / or damage done to its buildings, equipment or grounds by the permit holder.

Notwithstanding anything in this policy, the Board may charge fees for other direct costs associated with use of Board facilities, including, cost of additional staffing, security, or snow removal.

### Hourly Rental Rates

Community use rental rates are based on the activity of the permit holder and the type of space booked. Refunds are subject to cancellation timelines as established under cancellation fees.



### Custodial Fees

A Board custodian must be on site for all community use activities. Custodial fees will be applied when a custodian is not already scheduled to work at a school. An on-site custodian varies from each school and a minimum two-hour charge will be applied, which includes time for set-up, clean-up and opening/closing the facility.

Custodial fee refunds are subject to cancellation timelines as established under Cancellation Fees.

### Permit Application Fee

An application fee is a non-refundable administrative fee applied to each permit. User groups with multiple permits will only be charged a maximum of \$100.00 per school year.

### Permit Change Fee

Once a permit has received final approval it will be “locked” and changes cannot be made to the permit. If a permit holder requires changes to be made to their booking, a non-refundable permit change fee will be charged for each change requested.

### Permit Cancellation Fee

A minimum of seven (7) calendar days is required to cancel any permit. A non-refundable cancellation fee will be charged to any permit if the permit holder cancels a booking less than seven (7) calendar days before the date of the booking.

### 'No Show' Fee

If a user group is not in attendance for their scheduled booking date, all fees and costs, including a non-refundable 'no-show' fee will be charged to the permit holder.

A user group may be suspended from future bookings for 'no showing' at the discretion of the Superintendent of Business & Treasurer.

### False 9-11 / Fire Alarm Fee

If a false alarm is caused by the permit holder or a member of their audience, permit holders will be charged for the costs of security, police, or fire department false alarms.

## **9. Roles and Responsibilities**

### School Administrator

It is the responsibility of the school principal to:

- Input all school-sanctioned events, before June 1<sup>st</sup> of each school year, into the Board's online booking system so that community groups are aware of the availability of school facilities.
- Approve or deny permits, within three working days of notification of the application, for the use of facilities in their school by community groups.
- Verify permits in the Board's online booking system, as required.
- Report, using the online booking system, where possible if:
  - Adequate supervision is not maintained.
  - Participants or spectators/guests enter the rental space before an adult supervisor arrives.
  - There are still participants and/or spectators/guest present after the permit has ended.
  - If exterior doors are propped open.
- Approve or deny requests for the use of gymnasium equipment, other than basketball nets and volleyball standards and for the use of audio visual and / or sound equipment. If such requests are approved by the principal, these specific items will be left in the gymnasium or rental space by the principal or designate.



- Ensure that permit holders adhere to the regulations and conditions for use as established in the Board's Community Use of Schools policy and administrative procedures. Contact the Plant Assessment & Community Use Secretary to report infractions.

Plant Assessment & Community Use Secretary

It is the responsibility of the Plant Assessment & Community Use Secretary to:

- Ensure that online bookings by community groups are complete and meet the regulations and conditions for use as established in the Board's Community Use of Schools policy and administrative procedures, i.e., validation of insurance, Party Alcohol Liability (PAL) insurance, licensing, payment for use of facilities, etc.
- Ensure, before June 1st of each school year, that all areas of the online booking system are configured, updated and consistent with the Board's Community Use of Schools policy and procedures, i.e., calendar year, excluded dates, permit types, space types, costs / subsidies, equipment, notifications, comments, frequently asked questions, etc.
- Respond to inquiries and questions regarding the use / rental of Board-owned facilities.
- Respond to inquiries and questions regarding the use of the Board's online booking system.
- Approve or deny the initial request to book a school facility.
- Ensure that permit holders have correctly stated their Permit Type and make changes / corrections where necessary. In the case of a permit type discrepancy, the Plant Assessment & Community Use Secretary's decision is final.
- Allocate custodians for each booking.
- Allocate fees / discounts, as required, to permit holders, i.e., application fees, rental fees, multiple usage discounts, cancellation fees, security card fees, permit change fees, etc.
- Approve custodian time sheets or online submissions, as required, for time required to open / close a school, to water flush a school, to set-up and clean the space used by the permit holder, etc.
- Ensure adherence to the regulations and conditions for use as established in the Board's Community Use of Schools policy and administrative procedures and take necessary action, as required, i.e., discuss infractions, issue warnings, administer fees, cancel bookings, cancel permits, deny bookings.
- Prepare Ministry and Board reports and other reporting requirements for review.

Custodian

It is the responsibility of the custodian to:

- Verify permits in the school online calendar, as required, noting space required, dates / times, special instructions, permissions for the use of other gymnasium equipment or audio visual and sound equipment, etc.
- Ensure the care and protection of school property while bookings are in progress.
- Set-up rental spaces as required by the permit holder and ensure that rental spaces are left in a clean orderly fashion by the permit holder.
- Be onsite for the duration of the booking.
- Ensure that youth participants do not enter the rental space before an adult supervisor arrives.
- Ensure, where possible, that adult supervisors remain at the rental space until all participants have left the space.
- Ensure that exterior doors are not propped open.
- Monitor, when possible, community members and groups to ensure adequate supervision is maintained at all times.
- Ensure that permit holders adhere to the regulations and conditions for use as established in the Board's Community Use of Schools policy and administrative procedures. Contact the Plant Assessment & Community Use Secretary to report infractions.



**Brant Haldimand Norfolk  
Catholic District School Board**

**Board Policy and  
Administrative Procedure**

- Report all violations on the day of the event:
  - To the school administrator via email.
  - To the Plant Assessment & Community Use Secretary using the online booking system.

Manager of Facility Services

It is the responsibility of the Manager of Facility Services (or designate):

- Advise, the Plant Assessment & Community Use Secretary, before April 1<sup>st</sup> or as soon as it is known, of any Board facility, which cannot be rented due to construction or renovations, major repairs or maintenance, or unforeseen incidents, i.e., flooding, fire, gas leak, absence of heat, hydro or water, which could compromise the safety of permit holders.
- Approve or deny all additions or alterations to any part of a Board-owned structure, which are noted in the Online Application.
- Train and familiarize caretakers with eBase and the Community of Use system
- Ensure appropriate custodial coverage is in place for all permits
- Respond to facility emergency situations

Permit Holder

It is the responsibility of the permit holder to:

- Adhere to the regulations and conditions for use as established in the Board's Community Use of Schools policy and administrative procedures. Failure to do so could result in the cancellation of permit(s).
- Complete an Online Application for the rental of Board-owned facilities.
- Make new permit requests at least 14 days prior to the first date of the activity. If the request is not made within this period of time, the Board cannot ensure that final approval of the booking will be granted before the first date required.
- Upload, a valid Certificate of Insurance and proof of licensing (where applicable) to the online permit or purchase insurance through the Online Permit Application process. A minimum of 14 calendar days prior to the date of the start of the permit is required to purchase insurance.
- Provide payment when the permit has received final Approval.
- Ensure that bookings are accurate so that Change Permit Fees are not charged.
- Cancel bookings, at least seven (7) days before the booking date, so that Cancellation Fees are not charged.
- Assume full responsibility for the acts and conduct of all persons admitted to the premises while their booking is scheduled.
- Ensure that participants and spectators, siblings, etc., remain within the designated rental space.
- Ensure that all participants and spectators leave the rental space before the ending time of the booking.
- Ensure that adequate adult supervision is maintained in all rental spaces, i.e., when many areas are used, an adult supervisor must be present in each of the areas.
- Ensure that youth participants do not enter the rental space before an adult supervisor arrives.
- Ensure that adult supervisors remain at the rental space until all participants have left the space.
- Ensure that exterior doors are not propped open.
- Report all critical injuries to the Board's Disability Management & Safety Coordinator immediately after the incident at 519-756-6505. A critical injury is an injury of a serious nature that places life in jeopardy, produces unconsciousness, results in a substantial loss of blood, involves the fracture of a leg or arm, involves the amputation of a leg, arm, hand or foot, consists of burns to a major part of the body or causes the loss of sight in an eye.
- Be responsible for all damages incurred while their booking is scheduled. This shall also include reimbursement of costs to repair damage caused to the Board's fields and play spaces.
- Ensure that the rented space used is left in the same, or better, condition than when the booking began.
- Produce an electronic or printed copy of the permit, upon request while onsite

## **16.0 POLICY RENEWAL PROCESS**

- 16.1 Policies and Procedures are to be reviewed on a four-year schedule.
- 16.2 When a bylaw, policy or procedure is scheduled to be reviewed it will be presented to Executive Council as information.
- 16.3 After Executive Council, a policy or procedure shall be circulated to all stakeholders for a minimum of 60 days, for input with respect to revision.
- 16.4 Revised Bylaws are not circulated to stakeholders but brought directly to policy committee for review, then the appropriate committee of the whole and board meeting for review and approval.
- 16.5 For policies and procedures, at the end of the circulation period the superintendent responsible for the policy or procedure will make any revisions as deemed necessary, then bring a report noting any changes to the first available Policy Committee meeting.
- 16.6 After the Policy Committee meeting the superintendent responsible for the policy or procedure will make any revisions as requested then bring a report to the first available committee of the whole for discussion, then approval at the Board meeting.
- 16.7 All revised Bylaws, Policies and Procedures will be posted on the Board's website.



Appendix A

**Brant Haldimand Norfolk Catholic District School Board  
Statement of Trustee Expenses  
School Year 2019-2020**

| <b>Trustee</b> | <b>Mileage</b>  | <b>Conferences</b> | <b>Meals</b>    | <b>Communication</b> | <b>Supplies</b> | <b>Other</b> | <b>Total</b>     |                                       |
|----------------|-----------------|--------------------|-----------------|----------------------|-----------------|--------------|------------------|---------------------------------------|
| Rick Petrella  | 589             | 847                | 335             | 1,295                | 64              | -            | 3,130            | Chair of the Board                    |
| Dan Dignard    | 617             | 669                | 118             | 1,326                | 64              | -            | 2,794            | Vice Chair of the Board to December   |
| Carol Luciani  | 1,212           | 713                | 134             | 906                  | 159             | -            | 3,124            | Vice Chair of the Board from December |
| Cliff Casey    | 1,587           | 847                | 235             | 304                  | 497             | -            | 3,470            | Trustee                               |
| Bill Chopp     | -               | 643                | 140             | 1,255                | 138             | -            | 2,176            | Trustee                               |
| Mark Watson    | 415             | 1,163              | 78              | 2,579                | 64              | -            | 4,299            | Trustee                               |
|                | <b>\$ 4,420</b> | <b>\$ 4,882</b>    | <b>\$ 1,040</b> | <b>\$ 7,665</b>      | <b>\$ 986</b>   | <b>\$ -</b>  | <b>\$ 18,993</b> |                                       |



**Policy: Student Behaviour, Discipline and Safety**

|                          |  |                        |   |
|--------------------------|--|------------------------|---|
|                          |  | Policy Number:         | 200.09  |
| Adopted:                 | January 26, 2016                                 | Former Policy Numbers: | Code of Conduct – 200.05<br>Safe Schools – 200.25<br>Student Discipline – 200.26<br>Bullying Prevention and Intervention – 200.27<br>Program for Students on Long-Term Suspension<br>and for Expelled Students – 200.28 |
| Revised:                 | October 16, 2018<br>Amended:<br>December 3, 2020 | Policy Category:       | Students  |
| Subsequent Review Dates: | TBD  | Pages:                 | 4   |

