



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Agenda

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

### Special Meeting of the Board Wednesday August 28, 2024 ♦ 4:30pm Board Office

#### Trustees:

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

#### Senior Administration:

Michael McDonald (Director of Education & Secretary), Cheryl Dalrymple (Superintendent of Business & Treasurer), John Della Fortuna, Kevin Greco, Lorrie Temple, Phil Wilson (Superintendents of Education)

## 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, forever and ever. Amen*

### 1.2 Attendance

### 1.3 Approval of the Agenda

Page 1

### 1.4 Declaration of Interest

## 2. Committee and Staff Reports

### 2.1 Unapproved Recommendations from the Policy Committee - August 28, 2024

- Performance Appraisal for Non-Teaching Staff Policy#300.06
- Environmental Stewardship Committee Policy #500.02
- Catholic School Advisory Councils Policy #200.31
- Catholic Family Life Program Policy #200.03
- Catholic Code of Conduct: Positive Behaviour, Progressive Discipline and Safety Policy #200.09
- Information and Communications Technology Use Policy #600.02
- Assessment Evaluation Grading and Reporting Policy #200.42
- Digital Citizenship and Bring Your Own Device Policy #600.34
- Smoke and Vape Free Environment Policy #400.25
- Admission of Elementary Students Policy #200.14
- Admission of Secondary Students Policy #200.15
- Student Attendance Policy #200.29
- Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers Policy #400.36
- Trustee Code of Conduct Policy #100.04
- Hiring Academic Staff #300.10
- Rescinded Policies
  - Remote Work Policy #300.26

## 3. 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:*
- a. *The security of the property of the board;*
  - b. *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;*
  - c. *The acquisition or disposal of a school site;*



## BRANT HALDIMAND NORFOLK Catholic District School Board

## Agenda

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

---

- d. *Decisions in respect of negotiation with employees of the board; or*
- e. *Litigation affecting the board.*

### 4. Report on the In-Camera Session

### 5. 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***

### 6. Adjournment

---

**Next meeting:** Tuesday, September 24, 2024 7:00 p.m., Boardroom

# PENDING RECOMMENDATIONS FOR THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD FROM THE POLICY COMMITTEE

August 28, 2024

AGENDA ITEM	MOTION
2.1	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Performance Appraisal for Non-Teaching Staff Policy #300.06.
2.2	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Environmental Stewardship Committee Policy #500.02
2.3	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Catholic School Advisory Councils Policy #200.31
2.4	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Catholic Family Life Program Policy #200.03
2.5	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Catholic Code of Conduct: Positive Behaviour, Progressive Discipline and Safety Policy #200.09.
2.6	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Information and Communications Technology Use Policy #600.02.
2.7	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Assessment Evaluation Grading and Reporting Policy #200.42.
2.8	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Digital Citizenship and Bring Your Own Device Policy #600.34
2.9	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Smoke and Vape Free Environment Policy #400.25
2.10	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Admission of Elementary Students Policy #200.14
2.11	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Admission of Secondary Students Policy #200.15.

2.12	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Student Attendance Policy #200.29.
2.14	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers Policy #400.36.
2.15	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Trustee Code of Conduct Policy #100.04.
2.16	THAT the Brant Haldimand Norfolk Catholic District School Board approves the Hiring Academic Staff #300.10
2.17	THAT the Brant Haldimand Norfolk Catholic District School Board rescinds the Remote Work Policy #300.26

**RECOMMENDATIONS:**

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

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

Prepared by: Kevin Greco, Superintendent of Education  
Presented to: Executive Council  
Submitted on: August 28, 2024  
Submitted by: Mike McDonald, Director of Education & Secretary

PERFORMANCE APPRAISAL NON-TEACHING STAFF POLICY/AP #300.06  
Public Session

---

**BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board believes that performance appraisal of all employees is essential to the achievement of its commitment to provide quality educational experiences for all students in its care. The performance appraisal process provides opportunities for staff development and encourages professional growth. The performance appraisal process aims to maintain and improve employee/job performance while supporting staff and acknowledging and affirming their efforts, involvement, and achievements.

**DEVELOPMENTS:**

This Policy and Administrative Procedure was developed to clarify roles and responsibilities regarding Performance Appraisals for Managers, Supervisors, and all non-teaching staff. It provides direction to supervisors with respect to their duties, responsibilities and required processes in assisting employees in knowing what is expected of them in terms of job performance, assessing areas of growth and training needs and the provision of corrective instruction, counseling, and coaching, to promote effective job performance.

Key revisions to the Policy include:

- Reference to completing appraisals using the Board-approved software.
- More of an emphasis on Formative Assessment and employee performance support outside of the cycle of formal evaluations.
- The requirement to store appraisals in accordance with the Board's record retention guidelines.
- Aligning the cycle of appraisals and other requirements with other employee groups.
- The requirement for the supervisor to create a formal Performance Improvement Plan for those rated as unsatisfactory and placed under review.

**RECOMMENDATION:**

THAT the Policy Committee refers the Performance Appraisal for Non-Teaching Staff Policy and Administrative Procedure #300.06 to the Brant Haldimand Norfolk Catholic District School Board for approval.



## PERFORMANCE APPRAISALS FOR NON-TEACHING STAFF #300.06

---

<b>Adopted:</b>	October 10, 2004
<b>Last Reviewed/Revised:</b>	June 2024
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	2028

---

### POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board believes that performance appraisal of all employees is essential to the achievement of its commitment to provide quality educational experiences for all students in its care. The performance appraisal process provides opportunities for staff development and encourages professional growth. The performance appraisal process aims to maintain and improve employee/job performance while supporting staff and acknowledging and affirming their efforts, involvement, and achievements.

### APPLICATION AND SCOPE:

This Policy and Administrative Procedure has been developed to clarify roles and responsibilities regarding Performance Appraisals for Managers, Supervisors, and all non-teaching staff. It will provide direction to supervisors with respect to their duties, responsibilities and required processes in assisting employees in knowing what is expected of them in terms of job performance, assessing areas of growth and training needs and the provision of corrective instruction, counseling, and coaching in order to promote effective job performance.

### REFERENCES:

Education Act, R.S.O. 1990

[HRS 300.11.P - Hiring Non-Academic Staff](#)

[HRS 300.18.P - Pre-Employment Screening.pdf](#)

[HRS 300.19.P - Progressive Discipline](#)

### FORMS:

**Form 1:** Summative Report: *Management Staff Performance Evaluation Form*

**Form 2:** Summative Report: *Non-Teaching Staff Performance Evaluation Form*

### APPENDICES:

N/A

### DEFINITIONS:

**Formative Evaluation:** ongoing communication between the evaluator and employee.

**Summative Evaluation:** the written report evaluating the performance of the employee against established standards.

**Under Review:** status of an employee subject to an individual improvement plan based on areas identified as unsatisfactory during the summative evaluation.

**Probationary Employees:** new hires to the Board are under probation for a period of time identified in the respective collective agreement, or terms and conditions of employment.

**Permanent Employee:** an employee that has successfully completed their probationary term.



## **ADMINISTRATIVE PROCEDURES:**

### **1.0 Purpose of the Performance Appraisal Program for Staff**

- 1.1 The primary purpose of the Performance Appraisal Program is to assist employees in achieving their employment goals, provide opportunity for professional growth and to maintain and improve employee/job performance.
- 1.2 The process is designed to:
  - 1.2.1 assist employees in knowing what is expected of them in terms of job performance
  - 1.2.2 provide corrective instruction, where warranted, in order to promote effective job performance
  - 1.2.3 improve communication between the employee and the principal/supervisor by giving an opportunity to provide rich and authentic feedback to individual employees on their job performance
  - 1.2.4 assist in placement decisions and career planning and development for individual employees.
  - 1.2.5 identify employee training needs

### **2.0 Documentation**

- 2.1 All employees and supervisors will use the required Board process and software to complete the performance appraisals.
- 2.2 Appraisals will be completed by May 15 in the employee's appraisal year.
- 2.3 A copy will be stored in accordance with the Board's record retention guidelines:
  - 2.3.1 Personnel File – original
  - 2.3.2 Employee – copy
  - 2.3.3 Principal/Supervisor – copy

### **3.0 Formative Evaluation**

- 3.1 Employee performance support extends beyond the cycle of formal evaluations. Effective ongoing communication between the evaluator and employee support employee growth and development.
- 3.2 Supervisors are expected to regularly interact, observe, and discuss employment expectations, goals, and best practices on an ongoing basis with each employee.
- 3.3 Supervisors should take an asset-based approach to develop strengths and to recognize and expand upon effective performance.
- 3.4 Where improvement is necessary, the evaluator should make clear and specific recommendations for improvement. The supervisor must clearly articulate what is expected of the employee and a timeline for improvement.
- 3.5 The supervisor must investigate resources, training and/or opportunities for re-instruction to address any deficiencies and offer those supports to the employee experiencing difficulties.
- 3.6 Although written reports are not specifically required for formative evaluation, it is understood that written documentation provides effective communication between the supervisor and the employee and is necessary for two-way understanding.

### **4.0 Formal Performance Appraisal - Summative Report**

#### **4.1 Frequency**

- 4.1.1 Probationary: Employees receive a minimum of one performance appraisal summative report before the end of the probationary period.
- 4.1.2 Employees in Temporary Positions: For a permanent or casual employee in a temporary position outside of their own job classification for a period of four (4) months or longer, a performance appraisal summative report will be prepared once prior to the conclusion of the assignment. A supervisor may conduct a performance appraisal for casual employees in shorter term assignments.
- 4.1.3 Permanent Employees: Minimum of one performance appraisal summative report every five (5) school years, recognizing that formative evaluation is on-going or at any time, the supervisor may deem it necessary to conduct a performance appraisal and summative report.
- 4.1.4 When a major change has occurred in the employee's job description, the supervisor may deem it necessary to conduct a performance appraisal and summative report.



#### **4.2 Responsibilities of the Appraiser**

- 4.2.1 Principals/Supervisors will evaluate employee performance based upon the requirements of the position as stated in the employee's job description.
- 4.2.2 The expected standards of performance must be made known to the employee prior to the evaluation process.
- 4.2.3 The performance of the employee is evaluated against the established standards of performance for the job. A written summative report of this evaluation will be provided to the employee using the Non-Teaching Staff Performance Appraisal (Form 1) or Management Staff Performance Appraisal (Form 2).
- 4.2.4 The rating of an employee's summative performance appraisal is based upon the ongoing formative evaluation(s) described above and direct observation.
- 4.2.5 The evaluator shall discuss observations with the employee and shall provide written, dated copies of the report.
- 4.2.6 The employee will be requested to sign the report to acknowledge receipt.
- 4.2.7 The person who is responsible for supervising the employee will generally conduct the performance appraisal.
- 4.2.8 In special circumstances the supervisory officer responsible for the department/school may, at his/her discretion, assign another supervisor to conduct the evaluation (e.g. prolonged absence of the evaluator).
- 4.2.9 At the discretion of the school principal, the vice-principal may be assigned the duty of the performance appraisal for some, or all the support staff assigned to his/her school.
- 4.2.10 A supervisor/principal will not conduct a performance evaluation on an employee for which there is a conflict of interest (e.g. a family member).

#### **5.0 Process for Conducting Summative Evaluations**

##### **5.1 Pre-Evaluation Meeting**

- 5.1.1 Human Resource Services will provide each principal/supervisor with the names of employees due for performance appraisal summative evaluation reports at the beginning of the school year.
- 5.1.2 Supervisors will meet with employees (pre- evaluation meeting) to outline the process and advise that this is a period in which they will receive a performance appraisal summative evaluation report.
- 5.1.3 The principal/supervisor will ensure that the employee has a copy of their job description and the Board's performance appraisal program for non-teaching staff.
- 5.1.4 The principal/supervisor will review the job description and job expectations with the employee.
- 5.1.5 Employees will inform their principal/supervisor at the pre-evaluation meeting if they require accommodation for reasons of disability during the Performance Appraisal process. Once aware, the principal/supervisor will consider an employee's accommodation needs during the process.

##### **5.2 Observation**

- 5.2.1 If direct observation is required, the supervisor/principal will schedule the observation date at least two weeks in advance of the observation visit or at a mutually agreed upon date.

##### **5.3 Summary Meeting**

- 5.3.1 The Supervisor/Principal will schedule and conduct a meeting with the employee to review and discuss the summative performance evaluation report. This meeting shall be conducted discretely with a minimum notice period of two days.
- 5.3.2 At the conclusion of the performance appraisal discussion, the principal/supervisor and employee will discuss and identify goals that can be achieved by the employee within a reasonable period of time. The employee will be given the opportunity to complete the *employee comments* section and sign the form indicating acknowledgment that the discussion occurred and that he/she has read and received a copy of the evaluation report.
- 5.3.3 Summative reports for employees in temporary positions, as specified in Article 6, shall be filed as outlined above within four weeks of the conclusion of the temporary assignment.





**5.4 Under Review Status**

- 5.4.1 If an employee's overall job performance is rated as unsatisfactory, the employee will be placed under review.
- 5.4.2 In consultation with the appropriate Human Resource Services Coordinator, the supervisor will meet with the employee to create a Performance Improvement Plan.
- 5.4.3 Following the implementation of the Performance Improvement Plan, the supervisor will conduct a subsequent appraisal.

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

Prepared by: John Della Fortuna, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Michael McDonald, Director of Education & Secretary

### ENVIRONMENTAL STEWARDSHIP AND EDUCATION #500.02 Public Session

---

---

#### **BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board (The Board) is committed to environmental education; such that schools shall target teaching and learning, student engagement and community connections, and environmental leadership, in an effort to develop knowledge regarding environmentally sustainable actions and to apply their knowledge to effect long-term change.

#### **DEVELOPMENTS:**

The policy and its administrative procedures, along with the accompanying appendices, have undergone a comprehensive review. The preceding review was conducted in 2010. While the Board continues to prioritize environmental education, significant updates were necessary to reflect the current changes.

The policy was originally crafted based on a former curriculum that has since evolved. The curriculum is now integrated into a universal framework that is interwoven across all areas of subject matter. Consequently, the administrative procedures have also been revised to align with these educational advancements.

Furthermore, the group formerly known as the Environmental Action Team will henceforth be known as the Environmental Stewardship Committee. This committee will shift its focus from evaluating individual school environmental action plans to serving as a body that champions educational advocacy. The committee's role will be to provide support and development opportunities for school teams seeking certification in the Eco-Schools Program. Additionally, the committee will offer guidance to schools, aiding them in comprehending and enhancing their contributions to the current environmental landscape as it intersects with the curriculum.

#### **RECOMMENDATION:**

THAT the Policy Committee refers the Environmental Stewardship and Education Policy #500.02 to the Brant Haldimand Norfolk Catholic District School Board for approval.



---

**Policy: Environmental Stewardship Committee  
#500.02**

---

<b>Adopted:</b>	May 25, 2010
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	2028

---

**Purpose**

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

- Develop or revise a school board environmental education policy that promotes environmental literacy and environmentally responsible management practices.
- Create a system-wide environmental education and management committee focusing on Education, Student Engagement, Community Connections and Environmental Leadership
- Develop an environmental action plan that is annually reviewed, renewed, and communicated to all school board employees and trustees. The Environmental Stewardship Committee on an
- Find ways to support the leveraging of curriculum resources and the fostering of collaborative professional development to enrich staff and students' environmental literacy, integrating diverse community teachings and innovative, interdisciplinary approaches for sustainable, responsible citizenship across the school community.
- Enhance environmental education by offering community-linked programs, sharing local resource information, and fostering partnerships with organizations to broaden community engagement and responsibility in environmental awareness and protection.

**Application and Scope**

The Brant Haldimand Norfolk Catholic District School Board is committed to environmental education such that schools; shall target teaching and learning, student engagement and community connections, and environmental leadership to develop knowledge regarding environmentally sustainable actions and to apply their knowledge to effect long-term change.

**References**

(2009) Acting Today, Shaping Tomorrow – A Policy Framework for Environmental Education in Ontario Schools Acting Today, Shaping Tomorrow ([gov.on.ca](http://gov.on.ca))

Relevant Legislation: Environmental Protection Act: Reg. 102/ 94 (Waste Reduction) and Reg. 103/ 94 (Source Separation Programs)Environmental Protection Act, R.S.O. 1990, c. E.19 ([ontario.ca](http://ontario.ca))



**Responsibilities**

Department	Tasks
<b>Facilities</b>	Implement energy conservation and waste management projects. Upgrade facilities with sustainable technologies. Ensure safe and clean drinking water in schools.
<b>Environmental Stewardship Committee</b>	Promote and support school participation in the ECO Schools program. Develop and review environmental action plans. Facilitate partnerships with local environmental organizations. Share best practices and resources for environmental education.
<b>Schools</b>	Engage in the ECO Schools certification process. Integrate sustainability and environmental stewardship into the curriculum. Organize out-of-classroom experiences related to environmental education. Foster student-led environmental projects and initiatives.
<b>Sites</b>	Adopt environmentally responsible management practices. Participate in energy conservation assessments and improvements. Engage the school community in environmental stewardship activities. Collaborate with community organizations on environmental projects.

**Information**

**1.0 Environmental Action Plan – Best Practices**

Pillar	Best Practices
<b>Waste Minimization</b>	Ensure that waste management and recycling practices are followed. Reduce, rethink, reuse and recycle waste materials. Composting of appropriate waste. Litter-less lunches. Ensure a sufficient number of recycling boxes and/or totes is available to achieve maximum diversion. Support environmentally friendly activities with staff (reduce the amount of paper used – REDUCE PHOTOCOPYING AND PRINTING) Make environmentally responsible purchases by selecting products which are environmentally safe and recyclable and/or made from recycled materials.
<b>Energy Conservation</b>	Practices that reduce energy consumption. Turn off computers and lights when not in use. Model environmentally appropriate practices such as teaching students how to minimize their ecological footprint on the Earth. Support environmentally friendly activities and modes of transportation (i.e., carpooling, use of public transportation, walking and biking etc). Update older less efficient technology with energy efficient options. Use renewable energy sources such as solar panels and wind harnessing. Install motion sensor equipment for lighting.
<b>Environmental Literacy</b>	Foster collaborative opportunities for educators to develop and share activities, integrated approaches, and action research projects related to environmental education. Encourage innovative interdisciplinary programs that focus on the environment and include field components. Integrate in-service opportunities related to environmental education into staff



	<p>development for all employee groups. Review existing board recognition programs for opportunities to include recognition of responsible environmental leadership. These responsibilities reflect a comprehensive approach to integrating environmental education into the curriculum, school culture, and operations, emphasizing sustainability, stewardship, and active engagement in environmental issues both within the school community and beyond.</p>
<p><b>Board-wide Greening</b></p>	<p>Encourage all school board personnel, the parent involvement committee, students, parents, and school councils to adopt and promote environmentally appropriate practices. Offer community-linked experiences and programs Share information about local resources Share links and partnerships with community organizations (such as non-profit organizations, businesses, farms, and industries).</p>

**Administrative Procedures**

**2.0 The Environmental Stewardship Committee**

The Board shall create (also known as an The Environmental Stewardship Committee) that shall review and renew the annual environmental plans and communicate all updates to School Board employees and Trustees. The Committee’s membership is as follows:

- One Superintendent (or designate as Chair)
- Co-Chair Morlaye Camera Supervisor of Capital and Sustainability (Co-Chair)
- One elementary school administrator
- One secondary school administrator The Facilities Manager
- One elementary school teacher
- One secondary school teacher
- One support staff person
- One member from Student Senate
- Other member(s) as deemed appropriate by the Chair of the Committee.

The purpose of the Environmental Stewardship Committee is to align with the ministry’s policy for implementing a system-wide environmental education and management committee.

The Environmental Stewardship Committee will promote and support school participation in the ECO Schools network to assist in the development of comprehensive environmental action plans. (<http://ontarioecoschools.org/>)

The Environmental Stewardship Committee will work together with the Facilities Department to carefully consider environmental action plans. This review aims to ensure these plans align with the Board and Ministry’s Policy, encouraging environmental literacy and the adoption of environmentally responsible management practices. Environmental Stewardship Committee, in collaboration with the review s to ensure they are with the Board and Ministry’s Policy to promote The Environmental Stewardship Committee shall develop an environmental action plan that is annually reviewed, renewed, and communicated to all school board employees and trustees.

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

Prepared by: John Della Fortuna, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Michael McDonald, Director of Education &  
Secretary

### Catholic School Advisory Councils #200.31 Public Session

---

---

#### **BACKGROUND INFORMATION:**

As a Catholic learning community, the Brant Haldimand Norfolk Catholic District School Board deeply values the synergistic partnership among schools, homes, parishes, and the wider community as a cornerstone for enhancing student achievement within a nurturing Catholic educational setting. To embody this commitment, every elementary and secondary school under our Board's purview will establish a Catholic School Council. This Council, acting in a consultative capacity, will serve as a vital link in fostering this collaborative spirit. It will not only support but also amplify the distinctive essence, philosophical underpinnings, and aspirations of Catholic education. Moreover, the Council will uphold the highest respect for the Catholic Church's faith and traditions, ensuring that our educational endeavors resonate with the profound values and legacy of the Catholic community.

#### **DEVELOPMENTS:**

The policy, along with its administrative procedures, has been meticulously reviewed as part of our regular evaluation cycle, with the last assessment taking place in 2019. To cultivate and nurture our Catholic learning community, it is imperative to maintain and strengthen our bonds with parents and the wider community we serve.

The core structure of the policy remains unchanged; however, notable enhancements have been introduced. Revisions to the introduction have been made to enrich the Catholic vernacular, thereby emphasizing the pivotal relationship among the School, the Family, and the Church.

Additionally, the document has been updated to reflect the shift in terminology used by the ministry, transitioning from "School Improvement Plan" to "Student Achievement Plan." This change is minor yet significant, ensuring that our language is current and in alignment with ministry guidelines.

The policy continues to clearly outline the specific administrative procedures that school Administrators and the Catholic School Council must adhere to for a fruitful term. These guidelines serve as a roadmap to support the school leadership in fulfilling their roles effectively and ensuring the success of our educational mission.

#### **RECOMMENDATION:**

THAT the Policy Committee refers the Catholic School Advisory Councils Policy #200.31 to the Brant Haldimand Norfolk Catholic District School Board for approval.



## Catholic School Advisory Councils #200.31

---

<b>Adopted:</b>	June 11, 2001
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	2028

---

### Policy Statement

It is the policy of the Board that Catholic School Advisory Councils be established in every school and that these councils provide parents, students, staff, parish, and other community members with the opportunity to be actively involved in an advisory capacity in the operation of their local school and in the provision of Catholic education services. It is expected that the Catholic School Advisory Councils will be managed within the parameters of the Education Act, applicable regulations and Board and school policies.

### Application and Scope

As a Catholic learning community, the Brant Haldimand Norfolk Catholic District School Board deeply values the synergistic partnership among schools, homes, parishes, and the wider community as a cornerstone for enhancing student achievement within a nurturing Catholic educational setting. To embody this commitment, every elementary and secondary school under our Board's purview will establish a Catholic School Council. This Council, acting in a consultative capacity, will serve as a vital link in fostering this collaborative spirit. It will not only support but also amplify the distinctive essence, philosophical underpinnings, and aspirations of Catholic education. Moreover, the Council will uphold the highest respect for the Catholic Church's faith and traditions, ensuring that our educational endeavors resonate with the profound values and legacy of the Catholic community.

### References

- Cite Policy, other Administrative Procedures, Legislation, Regulations, Mission or Vision statement, etc. as appropriate OR enter N/A.
- Education Act, R.S.O. 1990
- Fundraising and School Generated Funds Policy 700.05
- [Ontario Regulation 612/00 School Councils and Parent Involvement Committees](#)
- [Ontario Regulation 613/00 Operations of Schools – General](#)
- [School Councils: A Guide for Members, Revised 2022](#)
- [Parents in Partnership: A parent engagement policy for Ontario schools](#)
- [Parent Engagement Ontario](#)
- [Planning Parent Engagement: A Guidebook for Parents and Schools CODE](#)

### Forms

- N/A

### Appendices



- N/A

## Definitions

- N/A

## Administration Procedures

### Purpose

The administration procedure will outline the duties of all stakeholders in the Catholic School Advisory Council.

### Responsibilities

All Board personnel shall follow this administrative procedure. Specific directions for members of the Catholic School Advisory Council are provided throughout this administrative procedure.

### Information

The purpose of Catholic School Advisory Councils is, through the active participation of parents, to improve pupil achievement, well-being and to enhance the accountability of the education system to parents.

- A Catholic School Advisory Council's primary means of achieving its purpose is by making recommendations to the principal of the school.
- Catholic School Advisory Councils may make recommendations to the principal or Board on any matter.

The Director of Education or designate must consult Catholic School Advisory Councils on a number of specified matters, including the development and implementation of policies relative to:

- The school district's Code of Conduct;
- New education initiatives relating to student achievement and well-being;
- Respecting appropriate dress for pupils in schools within the board's jurisdiction;
- Action plans for student improvement based on test results from EQAO;
- The process and criteria for selection and placement of principals and vice-principals;
- Fundraising by School Councils;
- Internal conflict resolution procedures that affect the work of School Councils; and
- Reimbursement of expenses incurred by council members.

### Procedures

The following outlines the responsibilities and procedures of the members of a Catholic School Advisory Council.

#### 1.1 Catholic School Advisory Council

The purpose of the Catholic School Advisory Council is as follows:

- To promote Catholic faith and gospel values.
- To enhance the accountability of the education system to parents and improve pupil achievement through the active participation of parents.
- A Catholic School Advisory Council's primary means of achieving its purpose is to make recommendations in accordance with Ontario Regulation 612 to the principal of the school and the Board.
- To advise the principal on any of the following matters if they have been identified by the Council as priorities on a yearly basis:





- The determination of the focus of the Student Achievement Plan establishing curriculum goals and priorities.
- The school Code of Conduct in accordance with the Board Policy.
- The school's response to Board and province-wide test results.
- The prioritization of items to be included on the capital request form.  
School-community communication strategies.
- Review and implementation of Board policies at the local level.
- Other items identified by the principal or Catholic School Advisory Council. A Catholic School Advisory Council may make recommendations to the principal of the school or to the Board on any matter.
- Advise the Board on:
  - Methods for the collection, on a system-wide basis, of parents' views and preferences concerning the school year calendar.
  - The selection of principals/vice-principals in accordance with Board policy, practice and collective agreements.
  - Procedures for the community use of school facilities.
- In addition to their advisory responsibilities:
  - Establish their goals, priorities and procedures.
  - Organize information and training sessions to enable members of the Catholic School Advisory Council to develop their skills as Council members.
  - Hold a minimum of four meetings per year. All meetings shall be open and accessible to all members of the school community and public.
  - Promote the best interests of the school community.
  - Facilitate communication among home, school, parish and community.
  - Foster positive relations among parents, students, staff and the local community.
- Catholic School Advisory Councils will comply with Freedom of Information and Protection of Personal Privacy Legislation in matters relating to individual staff and students.

## 2.0 Makeup of a Catholic School Advisory Council

- The majority of the Catholic School Advisory Council must be composed of parents/guardians of students enrolled in the school (and a majority of the Catholic School Advisory Council must also be Roman Catholic). This may include a Chair, Vice-Chair, Secretary, Treasurer, and an appropriate number of Members at Large to create a majority of parent members. These positions are set out in the Catholic School Advisory Council's by-laws and the term of office is one year.
- The Board endeavours to have a Catholic parent in the role of chair of the Catholic School Advisory Council. The representative for the Regional Catholic Parent Involvement Committee will be a Catholic parent on the Catholic School Advisory Committee.
- All parent councils are required to develop by-laws setting out the operating rules for the council.
- Catholic School Advisory Councils are required to meet at least four (4) times during the school year. The first meeting must be within the first 35 days after elections on a date fixed by the principal of the school. A Catholic School Advisory Council is entitled to hold its meetings at the school and all meetings must be open to the public. A Catholic School Advisory Council meeting cannot be held unless a majority of the current members of the Council are present at the meeting and a majority are parent members.
- Employees of the Brant Haldimand Norfolk Catholic District School Board cannot serve as Chair or Co-Chair of the Catholic School Advisory Council. Anyone who is employed at the school may not be a parent member of the Catholic School Advisory Council. Anyone who is an employee elsewhere in the Brant Haldimand Norfolk Catholic District School Board may only be a parent member if they inform people of that employment.
- The principal shall, on behalf of the Catholic School Advisory Council, give written notice of dates,



times and locations to each parent.

- Every school is required by law to hold Catholic School Advisory Council elections within the first 30 days of the school year and notice of elections must be given to all parents at least 14 days before the date of the election. Catholic School Advisory Council members must include:
  - The principal (or vice-principal), who is a non-voting member,
  - One teacher,
  - One non-teaching employee,
  - One student in secondary schools (optional for elementary schools),
  - One or more community representatives appointed by the elected council,
  - The Pastor or Parish designates, and
  - A representative from the recognized parent associations in the School Council Handbook of which OAPCE is one, as applicable.

### 3.0 Formation and Roles of a Catholic School Advisory Council

The officers of the council shall be:

- Chair
- Vice-Chair
- Secretary
- Treasurer

However, the council may choose to have two Co-Chairs. The Executive Officers shall be elected annually by the elected members of the council.

The members of the Catholic School Advisory Council shall:

- Participate in council meetings.
- Participate in information and training programs.
- Act as a link between the council and the community in support of school programs to improve pupil achievement.
- Make recommendations to the principal and, where necessary, to the Board to improve student achievement and enhance the accountability of the education system.
- Make every effort to be as representative of the school community as possible.
- Conduct their meetings in an invitational, harmonious manner in the context of Gospel Values.
- Be entitled to one vote, in votes taken by the Council, should the Council make recommendations to the principal and/or Board through a voting process.
- Receive reimbursement for expenses incurred in the normal course of their duties as Council members in accordance with Board policy but shall not receive any remuneration for serving as a Council member.

### 4.0 Catholic School Advisory Council Chair

It is the responsibility of the Chair, in co-operation with the school principal, to provide Catholic leadership and direction to the council and Executive Officers to ensure that goals, priorities and procedures of the Council promote Catholic faith and gospel values consistent with the mission and vision of the Board.

The Chair of the Council shall:

- Call council meetings in consultation with the principal.
- Prepare the agenda for council meetings in consultation with the principal.
- Chair council meetings.
- Ensure that the minutes of council meetings are recorded and maintained appropriately.
- Ensure that records of all meetings and financial transactions are kept for minimum of four years and made available at the school for examination without charge to any person from the Catholic school community.
- Participate in information and training sessions.
- Communicate regularly with the school principal in an effort to work co-operatively to improve pupil achievement and well-being.
- Ensure that there is regular communication with the Catholic school community.



- Work collaboratively with the members of the Council to prepare and submit an annual written report on the activities of the council, including fundraising, to the principal and the Board. Consult with senior board staff as required.
- Upon request, provide trustees with copies of the minutes of the meetings.
- In addition, the Chair shall act as spokesperson for the council and carry out such other duties as shall be required from time to time.
- Be a parent member of the committee but CANNOT be an employee of the Brant Haldimand Norfolk Catholic District School Board.

## 5.0 Catholic School Advisory Council Vice-Chair

The Vice-Chair shall:

- Assist the Chair in the discharge of his/her duties and perform such other duties as may be required by the Council or the Executive officers.
- Assume the duties of the Chair in the absence of the Chair or in the event of the Chair's inability to serve.

## 6.0 Catholic School Advisory Council Secretary

The Secretary shall:

- Keep a record of all meetings of the Council and the Executive Officers.
- Deal with all correspondence or communications directed to or required of the Council and the Executive.
- Co-operate with the Chair to ensure that all minutes and records of the council are available at the school for examination by any person from the Catholic school community.
- Perform such other duties as may be required by the Council and the Executive Officers.
- Not usually assume the role of Chair in a meeting in the absence of the Chair or Vice-Chair or in the event of their inability to serve but may assume such other duties as may be required by the Council or the Executive Officers.

## 7.0 Treasurer

The Treasurer shall:

- Keep full and accurate accounts for all receipts and disbursements of the Council in accordance with generally accepted accounting principles and shall be guided by Board Policy for Fundraising in Schools in regard to banking and fund disbursements in accordance with such requirements as may be imposed by the Board or other relevant authority.
- Provide at regular meetings of the Council an account of all transactions of the Council, including the financial position.
- Prepare a full, annual Financial Statement for submission to the Council.
- Perform such other duties as may be required by the Council or the Executive Officers of the Council.
- Assume the duties of the Chair in the absence of the Chair, Vice-Chair and Secretary.
- Co-sign all cheques with the principal on behalf of the Catholic School Advisory Council.

## 8.0 Committee Chair

- Report to the Catholic School Advisory Council on a regular basis.
- Act on behalf of the goals of the Catholic School Advisory Council.
- Communicate with parents through the Catholic School Advisory Council newsletter.

## 9.0 Principal

- Attends all Catholic School Advisory Council meetings.
- Supports and promotes Catholic School Advisory Council activities.
- Seeks input from the Council in areas outlined as an advisory responsibility and provide responses to the recommendations.
- Acts as a resource on laws, regulations and Board policies.
- Provides information required by the Council to enable it to make informed decisions.



- Maintains regular communication with the Chair of the Council.
- Assists the Council in communication with the school community.
- Encourages the participation of parents and others within the school community.
- Ensures that copies of the minutes of the Council's meetings are kept at the school.
- Approves all printed materials distributed through the school.
- Financial statements and minutes from the previous meeting should be provided to all persons who attend each School Council meeting. These records must be kept at the school for seven (7) years and must be available for examination by any person without charge.

## 10.0 Elections

### Parent Members:

- An election of parent members shall be held during the first 30 days of each school year.
- The principal shall, at least 14 days before the date of the election, give written notice of the DATE, TIME and LOCATION of the election to every parent.
- Elections shall be by secret ballot.
- All parents and guardians of pupils enrolled at the school are eligible to vote and must vote in person.

## 11.0 Other Elections

Other elections of teacher, non-teacher, and student shall be held during the first 30 days of each school year.

## 12.0 Terms of Office

A person elected or appointed holds office from the later of:

- The date s/he is elected or appointed, or
- The date of the first meeting of the school council after elections.

## 13.0 Vacancies

A vacancy shall be filled by election or appointment in accordance with by-laws of Council.

## 14.0 Officers

- A Catholic School Advisory Council shall have a Chair, or if the by-laws of council so provide, two Co-Chairs and the Chair (Co-Chair) must be a parent.
- A person employed by the Board cannot be the Chair.

## 15.0 Meetings

- A Catholic School Advisory Council shall meet at least four (4) times during the school year.
- A Catholic School Advisory Council shall meet within the first 35 days of the school year after the election.
- All meetings shall be open to the public and held at a location that is accessible to the public. The Catholic School Advisory Council is entitled to hold its meetings at school.
- A meeting cannot be held unless a majority of members of Council are present, and the majority are parent members.
- The principal shall, on behalf of Council, give written notice of the dates, times, and locations of these meetings to every parent.

## 16.0 Meeting Procedures

- At the first council meeting, the council shall elect a Chair from the parent members and may elect a Vice- Chair, Secretary and Treasurer.
- The council shall establish a meeting schedule (at least 4 meetings per year) and publicize these dates.
- The council will prepare, publish and communicate its goals, priorities and operational (by-laws)



procedures which guide its activities.

- The Catholic School Advisory Council shall keep minutes of all its meetings and all of its financial transactions. The minutes and records shall be available for examination by any person.
- The Catholic School Advisory Council may form committees to carry out specific functions; however, every committee must include at least one parent member of council and is subject to the same requirements as regular council meetings.
- By-laws governing election procedures, filling vacancies, conflict of interest and conflict resolution processes must be established.
- Every Catholic School Advisory Council shall submit, annually in June, a written report on its activities including fundraising account, to the principal and the Board. The principal, on behalf of the council, must give a copy of the report to every parent.
- Members of Catholic School Advisory Council cannot receive remuneration.

Note: The Catholic School Advisory Council will operate in a manner that is non-judgmental, is based on open discussion and uses consensus, collaboration and compromise as the usual method for developing recommendations and plans.

## 17.0 Roles and Responsibilities

The Board will strive to:

- Support the on-going leadership training of Catholic School Advisory Council members.
- Review and revise its policies in accordance with Regulation 612/00.
- Continue to include parents and other members of the community in an advisory role at the Board level through committees, policy development, etc.
- Provide a mechanism to facilitate communication among Catholic School Advisory Councils with the school district.
- Support and encourage the various activities of Regional School Councils and local School Councils.

Catholic School Advisory Council members should strive to:

- Attend every meeting, be punctual, respect agenda time limits and remain for the entire meeting.
- Make every effort to be a representative of the school community.
- Be entitled to one vote, in votes taken by the council should the council make recommendations to the principal and/or to the Board through a voting process.
- Respect each other's opinions and views.
- Consider an idea on its merit and not the personality or perceived desires of the presenter.
- Generate trust among all members.
- Participate fully, raise questions, and not divert discussion into other areas.
- Evaluate the process of the meeting to improve its effectiveness.
- Maintain a sense of humour.
- Remember that silence means consent.

The principal and Catholic School Advisory Council shall ensure that:

- All fundraising activities are to be related to charitable, humanitarian, educational or services activities.
- The principal, after consultation with the Catholic School Advisory Council, will approve all fundraising activities.
- The purpose of each fundraising activity as determined by the principal and Catholic School Advisory Council is clearly identified to the school community before the fundraising commences.
- Schools accurately account and manage all monies raised through fundraising activities in the manner established in the Board's School Funds Policy.



The main body of the Administrative Procedure, this section outlines specific direction, action, and expected standards to implement the policy.

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

Prepared by: Lorrie Temple, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Mike McDonald, Director of Education & Secretary

**Catholic Family Life Program #200.03**  
Public Session

---

**BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board has reviewed and updated the Catholic Family Life Program Policy #200.03 reflecting the new curriculum and new resource.

**DEVELOPMENTS:**

The Institute for Catholic Education, alongside the Catholic Bishops of Ontario, released the new Family Life Education Curriculum for use in all Catholic Schools of Ontario, in late 2024 to coincide with the season of Advent. In addition, the Institute for Catholic Education, and the Catholic Bishops of Ontario, approved the use of a new resource to support bringing the curriculum to life in our Catholic schools entitled, Blessed & Beloved. The new curriculum is in effect September 2024 and the new resource will be rolled out annually<sup>2</sup>, over the next four years, beginning with Grade 1. Fully Alive will still be used for Grades 2-8, until the new resources are developed. A separate resource will be shared with all educators, a concordance, noting how Fully Alive can be used to implement the new curriculum expectations within the new curriculum.

Key highlights are the new Hope Expectations, the continued focus on family, gifts of marriage, and the virtues of generosity, commitment, fidelity, and patience. The overall hope is that students across the province will come to see the beauty of God's gift of family, marriage, and sexuality.

**INFORMATION:**

The new Catholic Family Life Program Policy and Administrative Procedure supports to roll out of the new Family Life Curriculum, supporting resource to be implemented across the schools, as well as the reporting requirements for families, educators, Administrators, Superintendents and Director of Education.

**RECOMMENDATION:**

THAT the Policy Committee refers the Catholic Family Life Policy and AP #200.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.





## Catholic Family Life Program #200.03

---

<b>Adopted:</b>	September 23, 2020
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Superintendent of Education for School Effectiveness
<b>Next Scheduled Review:</b>	April 2028

---

### Policy Statement

The Brant Haldimand Norfolk Catholic District School Board is committed to supporting young people with a vision of human life, marriage, family, and sexuality based on the tenets of our Catholic faith. Amid an ever-changing world, our students require a Catholic vision of who they are and how they are meant to live. The Bishops of Ontario have embraced this mission through their ongoing commitment to the Family Life program used in Catholic Elementary schools and the Religious Education courses used in Catholic high schools. The Brant Haldimand Catholic District School Board recognizes the importance of providing our students with knowledge and moral guidance to help them better understand themselves and others, and ultimately develop a closer relationship with God. Through this policy, the Board affirms its expectation that all students shall have the opportunity to participate in a Family Life education program throughout their elementary and secondary school years. It is the policy of the Brant Haldimand Norfolk Catholic District School Board to provide a program in Catholic Family Life education to all students in its schools.

In a letter from the Catholic Bishops, it was shared that the release of a new Family Life Education Curriculum in the Catholic schools of Ontario is an occasion of both hope and opportunity. The new publication, shared in Advent of 2023, coincides with a season of hope when the Church is filled with longing and expectation, focused on the coming of the Lord. It is also a season when we look to the Holy Family of Jesus, Mary and Joseph, reminding us of the crucial place of the family in God's plan of salvation. In his Apostolic Exhortation, *Amoris Laetitia*, Pope Francis invited the Christian community "to value the gifts of marriage and family, and to persevere in a love strengthened by the virtues of generosity, commitment, fidelity and patience." It is the hope that this new Family Life Curriculum may contribute to a true appreciation of all that the Catholic Church teaches about what it means to be human, how God calls us to live in relationship, and the nature and significance of our respective vocations. In addition to the content of what is to be taught in each grade, this Curriculum document lays out "Hope Expectations" for all students, with the understanding that Family Life Education is not simply a matter of relating knowledge – above all, we hope that students will come to see the beauty of God's gift of family, marriage, and sexuality.

### Application and Scope

All students of the Board shall have the opportunity to participate in Catholic Family Life education programs.

#### 1.1 Elementary

- 1.1.1 "Fully Alive" remains the approved Family Life education program to be used in Elementary schools of the Brant Haldimand Norfolk Catholic District School Board until such time that the ACBO releases the new Family Life Education program, "Blessed & Beloved" by grade level. Beginning in September 2024, Grade 1 educators will be using the new program entitled, "Blessed & Beloved" by the publisher RCL Benzinger.
- 1.1.2 A summary of the Blessed & Beloved and "Fully Alive" education programs, including an approximate timeline of when specific units are to be taught, shall be shared with families on an annual basis.
- 1.1.3 Family Life letters shall be forwarded to families before each unit starts outlining what topics will be covered and suggestions for parental involvement.





## 1.2 Secondary

- 1.2.1 Family Life education shall be taught as a strand within the Religious Education program using the Curriculum Expectations outlined in the Ontario Catholic Secondary Curriculum Policy Document for Religious Education (2016).

## 1.3 Elementary/Secondary

- 1.3.1 Families/ parent or guardian/caregiver may submit a request in writing to the Administrator that their child be exempted from the units that teach Human Development and Sexual Health Expectations from HPE 2019.

## References

- Assembly of Catholic Bishops of Ontario, [Bishop Miehm Letter to the Education Community](#)
- Institute for Catholic Education, [Ontario Catholic School Graduate Expectations](#)
- Ministry of Education, [Exemption from Instruction related to the Human Development and Sexual Health \(Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019\)](#)
- [Ontario Catholic Secondary Curriculum Policy Document](#)
- <https://iceont.ca/elementary-resources/>

**Forms** – There are no forms attached to this policy.

## Appendices

- N/A

## Administrative Procedures

### Director of Education

- To oversee compliance of the Catholic Family Life Program Policy.
- To ensure that programs in Catholic Family Life education used in schools within the Board comply with Diocesan guidelines.

### Superintendent

- To ensure that appropriate funds are allocated for the provision of Catholic Family Life education resources.
- To ensure that Catholic Family Life education sessions are offered annually on an as needed basis.

### Student Achievement Consultant: Religion and Family Life:

- To provide leadership in the provision of Catholic Family Life education programs.
- To support teachers educators in the delivery of Catholic Family Life education programs.

### Administrators

- To monitor the delivery of Catholic Family Life education programs.
- To work in partnership with teachers in the delivery of Catholic Family Life education programs and follow up with parents/families where necessary.
- To teach the Catholic Family Life education program using only the prescribed curriculum and resources, which includes approved presenters for staff and/or students.
- To integrate Catholic values and teachings in all subject areas.



- To share a summary of the Blessed & Beloved education program including an approximate timeline of when specific units are to be taught with parents/families annually.
- To send Family Life Unit letters to parents/families before each unit begins outlining what topics will be covered and suggestions for parent/family involvement.

### **Parents and Families**

- To become familiar with the Family Life education program to enhance their ability to discuss their child(ren)'s learning.
- To communicate with their child's educators.
- To ask relevant questions about their children's progress.
- illegal act.
- Upon finding a possible security lapse of any kind on any system, all users are obliged to report the security lapse to the system administrator who will investigate the problem.

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

Prepared by: Kevin Greco, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Mike McDonald, Director of Education & Secretary

### CATHOLIC CODE OF CONDUCT: POSITIVE STUDENT BEHAVIOUR, PROGRESSIVE DISCIPLINE AND SAFETY #200.09

---

---

#### **BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board (“the Board”) supports positive school climates that enhance the well-being and achievement of all students in the district and respects the human rights of all. All people are created equal, in the image of God, each with unique characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church’s teachings, our schools provide, in all its operations, an educational environment which supports and celebrates the strength of diversity within our inclusive Catholic community.

The Board believes that a safe, inclusive, and accepting environment is accomplished when all community members:

- live the Gospel values of Jesus including love, humility, reconciliation, hospitality, justice, peace, honesty, and integrity;
- act with respect, civility, and responsible citizenship;
- respect the rights and dignity of all;
- respect others’ rights to work and learn in a safe and accepting environment;
- respect adults who are in a position of authority;
- show proper care for school property and the property of others; and
- resolve conflict and/or harm in a peaceful, non-violent manner.

Subsection 301(1) of Part XIII of the Education Act states that “the Minister may establish a Code of Conduct governing the behaviour of all persons in schools.” Policy/Program Memorandum No. 128 *The Provincial Code of Conduct and School Board Codes of Conduct* sets the expectations and requirements for all Ontario School Boards and provides direction on the authority and responsibility of boards to develop, implement, enforce, review, and assess codes of conduct for their school communities.

The Provincial, Board, and School Codes of Conduct apply to the entire school community. This means that, within the publicly funded school system Subsection 301(2) of Part XIII of the Education Act sets out the purposes of the Provincial Code of Conduct, as follows:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis.
7. To prevent bullying in schools.

All school community members are expected to assist each other in achieving the highest possible standard of behaviour. Such behaviour includes living according to Gospel values, and fostering a Catholic culture of respect, inclusion, equity, responsibility, and concern for the well-being of all.

In the case of more serious breaches of district-wide and school expectations, this Policy identifies a range of responses for the imposition of progressive discipline, which may involve third parties, such as police, child protection agencies, and/or other outside agencies. Progressive discipline may include actions up to and including suspension and/or expulsion of students from a school or the Brant Haldimand Norfolk Catholic District School Board and in the case of any individual, an official notice of trespass, enforceable by police. In all cases, a degree of latitude has been provided to allow school administrators to ascertain that an incident has occurred, to determine the nature of the incident, and to exercise supportive interventions and/or consequences.

### **DEVELOPMENTS:**

The Board Catholic Code of Conduct is shaped by the Provincial Code of Conduct and communicates the Board's belief that all schools should be safe, inclusive, accepting, and respectful environments for all students, staff, parents, and visitors. As a Board, we all work together to promote positive attitudes and behaviour towards each other that respect the *Standards of Acceptable Behaviour*. The Catholic Code of Conduct is expressed in Administrative Procedure 200.09, which is incorporated into this Policy 200.09: Catholic Code of Conduct: Positive Student Behaviour, Progressive Discipline and *Safety* by reference and forms an integral part thereof. This Policy and Administrative Procedure sets out the appropriate responses to safe school issues and defines the roles and responsibilities regarding its application.

Key revisions to the Policy include:

- Compliance with revised PPM 128 and related legislation with respect to student use of mobile devices and social media, responses to contravention of vaping/smoking policies and amendments to report cards.
- Codified Code of Conduct Policy.
- Codified Bully Prevention and Intervention Policy.
- Inclusion of all essential Safe Schools elements in one policy.
- Clear and accurate processes regarding progressive discipline, suspension, and expulsion.

The *Standards of Acceptable Behaviour* within the Board's Catholic Code of Conduct apply to all individuals involved in the Board including students, parents, volunteers, teachers and other staff members, and visitors whether on school property, on school buses, at school or Board related events or activities, or in other circumstances (e.g., online interactions), that could have an impact on the school, school board climate, and relationships. To ensure school safety, this policy will provide direction for Superintendents, Principals/Vice-Principals and staff regarding Board and school progressive discipline responses to concerning student behaviour.

***Related Policy Updates***

Several existing policies and administrative procedures have been revised and updated with definitions and language that align with the revisions to Policy/AP 200.09. They include a reference to the Board's Code of Conduct. They include:

- 400.25 Smoke and Vape-Free Environment
- 600.01 Electronic Communications and Social Media Use
- 600.02 Information and Communications Technology Use
- 600.34 Digital Citizenship and Bring Your Own Device
- 200.42 Assessment Evaluation Grading Reporting

**RECOMMENDATION:**

THAT the Policy Committee recommends that the Committee of the Whole refers Policy and Administrative Procedure 200.09 Catholic Code of Conduct: Positive Student Behaviour, Progressive Discipline and Safety to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Catholic Code of Conduct: Positive Student Behaviour,  
Progressive Discipline and Safety  
#200.09**

---

<b>Adopted:</b>	January 26, 2016
<b>Last Reviewed/Revised:</b>	September 2024
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	September 2028

---

**POLICY STATEMENT:**

Subsection 301(1) of Part XIII of the Education Act states that “the Minister may establish a Code of Conduct governing the behaviour of all persons in schools.” Policy/Program Memorandum No. 128 *The Provincial Code of Conduct and School Board Codes of Conduct* sets the expectations and requirements for all Ontario School Boards and provides direction on the authority and responsibility of boards to develop, implement, enforce, review, and assess codes of conduct for their school communities.

The Provincial, Board, and School Codes of Conduct apply to the entire school community. This means that, within the publicly funded school system Subsection 301(2) of Part XIII of the Education Act sets out the purposes of the Provincial Code of Conduct, as follows:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis.
7. To prevent bullying in schools.

The Brant Haldimand Norfolk Catholic District School Board (‘the Board’) Catholic Code of Conduct is shaped by the Provincial Code of Conduct and communicates the Board’s belief that all schools should be safe, inclusive, accepting, and respectful environments for all students, staff, parents, and visitors. As a Board, we all work together to promote positive attitudes and behaviour towards each other that respect the *Standards of Acceptable Behaviour*. The Catholic Code of Conduct is expressed in Administrative Procedure 200.09, which is incorporated into this Policy 200.09: Catholic Code of Conduct: Positive Student Behaviour, Progressive Discipline and *Safety* by reference and forms an integral part thereof.

The Board Catholic Code of Conduct supports positive school climates that enhance the well-being and achievement of all students in the district and respects the human rights of all. All people are created equal, in the image of God, each with unique characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church’s teachings, our schools provide, in all its operations, an educational environment which supports and celebrates the strength of diversity within our inclusive Catholic community.

The Board believes that a safe, inclusive, and accepting environment is accomplished when all community members:

- live the Gospel values of Jesus including love, humility, reconciliation, hospitality, justice, peace, honesty, and integrity;
- act with respect, civility, and responsible citizenship;
- respect the rights and dignity of all;
- respect others’ rights to work and learn in a safe and accepting environment;



- respect adults who are in a position of authority;
- show proper care for school property and the property of others; and
- resolve conflict and/or harm in a peaceful, non-violent manner.

### **APPLICATION AND SCOPE**

The Catholic Code of Conduct sets out the standard expectations of all members of all school communities. The *Standards of Acceptable Behaviour* within the Board's Catholic Code of Conduct apply to all individuals involved in the Board including students, parents, volunteers, teachers and other staff members, and visitors whether on school property, on school buses, at school or Board related events or activities, or in other circumstances (e.g., online interactions), that could have an impact on the school, school board climate, and relationships. To ensure school safety, this policy will provide direction for Superintendents, Principals/Vice-Principals and staff regarding Board and school progressive discipline responses to concerning student behaviour.

The Board is committed to the implementation of the Catholic Code of Conduct to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed. The Catholic Code of Conduct is founded in the principles of progressive and restorative approaches to conflict resolution.

All school community members are expected to assist each other in achieving the highest possible standard of behaviour. Such behaviour includes living according to Gospel values, and fostering a Catholic culture of respect, inclusion, equity, responsibility, and concern for the well-being of all.

In the case of more serious breaches of district-wide and school expectations, this Policy identifies a range of responses for the imposition of progressive discipline, which may involve third parties, such as police, child protection agencies, and/or other outside agencies. Progressive discipline may include actions up to and including suspension and/or expulsion of students from a school or the Brant Haldimand Norfolk Catholic District School Board and in the case of any individual, an official notice of trespass, enforceable by police. In all cases, a degree of latitude has been provided to allow school administrators to ascertain that an incident has occurred, to determine the nature of the incident, and to exercise supportive interventions and/or consequences.



## **REFERENCES**

[Ontario Human Rights Code](#)

[The Education Act](#)

[Ontario Regulation 181/98, Identification and Placement of Exceptional Pupils](#)

[O. Reg. 472/07: Behaviour, Discipline and Safety of Pupils](#)

[O. Reg. 440/20: Suspension of Elementary School Pupils](#)

[P/PM 119 | Education in Ontario: policy and program direction](#)

[P/PM 123 Safe Arrivals](#)

[P/PM 120 | Education in Ontario: Violent Incidents](#)

[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 149 Protocol for Partnerships with External Agencies](#)

[P/PM 169 Student Mental Health](#)

[Ontario's equity and inclusive education strategy, 2009 | ontario.ca](#)

[Ontario First Nation, Métis, and Inuit Education policy framework 2007](#)

[English Language Learners / ESL and ELD Programs and Services, 2007](#)

[200.23.P - Equity and Inclusive Education](#)

[200.29.P - Student Attendance](#)

[200.42.P - Assessment, Evaluation, Reporting](#)

[300.12.P – Volunteers](#)

[300.15.P – Police Records Check](#)

[400.19.P – Transportation of Students](#)

[400.25.P – Smoke and Vape-Free Environment](#)

[400.36.P – Educational Partnerships Including Third Party Professional and Paraprofessional Service](#)

[600.01.P - Electronic Communications and Social Media Use](#)

[600.02.P - Information and Communications Technology Use](#)

[600.34.AP - Digital Citizenship and Bring Your Own Device](#)

[Caring and safe schools in Ontario: supporting students with special education needs through progressive discipline, kindergarten to Grade 12, 2010](#)

[Pastoral-Letter-on-the Use of Social Media, Canadian Conference of Catholic Bishops](#)

## **FORMS**

- Form 1 - Safe Schools Incident Reporting Form - Part I (available in on-line reporting tool)
- Form 2 - Safe Schools Incident Reporting Form - Part II School Administration Acknowledgement of Receipt of Report (available in on-line reporting tool)

## **APPENDICES**

[Appendix A - Provincial Code of Conduct Poster.pdf](#)

[Appendix B - District Bullying Prevention Intervention Plan.pdf](#)

[Appendix C - List of examples activities that are unacceptable and or illegal.pdf](#)

[Appendix D - Suspension Appeal Guidelines.pdf](#)

[Appendix E - Student Expulsion Guidelines.pdf](#)





## DEFINITIONS

**Adult Pupil:** a pupil/student who is 18 years or older, or 16 or 17 and has withdrawn themselves from parental control. Also referred to as adult student.

### **Expulsion:**

- A. **Board Expulsion:** an expulsion from all schools of the BHNCD SB.
- B. **School (Limited) Expulsion:** an expulsion from the BHNCD SB school that the student was attending at the time of the incident.

**Bullying:** aggressive and typically repeated behaviour by a pupil where 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:

- 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
- creating a negative environment at a school for another individual; or
- 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 identity, gender expression, race, disability, or the receipt of special education.

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

For the purposes of the definition of "bullying" above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

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

**Consequence:** an educative outcome resulting from a particular student behaviour that may occur "as a matter of course", or may be purposefully undertaken by staff, to help the student acquire insight into the impact of their behaviour and to develop new skills or ways of thinking/acting that improve future behaviour.

**Discipline Committee:** committee of three or more trustees designated to determine suspension appeals and recommendations for expulsion.

**District Safe and Accepting Schools Team:** This team focuses its attention on violence and bullying prevention and the creation of a safe, caring, inclusive, and healthy learning community for all. This team assists with the development, review, and revision process for the Catholic Code of Conduct, assessment of school climate survey data, and district-wide initiatives related to safe schools. It includes a wide variety of staff representatives and stakeholder groups.

**Educator:** teachers regulated under the *Ontario College of Teachers Act*, 1996, and early childhood educators regulated under the *Early Childhood Educators Act*, 2007.

**Harassment:** words, conduct, or action directed at an individual, which may include: remarks; jokes; threats; name-calling; the display of material(s); touching; or other behavior that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress, and which may constitute discrimination when related to grounds protected by the *Ontario Human Rights Code*.

**IEP:** an Individual Education Plan that lays out the special education instruction, supports, and services a student needs to thrive in school.



**Impact on School Climate:** an incident or activity which has a negative impact on the school community, and which may or may not occur on school property at any time.

**Intervention:** a purposeful action undertaken by staff, either in the moment or on an ongoing basis, intended to promote a positive change in the student's behavior or learning. Typically, an intervention is a decisive change intended to facilitate the student's ability to adhere more consistently to the Catholic Code of Conduct, and to enhance the student's performance and sense of well-being and belonging. One example of an intervention is a referral to support services personnel.

**Intimate Image:** a visual recording of a person made by any means including a photographic, film or video recording, in which the person is nude, is exposing his or her genital organs or anal region or her breasts or is engaged in explicit sexual activity.

**Medical Cannabis User:** as defined in the Education Act, is a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.

**Parent/Guardian/Caregiver:** where there is a reference to involving or informing a parent/guardian/caregiver, it means the custodial parent or legal guardian of a minor child who is not an adult pupil.

**Principal or Designate:** in this policy, principal refers to the administrator in charge of a local school community. Designate refers to a person designated by the principal or by the Board to fulfill that role.

**Safe Schools Incident Reporting Form:** documentation that staff are required to complete in the event of witnessing and/or receiving information regarding a violent incident and/or incident that may lead to the suspension/expulsion of a student or students.

**SAP:** Student Action Plan

**School Climate:** the total of all personal relationships within a school. A positive climate exists when all members feel safe, cared for, included, and accepted.

**School Climate Survey:** Every two years, the School Climate Survey is conducted as part of a commitment to safe, inclusive, and welcoming schools. The survey is a requirement by the Ministry of Education. The survey is anonymous and confidential.

**School Community:** the school community is composed of staff, students, parents/guardians, and volunteers of the school, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school. The school community includes persons who, although not Board staff, nevertheless hold positions of authority and responsibility in the life of the school (e.g., coaches, lunchroom supervisors, bus drivers, guest lecturers, facilitators at off-site facilities, field trip/classroom volunteers, parish, police, and community agency representatives).

**School Day:** the instructional day, excluding professional development days.

**School-Related Activities:** any activity sponsored or organized by the school, including extracurricular activities, field trips, and school events.

**School Safe and Accepting Schools Team:** a required local school team, under the leadership of the principal, that has broad representation and exists to ensure the school community's compliance with the *Catholic Code of Conduct*. This team focuses its attention on violence and bullying prevention and the creation of a safe, caring, inclusive, and healthy learning community for all. This team assists with the development, review, and revision process for the *Catholic Code of Conduct*, assessment of school climate survey data, and various whole school program initiatives related to safe schools.



**Staff:** refers to all individuals who are paid employees of the Board. At the local school level, this term would include the following: administrators, chaplaincy team leaders, teachers, educational assistants, ABA leads, speech and language pathologists, social workers, child and youth worker), office staff, custodial and maintenance staff, library and IT technicians, student monitors, and emergency instructors/supervisors any other support staff affiliated with the school.

**Staff Who Work Directly with Students:** staff including administrators, teachers, educational resource workers, ABA leads, child and youth workers, social workers, speech language pathologists, and other professional and para-professional staff who have regular and direct duties with the Board's students.

**Student:** refers to pupil, as used in the Education Act.

**Student Personal Mobile Device (as defined in PPM 128):** refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone, tablet, laptop or smartwatch.

**Support:** a designated course of action that is purposefully tailored to provide a scaffold of assistance that will maximize the probability of on-going growth/improvement in student learning and/or behaviours. A support may be intended as preventative, rehabilitative or transformative. Preventive strategies that build community and cultivate pro-social skills are frequently undertaken for the whole school, as they are deemed good for all and essential for some. A support may also be initiated for an individual student in anticipation of possible concerns, based on the student's propensity to engage in challenging behaviours, or to be victimized by them. Supports are often part of the school's attempt to address a behavioural incident, as a student moves through the renewal and re-entry phases of progressive discipline. On-going supports may be part of a student's gradual re-entry to ensure that they continue to move in a positive direction.

**Violent Incident (as per PPM 120):** the occurrence of any one of the following or occurrence of a combination of any of the following that must be reported to the Ministry of Education:

- 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 occurrences

**Violent Threat Risk Assessment (VTRA):** assessment that guides the BHNCDSB's response following a situation/incident that may indicate or confidently suggest there is a continued targeted threat against an individual(s) and/or site(s), or when significant information exists to suggest a student may demonstrate violent behavior toward themselves or others.

**Weapon:** any article designed as a weapon or used or intended to be used for the purposes of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

## **ADMINISTRATIVE PROCEDURES**

### **1.0 APPLICATION OF THE CODE OF CONDUCT**

- 1.1 The Brant Haldimand Catholic District School Board interprets and applies the provisions of the Education Act, including its Regulations, in a broad and liberal manner consistent with the Ontario Human Rights Code, as well as other applicable laws and aligned practices. In a circumstance in which there is a conflict between provincial law (such as the Education Act), regulations, Policy Program Memoranda, school and Board policies and procedures, and the Ontario Human Rights



Code, the Ontario Human Rights Code is deemed to be more important, and the inferior law, regulation, policy, or procedure must be applied in a manner consistent with the Ontario Human Rights Code (unless there is an explicit exception contained for such a circumstance). The principle of primacy of the Ontario Human Rights Code also requires Board policies and procedures to be interpreted and applied in a manner consistent with the Ontario Human Rights Code.

## **2.0 MINISTRY OF EDUCATION REQUIREMENTS**

- 2.1** This policy includes the requirement set out in Policy/Program Memorandum 128 for school boards to "develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct".
- 2.2** This policy also includes requirements described in the Education Act, Ministry of Education Policy/Program Memoranda), and Ministry of Education documents, each as amended, including: Policy/Program Memorandum 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario schools, Policy/Program Memorandum 120 Reporting Violent Incidents to the Ministry of Education, Policy/Program Memorandum 144 Bullying Prevention and Intervention, and PPM 145 Progressive Discipline and Promoting Positive Student Behaviour and other related policies.

## **3.0 STANDARDS OF BEHAVIOUR**

### **3.1 Respect, civility, and responsible citizenship**

*All members of the school community must:*

- comply with all applicable federal, provincial, and municipal laws
- comply with all Ministry of Education, school board and school policies
- demonstrate honesty and integrity
- treat one another with dignity and respect, both in person and online, especially when there is disagreement or difference
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability (or replace with – not engage in any form of social or cultural discrimination, or discrimination based on any of the protected grounds covered by the Ontario Human Rights Code
- respect the rights of others
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- refrain from using abusive language or swearing at another person
- respect the needs of others to work in an environment that is conducive to learning and teaching
- not use personal mobile devices during instructional time except when approved for an exemption by a school official according to Ministry of Education and Board Policy

### **3.2 Safety**

*All members of the school community must not:*

- engage in bullying behaviours, including cyberbullying
- commit sexual assault or sexual harassment
- traffic in weapons or illegal drugs
- commit robbery, theft or extortion
- be in possession of any weapon, including firearms
- threaten or intimidate another person
- be in possession of alcohol, cannabis, and illegal drugs (for students, this would also include being in possession of electronic cigarette, tobacco, and nicotine products)
- use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products



- provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products
- inflict or encourage others to inflict bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by hate or bias
- commit an act of vandalism that causes damage to school property, to property located on the premises of the school or to the property of a member of the school community
- record, take or share non-consensual recordings or photos of members of the school community

#### **4.0 EQUITY AND INCLUSIVE EDUCATION**

- 4.1** The Catholic Code of Conduct is responsive and equitable and promotes inclusive education. It is reflective of Ministry of Education policy; and ensures a whole-school approach in the development and maintenance of a positive Catholic school learning environment for students and working environment for staff. The Board and its staff are committed to fostering a Catholic culture of respect, inclusion, equity, responsibility, and concern for the wellbeing of students, while working towards the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy.
- 4.2** Any form of social or cultural discrimination, or discrimination based on any of the protected grounds covered by the Ontario Human Rights Code is contradictory to Catholic moral principles and is in violation of the Ontario Human Rights Code.
- 4.3** The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy.

#### **5.0 THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS**

- 5.1** The Ontario Catholic School Graduation Expectations provide an image of the Catholic learner and a vision for the graduate of Catholic schools in Ontario. These distinctive expectations are shaped by a vision and destiny of the human person that emerges from the Catholic faith tradition and is best understood within the context of a human journey accomplished in community, in solidarity with brothers and sisters in the Church, and beyond. These expectations provide the broader vision within which the Catholic Code of Conduct is situated.
- 5.2** The Ontario Catholic School Graduate is expected to be:
- A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.
  - An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.
  - A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
  - A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.
  - A collaborative contributor who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
  - A caring family member who attends to family, school, parish, and the wider community.
  - A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

#### **6.0 SAFE AND ACCEPTING SCHOOLS**

##### **6.1 District and School Level Safe and Accepting Schools Teams**

- 6.1.1** It is a policy of the Board to establish a District Safe and Accepting Schools Team (DSAST) that shall develop, implement, and regularly review the Board's Catholic Code of Conduct and the annual District Safe and Accepting Schools Plan.
- 6.1.2** It is a policy of the Board that each school must have a Safe and Accepting Schools Team (SSAST) that shall develop, implement, and regularly review their Catholic School Code of Conduct, annual School Safe and Accepting Schools Plan and Bullying



Prevention and Intervention Plan. Board and School plans will be consistent with Board Policies.

- 6.2** The DSAST supports all school in promoting and maintains safe, inclusive, and accepting environments by:
- creating, implementing, and monitoring the Board's Catholic Code of Conduct
  - providing early and ongoing identification and intervention strategies
  - establishing and implementing strategies, education, programs, interventions, supports, and training specifically addressing bullying prevention and equity and inclusive education
  - administrating fair and consistent progressive disciplinary action in keeping with the Education Act, Board policy and other relevant legislation
  - training for all staff in the knowledge, skills, and attitudes necessary to develop and maintain safe, fostering inclusive and accepting learning and teaching environments.
  - providing necessary accommodation under the Ontario Human Rights Code to support special education and other needs
  - exercising wise stewardship and conservation of resources within the community
  - inviting and include Indigenous voice and perspective into school learning spaces
  - implementing and administer technology policy and use of student personal electronic devices in a responsible and respectful manner
- 6.3** The SSAST will promote and maintain a safe, inclusive, and accepting school community by providing its members with the necessary information, skills, and disciplinary protocols for consistent and conscientious enforcement of the Standards of Behaviour from a trauma-informed, bias-aware, and culturally responsive stance. Schools will enforce the Standards of Acceptable Behaviour using:
- proactive programs and strategies that prevent unwelcome behaviours
  - equitable and just processes
  - due regard for mitigating and other factors
  - consistency in process while affording a differentiated response to suit the individuals and circumstances of the incident.
  - a process that involves consultation with parents/guardians

## **7.0 BULLYING PREVENTION AND INTERVENTION**

- 7.1** The Board will regularly review and revise its District Bullying Prevention and Intervention Plan (Appendix B) and require all its schools to annually review and revise their school plans.
- 7.2** The Board's Plan sets out the district response to bullying behaviours. It is intended to facilitate the school's implementation of the Board's Bullying Prevention and Intervention Plan within the Safe and Accepting School Plan, with a view to promote a school-wide approach to ensuring a safe, inclusive, and accepting school environment free of bullying, harassment, discrimination, and other inappropriate behaviour. Each school will align their school plan with the Board's plan and the Provincial framework.
- 7.3** Bullying is defined as aggressive and typically repeated behaviour by a pupil where, 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:
- 7.3.1** 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
  - 7.3.2** creating a negative environment at a school for another individual; or
  - 7.3.3** 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 identity, gender expression, race, disability, or the receipt of special education.
- 7.4** For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.
- 7.5** For the purposes of the definition of "bullying" above, cyber-bullying includes bullying by electronic





means (commonly known as cyber-bullying), including:

- 7.5.1 creating a web page or a blog in which the creator assumes the identity of another person;
  - 7.5.2 impersonating another person as the author of content or messages posted on the internet; and
  - 7.5.3 communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
- 7.6 In the case of bullying, principals must suspend a student in (Grade 4-12) for bullying and consider referring that student for expulsion if:
- 7.6.1 the student has previously been suspended for bullying; and,
  - 7.6.2 the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person.
- 7.7 A whole school approach engages all key learning areas, all grades, and the wider community. All aspects of school life are considered, such as policies and procedures, curriculum, school climate, teaching and assessment practices, co-curricular and leadership opportunities.
- 7.8 The use of data is also a key factor. Data will be used to inform the development of bullying prevention and intervention plans, including the selection of evidence-informed programs and practices.
- 7.9 Principals will seek input from students, teachers and other staff, parents, guardians, volunteers working in the schools, school councils and the public when developing the bullying prevention and intervention plan.
- 7.10 The Board and school plans will communicate information regarding:
- 7.10.1 the different types of bullying, including cyber-bullying
  - 7.10.2 the myths and realities of bullying behaviour
  - 7.10.3 the difference between bullying, conflict, aggression, and teasing
  - 7.10.4 power and peer dynamics
  - 7.10.5 how biases, prejudice, and hate can lead to bullying
  - 7.10.6 identifying different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability.
- 7.11 The Board and its schools will provide learning and training opportunities for staff and students.
- 7.12 All BHNCDSB schools are required to participate in Bullying Prevention Week each year.
- 7.13 The Board will ensure that schools communicate a clear reporting process. Each school website will host an anonymous online reporting tool that is confidential, and accessible for students who are bullied, or witness bullying or witness other unsafe behaviours at school.

## **8.0 ENFORCEMENT OF RESTRICTIONS TO STUDENT PERSONAL MOBILE DEVICE USE AND ACCESS TO SOCIAL MEDIA ON BOARD NETWORKS AND DEVICES**

*"God does not want us to feel chained to our devices."*

- 8.1 Aligned with obligations under the Education Act and other relevant provincial policy and legislation, the Board aims to balance the benefits of technology with the need to maintain an environment conducive to learning and that limits classroom distractions. It is crucial that schools create a balanced approach to the use of personal mobile devices, ensuring that the educational environment remains focused and respectful for all students and staff.
- 8.2 All community members can be affected by the use of social media and can be impacted by the role it plays in the spread of misinformation, the coarsening of civil discourse, the radicalization of political systems, and the mental health crisis that is especially prevalent among our youth.

### ***Student Use of Personal Mobile Devices***

- 8.3 Restrictions to student personal mobile device use applies to all students enrolled in schools under the Ontario School Board jurisdiction, including during school hours, on school property, during school-related activities, and on school-provided transportation. All members of the school community must not use personal mobile devices during instructional time except under the



following circumstances:

- For educational purposes, as directed by an educator.
- To support special education needs (*parent(s)/guardian(s) must notify the school administration using the approved accommodation process and provide appropriate documentation for such exemptions*).
- For health and medical purposes (*parent(s)/guardian(s) must use the board-approved process to request any exemption*).

**8.4 Activities That Are Prohibited During All School Related Activities:**

- 8.4.1** Appendix C provides a partial list of examples (which is not exhaustive) of activities that are unacceptable and/or illegal.

**8.5 Enforcement of Student Use of Personal Mobile Devices**

- 8.5.1** Students are expected to comply with this policy and adhere to all standards of behaviour within the Catholic Code of Conduct. Any student who repeatedly fails to store personal mobile devices out of view and powered off (or set to silent mode) during instructional time and/or uses a mobile device in a prohibited area or inappropriately, as determined by the educator, are subject to progressive discipline.

- 8.6** Students are encouraged to leave their personal devices at home. In the event of an emergency, communication to a student, or from a student, can be achieved in the main office. The Board is not responsible for lost, stolen or damaged student personal devices.

**Students in Grade 9 to 12**

- 8.7** Grade 9 to 12 students' personal mobile devices must be stored out of view and powered off (or set to silent mode) during all instructional time as determined by the educator. Mobile devices may be used before and after school hours, and during designated times such as lunch breaks, unless otherwise specified by school administration. Mobile devices must not be used in specific spaces designated by the principal (e.g. bathrooms, offices, chapel).
- 8.8** Mobile devices may be used for educational purposes with the explicit permission of staff.
- 8.9** Where an educator notices a personal mobile device that is not stored out of view or not on silent, in the classroom, the staff member must require the device be handed in for the instructional period and the device must be placed, by the student, in the designated storage area in the classroom and progressive discipline will apply.
- 8.10** Where a staff member notices a personal mobile device being used inappropriately outside of the classroom, and/or in a restricted area progressive discipline will apply.
- 8.11** Where the student refuses to hand in their personal mobile device when required, they must be sent to the principal's office. Principals will consider a range of progressive discipline responses to address the student's behaviour.

**Students in Kindergarten to Grade 8**

- 8.12** Kindergarten to Grade 8 students' personal mobile devices must be stored out of view and powered off (or set to silent mode) throughout the full instructional day. For clarity, full instructional day means the time between the first bell to signal the start of the school day and the final bell to signal the end of the school day.
- 8.13** Where a staff member notices a personal mobile device that is not stored out of view or not on silent, they must be directed to the office where the student will be required to hand in the device for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the principal. Subsequent infractions will be subject to progressive discipline.
- 8.14** Students are responsible for their personal mobile device, how they use it and the consequences of not following the Board's policy on student personal mobile device use.
- 8.15** Where the student refuses to hand in their personal mobile device when required, they must be sent to the principal's office. Principals will consider a range of progressive discipline responses to address the student's behaviour.





## **Access to Social Media on Board Networks and Devices**

*“The Christian commitment to truth implies not only that we pursue what is real, but also that we look at the vastness of reality from a wealth of angles. The danger of “fake news” on social media exists alongside the danger of echo chambers in which we read only from a narrow set of sources and engage with a narrow set of like-minded voices that reconfirm what we already believe rather than broadening our understanding of reality.”*

- 8.16** Pope Francis reminds us that we must be true to one another online. Considering the way that social media conversations, even among Christians, can too often unfold, he notes, “A fulsome commitment to truth always implies a concern for the Personhood of the other.”
- 8.17** Pope Francis also notes that, “Social media platforms benefit financially from keeping people online as long as possible; these platforms have learned that one way of doing so is to continue to feed us information and perspectives that we already agree with”.
- 8.18** Time spent online not only negatively impacts deepening relations with close family and friends, but also cuts into the time we spend in prayer, exercise, civic activity, nature, sleep, and the other goods of life. Over a decade ago, Benedict XVI noted that “If the desire for virtual connectedness becomes obsessive, it may in fact function to isolate individuals from real social interaction while also disrupting the patterns of rest, silence and reflection that are necessary for healthy human development.”
- 8.19** All social media platforms are restricted on all Board/school networks and devices. Social media platforms can only be used by students at school for educational purposes, directed by an educator. BYOD and guest networks also comply with the requirements of PPM 128, including restrictions on social media.
- 8.20** Social media in this context is generally defined as interactive technologies including websites, platforms and applications that facilitate and enable users to create, share, and interact with content, and to connect and communicate with other users or publicly. Examples of social media platforms and apps include Snapchat, Instagram, TikTok, Facebook, X (formerly Twitter), Discord, and similar services that facilitate social interaction and content creation and sharing.
- 8.21** With technology constantly evolving and the differences in definition for social media across the industry and amongst providers of network and security technologies, the Board will continually manage the “restriction list”. The Board’s restriction list primarily considers the platforms and apps that are impacting student participation the most, and of greatest concern as it pertains to student well-being.
- 8.22** In general, blogs are different from social media and are not included in the restrictions. However, the Board will monitor the status of all platforms on its school networks and devices and make appropriate and informed decisions on restrictions.
- 8.23** The Board understands that some social media platforms may be used by staff in a targeted way for specific learning, pedagogy, and operational purposes.
- 8.24** Specific social media platforms remain an important communication tool for schools and the Board to communicate timely information to parents, guardians, and the public.
- 8.25** Board and school staff using apps and technology are to be trained on privacy, cyber security, and online safety best practices as well as any related school or board policies (e.g., Acceptable use of IT Policy).
- 8.26** Where an exemption to the restriction exists, the educator would oversee the use of the platform in the classroom/school, providing the necessary oversight, guidance, and direction for how the platform would be used for educational purposes.
- 8.27** Users of personally owned devices shall make no attempts to circumvent the board/school’s network security and/or filtering policies. This includes setting up proxies and downloading programs to bypass security. Students in contravention of the Catholic Code of Conduct in this regard will be subject to discipline.



## **Elementary and Secondary Provincial Report Cards**

**8.28** Beginning in the 2024-25 school year, Elementary and Secondary Provincial Report Cards will include information regarding classroom distractions. Consistent with all progress reporting, comments are supportive of students' ongoing development of learning skills and work habits as outlined in Growing Success (2010) and assessment, evaluation and reporting practices and procedures are fair, transparent, and equitable for all students.

**8.28.1 Elementary:** Where applicable, information on how classroom distractions, including those related to the use of personal mobile devices, are impacting a student's progress will be captured within the section of the report card reserved for comments on learning skills and work habits.

**8.28.2 Secondary:** Where applicable, information on how classroom distractions, including those related to the use of personal mobile devices are impacting a student's progress, will be captured within the comment box reserved for course comments.

## **9.0 ENFORCEMENT RELATING TO ALCOHOL, TOBACCO, ELECTRONIC CIGARETTES, RECREATIONAL CANNABIS AND RELATED PRODUCTS AND ILLEGAL DRUGS**

- 9.1** The Smoke-Free Ontario Act, 2017 prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.
- 9.2** The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.
- 9.3** The Board will adhere to its obligation under Board Policy and the Provincial and Local Police/School Board Protocols in providing the required notification to a School Public Health Nurse (PHN), Tobacco Enforcement Officers and/or to local Police Services.
- 9.4** In accordance with the Smoke-Free Ontario Act, 2017, Board Policy 400.25 Smoke and Vape Free Environment declares all prohibitions and establishes policy and procedures for maintaining a smoke-free, tobacco free and cannabis-free learning, playing, and working environment for students, employees, visitors, and those who use Board facilities.
- 9.5** Smoking and/or holding lit tobacco, cannabis, tobacco-like, cannabis-like (alternative) products, consuming or using any other tobacco, cannabis, tobacco-like, cannabis-like (alternative) product, e-cigarette, or related product, is strictly prohibited on all Board properties, during educational excursions, in Board vehicles or in personal vehicles parked on Board property.
- 9.6** Failure of students, employees, visitors, and those who use BHN facilities to comply with the requirements of the Smoke-Free Ontario Act, 2017, may result in legal action (i.e., being charged and/or fined). For infractions beyond the scope of the Smoke-Free Ontario Act, 2017, the Catholic Code of Conduct will apply.
- 9.7** Electronic products such as electronic cigarettes, cigars, and pipes, as well as cartridges of nicotine solutions and related products, are prohibited in a school or on any and all BHN CDSB properties or during school or Board sanctioned activities or events. If vaping materials/paraphernalia are confiscated, they will not be returned to any students under the age of 19.
- 9.8** In the case of these substances and related products being found in the possession of students, parents **must** be notified, and the student **must** surrender the item(s) to the educator or administrator and will be subject to progressive discipline. In some cases, students involved in these incidents will receive support to learn from inappropriate behaviours and make choices that support continuing their learning.
- 9.9** Exposure of students to media that depicts smoking or the use of tobacco, cannabis, tobacco-like or cannabis-like (alternative) products is also prohibited with the exception of media that includes smoking, tobacco or cannabis imagery as a necessary component of historical depictions and/or media that depicts the dangers of smoking, exposure to secondhand smoke or cannabis.



- 9.10** In accordance with the Smoke Free Ontario Act, exceptions are made for the traditional use of tobacco. Therefore, if an Indigenous person makes a request to use tobacco for traditional Indigenous cultural or spiritual purposes, every effort will be made to accommodate the individual in an appropriately designated space.

## **10.0 PROGRESSIVE DISCIPLINE**

- 10.1** In order to promote positive student behaviours that contribute to safe learning environments, the Board supports the use of positive practices for prevention and behaviour management.
- 10.2** Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. Everything we do in the Board, is founded in our Faith and a conscious effort to model the Beatitudes while responding as a caring Catholic community.
- 10.3** This approach includes a range of proactive strategies.
- 10.4** At the school level, progressive discipline includes positive classroom management strategies, bullying prevention and intervention supports, and school-wide programs that teach pro-social skills, provide support for all students, promote virtue formation, and foster Catholic values.
- 10.5** Progressive discipline is based on a belief that there are numerous strategies for learning. This belief is rooted in Jesus' model of discipleship and His code of "beatitude living" that guides the practice of progressive discipline in BHNCDSB school communities.
- 10.6** The interventions, supports, and consequences used are framed within a restorative approach and are cognitively, developmentally, and socio-emotionally appropriate. These interventions, supports, and consequences include learning opportunities for reinforcing positive behaviour while helping students make better choices and fully understanding the impact of their decision on others.
- 10.7** Progressive discipline applies corrective, supportive interventions and consequences to address inappropriate behaviour. When addressing inappropriate behaviour, school staff should consider the particular student and the circumstances, including mitigating and other factors. Suspensions and expulsions may be considered.

## **11.0 PROGRESSIVE DISCIPLINE STRATEGIES**

- 11.1** Progressive Discipline exists at all times for all students.
- 11.2** The application of progressive discipline ensures consistency in process while affording a differentiated response to suit the individual and circumstance of the incident. The appropriate response to challenging behaviours may take the form of an intervention, a support, a consequence, or all three.
- 11.3** In some circumstances, positive practices and progressive discipline might not be effective or sufficient in addressing inappropriate student behaviour. In such circumstances, the Board supports the use of progressive discipline consequences up to and including suspension, or expulsion from all schools of the Board (as per the Education Act sections 306 and 310 and reflective of Ontario Regulation 440/20 regarding the Suspension of Elementary School Pupils).
- 11.4** For students with special education and/or disability related needs, interventions, supports and consequences will be consistent with the expectations in the students' individual education plan (IEP) and /or his/her demonstrated abilities.
- 11.5** Some examples of consequences consistent with progressive discipline (not including suspension or expulsion) include:
- verbal/non-verbal messages from teacher or adult in authority
  - review of expectations
  - contact with the student's parent(s)/guardian(s)
  - written work assignments with a learning component;
  - assigning the student to volunteer services to the community
  - conflict mediation and resolution
  - peer mentoring
  - referral to counseling
  - consultation meeting(s) with the student's parent(s)/guardian(s), the student and the



Principal/Vice Principal

- referral of student to a community agency for support
- detentions
- withdrawal of privileges
- temporary withdrawal from class
- restitution for damages; and/or
- restorative practices, circles, and dialogues
- re-location within the classroom or learning environment
- reflective conversations with student, to help student develop alternative behaviours
- collaboration with other school personnel (school SERT, support agencies)
- peer mediation
- support from local Police

## **12.0 ENFORCING THE CATHOLIC CODE OF CONDUCT**

- 12.1** The Board is committed to a responsive, progressive, and restorative approach to conflict resolution, discipline, and inappropriate student attitudes and behaviours. This approach reflects our belief that we are all created in the image and likeness of God and that everything we do is guided by our Gospel values.
- 12.2** When a challenging behaviour occurs, the principal ensures due process and equitable and just treatment for all involved in the incident. This treatment is predicated on the understanding that equitable and just processes consider mitigating and other factors as required by the Education Act.
- 12.3** Before applying any progressive discipline consequence, including suspension and/or expulsion, the Principal/Vice-Principal shall consider whether or not the progressive discipline consequence might have a disproportionate impact on a student protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the student's disadvantaged position in society, and whether or not accommodation to the point of undue hardship is required. (Where the Principal deems that a student'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).
- 12.4** 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 student, where appropriate, and the student's parent(s)/guardian(s) (if the student is not an adult) to identify whether any mitigating and/or other factors set out in section 15.0 below might apply in the circumstance.
- 12.5** When enforcing the Catholic Code of Conduct at the classroom, school, and board level, staff will undertake a broadly collaborative process in determining the most appropriate response to address a challenging behaviour. This process involves consultation with parents/guardians. However, the final decision rests with the principal and/or designate.
- 12.6** Using collaborative and reflective practice when determining the response to inappropriate behaviour ensures that:
- schools promote the safety of all and emphasize the importance of promoting positive change for students who struggle with challenging behaviours;
  - schools support the classroom teacher or other staff in addressing minor or moderate incidents through progressive discipline; and,
  - the principal leads a consultative decision-making process for serious or severe incidents.

## **13.0 DEFINING THE INCIDENT UNDER THE EDUCATION ACT**

- 13.1** When a serious student incident is reported, the principal will consider what type of intervention and/or progressive discipline is warranted, if any, to help ensure a positive school climate.
- 13.2** When a principal contemplates progressive discipline including possible suspension and/or expulsion, the principal will start by defining the infraction under the Education Act. The table below lists infractions according to whether they fall under Section 306 or 310 of the Education Act.
- 13.3** Section 306 of the Education Act mandates when the principal **SHALL CONSIDER** issuing a suspension.



- 13.4** Section 310 of the Education Act mandates when the principal **SHALL ISSUE** a 20-day suspension pending investigation into expulsion. All final decisions shall be made in consultation with the Superintendent (or designate).

Section 306 – <b>Shall Consider</b> Suspension (Grade 4-12 students only)		Section 310 – <b>Shall Suspend</b> pending possible Expulsion (All students)	
Code	Infraction	Code	Infraction
306-1	Uttering a threat to inflict serious bodily harm on another person	310-1	Possessing a weapon, including possessing a firearm
306-2	Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis	310-2	Using a weapon to cause or to threaten bodily harm to another person
306-3	Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis	310-3	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
306-4	Swearing at a teacher or at another person in a position of authority	310-4	Committing sexual assault
306-5	Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	310-5	Trafficking in weapons or in illegal drugs
306-6	Bullying	310-6	Committing robbery
306.7	Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board.	310.7	Giving alcohol or cannabis to a minor
306-7.1	Breach of Code of Conduct, BHNCD SB & School Policy	310-7.1	Bullying, if (i) the pupil has previously been suspended for engaging in bullying', and (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
306-7.2	Being under the influence illegal or restricted drugs, BHNCD SB and School Policy	310-7.2	Any activity listed in subsection 306 (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
306-7.3	Habitual neglect of duty, BHNCD SB and School Policy	310.8	Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled
306-7.4	Opposition to Authority, BHNCD SB and School Policy	310-8.1	Any act considered by the principal to be a serious violation of the BHNCD SB or School Code of Conduct





306-7.5	Profanity/swearing, intimidation, BHNCDSD and School Policy	310-8.2	Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the BHNCDSD or to goods that are/were on BHNCDSD property
306-7.6	Possessing restricted drugs	310-8.3	A pattern of behaviour that is so inappropriate that the pupil's continuing presence in the school creates an unacceptable safety risk to other person(s) is injurious to the effective learning and/or working environment of others
306-7.7	Fighting/Violence, BHNCDSD and School Policy	310-8.4	Trafficking in restricted drugs
306-7.7	Inciting Violence and/or Hate, BHNCDSD and School Policy	310-8.5	Extortion

**13.5 Education Act, Section 306: Suspensions (Students in Grade 4-12 only)**

- 13.5.1 A principal shall consider whether to suspend a student if they believe that the student has engaged in any of the activities listed in section 306 while at school, at a school-related activity, or in other circumstances (including off school property) where engaging in the activity may have a negative impact on the school climate.
- 13.5.2 A student in Grade 4 -12 may be suspended only once for an infraction, in any one incident, and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.
- 13.5.3 As per Ontario Regulation 440/20, a "...pupil in junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the Act."
- 13.5.4 Although Ontario Regulation 440/20, states that a pupil in junior kindergarten, kindergarten, or grade 1, 2 or 3 shall not be suspended under section 306 of the Act, the offence must still be reported to the principal and the principal must determine and put in place appropriate alternatives to discipline.