**Belief Statement:**

The Brant Haldimand Norfolk Catholic District School Board believes that Board policies addressing student behaviour, discipline and safety will:

- demonstrate the gospel values of Jesus including love, reconciliation, hospitality, justice, peace, honesty and integrity;
- emphasize our belief that we are all created in the image and likeness of God;
- reflect the mission and vision of the Board and the Ontario Catholic School Graduate Expectations;
- respect the rights and dignity of others regardless of their differences;
- respect the right of others to work in an environment of teaching and learning;
- respect persons who are in a position of authority;
- show proper care for school property and the property of others;
- support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential;
- support the idea that creating and maintaining safe, inclusive and accepting schools is a shared responsibility of all members of the community;
- address all inappropriate student behaviour, including bullying;
- ensure that responses to behaviours that are contrary to the district and school’s Community Code of Conduct must be developmentally appropriate;
- promote that the range of interventions, supports, and consequences used by the Board and all schools are clear and developmentally appropriate, and include learning opportunities for students in order to reinforce positive behaviours and help students make good choices;
- address the fact that bullying adversely affects a student’s ability to learn, the school climate, including healthy relationships;
- support a progressive discipline approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive relationships;
- require the Board and school administrators to consider all mitigating and other factors, as required;
- require that information in a student’s IEP must be considered in the determination of interventions, supports, and consequences for students with special education and mental needs;
- ensure that bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate; and
- promote a positive school climate that is inclusive and accepting of all students and promotes the prevention of bullying that maximizes student potential.



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**Policy Statement:**

**1.0 Codes of Conduct and Safe and Accepting Schools Plans**

- 1.1 It is a policy of the Board to establish a District Safe and Accepting Schools Committee that shall develop a District Community Code of Conduct (DCCC) and a District Safe and Accepting Schools Plan (DSASP).
- 1.2 It is a policy of the Board that each school must have a Safe and Accepting Schools Team to develop a School Community Code of Conduct (SCCC) and a Safe and Accepting Schools Plan (SASP). The SCCC and SASP shall be consistent with the DCCC and the DSASP.

**2.0 Reporting and Responding to Inappropriate Student Behaviour**

- 2.1 It is the policy of the Board that:
  - 2.1.1 Discipline is applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive and that includes learning opportunities for reinforcing positive behaviour.
  - 2.1.2 All employees and third party service providers who come into direct contact with pupils on a regular basis, take seriously all allegations of any student behaviour that is likely to have a negative impact on school climate; for example, harassment, gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and bullying. Every employee and third party service provider shall act in a timely manner to report the incident to the school Principal.
  - 2.1.3 Principals maintain proper order and discipline in schools. Pupils are responsible to the Principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.

**3.0 Suspension of Pupils (applies to pupils in Grade 4-12)**

- 3.1 It is the policy of the Board that Principals consider suspension for the following infractions:
  - 3.1.1 uttering a threat to inflict serious bodily harm on another person;
  - 3.1.2 possessing alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication;
  - 3.1.3 being under the influence of alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication;
  - 3.1.4 swearing at a teacher or at another person in a position of authority;
  - 3.1.5 committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
  - 3.1.6 bullying;
  - 3.1.7 conduct injurious to the moral tone of the school;
  - 3.1.8 conduct injurious to the physical or mental well-being of members of the school community;
  - 3.1.9 use of improper or profane language;
  - 3.1.10 persistent truancy;
  - 3.1.11 opposition to authority;
  - 3.1.12 habitual neglect of duty;
  - 3.1.13 discrimination and harassment;
  - 3.1.14 extortion;
  - 3.1.15 theft; and/or
  - 3.1.16 inciting other students to act with physical violence upon another person.



**3.2** It is the policy of the Board that administrative procedures be developed, implemented, monitored and regularly reviewed that address the following matters as they relate to infractions that may lead to suspension or expulsion:

- timelines and procedures for notifying parent(s)/guardian(s) and students;
- academic/non-academic supports for students that have been suspended or expelled;
- transition processes for students;
- the appeal processes;
- transfers to other schools; and
- the application of mitigating factors.

#### **4.0 Suspension Pending the Expulsion of Pupils (applies to all pupils of the Board)**

**4.1** It is the policy of the Board that Principals shall suspend pupils pending an investigation into expulsion for the following infractions:

- 4.1.1 possessing a weapon including possessing a firearm;
- 4.1.2 using a weapon to cause or to threaten bodily harm to another person;
- 4.1.3 committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- 4.1.4 committing sexual assault;
- 4.1.5 trafficking in weapons or in illegal drugs;
- 4.1.6 committing robbery;
- 4.1.7 giving alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication to a minor;
- 4.1.8 bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)
- 4.1.9 any act leading to a suspension (see Section 3.1) that is motivated by bias, prejudice, or hate; based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
- 4.1.10 an act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- 4.1.11 a pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- 4.1.12 activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- 4.1.13 activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property; and/or
- 4.1.14 the pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.

**4.2** It is the policy of the Board that administrative procedures be developed, implemented, monitored and regularly reviewed that address the following matters as they relate to infractions that may lead to expulsion:

- timelines and procedures for notifying parent(s)/guardian(s) and students;
- academic/non-academic supports for students that have been suspended or expelled;
- transition processes for students;
- the appeal processes;
- transfers to other schools; and
- the application of mitigating factors.



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## **5.0 Programs for Suspended or Expelled Pupils**

It is the policy of the Board that programs that address discipline and safety be made available to support the ongoing education of students who have been suspended for six consecutive days or longer or who have been expelled.

### **Glossary of Key Policy Terms:**

#### **Bullying**

Aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
  - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying includes bullying by electronic means, including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

#### **District Safe and Accepting Schools Committee**

The District Safe and Accepting Schools Committee shall include a wide variety of stakeholder groups and may be comprised of a Supervisory Officer, one Principal from each panel, a teacher from each panel, and a member of the Student Senate. The team may also include representation from the Deaneries, Catholic School Advisory Councils, local police services and community partners/agencies.

#### **References**

The Education Act

O. Regulation 440/20: Suspension of Elementary School Pupils

P/PM 128 The Provincial Code of Conduct and School Board Codes of Conduct

P/PM 141 School Board Programs for Students on Long-Term Suspension

P/PM 142 School Board Programs for Expelled Students

P/PM 144 Bullying Prevention and Intervention

P/PM 145 Progressive Discipline and Promoting Positive Student Behaviour

P/PM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

P/PM 149 Protocol for Partnerships with External Agencies

Equity and Inclusive Education Policy 200.23

Student Attendance 200.29

Transportation of Students 400.19



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**Student Behaviour, Discipline and Safety  
AP 200.09**

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|-----------------------|---|-----------------|------------------|
| <b>Procedure for:</b> | Principals                              | <b>Adopted:</b> | January 26, 2016 |
| <b>Submitted by:</b>  | Chris N. Roehrig, Director of Education | <b>Revised:</b> | TBD              |
| <b>Category:</b>      | Students                                |                 |                  |

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**Purpose**

To provide direction for Superintendents, Principals/Vice-Principals and staff regarding student behaviour, discipline and safety.

**Responsibilities**

**Superintendents of Education**

The Superintendent of Education will monitor and advise Principals and Vice-Principals regarding the implementation of all student behaviour, discipline and safety procedures.

**Principals/Vice-Principals**

Principals and Vice-Principals will monitor and advise staff regarding the implementation of all student behaviour, discipline and safety procedures.

**Information – N/A**

**Procedures**

**1.0 Codes of Conduct and Safe and Accepting Schools Plans**

- 1.1 The Board shall establish a District Safe and Accepting Schools Committee that shall:
  - 1.1.1 Develop a District Code of Conduct (Appendix A);
  - 1.1.2 Develop, implement and monitor a District Safe and Accepting Schools Plan (DSASP) to address student behaviour, discipline and safety that is consistent with the belief statements embedded in the associated Board Policy;
  - 1.1.3 Ensure that the DSASP includes programs and training at the district level that will address student behaviour, discipline and safety;
  - 1.1.4 Ensure that the DSASP promotes identification and intervention strategies to be used in schools to address student behaviour, discipline and safety;
  - 1.1.5 Ensure that the DSASP includes: strategies, education and training specifically addressing bullying prevention and intervention strategies as well as programs, interventions and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying;
  - 1.1.6 Ensure that the DSASP addresses curricular and program links, as well as strategies that promote safe and accepting schools that are integrated within the Religion and Family Life Programs, the Ontario Curriculum Documents, and the Board's Virtues Education Program.
  - 1.1.7 Ensure the DSASP addresses annual staff development and training at a system and school level that promotes appropriate student behaviour. The training shall include strategies on bullying prevention and interventions. The training is for all employees and contracted services (for example bus operators and cafeteria services).
  - 1.1.8 Review the DSASP and communicate the DSASP to all school Principals a minimum of every two years; and



1.1.9 Communicate the DSASP to pupils, school staff, the Special Education Advisory Committee, the Regional Catholic Parent Involvement Committee, Catholic School Advisory Councils, and school bus operators and drivers. The plan shall be available on Board and school websites.

**1.2** Each school Principal shall establish a Safe and Accepting Schools Team that shall:

1.2.1 Develop a local Code of Conduct that is consistent with the District Community Code of Conduct;

1.2.2 Develop a set of school-wide progressive discipline strategies that is consistent with all related Board policies and administrative procedures;

1.2.3 Ensure support for students who want to establish and lead activities and organizations that promote a safe, inclusive and accepting school climate, and/or the acceptance and respect for others, (e.g., activities that support gender equity, anti-racism, awareness, understanding, and respect for people with disabilities, all sexual orientations, and gender identities, including organizations with the name 'Gay Straight Alliance' or another name);

1.2.4 Develop, implement and monitor a Safe and Accepting Schools Plan (SASP) to address student behaviour, discipline and safety;

1.2.5 Ensure that the SASP includes programs and training and also promotes identification and intervention strategies that will address student behaviour, discipline and safety.

1.2.6 Ensure that the SASP includes strategies, education and training specifically addressing bullying prevention and intervention strategies as well as programs, interventions and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying;

1.2.7 Review the SASP and communicate the SASP to pupils, school staff and the Catholic School Advisory Council. The plan shall be available the school website; and

1.2.8 Monitor, review, and evaluate the effectiveness of the SASP every two years through the use of a School Climate Survey.

## **2.0 Responding and Reporting Inappropriate Student Behaviour**

**2.1** Principals are responsible for maintaining proper order and discipline in schools. Pupils are responsible to the Principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.

**2.2** The Board is committed to supporting safe learning and teaching environments in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Board and School Codes of Conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code, as well as any other behaviour, such as bullying, swearing, malicious gossip, name-calling, sexist, homophobic or racial slurs, comments, jokes or teasing and defamatory or discriminatory electronic communication and postings, graffiti and other behaviour that might cause a negative school climate.