**13.6 Education Act, Section 310: Suspension, Investigation, Possible Expulsion (Students in Grades 4-12 only)**

- 13.6.1 Subject to Ontario Regulation 440/20, and as detailed below, a principal shall suspend and may consider recommending an expulsion of a pupil if they believe that the pupil has engaged in any of the activities listed in Section 310 while at school, at a school-related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate.
- 13.6.2 For infractions listed in Section 310 of the Education Act, if the principal believes that the student committed one of the infractions, the student shall be automatically suspended for 20 days pending expulsion and the school investigation commences.
- 13.6.3 In circumstances involving police, the principal may be required to halt their investigation pending approval by the police to resume.
- 13.6.4 There are five possible outcomes following the completion of the school investigation. All final decisions shall be made in consultation with the appropriate Superintendent.
  1. The principal determines that the student is NOT responsible for the infraction. The student would return to school and the principal would withdraw the Suspension Pending Expulsion and expunge the student record of Suspension Pending Expulsion, even if the suspension has been served. A determination letter reflecting this outcome is issued.
  2. The principal determines that the infraction did occur, but there are mitigating factors relevant to the circumstances which lead to the principal's decision to



shorten the suspension to between 1 and 19 days, even if the suspension has already been served. A determination letter reflecting this outcome is issued.

3. The principal determines that the infraction did occur, and the student receives a confirmed suspension of 20 days. However, there are mitigating factors relevant to the circumstances which lead to the principal's decision not to recommend the student for expulsion. A determination letter reflecting this outcome is issued.
4. The principal determines that the infraction did occur, and the principal is recommending expulsion from the student's current school only. A determination letter reflecting this outcome is issued.
5. The principal determines that the infraction did occur, and the principal is recommending expulsion from all BHNCDSB schools. A determination letter reflecting this outcome is issued.

### **13.7 Education Act, Section 310: Suspension, Investigation, And Possible Expulsion (Students in JK-Grade 3)**

- 13.7.1 Section 310 of the Education Act mandates when the principal shall issue a 20-day suspension pending expulsion.
- 13.7.2 Subject to Ontario Regulation 440/20, and as detailed below, a principal shall suspend and may consider recommending an expulsion of a student if they believe that the student has engaged in any of the activities listed in Section 310 while at school, at a school-related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate.
- 13.7.3 As per Ontario Regulation 440/20, a student in junior kindergarten, kindergarten, or grade 1, 2 or 3 shall not be suspended under section 310 of the Act for engaging in an activity described in subsection 310 (1) of the Act unless the principal has conducted an investigation respecting the allegations. This regulation means that prior to issuing a suspension pending possible expulsion under Section 310 for this age group, the principal must first conduct an initial investigation to determine if a Section 310 suspension is warranted.
- 13.7.4 Once the principal has determined a Section 310 offence has been committed, the student is suspended for 20 Days pending possible expulsion. In such cases, the principal shall further investigate to determine if there are mitigating or other factors to be considered in determining the length and type of discipline as required by the Education Act.
- 13.7.5 If the principal determines a Section 310 offence has been committed, the student is then suspended pending possible expulsion. In such cases, the principal shall continue with the steps as noted below (i.e., further investigation to determine if there are mitigating or other factors to be considered in determining the length and type of discipline as required by the Education Act; principal chooses 1 of 5 possible discipline outcomes).

## **14.0 SUSPENSIONS AND EXPULSIONS FOR BULLYING**

### **14.1 Suspension of Students in Junior Kindergarten to Grade 3**

- 14.1.1 As Per Ontario Regulation 440/20, discretionary (306) suspensions for students in junior kindergarten to grade 3 have been eliminated. Incidents of bullying involving students from junior kindergarten to grade 3 should be addressed with the appropriate positive behaviour supports in the school setting.
- 14.1.2 However, principals must suspend students in junior kindergarten to grade 3 for incidents of bullying if:
  - their continuing presence in the school creates an unacceptable risk to the safety of another person;



- the bullying 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 (for example, socio- economic status, appearance).
- 14.1.3 The principal may only suspend a student in junior kindergarten to grade 3 under section 310 of the Education Act for engaging in bullying if they have conducted an investigation respecting the allegations.

## **14.2 Suspension of Students in Grades 4 to 12**

- 14.2.1 Under the Education Act, principals must suspend a student between grades 4 to 12 for bullying and, after an investigation, consider referring that student for expulsion if:
- the student has previously been suspended for bullying; and the student's continuing presence in the school creates an unacceptable risk to the safety of another person;
  - the bullying 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.

## **15.0 THE THREE FACTOR ANALYSIS**

- 15.1** Before determining the discipline, if any, the principal is required by the *Education Act and Ontario Regulation 472/07*, to consider any mitigating and other factors and whether the discipline will have a disproportionate impact on a student's rights under the protected grounds of the *Ontario Human Rights Code* and/or exacerbate any disadvantage the student may experience in society.
- 15.2** Where a principal does not suspend a student, a record of the incident believed to have occurred shall be properly documented and retained. If the student poses an unacceptable risk to the safety of themselves and/or to others in the school, the principal shall consult with their superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety and well-being of students, staff, and others in the school.
- 15.3** Once the offense has been defined under either Section 306 or 310 of the *Education Act*, three factors are used when considering the most appropriate response to address inappropriate behavior.
- Factor 1:** Consider the individual student and the circumstances including mitigating and other factors as outlined in the Education Act.

**a. Mitigating Factors:**

1. The pupil does not have the ability to control their behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of their behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

If a student does not have the ability to control their behaviour or does not understand the foreseeable consequences of their behaviour, the principal will not suspend the student. Alternative discipline and/or other interventions may be considered by the principal in such circumstances.

**b. Other Factors:** the following additional factors shall be considered:

1. the pupil's history
2. whether a progressive discipline approach has been used with the pupil;
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 their race, ethnic origin, religion, disability, gender identity, gender expression, or sexual orientation, or to any other harassment;
4. how the suspension or expulsion would affect the pupil's ongoing education;





5. the age of the pupil;
6. in the case of a pupil with a disability and/or for whom an IEP has been developed:
  - whether the behaviour was a manifestation of a disability which may or may not be identified in the pupil's IEP
  - whether appropriate individualized accommodation has been provided;
  - whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

**Factor 2:** the nature and severity of the behaviour.

**Factor 3:** the impact of the behaviour on the school climate (i.e., the relationships within the school community).

## **16.0 PROGRAMMING FOR SUSPENDED OR EXPELLED STUDENTS**

- 16.1** 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.

## **17.0 RESPONDING AND REPORTING**

### **Responding**

- 17.1** Provided there is no immediate risk of physical harm to any individual, all staff members shall respond to any inappropriate student behaviour and/or behaviour that impacts negatively on school climate or for which a suspension and/or referral for expulsion may be warranted. This includes behaviour at any time at school and at any school-related event.
- 17.2** Appropriate action must consistently be taken by school staff to address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but is not limited to, harassment and discrimination, bullying, swearing, malicious gossip, name-calling, sexist, homophobic or racial slurs, comments, jokes or teasing and defamatory or discriminatory electronic communication and postings, graffiti, vandalism and other behaviour that might cause a negative school climate.
- 17.3** Responses shall be timely, supportive, and sensitive, 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 student might exhibit or about which the employee might be aware. Responses may include one or more of:
- asking the student 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 student for a correction of their behaviour by restating or rephrasing their comments;
  - asking the student to apologize for his/her behaviour or how he/she can correct/restore the situation (e.g., 'make it right');
  - asking the student to promise not to repeat their behaviour;
  - asking the student what they will do instead of repeating the behaviour;
  - asking the student 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.
- 17.4** Unless the behaviour is such that it must be considered for suspension or expulsion, an appropriate response by staff is sufficient, and it is not required that these incidents be reported to the principal.



## **Reporting**

- 17.5** An employee of the Board that becomes aware that a student at a school of the board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible and no later than the end of the school day. Any incident that could warrant suspension or referral to expulsion must be reported to the principal or designate.
- 17.6** The purpose of reporting serious student incidents is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.
- 17.7** All employee reports of serious student incidents must be confirmed in writing, using the Online Reporting Tool - Safe Schools Incident Reporting Form – Part I (Form I). The employee who made the report will receive a response via the Safe Schools Incident Reporting Form – Part II (Form 2). The principal must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.
- 17.8** Principals are responsible for maintaining proper order and discipline in schools. Students 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.
- 17.9** 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.

## **18.0 VIOLENCE THREAT RISK ASSESSMENT PROTOCOL**

- 18.1** Under certain conditions, students may need to undergo a Violence Threat Risk Assessment (VTRA) when their behaviours or other information confidently suggest they may be at risk of harming themselves or others.
- 18.2** Threat assessment is the process of determining if a threat-maker (someone who utters, writes, emails, and/or gestures a threat to harm a target or targets) does indeed pose a risk to the target or targets they have threatened.
- 18.3** All threat-making behaviours must be reported to administration. Administration, in consultation with the school team, will discern whether to activate the VTRA protocol.
- 18.4** During the VTRA process, information is obtained from multiple sources to develop an intervention plan to reduce the risk of violence.
- 18.5** The BHNCD SB VTRA Protocol is led by the school principals with the direct support of the school Social Worker.

## **19.0 SCHOOL TRANSFERS RELATED TO SCHOOL SAFETY**

- 19.1** In the case where a student is being transferred to another school in order to preserve school safety the receiving school is required to coordinate a “transfer meeting” between the school from which the student is being transferred and the receiving school.
- 19.2** The purpose of the meeting is to put in place a transition strategy to identify any additional supports and resources the student may require.
- 19.3** The transfer meeting will include the school administrator, teachers and other support staff that will have regular direct contact with the student that is being moved, the student and the student’s parent(s)/guardian(s).
- 19.4** The meeting must occur prior to the student being transferred or on the day the student is being transferred and must occur before the student attends class.



- 19.5** The receiving school must be in possession of the student's Ontario Student Record prior to the transfer meeting and will be used as part of the transfer meeting.
- 19.6** All participants in the transfer process will treat all information included within the transfer process as confidential.

## **20.0 RESPONSIBILITIES**

### **20.1 *The Board of Trustees and Senior Administration will:***

- provide leadership to all members of the school community to ensure equitable opportunity to a safe, caring, inclusive, and healthy learning and work environment by developing policies that set out how Board facilities will implement and enforce the Catholic Code of Conduct and all other rules that promote and support respect, civility, Catholic service, responsible citizenship, safety, and the conditions necessary for an optimal learning and work environment for all;
- develop, implement, and monitor the Catholic Code of Conduct;
- seek input from the Parent Involvement Committee (RCPIC), the Special Education Advisory Committee (SEAC), Indigenous Education Council (IEC); parents/guardians/caregivers, students, staff members, and the community;
- promote the knowledge, skills, and attitudes necessary to ensure successful implementation of the Catholic Code of Conduct;
- provide professional development for system leaders to assist them in ensuring compliance with and enforcement of the Catholic Code of Conduct at the local school level;
- provide guidelines to assist principals in developing, implementing, and monitoring their local Catholic School Code of Conduct to address specific local school-related needs;
- provide system-wide direction to embed Catholic moral imperatives, virtues and Gospel values while cultivating strong partnerships with parish and community partners;
- ensure that the Standards of Acceptable Behaviours the Catholic Code of Conduct are enforced in the schools;
- develop, implement and enforce procedures that address unacceptable behaviour of other persons, such as, volunteers and visitors;
- ensure a well communicated process for online reporting and documenting of a violent incident involving a student, as defined in PPM 120;
- annually communicate policies and procedures related to the Catholic Code of Conduct to all parents, students, staff, and other members of the school community;
- have procedures and protocols in place to meet the obligation to report concerning conduct to the relevant regulatory colleges (e.g., the Ontario College of Teachers, the College of Early Childhood Educators, etc.) under applicable legislation.

### **20.2 *School Administration will:***

- model servant leadership, cultivating an authentic safe, caring, and inclusive Catholic culture;
- model the standards of safety, respect, civility, and responsible citizenship;
- support the mission and spiritual theme of the Brant Haldimand Norfolk Catholic District School Board;
- promote the highest possible standards of conduct and special care for the most vulnerable;
- develop, implement and review the local Catholic School Code of Conduct and the Safe and Accepting Schools/Bullying Prevention and Intervention Plan in collaboration with all stakeholders;
- demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- hold everyone under their authority accountable for their behaviour and actions;
- communicate regularly and meaningfully with all members of their school community;
- prepare students for the full responsibilities of citizenship as outlined in the Ontario Catholic



School Graduate Expectations.

- ensure consistent enforcement of school expectations using progressive discipline and other Board procedures;
- empower students to be positive leaders in their school and community and enable opportunities for student engagement and student voice;
- train school staff and monitor the implementation of progressive discipline;
- implement the BHNCD SB process for the reporting and monitoring of violent incidents and/or incidents that may lead to suspension and/or expulsion;
- cultivate and maintaining strong partnerships with parents/guardians, the local parish, and community partners.
- post Ministry of Education approved signage in school entrances and other visible places.

**20.3 Teachers and School staff will:**

- support the mission and spiritual theme of the Brant Haldimand Norfolk Catholic District School Board;
- model the standards of safety, respect, civility, and responsible citizenship including the appropriate use of personal mobile devices for work-related purposes;
- empower students to be positive leaders and help students work to their full potential;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;
- insist all students are held to the same standards and are expected to reach the same high expectations of civility and academics;
- use Gospel values as their guide in assisting the principal in maintaining order in the school;
- prepare students for the full responsibilities of citizenship as outlined in the Ontario Catholic School Graduate Expectations;
- help students to develop a sense of self-worth, work to their God-given potential, and to be positive leaders in the classroom, school, parish, and community;
- provide students with opportunities to exercise Catholic service and wise stewardship;
- assist students in the exercise of personal conscience in discerning right choices;
- collaborate with colleagues in exercising preventative and proactive strategies to maintain high standards of behaviour, and consistently utilizing progressive discipline.

**20.4 Students will:**

- demonstrate respect for themselves and for others, and especially for those in positions of authority;
- strive for excellence in personal conduct and academic performance;
- fulfill the Ontario Catholic School Graduate Expectations and live the Gospel message;
- come to school prepared, on time, and ready to learn;
- come to school dressed appropriately for a Catholic school learning environment;
- respect school property and the property of others
- comply with the school's dress code/uniform policy;
- follow the established rules, take responsibility for their actions, and strive to repair harm where applicable;
- contribute to a safe and inclusive school culture by advocating for those in need;
- participate respectfully in the faith life and liturgical practices of the school community (e.g., sacraments, retreats, religion courses);
- accept school discipline as necessary for personal growth, and as an extension of the responsibilities that would be exercised by a kind, firm, and judicious parent/guardian;
- refrain from bringing anything to school that may compromise the safety of others;



- use electronic devices in a responsible and respectful manner and only as directed by an educator during instructional time.

**20.5 Parent(s)/ Guardian(s)/Caregivers(s) will:**

- embrace their role as the primary educator of their child(ren);
- support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students;
- support the mission of the Brant Haldimand Norfolk Catholic District School Board and reinforce the importance of Catholic faith being embedded in every part of the school curriculum and ethos;
- take an active interest in their child's schoolwork and progress and communicate regularly with the school;
- help their child be appropriately dressed and prepared to attend school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Provincial, Board and School Codes of Conduct;
- insist their child follows the rules of behaviour and support them in doing so;
- assist school staff in dealing with disciplinary issues involving their child.

**20.6 Volunteers/Visitors/Community Partners will:**

- be expected to uphold the Catholic Code of Conduct within the facilities and during events with the Board.
- ensure their work within the Board respects the unique Catholic nature of our schools and our identity.

**20.7 Police Services will:**

- work in partnership with schools in a variety of ways;
- provide guidance and support to students, parents/guardians/caregivers, and staff;
- participate in school activities and provide educational and mentorship programming for students;
- play an essential role in making our schools and communities safer and may be called upon to investigate incidents in accordance with the School Board/Police Protocol.

**21.0 DELEGATION OF AUTHORITY**

**21.1** Whenever possible, the Board will attempt to have an administrator present on school property. A Principal may delegate their authority to a Vice-Principal or in some cases a teacher-in-charge in accordance with the Board's procedures. Vice-Principals may be delegated authority by the Principal to:

- conduct an investigation and/or inquiry when an infraction has occurred;
- consider and implement progressive discipline measures following the investigation of an incident;
- impose a suspension of five (5) or fewer days in accordance with these procedures;
- create and facilitate all aspects of the Student Action Plan process when a student has been suspended for five (5) or more days or when student is referred to the Student Discipline Committee of the Board for expulsion;
- notify a parent/guardian of a student who has been the victim of an incident, including an incident that might lead to a suspension or recommendation for expulsion;
- develop a Safety Plan for an individual;
- coordinate a transition meeting for a student where a decision has been made by the Superintendent in consultation with the Principal that the student must be transferred to another school;
- contact police in accordance with the School Board/Police Protocol and the Board's Emergency Response Protocols.

# Code of Conduct

## **Members of the school community will:**

- Treat each other with kindness and respect
- Support learning and keep distractions out of class
- Help others when they are in need

## **Members of the school community will not:**

- Bully, cyberbully, or encourage others to do so
- Harm others, including harm with the motivation of hate or discrimination
- Use a personal mobile device during class unless permitted by an educator
- Use, share or sell vape, nicotine and/or tobacco products on school property

**Speak with a staff member if you or someone else needs help.**

Visit [ontario.ca/SchoolRules](https://ontario.ca/SchoolRules) to learn more about the Provincial Code of Conduct



[ontario.ca/SchoolRules](https://ontario.ca/SchoolRules)

Ontario 





## BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD BULLYING PREVENTION AND INTERVENTION PLAN

The *Education Act* requires school boards to develop a Bullying Prevention and Intervention Plan and to require all its schools to implement the plan. This Board's Bullying Prevention and Intervention Plan is created with a view to promote a district-wide and school-wide approach to ensuring a safe, inclusive and accepting school environment free of bullying, harassment, discrimination, and other inappropriate behaviours. The Board's Bullying Prevention and Intervention Plan is based upon the Ministry of Education's Model Bullying Prevention and Intervention Plan (the "Model Plan")<sup>1</sup> released January 29, 2013, and the requirements set out in this document have been taken directly from the Model Plan and P/PM 144 Bullying Prevention and Intervention (November 25, 2021).

### POLICY STATEMENT

The Brant Haldimand Norfolk Catholic District School Board (the "Board") believes that all schools should be safe, inclusive, accepting, and respectful environments for all students, staff, parents, and visitors. As a district, we will work together to promote positive attitudes and behaviour towards each other that respect the accepted *Standards of Acceptable Behaviour*.

The Board recognizes that all people are created equal, in the image of God, each with unique characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, our schools provide, in all its operations, an educational environment which supports and celebrates the strength of diversity within our inclusive Catholic community.

School communities are well positioned to educate students on bullying prevention, promote healthy relationships, notice troubling changes in behaviour, respond to all forms of bullying, address instances of bullying, and connect with students. The Board understands:

- bullying adversely affects a student's well-being and ability to learn;
- bullying adversely affects the school climate, including healthy relationships; and,
- bullying, including cyber-bullying, is a serious issue and is not acceptable in the school environment (including virtual), in a school-related activity, or in any other circumstances that will have an impact on the school climate.

### POLICY AND PROCEDURES: Engaging Parents and Families

The Board recognizes that a whole school approach and a strong policy and legislative framework are important for bringing widespread change. The Board also recognizes that the goals of policy initiatives must address the areas of challenge identified in *School Climate Surveys* and other relevant data.

The Board will continue to actively communicate its policies, procedures, and guidelines to the community (including involving the school community in the review and/or development of policies, procedures and guidelines relating to bullying, discrimination, and harassment) through the following.

- Social media platforms.
- Board website.
- Regional Catholic Parent Involvement Committee.
- Signage and posters.

<sup>1</sup> Ministry of Education, "*Working Draft: Safe and Accepting Schools Model Bullying Prevention & Intervention Plan*" January 2013, Queen's Printer for Ontario, 2013, available online at: <http://www.edu.gov.on.ca/eng/document/curricul/BullyingPreventPlan.pdf>



- District Safe and Accepting Schools Team.
- Professional Activity Days.
- On-going professional learning (staff meetings, PD days).
- Ad-hoc focus groups.
- Staff training opportunities.
- Recurring activities and events (i.e., Bullying Prevention Week).
- Home-school communication (i.e., parents' nights, newsletters, school messenger)

All those in our community (students, staff, parents, and community members) are expected to:

- demonstrate respect and model pro-social behaviours;
- raise awareness of bullying behaviour and its effects;
- resolve bullying issues in a timely and appropriate manner; and
- be party to progressive discipline and restorative practices.

The Board will ensure schools make available helpful school processes for students and families such as:

- How students and/or parents can report bullying and other unsafe behaviours;
- Procedures to address incidents of discrimination;
- Information on the school's progressive discipline approach and Code of Conduct.
- Current prevention and intervention plans and strategies;
- How parents can access more information about bullying prevention and intervention; and,
- The steps taken following a report made by a parent.

## DEFINITION OF BULLYING

For the purposes of Board policies related to bullying prevention and intervention, the BHNCD SB uses the definition of bullying given in subsection 1(1) of the Education Act. The definition of bullying includes cyber-bullying, as such, all requirements identified under the *Education Act* and under this policy/program memorandum related to bullying also apply to cyber-bullying.

**Bullying:** aggressive and typically repeated behaviour by a pupil where 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:

- 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
- creating a negative environment at a school for another individual; or
- 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 identity, gender expression, race, disability, or the receipt of special education.

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

For the purposes of the definition of "bullying" above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

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

Bullying is behaviour that can be repeated or occur one time and can be carried out by an individual or group of individuals. Bullying can occur in situations where there are real or perceived power imbalances between individuals or groups, and may be a symptom of racism, classism, homophobia, sexism, religious





discrimination, ethnic discrimination or other forms of bias and discrimination. Bullying can also be based on, but not limited to, body size, appearance, abilities, or other real or perceived factors. Perceptions about differences are often based on stereotypes perpetuated in broader society.

Bullying, including cyber-bullying, may be intentional or unintentional, direct, or indirect. It can take many forms including physical (for example, pushing, tripping), verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments), social, also known as relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.

Bullying has the potential to:

- negatively affect students' learning, attendance, safety/sense of safety, sense of self-worth and overall mental health and well-being
- create a negative environment at school or school-related activities for an individual, group, or the whole school

Proactive intervention coupled with coaching and support can help all students develop the skills and understanding needed to build and maintain positive relationships.

Bullying impedes the development of a positive school climate. A whole-school approach involving all education and community members is required to prevent bullying.

## TYPES OF BULLYING BEHAVIOUR

Types of Bullying Behaviour may include, but are not limited to the following:

**Ability:** Repeatedly excluding a person or persons or treating them badly because of an ability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability.

**Cyber:** The repeated use of email, cell phones, text, internet, and web sites to threaten, harass, embarrass, socially exclude, or damage reputations or friendships. Increasing the use of digital platforms enhances the threat of cyber-bullying as well as other safety risks.

**Examples of cyber-bullying may include:**

- sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
- revealing information considered to be personal, private, and sensitive without consent;
- making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and,
- excluding or disrupting access to a student on purpose from online chat groups, access to accounts and during digital gaming sessions;

**Homophobic:** The repeated ill treatment of another individual based on his/her sexual orientation or perceived sexual orientation, including disclosure of someone else's sexual orientation. Ill treatment may include gossiping, physical or verbal aggression, physical or mental violence, obscene or sexualized gestures, or cyber harassment.

**Physical:** Repeated hitting, kicking, shoving, or beating up another person.

**Property:** Repeated stealing or damaging another person's property.



**Racial:** Repeated aggression directed to a person or persons because of their religious beliefs or background; repeatedly saying negative things about a religious background or belief; repeatedly calling a person names or making fun of his/her religious beliefs or background.

**Sexual:** Repeatedly leaving a person or persons out or treating them badly because of their gender; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly making sexist comments or jokes, touching, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons; repeatedly calling a person or persons gay, fag, lesbian, or other inappropriate names.

**Social:** Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person's friendships.

**Verbal:** Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, and sexual harassment.

Bullying, including cyber-bullying, may intersect with other forms of sexual exploitation including, but not limited to, sextortion and the non-consensual sharing of intimate images. Traffickers and other sexual predators are increasingly using fake accounts to pose as acquaintances or friends of children and youth to lure, groom and recruit them into engaging in sexual acts or services. Children and youth who experience bullying are at increased risk for being sex trafficked.

## NOTIFYING PARENTS

Following a serious incident, the principal will notify parents of the involved students, except in certain circumstances, and will invite the parents to discuss supports for their child.

## DEVELOPMENT BULLYING PREVENTION AND INTERVENTION PLAN

In developing Bullying Prevention and Intervention Plan, the District Safe and Accepting Schools Team will ensure the plan is consistent with the requirements of:

- PPM 119 Developing and implementing equity and inclusive education policies in Ontario schools
- PPM 120 Reporting violent incidents to the Ministry of Education"
- PPM 128 The provincial code of conduct and school board codes of conduct
- PPM 144 Bullying prevention and intervention
- PPM 145 Progressive discipline and promoting positive student behaviour.
- Ontario Curriculum Policies
- Legislation including the Municipal Freedom of Information and Protection of Privacy Act, Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, Education Act, and regulations made under the Education Act.

The District Safe and Accepting Schools Team will consult with groups such as:

- Students and Families
- Focus Groups
- Faith Advisory Committee
- Special Education Services
  
- Student Support Services
- Mental Health Lead
- Indigenous Education Services



- Equity and Inclusive Education Steering Committee
- The Student Achievement Team
- Catholic Parent Involvement Committees

In its education and communication efforts, the Board and its schools will:

- Identify the different types of bullying, including cyber-bullying and the myths and realities of bullying behaviour.
- Differentiate between bullying and conflict, aggression, and teasing.
- Define power and peer dynamics.
- Identify how biases, prejudice and hate can lead to bullying.
- Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Communicate a whole school approach and the essential importance of a positive school climate for student achievement and well-being.
- Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate.
- Identify ways to make students aware of how they can help identify, prevent, and address bullying.
- Identify strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate.
- Reach out to parents and the broader school community for input.
- Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies.
- Become knowledgeable about community partners and resources available in the community.”<sup>2</sup>

## EVALUATION OF EVIDENCE

The Board recognizes that effective anti-bullying strategies must be evidence-based. Bullying interventions, strategies, practices, and programs are based on evidence from the school climate surveys, demographic data collection and other relevant information. The school will take the following steps to assess anti-bullying initiatives and strategies.

1. Evaluate the evidence to determine the main areas of concern, and identify issues in the physical environment, determine current procedures, and assess the strategies in place based on results of the school climate surveys and other relevant information.
2. Identify children and youth involved in bullying (including the bully, the person being bullied, and those who may have witnessed or been affected by the bullying). School will consider using a risk assessment approach in some cases.
3. Review and update the school’s strategies as a result of gathering new information.

## PRE-EVALUATION STRATEGY

**A. The Board’s main issues of concern raised by students, staff and parents in the school climate surveys and based on other relevant information are the following:**

- District wide the respondents of the School Climate Survey reported the top two concerns pertaining to bullying as **verbal bullying** at 9.9% (Elementary 11.7 and Secondary 10%)

and **social bullying** at 8.4% district wide (7.9% Elementary and 6.6% Secondary), The frequency of these incidents has been “many times” per week.

---

<sup>2</sup> *Supra* note 1, pgs. 2-3.



- The district wide results indicate that 15.4% of students reported being victimized by one or more types of bullying (18.5% in Elementary panel and 11.8% in the Secondary panel).
- The school climate survey revealed that students typically turn to family members (59.2%) and friends (56.3%) if they are feeling sad, stressed, or worried.
- 38% gave a low rating to the quality of relationships children have with adults they interact with at school. Friendship Intimacy was rated high for students' district wide, with a rating of 74.6%.
- In rating the overall tone of school environment; includes way teachers and students interact and treat each other 36.2% rated this as high. 44.6% rated the degree to which children feel connected and valued at school as high.
- Within the well-being index, made up of scores on optimism, self-esteem, happiness, absence of sadness, general health 50.3% of the students provided a low rating in this area, however self-esteem results indicate a high rating at 61.6%.

#### **B. After reviewing the data and consulting with the school community**

Although incidents of bullying are not seen to be a high percentage for students in the district, an area of concern is the frequency of bullying matched with the indication that students being victimized may experience more than one type of bullying.

Students do not indicate that they use relationships with adults at the school as frequently as alternative relationships; they are more likely to talk to family members and friends, therefore incorporating these members of our community in our intervention and prevention planning will be key.

44.6% of connection at school would be a key area to support strategies for greater connections for students. The student well-being index is low, and this will be another area to give attention to support strategies for increasing students' optimism, self-esteem, happiness, absence of sadness and general health.

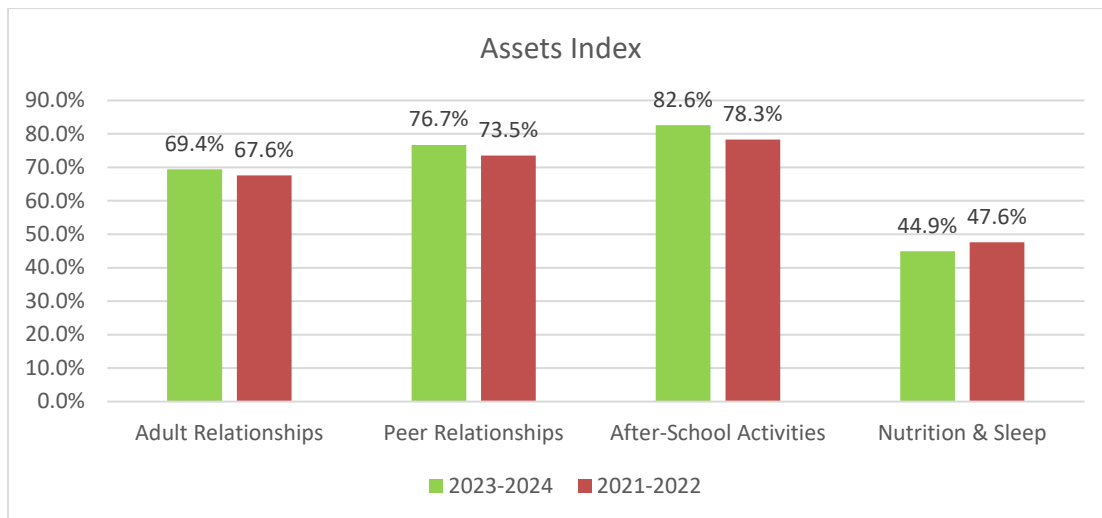
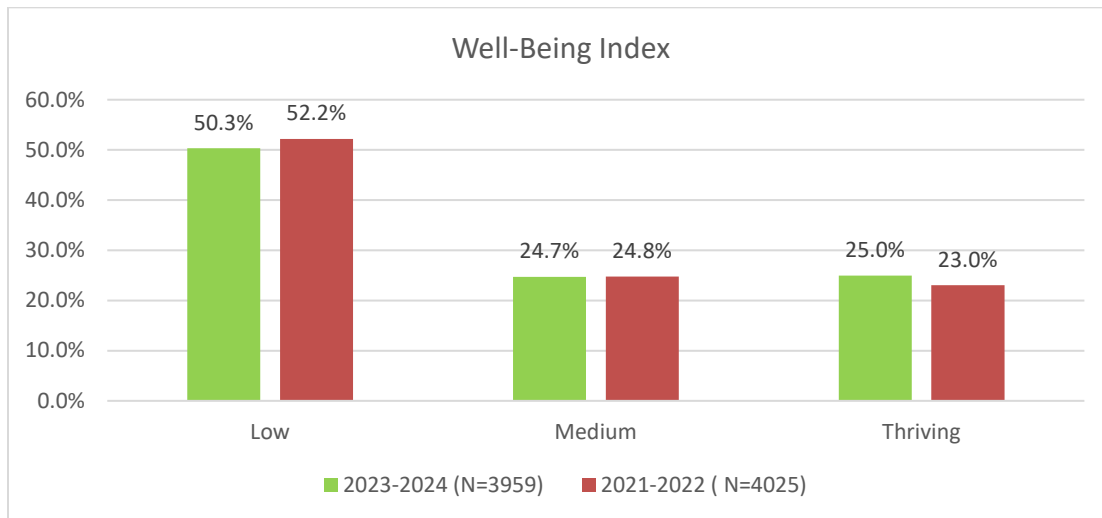
#### **C. The school's current processes for reporting, response, support and following up on issues are as follows:**

Administrators are well versed in progressive discipline and promoting positive behaviours in our schools. Schools will ensure parents/caregivers will have an understanding of progressive discipline and have direct access to information about these measures through our Board and school communications. The following information is available on the Board website:

- How students and/or parents can report bullying and other unsafe behaviours.
- Procedures to address incidents of discrimination.
- Information on the school's progressive discipline approach and Code of Conduct.
- Current prevention and intervention plans and strategies.
- How parents can access more information about bullying prevention and intervention.
- The steps will be taken following a report made by a parent.

The Board has recently implemented an anonymous reporting tool (Speak Up), this is one of the aspects to consider people who may be worried about repercussions associated with reporting incidents of bullying or any areas that may threaten the wellbeing of students.

#### **D. Based on a review of the climate surveys results and other relevant information, the following areas have shown success/ improvement:**



**E. Based on the school climate surveys and other relevant information, areas requiring improvement are as follows:**

- *Wellbeing Index (20.5%)*
  - feeling of optimism (41.9%)
  - prosocial behaviour (45.6%)
  - general health (31.3%).
- Help Seeking - seeking the support of adults at school (19.4% rated this as high)
- School Climate- overall tone and interaction, as well as treatment of one another (36.2% rate this as high)

Based on the above, the Board proposes the following action plan to address the areas of concern:

**Engaging Parents/Caregivers and Families:** We believe schools and families working together keep students safe. By encouraging a collective responsibility to end bullying in schools' students are better able to reach their full potential. School's will engage families by sharing information via social media and other notifications to ensure parents and families are engaged.



**Prevention and Awareness Raising:** School communities will engage in daily prayers, reflections and other activities during Bullying Awareness and Prevention Week each school year. Bullying awareness and prevention strategies and resources will be available to all schools throughout the school year. These resources include teaching guides to support students in positive relationship development, highlighting equity and inclusive education in daily classroom instruction and school activities. On a bi-annual basis the School Climate Survey is offered to students, this survey provides definitions and information to support student learning in the areas of bullying behaviours and victimization.

**Professional Development Opportunities for Staff:** The Board is committed to supporting schools in the implementation of required Ontario curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention to provide administrators, teachers, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying. Through the Student Support Services personnel, the Board makes a variety of resources available to all staff who have significant contact with students and provide ongoing support to students and staff in the schools.

## POST-EVALUATION STRATEGY

The Board will reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented. The “post-evaluation phase gathers evidence to test the efficacy of the prevention, responses, interventions or supports provided in order for changes to be made, where necessary.”<sup>3</sup> Upon re-evaluation, the Board will update the information in this Template to reflect the effectiveness of its anti-bullying initiatives.

## PREVENTION

The Board recognizes that fostering a positive learning environment will help to reduce possible bullying, harassment, and discrimination incidents. The Board committed to taking steps to strengthen prevention measures.<sup>4</sup> Based on its evidence-based analysis, the Safe and Accepting Schools Team has identified the

following district-wide practices and initiatives for bullying prevention (as divided by categories set out in the Model Plan). All BHNCDSD schools will:

- include teaching strategies that support the school-wide bullying prevention policies and specifically assist in developing skills for healthy relationships and highlighting equity and inclusive education principles in daily classroom instruction and school activities;
- will make opportunities available for students and staff to learn to recognize the various forms of bullying (such as, racial bullying, or bullying based on religion) and understand the actions that can be taken by those witnessing the behaviour; and,
- provide opportunities for students and staff to participate in equity and inclusive education, bullying prevention, and leadership initiatives within their own school.

Bullying prevention and intervention programs and activities that are evidence-informed and that address the needs identified by the Board or the School<sup>5</sup> will include at least the following.

1. Available resources for schools to assist in continued learning about the various types of bullying.
2. Coordination with the Provincial campaign on Bullying Awareness and Prevention Week.
3. Recognition and public awareness campaigns in November of each year.

---

<sup>3</sup> *Supra* note 1, p. 3.

<sup>4</sup> *Supra* note 1, p. 4.

<sup>5</sup> *Supra* note 1, p. 4.





4. Acknowledgement of Pink Shirt Day annually in February.
5. Relationship building and community building programs that are present in the school, classroom and in the larger community<sup>6</sup> which may include various Prevention and Awareness Strategies, including:
  - daily prayers, reflections and other activities during Bullying Awareness and Prevention Week and throughout each school year;
  - teaching guides to support students in positive relationship development, highlighting equity and inclusive education in daily classroom instruction and school activities;
6. On a bi-annual basis, the School Climate Survey is offered to students. This survey provides definitions and information to support student learning in the areas of bullying behaviours and victimization.

Awareness raising strategies for students:

- School communities will engage in daily prayers, reflections and other activities during Bullying Awareness and Prevention Week each school year. Bullying awareness and prevention prayers, liturgies, strategies, and resources will be available to all schools throughout the school year.
- In alignment with the Mental Health strategic planning there will be a continuation of social emotional learning, empathy practices and self-regulation skills.
- Awareness raising strategies to engage community partners and parents in early and ongoing dialogue<sup>7</sup>.
- BHNCDSB will communicate the policies and guidelines on bullying prevention and intervention to principals, teachers, and other school staff, students, parents, their Special Education Advisory Committee, their Indigenous Education Council, school councils and school bus operators and drivers, RCMP, Catholic Equity Leads to ensure the roles and responsibilities are clearly articulated and understood.

Bullying policies and procedures will be posted on:

- Board website;
- social media platforms;
- signage and posters; and,
- home-school communication (i.e. parents' nights, newsletters, synervice).

Ways to link curriculum and daily learning:

- The Board is committed to supporting schools in the implementation of required Ontario curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention to provide administrators, teachers, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying.

Ways to support and encourage role modeling by caring adults and student leaders within the school and school community:

- **Safe and Accepting Schools Teams:** Each school will have a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate that must be chaired by a staff member and include the Administrator, at least one parent, teacher, non-teaching staff member or community partner. It should also include at least one student.

BHNCDSB schools will also:

- provide opportunities for regular check-ins with students at risk or affected by bullying;

---

<sup>6</sup> *Supra* note 1, p. 4.

<sup>7</sup> *Supra* note 1, p. 4.



- provide opportunities for teachers to development effective classroom management strategies using progressive discipline;
- establish and maintain respectful and caring classrooms; and,
- align supervision plan to address where and when bullying happens, as identified through climate surveys.<sup>8</sup>

## INTERVENTION AND SUPPORT STRATEGIES

The Board recognizes the importance of using timely interventions and supports with a school-wide approach.<sup>9</sup> To this end, the Board will support schools in:

- using teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
- enhancing processes and strategies to identify and respond to bullying when it happens;
- identifying strategies for supporting all students involved in bullying; and,
- communicating the progressive discipline approach to the school community and the procedures in place to support the student.

The Board supports the use of the following evidence-informed interventions and support strategies in a timely manner and using a whole school approach:

- Progressive discipline and restorative practices
- Safety plans and/or behaviour support plans
- Referral to Child and Youth Work and Social Work
- Peer Mediation and Mentoring Programs
- Curriculum embedded relationship building/social skill building programming
- Community partnerships
- Expert guest speakers and learning activity in the area of Self Reg, Equity, Indigenous Education, Human Rights etc.
- Opportunities for family engagement (parent-teacher conferences, meetings, School Council, volunteering and on-going communication)
- School Administration that is visible and accessible
- Incorporation of evidence-informed principles of Anti-Opressive approach to education and Equity and Inclusive Education.
- Student groups including ACE, JACK, GSA etc.
- Social justice outreach, community volunteering, participation in the Church
- Community building programs, school spirit events and a variety of cultural activities
- reinforcement of positive behaviours through means like “good news postcards, “VP recognition certificates,”
- Social Emotional/Empathy/Self Regulation-based curriculum (i.e., Self Reg, Mind-Up, SMHO Modules)
- Consistent, fair, and bias-aware implementation of progressive discipline and the Catholic Code of Conduct
- Incorporation of culturally diverse course content
- Living out the Board Pastoral Plan for inclusion, equity, love, and support

Activities that promote a positive school climate<sup>10</sup>

- Programs, interventions, and other supports

---

<sup>8</sup> *Supra* note 1, p. 4.

<sup>9</sup> *Supra* note 1, p. 4.

<sup>10</sup> *Supra* note 1, p. 4.





- All Board staff are expected to respond to situations of bullying unless it is unsafe to do so. At minimum, staff will report bullying behaviours to the school administration.
- School administrators will share the policy and instructions associated with reporting with all school staff. Staff will understand their role in keeping the school safe.
- Staff will have access to the Safe Schools Incident Reporting Form and understand their responsibility to report serious incidents. Administrators are required to investigate all serious incident reports.
- Staff understand the importance of interventions for both the student being victimized and the person committing the bullying behaviour.

## REPORTING TO THE PRINCIPAL

Serious student incidents must be reported by staff to the principal so that appropriate actions to address the incident and protect the student may be taken. If an incident is violent, boards must follow the direction in the Provincial Model for a Local Police/School Board Protocol regarding notification of the police.

The Board and its schools will ensure:

- a clearly defined, communicated, and enforced Code of Conduct
- monitoring of the online anonymous reporting mechanism on the school's website
- proper documentation of incidents (i.e., "Safe Schools Incident Reporting Forms")
- modelling of positive attributes and behaviours
- progressive discipline and restorative practices
- effective supervision schedules
- collaboration with community partners (i.e., Police, GECAS)

## SUSPENSIONS AND EXPULSIONS FOR BULLYING

### ***Suspension of Elementary School Pupils Junior Kindergarten to Grade 3***

A regulation came into effect in 2020 to eliminate discretionary suspensions for students in junior kindergarten to grade 3. Incidents of bullying involving students from junior kindergarten to grade 3 should be addressed with the appropriate positive behaviour supports in the school setting. However, Principals must suspend students in junior kindergarten to grade 3 for incidents of bullying if:

- their continuing presence in the school creates an unacceptable risk to the safety of another person; or,
- the bullying 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 (for example, socio- economic status, appearance).

The principal may only suspend a student in junior kindergarten to grade 3 under section 310 of the Education Act for engaging in bullying if they have conducted an investigation respecting the allegations.

### ***Suspension of School Pupils Grades 4 to 12***

Under the Education Act, principals must suspend a student between grades 4 to 12 for bullying and, after an investigation, consider referring that student for expulsion if:

- the student has previously been suspended for bullying; and the student's continuing presence in the school creates an unacceptable risk to the safety of another person; or
- the bullying 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.



## PROFESSIONAL DEVELOPMENT STRATEGIES FOR STAFF

The BHNCDSB provides annual professional development programs for all school staff about bullying prevention and strategies for promoting a positive school climate. The Board is also committed to supporting schools in the implementation of required Ontario curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention to provide administrators, teachers, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying.

The Board has identified the following learning and training opportunities for school staff and the school community that are needed<sup>11</sup>:

- Implementation of required Ontario curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention
- Asist Training
- Safe Talk Training
- Self Reg Certification
- Suicide Intervention and Prevention
- Trauma Informed Practices training
- Monthly Anti-Oppressive Education session for Administrators and staff
- Monthly Indigenous Education and Decolonization workshops for Administrators

## COMMUNICATIONS AND OUTREACH STRATEGIES

School board policies related to bullying prevention and intervention are available on the board website.

## MONITORING AND REVIEW

The BHNCDSB Bullying Prevention and Intervention Plan is reviewed, evaluated, and revised following the review and analysis of each School Climate Survey in consultation with all staff, students, parents, school councils and other priority groups. In accordance with *P/PM 120 Reporting Violent Incidents to the Ministry of Education* the Board also collect and analyzes data on the nature of violent incidents to support the development of board policies and to inform board and school improvement plans.

## DISTRICT AND SCHOOL LEVEL SAFE AND ACCEPTING SCHOOLS TEAMS

- The Board has in place a District Safe and Accepting Schools Team made up of staff representatives that is responsible for supporting schools in implementing the Catholic Code of Conduct, Bullying Prevention and Intervention Plan, and other safe school procedures while assisting schools in fostering a safe, inclusive, and accepting school climates.
- Each school has in place a local Safe and Accepting Schools Team made up of staff representatives including staff and student representation. The Safe and Accepting Schools Team is responsible for fostering a safe, inclusive, and accepting school climates and taking steps in response to the school climate surveys and other school community information.

---

<sup>11</sup> *Supra* note 1, p. 3.

## Examples of Unacceptable and/or Illegal Use of Personal Mobile Devices and School Board Electronic Communications and Social Media

<b>Bullying</b>	An attempt to intimidate an individual through cruel and humiliating behaviour including cyber-bullying which is used to send threatening, obscene, sexually explicit, and violent messages that threaten the safety of recipient(s) and/or sending humiliating/bullying texts to other students/group chats that the victim is not the recipient.
<b>Child pornography</b>	Accessing, downloading, storing, sharing and distributing any child pornography.
<b>Copyright or trademark infringement</b>	Infringing on another person's copyright, trademark, patent, trade secret, without lawful permission.
<b>Defamatory libel</b>	A defamatory libel is matter published, without lawful justification or excuse, that is likely to injure the reputation of any person by exposing him/her to hatred, contempt or ridicule, or that is designed to insult the person of or concerning whom it is published ( <i>Libel and Slander Act</i> ).
<b>Disclosing or gathering personal Information</b>	Disclosing or gathering personal information in a manner inconsistent with the <i>Municipal Freedom of Information and Protection of Privacy Act</i> .
<b>Gambling and lotteries</b>	Uploading funds to online gambling or lottery sites, making bets, or playing the games that they offer, which can include cashing out any winnings.
<b>Hacking and other unauthorized access</b>	Includes but not limited to using the computer to carry out sabotage, gain illegal entry into encrypted sites, acquiring and disseminating private information, creating, and disseminating computer viruses, stealing information and trade secrets, intentionally breaching protected internet sites that compromises the safety of others.
<b>Harassment</b>	The sending of electronic messages and information that causes the recipient(s) to fear for personal safety and that of others.
<b>Hate propaganda</b>	Communicating messages that promote or incite hatred against an identifiable group that is likely to lead to a breach of the peace (e.g., homophobic messages, racist comments and jokes, violent gender-specific messages).
<b>Expectation of Privacy</b>	Using mobile devices in prohibited areas where privacy is expected, such as restrooms and locker rooms. Recording, photographing as a video or photo or other of any individual without their consent is prohibited.
<b>Inappropriate communication with minors</b>	Communicating, soliciting, or sending sexually suggestive, emotionally laden, and intrusive personal messages to minors for any reason.
<b>Intellectual property</b>	Infringing on another person's property without lawful permission.
<b>Interception of private communication or electronic mail</b>	Unauthorized entry into the password protected email and/or the interception of private electronic communication intended for someone else
<b>System Security/ Account Security</b>	Users are responsible for the use of their individual account and should take reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.
<b>Obscenity</b>	Creating, acquiring, sharing, publishing, and distributing any obscene material including but not limited to pornography. Accessing or sharing content that is offensive and/or inappropriate for a Catholic school environment.
<b>On-line Video Gaming/Gambling</b>	Participating in on-line "video gaming," which is not associated to classroom learning is prohibited as is all on-line gambling, while using information technology.
<b>Personal financial gains</b>	Any use of Board information technology for commercial transactions, advertising, solicitation, and financial gain.

<b>Threat</b>	Communication through the use of mail, email, telephone, telegram, or other instrument of commerce; the willful making of any threat; or the malicious conveyance of false information knowing the same to be false which concerns an attempt being made, or to be made; to kill, injure, intimidate any individual; or unlawfully to damage or destroy any building, vehicle, or other real or personal property by means of an explosive.
<b>Non-consensual distribution of intimate images</b>	One who knowingly publishes, distributes, transmits, sells, makes available or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct, or being reckless as to whether or not that person gave their consent to that conduct, is guilty of an indictable offence. During a relationship, partners may exchange or take intimate photos of themselves for their personal use. Although there was consent to share these images with each other at the time of the recording, there was also an understanding and reasonable expectation of privacy. When the relationship breaks down, one of the former partners may provide/ distribute the intimate images to other people or may post such images on the Internet. The effect of this distribution is a violation of the depicted person's privacy in relation to images, the distribution of which is likely to be embarrassing, humiliating, harassing, and degrading or to otherwise harm that person. Offences relating to distribution of intimate images are found in Part V of the <i>Criminal Code</i> relating to "Sexual Offences, Public Morals and Disorderly Conduct".
<b>Vandalism</b>	Deliberately damaging or causing to be damaged Board information technology, for example routers, modems, wireless, etc., including but not limited to physical technology equipment, internet /intranet resources, online traffic flow, internet filters and firewalls, websites etc.
<b>Technology/ Equipment</b>	Board Information Technology and/or Personal Electronic Devices used for anything outside of educational purposes is prohibited.

***\*The above list is a partial list of examples which is not exhaustive of all activities that are unacceptable and/or illegal.***

# Suspension Appeal Guidelines

1. A person who intends to appeal a suspension must provide written notice to the Director of Education of their intention to appeal the suspension within ten (10) school days of the commencement of the suspension.
2. Appeals of Suspension will be heard by a Student Discipline Committee of up to three (3) Trustees appointed by the Board. One of the appointed Trustees will be elected Chair of the Student Discipline Committee.
3. Appeals will be scheduled by the Superintendent of Education.
4. A suspension may be appealed by an “adult pupil” or the pupil’s parent(s)/guardian(s). 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.
5. The suspension must continue to be served even when an appeal is submitted.
6. 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).
7. Parties to a Suspension Appeal shall include the adult pupil or the pupil’s parent(s)/guardian(s) and the principal.
8. The pupil may also attend the Suspension Appeal.
9. Reasonable prior notice must be provided to the Superintendent of Education where the student/parent(s)/guardian(s) wish to have legal counsel, or an advocate/agent represent them at the Appeal. If prior notice is not provided, the Suspension Appeal may be rescheduled.
10. The Student Discipline Committee or the principal may also exercise their right to legal counsel.
11. 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.
14. Student Discipline Committee will receive a copy at the beginning of the Appeal.
15. Documents, reports and/or submissions prepared by the parent(s)/guardian(s) are to be provided to the Superintendent at the earliest opportunity and to the Student Discipline Committee at the beginning of the Appeal.
16. The Student Discipline Committee of the Board may decide that:
  - a. confirm the suspension and the duration of the suspension;
  - b. confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or,
  - c. quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.
17. When making their determination, the Student Discipline Committee shall consider the:
  - a. principal’s report and submission;
  - b. submissions and any other information provided by the parent(s)/guardian(s); and,
  - c. analysis and application of the mitigating and other factors, which may or may not be applicable.
18. The Student Discipline Committee may give such direction 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.
19. 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.

20. The Superintendent of Education will act as Secretary to the Student Discipline Committee to facilitate the Appeal.
21. The Superintendent of Education will welcome the participants, introduce the Student Discipline Committee, and will indicate that:
  - a. the committee been appointed by the Board to hear the matter;
  - b. they have had no prior involvement with the matter that has come before them;
  - c. this matter will be heard *In Camera*; and,
  - d. the decision of the Student Discipline Committee is final.
22. The Superintendent of Education will then:
  - call the Suspension Appeal meeting to order;
  - outline the process of Suspension Appeal and summarize the matter on appeal before the Student Discipline Committee, including the suspension that was imposed and the infraction for which the pupil was suspended; and,
  - 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 to read the reports and documents.
23. School Administration and the Superintendent will then be invited to review the report provided. Following the presentation the trustees may ask questions of clarification through the Chair. Then the parent(s)/guardian(s) may ask questions of clarification through the Chair.
24. The parent(s)/guardian(s) will then be invited to make an oral presentation. Following the presentation Trustees may ask questions of clarification through the Chair and School Board Administration may ask questions of clarification through the Chair.
25. The pupil will be invited to make a statement on his/her own behalf to the Student Discipline Committee. Following the statement the Trustees may ask questions of clarification through the Chair; and then School Board Administration may ask questions of clarification through the Chair.
26. Both parties will be provided an opportunity to make summary statements before the Student Discipline Committee deliberates to come to a decision.
27. Trustees may ask final questions of clarification.
28. All persons, except the Student Discipline Committee, will be asked to leave the room while the Committee deliberates and make their decision.
29. 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. Written notice shall also be provided.
30. The decision of the Student Discipline Committee is final.
31. Upon receipt of the decision, an individual who appeals a suspension may argue that his/her rights pursuant to the Ontario Human Rights Code have been infringed. 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.



**BRANT HALDIMAND NORFOLK  
CATHOLIC DISTRICT SCHOOL BOARD**

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

T 519 756 6369

*Excellence in Learning ~ Living in Christ*



# Student Expulsion Guidelines

Expulsion Hearings shall be held in accordance with the *Education Act*, Board Policy/AP 200.09 Catholic Code of Conduct and related Policies and legislation.

1. A principal shall suspend 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 illegal drugs
  - Committing robbery
  - Giving alcohol or cannabis to a minor
  - Bullying, if (i) the pupil has previously been suspended for engaging in bullying, and (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
  - Any activity listed in subsection 306 (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
  - Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled including:
    - Extortion
    - Trafficking in restricted drugs
    - Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the BHNCD SB or to goods that are/were on BHNCD SB property
    - A pattern of behaviour that is so inappropriate that the pupil's continuing presence in the school creates an unacceptable safety risk to other person(s) is injurious to the effective learning and/or working environment of others
2. The principal must consider the following mitigating and other factors prior to a decision to recommend expulsion to the Discipline Committee.  
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; and,
- The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors:

- 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,
    - whether the behaviour was a manifestation of a disability identified in the pupil's Individual Education Plan,
    - whether appropriate individualized accommodation has been provided, and
    - whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.
3. An Expulsion Hearing is attended by:
    - The Board's Student Discipline Committee.
    - The School Principal and Superintendent.
    - The adult pupil or the pupil and his/her parent(s) or guardian(s).
  4. Reasonable prior notice must be provided to the Superintendent of Education where the student/parent(s)/guardian(s) wish to have legal counsel, or an advocate/agent represent them at the Hearing. If prior notice is not provided, the Hearing may be rescheduled.
  5. The Student Discipline Committee will hear the expulsion recommendation within 20 school days from the initial suspension unless the parties agree on a later date.
  6. The committee is composed of up to three (3) 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.

7. The Superintendent of Education will provide a copy of the Principal's Expulsion Recommendation Report to the Pupil/Parent(s)/Guardian(s). The report includes:

- 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 all schools in the Board;
- 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, call the meeting to order 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.
- Following the presentation, Trustees may ask questions of clarification through the Chair; and Pupil/Parent(s)/Guardian(s); may ask questions of clarification through the Chair.
- The parent(s)/guardian(s) will be invited to make an oral presentation.
- Following the presentation, Trustees may ask questions of clarification through the Chair; and the School Board Administration may ask questions of clarification through the Chair.
- The pupil, if present, will be invited to make a statement.
- Following the statement, Trustees may ask questions of clarification through the Chair.
- Both parties will be provided an opportunity to make summary statements before the Board's Student Discipline Committee deliberates to come up with a decision.

9. The Student Discipline Committee's decision will be communicated at the hearing or shortly thereafter followed by a written notice to the adult pupil or the pupil's parent(s)/guardian(s).

10. The Student Discipline Committee will decide whether to expel the pupil, or not to expel the pupil and maintain the suspension, or not to expel the student and shorten the suspension, or not to expel the student and expunge 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. Students that are expelled from all schools within the Board will be assigned to a program for expelled students.

13. The Student Discipline Committee may give such direction or make such orders at an Expulsion Hearing as it considers necessary for the maintenance of order at the Hearing. 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.

14. The Student Discipline Committee will wait for thirty (30) minutes after the time communicated for the commencement of the Expulsion Hearing. 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 with the Hearing in their absence.

15. 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 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.



**BRANT HALDIMAND NORFOLK  
CATHOLIC DISTRICT SCHOOL BOARD**

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

T 519.756.6369  
E [info@bhncdsb.ca](mailto:info@bhncdsb.ca)  
[www.bhncdsb.ca](http://www.bhncdsb.ca)

*Excellence in Learning ~ Living in Christ*



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

Prepared by: John Della Fortuna, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Michael McDonald, Director of Education & Secretary

**INFORMATION, COMMUNICATIONS TECHNOLOGY USE  
#600.02**

---

---

**BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board believes that network, computer systems, and associated resources are integral to the education environment and must be available for student learning and the Board's business. We commit to using these technologies in a manner consistent with Catholic values, emphasizing responsible and appropriate use. In alignment with PPM 128, access to social media platforms is restricted on all Board/school networks and devices, and personal mobile devices must not be used during instructional time except under specific circumstances. Further, the Board believes in the benefits that technology can bring to support its daily operating activities and

student achievement. As a Catholic learning community, we commit to use these and all technologies in a manner, which is consistent with the Mission and Vision of Catholic education and the teachings of the Catholic faith.

**DEVELOPMENTS:**

As of September 2024, these policies will need to be adapted to meet the requirements of Policy/Program Memorandum 128.

These changes allow us to be consistent with the Brant Haldimand Norfolk Catholic District School Board Catholic School Code of Conduct and PPM 128.

**RECOMMENDATION:**

THAT the Policy Committee refers the Information and Communications Technology Use #600.02 Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



## Information and Communications Technology Use #600.02

---

<b>Adopted:</b>	September 9, 2003
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Superintendent of Education, Information/Technology
<b>Next Scheduled Review:</b>	2025-26

---

### Policy Statement

The Brant Haldimand Norfolk Catholic District School Board believes that network, computer systems, and associated resources are integral to the education environment and must be available for student learning and the Board's business. We commit to using these technologies in a manner consistent with Catholic values, emphasizing responsible and appropriate use. In alignment with PPM 128, access to social media platforms is restricted on all Board/school networks and devices, and personal mobile devices must not be used during instructional time except under specific circumstances. Further, the Board believes in the benefits that technology can bring to support its daily operating activities and student achievement. As a Catholic learning community, we commit to use these and all technologies in a manner, which is consistent with the Mission and Vision of Catholic education and the teachings of the Catholic faith.

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

- Information and Communication Technology tools and resources are integral to driving improvement in staff and student learning and efficiency.
- Board owned classroom and staff computers and devices will be used solely for education or work-related purposes.
- Information and Communication Technology tools and resources enable the Board to broaden its communication networks and provide the Board with the ability to connect with all geographic areas under the Board's jurisdiction.
- Staff and students must be given and be prepared to use Information and Communication Technology tools and resources to ensure they become collaborators in learning, seekers of knowledge and acquirers of new skills.
- All Board assets and equipment are to be protected.
- The use of technology must be appropriate.
- Information and Communication Technology tools and resources must be used such that they provide a safe and nurturing environment for learning and working.

### Application and Scope

The purpose of this Policy and Administrative Procedure is to protect both the Board and its users from risks associated with using these resources, including but not limited to; virus attacks, spam, loss of data, invasion of privacy, loss of service and an array of legal issues and to promote effective use and efficient business practices as well as to promote student achievement through activities initiated by the IT Governance Council (ITGC). Through this administrative procedure, the Board endeavors to educate staff and students with the intent to maximize the value that its information and communications technology (ICT) investment brings to support student achievement.



## References

- Copyright. Act (R.S.C., 1985, c. C-42)
- Education Act, R.S.O., 1990, c. E.2
- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R.S.O. 1990, c. M.56
- Human Rights Code, R.S.O. 1990, c. H.19
- Criminal Code (R.S.C., 1985, c. C-46)
- Highway Traffic Act, R.S.O. 1990, c. H.8
- Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace), 2009,
- S.O. 2009, c. 23 – Bill 168
- 300.01P – Workplace Harassment Policy
- 300.20P – Workplace Violence Prevention Policy
- 600.03P – Electronic Web Sites Policy
- 600.31 Laptop/Netbook/Portable Device Usage for Staff Procedures Board Policy
- 600.32 Laptop/Netbook/Portable Device Support for Staff Procedures Board Policy
- 600.33 Laptop/Netbook/Portable Device Security for Staff Procedures Board Policy

## Forms

- 600.02.01F – Information and Communications Technology Use Acknowledgement Form.
- 600.02.02F – Technology Use Agreement – Primary Students.
- 600.02.03F – Technology Use Agreement – Junior Students.
- 600.02.04F – Technology Use Agreement – Intermediate and Senior Students.

## Appendices

- N/A

## Definitions

**Administrators:** Principals and Vice-Principals in a school.

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

**Computer Operations Personnel:** Personnel employed to provide software and hardware support for computer systems such as the Manager of Information Technology, Network and Systems Administrator,



Computer Technicians, and staff within the Data Services Department.

**Electronic Communication:** E-mail, electronic conferencing, personal and group electronic chat sessions, video conferencing, text messaging and any other means of electronic communication.

**Information and Communications Technology:** Usually called ICT, is often used as an extended synonym for information technology (IT) but is usually a more general term that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), intelligent building management systems and audio-visual systems in modern information technology. ICT consists of all technical means used to handle information and aid communication, including computer and network hardware, communication middleware as well as necessary software. In other words, ICT consists of IT as well as telephony, broadcast media, all types of audio and video processing and transmission and network-based control and monitoring functions.

**System Administrator:** Personnel responsible for maintenance of server software, global conferences, and other related duties.

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

## Administrative Procedures

### Superintendents, Administrators and Managers

- Ensure that staff, upon hiring and annually thereafter, are made aware of Board Information and Communications Technology Policies and Procedures.
- Ensure that staff and students are aware of the expectations regarding the use of any Board-supplied technology or personal device that is connecting to the Board's network and/or Board-provisioned technology services.
- Determine appropriate action, corrective, and disciplinary measures to address staff and student violations of this procedure in consultation with senior management as necessary on a case-by-case basis for situations where staff and students are not in compliance with Board Information Technology Policies and Procedures.
- Ensure staff and students are aware of restrictions on personal mobile device usage and social media access as per PPM 128.
- Enforce policies requiring that personal mobile devices for students in grades 9 to 12 be stored out of view and powered off or set to silent mode during instructional time, except when explicitly permitted by an educator.
- For grades K-8, enforce policies requiring that personal mobile devices be stored out of view and powered off or set to silent mode throughout the instructional day.

### Administrators

- Coordinate and manage technologies within their school in accordance with the directives from the IT Governance Council (ITGC) to promote student achievement.



- Develop an understanding for, as well as monitor and supervise the acceptable use of electronic communication and social media technologies when used in any Board facility.

### **Teachers**

- Manage the collection of Student Information and Communications Technology Use Agreement forms pertaining to the Board's Information Technology Policies, Procedures and Acceptable Use.
- Manage student use of computing and information technology facilities and resources within their assigned teaching areas in accordance with the directives from the IT Governance Council (ITGC) to promote student achievement.
- Instruct and model for students, the appropriate use of technology.
- Instruct all students to comprehend and as well as supervise students in their adherence to all Board Information Technology Policies and Procedures.
- Consult with the school administrators, as necessary, and use the Board Information Technology Policies and Procedures and/or the School's Code of Conduct when applying sanctions for misuse and/or illegal use of the Board's computing and information technology facilities and resources.
- Teach proper techniques and standards for learning, collaboration, and creating evidence of learning using digital tools and resources with an emphasis on privacy, copyright infringement, online etiquette, and cyber bullying.
- Monitor and enforce the appropriate use of personal mobile devices and social media within their teaching areas.
- Explicitly permit the use of personal mobile devices for educational purposes, health and medical purposes, or to support special education needs as outlined in PPM 128.
- Confiscate personal mobile devices that are not stored out of view during instructional time and require students to place them in a designated storage area.

### **Students**

- Abide by the Board's Information Technology Policies, Procedures and Acceptable Use Agreement.
- Student users of the Board's technology resources must complete, with applicable signatures, a Brant Haldimand Norfolk Catholic District School Board Student Information and Communications Technology Use Agreement. Access to Board technology resources will be denied to students that do not have this form signed and on file. Without a signed form, an active student network account will not be generated.
- Students that violate the Student Information and Communications Technology Use Agreement will be reported to the administrator of their respective school and their computing privileges will be suspended or revoked depending on the severity of the violation. All illegal activities will be reported to the Superintendent or designate and fully prosecuted of the law.
- Computer use by students is a privilege, not a right.
- Store personal mobile devices out of view and ensure they are powered off or set to silent mode during instructional time, except when use is explicitly permitted by an educator.
- For grades K-6, store personal mobile devices out of view and powered off or set to silent mode throughout the instructional day.
- Hand in personal mobile devices if seen by an educator and store them in a designated area.



## All Users

- Ensure that technology resources are used in an effective, efficient, moral, and ethical, equitable and lawful manner.
- All users (e.g., staff, students, parents/guardians, outside agencies, volunteers, etc.) of Board software/systems (e.g., Brightspace, Office 365, Teams, Outlook email, the BHNHub, etc.) are required to sign in using their personal board-provided username and password and participate with transparency in a manner consistent with this policy.
- Users must not impersonate other users (e.g., another staff member, another student, another parent/guardian's, etc.) to gain access to information (e.g., Brightspace class page, Student Portfolios, Teams resources, emails, files, etc.) or activities (e.g., Brightspace discussions, Teams meetings, Teams chat conversations, etc.).
- All users are responsible for creating and maintaining a strong password for each board software/system they have been provided access to.
- All users are responsible for safeguarding board software/systems and the information contained in them by following appropriate behaviours (e.g., ensuring that they lock or sign out before leaving their device unattended, keeping passwords private, not forwarding links, messages, emails, or files, etc.).
- Users who use personal devices (e.g., cell phones, tablets, laptops, desktop computers) when accessing board software/systems must take every reasonable effort to ensure their device is free of malware and protected by appropriate means (e.g., anti-virus software, password, lock screen, etc.).
- Users who use shared personal devices (e.g., the home computer, shared iPad, etc.) must sign out of all board software/systems (e.g., Brightspace, Office 365, Teams, Outlook email, the BHNHub, etc.) before leaving the device for others to use.
- While discouraged with board-provided devices, staff may choose to install and run VPN software (e.g., Nord, Express, CyberGhost, Private, Surfshark, IPvanish, etc.). Staff and students who use VPN software on their device may experience disruptions or be unable to use board-provided online resources (e.g., Teams, Office 365, Brightspace, the BHNHub, etc.).
- Ensure that all users authenticate to networks, devices, and applications as themselves and not assume another person's identification during the authentication process.
- Use the Board's network, technology, and technology services in a lawful, responsible, and moral and ethical manner consistent with the educational, informational, and recreational purposes for which they are provided.
- Agree never to use a system to perform an illegal or malicious act. Any attempt to increase the level of access to which (s)he is authorized, or any attempt to deprive other authorized users of resources or access to any Board computer system shall be regarded as malicious and may be treated as an illegal act.
- Upon finding a possible security lapse of any kind on any system, all users are obliged to report the security lapse to the system administrator who will investigate the problem.

## Information

The Board's network and computer systems are provided to support education, research, academic development, and Board-related business. Access to social media platforms is restricted, and personal mobile devices must not be used during instructional time except for educational purposes, health and medical purposes, or to support special education needs as directed by an educator. The Board is not responsible for any consequences arising from unauthorized use.

## Procedures





## **1. Rights**

Computer systems, networks, facilities, and accounts are owned and operated by the Board. The Board reserves all rights, including termination of service without notice, to the computing resources which it owns and operates. These procedures shall not be construed as a waiver of any rights of the Board, nor shall they conflict with applicable acts of law. Users have rights that may be protected by Federal, Provincial, and local laws.

## **2. Privileges**

Access and privileges on the Board's network and computing systems are assigned and managed by the administrators of specific individual systems. Eligible individuals may become authorized users of a system and be granted appropriate access and privileges by following the approval steps prescribed for that system.

Users may not, under any circumstances, transfer or confer these privileges to other individuals. Any account assigned to an individual shall not be used by others without written permission from the system administrator. The authorized user is responsible for the proper use of the system, including password protection.

## **3. Accounts**

Users do not own accounts on Board devices and technology but are granted the privilege of exclusive use.

## **4. Confidentiality**

### **No Expectation of Privacy**

Users should not expect privacy with respect to any of their activities when using the Board's computer and/or telecommunication property, systems, or services. Use of passwords or account numbers by users does not create a reasonable expectation of privacy and confidentiality of information being maintained or transmitted. The Board reserves the right to review, retrieve, read, and disclose any files, messages or communications which have been created, sent, received, or stored on the Board's computer systems and/or equipment.

The Board's right to review, also called monitoring, is for the purpose of ensuring the security and protection of business records, preventing unlawful and/or inappropriate conduct and creating and maintaining a productive work environment.

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

If policy violations are discovered or suspected, access to trustee accounts must be approved by the Director of Education and the Chair of the Board in writing.

## **5. Copyright**

Software is protected by copyright laws. Therefore, the Board network and computing facilities are not to be used to copy software except as permitted by law or by contract with the owner of the copyright software. This means that software may only be copied to make back-up copies, if permitted by the copyright owner. The number of copies and distribution of copies may not be done in such a way that the number of simultaneous users in a division, department or in the district exceeds the number of original copies purchased by that division, department, or the district.

Content is also protected by copyright laws. Therefore, the Board network and computing facilities are not to be used to copy or distribute copyrighted content except as permitted by law or by contract with the owner of the





copyrighted material. Users are to become familiar with the laws related to copyright to educate themselves and to avoid possible infringement. See <https://www.accesscopyright.ca/> for more information.

## **6. Violations**

An individual's computer use privileges may be suspended immediately upon the discovery of a possible violation of Board Policies or Administrative Procedures. Such suspected violations will be confidentially reported to the appropriate Manager in the case of staff and to the School Administrator in the case of students. The Manager or School Administrator will consult with the appropriate Superintendent to determine appropriate action. The violations of these policies or procedures will be dealt with in the same manner as violations of other Board policies or procedures and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, suspension, dismissal from the Board and legal action. Violations of some of the above policies may constitute a criminal offense.

Minor infractions of this Policy and Administrative Procedure, when accidental, such as consuming excessive resources or overloading computer systems, are generally resolved informally by the person administering the accounts or network. This may be done through electronic mail or in-person discussion and education.

Repeated minor infractions or misconduct, which are of a more serious nature, may result in the temporary or permanent loss of computer access privileges or the modification of those privileges. More serious violations include, but are not limited to, unauthorized use of computer resources, attempts to steal passwords or data, unauthorized use or copying of licensed software or content, repeated harassment, or threatening behavior. In addition, offenders may be referred to their department supervisor or supervisory officer for further action.

Any offense which violates local, provincial, or federal laws will be referred to appropriate supervisory officers and/or law enforcement authorities and may result in immediate loss of all Board computer privileges.

This Policy and Administrative Procedure provides general conduct guidelines and examples of prohibited uses for illustrative purposes but does not attempt to state all required or prohibited activities by users.

Staff and students who have questions regarding whether a particular activity or use is acceptable should seek further guidance from the system administrator or site administrator. Failure to comply with Board policies or other established procedures or rules governing information technology use may result in disciplinary action, up to and including discharge. Illegal uses of the Board's Information Technology will also result in referral to law enforcement authorities.

Conduct which violates this Policy and Administrative Procedure includes, but is not limited to, the activities in the following list:

- Unauthorized use of a computer account.
- Using the Board network to gain unauthorized access to any computer systems.
- Connecting unauthorized equipment to the Board network.
- Unauthorized attempts to circumvent data protection schemes or uncover security loopholes. This includes creating and/or running programs that are designed to identify security loopholes and/or decrypt intentionally secure data.
- Unauthorized attempts to run software not deemed to be appropriate for the purpose of student learning and the business of the Board. This includes, but is not limited to, creating and/or running applications from thumb drives such as video games, security hack tools, torrents, etc.
- Unauthorized attempts to circumvent internet content filters. This includes, but is not limited to, creating and/or running programs that are designed to use external proxies to bypass local filters.
- Knowingly or carelessly performing an act that will interfere with the normal operation of computers, terminals, peripherals, or networks.



- Knowingly or carelessly running or installing on any computer system or network, or giving to another user, a program intended to damage or to place excessive load on a computer system or network.
- Deliberately wasting/overloading computing resources, such as printing too many copies of a document.
- Accessing, uploading, downloading, transmitting, displaying, or distributing obscene or sexually explicit material; transmitting obscene, abusive, or sexually explicit language.
- Damaging computers, computer systems or computer networks; vandalizing, damaging, or disabling the property of another person or organization; debilitating or disabling computers, systems or networks through the intentional misuse or overuse of electronic distribution or the spreading of computer viruses through the inappropriate use of files, software, or portable media.
- Violating terms of applicable software licensing agreements or copyright laws.
- Violating copyright laws and their fair use provisions through inappropriate reproduction or dissemination of copyrighted text, images, etc.
- Using Board resources for commercial activity such as creating products or services for personal or financial gain.
- Using electronic mail to harass or threaten others. This includes sending repeated, unwanted e-mail to another user.
- Initiating or propagating electronic chain letters.
- Inappropriate mass mailing. This includes multiple mailings to newsgroups, mailing lists or individuals, i.e., spamming, flooding, or bombing.
- Forging the identity of a user or machine in an electronic communication.
- Transmitting or reproducing materials that are slanderous or defamatory in nature or that otherwise violate existing laws or Board regulations.
- Attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner of the files or software.
- Participating in gambling activities, including games of chance and wagering.
- Misrepresenting oneself or the Board.
- Lobbying elected officials.
- Use of the internet for personal use during regularly scheduled working hours.
- Taking part in other activities that could cause congestion and disruption of networks and systems.
- Intentionally deleting email with informational value to the detriment of legal and statutory Board operations.
- Willfully collecting, maintaining, or disclosing personal information in contravention of the Municipal Freedom of Information and Protection of Privacy Act.
- Contravening Board policies and procedures.
- Unauthorized use of personal mobile devices during instructional time.
- Use of social media platforms on Board/school networks and devices for non-educational purposes.
- Failure to store personal mobile devices out of view and powered off or set to silent mode as required.
- Refusal to hand in personal mobile devices when requested by an educator.



### **Additional Guidelines**

Information Technology Services staff, Student Achievement Team Members as well as other Board expert staff will establish more detailed procedures and guidelines, as needed, for specific computer systems, networks, and applications. These procedures and guidelines will cover such issues as allowable connect time and disk space, handling of irretrievable mail, responsibility for building accounts and other items related to administering the system.

- Schools must send annual notifications to parents and students reminding them of the policy on personal mobile device use and social media access, its requirements, and consequences for non-compliance.
- Educators should be provided with best practices for managing technology use in the classroom and enforcing these policies effectively.

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

Prepared by: Lorrie Temple, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Mike McDonald, Director of Education & Secretary

**Assessment Evaluation Grading and Reporting #200.42**  
Public Session

---

**BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board has reviewed and updated the Assessment, Evaluation, Grading and Reporting Policy, 200.42 due to changes from the Ministry of Education regarding the Code of Conduct.

**DEVELOPMENTS:**

The Ministry of Education shared PPM 128 in May/June, noting changes for a variety of policies. Regarding the Assessment, Evaluation, Grading, and Reporting, educators now have the opportunity, under PPM 128, to comment in the learning skills area, about distractions caused by cell phones and social media.

Specifically, the PPM outlined, “Beginning in the 2024-25 school year, report cards are to communicate information to students and their parents about classroom distractions, where applicable, including those related to the use of personal mobile devices.”.

**INFORMATION:**

The new Assessment, Evaluation, Grading, and Reporting Policy will be in effect September 2024 for inclusion in the Term 1 reporting cycle of January 2025.

**RECOMMENDATION:**

THAT the Policy Committee refers the Assessment, Evaluation, Grading and Reporting Policy #200.42 to the Brant Haldimand Norfolk Catholic District School Board for approval.



## **Assessment, Evaluation, Grading and Reporting**

### **#200.42**

---

<b>Adopted:</b>	May 9, 2012
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	March 2028

---

#### **POLICY STATEMENT:**

The primary purpose of Assessment and Evaluation is to improve student learning. Brant Haldimand Norfolk Catholic District School Board's (the Board's) assessment and evaluation practices are grounded in the belief that all students can learn and can demonstrate their learning in an environment that reflects the Catholic values of fairness, equity, inclusion, and respect for all.

The use of evidence-informed assessment and instructional strategies that adhere to differentiated instruction, combined with ongoing mentoring and responsiveness to a student's progress, are essential to support all students (Learning for All, 2013, p.12-24).

This Policy and Administrative Procedure was created to provide clear direction for administrators and educators regarding expected practices of assessment, evaluation, grading, and reporting for all students from Kindergarten to Grade 12, within the Board. These practices aim to improve student learning and achievement and are consistent with system philosophy, system priorities (such as equitable and inclusive education), the Ontario Catholic School Graduate Expectations, and Ministry of Education policies.

Communication of learning in a variety of forms, with parents/guardians/caregivers and students regarding student achievement, should be continuous throughout the school year/course/semester. Methods of communication may include conferences, portfolios of student work, student-led conferences, interviews, telephone calls, checklists, and informal reports. Communication of student achievement in any form, should be clear and shared in a way that is easy for families and students to understand. In addition, any communication regarding student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help educators to establish plans for teaching/instruction, and assist parents/guardians/caregivers in supporting learning at home (Growing Success, 2010, p. 53-54).

The professional judgement of the educator, acting within the policies and guidelines established by the Ministry and the Board, is critical in determining the strategy that will most benefit student learning and to determine a final grade.

Formal reports should serve as confirmation of student achievement that has been communicated to all stakeholders throughout the school year.

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

- Administrators are responsible for overseeing assessment, evaluation, grading, and reporting within a school and ensuring consistency and compliance amongst all educators.
- Educators are responsible for ensuring their practices of assessment, evaluation, grading, and reporting are consistent with the guidelines within this document.



## REFERENCES:

- [Code of Conduct 200.09](#)
- [Creating Pathways to Success](#)
- [Eastern Ontario Catholic Curriculum Corporation](#)
- [English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12.](#)
- [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 \(2010\).](#)
- [Growing Success: The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools \(2016\).](#)
- [Growing Success: The Mathematics Addendum, Grades 1 to 8 \(2020\).](#)
- [Institute for Catholic Education \(ICE\): Ontario Catholic School Graduate Expectations \(2019\)](#) • [Learning for All: A Guide to Effective Assessment and Instruction for All Students, K to 12 \(2013\).](#)
- [Ministry of Education: Curriculum and Resources – Assessment and Evaluation.](#)
- [MISA Comment Framework](#)
- [OSR Guidelines](#)
- PPM 129
- [Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication.](#)
- [The Arts \(gov.on.ca\)](#)
- [The Individual Education Plan \(IEP\) – A Resource Guide \(2004\).](#)
- [The Kindergarten Program \(2016\).](#)
- [The Ontario Curriculum: Elementary](#) • [The Ontario Curriculum: Secondary](#) .
- [Ontario Schools – Kindergarten to Grade 12, Policy and Program Requirements](#)
- Waterloo Catholic District School Board (with permission)

## FORMS:

- Late and Missed Assignment Tracking
- Academic Integrity Report

## APPENDICES:

- Late and Missed Assignments 2023
- Academic Honesty

## DEFINITIONS:

- **Assessment:** the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.
- **Assessment as Learning:** the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from educators, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.
- **Assessment for Learning:** the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by educators to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.
- **Assessment of Learning:** the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements regarding the quality of student learning based on



established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents/guardians/caregivers, other educators, students themselves, and others. It occurs at or near the end of a cycle of learning.

- **Catholic Context: Assessment and Evaluation in a Catholic Context will:**

- Respect the dignity and worth of all learners. ○ Celebrate the strengths and gifts of all learners. ○ Encourage students to become reflective, creative, holistic thinkers, and confident learners. ○ Provide multiple opportunities for students to demonstrate their learning; recognizing each student's unique capacity to learn and grow.
- Create a learning environment where assessment is holistic in nature and integrates learning and faith development.
- Be fair, transparent, and equitable for all students.

The Ontario Catholic School Graduate Expectations, while not explicitly evaluated, are the foundation of daily classroom instruction. *The expectations of Catholic graduates are described not only in terms of knowledge and skills, but in terms of values, attitudes, and actions* (Ontario Catholic School Graduate Expectations).

**Criterion-Referenced Assessment:** assessment that focuses on whether a student's performance meets a predetermined standard, level or set of criteria rather than on the student's performance measured in relation to the performance of other students.

**Equity in Education:** to identify, remove, and prevent systemic barriers and discriminatory practices to help students reach their full potential and improve student achievement.

**Evaluation:** the process of judging the quality of student learning based on established criteria and assigning a value to represent that quality. Evaluation is based on assessment of learning that provides data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

**Learning Goals:** brief statements that describe for a student, what they should know and be able to do by the end of a period of instruction. The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

**Professional Judgement:** judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction, assessment, the criteria, and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

**Rich Performance Task:** an authentic activity, exercise, problem, or challenge that requires students to show what they know and what they can do. Performance tasks lead students to demonstrate their understanding by applying knowledge and skills to real-life situations or scenarios. Performance tasks usually address all four categories of the achievement chart and multiple overall curriculum expectations and provide flexibility in how students can demonstrate their learning.

**Success Criteria:** standards or specific descriptions of successful attainment of learning goals developed by educators based on criteria in the achievement chart, and discussed and agreed upon in collaboration with students, which are used to determine to what degree a learning goal has been achieved. Criteria describes what success *looks like* and allows the educator and student to gather information about the quality of student learning.

## ADMINISTRATIVE PROCEDURES:

### Superintendent of Education:

The Superintendent of Education will share a reporting memorandum in November and January for elementary schools, outlining reporting guidelines and timelines. Included in the memorandum will be guidelines for reporting for specific instances including Special Education, English-as-a-Second Language (ESL)/English Literacy Development (ELD) and OnSIS reporting requirements. Information regarding Secondary reporting and interviews will be shared in October, January, and June.

### Administrators:

CUR 200.42.P – Assessment, Evaluation, Grading and Reporting





School administrators will ensure that the Board's Assessment and Evaluation Procedure and Reporting Student Achievement Procedure are communicated to, and followed by, all educators.

School administrators will collaborate with educators to address and resolve any reporting concerns that may arise.

School administrators will assume final responsibility for making decisions regarding any reporting concerns that may arise.

School administrators will read and sign progress reports, kindergarten communication of learning reports, and report cards to ensure *Growing Success* and the Reporting Student Achievement Procedure are followed.

Completed Elementary Progress Report Cards (all pages) and elementary and secondary provincial report cards (all pages), and/or exact copies of them, will be placed in each student's Ontario Student Record (OSR) folder following each reporting period. (*Growing Success*, 2010, p. 49).

### **Expectations for Educators:**

Educators will use the Ontario Curriculum documents to guide program planning, assessment, evaluation, and reporting.

Educators will use the Achievement Chart Categories and Levels of Achievement in the Ontario Curriculum documents to guide the assessment, evaluation, and reporting of student achievement of the curriculum expectations.

Educators will maintain ongoing communication with students, parents/guardians/caregivers, colleagues (i.e., Early Childhood Educator (ECE), ESL Teacher, Special Education Resource Teacher (SERT), Student Success Teacher, Guidance Counsellor), and school administrators, to provide a comprehensive overview of student achievement.

Educators will communicate directly with parents/guardians/caregivers at any point in the year when students, under 18 years of age, are struggling with concepts/expectations to collaboratively determine next steps.

Educators will communicate with parents/guardians/caregivers of students, under 18 years of age, in advance of progress report and/or report card distribution when a student's achievement is reported as *Progressing with Difficulty* or *R* on the Elementary Provincial Report Card, or below 50% on the Provincial Report Card, Grade 9 to Grade 12.

### **Achievement of Curriculum Expectations**

Early in the school year, it must be made clear to students that they are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the educator, and in a form approved by the educator. (*Growing Success*, 2010, p.43).

In determining a final mark for reporting, educators will consider a student's most recent and most consistent level of achievement. (*Growing Success*, 2010, p. 88) Conversations, observations and student products will be considered over time in determining a mark. (*Growing Success*, 2010, p. 39)

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across the four categories of knowledge and skills defined as Knowledge and Understanding, Thinking, Communication and Application. (*Growing Success*, 2010, p. 17) Opportunities to demonstrate improved achievement should be based upon descriptive feedback provided by the educator.

Educators will use their professional judgement to determine the achievement level/grades of students. Professional judgement is defined as being informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction. (*Growing Success*, 2010, p. 152)



### **Late and Missed Assignments:**

Several strategies may be used by staff to prevent and/or address late and missed assignments to determine a student's level of achievement. In all instances, it is critical that educators employ a variety of assessment measures. This offers students the opportunity to clearly demonstrate their understanding, knowledge, and skills across the four categories of achievement. A student's final grade/mark must represent the student's actual level of achievement.

#### **Preventative Measures:**

- Establish deadlines for submission of assignments for evaluation, in collaboration with students when appropriate, and clearly communicate those deadlines to students, and, where appropriate, to families.
- Ensure assignment expectations take into consideration current levels of English proficiency for ELL students.
- Implement and integrate tiered intervention strategies.
- Assist students in developing time-management skills.
- Consider evidence of student achievement for evaluation over time from three different sources: conversations, observations, and student products (i.e., triangulation of data).
- Ensure that the needs of students are met, consistent with the strategies outlined in their Individual Education Plans (IEPs).
- Consider the cultures, histories, and contexts of all students, their lived experiences, and those of their families.
- Plan for major assignments to be completed in steps, so that students achieve success at incremental stages.
- Confer with students to monitor progress of assignment completion; and maintain ongoing collaborative communication with students and families regarding student achievement and assignment due dates.

#### **Responsive Measures:**

- Seek clarification from the student regarding the reason for not completing an assignment.
- Collaboratively establish an alternate date for submission of a late assignment (i.e., closure date).
- Provide an alternate assignment to assess the student's achievement of the overall expectations.
- Apply alternate assessment methodologies to address barriers.
- Seek the assistance of the school team (i.e., SERT, ESL Teacher, Student Success Teacher, Guidance Counsellor, Indigenous Social Worker, school administration, etc.) for strategies to support the student.
- Schedule conferences with students and families to discuss any barriers to success.
- Provide students with additional opportunities to demonstrate achievement of curricular expectations before the end of the course/subject when a student is in jeopardy of failing a course/subject.
- Late assignments may impact the Learning Skills section of the report card and educators will implement the responsive measures listed above, as needed.
- Missed assignments may impact the Learning Skills section of the report card and may result in educators using the responsive measures listed above and/or utilizing other evidence of a student's achievement of overall expectations to determine a subject/course mark.

### **Academic Integrity**

It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating and/or plagiarizing. Students must understand that the assignments/tests/exams they complete for evaluation must be their own work and that cheating, and plagiarism will not be tolerated. (Growing Success, 2012, p. 42) Plagiarism is defined as *the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.* (Growing Success, 2021, p.152). Cheating is defined as *acting dishonestly or unfairly to gain an advantage.* (Oxford Language Dictionary).

#### **Preventative Measures:**

- Communicate the definition of plagiarism and cheating to students and families and ensure an understanding of the fact that any actions of the sort will not be tolerated.
- Teach explicit strategies for citing sources properly and for avoiding plagiarism.
- Have students complete assessments under the supervision of the educator, whenever possible.



- Provide meaningful class time for the completion of assignments.
- Notify students and families if anti-plagiarism software is being used.
- Monitor progress on an ongoing basis.

#### Responsive Measures:

- Seek clarification from the student regarding the reason for the cheating/plagiarism.
- Consider mitigating factors, including the grade level of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances of the student.
- Consult with the school administrator to determine next steps, which may include redoing part/all of the assignment; completing an alternate assignment; earning a mark of zero for the assignment/work submitted; responding in alignment with progressive discipline.
- Inform families that school administrators will maintain a record of any reported cheating/plagiarism and the resulting actions.

### The Kindergarten Communication of Learning Report

Assessment is the process of gathering and interpreting information that accurately reflects the child's demonstration of learning in relation to the knowledge and skills outlined in the overall expectations of The Kindergarten Program (2016). The primary purpose of assessment is to improve learning and to help children become self-regulating, autonomous learners.

Educators engage in assessment for learning as they observe, collect, and document evidence of children's learning through the process of *pedagogical documentation and provide descriptive feedback to the children that is designed to help them move forward in their development*. Educators engage in assessment as learning when they support children in setting individual goals, monitoring their own progress, determining next steps, and reflecting on their thinking and learning, to help them become confident, autonomous learners. The child and the child's family are encouraged to join the educators in supporting the learning of the child through assessment *for* and *as* learning (Growing Success: The Kindergarten Addendum, 2016, p. 6).

The Kindergarten Communication of Learning reports are intended to provide parents/guardians/caregivers with descriptions, including anecdotal comments, about their child's strengths and growth in relation to the overall expectations within each of the four frames of [The Kindergarten Program](#) written in language that parents/guardians/caregivers can relate to and understand. Next steps in the child's learning are also indicated, to inform parents/guardians/caregivers of the educators' plans for supporting the child's new learning at school and to assist them in supporting their child's learning at home.

The information educators provide in The Communication of Learning report is an important element in the ongoing communication with parents. Educators are informed by evidence gathered through pedagogical documentation, their knowledge of child development, and the expectations outlined in The Kindergarten Program. The synthesis of this information helps the educator decide which aspects of the child's key learning and growth in learning, and which next steps, are the most important to comment on for the reporting period.