- 2.3** Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on the school climate, if in the employee's opinion, it is safe to do so. Such behaviour includes all inappropriate and disrespectful behaviour (e.g. swearing, homophobic or racial slurs, sexist comments or jokes, graffiti), as well as those incidents that must be considered for suspension or expulsion. For incidents where suspension or expulsion would not be considered, but the Board employees feel it is not safe to respond, they will be expected to inform the Principal verbally as soon as possible. It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, Board employees who work with pupils shall respond to any such inappropriate and disrespectful behaviour as well as any other behaviour that causes a negative impact on school climate or for which a suspension or expulsion may be imposed, that they have observed or heard during the course of their duties or otherwise while on school property or during a school-related event. Immediate risk to an individual includes the Board employee, the pupils involved, other pupils, other staff and members of the community who might be impacted as a result of the behaviour being exhibited or because the Board employee who works with pupils cannot leave unattended another pupil(s) in order to respond.
- 2.4** Responses shall be made in a timely, supportive and sensitive manner and made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration any special and/or disability related needs that the pupil might exhibit or about which the employee might be aware. Responses may include one or more of:
- asking the pupil to stop the behaviour;
  - identifying the behaviour as inappropriate and disrespectful;
  - explaining the impact of the behaviour on others and the school climate;
  - modelling appropriate communication;
  - asking the pupil for a correction of their behaviour by restating or rephrasing their comments;
  - asking the pupil to apologize for his/her behaviour or how he/she can correct/restore the situation (e.g., 'make it right');
  - asking the pupil to promise not to repeat their behaviour;
  - asking the pupil what they will do instead of repeating the behaviour;
  - asking the pupil to explain why and how a different choice with respect to their behaviour would have been more appropriate and respectful; and
  - where applicable, identifying the application of the Human Rights Code.
- 2.5** A response by the staff to the incident shall not prevent or preclude the Principal or Vice-Principal from imposing appropriate progressive discipline, up to and including a recommendation for expulsion from all schools. Unless the behaviour is such that it must be considered for suspension or expulsion, a response is sufficient – it is not required that these incidents be reported to the Principal. For incidents where suspension or expulsion would not be considered, but the Board employees feel it is not safe to respond, they will be expected to inform the Principal verbally as soon as possible. Where, in the opinion of the Board employee who works with pupils, the behaviour observed or heard might lead to suspension or suspension and a recommendation for expulsion, the employee must report the behaviour orally to the Principal or designate at the earliest opportunity and again in writing before the end of the school day. The employee shall use the Safe Schools Incident Reporting Form (Appendix B – Part I) for reporting incidents when reporting in writing. Principals/Vice-Principals may use Appendix C – Suspension and Expulsion Guidelines – Flowchart) as a reference of procedures to follows.
- 2.6** When an incident is of a violent nature (possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical attention, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated) the Principal shall note the incident on the:
- 2.6.1 Safe Schools Incident Reporting Form – Part I, Section #6 (Appendix B – Part I) and file it in the pupil's Ontario School Record; and complete the
- 2.6.2 Violent Incident Report Form (Appendix D) and file it in the pupil's Ontario School Record.





- 2.7 Before deciding whether to impose a suspension, or some other form of discipline, a Principal or Vice-Principal will make every effort to consult with the pupil, where appropriate, and the pupil's parent(s)/guardian(s) (if the pupil is not an adult pupil) to identify whether any mitigating and/or other factors set out below might apply in the circumstances.
- 2.8 Before applying any progressive discipline consequence, including suspension, the Principal/Vice-Principal shall consider whether or not the progressive discipline consequence might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation to the point of undue hardship is required.
- 2.9 When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors, the nature and severity of the behaviour, and the impact on the school climate, including the impact on students or other individuals in the school community.
- 2.9.1 The following mitigating factors shall be taken into account:
- The pupil does not have the ability to control his or her behaviour.
  - The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
  - The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.
- 2.9.2 The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:
- The pupil's history.
  - Whether a progressive discipline approach has been used with the pupil.
  - Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
  - How the suspension or expulsion would affect the pupil's ongoing education.
  - The age of the pupil.
  - In the case of a pupil for whom an Individual Education Plan has been developed,
    - i. whether the behaviour was a manifestation of a disability identified in the pupil's Individual Education Plan,
    - ii. whether appropriate individualized accommodation has been provided, and
    - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.
- 2.10 Some examples of consequences consistent with progressive discipline (not including suspension or expulsion) include:
- contact with the pupil's parent(s)/guardian(s);
  - oral reminders;
  - review of expectations;
  - written work assignments with a learning component;
  - assigning the pupil to volunteer services to the community;
  - conflict mediation and resolution;
  - peer mentoring;
  - referral to counseling;
  - consultation meeting(s) with the pupil's parent(s)/guardian(s), the pupil and the Principal;
  - referral of pupil to a community agency for counseling;
  - detentions;
  - withdrawal of privileges;
  - temporary withdrawal from class;



- restitution for damages; and/or
  - restorative practices.
- 2.11 If the Principal deems that a pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.
- 2.12 Principals shall respond in writing using the Safe Schools Incident Reporting Form – Part II (Appendix B, Part II) whenever an employee submits in writing a Safe Schools Incident Reporting Form – Part I (Appendix B – Part I). The Principal shall communicate the results of the investigation to the staff who reported the incident.
- 2.13 The Principal is required to notify the parent(s)/guardian(s) of students who have been harmed as a result of a serious student incident. The following shall be disclosed:
- 2.13.1 the nature of the activity that resulted in harm to the student;
  - 2.13.2 the nature of the harm to the student;
  - 2.13.3 the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity;
  - 2.13.4 the supports that will be provided to the student in response to the harm that resulted from the activity;
- 2.14 The Principal is required to notify the parent(s)/guardian(s) of students who have engaged in serious student incidents of inappropriate behaviour. The following shall be disclosed:
- 2.14.1 the nature of the activity that resulted in harm to the other student;
  - 2.14.2 the nature of the harm to the other student;
  - 2.14.3 the nature of any disciplinary measures taken in response to the activity;
  - 2.14.4 the supports that will be provided to the student in response to his/her engagement in the activity;
- 2.15 A Principal shall not notify a parent(s)/guardian(s) of a student if, in the Principal's opinion, doing so would put a student at risk of harm from a parent/guardian of a student or if notification is not in the student's best interest. When the Principal has decided not to notify parent(s)/guardian(s), they must document the rationale for this decision and, where appropriate, shall notify both the teacher who reported the incident and the appropriate supervisory officer of this decision.
- 2.16 The Principal shall keep a record for each pupil with whom progressive discipline approach(es) are utilized. The record should include:
- name of pupil;
  - date of the incident or behaviour;
  - nature of the incident or behaviour;
  - considerations taken into account;
  - progressive discipline approach used;
  - outcome; and
  - contact with the pupil's parent(s)/guardian(s) (unless the pupil is an adult pupil).
- 2.17 In cases where a transfer is necessary to protect a student, it is preferable that the student who has been harmed not be moved. The Principal shall hold a transfer meeting that includes the pupil's parent(s)/guardian(s) as well as anyone else the Principal deems appropriate in order to put in place a transition strategy and to identify any additional supports and resources that the student may require to be successful in his/her destination school.



### **3.0 Suspension of Pupils (applies to students in Grade 4-12)**

- 3.1** Consistent with Part XIII, subsection 306 of the Education Act, it is the policy of the Board that Principals consider suspension for the following infractions:
- 3.1.1 uttering a threat to inflict serious bodily harm on another person;
  - 3.1.2 possessing alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication;
  - 3.1.3 being under the influence of alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication;
  - 3.1.4 swearing at a teacher or at another person in a position of authority;
  - 3.1.5 committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
  - 3.1.6 bullying;
  - 3.1.7 conduct injurious to the moral tone of the school;
  - 3.1.8 conduct injurious to the physical or mental well-being of members of the school community;
  - 3.1.9 use of improper or profane language;
  - 3.1.10 persistent truancy;
  - 3.1.11 opposition to authority;
  - 3.1.12 habitual neglect of duty;
  - 3.1.13 discrimination and harassment;
  - 3.1.14 extortion;
  - 3.1.15 theft; and/or
  - 3.1.16 inciting other students to act with physical violence upon another person.
- 3.2** The Principal shall consider whether or not the decision to suspend might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and disability, and/or is in a position of disadvantage in society and evaluate the appropriateness or the accommodation if any was provided. The Principal shall:
- 3.2.1 Review any progressive discipline strategies that have been utilized;
  - 3.2.2 Take into account the following mitigating factors:
    - The pupil does not have the ability to control his or her behaviour.
    - The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
    - The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.
  - 3.2.3 The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:
    - The pupil's history.
    - Whether a progressive discipline approach has been used with the pupil.
    - Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
    - How the suspension or expulsion would affect the pupil's ongoing education.
    - The age of the pupil.
    - In the case of a pupil for whom an Individual Education Plan has been developed,
      - i. whether the behaviour was a manifestation of a disability identified in the pupil's Individual Education Plan,
      - ii. whether appropriate individualized accommodation has been provided, and
      - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.



- 3.2.4 Consult with the Superintendent of Education when the suspension is five (5) consecutive days or more regarding:
- the investigation undertaken;
  - the circumstances of the incident;
  - whether or not one or more of the factors outlined above are applicable in the circumstances;
  - the appropriate length of the suspension; and
  - whether or not an accommodation pursuant to the Human Rights Code has been considered, and where applicable, applied to the point of undue hardship.
- 3.2.5 Where a Principal (or Vice-Principal in circumstances of a suspension for five (5) or fewer days) has determined that it is appropriate in the circumstances to impose a suspension, the Principal or Vice-Principal is required to effect the following procedural steps:
- within 24 hours of the decision, the Principal or Vice-Principal must make all reasonable efforts to orally inform the adult pupil or the pupil's parent(s)/guardian(s) of the suspension;
  - the Principal or Vice-Principal must inform the pupil's teacher(s) of the suspension;
  - the Principal or Vice-Principal will receive school work from the pupil's teacher(s) for the pupil to complete during the duration of the suspension;
  - The Principal or Vice-Principal must complete the Brant Haldimand Norfolk Catholic District School Board Suspension and Expulsion Record Form (Appendix E) and give it to the school secretary to input into the Student Management System.
  - the Principal or Vice-Principal must provide written notice of the suspension to the pupil, the pupil's parent(s)/guardian(s) (unless the pupil is an adult pupil) and the Superintendent (for letters templates, see Appendix F for suspension of 5 days or less; Appendix G for suspensions of 6-10 days; Appendix H for suspensions of 11-20 days).
- 3.2.5.1 The written notice of suspension will include:
- the reason for suspension;
  - the duration of the suspension, including the pupil's date of return to school;
  - for suspensions 6 or more school days, include a statement and information about the Alternative Suspension Program (ASP); and
  - information about the right to appeal the suspension, the appeal process, and enclose a copy of the Appeal Guidelines, and the contact information for the Director of Education.
- 3.2.5.2 Every effort should be made to include the school work with the letter of suspension to the pupil and the pupil's parent(s)/guardian(s) (unless the pupil is an adult pupil) on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or his/her parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the adult pupil's designate or pupil's parent(s)/guardian(s) or designate to pick-up from the school the following school day.
- If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
  - If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
- 3.2.5.3 Where the incident is a serious violent incident, including a credible threat to inflict serious bodily harm or vandalism causing extensive damage to Board property or property located on Board property, consideration should be given to filling out and filing a Violent Incident Report Form (Appendix D) in the pupil's Ontario Student Record and referring the student for a violent risk assessment.