For the Initial Observation Report, during the Fall of the school year, educators will provide an overview of the student's key learning and growth in learning, along with information about next steps in learning. This overview will serve as the basis for discussion with parents/guardians/caregivers and as a support for parents'/guardians' ongoing participation in their child's learning.

Comments in the Kindergarten Communication of Learning Reports will focus on each student's learning and growth related to overall expectations in each of the four frames. These comments will support each student's achievement, growth, and next steps in learning. Comments about a child's learning should provide parents/guardians/caregivers with personalized descriptions, written in a narrative in plain language (Growing Success: Kindergarten Addendum, 2016, p. 13-15).



The Communication of Learning report, sent home in February, reflects the child's growth in learning in relation to the overall expectations introduced and developed from September to January of the school year. The Communication of Learning report sent home in June reflects the child's growth in learning in relation to the overall expectations introduced or further developed from February to June of the school year.

Assessment and evaluation of children's learning in kindergarten are focused on the individual child and are not based on standard levels of achievement. As stated in The Kindergarten Program, children enter kindergarten at various stages of development and with diverse backgrounds and experiences and they will leave it at various stages and at different points in their growth in relation to the program expectations.

Evaluation in kindergarten is the summarizing of evidence of a child's learning in relation to the overall expectations outlined in The Kindergarten Program at the end of a reporting period to specify the child's key learning, growth in learning, and next steps in learning. Educators interpret and judge the evidence of learning, to determine a child's growth in relation to the overall expectations. Educators also consider their knowledge of the child as a learner.

Comments on the Communication of Learning reports are a distillation of the evidence of learning accumulated over time, with special consideration given to more recent evidence of the child's learning ([Growing Success – The Kindergarten Addendum, p.13](#)).

When informing parents/guardians/caregivers about what their child has learned, their growth as learners, and next steps for learning, written comments should:

- Include key learning(s); growth in learning; and possible next steps for learning at home and school.
- Include specific evidence of learning gathered from conversations, observations, and demonstrations of learning (may include quotes from the child).
- Honour the unique pattern of learning and growth of each individual child.
- Use clear, precise, and meaningful language easily understood by parents/guardians/caregivers.
- Reflect using an asset lens and focus on what the child brings to the learning (strengths, skills).
- Be personalized and reference a child's preferences and interests.

ECEs will contribute to the Communication of Learning Reports by collaborating with the educators involved in instruction.

Planning Time Educators and the Kindergarten Educator Team

- Collaborate in advance, and have a shared understanding, of what frames' comments will be provided for the Initial Observation and Communication of Learning reports.
- Kindergarten Planning Time Educators will provide Kindergarten homeroom educators with their anecdotal comments electronically.
- For more details, please refer to the Prep 2021 Curriculum Kindergarten Educator Team Information for Assessment.

When a child's learning and growth in learning are based on expectations modified from the expectations in The Kindergarten Program (2016) to support ELL needs, educators will check the ESL box for the frame. Modifications for ELLs in Kindergarten are rare. Please consult with the Administrator and System ELL/ESL support staff for additional information and guidance.

Educators will not check the ESL box to indicate only:

- that the child is an ELL; or
- that accommodations have been provided to support learning.

### **Elementary Reporting Periods**

There are three formal reporting periods for elementary schools. (Growing Success, 2010) as outlined in the chart below:



Reporting Period 1	September – end of October	Kindergarten Communication of Learning: Initial Observation or Progress Report: Grade 1 to Grade 8	Term 1
Reporting Period 2	September – end of January	Kindergarten Communication of Learning or Term 1 Report Card: Grade 1 to Grade 8	Term 1
*The first Kindergarten Communication of Learning and Term 1 Report Card: Grade 1 to Grade 8 shall reflect the student’s learning and growth from September to the end of the second reporting period.			
Reporting Period 3	February – June	Kindergarten Communication of Learning or Term 2 Report Card: Grade 1 to Grade 8	Term 2
*The second Kindergarten Communication of Learning and Term 2 Report Card: Grade 1 to Grade 8 shall reflect the student’s learning and growth from February to the end of the third reporting period.			

Elementary schools are required to provide a progress report/report card for a student who has been registered at the school for a minimum of 42 consecutive calendar days (six weeks) (including weekends, holidays, and Professional Activity Days) during the reporting period.

**Secondary Reporting Periods:**

Secondary schools will use the Provincial Report Card, Grade 9 to Grade 12, for formal written reports to parents/guardians/caregivers two times per semester. The first report must be issued during the fall, at the midterm period and the second report at the conclusion of the semester. The same time frame for issuance will be used for Semester 2. Full-year courses taught in semestered schools will be reported on at a minimum of three times throughout the year, with four reports being preferred.

**Assessment and Evaluation of Learning Skills (Elementary and Secondary)**

The development of Learning Skills is an integral part of a student’s learning. The evaluation of Learning Skills, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student’s grades. (Growing Success, 2010, p.10). Sample descriptors are provided in Growing Success (2010, p. 11) to assist, but not restrict, educators when reporting on student progress in Learning Skills. The educator will complete the Learning Skills and Work Habits section of reports noting strengths and areas of next steps for improvement.

For Grade 1 to Grade 12, educators will model, teach, and help develop Learning Skills by providing opportunities for students to demonstrate their skills and work habits in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Educators will support students in drawing connections between the Learning Skills and the Ontario Catholic School Graduate Expectations.

Learning Skills will be assessed, evaluated, and reported according to the following four-point scale:

- E – Excellent
- G – Good



S – Satisfactory  
N – Needs Improvement

This four-point scale will be clearly communicated to students.

Educators will ensure that they assess and evaluate students’ development of learning skills by gathering evidence of achievement with reasonable frequency and by providing ongoing descriptive feedback (i.e., using student self assessment to help students understand and assess their own learning). Educators will keep accurate records (in the form of checklists and logs) of their assessment and evaluation of Learning Skills.

**The evaluation of Learning Skills and Work Habits will not be incorporated into the determination of the student’s reported grade in a given subject area.** In some rare cases, particular course expectations may identify skills that are also identified as generic learning skills. In such cases, student achievement of these expectations may be considered in the determination of a student’s grades. In Grade 9 to Grade 12, this will be indicated on the Course Information Sheet.

**As per PPM 128 and BHNCDSB Code of Conduct Policy 200.09:**

**Elementary and Secondary Provincial Report Cards**

**7.1** Beginning in the 2024-25 school year, Elementary and Secondary Provincial Report Cards will include information regarding classroom distractions. Consistent with all progress reporting, comments are supportive of students’ ongoing development of learning skills and work habits as outlined in *Growing Success* (2010) and assessment, evaluation and reporting practices and procedures are fair, transparent, and equitable for all students.

7.1.1 Elementary - where applicable, information on how classroom distractions including those related to the use of personal mobile devices are impacting a student’s progress is captured within the section of the report card reserved for comments on learning skills and work habits.

7.1.2 Secondary - where applicable, information on how classroom distractions including those related to the use of personal mobile devices are impacting a student’s progress is captured within the comment box reserved for course comments.

**Learning Skills will be reported separately from student achievement of the curriculum expectations.**

Determining a report card grade will involve educators’ professional judgement and evaluation of evidence that has been collected through observation, conversations, a products/demonstration of learning, and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence (*Growing Success*, 2010, p. 39).

Educators will refer to Page 11 of *Growing Success* for examples of behaviours associated with each Learning Skill. These sample behaviours are intended to guide educators in the instruction, assessment, and evaluation of Learning Skills. This list is intended to support, but not restrict educators in their efforts to help students become effective learners. Educators will use their professional judgement to ensure that the expectations and success criteria for Learning Skills are appropriate for the age, maturity, and level of their students.

For more information regarding Learning Skills, see Page 9 to Page 14 of *Growing Success Assessment and Evaluation of Subject Areas in Grade 1 to Grade 8:*

Progress Reports	Report Cards
<b>Religion and Family Life</b>	
<p><b>Grade 1 to Grade 6:</b> Provide a letter grade at the end Report on both overall Religious Education and Family Life Education and provide comments. <b>Grade 7 and</b></p>	<p>of comments that is reflective of achievement in both Religious Education and Family Life. <b>Grade 8:</b> Provide a percentage at the end of comments that is reflective of achievement in both Religious Education and Family Life.</p>
<b>Language</b>	





<p>Report on overall Language Achievement and provide comments.</p>	<p>Provide a single letter grade/percentage and comment that is reflective of integrated learning across all strands.</p>
<p><b>French-as-a-Second Language</b></p>	
<p><b>Core</b> Grade 4 to Grade 8: Comment is based on Listening and Speaking only. Comment reflects progress on listening and speaking and a next step for learning.</p> <p><b>French Immersion – French Literacy</b> Grade 1: Comment is based on listening and speaking only. Grade 2 to Grade 8: Comment is based on all four strands.</p> <p><b>French Immersion – English Literacy</b> Grade 1: Comments are based on Oral Language skills only on <b>Progress Report</b>. Grade 2: Comments are based on Oral Language skills and Reading only on <b>Progress Report</b>. Grade 3 to Grade 8: Comments are based on Oral Language skills, Reading, and Writing.</p> <p>French <b>Core/Immersion</b> Check the appropriate box to indicate the type of program the student is enrolled in.</p> <p><b>French Box</b> Check this box if the student is enrolled in an immersion program and receives instruction in French for the subject/strand.</p>	<p><b>Core French</b> Grade 4: Provide a letter grade and comments for listening and speaking strands only for <b>Term 1</b>. Provide a letter grade and comments for all strands in <b>Term 2</b>. Grade 5 to Grade 8: Provide a letter grade and comments for all four strands for <b>Term 1 and Term 2</b>.</p> <p><b>French Immersion – French Literacy</b> Grade 1: Provide a letter grade and comment for listening, speaking, and reading in <b>Term 1</b> and all strands in <b>Term 2</b>. Grade 2 to Grade 8: Provide a letter grade and comment for all strands in <b>Term 1 and Term 2</b>.</p> <p><b>French Immersion - English Literacy</b> <i>N.B. – Media Literacy will be taught and reported on by the homeroom teacher.</i> Grade 1: Provide a letter grade and comment for listening, speaking, and reading for <b>Term 1</b> and all strands for <b>Term 2</b>. Grade 2 to Grade 8: Provide a letter grade and comment for all strands in <b>Term 1 and Term 2</b>.</p> <p><b>Core/Immersion</b> Check the appropriate box to indicate the type of program the student is enrolled in.</p> <p><b>French Box</b> Check this box if the student is enrolled in an immersion program and receives instruction in French for the subject/strand. Omit already stated on other column to the left</p>
<p><b>Math</b></p>	
<p>Report on overall math achievement and provide comments. comment that is reflective of integrated</p>	<p>Provide a single letter grade/percentage grade and learning across the strands.</p>
<p><b>Science</b></p>	
<p>Report on overall Science Achievement.</p>	<p>Provide a letter grade/percentage mark and comments for science and technology. In the space provided for comments, indicate which strands were reported on the appropriate period.</p>
<p><b>Social Studies</b></p>	





Report on overall Social Studies Achievement.	Grade 1 to Grade 6: Provide a letter grade and comments for Social Studies. In the space provided for comments, indicate which strands were reported for the appropriate period.
<b>History / Geography</b>	
Report on overall Geography achievement in Term 1 and History in Term 2. Use an N/A if one of the subjects was not reported on in a term.	Grade 7 and Grade 8: <b>Term 1:</b> Provide a percentage mark and comments for Geography. <b>Term 2:</b> Provide a percentage mark and comments for History. When students are instructed in only one of History or Geography for the reporting period, parents/guardians/caregivers should be informed at the beginning of the reporting period and it should be noted in the comments, and the appropriate N/A box should be checked. Achievement in both history and geography must be reported at least once in the school year.
<b>Physical Education/Health</b>	
Report on both overall Physical Education and Health Achievement.	Provide a letter grade/percentage and comment for Physical Education and Health.
<b>Arts</b>	
Report on overall achievement in Drama, Music, and Visual Arts.	<b>Term One:</b> Provide a letter grade/percentage and comment for Drama, Music, and Visual Arts. <b>Term Two:</b> Provide a letter grade/percentage and comment for Dance, Music, and Visual Arts

**Additional Considerations: Elementary and Secondary: English Language Learners (ELLs), Individual Education Plans (IEPs), Accommodations and Modifications**

**English Language Learners**

English language learners (ELLs) are learning the language of instruction at the same time as they are learning the curriculum. In addition to assessing the achievement of curriculum expectations, educators will monitor and assess ELLs developing proficiency in English utilizing the Ministry Steps to English (See link to this reference in the reference section of this policy; English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario).

Student strengths and needs are identified through STEP Initial Assessment, ongoing STEP assessment, and classroom assessment strategies. Effective assessment and evaluation of ELLs, depends on the frequent monitoring of their progress in meeting next steps in English language acquisition and in meeting curriculum expectations. Educators will provide students with a wide range of opportunities to demonstrate their learning in ways that reflect an ELL's individual STEP levels, taking into consideration their cultural and linguistic needs.

Program adaptations for ELLs such as accommodations and temporary modifications are determined by the assessment process and are based on an ELL's individual STEP levels.

**Accommodations for ELLs Grade 1 to Grade 12 (IEP not required):**

- Program adaptations such as accommodations for ELLs are strategies and provisions planned by the educator to enable students to meet the curriculum expectations. When a student's program is accommodated, the provincial curriculum expectations are not altered.
- For ELLs who require accommodations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels.



- Educators will not check the ESL/ELD box on the elementary progress report card and the provincial report cards for Grade 1 to Grade 12 for ELLs receiving accommodations only.

### **Modifications for ELLs, Grade 1 to Grade 12 (IEP not required):**

- Program adaptations, such as temporary modifications for ELLs, are changes made to the age-appropriate grade level expectations for a subject or course to meet a student's language learning needs.
- Temporary modifications are appropriate for ELLs in the early stages of learning English (or early STEP levels), or those who have had limited prior schooling.
- When curriculum expectations are modified to meet the language learning needs of ELLs, assessment and evaluation will be based on the documented modified expectations. This will be noted on the elementary progress report card and the provincial report cards for Grade 1 to Grade 12 and communicated to parents.
- Educators, in collaboration with Administrators, will determine the most effective way to document the modification of curriculum expectations for ELLs.
- Modifications may be made to some or all subject or course expectations.
- At the secondary level, when modifications are made to support English language learning needs, the Administrator collaborates with the educator to determine the integrity of the credit.
- Modifications for ELLs in secondary are determined on a case-by-case basis. Please consult with the Administrator and System ELL/ESL staff for additional information and guidance.
- Educators will check the ESL/ELD box on the elementary progress report and the provincial reports cards for Grade 1 to Grade 12 only for ELLs receiving modifications.

### **Assessment and Evaluation Considering Individual Education Plan (IEP)**

#### **Individual Education Plan (IEP)**

When a student has an accommodated, modified, and/or alternative program, the IEP box on the Report Card may be checked as noted below.

#### **IEP with Accommodations Only**

If the student's IEP requires only accommodations to support learning, educators will not check the *IEP* box. Key learning, growth in learning, and next steps in learning are based on the expectations in the curriculum.

#### **IEP with Modified Expectations**

If the expectations in the IEP are based on, but vary from, the scope and/or complexity of the expectations of the regular program, educators must check the *IEP* box for the frame/subject/course and include the following statement:

Kindergarten: *Program expectations have been modified to meet the needs of the child. (Growing Success: Kindergarten Addendum, 2016, p.15)*

Grade 1 to Grade 12: *This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations. (Growing Success, 2010, p. 61)*

#### **IEP With Alternative Learning Expectations**

Where a student's IEP identifies alternative learning expectations, the educator must check the *IEP* box for the subject/course and include the following statement: *This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum. (Growing Success, 2010, p. 62)* Comments and progress noted on report cards should be in alignment with students' Individual Education Plans.

#### **Use of N/A in the Elementary Panel**



If a student has not received instruction in a subject/strand, the teacher educator will check the N/A box and include a comment (i.e., History was not taught during Term 1). The N/A box is not used to indicate that a student was absent from instruction in a particular strand or subject.

## Use of Code *I* (in Grade 1 to Grade 10)

Code *I* may be used on rare occasions on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, educators will use their professional judgement to determine when the use of a Code *I* is appropriate and in the best interests of the students. Educators will include a comment as to the reason that a Code *I* was selected.

For example:

- The student has enrolled in the school very recently (less than 42 calendar days),
- There were issues or extenuating circumstances beyond the student's control, such as protracted illness, that affected their attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

Code *I* may only be given after consultation with the school administrator and communication with the family well in advance of the reporting period.

## Use of Code *R* or Marks Less than 50% (Elementary and Secondary)

The Code *R* represents achievement that falls below Level 1 and is used in the evaluation and reporting of student achievement in Grade 1 to Grade 8. Both *R* and marks below 50% signal that additional learning is required before the student begins to achieve success in meeting the subject/grade curriculum expectations. Code *R* and percentage marks below 50 percent, indicate the need for the development of strategies to address the student's specific learning needs in order to support their success in learning (Growing Success, 2010, p. 41). Educators are reminded of the importance of using many forms of assessment to best inform the mark/grade being assigned.

When assigning a Code *R* or a percentage mark below 50%, parents/guardians/caregivers shall be informed well in advance of the report card being issued.

In Grade 1 to Grade 8, students with an IEP who require modified or alternative expectations and beginning ELLs with modified expectations would rarely receive a Code *R* (Growing Success, 2010, p. 41).

## Use of Code *AL* (Elementary Panel)

The Code *AL* is used on the rare occasions for students in Grade 1 to Grade 8, who are having a subject reported using an alternative format.

This is used:

- Where a student has it established in an IEP that they will be receiving an Alternate Report Card for that subject.

The following conditions must also apply:

- The student must be receiving the standard Provincial Report Card in addition to the Alternate Report Card.
- The educator must provide an explanatory comment in the subject comment field to explain how that subject will be reported.
- Students who are receiving a letter grade/percentage mark based on alternative learning expectations as established in an IEP would not have the letter grade/percentage mark substituted with a Code *AL* for that subject. They would receive the letter grade/percentage mark with the explanatory comments.

In Special Education class placements, where the student's program is not based on expectations from the Ontario curriculum, the Alternate Report Card is used to report achievement. When using this alternative format, educators should indicate the student's progress/achievement relative to the expectations identified in the IEP and should comment on the



student's strengths and next steps for improvement. Only students in self-contained classes receive this Alternate Report Card. Students with a developmental exceptionality in a regular class use the Provincial Report Card.

## Completion of Grade 9 to Grade 12 Provincial Report Cards

The following procedures align with Ministry of Education requirements provided in Growing Success (2010), its fundamental principles and expectations and Board policy, Assessment and Evaluation in schools for Grade Kindergarten to Grade 12.

For Grade 9 to Grade 12, a student's achievement of the overall expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. (Growing Success, 2010, p. 40) While all curriculum expectations must be accounted for in instruction and assessment, evaluation focuses on students' achievement of the overall expectations. (Growing Success, 2010, p. 38)

## The Achievement Chart

For Grades 1 to Grade 12, educators will base assessment and evaluation on both content standards and performance standards.

**Content Standards** are the curriculum expectations identified for every subject and discipline. Taken together, the overall and specific expectations represent the content standards for every subject and discipline.

**Performance Standards** are outlined in the achievement chart that is included in every curriculum document. The achievement chart is a standard province-wide guide to be used by all educators as a framework for assessment and evaluation of student achievement of curriculum expectations. Educators can use the achievement chart to make consistent judgements about the quality of student learning based on clear performance standards.

The achievement chart identifies four categories of knowledge and skills that are common to all grades, subject areas, and disciplines. The four categories help educators when assessing to focus not only on the student's acquisition of knowledge, but also on the development of thinking, communication, and application skills. The categories of knowledge and skills are as follows:

- **Knowledge and Understanding** ○ Subject specific content acquired in each grade/course (knowledge) and the comprehension of its meaning and significance (understanding).
- **Thinking**
  - The use of critical and creative thinking skills and/or processes.
- **Communication**
  - The conveying of meaning through various forms.
- **Application** ○ The use of knowledge and skills to make connections within and between various contexts.

The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

Educators will ensure that student learning is assessed and evaluated in a balanced manner with respect to these four categories. The weighting of the four categories is determined by clustering the expectations of the course.

Educators teaching the same course, at the same grade level, should strive for consistency with regard to the weighting of the four categories, within the same school. There is flexibility for category weighting depending on instruction in Grade 9 and Grade 10. Communication and thinking categories may be higher due to instruction used, for example, in a thinking classroom model.

The achievement chart identifies four levels of achievement, defined as follows:



- **Level 1** ○ Achievement that falls much below the provincial standard.
  - Student demonstrates knowledge and skills with limited effectiveness.
- **Level 2** ○ Achievement that approaches the provincial standard.
  - Student demonstrates knowledge and skills with some effectiveness.
- **Level 3** ○ Achievement at the provincial standard.
  - Student demonstrates the specified knowledge and skills with considerable effectiveness.
- **Level 4** ○ Achievement that surpasses the provincial standard. ○ Student demonstrates the specified knowledge and skills with a high degree of effectiveness.

**Note:** Level 4 achievement reflects student learning **AT** the current grade level. This achievement does not mean that the student has achieved expectations beyond those specified for the grade/course.

For more information regarding the Achievement Chart, see *Growing Success*, 2010, pp. 15-25.

## Assessment and Evaluation of Student Achievement

**Assessment** is based on evidence of student achievement of the provincial curriculum expectations.

All assessment and evaluation of student work is **criterion-referenced**. This means that educators assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province. Educators will not assess or evaluate student work by comparison with work done by other students, through the ranking of student performance, or with reference to performance standards developed by individual educators for their own classrooms.

Educators will ensure that all specific expectations are accounted for in instruction and assessment, and that evaluation focuses on students' achievement of the overall expectations.

As essential steps in assessing **for** learning and **as** learning, educators need to:

- Plan assessment concurrently and integrate it seamlessly with instruction.
- Share learning goals and success criteria with students at the outset of learning to ensure that students and educators have a common and shared understanding of these goals and criteria as learning progresses.
- Gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools.
- Use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals.
- Analyze and interpret evidence of learning.
- Give and receive specific and timely descriptive feedback about student learning.
- Help students to develop skills of peer and self-assessment.

Educators must use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-educator conversations, and student products. Educators then use the information gathered to adjust instruction and provide feedback.

**Evaluation** is based on assessment **of** learning that provides evidence of student achievement at strategic times throughout the term or course. Evaluation focuses on students' achievement of the overall expectations, which is evaluated based on their achievement of related specific expectations. Educators will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment, but not necessarily considered for evaluation purposes.

Evidence of student achievement for evaluation is collected over time from three different sources; observations, conversations, and student products (triangulation of data). To increase the reliability and validity of the evaluation of student learning, educators will use multiple sources of evidence throughout a course or unit of study.



*Student products* may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed whenever possible under the supervision of an educator.

**Ongoing homework, which students complete to consolidate their knowledge or prepare for the next class, must not be included in assignments for evaluation.**

Group projects may be included in assignments for evaluation, if each student's work within the group project is **evaluated independently and assigned an individual mark**, as opposed to a common group mark.

<b>Purpose of the Classroom Assessment</b>	<b>Nature of Assessment</b>	<b>Use of Information</b>
<p><b>Assessment for Learning</b> <i>Assessment for learning is the process of seeking and interpreting evidence for use by learners and their educators to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002, p. 2)</i></p>	<p><b>Diagnostic Assessment:</b> Occurs before instruction begins so educators can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</p>	<p>The information gathered is used by educators and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so educators can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</p>
	<p><b>Formative Assessment:</b> Occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.</p>	<p>The information gathered is used by educators to monitor students' progress towards achieving the overall and specific expectations, so that educators can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</p>
<p><b>Assessment as Learning</b> <i>Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but educators need to start by presenting and modelling external, structured opportunities for students to assess themselves. (Western and Northern Canadian Protocol, p. 42)</i></p>	<p><b>Formative Assessment:</b> Occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the educator.</p>	<p>The information gathered is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</p>





<p><b>Assessment of Learning</b> <i>Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures."</i> (Western and Northern Canadian Protocol, p.55)</p>	<p><b>Summative Assessment:</b> Occurs at or near the end of a period of learning and may be used to inform further instruction.</p>	<p>The information gathered is used by the educator to summarize learning at a given point in time. This summary is used to make professional judgements about the quality of student learning based on established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, families, educators, and others.</p>
---	--	---

**The Elementary Progress Report, Grade 1 to Grade 8**

In the fall, educators will use the Elementary Progress Report Card to inform parents/guardians/caregivers of the progress students are making towards achievement of the curriculum expectations for each subject/strand.

The Ministry has set the provincial standard, or target for achievement, at Level 3 (Letter Grade B or 70%-79%). Educators will use professional judgement to determine the progression status based on evidence of student achievement.

Educators will check one of the following to indicate progress:

- **Progressing Very Well** ○ Student achievement is meeting or surpassing the provincial standard.
- **Progressing Well** ○ Student achievement is approaching the provincial standard.
- **Progressing with Difficulty** ○ Student achievement is not currently meeting the provincial standard.

The elementary progress report is designed to show a student's development of the learning skills and work habits during the fall of the school year, as well as a student's general progress in working towards the achievement of the curriculum expectations in all subjects.

If a student did not receive instruction in a subject/strand the educator will check the NA box.

Comments on the elementary progress report are intended to provide an overview of a student's initial progress. It is not necessary for educators to comment on all subjects/strands in the one space provided for comments; however, educators are expected to comment on all core subjects such as Religion and Family Life; Language, and Mathematics. Educators should discuss and decide, with their administrator, what subject areas should be commented on when completing the Progress Report.

**Completion of Report Card Based on Six-Week Enrollment (42 days) (as referenced in The OSR Guideline, 2000 3.2.1.1 p.8):** OnSIS requires data for each student enrolled in the Board.

**When a student is newly enrolled at a school and no information is being recorded on a report card, educators must adhere to the following guidelines in Power Teacher Pro:**

- Leave the achievement level for each subject or strand blank.
- Leave the Learning Skills and Work Habits blank.
- Religion: no information required. • Language: click the N/A box
- French: click the N/A box.





- Mathematics: no information required
- Science & Technology: no information required.
- Social Studies: no information required.
- History: no information required.
- Geography: no information required.
- Health: no information required.
- Physical Education: no information required.
- The Arts: Enter an *NA* in the ESL/ELD/IEP column immediately to the right of each strand reported on in the term.

For students who have been enrolled in an educator’s class a minimum of six weeks (42 days) prior to the scheduled reporting date, the educator must provide marks and comments for the subjects and learning skills assessed.

For students who have been in an educator’s class for less than six weeks, the educator in whose class the student was previously enrolled, must produce the Progress Report.

Where possible, educators who have recently received a new student and are responsible for preparing the student’s report card, are encouraged to communicate and collaborate with the student’s previous educator to help gather assessment and evaluation information that may assist with preparing an accurate report card with comments. In instances when an educator is assigned to a class, immediately prior to the reporting period, the educator will work with the school team to complete a report card to communicate learning, for that reporting period.

Independent of the date on which reports are submitted to the administrator, the six-week enrollment is based on the scheduled reporting date outlined in the Board Calendar.

### The Elementary Report Card, Grade 1 to Grade 6

The report card grade represents a student’s achievement of overall curriculum expectations as demonstrated to that point in time. The first provincial report card will reflect the student’s achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the development of Learning Skills during that same period. The second provincial report card will reflect the student’s achievement of curriculum expectations introduced and developed from January/February to June of the school year, as well as the student’s development of the learning skills during that period.

Determining a report card grade will involve educators’ professional judgement and interpretation of evidence.

In determining the report card grade, educators will consider all evidence collected through observations, conversations, and student products. The educator will consider the evidence the student has completed or submitted, the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the educator will consider that some evidence carries greater weight than other evidence. Educators will weigh all evidence of student achievement based on these considerations and use their professional judgement to determine a report card grade.

Educators will ensure they consider only evidence, which may be included in determining a grade:

<b>Can be Included in the Grade:</b>	<b>Must Not be Included in the Grade:</b>
--------------------------------------	---



<ul style="list-style-type: none"> <li>• Performance and products through which a student’s knowledge and skills are demonstrated.</li> <li>• Processes through which a student’s knowledge and skills are observed.</li> <li>• Most consistent level of achievement with consideration for most recent evidence, when appropriate.</li> <li>• Educator observations of, and conversations with students, that provide evidence of student thinking and learning.</li> <li>• Only summative assessment information is considered.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Personal communication task (say).</li> <li>• Paper/pencil task (write).</li> <li>• Performance task (do).</li> </ul>	<ul style="list-style-type: none"> <li>• Data from practice assessments, pre-assessments, coaching activities, or feedback.</li> <li>• Attitudes and behaviours.</li> <li>• Learning Skills and work habits are represented in the Learning Skills section of the report card, and not included in determining a grade.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Diagnostic assessments.</li> <li>• Learning skills (except when included as a curriculum expectation).</li> <li>• Participation or effort.</li> <li>• Attendance and punctuality.</li> </ul>
--	---

The report card grade should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.

In Grade 1 to Grade 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades as shown below:

Achievement Level	Letter Grade
4+	A+
4	A
4-	A-
3+	B+
3	B
3-	B-

Achievement Level	Letter Grade
2+	C+
2	C
2-	C-
1+	D+
1	D
1-	D-

The Code *R* will be used to represent achievement that falls below Level 1. Code *R* indicates the need for the development of strategies to address the student’s specific learning needs to support their success in learning. When appropriate, parents/guardians/caregivers will be consulted in this process.

In Grade 1 to Grade 6, students with an IEP who require modified or alternative expectations and beginning ELL with modified expectations would rarely receive a Code *R*.

In Grade 1 to Grade 6, Code *I* may be used on the report card to indicate that insufficient evidence is available to determine a letter grade. Educators will use their professional judgement to determine when the use of Code *I* is appropriate and in the best interests of the student. Educators should consult with their school administrator when considering the use of “I” on the report card.

Late and missed assignments for evaluation can be noted on the report card as part of the evaluation of the student’s Learning Skills.

Educators should refer to the Growing Success document, Reporting Procedures and Guidelines, Grade 1 to Grade 8, for more information regarding the completion of the elementary report card.



**The Elementary Report Card, Grade 7 to Grade 8**

The report card grade represents a student’s achievement of overall curriculum expectations as demonstrated to that point in time. The first provincial report card will reflect the student’s achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the development of learning skills during that same period. The second provincial report card will reflect the student’s achievement of curriculum expectations introduced and developed from January/February to June of the school year, as well as the student’s development of the learning skills during that period.

Determining a report card grade will involve the educators’ professional judgement and interpretation of evidence.

In determining the report card grade, educators will consider all evidence collected through observations, conversations, and student products. The educator will consider the evidence that the student has completed or submitted, the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the educator will consider that some evidence carries greater weight than other evidence. Educators will weigh all evidence of student achievement based on these considerations and use their professional judgement to determine a report card grade.

Educators will ensure that they are considering only evidence, which may be included in calculating the grade:

<b>Can be Included in the Grade:</b>	<b>Must Not be Included in the Grade:</b>
<ul style="list-style-type: none"> <li>• Performance and products through which a student’s knowledge and skills are demonstrated.</li> <li>• Processes through which a student’s knowledge and skills are observed.</li> <li>• Most consistent level of achievement with consideration for most recent evidence, when appropriate.</li> <li>• Educator observations of, and conversations with students, that provide evidence of student thinking and learning.</li> <li>• Only summative assessment information is considered.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Personal communication task (say).</li> <li>• Paper/pencil task (write).</li> <li>• Performance task (do).</li> </ul>	<ul style="list-style-type: none"> <li>• Data from practice assessments, pre-tests, coaching activities, or feedback.</li> <li>• Attitudes and behaviours.</li> <li>• Learning Skills and work habits are represented in the Learning Skills section of the report card, and not included in determining a grade.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Diagnostic assessments.</li> <li>• Learning skills (except when included as a curriculum expectation).</li> <li>• Participation or effort.</li> <li>• Attendance and punctuality.</li> </ul>

The report card grade should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence. **An average of all levels of achievement does not always accurately reflect a student’s achievement and should not be used in isolation to calculate the final grade.**

In Grade 7 and Grade 8, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage grades as shown below:

<b>Achievement Level</b>	<b>Percentage Mark</b>
4+	95-100
4	87-94
4-	80-86

<b>Achievement Level</b>	<b>Percentage Mark</b>
2+	67-69
2	63-66
2-	60-62



3+	77-79
3	73-76
3-	70-72

1+	57-59
1	53-56
1-	50-52

The Code *R* will be used to represent achievement that falls below Level 1. Code *R* indicates the need for the development of strategies to address the student's specific learning needs to support their success.

Parents/guardians/caregivers will be consulted in this process as well as the administrator, prior to reporting period.

In Grade 7 and Grade 8, students with an IEP who require modified or alternative expectations and beginning ELL students with modified expectations would rarely receive a Code *R*.

In Grade 7 and Grade 8, Code *I* may be used on the report card to indicate that insufficient evidence is available to determine a letter grade. Educators will use their professional judgement to determine when the use of Code *I* is appropriate and in the best interests of the student. Educators should consult with their school administrator when considering the use of Code *I* on the report card.

Late and missed assignments for evaluation can be noted on the report card as part of the evaluation of the student's learning skills.

Educators should refer to the Growing Success document, *Reporting Procedures and Guidelines, Grade 1 to Grade 8*, for more information regarding the completion of the elementary report card.

**The Secondary Report Card**

Semestered schools will use the Provincial Report Card, Grade 9 to Grade 12, for formal written reports to parents/guardians/caregivers two times per semester.

Determining a report card grade will involve educators' professional judgement and interpretation of evidence.

In determining the report card grade, educators will consider all evidence collected through observations, conversations, and student products. Educators will consider the evidence that the student has completed or submitted the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the educator will consider that some evidence carries greater weight than other evidence. Educators will weigh all evidence of student achievement based on these considerations and use their professional judgement to determine a report card grade.

Educators will ensure they are considering only that evidence which may be included in calculating the grade:

<b>Can be Included in the Grade:</b>	<b>Must Not be Included in the Grade:</b>
--------------------------------------	---



<ul style="list-style-type: none"> <li>• Performance and products through which a student's knowledge and skills are demonstrated.</li> <li>• Processes through which a student's knowledge and skills are observed.</li> <li>• Educator observations of, and conversations with students, that provide evidence of student thinking and learning.</li> <li>• Most consistent level of achievement with consideration for most recent evidence, when appropriate.</li> <li>• Only summative assessment information is considered.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Personal communication task (say).</li> <li>• Paper/pencil task (write).</li> <li>• Performance task (do).</li> </ul>	<ul style="list-style-type: none"> <li>• Data from practice assessments, pre-tests, coaching activities, or feedback.</li> <li>• Attitudes and behaviours.</li> <li>• Learning skills not identified as a curriculum expectation.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Diagnostic assessments.</li> <li>• Learning skills (except when included as a curriculum expectation).</li> <li>• Participation or effort.</li> <li>• Attendance and punctuality.</li> </ul>
--	---

The report card grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. **An average of all levels of achievement does not always accurately reflect a student's achievement and should not be used in isolation to calculate the final grade.**

In Grade 9 to Grade 12, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage grades as shown below:

Achievement Level	Percentage Mark	Achievement Level	Percentage Mark
		3	73-76
4*	100	3-	70-72
4++	96-99	2+	67-69
4+	93-95	2	63-66
4	90-92	2-	60-62
4-	85-89	1+	57-59
4--	80-84	1	53-56
3+	77-79	1-	50-52

For achievement that falls below Level 1, a percentage grade below 50% will be assigned. No percentage grades lower than 30% will be assigned on either the mid-term or final report card. No percentage marks of 46%, 47%, 48% or 49% will be assigned on the final report card.

If the final percentage grade is below 50%, no credit will be granted. The subject educator will inform the parent/guardian, in a timely manner, that the credit has not been earned. The Recommended Course Placement Form and the Credit Recovery Profile will be completed by the subject educator and filed with the office.

In **Grade 9 and Grade 10 only**, Code / may be used on the report card to indicate that insufficient evidence is available to determine a letter grade. Educators will use their professional judgement to determine when the use of Code / is appropriate and in the best interests of the student. Educators should consult with their school administrator when considering the use of Code / on the report card.



Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's Learning Skills. The final grade for each course in Grade 9 to Grade 12 will be determined as follows:

- Seventy percent of the grade will be based on a variety of authentic evaluation tasks conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade should consist of final evaluation tasks administered at or towards the end of the course. The final evaluation and course culminating activity (activities), allow(s) the student an opportunity to demonstrate comprehensive achievement of the overall expectations of the course.
- In Grade 9 and Grade 10, educators should strive for consistency among different sections of the same course, in the same school, when determining the breakdown of the 30%. There must be consistency in how this is divided in Grade 11 and Grade 12 within a school.
- Assessment and evaluation practices should align with instruction practices throughout the course.

### Students with Special Education Needs, Grade 1 to Grade 12

A student's IEP describes their educational program and any accommodations that may be required. The IEP specifies whether the student requires:

- accommodations only; or
- modified learning expectations, with the accommodations; or
- an alternative program, not derived from the curriculum expectations for a subject/grade or a course.

**IEP with Accommodations Only:** • If the student's IEP requires only accommodations to support learning in a subject and/or strand, educators will not check the *IEP* box. The letter grade or percentage mark is based on the regular grade expectations.

### IEP with Modified Curriculum Expectations:

- If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, educators must check the *IEP* box for that subject/strand on the Elementary Progress Report Card and the Elementary/Secondary Provincial Report Card.
- On the elementary provincial report card, educators must also include the following statement in the comment section:
  - *This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.*
- On the secondary provincial report card, educators must also include the following statement in the comment section:
  - *This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.*

### IEP with Alternative Learning Expectations:

- In most cases where the expectations in a student's IEP are alternative learning expectations, it is neither required nor advisable to assign letter grades or percentage marks to represent the student's achievement of the expectations.
- However, in some cases, when evaluation is based on a clearly articulated assessment tool (i.e., a rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the elementary provincial report card. In those cases, educators must check the *IEP* box for the subject and/or strand and must include the following statement in the comment section:
  - *This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum.*
- On the secondary provincial report card, educators must also include the following statement in the comment section:





- *This percentage mark is based on achievement of the learning expectations specified in the IEP, which are not based on the Ontario curriculum.*
- In very few instances, where the student's program is not based on expectations from the Ontario Curriculum for Grade 1 to Grade 8, an alternative format may be used to report the student's progress/achievement (i.e., the evaluation section of the IEP; the attachment to the Report Card). When using an alternative format, educators should indicate the student's progress/achievement relative to the expectations identified in the IEP and should comment on the student's strength and next steps for improvement. When an alternative format is used, it should accompany the Elementary Progress Report Card and the Elementary/Secondary Provincial Report Card at the regular reporting times.

### **Additional Reporting Considerations for English Language Learners (Elementary and Secondary)**

Educators will check the ESL/ELD box on the elementary progress report card and the provincial report cards to indicate that **modifications have been made to curriculum expectations** to address the language learning needs of ELLs.

There is no requirement for a specific statement to be added to the *comments* section of the progress report card or the provincial report card when the ESL/ELD box is checked.

#### **The ESL/ELD box will not be checked to indicate:**

- That the student is participating in ESL or ELD programs or courses.
- That accommodations have been provided to enable the student to demonstrate their learning.

For an ELL, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the educator will check both the ESL/ELD box and the IEP box. The development of an IEP for an ELL will take into consideration all needs related to the language learning and the student's identified exceptionality.

### **Educator Comments on the Provincial Report Card and Progress Report, Grade 1 to Grade 12**

One aspect of communication amongst educators, parents/guardians/caregivers, and students is the information educators provide on report cards. Communication with parents/guardians/caregivers about student achievement, should focus on what students have learned in relation to learning skills, work habits and curriculum concepts and skills. Comments should describe strengths with specific examples to student work and identify next steps for improvement. Communication of learning should also be ongoing throughout the year by means of conferences, phone calls, interviews, checklists, and/or informal reports.

In writing anecdotal comments for report cards, the educator should focus on what students have learned, describe significant strengths, and identify next steps that students can take, both at home and at school, for improvement. Next steps, within subject areas, must focus on curriculum concepts and skills, not Learning Skills and work habits, unless those skills are directly cited as part of a subject's curriculum. Educators can refer to the MISA document for specific examples.

It is important that the comment and assigned grade for a subject/course work together to convey a clear and consistent message about the student's achievement of the curriculum expectations. (i.e., any qualifiers used must match the grade assigned).

Educators should use language that will be easily understood by parents/guardians/caregivers, and where appropriate, students, and avoid restating curriculum expectations or the language of the achievement chart.

Wherever possible, educator comments should refer to specific examples of student work.

In the case of a student whose achievement is reported as Code *R* or below 50%, educators should describe specific remedial measures that are planned or strategies that have been developed to promote success.





Refer to the document, [Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication](#) for more information regarding report card comments and communication with parents/guardians/caregivers.



## Appendix A Policy #200.42

### Late and Missed Assignments

*Students are responsible for providing evidence of their learning within established timelines, and . . . there are consequences for cheating, plagiarizing, not completing work, and submitting work late.* (Growing Success, p. 42).

Effective assessment and evaluation are based upon evidence of student learning taken from a variety of forms, including conversations, observations, and student products. When students do not submit products for evaluation on time, it reduces the evidence available for the educator to determine a grade. It is the responsibility of the student, with guidance from the educator, to ensure that they are providing the highest quality evidence of learning possible.

It is the expectation of the Brant Haldimand Norfolk Catholic District School Board (the Board) that all tests, assignments, and other products will be submitted or completed according to the predetermined due date. Students do not have an inherent right to submit work late. When students do not submit or complete work on time, interventions and consequences will take into consideration the student's grade level, maturity, the number and frequency of incidents, and the individual circumstances of the student.

For students in Grade 1 to Grade 6, marks will **not** be deducted from student work to reflect a late or missed assignment. Educators will notify parent/caregiver/guardian of a late/missed assignment and work collaboratively to promote the development of effective learning skills and determine reasonable steps for work completion. When necessary, late and missed assignments will be noted in the report card as part of the evaluation of learning skills.

For students in Grade 7 to Grade 12, educators will work collaboratively with students and parents/guardians/caregivers to promote the development of effective learning skills, including adhering to due dates. Late and missed assignments will be noted in the report card as part of the evaluation of learning skills. Educators may use a variety of strategies to help prevent and/or address late and missed assignments. Students must understand that there are consequences for not adhering to due dates. Using their informed professional judgement, educators may use a variety of strategies to prevent and/or respond to late and missed assignments, including deducting marks, up to and including the full value of the assignment. Supports and consequences for students must be carefully considered in light of the student's age, grade, maturity, individual circumstances, and the frequency of such incidents. Educators should refer to the attached documents for guidelines in preventing and responding to late and missed assignments.

For students in Grade 1 to Grade 10, the Code / may be used in an educator's gradebook or on the report card to indicate that there is insufficient evidence of achievement to determine a grade. For students in Grade 9 and Grade 10 who receive a Code / on the final report card, no credit will be granted.

#### **Preventative Measures:**

- When establishing deadlines, consider the cultures, histories and contexts of all students, their lived experiences and those of their families.
- Ensure the needs of all students are met, consistent with their Individual Education Plan (IEP) where applicable.
- Establish deadlines for submission of assignments for evaluation, in collaboration with students where appropriate, and clearly communicate those deadlines to students, and where appropriate, families.
- Conference with students regularly to monitor their progress in meeting deadlines and expectations.
- Explicitly teach time-management and organizational skills and model these behaviours.
- Explain clearly to students that not submitting work on time will affect their grade.



- Collaborate with teachers who teach the same course / subject / grade to co-construct common assessment timelines.
- Assign major evaluation tasks, in steps, with regular check-ins to assist students in achieving success in incremental stages.
- Maintain ongoing communication with students, and where appropriate, families, about due dates and late submissions.
- Utilize Brightspace to share deadlines and due dates.
- Where applicable, collaborate with Student Success or guidance to support individual students.
- Where necessary, provide alternative tasks, times, or locations for students to complete assigned work.
- Encourage students to approach their teacher prior to a due date if they are having difficulties meeting a deadline.

#200.42 – Assessment, Evaluation, Grading and Reporting

Page 1 of 2

## Appendix A Policy #200.42

### Late and Missed Assignments: Responsive Measures (Grade 7 to Grade 12)

- Pre-arranged extensions to due dates are not subject to a late penalty.
- Educators should take into consideration extenuating circumstances and may choose to extend due dates with no late penalty.
- Early intervention is critical for student success.

*The protocols below should be followed when there has been no prior conversation with the student/family, and evaluation tasks are not completed on time:*

Situation	Teacher Response
<p><b>Evaluation task is not completed by required due date</b></p>	<ol style="list-style-type: none"> <li>1. In consultation with the student, establish a new due date for the evaluation task owing, or assign an alternative evaluation with a new deadline.</li> <li>2. Contact parent/guardian/caregiver to inform them of the late or missed evaluation task and of the revised due date; also inform them of the deduction in marks (1/3 of one level).</li> <li>3. Identify any additional supports that may be required to assist the student in completing and submitting the evaluation task, including collaboration with Student Success and/or Guidance.</li> <li>4. Complete the <i>Late and Missed Assignments Tracking</i> sheet and keep in your records.</li> <li>5. When the evaluation task is submitted by the revised due date:               <ul style="list-style-type: none"> <li>• Evaluate and assign a level per the original criteria</li> <li>• Lower the level by 1/3 only (i.e., a 3+ will be lowered to a 3)</li> <li>• Record both levels</li> </ul> </li> </ol> <p>Late evaluation tasks should be tracked in the educator's mark records; documentation should include the <i>Late and Missed Assignments Tracking</i> sheet.</p>



<b>Evaluation task is still not submitted by the revised due date</b>	<ol style="list-style-type: none"><li>1. Contact parent/guardian/caregiver, advising them that the revised deadline has also been missed, and of the late penalty of 1/3 level per day, up to the full value of the assignment.</li><li>2. Identify any additional supports required to assist the student in completing and submitting the evaluation task, including collaboration with Student Success, Guidance and/or Administration.</li><li>3. Update the <i>Late and Missed Assignments Tracking</i> sheet (Part B) and keep in your records.</li><li>4. When the evaluation task is submitted:<ul style="list-style-type: none"><li>• Evaluate and assign a level per the original criteria</li><li>• Lower the level by 1/3 of a level per school day (i.e., a level 2+ submitted four days late will be lowered to a level 1)</li><li>• Record both levels</li></ul></li></ol> <p>Late evaluation tasks should be tracked in the teacher's mark records; documentation should include the <i>Late and Missed Assignments Tracking</i> sheet.</p>
<b>Evaluation task is not submitted</b>	<ol style="list-style-type: none"><li>1. Consult with the Student Success Teacher / ALERT team / Guidance and/or Administrator, if required.</li><li>2. Additional parent/caregiver/guardian/contact is required.</li><li>3. Update the <i>Late and Missed Assignments Tracking</i> sheet (Part C) and keep in your records.</li><li>4. Record a zero for the task in your marks recording tool.</li></ol>



## Academic Honesty

The Brant Haldimand Norfolk Catholic District School Board (the Board) challenges students and staff to foster a supportive community in their faith journey while striving for academic excellence. Within a safe and Christ-centered environment, we empower individuals to become lifelong learners. We strongly believe in evaluating and grading students based on their individual merits, recognizing their unique talents and efforts. Furthermore, we emphasize the importance of academic integrity, ensuring that all work submitted for evaluation clearly represents the authentic words and ideas of each student. As technology continues to evolve, we remain committed to equipping our students with the necessary skills to navigate and harness its potential for growth and success.

Academic honesty means representing oneself and one's work with integrity. This appendix is designed to foster a culture of academic honesty and deter any instances of academic misconduct. Academic misconduct, in any form, is a grave behavioural transgression that we firmly denounce. The subsequent information serves as a guided framework to address instances of academic misconduct.

There are many library references and style guides specific to a discipline or subject. Here are a few easily found websites on plagiarism:

- The New Plagiarism: a quick, student friendly, informative summary of plagiarism with antidotes.  
<http://www.fno.org/may98/cov98may.html>
- Plagiarism on the Web: gives tips on preventing plagiarism.  
<http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm>
- Teaching about Plagiarism <https://www.plagiarism.org/teaching-about-plagiarism>
- Academic Integrity in the Age of AI <https://www.turnitin.com/resources/academic-integrity-in-the-age-of-AI>

Ontario Library Board Resources:

- University of Toronto – Role of the Instructor (Academic Integrity)  
<https://teaching.utoronto.ca/resources/academic-integrity-and-the-role-of-the-instructor/>
- University of Toronto – Classroom Strategies re: Academic Integrity  
<https://www.academicintegrity.utoronto.ca/smart-strategies/classroom-strategies-talking-about-academic-integrity/>

### DEFINITIONS:

**Academic Misconduct:** refers to behaviours like plagiarism, which involves copying someone else's work, as well as any intentional action aimed at gaining an unfair advantage academically, either for oneself or others. Academic misconduct may occur when a student cheats on tests, falsifies data, allows others to submit work they completed, or submits work obtained from any source, including electronic means, without proper attribution or acknowledgement of the original sources. Furthermore, it is crucial to emphasize that utilizing ChatGPT or similar tools without proper acknowledgment and/or consent from teachers is a form of academic misconduct. It is essential to seek guidance and adhere to the guidelines provided by educators when utilizing such technologies for academic purposes.

Note: As it is not possible to cover every circumstance of academic misconduct, the above list should be considered only as a guide.

**Plagiarism:** refers to the act of presenting ideas or work from others as if they were one's own. Instances of plagiarism include when a student submits an essay that has been entirely or partially written by someone else, prepares an essay or assignment on behalf of another student, utilizes direct quotations or extensive paraphrasing without proper acknowledgment, copies someone else's essay or assignment, knowingly allows someone else to copy their own essay or assignment, or engages in the buying and selling of term papers or assignments to pass them off as their own, with the intent of committing plagiarism.



It is important to note that the use of technology tools like Quilbot and ChatGPT does not exempt students from adhering to academic integrity. Utilizing these tools without proper attribution or consent from teachers is a form of academic misconduct and can lead to serious consequences. It is crucial to understand the ethical guidelines surrounding the use of such technology and to seek guidance from educators when incorporating them into academic work.

Note: As it is not possible to cover every circumstance of plagiarism, the above list should be considered only as a guide

**Collaboration:** refers to the joint efforts of two or more individuals working together on a project or assignment. It is characterized by open communication, mutual respect, and shared responsibilities among collaborators. It encourages active participation and contributions from ALL individuals. Examples of collaboration are group projects or assignments where students work together towards a common goal; study groups or discussions where students share ideas, insights, and resources.

**Cheating:** is any act intended to gain an unfair advantage or deceive others in an academic setting. It is a violation of academic integrity and undermines individual effort, originality, and ethical conduct in academic work. Examples of cheating are copying from another student's work during exams or assignments, using unauthorized material or aids during assessments; plagiarizing or presenting someone else's work or ideas as one's own and fabricating data or results in research or scientific experiments.

Note: As it is not possible to cover every circumstance of cheating, the above list should be considered only as a guide

### Expectations and Guidelines

**Originality and Attribution:** All academic work submitted by students must be their original work, unless explicitly instructed otherwise. When using external sources, students must provide proper citation and acknowledgments, including in-text citations, footnotes, or a works cited, as per the specified reference style (i.e., MLA, APA, Chicago). Failure to attribute sources correctly may be considered a form of plagiarism.

**Collaboration:** Collaboration among students is encouraged within the boundaries set by teachers. When collaboration is allowed, it must be clearly stated by the teacher and students must abide by the specific guidelines. In cases where collaboration is not permitted, students are expected to complete their work independently and refrain from sharing or obtaining unauthorized assistance.

**Use of Technology:** The use of technology, including computers, the internet, and AI-powered tools like ChatGPT, must align with academic honesty standards. Students should use technology responsibly, ensuring that the work produced represents their own efforts and that any external sources are cited appropriately.

### Consequences of Academic Dishonesty

Instances of academic dishonesty are taken seriously. The consequences for violating the points outlined in this Academic Honesty appendix may include, but are not limited to:

- Notification of parents/guardians/caregivers;
- The need to redo the assignment or assessment under different conditions;
- A meeting or discussion with teacher, counselor, or administrator to address the issue;
- Notation in academic records, including disciplinary records;
- Receiving a reduced or failing grade for the assignment or assessment in question; and/or • Potential loss of privileges, such as participation in extracurricular activities or leadership roles.

The severity of the consequence will be determined based on the nature and extent of the academic dishonesty, previous infractions, and other relevant factors.



## Education and Prevention

The Board is committed to fostering a learning environment that promotes academic integrity. Students will receive education and support regarding academic honesty, plagiarism awareness, proper citation methods, and responsible use of technology. Educators will provide clear guidelines and expectations for assignments, emphasizing the importance of originality, attributions, and ethical conduct.

### Promoting Academic Honesty in the Classroom

The following are a list of guidelines and strategies aimed at fostering a culture of academic honesty within the classroom. By addressing the issues of academic misconduct, including questionable use of AI in assignments, we seek to promote integrity, fairness, and personal responsibility.

- **AWARENESS AND UNDERSTANDING**

- Educators will actively educate students on the importance of academic honesty and the negative consequences of academic misconduct. They will explain what constitutes plagiarism, cheating, and other forms of dishonesty, including the potential risk associated with the misuse of AI in assignments. Student will be made aware of the impact of their actions on their own learning, reputation, and future opportunities.

- **CLEAR ASSIGNMENT GUIDELINES**

- **Clear Expectations:** Educators will provide students with clear and detailed instruction for each assignment, including specific guidelines on originality, citation, and attribution. They will explain what constitutes acceptable collaboration and clearly indicate assignments that must be completed independently.
- **Assignment Variety:** To discourage academic dishonesty, educators will design assignments that encourage critical thinking, creativity, and personal engagement. By diversifying the types of assignments, including research papers, projects, presentations and discussions, students will be less likely to resort to dishonest practices and more inclined to demonstrate their own understanding and originality.

- **COLLABORATION AND PEER REVIEW**

- **Facilitated Collaboration:** Educators will create opportunities for collaborative learning experiences that promote academic growth and discourage dishonest behaviour. Group projects, peer-to-peer discussion, and guided collaboration will foster an environment where students can learn from each other, share ideas, and develop a sense of shared responsibility for their academic integrity.
- **Peer Review and Feedback:** Integrating peer review into the assignment process can enhance academic honesty. Students will be encouraged to provide constructive feedback to their peers, thereby promoting a sense of accountability and shared ownership of the learning process. Teachers will provide guidelines for effective peer review and ensure that students understand the importance of providing honest and respectful feedback.

- **TECHNOLOGY MONITORING AND SUPPORT**

- **Use of AI:** Educators will educate students about the appropriate and inappropriate usage of various AI-driven tools, such as Grammarly, within the educational setting. Through the assignment process,





they will actively interact with students, offering guidance and clarification on the responsible and ethical utilization of AI in the classroom.

- **Technical Support and Resources:** Educators will provide students with technical support and resources related to the ethical use of technology. Students will be educated on proper citation methods when using AI tools and internet resources, including how to attribute information generated by AI to ensure academic integrity.
- **CONSEQUENCES AND ACCOUNTABILITY**
- **Consistent Enforcement:** Educators will implement consistent consequences for academic dishonesty, emphasizing that integrity is vital for individual growth. Students found in violation of this *Academic Honesty* appendix will be held accountable through appropriate disciplinary measures.
- **Restorative Approaches:** In addition to disciplinary action, teachers will explore restorative approaches to address academic misconduct. Opportunities for reflection, learning and growth will be provided to students, fostering an understanding of the importance of honesty, integrity, and personal responsibility.

## EVALUATION AND IMPROVEMENT

This appendix will be regularly reviewed and evaluated to ensure its effectiveness is promoting academic integrity. Educators, administrators, and students will have the opportunity to provide feedback and suggest improvements.

## INCREASING ACADEMIC HONESTY

Preventing plagiarism in classrooms is crucial to fostering academic integrity, promoting ethical research, and writing practices. Below is an outline of strategies and approaches that can be implemented to deter and address plagiarism:

### EDUCATION AND AWARENESS:

- **Introduction to Plagiarism:**
  - Define plagiarism and its consequences.
  - Explain different forms of plagiarism, including copying, paraphrasing without citation, and self-plagiarism.
  - Emphasize the importance of originality and ethical writing practices.
  - Proper citation and referencing:
    - Teach students different citation styles (i.e., MLA, APA) and how to format citations.
    - Provide guidance on referencing sources such as books, articles, websites, and interviews.
  - Research Skills Development:
    - Teach effective note-taking techniques to encourage critical thinking and synthesis of information.
    - Promote the use of reputable sources and reliable databases.
    - Demonstrate the process of properly integrating and attributing sources in written work.

### CLEAR EXPECTATIONS AND ASSIGNMENTS:

- **Detailed Assignment Guidelines:**
  - Clearly articulate the assignment's purpose, requirements, and expectations.
  - Specify the number and types of sources students should use. - Provide examples of correctly cited and referenced work.
- **Originality and Individuality:**
  - Encourage students to select a unique topics or perspective to prevent duplication.



- Reinforce the importance of expressing their own ideas and analysis. - Discourage sharing or copying assignments among students.
- **Ongoing Communication:**
  - Maintain an open dialogue with students to answer questions and clarify expectations.
  - Address concerns about plagiarism directly, discussing its impact on personal and academic growth.

#### TECHNOLOGY TOOLS AND PLAGIARISM DETECTION:

- **Plagiarism Detection Software:**
  - Utilize board approved plagiarism detection tools, such as Turnitin, to identify potential cases of plagiarism.
  - Demonstrate how these tools work and their role in maintaining academic integrity.
- **Classroom Technology:**
  - Encourage the use of technology tools, such as citation management software, to facilitate proper citation and referencing.
  - Teach students how to use grammar and writing assistance tools, like Grammarly, to improve their writing skills and prevent unintentional plagiarism.

#### FORMATIVE ASSESSMENT AND SCAFFOLDED ASSIGNMENTS:

- **Incremental Assignments:**
  - Break down larger projects into smaller, manageable parts.
  - Provide regular check-ins and feedback during each stage of the assignment.
- **In-class Writing Exercises:**
  - Engage students in timed in-class writing activities to encourage original thinking and reduce reliance on external sources.
  - Assess students' understanding of concepts by evaluating their ability to articulate ideas without extensive research.

#### COLLABORATION AND ACADEMIC SUPPORT:

- **Encourage Collaboration:**
  - Foster a classroom environment that promotes discussion and collaboration, while emphasizing individual accountability.
  - Teach students how to properly cite and acknowledge collaborative work.
- **Academic Support:**
  - Offer resources such as writing centers, tutoring, or peer review session to assist students in developing their writing skills.
  - Provide guidance on effective research strategies and sources evaluation techniques.

#### CONSISTENT ENFORCEMENT AND CONSEQUENCES:

- **Establish Clear Consequences:**
  - Develop plagiarism guidelines that clearly outline the consequences for plagiarism.
  - Communicate the consequences to students and parents, ensuring awareness of the repercussions.
- **Consistent Enforcement:**
  - Investigate suspected cases of plagiarism thoroughly and fairly.



## EDUCATOR QUICK GUIDE

The most important steps in preventing plagiarism are those taken to address its causes. The strategies in this section are intended as guidelines to help the educator:

- Become aware of the reasons plagiarism occurs.
- Identify the different forms of plagiarism.
- Integrate plagiarism prevention techniques into your classes.
  
- **How Can I Prevent Plagiarism in my Classroom?**
  - Educate students about plagiarism.
  - Begin the academic year by clearly defining plagiarism and explaining its consequences.
  - Teach students about different forms of plagiarism, including copying, paraphrasing without citations, and self-plagiarism.
  - Emphasize the importance of originality and ethical writing practices.
  
- **Teach Proper Citation and Referencing**
  - Provide detailed instruction on different citation styles (i.e., MLA, APA) and how to format citations.
  - Show students how to reference various sources such as books, articles, websites, and interviews.
  - Explain how to integrate and attribute sources properly within their written work.
  
- **Foster Research Skills Development**
  - Teach students effective research techniques, such as using reputable sources and reliable databases. - Emphasize critical thinking and information synthesis.
  
- **Teach Students How to Take Organized Notes and Avoid Excessive Reliance on Direct Copying -**
  - Provide clear assignment guidelines.
  - Clearly articulate the purpose, requirements, and expectations for each assignment.
  - Specify the number and types of sources students should use.
  - Provide examples of correctly cited and referenced work to serve as models. - Encourage originality and individuality.
  - Promote the selection of unique topics or perspectives to prevent duplication.
  - Encourage students to express their own ideas and analysis.
  - Discourage the sharing and copying of assignments among students.
  
- **Ongoing Communication**
  - Maintain an open dialogue with students.
  - Answer their questions and clarify expectations regarding plagiarism.
  - Discuss the importance of academic integrity and the negative consequences of plagiarism.
  
- **Use Plagiarism Detection Tools**
  - Utilize plagiarism detection software, such as Turnitin, to identify potential cases of plagiarism. - Demonstrate how these tools work and their role in maintaining academic integrity.
  
- **Scaffold Assignments and Provide Formative Assessments -**
  - Break down larger projects into smaller, manageable parts.
  - Provide checkpoints and feedback throughout the process.
  - Engage students in in-class writing exercises or timed activities that test understanding and encourage original thinking.
  - Promote collaboration and academic support.
  - Encourage collaboration within defined boundaries.



- Teach students how to properly acknowledge collaborative work.
- Offer resources such as writing centers, tutoring or peer review sessions to assist students in developing their writing skills and preventing plagiarism.
- **Consistent Enforcement and Consequences**
  - Reference this appendix that clearly outlines the consequences of plagiarism.
  - Communicate this Academic Honesty appendix to students and parents/guardians/caregivers, to ensuring awareness of the repercussions.
  - Investigate suspected cases of plagiarism thoroughly and fairly, implementing consistent consequences, when necessary.

By implementing these strategies, you can create an environment that promotes academic integrity and discourages plagiarism in your classes.

### HOW DO I PREVENT CHEATING IN MY CLASSES?

- **Establish Clear Expectations**
  - Clearly communicate your expectations regarding academic integrity.
  - Discuss the importance of honesty and the negative consequences of cheating on personal growth and academic achievement.
- **Design Fair Assessments**
  - Create assessments that encourage critical thinking, problem-solving and application of knowledge, rather than relying solely on regurgitation of information.
  - Use a variety of assessment methods, such as essays/reports, projects, presentations, and in-class activities, to assess different skills and reduce opportunities of cheating.
- **Randomize Questions and Tasks**
  - If you are using online assessments, use question banks or randomize questions generation features to create unique exams for each student. This makes it difficult for students to share answers or copy from one another.
- **Change Assessment Formats**
  - Consider using alternative assessment formats, such as open-book exams, take-home assignments, or performance-based assessments, which require students to demonstrate deeper understanding and apply concepts rather than simply memorizing information.
- **Create a Supportive Classroom Environment**
  - Foster an environment where students feel comfortable asking questions and seeking help.
  - Encourage collaboration and peer learning while emphasizing individual accountability.
  - Promote a culture of academic integrity and discourage cheating through classroom discussions and activities.
- **Use Technology Tools**
  - Utilize *anti-cheating* tools and technologies, such as plagiarism and AI writing software detection or secure online exam platforms. These tools can help identify instances of cheating, plagiarism, and unauthorized collaboration.
- **Teach and Reinforce Ethical Conduct**
  - Educate students about the importance of ethical behaviour, including the consequences of cheating.
  - Discuss real-life examples of the negative impact of cheating on individuals and society.
  - Incorporate lessons on academic integrity and ethics into your curriculum.



- **Personalize Assignments and Assessments**
  - Assign tasks that are tailored to individual students' interests, experiences, or goals.
  - When students have a personal investment in their work, they are less likely to cheat.
- **Monitor and Vary Seating Arrangements**
  - During exams or assessments, change seating arrangements to prevent students from easily copying from one another.
  - Keep an eye on students' behaviour to detect any signs of cheating.
- **Establish Partnerships with Parents/Guardians/Caregivers**
  - Engage parents/guardians/caregivers in discussions about academic integrity.
  - Share information about your expectations and encourage them to reinforce the importance of honesty and discourage cheating at home.
- **Consistent Enforcement and Consequences**
  - Implement a fair and consistent approach when addressing instances of cheating.
  - Clearly communicate the consequences of cheating to students and consistently enforce them to maintain a sense of fairness and accountability.

By employing these strategies, you can create an environment that discourages cheating and promotes academic integrity in your classes.

#### HOW DO I DETECT CHEATING OR PLAGIARISM?

Detecting cheating or plagiarism can be challenging, but there are several methods and tools you can use to identify potential instances. Here are some approaches to detecting cheating and plagiarism:

- **Familiarize Yourself with the Work**
  - As the teacher, you should be familiar with your students' capabilities and writing styles. If a student's work drastically deviates from their usual performance or exhibits a different writing style, it may warrant further investigation.
- **Review Assignments Carefully**
  - Read the assignments thoroughly to identify any suspicious patterns or inconsistencies.
  - Look for abrupt shifts in tone, language, or content that may indicate that work was not entirely the student's own.
- **Utilize Plagiarism and AI Detection Software**
  - Plagiarism and AI detection tools, like Turnitin, can compare student work against a vast database of published sources, online content, and other student submissions. These tools can highlight potential instances of plagiarism or similarity.
- **Pay Attention to Language and Writing Quality**
  - Pay attention for language or writing quality that appears too advanced or out of character for a student.
  - If the work contains sophisticated vocabulary or complex sentence structures that are inconsistent with their demonstrated abilities, it may need to be addressed.
  - Look for mixed citations or formatting changes. This may indicate work has been copied from another source.



o **Google Specific Phrases or Sentences**

- Take suspicious or unique phrases or sentences from a student's work and search them on search engines like Google or Edge.
- This can help identify if the text has been copied from existing online sources.

o **Compare Students Work to Each Other**

- Compare the work of different students, especially if they have submitted similar or identical answers.
- Look for shared phrases, ideas or mistakes that could indicate collaboration or cheating.

o **Request Oral Presentations or Student Conferences**

- Ask students to present their work orally or defend their ideas in a one-on-one conversation.
- This can help identify inconsistencies or discrepancies between their written work and their ability to discuss it.

o **Communicate with Colleagues and Students**

- Discuss your concerns and observation with other teachers.
- Students may also provide information or tips regarding potential cases of cheating or plagiarism.

Remember that these detection methods are not foolproof and it's essential to approach each situation with fairness and gather enough evidence before accusing a student.

**SANCTIONS FOR ACADEMIC MISCONDUCT**

(Adapted from York and Rutgers Universities)

It is crucial to consider each case individually and to adjust the consequences accordingly. The progressive approach outlined below serves as a general guideline, but the severity of consequences may vary based on factors such as the student's previous conduct, age, and other relevant circumstances. Additionally, opportunities for restorative practices and learning should be integrated at each stage to encourage growth, reflection, and a renewed commitment to academic integrity.

Teachers will use their informed professional judgement, in consultation with administration when appropriate, to determine the most appropriate response to a situation of academic dishonesty.

VIOLATIONS	SANCTIONS
<b>Level One Violations</b>	



<p>Level One Violations occur because of inexperience or lack of knowledge of principles of academic honesty on the part of the student. These violations are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment.</p> <p>Examples of level one violations are:</p> <ul style="list-style-type: none"> <li>• Working with another student on a lab report or assignment when such work is prohibited.</li> <li>• Failure to footnote or give proper acknowledgement in an extremely limited section of an assignment.</li> </ul>	<p>Possible sanctions for Level One Violations are listed below.</p> <p>It is NOT NECESSARY to bring these violations to the attention of the Administration.</p> <p>Verbal or written disciplinary warning or reprimand noting that the student has not met the school's standards of conduct, and that repeat offences will result in more serious disciplinary action.</p> <p>Contact the parent or guardian/caregiver to inform them of the incident.</p> <p>Redo the original assignment or complete another equitable assignment.</p> <p>Participation in a tutorial on academic honesty.</p>
<p><b>Level Two Violations</b></p>	
<p>Level Two Violations are characterized by dishonesty of a more serious nature, or which affects a more significant aspect or portion of the course work.</p> <p>Examples of Level Two Violations are:</p> <ul style="list-style-type: none"> <li>• Quoting directly or paraphrasing, to a moderate extent without acknowledging the source.</li> <li>• Receiving assistance from others without acknowledging such assistance in an assignment, project, or exam.</li> <li>• Copying the work of another student and submitting it as your own.</li> </ul>	<p>Possible sanctions for Level Two Violations are listed below:</p> <p>Cases involving Level Two Violations MAY be brought to the attention of the Department Head and/or Administration.</p> <p>Verbal or written disciplinary warning or reprimand noting that the student has not met the school's standards of conduct, and that repeat offences will result in more serious disciplinary action. If the teachers create a written reprimand, a copy MUST be sent to the Department Head and Administration.</p>





<b>VIOLATIONS</b>	<b>SANCTIONS</b>
	<p>Contact parent/guardian/caregiver to inform them of the incident.</p> <p>Record a Code / for the assignment and consider evidence of achievement of those expectations missed by the student.</p> <p>Assign another evaluation task on a relevant topic for student to demonstrate their achievement.</p> <p>Participation in a tutorial on academic honesty.</p>
<b>Level Three Violations</b>	



<p>Level Three Violations include dishonesty that affects a major or essential portion of work done to meet course requirements, involves premeditation, or is preceded by one or more violations at any level.</p> <p>Examples of a Level Three Violation are:</p> <ul style="list-style-type: none"> <li>• Copying on a test or examination.</li> <li>• Plagiarizing major portions of a written assignment.</li> <li>• Acting to facilitate copying during an exam.</li> <li>• Presenting the work of another as one’s own.</li> <li>• Using purchased term papers or other materials.</li> <li>• Using prohibited materials, i.e., books, notes, or calculators during an exam.</li> </ul>	<p>Possible sanctions for Level Three Violations are listed below:</p> <p>Incidents <b>MUST</b> be reported to Administration and documented.</p> <p>Administration will:</p> <ul style="list-style-type: none"> <li>• Consult with teacher(s) to determine appropriate consequences.</li> <li>• Contact the parent/guardian/caregiver to inform them of the incident.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Complete an Academic Integrity Report.</li> <li>• Copy the report to Administration.</li> <li>• Record a Code / for the assignment and consider evidence of achievement of those expectations missed by the student when calculating the grade. (Note: If the assignment is part of the 30% final evaluation, a zero may be assigned for that portion of the 30%.)</li> </ul> <p>Additional consequences for Level Three Violations may be assigned at the discretion of the Administrator. They may include:</p> <ul style="list-style-type: none"> <li>• Academic Probation (i.e., inability to obtain honour roll status, and/or academic awards for said academic year).</li> <li>• Inform student and parent that the credit is in jeopardy.</li> <li>• The student may receive a grade penalty for the assignment or exam in question. This penalty can range from a reduced grade on the assignment to a zero.</li> </ul>
--	---

Page

**FACTORS TO BE CONSIDERED WHEN IMPOSING CONSEQUENCES**  
(ADAPTED FROM YORK UNIVERSITY)

Key factors to be considered by individuals and committees when imposing consequences or reviewing penalty recommendations are:

- **Extent of the Violation:** The actions which constitute specific offenses of academic honesty (i.e., plagiarism, cheating) vary in terms of severity. Some instances of academic dishonesty constitute only minor infractions while others represent the most extreme form of violation. Consequences should correspond to the nature of the offence.
  - The level of the student’s academic experience is important in determining the degree to which they should be penalized (i.e., grade level and destination should be considered).



VIOLATIONS	SANCTIONS
	<ul style="list-style-type: none"> <li>The student may be restricted from participating in extracurricular activities or leadership positions.</li> </ul>
<p>NOTE: As it is not possible to cover every circumstance of a violation, the above lists should be considered only as a guide.</p>	<p>NOTE: Sanctions may be imposed singularly or in combination for any incident of academic misconduct.</p> <p>The sanctions list may be augmented at the discretion of the teacher and/or Administration.</p>

- Extenuating circumstances, which a student faced at the time in question may help explain the action taken on their part, and due weight should be attached to those circumstances.
- If the student admits guilt, accepts responsibility for their action, and is amenable to educative remedies, a less severe consequence may be applied.
- **Prior/Multiple Incidents:** if the offence is a second (or subsequent) one for the student and/or is in combination with another offence, then a severe consequence should be considered.

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

Prepared by: Lorrie Temple, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Mike McDonald, Director of Education & Secretary

**Digital Citizenship and B.Y.O.D #600.34**  
Public Session

---

**BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board has reviewed and updated the Digital Citizenship and BYOD Policy, #600.34 due to changes from the Ministry of Education regarding the Code of Conduct.

**DEVELOPMENTS:**

The Ministry of Education shared PPM 128 in May/June, noting changes for a variety of policies. Regarding the Digital Citizenship and BYOD Policy, definitions were updated and reference to the Code of Conduct were made.

**INFORMATION:**

The updated Digital Citizenship BYOD Policy will be in effect September 2024 referring to changes made in the Code of Conduct, 200.09.

**RECOMMENDATION:**

THAT the Policy Committee refers the revised Assessment, Evaluation, Grading and Reporting Policy #600.34 to the Brant Haldimand Norfolk Catholic District School Board for approval.



## Digital Citizenship and Bring Your Own Device #600.34

---

<b>Adopted:</b>	July 14, 2015
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Lorrie Temple, Superintendent of Education
<b>Next Scheduled Review:</b>	November 2028

---

### PURPOSE:

The Information and Technology Services Department (ITS), in collaboration with the Student Achievement Team (SAT), is continuing to provide infrastructure, devices, and software resources that will support a range of effective learning activities. We believe that by providing the opportunity to bring one's own electronic device (BYOD), we are further enhancing the opportunities for success that information and communication technology can help realize. Educators will permit the use of personal electronic devices when that use supports and enhances learning.

The goals we seek to achieve through the use of Information and Communication Technology, and the continued use of the BYOD option for students, are as follows:

- Students use their BYO Devices and those provided by the Board to help build organization and self-regulation skills.
- Students use their BYO Devices and those provided by the Board in authentic, learning.
- Educators support using technology to facilitate learning in alignment with PPM 128 and Code of Conduct Policy 200.09

In our schools, students will see educators using technology to support, enhance, and design their instructional practices to improve student learning. Many of the opportunities that students will be engaging in exist in the digital environment of the Internet. When working and interacting on the Internet, it is important that all users understand their actions impact others. When people interact with others, they share themselves, their view of the world, their hopes, and their ideals. When students make use of digital resources, it is expected that their actions will be honest, open, responsible, and respectful of others, and consistent with the mission and vision of Catholic education. As Catholic learners, our students must always act in accordance with the Board's Catholic Code of Conduct regardless of whether they are interacting in the digital or physical world.

### REFERENCES:

- [Bill 13, Accepting Schools Act, 2012](#)
- [Policy/Program Memorandum No. 128 - The Provincial and School Board Code of Conduct](#)
- [Policy/Program Memorandum No. 144 - Bullying Prevention and Intervention](#)
- [Policy/Program Memorandum No. 145 - Progressive Discipline and Promoting Positive Student Behaviour](#)
- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R.S.O. 1990, CHAPTER M.56
- BHNCD SB Student Behaviour, Discipline and Safety Policy 200.09
- BHNCD SB Electronic Communications and Social Media Policy 600.01 (currently being updated 2023)
- BHNCD SB Information and Communications Technology Use Policy 600.02
- Digital Citizenship Resource (currently being updated 2025)
- PPM 128
- Code of Conduct 200.09



## DEFINITIONS:

### BYOD

BYOD is an acronym for Bring Your Own Device, which refers to students bringing their own computing devices (e.g., smartphones, laptops, tablets, and other electronic devices) to schools for use to support their learning.

### Student Personal Mobile Device

Any electronic device that can be used for communication, entertainment, accessing the internet or information access, including but not limited to smartphones, tablets, and smartwatches.

### Social Media

Social media is generally defined as interactive technologies including websites, platforms and applications that facilitate and enable users to create, share, and interact with content, and to connect and communicate with other users or publicly. Examples of social media platforms and apps include Snapchat, Instagram, TikTok, Facebook, X (formerly Twitter), Discord, and similar services that facilitate social interaction and content creation and sharing.

### User

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

### Appropriate Use

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

### Electronic Communication

E-mail, electronic conferencing, personal and group electronic chat sessions, video conferencing, text messaging, and any other means of electronic communication.

### System Administrator

Personnel responsible for maintenance of server software, global conferences, and other related duties.

### Information and Technology Services Department

Personnel employed to provide software and hardware support for computer systems such as the Manager of Information Technology, Network and Systems Administrator, Computer Technicians, and staff within the Data Services Department.

## ADMINISTRATIVE PROCEDURES:

### 1.0 Rights

Computer systems, networks, software, and services are owned and/or operated by the Board. The Board reserves all rights, including termination of service without notice, to the computing resources which it owns and/or operates. These procedures shall not be construed as a waiver of any rights of the Board, nor shall they conflict with applicable acts of law. Users have rights that may be protected by Federal, Provincial, and local laws.



## 2.0 Privileges

BYOD access and privileges on the Board's computer systems, networks, software, and services are assigned and managed by the administrators of specific individual systems. Eligible individuals may become authorized users of a computing resource (e.g., BYOD network, Office 365, Brightspace etc.) and be granted appropriate access and privileges by following the approval steps prescribed for that system. Users may not, under any circumstances, transfer or confer these privileges to other individuals. Any account assigned to an individual shall not be used by others without written permission from the system administrator. The authorized user is responsible for the proper use of the system, including password protection.

## 3.0 Accounts

Users do not own accounts on the Board's computers, network, or the software resources that the Board provides access to but are granted the privilege of exclusive use.

## 4.0 Confidentiality

### No Expectation of Privacy

Users should not expect privacy with respect to any of their activities when using the Board's computers, networks, software, or services. Use of passwords or account numbers by users does not create a reasonable expectation of privacy and confidentiality of information being maintained or transmitted. The Board reserves the right to review, retrieve, read, and disclose any files, messages or communications which have been created, sent, received, or stored on the Board's computer systems and/or equipment or using the Board's Information Technology resources. The Board's right to review, and monitoring, is for the purpose of ensuring the security and protection of the Board's resources, preventing unlawful and/or inappropriate conduct, and creating and maintaining a productive learning environment. If policy violations are suspected or discovered, they will be reported immediately to the appropriate school official (e.g., educator school administrator Superintendent) and to the authorities as appropriate.

## 5.0 Copyright

Software is protected by copyright laws. Users are to become familiar with the laws related to copyright to educate themselves and to avoid possible infringement. See <http://www.accesscopyright.ca> for more information.

## 6.0 Violations

A student's device/network/account use privileges may be suspended immediately upon the discovery of a possible violation of Board policies or procedures. Such suspected violations will be confidentially reported to the school administrator. The school administrator will consult with the appropriate Superintendent to determine appropriate action. The violations of these policies or procedures will be dealt with in the same manner as violations of other Board policies or procedures and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, suspension, suspension and legal action. Violations of some of the above policies may constitute a criminal offense.

Repeated minor infractions or misconduct, which are of a more serious nature, may result in the temporary or permanent loss of computer access privileges or the modification of those privileges. More serious violations include, but are not limited to:

- I. Using personally owned devices or those provided by the Board during instructional time for purposes other than those identified to support their learning.
- II. Using personally owned devices or those provided by the Board in prohibited areas where there is an increased expectation of privacy, such as a changeroom or restroom.
- III. Using personally owned devices or those provided by the Board in a manner that is inconsistent with the mission and vision of Catholic Education.





- IV. Using personally owned devices or those provided by the Board in a manner that is inconsistent with the terms and conditions of the Board's Information and Communication Technology Acceptable Use Policy, as well as the terms outlined in this Administrative Procedure.

Any offense which violates local, provincial, or federal laws will be referred to appropriate supervisory officers and/or law enforcement authorities and may result in immediate loss of all Board computer privileges.

This procedure provides general conduct guidelines and examples of prohibited uses for illustrative purposes but does not attempt to state all required or prohibited activities by users. Students who have questions regarding whether a particular activity or use is acceptable should seek further guidance from their parent/guardian/caregiver, educator, or school administrator. Educators and school administrators have access to a range of Board staff who can support them and their students in their work to become responsible digital citizens. Failure to comply with Board policies or other established procedures or rules governing information technology use may result in disciplinary action, up to and including suspension and/or expulsion. Illegal uses of the Board's Information Technology will also result in referral to law enforcement authorities.

### Responsibilities

**All Users** are responsible for:

- Completing the age-appropriate informed consent requirement to learn their responsibilities with respect to the use of technology provided by the Board.
- Accepting the electronic Acceptable Use Agreement.
- Complying with the Board and School Codes of Conduct and complying with the Board's Electronic Communications and Social Media and Information and Communication Technology Use Policies and Procedures.
- Ensuring that technology is used to support teaching and learning in accordance with the Brant Haldimand Norfolk Catholic District School Board's teaching and learning expectations.
- Using technology in a lawful, responsible, and ethical manner consistent with the purposes for which it is provided.
- When required, creating a strong personal password, and ensuring that it is not shared with anyone other than parent/guardian/caregivers.
- Understanding that the Board's Information and Technology Services Department will not perform diagnostics, repairs, or updates on personally owned devices.
- Understanding that the use of personally owned devices is prohibited in places or situations where their use is deemed to interfere with student learning.
- Understanding that the use of personally owned devices with recording ability are absolutely prohibited in areas where there is an increased expectation of privacy, such as a changeroom or restroom; as well as an increased expectation of safety, such as in a technology class.
- Ensuring that photos, audio recordings, videos or images of an individual/group are not recorded, posted online/shared digitally unless consent from the individual(s) - over the age of 18 - or parental consent (for those under the age of 18) has been obtained. Photos, audio recordings, videos or images cannot be collected using any device unless authorized.
- Understanding that the Board accepts no responsibility or liability for loss or damage to personal devices and that it is the owner of the device's responsibility to safeguard their belongings.
- Understanding that BYO Device is not mandatory and that students are not required to bring a device, especially if it goes against the permission/wishes of the parent/guardian/caregiver.
- Understanding that the Board accepts no responsibility or liability for the outcomes of actions taken by students when using any software or access to Board information technology, or using of any personal device on school premises, and that it is the user of the software or service or device who must ensure their use is consistent with the mission and vision of Catholic education and in accordance with Board policies and procedures.



### **Superintendents** are responsible for:

- Ensuring that staff, upon hiring and annually thereafter, are made aware of Board Information Technology Policies and Procedures including this Board Administrative Procedure, the expectations regarding the use of any Board-supplied technology or the use of any personal device (BYOD) which connects to the Board's network and/or Board-provisioned technology services (this is applicable regardless of the location from which the services are accessed, i.e., Board location, home, etc.) so they can in turn support appropriate student use.
- Supporting Administrators in determining appropriate action, corrective and disciplinary measures to address student violations of this procedure as necessary, on a case-by-case basis, for situations where students are not in compliance with Board Information Technology Policies and Procedures.
- Taking steps to ensure compliance with the [Municipal Freedom of Information and Protection of Privacy Act](#). Student and staff information is personal and private and is, therefore, protected under this Act. The Board is obligated by this Act to carefully manage all personal information within its custody and control, i.e., how this information is collected, used, and released.

### **Administrators** are responsible for:

- Coordinating the use of electronic communication and social media technologies within their school in accordance with the directives from ITS and School Achievement Team (SAT) to promote student achievement.
- Further developing an understanding amongst staff for the acceptable use of electronic communication and social media technologies when using Board equipment and personally owned devices (BYOD).
- Ensuring that staff are aware of Board Information Technology Policies and Procedures including this Board Administrative Procedure.
- Working with staff to develop guidelines for securing devices when staff and students are not in classrooms (i.e., at recess, when at assemblies, etc.). Ultimately, though, students are responsible for lost, stolen and/or damaged personal electronic devices just as they are for any other personal items they bring to school.
- Recognizing that not all children can bring their own device and ensuring there are sufficient devices at school to support all learners to access curriculum when necessary to do so.
- Establishing and monitoring digital citizenship and responsibility through the school's Code of Conduct.
- Instructing and modeling, for staff and students, digital citizenship, and responsibility.
- Being able to respond to parents /guardian/caregiver inquiries regarding effective use of BYOD to support student learning.
- Promoting the understanding and collection of parent(s)/guardian(s)/caregiver(s) consent for their child(ren) bringing personal devices to school.

### **Information Technology Services** are responsible for:

- Ensuring wireless Internet access is available and accessible to all clients through the identified BYOD network.
- Providing and supporting a minimum of 1 wireless access point installed in every classroom, library, and cafeteria in all schools to ensure BYOD devices have adequate bandwidth to operate.
- Ensuring that proper security and Internet content filters are in place for anyone connecting to the BYOD network to provide a safe online experience and to protect the Board's internal networks.
- Providing instructions to all locations through a documented process (via BHNDocs) detailing how to connect to the Board's BYOD network.

### **Educators** are responsible for:

- Along with parents/guardians/caregivers, making every reasonable effort to ensure that students understand how to interact appropriately as Digital Citizens, the Board Information Technology Policies and Procedures and this Administrative Procedure, so they are equipped to use technology appropriately.



- Recognizing that not all students can bring their own device and ensuring there are sufficient devices at school to support all learners to access the curriculum when necessary to do so
- Responding to inappropriate use of technology and taking appropriate action, including notifying the administrator in cases where the educator's professional judgment deems it necessary.
- Determining when students are able to access Board technology or their personally owned devices while the students are under the teacher's supervision.
- Consulting with the administrator to determine the extent to which students will be permitted to use their own devices within the classroom.
- Providing guidance to students regarding where they can securely store their devices when staff and students are not in the classroom (e.g., when at recess, when at assemblies, etc.).

### **Students** are responsible for:

- Using Board and personally owned technology for curriculum-related/educational purposes only while on Board property.
- Demonstrating digital citizenship through the appropriate use of technology.
- Reporting any inappropriate use of technology to a teacher or administrator immediately.
- Taking care of their personal devices. The Board is not responsible for the replacement of lost, stolen or damaged items, or usage fees incurred for school purposes, maintenance or support of the device.
- For elementary students, providing proof of parental/guardian/caregiver permission to bring their personally owned device(s) to school.
- Learning how to connect their devices to wireless networks, understanding how their device functions, and downloading or installing any apps or programs that they need to use their devices for school and learning purposes.
- Complying with the expectations of the educators regarding where, when and for what purpose personally owned devices may be used in the classroom.
- Bringing the required accessories needed for operation of their personal device (e.g., charging cable).

### **Parents/Guardians** are responsible for:

- Ensuring that their child is able to bring a personally owned device to school and use it appropriately.
- Ensuring that the device has the necessary apps or software to support their child's learning. There is no expectation that the Board will provide or install software on personally owned devices. The Board provides software to its users (e.g., Office 365) that can be accessed via the Internet, across multiple operating systems and devices without requiring any installation. The Board also promotes the use of Internet-based software that is provided through the Ministry of Education (e.g., D2L; Brightspace; TVO Learn) as well as software from the Internet that is freely available to all users across multiple operating systems and devices.
- Ensuring that the device is in good repair and free of viruses, malware, spyware, etc., and that security patches are up to date.
- Ensuring that the student understands and respects the requirement to bring a fully charged device to school.
- Being aware of school and Board expectations for the use of personal devices and share that understanding with their child(ren).
- Being aware of educator expectations for classroom use of personal devices and support the educator child, and school to ensure that their child complies with the expectations.
- Being aware of activities the children will be engaged in during the school day (e.g., field trip) and making decisions about whether children should bring devices and how they may be secured during the day. (technology classes and experiential learning opportunities).

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

Prepared by: John Della Fortuna, Superintendent of  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Mike McDonald, Director of Education & Secretary

**Smoke and Vape Free Environment #400.25**  
Public Session

---

**BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board has reviewed and updated the Smoke and Vape Free Environment Policy, 400.25 due to changes from the Ministry of Education regarding the Code of Conduct.

**DEVELOPMENTS:**

The Ministry of Education shared PPM 128 in June, noting changes for a variety of topics which needed to be reflected in Board policy. In terms of Smoke and Vape Free Environment #400.25 the only change is that a student must surrender the e-cigarette or vape if found on their person. Although in many instances this was common practice that requirement has now been added to our policy.

**INFORMATION:**

The new Smoke and Vape Free Policy will be in effect September 2024.

**RECOMMENDATION:**

THAT the Policy Committee refers the Smoke and Vape Free Environment Policy #400.25 to the Brant Haldimand Norfolk Catholic District School Board for approval.