- 3.3 The adult pupil or the pupil's parent(s)/guardian(s) may appeal a suspension. A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension within ten (10) school days of the commencement of the suspension. All suspension appeals are to be sent to the Director of Education. The suspension must be served even when an appeal is submitted.
- 3.3.1 The Board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).
- 3.3.2 Upon receipt of written notice of the intention to appeal the suspension, the Director of Education or designate will review the appeal and:
- promptly advise the school Principal of the appeal;
  - promptly advise the adult pupil or the pupil's parent(s)/guardian(s) that a review of the suspension will take place and invite the parent(s)/guardian(s) or adult to contact the Superintendent of Education responsible for discipline to discuss any matter respecting the incident and/or appeal of the suspension (see Appendix I – Notice of Suspension Review letter template);
  - review the suspension (reason, duration, any mitigating or other factors, whether or not the Human Rights Code should be or was appropriately applied);
  - consult with the Principal regarding modification or expunging the suspension;
  - request a meeting with the adult pupil or the pupil's parent(s)/guardian(s) and the Principal to narrow the issues and try to effect a settlement; and
  - where a settlement is not effected, provide notice of the suspension review decision to the adult pupil or pupil's parent(s)/guardian(s) (see Appendix J – Suspension Review Decision letter template).
- 3.3.3 Where the suspension is upheld on review and the adult pupil or pupil's parent(s)/guardian(s) chooses to continue with the appeal, the Director of Education or designate will:
- a) Arrange a date for the appeal before the Student Discipline Committee and coordinate the preparation of a written report for the Board. This report will contain at least the following components:
    - a report prepared by the Principal regarding the incident, the rationale for suspension and how the principles of equity and inclusion were applied;
    - a copy of the original suspension letter;
    - a copy of the letter requesting the suspension appeal; and
    - a copy of the correspondence with respect to the decision of the Director of Education or designate regarding the suspension review.
  - b) Inform the adult pupil or the pupil's parent(s)/guardian(s) of the date of the appeal to the Student Discipline Committee (see Appendix K – Notice of Suspension Appeal letter template);
  - c) Provide a guide to the process for the appeal (see Appendix L – Suspension Appeal Guidelines), a copy of the Student Behaviour, Discipline and Safety Policy 200.09, and a copy of the documentation that will go to the Student Discipline Committee; and
  - d) Ensure that the item is placed on the Student Discipline Committee's agenda.
- 3.4 The parties in an appeal to the Student Discipline Committee shall be: the Principal, the school Superintendent and the adult pupil or the pupil's parent(s)/guardian(s).
- 3.5 Suspension appeals will be heard orally, in camera, by the Student Discipline Committee (of whose members are Trustees). The Student Discipline Committee may grant a person who has daily care authority to make submissions on behalf of the pupil. An adult pupil or pupil's parent(s)/guardian(s) may bring/be represented by legal counsel or attend with an advocate/agent or the support of a community member. Legal counsel for the Principal and/or the Board may be present at the appeal if the parent(s)/guardian(s) is represented by legal counsel or an agent.



- 3.6 The suspension appeal proceedings are ordered as follows:
- 3.6.1 The parent(s)/guardian(s) and/or the person with daily care authority will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the result desired;
  - 3.6.2 The pupil will be asked to make a statement on his/her own behalf, if appropriate;
  - 3.6.3 The Superintendent of Education for the school and/or the Principal will make oral submissions on behalf of the administration, including a response to any issues raised in the parent(s)/guardian(s)' submissions. The Superintendent/Principal may rely on the report prepared for the Student Discipline Committee;
  - 3.6.4 The parent(s)/guardian(s) may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by the parent(s)/guardian(s);
  - 3.6.5 The Student Discipline Committee may ask any party, or the pupil, where appropriate, questions of clarification;
  - 3.6.6 The Student Discipline Committee may make such orders or give such directions at an appeal as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.
- 3.7 Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary timelines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.
- 3.8 The Student Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether or not the consequence might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society and shall:
- 3.8.1 confirm the suspension and its duration; or
  - 3.8.2 confirm the suspension but shorten its duration and amend the record, as necessary; or
  - 3.8.3 quash the suspension and order that the record be expunged; or
  - 3.8.4 make such other appropriate order.
- 3.9 The decision of the Student Discipline Committee is final. The decision shall be communicated to the parent(s)/guardian(s) in writing [see Appendices M(A) and M(B) – Suspension Appeal Decision letter template and Decision document].

#### **4.0 Suspension Pending the Expulsion of Pupils (applies to all students of the Board)**

- 4.1 Consistent with Part XIII, subsection 310 of the Education Act, it is the policy of the Board that Principals shall suspend pupils pending an investigation into expulsion (following a mandatory preliminary investigation for a primary student) for the following infractions:
- 4.1.1 Possessing a weapon including possessing a firearm;
  - 4.1.2 Using a weapon to cause or to threaten bodily harm to another person;
  - 4.1.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
  - 4.1.4 Committing sexual assault;
  - 4.1.5 Trafficking in weapons or in illegal drugs;
  - 4.1.6 Committing robbery;
  - 4.1.7 Giving alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication to a minor;
  - 4.1.8 Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)



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- 4.1.9 Any act leading to a suspension (see Section 3.1) that is motivated by bias, prejudice, or hate; based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
  - 4.1.10 An act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
  - 4.1.11 A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
  - 4.1.12 Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
  - 4.1.13 Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property; and/or
  - 4.1.14 The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.
- 4.2** The Principal shall take into account any mitigating and other factors, such as:
- 4.2.1 The pupil does not have the ability to control his or her behaviour.
  - 4.2.2 The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
  - 4.2.3 The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.
- 4.3** The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:
- 4.3.1 The pupil's history.
  - 4.3.2 Whether a progressive discipline approach has been used with the pupil.
  - 4.3.3 Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
  - 4.3.4 How the suspension or expulsion would affect the pupil's ongoing education.
  - 4.3.5 The age of the pupil.
  - 4.3.6 In the case of a pupil for whom an Individual Education Plan has been developed,
    - i. whether the behaviour was a manifestation of a disability identified in the pupil's Individual Education Plan,
    - ii. whether appropriate individualized accommodation has been provided, and
    - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.
- 4.4** When the pupil is suspended pending an investigation into expulsion, the Principal must assign the pupil to an Alternative Suspension Program.
- 4.5** The Principal shall undertake an investigation to determine whether to recommend to the Student Discipline Committee that the pupil be expelled.
- 4.6** When imposing a suspension pending an investigation into expulsion, the Principal is required to effect the following procedural steps:
- 4.6.1 Within 24 hours of the decision to suspend, the Principal must make all reasonable efforts to orally inform the student's parent(s) /guardian(s), or the adult student (18 years of age or older), or the 16 or 17 year old student who has withdrawn parental control or the pupil's parent(s)/guardian(s) of the suspension.



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- 4.6.2 The Principal must complete a Brant Haldimand Norfolk Catholic District School Board Suspension and Expulsion Record Form (Appendix E) and give it to the school's secretary to input into Student Management System School.
- 4.6.3 The Principal must inform the pupil's teacher(s) of the suspension pending investigation into expulsion.
- 4.6.4 The Principal must provide written notice of the suspension to the adult pupil or the pupil's parent(s)/guardian(s) and the pupil and the School Superintendent of Education (Appendix N – Suspension Pending Possible Recommendation for Expulsion template). The written notice of suspension will include:
- a) The reason for suspension;
  - b) The duration of the suspension;
  - c) Information about the program for suspended pupils the pupil is assigned to;
  - d) Information about the investigation the Principal is conducting to determine whether to recommend expulsion; and
  - e) A statement that there is no immediate right to appeal the suspension. Any appeal must wait until the Principal decides whether to recommend an expulsion, and if the Principal decides not to recommend an expulsion, a statement that the suspension may be appealed to the Student Discipline Committee, and if the Principal decides to recommend an expulsion that the suspension may be addressed at the expulsion hearing.
- 4.6.5 Every effort should be made to include school work with the letter of suspension to the pupil and the pupil's parent(s)/guardian(s) (unless the pupil is an adult pupil) on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or his/her parent(s)/guardian(s) is not available, the letter should be mailed, or couriered, faxed or emailed to the home address that day and school work should be made available for the adult pupil's designate or pupil's parent(s)/guardian(s) or designate to pick-up from the school the following school day.
- 4.6.6 If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent. If notice is sent by fax or email, it is deemed to have been received the first school day after it was sent.
- 4.6.7 Where the incident is of a serious violent nature such as possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical attention, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated, the Principal shall note the incident on the:
- 4.6.7.1 Safe Schools Incident Reporting Form – Part I, Section 6 (Appendix B – Part I) and file it in the pupil's Ontario School Record; and complete the
  - 4.6.7.2 Violent Incident Report Form (Appendix D) and file it in the pupil's Ontario School Record.
- 4.7 As part of the investigation, the Principal will:
- 4.7.1 make all reasonable efforts to speak with the adult pupil or the pupil's parent(s)/guardian(s) and the pupil;
  - 4.7.2 include interviews with witnesses who the Principal determines can contribute relevant information to the investigation; and
  - 4.7.3 make every reasonable effort to interview any witnesses suggested by the pupil, or the pupil's parent(s)/guardian(s).
- 4.8 Any police investigation will be conducted separately from the Principal's inquiry.
- 4.9 The Principal will consult with the School Superintendent of Education regarding the decision whether or not to recommend that the pupil be expelled.





- 4.10 The Principal shall consider the mitigating and other factors when determining whether to recommend to the Student Discipline Committee that the pupil be expelled (see 4.2). The Principal shall consider whether or not the recommendation might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and disability, and/or is in a position of disadvantage in society and evaluate the appropriateness of the accommodation if any was provided.
- 4.11 If the Principal decides not to recommend to the Student Discipline Committee that the pupil be expelled, the Principal must:
- 4.11.1 confirm the suspension and its duration;
  - 4.11.2 confirm the suspension but shorten its duration and amend the record accordingly; or
  - 4.11.3 withdraw the suspension and expunge the record.
- 4.12 If the Principal has decided not to recommend an expulsion of the pupil, the Principal will provide written notice of this decision to the adult pupil or the pupil's parent(s)/guardian(s) and pupil (see Appendix O – Decision Letter Not to Recommend Expulsion). The notice shall include:
- 4.12.1 A statement that the pupil will not be subject to an expulsion hearing for the activity that resulted in the suspension;
  - 4.12.2 A statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn;
  - 4.12.3 If the suspension has been upheld in duration or upheld and shortened, the following information about the right to appeal the suspension to the Student Discipline Committee shall be included with the written notice of the decision:
    - a) a copy of the Board's Student Behaviour, Discipline and Safety Policy 200.09 and guidelines regarding suspension appeals (Appendix L – Suspension Appeal Guidelines);
    - b) contact information for the Superintendent to which notice of appeal must be given; and
    - c) a statement that written notice of an intention to appeal must be given within five (5) school days following receipt by the party of notice of the decision not to recommend expulsion.
- 4.13 If a Principal, in consultation with the School Superintendent of Education, determines that a recommendation for expulsion is warranted, the Principal must refer the recommendation for expulsion to the Student Discipline Committee to be heard within twenty (20) school days from the date the Principal suspended the pupil unless the parties to the expulsion hearing agree upon a later date. The Superintendent will inform the other members of the Student Discipline Committee.
- 4.14 For the purposes of the expulsion proceeding, the Principal will:
- 4.14.1 Prepare a report to be submitted to the Student Discipline Committee and provide the report to the pupil and the pupil's parent(s)/guardian(s) (unless the pupil is an adult pupil) prior to the hearing.