## Smoke and Vape-Free Environment

#400.25

---

<b>Adopted:</b>	March 1, 2024
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Superintendent of Business
<b>Next Scheduled Review:</b>	2027-28

---

### Policy Statement

The Brant Haldimand Norfolk Catholic District School Board (“the Board”) is committed to providing a healthy and safe working and learning environment for its students, staff, community users and visitors to our schools and administrative sites. Smoking and the use of tobacco products, emerging tobacco industry products, tobacco-related products including e-cigarettes and vapourizers, cannabis and cannabis-related products and any smoking paraphernalia on school board property (including in personal vehicles) and when at off property locations during school board and school related events (e.g., field trips) is strictly prohibited.

### Application and Scope

This Policy and Administrative Procedure is primarily governed by the Smoke Free Ontario Act (SFOA), which prohibits smoking or the holding of lit tobacco products and smoking or the holding of lit cannabis products on all school premises and places of work and applies to all members of the Board community including but not limited to students, employees, Trustees, guests, visitors, volunteers, contractors, invited officials, and designates representing the Board.

In accordance with the SFOA, this Policy and Administrative Procedure is not intended to limit the use of tobacco products for traditional or spiritual ceremonies.

### References

- Smoke-Free Ontario Act (2017)
- Electronic Cigarettes Act (2015)
- Making Healthier Choices Act (2015)
- OPS 400.05.P – Community Use of Schools
- STU 200.09.P – Student Behaviour, Discipline, and Safety
- Smoke-Free Schools Guidelines (staff only)

### Forms

- N/A



## Appendices

- N/A

## Definitions

**Cannabis Product:** is defined as any product containing, made or derived from cannabis that is intended for human consumption whether smoked, heated, inhaled, dissolved, or ingested by any other means, or any component part, or accessory of the cannabis product. Common types of cannabis products include dried cannabis (e.g., joints, spliffs, blunts), concentrated cannabis products (e.g., hash, hash oil, shatter, wax), and edible cannabis concentrates (food or drink products containing cannabis).

**Imitation Smoking and Vapour Products:** include any product that resembles any tobacco or electronic smoking or vaped product, and/ or is marketed or intended to be used as an alternative to tobacco use, that is not an approved smoking cessation device. Prohibited imitation smoking and vapour products can include electronic cigarettes, cigars, and pipes as well as the cartridges, and solutions, whether they contain nicotine or not. They produce a vapour that resembles smoke. They consist of a battery-powered delivery system that vaporizes and delivers a liquid chemical mixture that may be composed of various amounts of nicotine, propylene glycol, and/or other chemicals. This does not include any product that is approved by Health Canada as a quit smoking aid (e.g., nicotine patches, mist, inhalers, gum, and lozenges), or is prescribed as a medicine for lung ailments (e.g. Ventolin or steroid inhaler).

**School or Board Property:** any property owned or occupied by the Board, including administrative and non-administrative buildings, schools (and their surrounding property), and board owned or leased vehicles and machinery. Temporary structures erected on board property are also considered Board property. Property that is used for school purposes that falls under a shared land use agreement also meets the definition of Board Property.

**Smoking:** inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated tobacco or plant product intended for inhalation, including hookahs (waterpipe) and cannabis (medical and/or recreation), whether natural or synthetic, in any manner or in any form. Smoking also includes the use of an electronic smoking device which creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device.

**Tobacco Products:** is defined as any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, heated, absorbed, dissolved, inhaled, sniffed, or ingested by any other means, or any component part, or accessory of the tobacco product. Common types of tobacco products include but are not limited to cigarettes, cigarillos, cigars, chewing tobacco, plug, snus, snuff, blunt wraps, beedies, and shisha (tobacco or herbal).



## Administration Procedures

### Medicinal Cannabis

Under the following controlled conditions, medicinal cannabis may be smoked on Board property:

- There must be a personal prescription (signed by a physician or nurse practitioner) specifically for medical cannabis. A copy of the prescription will be kept on file in Human Resource Services.
- There must be a specific dosage prescribed.
- The physician must indicate that the medical cannabis must be administered during the school/workday.
- The physician must indicate the form in which the medical cannabis will be used. Smoke free options are preferred; however, if smoking is the only option, then it must occur off-site and commercial devices that restrict the amount of second-hand smoke should be used.
- Proof of a personal license to use cannabis must be presented to the Administrator/Supervisor. A copy of the license will be kept on file.
- Proof of an authorized cannabis supplier must be provided. A copy of this documentation will be kept on file.

### Responsibilities of School Administrators/Supervisors

School Administrators and Supervisors will:

- inform students, parents, employees, volunteers, visitors and community users of this Policy and Administrative Procedure.
- support the maintenance of a smoke-free and vape-free environment to students through provision of information based on the Ontario Curriculum documents (Health and Physical Education) and other useful resources, e.g., OPHEA, Brant Country Health Unit (BCHU), Haldimand-Norfolk Health Unit (HNHU).
- provide information about smoking cessation programs to students and employees, through the board's Wellness Program and resources of BCHU or HNHU and other local programs.
- ensure that staff and volunteers are informed that they are not to smoke or vape in the presence of students while on field trips or at school or board-sponsored events.
- ensure "No Smoking or Vaping" signs are posted.
- exercise due diligence in ensuring staff cooperate with BCHU or HNHU's Tobacco Enforcement Program under the Smoke-Free Ontario Act.

### Violations

#### Students

For all incidents where a student is found to be in possession of tobacco, e-cigarettes or recreational cannabis, smoking tobacco or recreational cannabis on school property, or selling or supplying tobacco, e-cigarettes or recreational cannabis to a person under 19 years of age, the School Administrator shall:

- inform the student that they must surrender their e-cigarette or recreational cannabis.
- inform the student of the laws pertaining to tobacco, e-cigarette and recreational cannabis possession and use on school property and the sale or supply of tobacco, e-cigarettes and recreational cannabis.
- inform the student of the smoke-free and vape-free environment policy and procedures of the Board.
- warn the student of the consequences of repeated behaviour.
- document the incident or infraction.





Parents or guardians of elementary students must be notified of the incident or infraction.

Parents or guardians of secondary students under the age of 18 may be notified of the incident or infraction.

Tobacco, e-cigarette or recreational cannabis confiscated from elementary students must be turned over to a parent or guardian or disposed of with a witness.

Students in grades 4-12 found to be in possession of tobacco, e-cigarettes or recreational cannabis may result in a suspension.

Students in grades 4-12 found smoking or vaping on school property may result in a suspension.

Subsequent offences will result in progressive disciplinary action as detailed in the [STU 200.09.P – Catholic Code of Conduct](#).

Subsequent offences may also result in the submission of a Tobacco Enforcement Report to BCHU or HNHU.

School administrators must consider mitigating and other factors, as detailed in [STU 200.09.P – Catholic Code of Conduct](#).

#### Volunteers, Visitors, and Community Users

Volunteers and visitors to school property who violate this policy will be advised by staff of the smoke-free and vape-free environment policy and procedures.

Additional violations of the policy may result in:

- the individuals being asked to vacate the premises.
- the invoking of board Policy 104 Access to School and Board Premises.
- submission of a Tobacco Enforcement Report to the BCHU or HNHU.

Community users will be dealt with under Board Policy [OPS 400.05.P – Community Use of Schools](#).

#### Board Employees

Employees who violate this policy will be informed of the policy and procedures. Employees will be reported to their principal or supervisor and, as appropriate, referred to the human resources wellness program for information and advice about smoking cessation programs.

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

Prepared by: John Della Fortuna, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Michael McDonald, Director of Education & Secretary

**ADMISSION OF ELEMENTARY STUDENTS  
#200.14**

---

---

**BACKGROUND INFORMATION:**

Brant Haldimand Norfolk Catholic District School Board (the “Board”) schools provide academic excellence and enable students to live a life of love and service. The elementary schools of the Board exist primarily to provide excellence in Catholic education for the students of our Catholic school supporters.

**DEVELOPMENTS:**

This policy has been changed to include a new appendix to meet the requirements of the newly adopted Policy/Program Memorandum 170. This includes an information sheet that needs to be shared with every new student and their family so that they are aware of their rights and how to follow up with a concern.

These changes bring us in line with ministry requirements.

**RECOMMENDATION:**

THAT the Policy Committee refers the Admission of Elementary Students Policy #200.14 to the Brant Haldimand Norfolk Catholic District School Board for approval.



## **Admission of Elementary Students**

### **#200.14**

---

<b>Adopted:</b>	April 24, 2001
<b>Last Reviewed/Revised:</b>	August 2024
<b>Responsibility:</b>	Director of Education
<b>Next Scheduled Review:</b>	2028

---

#### **POLICY STATEMENT:**

Brant Haldimand Norfolk Catholic District School Board (the “Board”) schools provide academic excellence and enable students to live a life of love and service. The elementary schools of the Board exist primarily to provide excellence in Catholic education for the students of our Catholic school supporters.

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

This Policy and Administrative Procedure outlines the process for the admission of students to the Catholic elementary schools under the jurisdiction of the Brant Haldimand Norfolk Catholic District School Board.

#### **REFERENCES:**

- [The Education Act and Regulations](#)
- [Ontario Catholic School Graduate Expectations](#)
- [STU 400.25.AP – Out of Boundary Admissions](#)
- [OPS 400.19.P – Transportation of Students](#)

#### **FORMS:**

- STU 200.14.F01 - Elementary Student Registration
- STU 200.14.F02 - [Elementary Student Registration – Online Form](#)
- STU 200.14.F03 - Non-Catholic Student Registration Request
- STU 200.14.F04 - Application for Direction of School Support
- STU 200.14.F05 - Catholic School Support Lease
- STU 200.14.F06 - Student Documentation Verification

#### **APPENDICES:**

- STU 200.14.XA - Registration of Elementary Students
- STU 200.14.XB - Special Circumstances (Elementary)
- STU 200.14.XC – Your Child’s Education: A parent guide to Ontario’s school system

#### **DEFINITIONS:**

**Administrator:** refers to a Principal or Vice-Principal of a particular school.

**Resident Student:** an admissible student who lives within the boundaries of the Board.

**Non-Resident Student:** an admissible student who lives outside the boundaries of the Board whether that be within or outside the Province of Ontario or fee-paying students.

**Home School:** refers to the school that is located in the same attendance boundary as the student’s parent/guardian’s residential address.



**Guardian:** a person who has lawful custody of a child, other than the parent of the child.

**Roman Catholic:** for the purposes of this Policy and Administrative Procedure, shall mean a member of the Roman Catholic Church or a member of the Eastern Rite of Catholic Church that is in union with the See of Rome.

## **ADMINISTRATIVE PROCEDURES:**

### **Admission to Catholic Elementary Schools**

The Board is committed to service the children of eligible Catholic school supporters. From time to time, applications are received for the admission of non-resident students and/or students from ratepayers who are not eligible supporters of the system.

1. Students registering for the first time in a Catholic elementary school within the Brant Haldimand Norfolk Catholic District School Board shall be required to produce proof of age and a Catholic baptismal certificate of the Roman or Eastern Rite (or a letter from a priest). If the child has no Roman or Eastern Rite Catholic baptismal certificate, the child may be admitted if one parent/guardian can provide a Roman or Eastern Rite Catholic baptismal certificate.
2. If the child has no Roman or Eastern Rite Catholic baptismal certificate, and neither parent/guardian can provide an Eastern Rite Catholic baptismal certificate, an Application of Non-Catholic Student form (STU 200.14.F03) must be submitted, and the following criteria must be met:
  - Primary motivation is to obtain a Catholic education and to participate in the Religion & Family Life program, as well as school-based religious activities and celebrations (not for family convenience or because of friction with school authorities from other school systems.)
  - Availability of facilities, space, and transportation.
  - Availability of special education services and programs (if applicable). Non-Catholic students with special needs must be proven to qualify for special education funding before being admitted.
  - Can only attend the school in their boundary.
  - Subject to annual review.
  - Parent/Guardian signs an agreement that the child will participate in Religion & Family Life programs, as well as school-based religious activities/celebrations.
  - Student adheres to the Code of Conduct.
  - Will register all Junior Kindergarten - Grade 8 children in the family in the school.
  - Superintendent consults with the school administrator.
3. A student, living in a residence within the jurisdiction of the Board which is not eligible to be assessed for Separate School Supporters, who would otherwise be admitted, may be admitted to a school operated by the Board if a Catholic baptismal certificate is provided upon registration.

### **Registration Requirements**

An administrator of a school will receive all students requesting admission and manage their registration using the guidance provided in this Policy and Administrative Procedure. Administrators are to ensure that all staff registering new students are well informed of these policies, procedures, and applicable regulations. The school in the home attendance area is responsible for the appropriate placement of the students who are new to the system and who live in the school catchment area.

- Registration is required for students who are new to the Board using the online registration form which is found on the Online Student Registration portal – [Elementary Registration](#). After creating an account and logging in, the Elementary Student Registration form is used to complete the registration. Alternatively, in special circumstances, the hardcopy Elementary Student Registration (STU 200.14.F01) form may be completed.
- A student shall be allowed to enrol in Junior Kindergarten (Year 1) in September of that calendar year during which the student becomes four (4) years of age.



- A student shall be allowed to enrol in Senior Kindergarten (Year 2) in September of that calendar year during which the student becomes five (5) years of age.

In all instances, original documentation or a copy certified as original must be presented upon registration. Documentation uploaded during the online registration process can be considered original.

The school shall complete the Student Documentation Verification (STU 200.14.F06) form for registration purposes upon admitting a student to a Catholic elementary school under the jurisdiction of the Board. Documentation requested is required as proof, however no copies of documentation shall be reproduced as documentation is for verification only, unless otherwise indicated in this Policy and Administrative Procedure. The Student Documentation Verification form is retained in the student's Ontario Student Record (OSR).

The following is provided to assist schools in the registration process:

1. Determine if the student lives within your school's attendance area. All registrations require documented proof of permanent address, which could include property tax bill, utility bill, purchase/rental/lease agreement, or bank documents. If the student should be attending another school, direct the applicant to the appropriate school. In the event the student is not within the school boundary, and wishes to attend the school, an annual Application of Out of Boundary/Jurisdiction form is to be completed and submitted. Refer to Policy 200.25 - Out of Boundary Admission for further direction.
2. If the student resides outside the jurisdiction of the Board (i.e., City of Brantford, Brant, Haldimand, or Norfolk Counties), an annual Application of Out of Boundary/Jurisdiction form must be completed and submitted to the appropriate Superintendent for approval. Refer to Administrative Procedure 200.25 - Out of Boundary/Jurisdiction Admissions for further direction.
3. Students registering for the first time in a Catholic elementary school within the Board shall be required to produce proof of a Catholic baptismal certificate of the Roman or Eastern Rite, as indicated above. If the child has no Roman or Eastern Rite Catholic baptismal certificate, the child may be admitted if one parent/guardian can provide a Roman or Eastern Rite Catholic baptismal certificate.
4. If the child has no Roman or Eastern Rite Catholic baptismal certificate, and neither parent/guardian can provide an Eastern Rite Catholic baptismal certificate, a Non-Catholic Student Registration Request form (STU 200.14.F03) must be submitted.
5. A letter from the pastor (or delegate) recommending a student for admission to a Catholic School is acceptable in lieu of a baptismal certificate. The proper pastor is the pastor of the parish to which the family belongs by territory or registration as in the case of a "national" parish. With the support of the Catholic Parish Priest, the Director of Education may make a determination to approve the admission of a non-Catholic child on a conditional basis.
6. Students shall be admitted on condition that the parent/guardian provide proof of a Catholic baptismal certificate or the letter from the Director of Education on the first day of school for a child or on a date agreed upon between the administrator and the parent/guardian.
7. If a parent/guardian indicates a custodial arrangement, a copy of the court order or other legal document is required for inclusion in the documentation file of the OSR. In some instances, the administrator may find it necessary to require that applicants establish proof of relationship via birth certificate, passport, or other reliable documentation.



8. Proof of legal name and age is required for students registering for the first time. To verify the legal name and date of birth of the student, the parent/guardian shall produce proof through one of the following documents:
- Birth Certificate or Official Birth Registration Card
  - Certificate of Canadian Citizenship
  - Certificate of Registration of Birth Abroad
  - Passport
  - Permanent Resident Card
  - Record of Landing

If entering as Immigrant status, one of the following documents must also be provided to confirm date of entry and status in Canada:

- Permanent Resident Card
  - Record of Landing
  - Confirmation of Permanent Residence
  - Other (must specify)
9. The Confirmation of Date of Entry & Status in Canada section of the Student Documentation Verification (STU 200.14.F06) form must be completed for all students who have entered Canada for the **first** time within the past four (4) school years, **and** who were born in a qualifying country (a country other than Canada, United States, United Kingdom, Ireland, New Zealand and Australia). One of the following documents must be provided to confirm country of birth and data of first entry into Canada:
- Foreign Passport
  - Confirmation of Permanent Residence Status
  - Permanent Resident Card
  - Canadian Passport or Canadian Citizenship Card
  - Work/Study Permit
  - Refugee Claimant or Eligibility of Interim Federal Health Benefits
  - Other (must specify)

10. All new elementary registrants, who do not have siblings within the system, must confirm that they are currently Catholic school supporters or eligible to be Catholic school supporters by providing:
- proof of school support documentation, or
  - a completed Application for Direction of School Support (STU 200.14.F04) form, and if required, a Separate School Assessment Lease (STU 200.14.F05)

Parent(s)/Guardian(s) should be asked if they have other elementary-aged children enrolled in a French-language Catholic or French-language Public school or an English language Public school. If so, the parent/guardian should be advised that an Application for Direction of School Support (STU 200.14.F04) form is required to be completed.

11. All parents/guardians of elementary students must submit all required documentation before the student is admitted to class. Once a student is considered fully registered, they must be placed in an appropriate class.



### Registration of Elementary Students

The majority of student registrations will be relatively straightforward, i.e., student resides within your school attendance area with his/her parent(s)/legal guardian(s) and is a Canadian Citizen or Permanent Resident (Landed Immigrant). These students can be registered at the school, Student Documentation Verification form.

On occasion, a registration will present as slightly irregular. Guidelines are provided below addressing some of these situations. Contact your Family of Schools Superintendent for situations that do not fit these guidelines.

Category	Description of Student	Process
In Boundary	Catholic student and parent(s) reside in the City of Brantford, Brant, Haldimand or Norfolk.	Register student in home school unless otherwise determined by the Director of Education or designate.
Non-Catholic parent; not Catholic school supporter; child baptized Catholic	Catholic student resides in the City of Brantford, Brant, Haldimand or Norfolk, parent(s) are public school supporters.	Register student in home school unless otherwise determined by the Director of Education or designate.
Parent and child non-Catholic; public school supporter	Non-Catholic student resides in the City of Brantford, Brant, Haldimand or Norfolk; parent(s) are public school supporters.	Non-Catholic students shall not be admitted to elementary school program. Special circumstances will be reviewed by the school Superintendent of Education on a case-by-case basis (see Appendix B). An <i>Application for the Enrolment of Non-Catholic Student</i> form can be obtained from the school principal.
Catholic student resides in Brant, Haldimand or Norfolk and is a CAS ward.		Register child on proof of wardship and proof of Baptism in the Roman Catholic faith, in the home school of the student. Host families are not required to direct school support.
Blended family (through re-marriage) with children in both separate and public systems		Contact school Superintendent of Education for direction on how to process and register student(s) appropriately.
Immigration	Catholic student resides in the City of Brantford, Brant, Haldimand or Norfolk and parent(s) reside outside of Canada.	Register child when an adult in the City of Brantford, Brant, Haldimand or Norfolk has custody of child and student meets all other registration criteria. Contact Executive Assistant, Corporate Services for assistance with student's immigration status. Student then registers in home school of legal guardian.
Non-resident of Canada student		Confirmation of International Student must be received prior to admission. Contact Executive Assistant, Corporate Services.
Out of Boundary (School)	Catholic student resides with parent(s) within the City of Brantford, Brant, Haldimand or Norfolk but outside of your school boundaries.	Must complete an Annual Application for Out-of-School Boundary Attendance form. The application is submitted to the school Superintendent of Education for approval. This application is not required for students enrolling or currently registered in the French Immersion program.  Transportation will not be provided to any students that are approved for cross boundary school attendance.





Category	Description of Student	Process
Custody – one parent Out of Boundary	Catholic student resides in Brant, Haldimand or Norfolk; parent(s) reside within Ontario but outside Brant, Haldimand or Norfolk.	Register child after adult in Brant, Haldimand or Norfolk has custody of child. Student then registers in home school of custodial parent.
Out of Boundary (District), Special Education services required	Catholic student and parent(s) reside within Ontario, but outside Brant, Haldimand or Norfolk and require special education services.	Registration must have the prior approval of the Superintendent of Education responsible for Special Education.
First Nation Students	First Nation students who live on-reserve.	Register the student at the school and confirm registration requirements. Obtain completed written notice (available on the Ministry of Education's website at <a href="#">Reciprocal Education Approach</a> ).  Let the school administrator <b>and</b> Superintendent responsible for Indigenous Education know that the student is registering with the intent to participate under the Reciprocal Education Approach (REA).



## Special Circumstances Defined

### Custody Issues

- All students under the age of 18 **must** live with a parent or legal guardian. Custody must either have been awarded by Family Court or a guardianship agreement form completed and notarized prior to registration. Students under the age of 18 require this responsible adult to act as a contact for the purposes of attendance, discipline, academic progress, and emergency situations. Special situations may arise where this requirement is waived. Such special admissions are subject to the approval of the school Superintendent on compassionate grounds on a conditional basis and may be subject to the completion of the custody process. These approvals will be confirmed in writing by the school Superintendent.
- Staff should **not** encourage or suggest that students who reside outside of the jurisdiction of the Board become BHNCDSB students by having a relative or friend assume legal custody. It is most important to remember that a custody application is a serious undertaking which can involve the Family Court with a hearing before a judge. Even the simpler guardianship form carries serious legal obligations related to the acceptance of custody. The person applying for custody is taking full responsibility for the child. There is no such thing as custody for educational purposes.
- Situations may arise whereby separated or divorced parents have a pre-existing custody order and wish to make a change to the custodial arrangement. In these circumstances, the parent with legal custody must indicate, in writing, consent for a change in the living arrangement and should also indicate a willingness to return to court to legally award custody to the non-custodial parent. Likewise, the current non-custodial parent must indicate, in writing, a willingness to assume responsibility for the care and control of the child, as well as a willingness to return to court to seek legal custody. With original copies of both letters, it is not necessary to wait until this court process is completed. If parents separate or divorce and do not have a custody or separation agreement, custody is assumed to be joint custody, and the child may reside with either parent. Schools should seek clarification with regard to the non-custodial parent's access rights when registering students who are residing with one parent only. These rights will be detailed in a court order or separation agreement. Unless there is a court order, separation agreement or restraining order, both parents have equal access rights.
- Students in the process of being adopted – A student may be registered if:
  - the school has received proof that adoption proceedings have been initiated; and
  - a letter of intent is provided.

### Students with Immigration Documents

- Schools registering students holding the following types of documentation must be referred to the Executive Assistant, Business Services for guidance prior to registering at the school.
  - Applicants for Permanent Resident status / Approval in Principle (sponsorship within Canada)
  - Minister's Permits (and/or extension thereof)
  - Student Authorization (accompanying dependents of Work Permit holder) or Parent Study Permit holder
  - Visitor's Visa
  - Study Permit (fee paying international students)
  - Refugee claimants/convention refugees

Board staff are **not** to provide persons holding any of the documents listed in this section with any kind of assurance, either verbal or written relative to school admission and/or acceptance, until the status of their documents has been approved by the Superintendent of Business (or delegate).

### Non-Resident of Canada (International) Students

The following is a summary of the procedures for the admission of Non-Resident of Canada (International) Students:

- The procedure and process will be administered through Business Services, in consultation with the school Superintendent for which admission is being sought. The schools will not independently approve admission of any international students.
- Any new non-resident of Canada students requesting information or admission to a school in the Board should be directed to Executive Assistant, Business Services.



- The Executive Assistant, Business Services will review the request of a student with the Administrator (or designate) and determine whether or not a space/pupil place is available in the school to accommodate the non-resident of Canada (International) student. If space is available, the student will complete the appropriate registration forms.
- A Letter of Acceptance addressed to Immigration, Refugee, and Citizenship Canada will not be issued by the Superintendent of Business until the Executive Assistant, Business Services is in receipt of the following documents:
  - Application, tuition, and other applicable fees (certified cheque or money order).
  - Study or appropriate work permit
  - Once the required registration forms and documentation have been provided and verified, the school will add the student to the pre-registration section of the student information system. The school is not to allow admission of these students until the school has received confirmation that the student's tuition fee has been paid, by the Executive Assistant, Business Services.
- Upon arrival to Canada with a valid Student Authorization issued by Citizen and Immigration Canada, the student must supply the following:
  - A copy of a recent medical examination (within 6 months of entry into Canada) which outlines the state of health of the individual. The document (in English or French) will include proof of vaccination against mumps, measles, rubella, diphtheria, tetanus and polio. As well, there shall be proof (in English or French) that the student is not carrying any communicable diseases including, but not limited to Tuberculosis.
- All appropriate documentation for new and returning students must be provided to Business Services prior to the end of August, in order that sufficient opportunity is given to process the application.

### Refugee/Convention Claimants

Board staff are **not** to provide persons holding any of the documents listed in this section with any kind of assurance, either verbal or written relative to school admission and/or acceptance, until the status of their documents has been approved by the Superintendent of Business (or delegate). Schools registering students holding refugee claimant status must contact the Executive Assistant, Business Services.

In addition to the registration form and documentation required, the following is provided to the as part of the registration process at the school, prior to being allowed admission into the school:

- Student authorization from Immigration, Refugees, and Citizenship Canada
- A copy of a recent medical examination (within 6 months of entry into Canada) which outlines the state of health of the individual. The document (in English or French) will include proof of vaccination against mumps, measles, rubella, diphtheria, tetanus and polio. As well, there shall be proof (in English or French) that the student is not carrying any communicable diseases including, but not limited to Tuberculosis.
- Evidence must be presented of enrolment in the Interim Federal Health Program (IFHP) or private health Insurance.

### Student without Status or Illegal Students

Minor dependents of a person without status or "illegal immigrant" shall be registered at the school without the payment of fees, subject to the following:

- Proof of custody in the form of a birth certificate, passport or Canadian Court Order must be provided to the Board prior to registration.
- Copy of a recent medical examination which outlines the state of health of the individual and identifies that the student is not carrying any communicable diseases including, but not limited to tuberculosis. Proof of immunization must also be provided to the board prior to admission.
- Proof of Catholicity for elementary school students must be provided to the Board prior to admission.
- The Board shall require proof of application with Immigration, Refugee, and Citizenship Canada (IIRC) within one week of the date of registration; in the absence of proof the Board may file a report with the IIRC



Minor students without status or minor students who are “illegal immigrants” who are dependent of a person with status shall be registered at the school without the payment of fees, subject to the following:

- Proof of custody in the form of a birth certificate, passport or Canadian Court Order must be provided to the Board prior to registration.
- Copy of a recent medical examination which outlines the state of health of the individual and identifies that the student is not carrying any communicable diseases including, but not limited to tuberculosis. Proof of immunization must also be provided to the board prior to admission.
- Proof of Catholicity for elementary school students must be provided to the Board prior to admission.
- The Board shall require proof of application with IIRC within one week of the date of registration; in the absence of proof the Board may file a report with the IIRC

### **Exchange Students**

A student, who is a participant in a Board approved educational exchange program which is in compliance with the Ministry of Education’s requirements, may be registered at a school without the payment of fees, subject to the following:

- That a reciprocal agreement has been signed with a Board, authority, or agency whereby a pupil of the Board is also scheduled to attend a school outside of Canada without the payment of a fee.
- That prior to the admission of any student under the educational exchange program, said student must provide proof in writing of the following: adequate medical insurance coverage, confirmation of inoculations as required by the Ontario Ministry of Health, as these pertain to school-aged students, confirmation of the last grade successfully attended by the student, confirmation by way of completing the Board’s official letter stating that there isn’t a custody issue related to the student.
- That prior to the admission of an educational exchange student, final approval must be given in writing by the appropriate Superintendent of Education.



# Your Child's Education

## A parent guide to Ontario's school system

Your voice is important in your child's learning, and can make all the difference in their academic and personal success. When parents play an active role in their child's education, students are inspired to achieve their full potential.

Ontario is committed to increasing accountability and transparency for parents and families. **Here are ways you can actively participate in your child's education journey:**

- Decide which type of publicly funded school they attend
- Choose learning options, for example, secondary school programs  
e.g. Specialist High Skills Majors
- Follow what your child is learning in school
- Learn about key dates in the school year
- Opt out of certain learning
- Know how your child is doing in school
- Learn about suspension and expulsion processes
- Attend a school council meeting or parent involvement committee meeting
- Know about specialized supports to help all children succeed



Visit [ontario.ca/EducationGuide](https://ontario.ca/EducationGuide) for more information so you can make informed decisions about your child's education.





**SIBLINGS**

Name				
Relationship				
School				
Grade				

**CUSTODY:**

Please indicate if school administration should be aware of any Court Order for the protection of your child.  
 Yes  No  If 'yes', please make arrangements to discuss this situation with the school principal.  
 Legal documentation will be required.

**STUDENT CITIZENSHIP/ IMMIGRATION INFORMATION:** A copy of Birth Certificate or Proof of Visa/Immigration Documentation is required for ALL students

Country of Birth: \_\_\_\_\_ Original Date of Entry into Canada: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Year Month Day

Province of Birth: \_\_\_\_\_

Indigenous Student Self-Identification (voluntary information): First Nation  Métis  Inuit

Resident of Reserve: Six Nations of the Grand River  Mississaugas of the New Credit

Citizenship Status: Canadian

Permanent Resident (Landed Immigrant)  Date on PR Documentation \_\_\_\_/\_\_\_\_/\_\_\_\_ Verified By: \_\_\_\_\_  
Year Month Day (School Official or Designate)

Student Visa  Other Visa  \_\_\_\_\_ Expiry Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Year Month Day

First Language Spoken: \_\_\_\_\_

Interpreter Required: Yes  No  Tuition Paying Student: Yes  No

**EMERGENCY CONTACT:** In case of emergency or school closure, please provide us with names, addresses and phone numbers of contacts if the school cannot contact you.

Emergency Contact #1 (Other Than a Parent)	Name	Relationship	Phone Number(s)
			Home: Cell:
Emergency Contact #2 (Other Than a Parent)	Name	Relationship	Phone Number(s)
			Home: Cell:

**MEDICAL INFORMATION:**

Are there any particular health/medical problems your child may be experiencing which the school should be aware of?  
 No Concerns  Life Threatening Conditions  Physical Disabilities  Allergies  Serious Illness  Asthma

Please explain: \_\_\_\_\_  
 \_\_\_\_\_

Does your child require any prescribed medication for his/her condition/illness during school hours? Yes  No

Health Card # (optional): \_\_\_\_\_

Doctor: \_\_\_\_\_ Phone Number: \_\_\_\_\_





**SPECIAL PROGRAMMING:**

Has your child previously received English as a Second Language Assistance? Yes  No

Has your child previously received Special Education Assistance? Yes  No

Does your child have any Physical Needs?: Vision  Hearing  Toileting  Medication  Mobility

Does your child use any assistive devices? Please specify: \_\_\_\_\_

Does your child currently receive support from any Community agencies? Please specify: \_\_\_\_\_

**KINDERGARTEN REGISTRATION:**

Your child is registering for: Junior Kindergarten  Senior Kindergarten  French Immersion

**PREVIOUS PRESCHOOL/CHILDCARE ATTENDANCE** (specify names and locations)

**SPECIAL INTERESTS OF CHILD**

**CONCERNS OR SPECIAL NEEDS**

So that we may better prepare for a positive transition into school, please indicate whether you have any concerns about the following issues for your child:

<b>Cognitive</b>	<input type="checkbox"/> Not Concerned	<input type="checkbox"/> Somewhat Concerned	<input type="checkbox"/> Very Concerned
<b>Language/Speech/Communication</b>	<input type="checkbox"/> Not Concerned	<input type="checkbox"/> Somewhat Concerned	<input type="checkbox"/> Very Concerned
<b>Social/Emotional/Behavioural</b>	<input type="checkbox"/> Not Concerned	<input type="checkbox"/> Somewhat Concerned	<input type="checkbox"/> Very Concerned

**OTHER IMPORTANT INFORMATION**

**INFORMATION COLLECTION AUTHORIZATION**

**Notice of Collection**

The information 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). Information on this form will be used to administer the Admissions Program to assess eligibility. If you have any questions, please contact 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).

Under the Education Act, transportation is an educational purpose. Whether it is a class trip or transportation to school, most of our students will ride a school bus. The Brant Haldimand Norfolk Catholic District School Board has an agreement with Student Transportation Services - Brant Haldimand Norfolk (STSBHN) to share student data including personal information. Examples of information that is shared includes (but is not limited to) a student's home address (for bussing to school) or a student's emergency contact name and phone number (on hand for bussing during a class trip). STSBHN is bound by the same 'acts' as the Board (PIPEDA, MFIPPA, PHIPA) and handles the personal information they receive accordingly.

I consent to the collection, use and disclosure of personal information to Student Transportation Services Brant Haldimand Norfolk.

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_

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



**TO BE COMPLETED BY THE PARENTS/GUARDIANS**

The Brant Haldimand Norfolk Catholic District School Board welcomes your interest in its school system. In order to be more fully informed of the Board's approach to the education of the children in its care, you are asked to review the following information.

This Statement of Expectations indicates the deep concern, which, clergy, trustees, teachers and parents of the Brant Haldimand Norfolk Catholic District School Board hold for the spiritual growth of our children. Therefore, we expect that parents and their children who attend our schools will embrace the following expectations:

- To show respect and reverence toward the Religious Education Programs and practices within our schools.
- To participate in all aspects of the Religious Education and Family Life Programs, liturgies and celebrations during school hours with the exception of the sacraments for those students who are admitted as non-Catholics.

To assume the responsibility to inform their children as to the reasons why they cannot receive the sacraments if they are non-Catholic.

Parent/Guardian Making Application:			
Street Address:			
City/Town:		Postal Code:	
Home Telephone:		Cell Phone:	
Email Address:			
I/we hereby make application to the Brant Haldimand Norfolk Catholic District School Board to have our child/children enrolled at:			
School Name:			
Start Date:			
Our residence is within the designated boundary for this school:		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Student(s) Information:</b>			
Names of all school-age children (indicate the Date of Birth, Grade Requested and any Special Education needs):			



**ACKNOWLEDGEMENTS AND ATTESTATIONS**

- ✓ I attest that the primary motivation for enrolling my child/children in a Catholic school is to obtain a Catholic education (not for family convenience or because of friction with school authorities from other school systems).
- ✓ I understand that the enrolment of my child/children is subject to annual review by the principal of the school.
- ✓ I understand that the application is subject to availability of facilities, space and transportation.
- ✓ I understand that the application is subject to the availability of special education services and programs (if applicable).
- ✓ I understand that I can only enroll my child/children in schools that are in the boundary corresponding with my residence.
- ✓ I understand that all students are required to adhere to the school and board's code of conduct.
- ✓ I agree to enroll all my children in the school for which I am making application.
- ✓ I agree to designate my tax support to the English-Catholic school system, if applicable.
- ✓ I understand that all students are required to participate fully in the Religion and Family Life programs as well as the school and board based religious activities and celebrations.

I understand and agree to all of the abovementioned acknowledgements and attestations.

Parent/Guardian Signature: \_\_\_\_\_

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

**TO BE COMPLETED BY THE SCHOOL PRINCIPAL**

Name of Principal: \_\_\_\_\_

The following checklist shall be completed by the school principal prior to filing the application with the school superintendent:

- Review abovementioned acknowledgements with the applicant.
- Collect a copy of proof of tax support for the English Catholic school system, if applicable.
- Verify that the applicant is in the boundary of the school.
- Review the school/board Code of Conduct with the applicant.
- Review the Religion and Family Life program as well as the plans for religious activities with the applicant.
- Verify that the applicant intends on enrolling all of their elementary school-aged children in the school.
- Verify that there is available facilities, space and transportation for the applicant's children.
- Collect a copy of all special education documentation that demonstrates a need for special education support.

I have completed the above-mentioned checklist and am forwarding the application to the school superintendent for consideration.

Signature of Principal: \_\_\_\_\_

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



**TO BE COMPLETED BY THE SCHOOL SUPERINTENDENT**

Approved

Denied

Comments: \_\_\_\_\_

Signature of Superintendent of Education: \_\_\_\_\_ Date: \_\_\_\_\_

Copy Distribution: Receiving School (OSR)  Parent/Guardian

**Notice of Collection**

The information 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). Information on this form will be used to administer the Admissions Program to assess eligibility. If you have any questions, please contact 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).

An application must be made to the Assessment Commissioner to include or revise school support on the assessment roll.

Pour ajouter ou modifier l'affectation des taxes scolaires sur le rôle d'évaluation, il faut soumettre une demande au commissaire à l'évaluation.

Instructions: see reverse / voir au verso

**Property Identifier / Identification de propriété**

NBHD Quartier	County Comté	Mun. Mun.	Map/Div Plan/div.	Map/Sub Plan/sec.	Parcel Parcelle	Prim/Sub Princ./sec.
------------------	-----------------	--------------	----------------------	----------------------	--------------------	-------------------------

Please enter or revise my school support designation on the assessment roll in accordance with the following information.  
Veuillez inscrire ou modifier l'affectation de mes taxes scolaires sur le rôle d'évaluation selon les renseignements ci-après.

Municipality / Municipalité	Address of Property / Adresse de la propriété	Unit/Apt./ Logement/App.	Residence Tel. No. / N° de tél. (domicile)
Mailing Address - if different from above / Adresse postale - si autre que ci-dessus		Complete for rural areas only / Remplir dans les cas des zones rurales seulement	
Street No., Name, P.O. Box, R.R. # / N° et rue, C.P., R.R.	City / Ville	Province	Country / Pays
Postal Code / Code postal		Lot No. / N° de lot	Plan / Conc No. / N° de plan/conc.
Business Address - if self-employed or in partnership in business / Adresse commerciale - commerçant indépendant ou société de personnes		Business Tel. No. / N° de tél. (bureau)	
List other properties that you own or rent in the Municipality or Region / Indiquez les autres propriétés que vous possédez ou louez dans la municipalité ou la région.			

Please Answer All Questions Below. / Veuillez répondre à toutes les questions ci-dessous.

School Board Use Only / Réserve au conseil scolaire	B Occupancy Status / Statut de l'occupant(e)		C School Support (see instructions) / Soutien scolaire (voir les instructions)			
	1. Owner / Propriétaire	This person lives: / Cette personne demeure :	Roman Catholic? / catholique?	French-language Education Rights? / Droit à l'enseignement en langue française?	Supporter/Elector for: / Contribuable/électeur des écoles :	
<b>A Resident</b> (Please print) / <b>Résident(e)</b> (S.V.P.) List all occupants, including ALL children. Inscrivez le nom de tous les occupants, y compris TOUS les enfants.	2. Tenant / Locataire	1. at above address / à l'adresse indiquée ci-dessus			1. English-Public / Publiques de langue anglaise	
	3. Spouse / Conjoint	2. elsewhere on this property / ailleurs sur cette propriété			2. English-Separate / Séparées de langue anglaise	
	4. Child, boarder etc. / Enfant, pensionnaire etc.	3. elsewhere in this municipality / ailleurs dans cette municipalité			3. French-Public / Publiques de langue française	
		4. in another municipality / dans une autre municipalité			4. French-Separate / Séparées de langue française	
Last Name / Nom de famille						
First / Prénom(s)						
male / homme						
Birth / Naissance						
Canadian Citizen / Citoyen canadien						
year / année						
month / mois						
day / jour						
yes / oui						
no / non						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						
4						
1						
2						
3						



# Information About This Application

The Application for Direction of School Support form enables any person to apply to have their school support included or revised on the assessment roll by sending the completed form to the Regional Assessment Commissioner. The collection of the information on the form is authorized under the *Assessment Act*, and any personal information is confidential and protected under the *Freedom of Information and Protection of Privacy Act*.

The information will be used to direct your school taxes; to prepare voters' lists for municipal and school board elections; to help with municipal and school board planning. Note: Tenants have the right to direct school taxes even though they may not pay taxes directly.

Included below are instructions to help you complete each section of the form. **If you have any questions about this form or about school support, please contact your local Public or Separate School Board.**

## How To Complete This Application

### A Resident

Every person in your household should be listed. Put the family name first, followed by given name(s). Owners or tenants are listed first, followed by spouses, all children, and other occupants. If this form is not for your permanent home (for example, if it is for your cottage or your business), only owners, tenants and spouses should be listed - children and other occupants should not be listed.

### B Occupancy Status

Is this person an owner, tenant, spouse, child, boarder or other resident? Note: A Roman Catholic who has signed a separate school lease will be shown as a tenant. This does not affect their ownership.

### C School Support

**Roman Catholic** - includes Greek and Ukrainian Catholics

#### French-language Education Rights

You have French-language education rights if you are a Canadian Citizen and can answer "yes" to any one of the following questions:

1. Is French the language you first learned and still understand?
2. Did you receive your elementary school instruction in Canada in French? (This does not include French immersion or French as a second language.)
3. Have any of your children received, or are they now receiving, elementary or secondary school instruction in Canada in French? (This does not include French immersion or French as a second language.)

#### School Board

Persons who are **not** Roman Catholic and do **not** have French-language education rights, must be English-Public school supporters/electors.

Persons who are **not** Roman Catholic but do have French-language education rights, must be either English-Public or French-Public school supporters/electors.

Roman Catholics who do **not** have French-language education rights must be either English-Public or English-Separate school supporters/ electors.

Roman Catholics who have French-language education rights, may be a supporter/elector for any one of the following school boards: English-Public, English-Separate, French-Public or French-Separate.

If you do **not** indicate which school board you support, it will be assumed that you are an English-Public school supporter/elector.

## Renseignements sur la demande

La Demande d'affectation des taxes scolaires, dûment remplie et envoyée au commissaire régional à l'évaluation, permet à quiconque de demander de préciser ou modifier son soutien scolaire sur le rôle d'évaluation. Ces renseignements sont recueillis en vertu de la *Loi sur l'évaluation foncière* et toute information personnelle sera tenue strictement confidentielle et protégée par la *Loi sur l'accès à l'information et la protection de la vie privée*.

Ces renseignements serviront à déterminer la destination de vos taxes scolaires; à préparer les listes électorales aux fins des élections municipales et scolaires; à faciliter la planification scolaire et municipale. Nota : Même s'ils n'acquittent pas directement leurs taxes scolaires, les locataires ont le droit d'en choisir l'affectation.

Voici quelques directives qui vous aideront à remplir chacune des sections du formulaire. **Si vous avez des questions concernant le formulaire ou le soutien scolaire, adressez-vous au conseil d'écoles publiques ou séparées de votre localité.**

## Comment remplir la demande

### A Résident(e)

Chaque occupant doit être recensé : le nom de famille d'abord, suivi de tous les prénoms; assurez-vous aussi que le sexe, la date de naissance et la citoyenneté de chaque personne sont bien inscrits. Les noms de famille inscrits en premier sur la liste doivent être ceux des propriétaires ou locataires suivis de ceux du conjoint, de tous les enfants et de tout autre occupant de la propriété. Si le formulaire ne concerne pas votre domicile permanent (un chalet ou un bureau par exemple), seuls les noms du propriétaire ou du locataire et du conjoint doivent figurer sur la liste. N'inscrivez pas les enfants et autres occupants.

### B Statut de l'occupant(e)

La personne est-elle : propriétaire, locataire, conjoint, enfant, pensionnaire, ou autre? Nota : Un(e) propriétaire catholique qui a signé un «bail d'école séparée», sera classifié(e) comme «locataire». Cela ne modifie aucunement le statut de propriétaire de cette personne.

### C Soutien scolaire

**Catholique** - comprennent aussi les catholiques grecs ou ukrainiens

#### Droit à l'enseignement en langue française

Vous avez droit à l'enseignement en langue française si vous êtes citoyen(ne) canadien(ne) et que vous pouvez répondre «oui» à n'importe laquelle des questions suivantes :

1. Le français est-il la première langue que vous avez apprise et le comprenez-vous toujours?
2. Avez-vous fait vos études primaires en français au Canada? (Cela n'inclut pas les programmes d'immersion ou de français langue seconde.)
3. Avez-vous un ou des enfants qui ont fait ou qui font des études primaires ou secondaires en français au Canada? (Cela n'inclut pas les programmes d'immersion ou de français langue seconde.)