The report will include:

    - a) a summary of the findings the Principal made in the investigation;
    - b) an analysis of which, if any, mitigating or other factors or Human Rights Code related grounds might be applicable;
    - c) a recommendation of whether the expulsion should be from the school or from the Board; and
    - d) a recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.
- 4.15 The Principal shall inquire with the Director of Education or designate as to the date and location of the hearing and provide written notice of the expulsion hearing to the adult pupil or the pupil's parent(s)/guardian(s) and pupil (see Appendix P – Notice of Recommendation for Expulsion letter template).



The notice shall include:

- 4.15.1 a statement that the pupil is being referred to the Student Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
- 4.15.2 a statement that the pupil and/or his or her parent(s)/guardian(s) has the right to respond to the Principal's report in writing;
- 4.15.3 Detailed information about the procedures and possible outcomes of the expulsion hearing, including that:
  - a) if the Student Discipline Committee does not expel the pupil they will either confirm, confirm and shorten, or withdraw the suspension;
  - b) parent(s)/guardian(s) or legal counsel have the right to make a presentation or submissions with respect to the suspension;
  - c) any decision with respect to the suspension is final and cannot be appealed;
  - d) if the pupil is expelled from the school, they will be assigned to another school;
  - e) if the pupil is expelled from the Board, they will be assigned to a program for expelled pupils; and
  - f) if the pupil is expelled, there is a right of appeal to the Child and Family Review Board.
- 4.15.4 Attached to the notice shall be:
  - a) a copy of the Board's Student Expulsion Guidelines (Appendix Q);
  - b) a copy of the District Code of Conduct (Appendix A) and School Code of Conduct; and
  - c) a copy of the Suspension Pending Possible Recommendation for Expulsion letter (Appendix N).
- 4.16 The Director of Education or designate shall act as a resource to the Student Discipline Committee and shall:
  - 4.16.1 Advise the Student Discipline Committee and shall prepare a package of documents for the Student Discipline Committee, which will include at least the following components:
    - a) a copy of the Principal's report; and
    - b) a copy of the notice of expulsion sent to the adult pupil or pupil's parent(s)/guardian(s);
  - 4.16.2 Submit the Principal's report to the School Superintendent of Education;
  - 4.16.3 Ensure that the item is placed on the Student Discipline Committee agenda for the date and time set out on the notice to the adult pupil or the pupil's parent(s)/guardian(s) and coordinate the attendance of the Trustees; and
  - 4.16.4 Confirm with the adult pupil or the pupil's parent(s)/guardian(s) the date and location of the expulsion hearing, and provide a copy of the Student Expulsion Guidelines (Appendix Q).
- 4.17 The Director of Education or designate may arrange a meeting with the adult pupil or the pupil's parent(s)/guardian(s) and pupil and the Principal as appropriate. If a meeting is arranged, the Director of Education or designate will:
  - 4.17.1 review the Student Discipline Committee process for expulsion hearings, as well as respond to any questions or concerns the pupil or the pupil's parent(s)/guardian(s) may have regarding the process or incident;
  - 4.17.2 assist to narrow the issues and identify agreed upon facts.
- 4.18 If the Principal recommends expulsion, the Student Discipline Committee shall hold a hearing and the parties before the Student Discipline Committee will be: the Principal and the adult pupil or the pupil's parent(s)/guardian(s). If a pupil is not a party, s/he has the right to be present at the expulsion hearing and to make the submissions on his/her own behalf. The Student Discipline Committee may grant a person with daily care authority to make submissions on behalf of the pupil. An adult pupil or pupil's parent(s)/guardian(s) may bring legal counsel, an advocate or support person with them to the expulsion hearing. The Principal may bring legal counsel to the expulsion hearing.



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- 4.19 At the expulsion hearing, the Student Discipline Committee shall consider:
- 4.19.1 oral and written submissions, if any, of all parties;
  - 4.19.2 whether or not the Human Rights Code should be applied in the circumstances to mitigate the discipline if any;
  - 4.19.3 the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion;
  - 4.19.4 the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn;
  - 4.19.5 all other matters as the Student Discipline Committee considers appropriate;
  - 4.19.6 the mitigating and other factors (sections 4.2 and 4.3);
  - 4.19.7 whether or not the expulsion might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation is required in the circumstances.
  - 4.19.8 where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Student Discipline Committee may request further evidence as set out in the Student Expulsion Guidelines (Appendix Q), subject to the requirement that the hearing take place within twenty (20) school days, or the Student Discipline Committee may assess the evidence and determine whether, on a balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.
- 4.20 If the Student Discipline Committee decides not to expel the pupil, the Student Discipline Committee shall take the submissions of the parties regarding the suspension into account, including mitigating and other factors, in determining whether to:
- 4.20.1 confirm the suspension and its duration;
  - 4.20.2 confirm the suspension but shorten its duration and amend the record accordingly; or
  - 4.20.3 quash the suspension and order that the record be expunged.
- 4.21 The Student Discipline Committee shall give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension (Appendix R – Expulsion Decision letter template) and Appendix S (Expulsion Decision of the Student Discipline Committee document). The Student Discipline Committee's decision with respect to the suspension is final.
- 4.22 In the event the Student Discipline Committee decides to impose an expulsion on the pupil, the Student Discipline Committee must decide whether to impose a Board expulsion or a school expulsion. In determining the type of the expulsion, the Student Discipline Committee shall consider the following factors:
- 4.22.1 the mitigating and other factors;
  - 4.22.2 whether a school or Board expulsion is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether it is likely to result in a greater likelihood of further inappropriate conduct;
  - 4.22.3 whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school;
  - 4.22.4 the application of the Ontario Human Rights Code;
  - 4.22.5 all submissions and views of the parties;
  - 4.22.6 any written response to the Principal's report provided before the completion of the hearing;
  - 4.22.7 whether or not the type of expulsion might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation is required in the circumstances; and
  - 4.22.8 such other matters as the Student Discipline Committee considers appropriate.



- 4.23 Where the Student Discipline Committee decides to impose a school expulsion, then the Student Discipline Committee must assign the pupil to another school and to the program for suspended and expelled pupils.
- 4.24 The Student Discipline Committee must promptly provide written notice of the decision to expel the pupil to all parties (see Appendix R – Expulsion Decision letter template and Appendix S – Expulsion Decision of the Student Discipline Committee). The written notice shall include:
- 4.24.1 the reason for the expulsion;
  - 4.24.2 a statement indicating whether the expulsion is a school expulsion or a Board expulsion;
  - 4.24.3 information about the school or program to which the pupil has been assigned; and
  - 4.24.4 information about the right to appeal the expulsion, including the steps to be taken.
- 4.25 Once the Principal has received notice that a pupil has been expelled, s/he must create a Student Action Plan (SAP) (Appendix T) for suspended and expelled pupils. The Superintendent of Education shall assign a person to adjudicate the successful completion of a student's SAP.
- 4.26 An expelled pupil is a pupil of the Board, even when s/he attends a program for expelled pupils at another School Board, unless s/he does not attend the program or registers at another School Board.
- 4.27 A pupil who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once s/he has successfully completed a program for expelled pupils or has satisfied the objectives required for completion of the program, as determined by the person who provides the program.
- 4.28 When the school's Superintendent of Education receives notice from the expelled pupil's SAP adjudicator that the pupil has successfully satisfied the objectives required for completion of the program, the school's Superintendent of Education shall, upon written application by the pupil, re-admit the pupil and inform the pupil in writing of the re-admission.
- 4.29 A pupil who is subject to a school expulsion may apply in writing to the school Superintendent of Education to be re-assigned to the school from which s/he was expelled. At that time:
- 4.29.1 the school's Superintendent of Education will consider whether re-attendance will have a negative impact on the school climate, including on any victim, where applicable;
  - 4.29.2 the pupil will be required to demonstrate that s/he has learned from the incident and has sought counseling, where appropriate;
  - 4.29.3 the pupil will be required to sign a Declaration of Performance form (Appendix U) provided by the Superintendent of Education; and
  - 4.29.4 the Superintendent of Education may determine that a different school than the one from which the pupil was expelled is a more appropriate placement for the pupil.
- 4.30 The adult pupil or the pupil's parent(s)/guardian(s) may appeal a Board decision to expel the pupil to the Child and Family Services Review Board. The decision of the Child and Family Services Review Board is final.
- 4.31 **Appeal of Board Decision to Expel**  
The adult pupil or the pupil's parent(s)/guardian(s) may appeal a Board decision to expel the pupil to the Child and Family Services Review Board.



The Child and Family Services Review Board is designated to hear and determine appeals of school Board decisions to expel pupils.

- An individual who appeals an expulsion may argue that his/her rights pursuant to the Human Rights Code have been infringed.
- In addition, a separate right to apply to the Human Rights Tribunal of Ontario exists where an individual believes his/her rights pursuant to the Human Rights Code have been infringed.

The decision of the Child and Family Services Review Board is final.

## **5.0 Programs for Suspended or Expelled Pupils**

- 5.1** A Student Action Plan (SAP) (Appendix T) shall be developed for every pupil that has been suspended for more than five (5) consecutive school days who makes a commitment to attend the program for suspended pupils. The SAP has two components: 1) an academic component; and, 2) a non-academic component, and shall address discipline and safety.
- 5.2** Pupils who have been suspended for more than five (5) consecutive school days but fewer than eleven (11) consecutive school days shall be offered academic supports and may be offered non-academic supports. A pupil who has been suspended for eleven (11) or more consecutive school days or has been expelled from school shall be provided with both academic and non-academic supports, which shall be identified in the pupil's SAP.
- 5.3** The Principals will actively encourage suspended pupils to participate in the program for suspended or expelled pupils. Where the adult pupil or pupil's parent(s)/guardian(s) declines the offer to participate in the SAP, the Principal or Vice-Principal shall record the date and time of such refusal. Should the adult pupil or a pupil's parent(s)/guardian(s) choose not to have the pupil participate in the program, the pupil will continue to be provided with school work to be completed at home for the duration of his/her suspension. This school work will be available at the school for pick-up by the adult pupil's designate or the pupil's parent(s)/guardian(s) or designate at regular intervals during the suspension period. In circumstances where the school work is not picked up, the Principal should contact the adult pupil or the pupil's parent(s)/guardian(s) to determine whether the school work will be picked up. The Principal should record the follow-up and response.
- 5.4** The SAP must be implemented as soon as possible following notification from the adult pupil or the pupil's parent(s)/guardian(s) that the pupil will participate in the SAP. The Principal must ensure that the pupil is provided with school work until the SAP is in place.
- 5.5** The SAP shall be developed under the direction of the Principal. The Principal shall hold a planning meeting that must include school and Board staff and the student. Where possible, the student's parent(s)/guardian(s) should attend. Once completed, the SAP will be shared with the adult pupil, or the pupil's parent(s)/guardian(s) and the pupil and all necessary staff to facilitate implementation. In developing the SAP, the Principal should consider what types of support, if any, the pupil may require during the suspension and upon his or her return to school. In developing the SAP, the Principal shall consider continuing any supports that may have been in place for the pupil prior to the suspension. In the case of pupils with Special Education needs, the Principal shall provide appropriate support consistent with the pupil's IEP.
- 5.6** The SAP shall identify:
- 5.6.1 objectives of the SAP;
  - 5.6.2 the needs academic needs of the pupil;
  - 5.6.3 risk factors and protective factors for the pupil; and
  - 5.6.4 types of supports that the pupil may need to continue his/her learning



- 5.7** Following a suspension of six (6) or more school days, a re-entry meeting will be held with appropriate staff, the pupil, and the pupil's parent(s)/guardian(s) if possible, to facilitate the pupil's transition back to school. The results of the pupil's SAP may be reviewed at the re-entry meeting.

**6.0 Delegation of Authority**

- 6.1** Whenever possible, the Board will attempt to have an administrator present on school property.
- 6.2** A Principal may delegate authority for discipline matters to a Vice-Principal or teacher-in-charge in accordance with the Board's procedures. A delegation of authority to a teacher-in-charge will only come into effect if there are no administrators present on school property. Those who are delegated authority for discipline matters must respect and implement their duties and decisions as required by the Education Act, Board policies and procedures and the Human Rights Code of Ontario.
- 6.3** Delegation of Authority to a Vice-Principal
- 6.3.1** Vice-Principals may be delegated authority by the Principal to receive oral and written reports of suspension and expulsion infractions from Board employees and transportation providers in accordance with this procedure, and to report infractions to the Police in accordance with the Police and School Response Protocol.
- 6.3.2** Vice-Principals may be delegated authority by the Principal to conduct an investigation and/or inquiry when an infraction has occurred requiring further information before further action can be taken.
- 6.3.3** A Vice-Principal may be delegated authority to consider and implement progressive discipline measures following the investigation of an incident, which has occurred on school property, or during a school activity or in circumstances having an impact on the school climate and that by its nature does not require the Principal to consider imposing a suspension and does not require the Principal to consider imposing a suspension pending an inquiry for the purposes of recommending an expulsion.
- 6.3.4** A Vice-Principal may be delegated authority to impose a suspension of five (5) or fewer days in accordance with these procedures.
- 6.3.5** A Vice-Principal may be delegated authority to create and facilitate all aspects of the Student Action Plan process when a pupil has been suspended for five (5) or more days or when a pupil who is referred to the Student Discipline Committee of the Board for expulsion.
- 6.3.6** A Vice-Principal may be delegated authority to notify a parent/guardian of a pupil who has been the victim of an incident in accordance with the notification provisions outlined in these procedures, including an incident that might lead to a suspension or recommendation for expulsion. The Vice-Principal may communicate the supports being provided for the victim, such as a Safety Plan, as well as any other Board and community supports in accordance with these procedures. A Vice-Principal may be delegated authority to develop a Safety Plan (Appendix V) for an individual.
- 6.3.7** A Vice-Principal may be delegated authority to coordinate a transition meeting for a pupil where a decision has been made by the Superintendent in consultation with the Principal that the pupil must be transferred to another school.
- 6.3.8** Authority delegated to the Vice-Principal may include one or more of the following:
- (1) receive reports about suspension and expulsion infractions from Board employees and transportation providers;
  - (2) contact police in accordance with the Police and School Response Protocol;
  - (3) conduct investigations and inquiries;
  - (4) consider and implement progressive discipline measures;
  - (5) impose suspensions of between one (1) and five (5) days;
  - (6) develop and implement Student Action Plans;
  - (7) notify a parent/guardian of a pupil who has been the victim of an incident;
  - (8) develop a Safety Plan (Appendix V);
  - (9) develop a Transition Plan; and



- (10) organize and be responsible for a school transfer meeting.
- 6.3.9 The Principal may delegate the performance of one or more of the above-noted responsibilities to a Vice-Principal to be performed by the Vice-Principal despite the Principal's presence in the school.
- 6.3.10 Despite authority to conduct investigations and inquiries, as noted above, where, in the Vice-Principal's opinion, the allegations might attract discipline requiring a suspension of five (5) or more days, the Vice-Principal shall consult with and/or receive direction from the Principal or Superintendent throughout the investigation process.
- 6.3.11 A Vice-Principal may not be delegated the Student Management System to impose a suspension of more than five (5) days or make the final decision with respect to recommending to the Board that a pupil be expelled.

**6.4 Delegation of Authority to Teacher-In-Charge**

- 6.4.1 A teacher-in-charge may be delegated authority by the Principal to receive reports about suspension and expulsion infractions from Board employees and transportation providers, in which case, the teacher-in-charge shall at the earliest opportunity inform the Principal or Vice-Principal and when the absence of the Principal and Vice-Principal might be for one or more days, the Superintendent.
- 6.4.2 A teacher-in-charge may be delegated authority to contact the police in an emergency or in the event of an incident requiring police involvement in accordance with the Police and School Response Protocol.
- 6.4.3 A teacher-in-charge may be delegated authority by the Principal to conduct an investigation when an infraction has occurred requiring further information before action can be taken. When it appears that the incident might attract discipline in the form of suspension or expulsion, the teacher-in-charge shall NOT proceed to investigate, but shall at the earliest opportunity provide the Principal or Vice-Principal, and in the absence of the Principal and Vice-Principal for one or more days, the Superintendent, with a detailed written and oral account of the steps taken and information determined up to that point.
- 6.4.4 All incidents on school property occurring during a school-related activity or having an impact on school climate that might result in suspension or suspension and a recommendation for expulsion shall be reported by the teacher-in-charge to the Principal, or the Vice-Principal in the Principal's absence, at the earliest opportunity, and in the absence of the Principal and Vice-Principal for one or more days, the Superintendent.
- 6.4.5 In such circumstances, the teacher-in-charge may be delegated authority to provide information to the parent/guardian of a pupil, who is NOT an adult pupil and where the teacher-in-charge is NOT of the opinion that informing the parent/guardian would put the pupil at risk of harm, about the fact that harm has been caused and the nature of the harm that has occurred. The teacher-in-charge shall also inform the parent/guardian that, at the earliest opportunity, an administrator will contact the parent/guardian to provide further information about the activity causing harm and the steps that will be taken to support the victim and ensure the victim's safety. The teacher-in-charge may inform a parent/guardian of an adult pupil if that pupil consents to the disclosure of information.
- 6.4.6 A teacher-in-charge shall NOT be delegated authority to share with the parent/guardian of a victim the name of the suspected perpetrators and/or the discipline measures that might be taken by the school to address the infraction.
- 6.4.7 The teacher-in-charge may be delegated authority to consider and implement progressive discipline measures following the investigation of an incident, which has occurred on school property, during a school activity, or in circumstances having an impact on the school climate, that by its nature does not require the Principal to consider imposing a suspension and does not require the Principal to consider imposing a suspension pending an inquiry for the purposes of recommending an expulsion.
- 6.4.8 A teacher-in-charge shall not be delegated authority to suspend a pupil.
- 6.4.9 If at any time the teacher-in-charge is uncertain or uncomfortable about the duties that have been delegated and/or the possible application of the Human Rights Code, s/he should take immediate



steps to contact an administrator. In emergency circumstances, where an administrator is not available, the teacher-in-charge shall contact the school Superintendent.

- 6.4.10 Written notice identifying the authority being delegated to the teacher-in-charge, the timeframe for the delegation of the authority, and the resources available to the teacher in charge must be provided.
- 6.4.11 When a teacher-in-charge has been identified to assume duties for a particular timeframe, communication by internal electronic mail shall be provided to all staff members of the school, who are anticipated to be in attendance during the particular timeframe, identifying the name of the teacher-in-charge and the timeframe for the administration's absence.





**Glossary of Key Policy Terms:**

**Adult Student**

A student who is 18 years of age or 16 or 17 years of age who has withdrawn from parental control.

**Bullying**

Aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
  - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying includes bullying by electronic means, including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

**District Safe and Accepting Schools Committee**

The District Safe and Accepting Schools Committee shall include a wide variety of stakeholder groups and may be comprised of a Supervisory Officer, one Principal from each panel, a teacher from each panel, and a member of the Student Senate. The team may also include representation from the Deaneries, Catholic School Advisory Councils, local police services and community partners/agencies.



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## Appendices

- A – District Code of Conduct
- B – Safe Schools Incident Reporting Form - Part 1
- B – Safe Schools Incident Reporting Form – Part II (*Acknowledgement of Receipt of Report*)
- C - Suspension and Expulsion Guidelines - Flowchart
- D – Violent Incident Report Form
- E - Suspension/Expulsion Record Form
- F – Suspension letter template: 5 days or less (*Principal to Adult Student/Parent-Guardian*)
- G – Suspension letter template: 6-10 days (*Principal to Adult Student/Parent-Guardian*)
- H – Suspension letter template: 11-20 days (*Principal to Adult Student/Parent-Guardian*)
- I – Notice of Suspension Review letter template (*Superintendent to Adult Student/Parent-Guardian*)
- Suspension Review Decision letter template (*Superintendent to Adult Student/Parent-Guardian*)
- Notice of Suspension Appeal letter template (*Superintendent to Adult Student/Parent-Guardian*)
- L – Suspension Appeal Guidelines
- M (A) – Suspension Appeal Decision of the Student Discipline Committee letter template (*Superintendent to Adult Student/Parent - Guardian*)
- M (B) – Suspension Appeal Decision of the Student Discipline Committee document (*Superintendent to Adult Student/Parent - Guardian*)
- N – Suspension Pending Possible Recommendation for Expulsion letter template (*Principal to Adult Student/Parent-Guardian*)
- O – Decision Letter Not to Recommend Expulsion letter template (*Principal to Adult Student / Parent-Guardian*)
- P – Notice of Recommendation for Expulsion letter template (*Principal to Adult Student / Parent-Guardian*)
- Q – Student Expulsion Guidelines
- R – Expulsion Decision letter template (*Superintendent to Adult Student/Parent-Guardian*)
- S – Expulsion Decision of the Student Discipline Committee document
- T – Student Action Plan (SAP)
- U - Declaration of Performance form (to be signed by student)
- V - Safety Plan

## References

The Education Act  
O. Regulation 440/20: Suspension of Elementary School Pupils  
P/PM 128 The Provincial Code of Conduct and School Board Codes of Conduct  
P/PM 141 School Board Programs for Students on Long-Term Suspension  
P/PM 142 School Board Programs for Expelled Students  
P/PM 144 Bullying Prevention and Intervention  
P/PM 145 Progressive Discipline and Promoting Positive Student Behaviour  
P/PM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools  
P/PM 149 Protocol for Partnerships with External Agencies  
Equity and Inclusive Education Policy 200.23  
Student Attendance 200.29  
Transportation of Students 400.19

Brant Haldimand Norfolk Catholic School Board  
District Code of Conduct<sup>1</sup>

The Brant Haldimand Norfolk Catholic District School Board believes in the dignity of the human person. Therefore:

- Parents, students and staff need to work together to make sure Catholic schools are safe places to learn.
- Students are able to achieve their highest potential when they feel welcome and included at school.
- When we foster positive relationships that emphasize mutual respect, understanding and trust, we are able to improve the cohesion of our community.

We promote a safe, inclusive and accepting environment through:

- living our Catholic faith, virtues, morals and values;
- implementing the District Code of Conduct;
- establishing appropriate programs, training and activities;
- providing early and ongoing identification and intervention strategies;
- implementing strategies, education, and training specifically addressing bullying prevention and intervention as well as programs, interventions and other supports for students who have been bullied, witnessed bullying, or engaged in bullying;
- providing curricular and program links;
- establishing progressive discipline programs and strategies;
- administering fair and consistent progressive disciplinary action in keeping with the Education Act, Board policy<sup>2</sup> and other relevant legislation; and
- training for all staff in the knowledge, skills and attitudes necessary to develop and maintain safe, inclusive and accepting learning and teaching environments.

We believe that a safe, inclusive and accepting environment is accomplished when all community members:

- demonstrate the Gospel values of Jesus including love, reconciliation, hospitality, justice, peace, honesty and integrity;
- respect the rights and dignity of others regardless of their differences;
- respect the rights of others to work in an environment of teaching and learning;
- respect persons who are in a position of authority;
- respect and comply with all federal, provincial and municipal laws;
- show proper care for school property and the property of others; and
- resolve conflict in a peaceful, non-violent manner.

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<sup>1</sup> Reviewed and finalized in May 2016. To be reviewed again in 2018.

<sup>2</sup> Student Behaviour, Discipline and Safety Policy 200.09

## **Roles and Responsibilities**

Each member of the school community has specific roles and responsibilities in providing a safe, inclusive and accepting environment which promotes respect, civility and academic excellence.

### **Principals and Vice Principals**

Under the direction of the School Board, principals/vice principals provide leadership in the daily operation of the school. Leadership is provided by:

- supporting the mission and spiritual theme of the Brant Haldimand Norfolk Catholic District School Board<sup>3</sup>
- demonstrating care for the school community and a commitment to Gospel values and academic excellence in a safe, inclusive and accepting teaching environment;
- modelling respect and civility with dignity for all members of the school community;
- holding everyone under their authority accountable for their behavior and actions;
- communicating regularly and meaningfully with all members of their school community; and
- empowering students to be positive leaders in their school, parish and community as outlined in the Ontario Catholic School Graduate Expectations<sup>4</sup>

### **Teachers and School Staff Members**

As role models of Gospel values, principals/vice principals and all school staff share in the responsibility to maintain order in the school, and are expected to hold everyone to the highest standard of respectful and responsible behavior. All school staff uphold these high standards by:

- supporting the mission and spiritual theme of the Brant Haldimand Norfolk Catholic District School Board;
- demonstrating respect for all students, staff, parents, guardians, volunteers and the members of the parish and school community;
- maintaining consistent standards of behaviour for all students;
- helping students work to their full potential and develop their sense of self-worth;
- communicating regularly and meaningfully with parents/guardians;
- preparing students for the full responsibilities of citizenship as outlined in the Ontario Catholic School Graduate Expectations; and
- empowering students to be positive leaders in their classroom, school, parish and community.

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<sup>3</sup> Board mission statement: As a Catholic Learning Community, we provide faith formation and academic excellence, which enable our graduates to live a life of love and service in Christ.

<sup>4</sup> Ontario Catholic School Graduate Expectations: A Discerning Believer; An Effective Communicator; A Reflective, Creative and Holistic Thinker; A Self-Directed, Responsible, Lifelong Learner; A Collaborative Contributor; A Caring Family Member; and a Responsible Citizen. (Institute for Catholic Education, 2011)

## **Students**

Students are to be treated with respect and dignity. In return, students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behavior. In keeping with our Catholic values, respect and responsibility are demonstrated when students:

- fulfill the Ontario Catholic School Graduate Expectations and live the Gospel message;
- show respect for themselves, others and those in authority;
- show respect for school property;
- come to school prepared, on time, and ready to learn;
- comply with the school's dress code/uniform policy;
- follow the established rules and take responsibility for their actions; and
- refrain from bringing anything to school that may compromise the safety of others.

## **Parents/Guardians**

As primary educators, parents/guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for students. Parents/guardians fulfill their role when they:

- teach and model our Catholic faith and values in their homes;
- support the mission of the Brant Haldimand Norfolk Catholic District School Board;
- ensure that their child attends school regularly and on time;
- help their child be dressed appropriately and prepared for school;
- promptly report to the school their child's absence or late arrival;
- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- encourage and assist their child in following the rules of behavior;
- show that they are familiar with the provincial Code of Conduct<sup>5</sup>, the District Code of Conduct and school rules; and
- assist school staff in dealing with disciplinary issues involving their child.

## **Community Partners**

Community partners play an essential role in making our schools and communities safer. Our community partners shape their work with us out of respect for our Catholic identity and Gospel values.

## **Police**

The police play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol co-developed with the Brant Haldimand Norfolk Catholic District School Board.

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<sup>5</sup>The Provincial Code of Conduct can be found at <http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

# Suspension Appeal Guidelines

The Suspension Appeal shall be held in accordance with the *Education Act*, the Board's Student Behaviour, Discipline and Safety Policy and Administrative Procedures.

1. Appeals of Suspension will be heard by the Student Student Discipline Committee sitting as a committee of three (3) Trustees appointed by the Board. One of the appointed Trustees will be elected Chair of the Student Student Discipline Committee. Appeals will be scheduled by the Superintendent of Education.
2. An adult pupil is a pupil who is 18 years old or older or who is 16 or 17 years old and has withdrawn from parental control.
3. A suspension may be appealed by an adult pupil or the pupil's parent(s)/guardian(s).
4. A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension within ten (10) school days of the commencement of the suspension. All appeals will be received by the Director of Education.
5. An individual who appeals a suspension may argue that his/her rights pursuant to the Human Rights Code have been infringed. In addition, a separate right to apply to the Human Rights Tribunal of Ontario exists where an individual believes his/her rights pursuant to the Human Rights Code have been infringed.
6. The suspension must be served even when an appeal is put forth.
7. The Board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension.)
8. Parties to a Suspension Appeal shall include the adult pupil or the pupil's parent(s)/guardian(s) and the principal. The pupil may also attend the Suspension Appeal.
9. The Superintendent of Education will act as Secretary to the Student Discipline Committee to facilitate the Appeal, ensure that a copy of the principal's report is forwarded to the parent(s)/guardian(s) prior to the Appeal and provided to the Student Discipline Committee at the beginning of the Appeal, and to ensure that any documents, reports and/or submissions prepared by the parent(s)/guardian(s) are provided to the principal at the earliest opportunity and to the Student Discipline Committee at the beginning of the Appeal.
10. A lawyer or agent may represent the parent(s)/guardian(s). Prior notice of a lawyer's or an agent's attendance at the Appeal must be provided to the Superintendent of Education. If prior notice is not provided, the Suspension Appeal may be rescheduled.
11. The Student Discipline Committee and/or the principal may exercise the right to legal counsel.
12. The principal will prepare a report summarizing the incident, the evidence relied upon and the rationale for discipline, including the pupil's disciplinary and academic history, any progressive discipline strategies that have been used and any mitigating and other factors that may be applicable.
13. The Student Discipline Committee of the Board may decide that:
  - a. The suspension was justified and should be upheld; or
  - b. The suspension was justified but that the number of days imposed was too many, in which case the Student Discipline Committee may reduce the length of the suspension and amend the record of suspension accordingly;
  - c. The suspension was justified, but that the record of suspension be removed after a period of time if there are no further incidents requiring discipline;
  - d. The suspension was not justified, in which case the record of suspension will be expunged, and the pupil will be permitted to return to school, if the suspension remains outstanding; or
  - e. Such other order as the Student Discipline Committee considers appropriate.
14. When making their determination, the Student Discipline Committee shall consider:
  - a. The principal's report and submissions;
  - b. The submissions and any other information provided by the parent(s)/guardian(s); and
  - c. The analysis and application of the mitigating and other factors, which may or may not be applicable in other circumstances.
15. The Student Discipline Committee may give such directions or make such orders at a Suspension Appeal as it considers necessary for the maintenance of order at the Appeal. Should any person disobey or fail to comply with any such order and direction, a Trustee may call for the assistance of a police officer to enforce the direction.
16. The Student Discipline Committee will wait for thirty (30) minutes after the time communicated for the commencement of the Suspension Appeal. If the parent(s)/guardian(s) or representative has not yet attended and notification that they may be late has not been provided, the Student Discipline Committee may proceed to hear the appeal or dismiss the appeal in their absence.

17. The Superintendent of Education will invite the parties into the Student Discipline Committee meeting room and will introduce the parties to the Student Discipline Committee.
18. The Superintendent of Education will introduce the Student Discipline Committee and will indicate:
  - a. That they have been appointed by the Board to hear the matter;
  - b. That they have had no prior involvement with the matter that has come before them;
  - c. That this matter will be heard *In Camera*; and
  - d. That the decision of the Student Discipline Committee is final.
19. The Superintendent of Education will call the Suspension Appeal meeting to order.
20. The Superintendent of Education will outline:
  - a. The process to be followed during a Suspension Appeal; and,
  - b. The matter on appeal before the Student Discipline Committee, including the suspension that was imposed and the infraction for which the pupil was suspended.
21. The Superintendent of Education will distribute copies of the principal's report and any documents submitted by or to be submitted by the parent(s)/guardian(s) to the Student Discipline Committee. The Student Discipline Committee may choose to have a brief recess in order to read the reports and documents.
22. The parent(s)/guardian(s) will be invited to make an oral presentation. Following the presentation:
  - a. Trustees may ask questions of clarification through the Chair; and,
  - b. Administration may ask questions of clarification through the Chair.
23. The pupil will be invited to make a statement on his/her own behalf to the Student Discipline Committee. Following the statement:
  - a. Trustees may ask questions of clarification through the Chair; and,
  - b. Administration may ask questions of clarification through the Chair.
24. Administration will be invited to make a presentation. Following the presentation:
  - a. Either the principal or the Superintendent of Education will review the report provided to the Student Discipline Committee and the parent(s)/guardian(s), and provide any response to the parent(s)/guardian(s)'s presentation;
  - b. Trustees may ask questions of clarification through the Chair;
- c. The parent(s)/guardian(s) may ask questions of clarification through the Chair.
25. The parent(s)/guardian(s) will be invited to respond to Administration's presentation, but only with respect to issues the parent(s)/guardian(s) has not previously addressed.
26. At the conclusion of both presentations, the parent(s)/guardian(s) and Administration will be invited to make summary statements but may not introduce new issues. The Student Discipline Committee may choose to have a brief recess prior to hearing the summary statements.
27. Trustees may ask final questions of clarification.
28. The Superintendent of Education will explain that:
  - a. All persons, except the Student Discipline Committee, will be asked to leave the room while the Trustees deliberate and make their decision;
  - b. The Superintendent of Education will be informed of the decision by the Student Discipline Committee and will relay this decision to the parties at the earliest opportunity.
29. The Superintendent of Education will contact the parties involved by phone the next day with the decision of the Student Discipline Committee. Written notice shall also be provided to the adult pupil or the pupil's parent(s)/guardian(s) informing them of the decision of the Student Discipline Committee.
30. The decision of the Student Discipline Committee is final.



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# Student Expulsion Guidelines

The Student Expulsion Guidelines shall be held in accordance with the Education Act and the Board's Student Behaviour, Discipline and Safety Procedures.

1. A principal may consider issuing a suspension pending expulsion, if the pupil engages in the following behaviours:
  - Possessing a weapon including possessing a firearm;
  - Using a weapon to cause or to threaten bodily harm to another person;
  - Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
  - Committing sexual assault;
  - Trafficking in weapons or in illegal drugs;
  - Committing robbery;
  - Giving alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication to a minor;
  - Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)
  - Any act leading to a suspension (listed in section 4.1 of the Student Behaviour, Discipline and Safety Policy 200.09) that is motivated by bias, prejudice, or hate; based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
  - An act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
  - A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
  - Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
  - Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property; and/or
  - The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.
2. A principal must take the following mitigating circumstances into account:
  - The pupil does not have the ability to control his or her behaviour.
  - The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
  - The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.
3. A principal shall consider the following other factors if they will mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:
  - The pupil's history.
  - Whether a progressive discipline approach has been used with the pupil.
  - Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
  - How the suspension or expulsion would affect the pupil's ongoing education.
  - The age of the pupil.
  - In the case of a pupil for whom an Individual Education Plan has been developed,
    - i. whether the behaviour was a manifestation of a disability identified in the pupil's Individual Education Plan,
    - ii. whether appropriate individualized accommodation has been provided, and
    - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.
4. The expulsion hearing may be attended by:
  - The principal who suspended the student
  - The adult pupil or the pupil and his/her parent(s) or guardian(s)
  - Legal counsel may represent the pupil/parent(s)/guardian(s)\*
  - Members of the Board's Student Discipline Committee
5. Prior notice and name of legal counsel in attendance at the hearing must be provided to the Director of Education one week before the hearing. If prior notice is not provided, the Expulsion Hearing may be rescheduled.
6. The Board's Student Discipline Committee will hear the expulsion hearing. This committee is composed of two (2) trustees appointed by the board;
  - One trustee will be elected Chair of the Student Discipline Committee;
  - Hearings will be scheduled by a Superintendent of Education;



- The Board will hear the expulsion hearing within 20 school days from the initial suspension, unless the parties agree on a later date.
7. Parent(s)/Guardian(s) will receive from the Superintendent of Education a copy of the Principal's report. The report will include:
    - A summary of the findings the Principal made in the investigation;
    - An analysis of which, if any, mitigating or other factors or human Rights Code related grounds might be applicable;
    - A recommendation of whether the expulsion should be from the school or from the Board; or
    - Recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.
  8. At the expulsion hearing, the Superintendent of Education will introduce everyone and outline the process to be followed during the hearing:
    - Copies of the Principal's report and any other documentation will be distributed
    - The Principal and/or Superintendent will make a presentation;
    - The parent(s)/guardian(s) will be invited to make an oral presentation;
    - The pupil, if present, will be invited to make a statement;
    - Both parties will be provided an opportunity to make summary statements before the Board's Student Discipline Committee deliberates and makes decision.
  9. In most cases, the Student Discipline Committee's decision will be communicated at the hearing followed by a written notice to the adult pupil or the pupil's parent(s)/guardian(s); otherwise the parties involved will be contacted by phone the following day.
  10. The Board's Student Discipline Committee will decide whether to expel the pupil or not to expel the pupil but maintain the suspension, shorten the suspension or excuse the suspension.
  11. If the student is to be expelled, the Committee will decide if the expulsion is from the student's school or from all schools within the Board.
  12. Expelled pupils are assigned to a program for expelled students.
  13. To appeal the Student Discipline Committee's decision, written notice must be given to the Child and Family Services Review Board within thirty (30) days after the expulsion hearing. The Appeal Notice must include a written statement setting out all of the reasons for the appeal, and a copy of the expulsion decision by the Committee. The Child and Family Services Review Board will hear the expulsion appeal within thirty (30) days of receiving the notice to appeal the expulsion. The decision of the Child and Family Services Review Board is final.

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer  
Presented to: Committee of the Whole  
Submitted on: January 19, 2021  
Submitted by: Mike McDonald, Director of Education & Secretary

**TRUSTEE EXPENSES**

Public Session

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**BACKGROUND INFORMATION:**

Elected trustees, in their role of stewards and guardians of Catholic Education, are provided with resources, supports and reimbursements to fulfill their obligations, as permitted through the Education Act and the Broader Public Services Expenses Directive.

During their term in office, trustees are entitled to reimbursement for expenses incurred while carrying out their responsibilities and are outlined in Board Policy 100.10 – Trustee Expenses. Expenses may include, mileage or transportation costs, professional development and/or conferences, office supplies, and communication supports.

In accordance with Board Policy 100.10 – Trustee Expenses (Section 7.7), trustee expenses will be reported to the Board in a public session annually and will be posted on the Board’s website following the close of the previous school year’s financial records.

**DEVELOPMENTS:**

Appendix A summarizes trustee expenses for the period September 1, 2019 to August 31, 2020. This Statement of Trustee Expenses will be posted on the Board’s website in compliance with the above policy.

**RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approve the Statement of Trustee Expenses for the period September 1, 2019 to August 31, 2020.

Appendix A

**Brant Haldimand Norfolk Catholic District School Board  
Statement of Trustee Expenses  
School Year 2019-2020**

| <b>Trustee</b> | <b>Mileage</b>  | <b>Conferences</b> | <b>Meals</b>    | <b>Communication</b> | <b>Supplies</b> | <b>Other</b> | <b>Total</b>     |                                       |
|----------------|-----------------|--------------------|-----------------|----------------------|-----------------|--------------|------------------|---------------------------------------|
| Rick Petrella  | 589             | 847                | 335             | 1,295                | 64              | -            | 3,130            | Chair of the Board                    |
| Dan Dignard    | 617             | 669                | 118             | 1,326                | 64              | -            | 2,794            | Vice Chair of the Board to December   |
| Carol Luciani  | 1,212           | 713                | 134             | 906                  | 159             | -            | 3,124            | Vice Chair of the Board from December |
| Cliff Casey    | 1,587           | 847                | 235             | 304                  | 497             | -            | 3,470            | Trustee                               |
| Bill Chopp     | -               | 643                | 140             | 1,255                | 138             | -            | 2,176            | Trustee                               |
| Mark Watson    | 415             | 1,163              | 78              | 2,579                | 64              | -            | 4,299            | Trustee                               |
|                | <b>\$ 4,420</b> | <b>\$ 4,882</b>    | <b>\$ 1,040</b> | <b>\$ 7,665</b>      | <b>\$ 986</b>   | <b>\$ -</b>  | <b>\$ 18,993</b> |                                       |

**2020-21**  
**Trustee Meetings and Events**

| <b>Date</b>                | <b>Time</b>               | <b>Meeting/Event</b>   |
|----------------------------|---------------------------|--|
| February 4, 2021           | 3:00 pm                   | Policy Committee   |
| February 10, 2021          | 3:00 pm                   | Executive Council  |
| <b>February 16, 2021</b>   | 1:00 pm<br><b>7:00 pm</b> | Special Education Advisory Committee<br><b>Committee of the Whole</b>                              |
| <b>February 23, 2021</b>   | 2:00 pm<br><b>7:00 pm</b> | Student Transportation Services Brant Haldimand Norfolk Board of Directors<br><b>Board Meeting</b> |
| March 4, 2021              | 3:00 pm                   | Policy Committee   |
| March 10, 2021             | 5:00 pm                   | Executive Council  |
| March 11, 2021             | 9:00 am                   | Mental Health Steering Committee   |
| <i>March 15-19, 2021</i>   |                           | <i>MARCH BREAK</i>   |
| <b>March 23, 2021</b>      | 1:00 pm<br><b>7:00 pm</b> | Special Education Advisory Committee<br><b>Committee of the Whole</b>                              |
| <b>March 30, 2021</b>      | <b>7:00 pm</b>            | <b>Board Meeting</b>   |
| April 8, 2021              | 3:00 pm                   | Policy Committee   |
| April 14, 2021             | 5:00 pm                   | Executive Council  |
| <b>April 20, 2021</b>      | 1:00 pm<br><b>7:00 pm</b> | Special Education Advisory Committee<br><b>Committee of the Whole</b>                              |
| April 21, 2021             | 7:00 pm                   | Regional Catholic Parent Involvement Committee   |
| <b>April 27, 2021</b>      | <b>7:00 pm</b>            | <b>Board Meeting</b>   |
| May 1, 2021                | 9:00 am                   | Virtual Ontario Catholic School Trustees' Association AGM  |
| <i>May 2 - May 7, 2021</i> |                           | <i>Catholic Education Week</i>   |
| May 6, 2021                | 3:00 pm                   | Policy Committee   |
| May 12, 2021               | 3:00 pm                   | Executive Council  |
| <b>May 18, 2021</b>        | 1:00 pm<br><b>7:00 pm</b> | Special Education Advisory Committee<br><b>Committee of the Whole</b>                              |
| <b>May 25, 2021</b>        | 9:00 am<br><b>7:00 pm</b> | Student Transportation Services Brant Haldimand Norfolk Board of Directors<br><b>Board Meeting</b> |
| June 3 - 5, 2021           | TBD                       | Canadian Catholic School Trustees' Association AGM   |
| June 3, 2021               | 3:00 pm                   | Policy Committee   |
| June 9, 2021               | 5:00 pm<br>7:00 pm        | Executive Council<br>Regional Catholic Parent Involvement Committee                                |
| June 10, 2021              | 9:00 am                   | Mental Health Steering Committee   |
| <b>June 15, 2021</b>       | 1:00 pm<br><b>7:00 pm</b> | Special Education Advisory Committee<br><b>Committee of the Whole</b>                              |
| June 21, 2021              | 5:00 pm                   | Audit Committee  |
| <b>June 22, 2021</b>       | <b>7:00 pm</b>            | <b>Board Meeting</b>   |
| TBD                        | TBD                       | Assumption College Graduation  |
| TBD                        | TBD                       | Holy Trinity Graduation  |
| TBD                        | TBD                       | St. John's College Graduation  |

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Catholic Education Advisory Committee, Communications and Information Technology Advisory Committee, Legal Expenses Review Committee, Policy Committee