#### Conseil Scolaire

Toute personne d'allégeance **non** catholique et qui **ne** jouit **pas** du droit à l'enseignement en français doit élire un(e) conseiller(ère) et doit destiner ses taxes scolaires à un conseil d'écoles publiques de langue anglaise.

Toute personne d'allégeance **non** catholique mais qui jouit du droit à l'enseignement en français doit élire un(e) conseiller(ère) et doit destiner ses taxes scolaires à un conseil d'écoles publiques de langue anglaise ou française.

Les catholiques qui **ne** jouissent **pas** du droit à l'enseignement en français doivent élire un(e) conseiller(ère) et doivent destiner leurs taxes scolaires soit à un conseil d'écoles publiques de langue anglaise, soit à un conseil d'écoles séparées de langue anglaise.

Les catholiques qui jouissent du droit à l'enseignement en français ont le choix d'élire un(e) conseiller(ère) et ont le choix de destiner leurs taxes scolaires à l'un ou l'autre des conseils scolaires, à savoir écoles publiques de langue anglaise, écoles séparées de langue anglaise, écoles publiques de langue française ou écoles séparées de langue française.

Si vous **ne** confirmez **pas** votre préférence en matière de soutien scolaire, vous devrez élire un(e) conseiller(ère) et vos taxes scolaires seront destinées au conseil d'écoles publiques de langue anglaise.





This lease made this \_\_\_\_ day of \_\_\_\_\_ (month), 20\_\_\_\_ (year).

I/We, **(Non-Catholic Lessor and/or Owner)** \_\_\_\_\_  
(Surname) (First Name)

Hereby agree to and with:  
**(Catholic Lessee and/Owner)** \_\_\_\_\_  
(Surname) (First Name)

The parties hereto agree as follows:  
 The lessor/s hereby leases too the lessee the premises knows as;

\_\_\_\_\_  
(Street No.) (Street Name) (Apt. No.)

in the Municipality of \_\_\_\_\_, to have and to hold for a term of one (1) year commencing  
(City/Town/Township)

the \_\_\_\_ day of \_\_\_\_\_ (month), 20\_\_\_\_ (year) at an annual rental of Two Dollars (\$2.00).

At the end of each year, the term of this Lease shall automatically extend for a further year unless, at least sixty (60) days before the end of the first year of the term of this Lease or of any succeeding year, either the Lessor/s or the Lessee/s shall give to the other a written notice in accordance with the Tenant Protection Act, 1997, as amended, terminating this Lease at the end of the current year of the term. Provided however that this lease may be terminated upon thirty (30) days notice in writing given by either party.

The parties hereto agree that the intent of granting this lease is to allow the subject property to be assessed on the basis of being a Catholic School Supporter.

This lease does not affect the ownership of the property in any way whatsoever, nor will it be registered.

**SIGNED, SEALED, AND DELIVERED**

In the presence of:

\_\_\_\_\_  
 Non-Catholic Lessor and/or Owner

\_\_\_\_\_  
 Witness

\_\_\_\_\_  
 Catholic Lessee and/or Owner

**THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD shall be deemed the authorized agent for the school support.**

FOR OFFICE USE ONLY						
NBHD	CNTY	MUN	MAP/VID	MAP/SUB	PARCEL	MAPSUB



### CATHOLIC SCHOOL SUPPORT LEASE INFORMATION SHEET

In Ontario, Catholics are the only people allowed a choice of supporting the Public School or Catholic School system by directing the education portion of their property taxes to the system of their choice.

A Catholic School Support Lease is required when a Roman Catholic and a Non-Catholic are jointly responsible for the payment of property taxes, either directly through ownership or indirectly through the payment of rent.

By provincial law, only Roman Catholics have the right to direct their taxes to the Catholic School System. If either of the joint owners or tenants of a property is not Roman Catholic, then the property is automatically assessed public for school tax purposes. This applies even if the Non-Catholic requests to be a Catholic school supporter.

This lease is simply a technical tool designed to give the Roman Catholic the sole right to determine the school support of their residence in order to comply with the meaning of the law.

Answers to frequently asked questions concerning the Catholic School Assessment Lease are:

- **The lease does not change the existing agreements such as ownership or a tenant lease arrangement in any way.**
- **Your declaration, through direction of school support, ensures that the Province has a public record to show that our Catholic school system is strongly wanted and needed in Ontario.**
- In effect, a tenancy within the ownership/tenancy of the property is created so that the Roman Catholic rents the right to direct school taxes from the Non-Catholic.
- When a Catholic School Supporter moves from one residence to another, their school support automatically reverts back to the Public School system. Therefore, a new Application for Direction of School Support form is required for the new addresses, along with the Catholic School Support Lease form, if required.
- In Municipal School Board elections, Provincial law states that only Roman Catholic school supporters may vote for the Catholic School Trustees.
- The Direction of School Support determines the number of Catholic School Trustees to be elected within the Waterloo Catholic District School Board.

Please Note: The \$2.00 is merely a formality and is in place as a mechanism to make this Lease a legal document for school support purposes. Do not send the \$2.00 to the School Board or School.

#### FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT, 1990:

This information is collected under the legal authority of Section 265(1)(d) of the Education Act, R.S.O. 1990 c. E.2 as amended, and may be used as necessary for some or all of the following principle administrative purposes related to: the Board's operation, school programs and educational services, student records, and Ministries of the Government of Ontario. If you have any questions, please contact the school principal and/or the Privacy and Information Management Officer, 519-756-6505, Ext. 234.



**STUDENT INFORMATION**

Student's Legal Surname \_\_\_\_\_ Legal First and Second Names \_\_\_\_\_ Date of Birth YYYY/MM/DD \_\_\_\_\_

**Please check one in each section – DO NOT COPY DOCUMENTS**

**LEGAL NAME AND DATE OF BIRTH VERIFICATION DOCUMENT**

To be entered into PowerSchool > Student top tab > Details side tab > Demographics top tab

Birth Certificate       Permanent Resident Card       Certificate of Canadian Citizenship  
 Passport               Record of Landing               Certificate of Registration of Birth Abroad

**CONFIRMATION OF DATE OF ENTRY & STATUS IN CANADA (IMMIGRANTS ONLY)**

To be entered into PowerSchool > Student top tab > Details side tab > Citizenship top tab

Date of Entry into Canada: \_\_\_\_\_

If date is within the previous four school years, complete English as a Second Language/Literacy Development

- Pupil Eligibility Confirmation

Record of Landing       Permanent Resident Card       Confirmation of Permanent Resident  
 Other: \_\_\_\_\_

**CONFIRMATION OF ADDRESS DOCUMENT**

Utility Bill       Property Tax Bill       Cable/Phone/Internet Bill       Purchase/Rental/Lease Agreement  
 Bank Document       Other (specify): \_\_\_\_\_ (no Driver's Licence or Cell Phone Bill)

**BOARD/SCHOOL STAFF**

I certify that the information contained on this form is accurate as far as I can determine and that I have examined the applicable documentation.

Name of Staff Member \_\_\_\_\_ Position \_\_\_\_\_ School \_\_\_\_\_

Signature of Staff Member \_\_\_\_\_ Date \_\_\_\_\_

**PARENT/GUARDIAN**

Name of Parent/Guardian \_\_\_\_\_ Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

**Notice of Collection**

The information 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). Information on this form will be used to administer the Admissions Program to assess eligibility. If you have any questions, please contact 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).

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

Prepared by: John Della Fortuna, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Michael McDonald, Director of Education & Secretary

**ADMISSION OF SECONDARY STUDENTS  
#200.15**

---

---

**BACKGROUND INFORMATION:**

Brant Haldimand Norfolk Catholic District School Board (the “Board”) schools provide academic excellence and enable students to live a life of love and service. The secondary schools of the Board exist to provide excellence in Catholic secondary education for the students of our separate school supporters and others within the region who elect to attend. The current legislation from the Ministry of Education states that non-Catholic students may attend Catholic secondary schools with the understanding that they respect the environment, traditions, and expectations of the Board.

**DEVELOPMENTS:**

This policy has been changed to include a new appendix to meet the requirements of the newly adopted Policy/Program Memorandum 170. This includes an information sheet that needs to be shared with every new student and their family so that they are aware of their rights and how to follow up with a concern.

These changes bring us in line with ministry requirements.

**RECOMMENDATION:**

THAT the Policy Committee refers the Admission of Secondary Students policy #200.15 to the Brant Haldimand Norfolk Catholic District School Board for approval.



## **Admission of Secondary Students**

### **#200.15**

---

<b>Adopted:</b>	April 24, 2001
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Director of Education
<b>Next Scheduled Review:</b>	2028

---

#### **POLICY STATEMENT:**

Brant Haldimand Norfolk Catholic District School Board (the “Board”) schools provide academic excellence and enable students to live a life of love and service.

The secondary schools of the Board exist to provide excellence in Catholic secondary education for the students of our separate school supporters and others within the region who elect to attend. The current legislation from the Ministry of Education states that non-Catholic students may attend Catholic secondary schools with the understanding that they respect the environment, traditions, and expectations of the Board.

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

This Policy and Administrative Procedure outlines the process for the admission of students to the Catholic secondary schools under the jurisdiction of the Brant Haldimand Norfolk Catholic District School Board.

#### **ADMINISTRATIVE PROCEDURES:**

##### 1. Admission to Catholic Secondary Schools

The Board is committed to service the children of eligible Catholic school supporters. From time to time, applications are received for the admission of non-resident students and/or students from ratepayers who are not eligible supporters of the system.

Subject to Board Policies regarding transportation and school boundaries, non-Catholic students may attend Catholic secondary schools with the understanding that they respect the environment, traditions, and expectations of the Board.

1. Students registering for the first time in a Catholic secondary school within the Brant Haldimand Norfolk Catholic District School Board shall be required to produce proof of age.
2. As a result of the open access provision of the Education Act, there is no need to request that registrants for secondary school change tax support if they are public school supporters. However, it is still important to the system to know whether they are Catholic school electors.
3. Registration Requirements

An administrator of a school will receive all students requesting admission and manage their registration using the guidance provided in this Policy and Administrative Procedure. Administrators are to ensure that all staff registering new students are well informed of these policies, procedures, and regulations. The school in the home attendance area is responsible for the appropriate placement of the students who are new to the system and who live in the school catchment area.

In all instances original documentation or a copy certified as original must be presented upon registration. Documentation uploaded or received electronically can be considered original. All parents/guardians of students, all students of at least 18 years of age, or students 16 years of age or older who have withdrawn from parental control must submit all required documentation before the student is admitted to class. This includes the completion of a Secondary Student Registration form (STU 200.15.F01).



The school shall complete the Student Documentation Verification (STU 200.15.F04) form for registration purposes upon admitting a student to a Catholic secondary school under the jurisdiction of the Board. Documentation requested is required as proof, however no copies of documentation shall be reproduced as documentation is for verification only, unless otherwise indicated in this Policy and Administrative Procedure. The following is provided to assist schools in the registration process:

1. Determine if the student lives within your school's attendance area. All registrations require documented proof of permanent address, which could include property tax bill, utility bill, purchase/rental/lease agreement, or bank documents. If the student should be attending another school, direct the applicant to the appropriate school. In the event the student is not within the school boundary, and wishes to attend the school, an annual Application of Out of Boundary Student form is to be completed and submitted. Refer to Administrative Procedure 200.25 - Out of Boundary Admission for further direction.
2. If the student resides outside the jurisdiction of the Board (i.e., City of Brantford, Brant, Haldimand, or Norfolk Counties), an annual Application of Outside of Board Jurisdiction form must be completed and submitted to the School Superintendent for approval.
3. If a parent/guardian indicates a custodial arrangement, a copy of the court order or other legal document is required for inclusion in the documentation file of the OSR. In some instances, the administrator may find it necessary to require that applicants establish proof of relationship via birth certificate, passport, or other reliable documentation.
4. A student who is 16 years of age or older and has indicated they have withdrawn from parental control is required to show proof of new address and indicate in writing they have withdrawn from parental control. This is achieved through the use of the Withdrawal from Parental Control (STU 200.15.F03) template.
5. Proof of legal name and age is required for all students registering for the first time. To verify the legal name and date of birth of the student, the parent(s)/guardian(s) or student (if 18 years old or 16 years of age or older who have withdrawn from parental control), shall produce proof through one of the following documents:
  - Birth Certificate or Official Birth Registration Card
  - Certificate of Canadian Citizenship
  - Certificate of Registration of Birth Abroad
  - Passport
  - Permanent Resident Card
  - Record of Landing
6. If entering as Immigrant status, one of the following documents must be provided to confirm date of entry and status in Canada:
  - Permanent Resident Card
  - Record of Landing
  - Confirmation of Permanent Residence
  - Other (must specify)
7. The Confirmation of Date of Entry & Status In Canada section of the Student Documentation Verification form must be completed for all students who have entered Canada for the first time within the past four (4) school years, and who were born in a qualifying country (a country other than Canada, United States, United Kingdom, Ireland, New Zealand and Australia). One of the following documents must be provided to confirm country of birth and date of first entry into Canada:
  - Foreign Passport
  - Confirmation of Permanent Residence Status
  - Permanent Resident Card
  - Canadian Passport or Canadian Citizenship Card



- Work/Study Permit
  - Refugee Claimant or Eligibility of Interim Federal Health Benefits
  - Other (must specify)
8. As a result of the open access provision of the Education Act, there is no requirement that registrants for secondary school change tax support if they are public school supporters. However, it is still important to the system to know whether they are Catholic school electors. An Application for Direction of School Taxes and Separate School Support Lease is included as part of the student's registration package.
9. All parents/guardians of secondary students or students (if 18 years old or 16 years of age or older who have withdrawn from parental control), must submit all required documentation before the student is admitted to class. Once a student is considered fully registered, they must be placed in an appropriate class or program and timetable must be created.

#### **REFERENCES:**

- [The Education Act and Regulations](#)
- [BHNCDSB Mission and Motto](#)
- [Ontario Catholic School Graduate Expectations](#)
- [STU 200.02 – Fees for Learning Materials and Activities](#)
- STU 200.25.AP – Out of Boundary/Jurisdiction Admissions
- STU 200.43.AP – Catholic Secondary School Religious Studies Courses – Requests for Exemption

#### **FORMS:**

- STU 200.15.F01 - Secondary Student Registration
- STU 200.15.F02 - Withdrawal from Parental Control
- STU 200.15.F03 - Student Documentation Verification
- STU 200.15.F04 - Application for Direction for School Support
- STU 200.15.F05 - Catholic School Support Lease

#### **APPENDICES:**

- STU 200.15.XA - Registration of Secondary Students
- STU 200.15.XB - Special Circumstances (Secondary)
- STU 200.15.XC - Your Child's Education: A parent guide to Ontario's school system

#### **DEFINITIONS:**

**Administrator:** refers to a Principal or Vice-Principal of a particular school.

**Resident Student:** an admissible student who lives within the boundaries of the Board.

**Non-Resident Student:** an admissible student who lives outside the boundaries of the Board whether that be within or outside the Province of Ontario or fee-paying students.

**Home School:** refers to the school that is located in the same attendance boundary as the student's parent/guardian's residential address.

**Guardian:** a person who has lawful custody of a child, other than the parent of the child.

**Roman Catholic:** for the purposes of this Policy and Administrative Procedure, shall mean a member of the Roman Catholic Church or a member of the Eastern Rite of Catholic Church that is in union with the See of Rome.





**BRANT HALDIMAND NORFOLK CATHOLIC  
DISTRICT SCHOOL BOARD**

P.O. Box 217, 322 Fairview Drive, Brantford ON N3T 5M8  
Phone 519-756-6505 -- Fax 519-756-9913

**STUDENT REGISTRATION FORM - SECONDARY**

**STUDENT INFORMATION:**

Student's Legal Name: \_\_\_\_\_  
Last First Middle

Student's Preferred Name: \_\_\_\_\_  
(if different from above) Last First Middle

Street Address: \_\_\_\_\_ Apt. # \_\_\_\_\_ City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Rural Address: RR# \_\_\_\_\_ Road Number/Name: \_\_\_\_\_

Mailing Address (if different from above): Postal Box: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Document Used for Proof Of Residence \_\_\_\_\_ Address Verified by: \_\_\_\_\_  
(i.e., Utility Bill/Driver's Licence) (School Official or Designate)

Telephone Number: \_\_\_\_\_

Birth Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Admitting into Grade: \_\_\_\_\_ Gender: Male Female  
Year Month Day

Student Baptized Roman Catholic: Yes No

Date Baptized: \_\_\_\_/\_\_\_\_/\_\_\_\_ Name of Church where Baptized: \_\_\_\_\_  
Year Month Day

School Tax Support of Present Residence: Separate School Public School

**LAST SCHOOL ATTENDED:**

Name of School: \_\_\_\_\_ School Board: \_\_\_\_\_

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

Phone Number: \_\_\_\_\_



**PARENTS AND/OR GUARDIANS:**

Address (if different from Student): \_\_\_\_\_

Lives with Student: Yes No

Employer: \_\_\_\_\_ Occupation: \_\_\_\_\_

Phone #: Work: \_\_\_\_\_ Ext.: \_\_\_\_\_ Available at Work? Yes No Phone #:  
Home: \_\_\_\_\_ Cell: \_\_\_\_\_

**Mother's/Guardian's E-mail Address:** \_\_\_\_\_

Religion: Roman Catholic? Yes  No  Parish: \_\_\_\_\_

**Father/Guardian Name:** \_\_\_\_\_

Address (if different from Student): \_\_\_\_\_

Lives with Student: Yes No

Employer: \_\_\_\_\_ Occupation: \_\_\_\_\_

Phone #: Work: \_\_\_\_\_ Ext.: \_\_\_\_\_ Available at Work? Yes No Phone #:  
Home: \_\_\_\_\_ Cell: \_\_\_\_\_

**Father's/Guardian's E-mail Address:** \_\_\_\_\_

Religion: Roman Catholic? Yes No Parish: \_\_\_\_\_

**CUSTODY:**

Please indicate if the school administration should be aware of any such Court Order for the protection of your child. Yes No If 'yes', please make arrangements to discuss this situation with the school principal.  
Legal documentation will be required.

**STUDENT CITIZENSHIP/ IMMIGRATION INFORMATION:** A copy of Birth Certificate or Visa/Immigration Documentation is required for ALL students

Country of Birth: \_\_\_\_\_ Original Date of Entry into Canada: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Year Month Day

Province of Birth: \_\_\_\_\_

Aboriginal Student Self-Identification (voluntary information): First Nation Métis Inuit

Student is a member of Six Nations New Credit Other \_\_\_\_\_

Resident of Reserve: Six Nations of the Grand River Mississaugas of the New Credit

Citizenship Status: Canadian

Permanent Resident (Landed Immigrant) Date on PR Documentation \_\_\_\_/\_\_\_\_/\_\_\_\_ Verified By: \_\_\_\_\_  
Year Month Day (School Official or Designate)

Student Visa Other Visa \_\_\_\_\_ Expiry Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Year Month Day

First Language Spoken: \_\_\_\_\_

Interpreter Required: Yes No Tuition Paying Student: Yes No



**EMERGENCY CONTACT:** In case of emergency or school closure, please provide us with names and phone numbers of contacts if the school cannot contact you.

Emergency Contact #1 (Other Than a Parent)	Name	Relationship	Phone Number(s)
			Home: Cell:
Emergency Contact #2 (Other Than a Parent)	Name	Relationship	Phone Number(s)
			Home: Cell:

**MEDICAL INFORMATION:**

Are there any particular health/medical problems your child may be experiencing which the school should be aware of?  
 No Health Concerns Life Threatening Allergies/Conditions Physical Disabilities Allergies Serious Illness Asthma  
 Please explain: \_\_\_\_\_  
 \_\_\_\_\_  
 Does your child require any prescribed medication for his/her condition/illness during school hours? Yes No  
 Health Card # (optional): \_\_\_\_\_  
 Doctor: \_\_\_\_\_ Phone Number: \_\_\_\_\_

**SPECIAL PROGRAMMING:**

Has your child previously received English as a Second Language Assistance? Yes No  
 Has your child previously received Special Education Assistance through an Individual Education Plan? Yes No  
 Has your child participated in the Identification Placement and Review Committee (IPRC) process? Yes No  
 Does your child have any Physical Needs?: Vision  Hearing  Toileting  Medication  Mobility   
 Does your child use any assistive devices? Please specify: \_\_\_\_\_  
 \_\_\_\_\_  
 Does your child currently receive support from any Community agencies? Please specify: \_\_\_\_\_  
 \_\_\_\_\_



**QUESTIONNAIRE FOR ADMISSION**

Last School Attended : \_\_\_\_\_

Have you been suspended from school in the past year? Yes No

Have you ever been suspended from school for a violent act? Yes No

**NOTES:**

1. The information you have provided is collected under the legal authority of section 265(d) of The Education Act, R.S.O., 1991 Vol. 2, C.10, 5.6, and may be used for administrative purposes related to school programs and records and for determining eligibility for attendance. Questions should be directed to the Principal.
2. A school transfer could affect eligibility to participate in sports.
3. Admission is considered conditional pending receipt and review of the student's records from his/her previous school. Falsifying information on this form will rescind the admission.

Your previous Principal or his/her delegate is asked to comment on the following:

- |                |                                     |                                       |
|----------------|-------------------------------------|---------------------------------------|
| 1. Attendance  | Acceptable <input type="checkbox"/> | Unacceptable <input type="checkbox"/> |
| 2. Behaviour   | Acceptable <input type="checkbox"/> | Unacceptable <input type="checkbox"/> |
| 3. Achievement | Acceptable <input type="checkbox"/> | Unacceptable <input type="checkbox"/> |

General comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I, \_\_\_\_\_ authorize school staff to contact my previous principal or delegate as required.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**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 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 and Protection of Privacy Act, 1989. 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)

Under the Education Act, transportation is an educational purpose. Whether it is a class trip or transportation to school, most of our students will ride a school bus. The Brant Haldimand Norfolk Catholic District School Board has an agreement with Student Transportation Services - Brant Haldimand Norfolk (STSBHN) to share student data including personal information. Examples of information that is shared includes (but is not limited to) a student's home address (for bussing to school) or a student's emergency contact name and phone number (on hand for bussing during a class trip). STSBHN is bound by the same 'acts' as the Board (PIPEDA, MFIPPA, PHIPA) and handles the personal information they receive accordingly.

I consent to the collection, use and disclosure of personal information to Student Transportation Services Brant Haldimand Norfolk.

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



## Special Circumstances Defined

### Custody Issues

- All students under the age of 18 **must** live with a parent or legal guardian. Custody must either have been awarded by Family Court or a guardianship agreement form completed and notarized prior to registration. Students under the age of 18 require this responsible adult to act as a contact for the purposes of attendance, discipline, academic progress, and emergency situations. Special situations may arise where this requirement is waived. Such special admissions are subject to the approval of the school Superintendent on compassionate grounds on a conditional basis and may be subject to the completion of the custody process. These approvals will be confirmed in writing by the school Superintendent.
- Staff should **not** encourage or suggest that students who reside outside of the jurisdiction of the Board become BHNCD SB students by having a relative or friend assume legal custody. It is most important to remember that a custody application is a serious undertaking which can involve the Family Court with a hearing before a judge. Even the simpler guardianship form carries serious legal obligations related to the acceptance of custody. The person applying for custody is taking full responsibility for the child. There is no such thing as custody for educational purposes.
- Situations may arise whereby separated or divorced parents have a pre-existing custody order and wish to make a change to the custodial arrangement. In these circumstances, the parent with legal custody must indicate, in writing, consent for a change in the living arrangement and should also indicate a willingness to return to court to legally award custody to the non-custodial parent. Likewise, the current non-custodial parent must indicate, in writing, a willingness to assume responsibility for the care and control of the child, as well as a willingness to return to court to seek legal custody. With original copies of both letters, it is not necessary to wait until this court process is completed. If parents separate or divorce and do not have a custody or separation agreement, custody is assumed to be joint custody, and the child may reside with either parent. Schools should seek clarification with regard to the non-custodial parent's access rights when registering students who are residing with one parent only. These rights will be detailed in a court order or separation agreement. Unless there is a court order, separation agreement or restraining order, both parents have equal access rights.
- Students in the process of being adopted – A student may be registered if:
  - the school has received proof that adoption proceedings have been initiated; and
  - a letter of intent is provided.

### Students with Immigration Documents

- Schools registering students holding the following types of documentation must be referred to the Executive Assistant, Business Services for guidance prior to registering at the school.
  - Applicants for Permanent Resident status / Approval in Principle (sponsorship within Canada)
  - Minister's Permits (and/or extension thereof)
  - Student Authorization (accompanying dependents of Work Permit holder) or Parent Study Permit holder
  - Visitor's Visa
  - Study Permit (fee paying international students)
  - Refugee claimants/convention refugees

Board staff are **not** to provide persons holding any of the documents listed in this section with any kind of assurance, either verbal or written relative to school admission and/or acceptance, until the status of their documents has been approved by the Superintendent of Business (or delegate).

### Non-Resident of Canada (International) Students

The following is a summary of the procedures for the admission of Non-Resident of Canada (International) Students:

- The procedure and process will be administered through Business Services, in consultation with the school Superintendent for which admission is being sought. The schools will not independently approve admission of any international students.
- Any new non-resident of Canada students requesting information or admission to a school in the Board should be directed to Executive Assistant, Business Services.



- The Executive Assistant, Business Services will review the request of a student with the Administrator (or designate) and determine whether or not a space/pupil place is available in the school to accommodate the non-resident of Canada (International) student. If space is available, the student will complete the appropriate registration forms.
- A Letter of Acceptance addressed to Immigration, Refugee, and Citizenship Canada will not be issued by the Superintendent of Business until the Executive Assistant, Business Services is in receipt of the following documents:
  - Application, tuition, and other applicable fees (certified cheque or money order).
  - Study or appropriate work permit
  - Once the required registration forms and documentation have been provided and verified, the school will add the student to the pre-registration section of the student information system. The school is not to allow admission of these students until the school has received confirmation that the student's tuition fee has been paid, by the Executive Assistant, Business Services.
- Upon arrival to Canada with a valid Student Authorization issued by Citizen and Immigration Canada, the student must supply the following:
  - A copy of a recent medical examination (within 6 months of entry into Canada) which outlines the state of health of the individual. The document (in English or French) will include proof of vaccination against mumps, measles, rubella, diphtheria, tetanus and polio. As well, there shall be proof (in English or French) that the student is not carrying any communicable diseases including, but not limited to Tuberculosis.
- All appropriate documentation for new and returning students must be provided to Business Services prior to the end of August, in order that sufficient opportunity is given to process the application.

### Refugee/Convention Claimants

Board staff are **not** to provide persons holding any of the documents listed in this section with any kind of assurance, either verbal or written relative to school admission and/or acceptance, until the status of their documents has been approved by the Superintendent of Business (or delegate). Schools registering students holding refugee claimant status must contact the Executive Assistant, Business Services.

In addition to the registration form and documentation required, the following is provided to the as part of the registration process at the school, prior to being allowed admission into the school:

- Student authorization from Immigration, Refugees, and Citizenship Canada
- A copy of a recent medical examination (within 6 months of entry into Canada) which outlines the state of health of the individual. The document (in English or French) will include proof of vaccination against mumps, measles, rubella, diphtheria, tetanus and polio. As well, there shall be proof (in English or French) that the student is not carrying any communicable diseases including, but not limited to Tuberculosis.
- Evidence must be presented of enrolment in the Interim Federal Health Program (IFHP) or private health Insurance.

### Student without Status or Illegal Students

Minor dependents of a person without status or "illegal immigrant" shall be registered at the school without the payment of fees, subject to the following:

- Proof of custody in the form of a birth certificate, passport or Canadian Court Order must be provided to the Board prior to registration.
- Copy of a recent medical examination which outlines the state of health of the individual and identifies that the student is not carrying any communicable diseases including, but not limited to tuberculosis. Proof of immunization must also be provided to the board prior to admission.
- Proof of Catholicity for elementary school students must be provided to the Board prior to admission.
- The Board shall require proof of application with Immigration, Refugee, and Citizenship Canada (IIRC) within one week of the date of registration; in the absence of proof the Board may file a report with the IIRC



Minor students without status or minor students who are “illegal immigrants” who are dependent of a person with status shall be registered at the school without the payment of fees, subject to the following:

- Proof of custody in the form of a birth certificate, passport or Canadian Court Order must be provided to the Board prior to registration.
- Copy of a recent medical examination which outlines the state of health of the individual and identifies that the student is not carrying any communicable diseases including, but not limited to tuberculosis. Proof of immunization must also be provided to the board prior to admission.
- Proof of Catholicity for elementary school students must be provided to the Board prior to admission.
- The Board shall require proof of application with IIRC within one week of the date of registration; in the absence of proof the Board may file a report with the IIRC

#### Exchange Students

A student, who is a participant in a Board approved educational exchange program which is in compliance with the Ministry of Education’s requirements, may be registered at a school without the payment of fees, subject to the following:

- That a reciprocal agreement has been signed with a Board, authority, or agency whereby a pupil of the Board is also scheduled to attend a school outside of Canada without the payment of a fee.
- That prior to the admission of any student under the educational exchange program, said student must provide proof in writing of the following: adequate medical insurance coverage, confirmation of inoculations as required by the Ontario Ministry of Health, as these pertain to school-aged students, confirmation of the last grade successfully attended by the student, confirmation by way of completing the Board’s official letter stating that there isn’t a custody issue related to the student.
- That prior to the admission of an educational exchange student, final approval must be given in writing by the appropriate Superintendent of Education.





# Your Child's Education

## A parent guide to Ontario's school system

Your voice is important in your child's learning, and can make all the difference in their academic and personal success. When parents play an active role in their child's education, students are inspired to achieve their full potential.

Ontario is committed to increasing accountability and transparency for parents and families. **Here are ways you can actively participate in your child's education journey:**

- Decide which type of publicly funded school they attend
- Choose learning options, for example, secondary school programs  
e.g. Specialist High Skills Majors
- Follow what your child is learning in school
- Learn about key dates in the school year
- Opt out of certain learning
- Know how your child is doing in school
- Learn about suspension and expulsion processes
- Attend a school council meeting or parent involvement committee meeting
- Know about specialized supports to help all children succeed



Visit [ontario.ca/EducationGuide](https://ontario.ca/EducationGuide) for more information so you can make informed decisions about your child's education.

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

Prepared by: John Della Fortuna, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Michael McDonald, Director of Education & Secretary

**STUDENT ATTENDANCE  
#200.29**

---

---

**BACKGROUND INFORMATION:**

All students at the Brant Haldimand Norfolk Catholic District School Board are expected to be in regular attendance at school. Our common vision of the learner is that of a responsible citizen, a collaborative contributor, and a self-directed, responsible, and lifelong learner. This vision of the learner can best be realized through regular attendance at school. The Brant Haldimand Norfolk Catholic District School Board believes that the responsibility for the daily attendance of students rests with the parents and/or guardians, the student where they are of age, and school board staff.

**DEVELOPMENTS:**

There have been minor changes to the Administrative Procedure of this Policy to reflect the changes that have been introduced by Policy/Program Memorandum 169 as well as changes to the Ontario Enrollment Register.

The changes made in the Administrative Procedure reflect these requirements. The policy updates include several key changes: Mental health absences, in accordance with PPM 169, will now be excused as either a medical absence or under subsection 23(3) of Regulation 298, with supporting documentation from a registered social worker accepted as medical documentation. For secondary students absent from a course for 15 consecutive days, they may remain enrolled if they return on the 16th day. In cases where the principal or staff successfully communicates with a family when the attendance counsellor cannot, and both parties agree it is in the student's best interest, the "C" code may be used on the enrolment register. Additionally, new procedures have been added for pupils exclusively enrolled in remote or online learning, including residency documentation review and shared attendance records between remote and home school boards. Finally, the prolonged absence procedure can continue into the next school year for students who were on a prolonged absence at the end of the previous year, with the procedure picking up where it left off, and clarifications have been made regarding the responsibilities of school attendance counsellors as per Section 25(5) of the Education Act.

**RECOMMENDATION:**

THAT the Policy Committee refers the Student Attendance Policy #200.29 to the Brant Haldimand Norfolk Catholic District School Board for approval.



## Student Attendance #200.29

---

<b>Adopted:</b>	January 27, 2009
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	2028

---

### Policy Statement

All students at the Brant Haldimand Norfolk Catholic District School Board are expected to be in regular attendance at school. Our common vision of the learner is that of a responsible citizen, a collaborative contributor, and a self-directed, responsible, and lifelong learner. This vision of the learner can best be realized through regular attendance at school. The Brant Haldimand Norfolk Catholic District School Board believes that the responsibility for the daily attendance of students rests with the parents and/or guardians, the student where they are of age, and school board staff.

### Application and Scope

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to support parents and/or guardians so that students can demonstrate regular and punctual attendance at school.

It is the policy of the Board that administrative procedures be developed to:

- Direct the appropriate staff regarding the processes for recording and maintaining student attendance records;
- Have a process for communicating student absences/lates to parents/guardians; and
- Monitor safe arrival, as well as the courses of action that may be taken for instances of truancy and habitual neglect of duty to attend school regularly and punctually.

### References

- Education Act R.S.O. 1990 E.2 and Part II (School Attendance)
- Ontario Regulation 298 School Operations
- Home Schooling Policy 200.16
- Home Instruction Policy 200.17
- Supervised Alternative Learning Policy 200.06
- Student Behaviour Discipline and Safety Policy 200.09
- Policy/Program Memorandum 119 “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”
- Policy/Program Memorandum 145 “Progressive Discipline and Promoting Positive Student Behaviour.”
- Enrolment Register Instructions for Elementary and Secondary Schools



## Forms

- Student Extended Absence Request Form
- Student Attendance Referral Form (11-15 Days Absent)
- 30-45-60 Day Consecutive Days of Absence Form
- Request for Modified Day Form
- Student Intent to be Absent Form
- Consideration of Exclusion Form

## Appendices

- Appendix A: Parent Discussion Guide
- Appendix B: Attendance Exclusion Letter
- Appendix C: Exclusion Appeals

## Definitions

**Student Attendance:** For the purposes of these procedures, student attendance refers to regular day-school attendance at a Catholic elementary or secondary school.

**Guardian (Ed. Act, Part 2, 18):** In addition to having the meaning ascribed in section 1 (of the Act), includes anyone who has received into his or her home a person, other than his or her own child, of compulsory school age and that person resides with him or her or is in his or her care.

**Attendance Review Committee:** A committee consisting of Superintendent, Principal, School Attendance Counsellor and any other community representatives as appropriate. Purpose of the committee is to review case and explore other potential strategies.

**School Staff:** May include and are not limited to: classroom teachers, Chaplaincy Leader, guidance teachers, child and youth workers, early childhood educators, social workers (attendance counsellors), mental health leads, student success teachers, special education resource teachers, and the principal of Continuing and Alternative Education and other staff the principal deems appropriate.

**School Administration:** Any Principal or Vice Principal appointed by the Board.

**School Attendance Counsellor:** The Board's social workers are the Board's student attendance counsellors as per the Education Act.

**Provincial School Attendance Counsellor (Ed. Act, Part 2, 24 (1)):** The Lieutenant Governor in Council may appoint an officer, to be the Provincial School Attendance Counsellor, who shall, under the direction of the Minister, superintend and direct the enforcement of compulsory school attendance.



## Administrative Procedures

**Information:** The purpose of this administrative procedure is to provide direction to parents, principals school administrators, teachers, support staff and students regarding their respective responsibilities related to regular and punctual attendance at school.

Requirements (listed below) for school attendance are outlined in Part 2, subsection 21 of the Education Act in statutes and regulations, as well as through guidelines provided to school districts related to the school register (Education Act R.S.O. 1990, Chapter E.2, Part II – School Attendance and O. Reg 298 s. 23).

### Compulsory School Age

- Every person who attains the age of six years **on or before** the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until the person attains the age of 18 years; and
- Every person who attains the age of six years **after** the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years.

### Person under Compulsory Age

- Where a person under compulsory school age has been enrolled as a pupil in an elementary school, this section applies during the period for which the person is enrolled as if he or she were of compulsory school age. 2006, c. 28, s. 5(1)

### Participation in Equivalent Learning

A person shall be considered to be attending school when he or she is participating in equivalent learning if the equivalent learning program, course of study or other activity and the group, organization or entity providing it have been approved under paragraph 3.0.1 of subsection 8 (1). 2006, c. 28, s. 5 (1).

### Duty of parent, etc.

The parent or guardian of a person who is required to attend school under this section shall cause the person to attend school as required by this section unless the person is at least 16 years old and has withdrawn from parental control. 2006, c. 28, s. 5 (1).

## 1.0 Student Attendance General Principles

- 1.1 Cooperation** - Maintaining an effective school environment where regular and punctual school attendance exists, requires the cooperation and collaboration of students, families, district staff and, where necessary, community services.
- 1.2 Promotion** – It is critical that all staff promote regular and punctual attendance at school as a crucial mechanism to ensure improved student achievement. This promotion should be done through communication platforms such as newsletters and announcements on a regular basis. Promotion of good attendance is greatly enhanced with diverse school programming and co-curricular activities are relevant and accessible to students.



## 2.0 Responsibilities for Students and Parents/Guardians

- 2.1 It is the duty of a parent or guardian of a person who is required to attend school to cause the student to attend school regularly and punctually as required under the Education Act.
- 2.2 All students shall attend classes punctually and regularly.
- 2.3 It is the duty of a parent, or a student where the student is an adult, to give a reason for any student absence or late arrival to the principal or designate before the absence or upon return to school after an absence.
- 2.4 If a student will be absent for an extend period of consecutive days, a parent/guardian must notify the principal using the Student Extended Absence Request form (Form 1).

## 3.0 Record Keeping, Verification and Reporting

- 3.1 Students shall be admitted to class if they are returning from an absence or are late once it has been verified by the principal or designate.
- 3.2 Parents shall be promptly contacted by the school when a student is recorded absent, and their absence has not been verified.
- 3.3 **Elementary Schools** - Student attendance shall be recorded at the beginning of each school day and immediately following the lunch break (the second nutrition break for schools on the balanced school day schedule).
- 3.4 **Secondary Schools** - Student attendance shall be recorded at the beginning of each period of the school day. Secondary pupils who are absent from a course for 15 consecutive scheduled days can remain in that course if they return on the 16th day of absence.

## 4.0 Secretaries

- 4.1 It is the duty of the school secretary to follow the processes and procedures set out by the administrative procedure and school administrator for:
  - 4.1.1 Maintaining accurate records of student attendance in the Student Management System (e.g., PowerSchool);
  - 4.1.2 Recording and reporting to the principal or designate reasons regarding absence or lateness from parents/guardians or adult students (18+); and
  - 4.1.3 Running attendance summary reports at the request of the administrator (usually monthly).





## 5.0 Teachers

- 5.1 It is the legal duty of the classroom teacher to maintain an accurate record of attendance for each class, to report absenteeism and late arrivals promptly to the principal or designate, and to follow the process established by the principal for admission of students who are late or are returning from an absence.
- 5.2 Teachers shall not readmit a student who is returning to school from an unverified absence or who is late arriving to school unless approved by the principal or designate.
- 5.3 Teachers shall notify the parent/guardian or the adult student and report to the principal or designate in the instance when there are recurring absences that are resulting in a negative impact on student achievement. Suggestions for discussing problematic attendance with parents/guardians are listed in (Appendix A).
- 5.4 Where appropriate, teachers will work with the administrator to follow the steps in the Student Attendance Referral (Form 2).

## 6.0 Principals

- 6.1 It is the duty of the principal to establish a process for recording daily attendance, promptly reporting unverified absenteeism to parents/guardians, admitting students, verifying reasons for absenteeism or lateness, maintaining accurate records of student attendance and to follow Section 12 of these procedures for supporting students and families with problematic attendance.
- 6.2 When a teacher has reported to the principal or designate regarding recurring absences that are resulting in a negative impact on student achievement, the principal shall follow Section 12 of this procedure.
- 6.3 School Administrators shall review school-wide attendance reports on a monthly basis (at a minimum), to identify students with habitual absenteeism or lateness that is having a negative impact on student achievement and subsequently follow Section 12 of this procedure.
- 6.4 Principals shall communicate the process for attendance recording, verification and reporting to staff, students, and parents on an annual basis (e.g., through staff handbooks, student handbooks and newsletters, etc.).
- 6.5 Principals shall report to the School Attendance Counsellor the names of any compulsory school age student who has 15 unexcused consecutive absences and continue to notify the School Attendance Counsellor every 15 days thereafter. Principal and Attendance Counsellor will document attendance cases such as these using the 30-45-60 Days of Consecutive Absence form (Form 3).
- 6.6 Principals shall report to the School Attendance Counsellor and school supervisory officer the names, ages and residences of all compulsory school-aged students who are not attending school as required by law.





- 6.7 If a Principal (or other staff) has been able to make successful two-way communication with the family (when the attendance counsellor has been unable to) and this has been communicated with the attendance counsellor, and they both feel that it is in the best interest of the student, the “C” code can be used on the enrolment register.

## 7.0 Child Subject to Society Care or Supervision

### Elementary School (Ed. Act 47 (1))

A child who is under the care or supervision of a children’s aid society, receives child protection services from a children’s aid society or resides in a children’s residence or foster home within the meaning of the *Child, Youth and Family Services Act, 2017*, and who is otherwise qualified to be admitted to an elementary school, shall be admitted without the payment of a fee to an elementary school operated by the board of the school section or separate school zone, as the case may be, in which the child resides.

### Secondary School (Ed. Act 47 (2))

A child who is under the care or supervision of a children’s aid society, receives child protection services from a children’s aid society or resides in a children’s residence or foster home within the meaning of the *Child, Youth and Family Services Act, 2017*, and who is otherwise qualified to be admitted to a secondary school, shall be admitted without the payment of a fee to a secondary school operated by the board of the secondary school district or separate school zone, as the case may be, in which the child resides.

## 8.0 Excused from Mandatory Attendance

A person is excused from attendance at school if:

- a) the person is receiving satisfactory instruction at home or elsewhere;
- b) the person is unable to attend school by reason of sickness or other unavoidable cause supported by official documentation;
- c) transportation is not provided by a board for the person and there is no school that he or she has a right to attend situated,
  - i. within 1.6 kilometres from the person’s residence measured by the nearest road if he or she has not attained the age of seven years on or before the first school day in September in the year in question, or
  - ii. within 3.2 kilometres from the person’s residence measured by the nearest road if he or she has attained the age of seven years but not the age of 10 years on or before the first school day in September in the year in question,
  - iii. within 4.8 kilometres from the person’s residence measured by the nearest road if he or she has attained the age of 10 years on or before the first school day in September in the year in question;
- d) the person has obtained a secondary school graduation diploma or has completed a course that gives equivalent standing;
- e) the person is absent from school for the purpose of receiving instruction in music and the period of absence does not exceed one-half day in any week;
- f) the person is suspended, expelled, or excluded from attendance at school under any Act or under the regulations;
- g) the person is absent on a day regarded as a holy day by the church or religious denomination to which he or she belongs; or
- h) the person is absent or excused as authorized under this Act and the regulations.



- 8.1 Mental Health Absences: In accordance with PPM 169, mental health absences shall be excused as either a medical absence or under subsection 23(3) of Regulation 298. Supporting documentation from a registered social worker in good standing with the Ontario College of Social Workers and Social Services Workers is also acceptable to excuse mental health absences as medical absences.

## 9.0 Restrictions of School Attendance

School attendance may only be restricted by the imposition of a modified day or exclusion in accordance with the Education Act and its regulations and where all other possibilities have been considered. The restriction must be temporary and in accordance with the following processes.

- 9.1 The following outlines the limited and temporary circumstances under which a school administrator may consider imposing a restriction on a pupil's right to attend school full-time. Students of compulsory school age, must receive instruction for a minimum of five (5) hours per day, excluding recesses or scheduled intervals between classes.
- 9.2 There are a limited number of exceptions to compulsory full-time attendance, including where a pupil has been suspended or expelled, or is receiving home schooling.
- 9.3 The Education Act also allows for a school principal to temporarily excuse a pupil from full-time attendance "at the written request of a parent of the pupil or the pupil where the pupil is an adult." Any parent may make such a request, for example, where their child is transferring into a new class or school, and the parent believes that the pupil would be more comfortable with a gradual entry. The Education Act provides for two further exceptions to mandatory full-time school attendance:
- 9.4 **Modified Day** - It is a contravention of the *Education Act* and regulations made thereunder to reduce the length of school day of any pupil except where a temporarily modified day is requested in writing by the pupil's parent, or where the pupil is an exceptional pupil receiving a special education program, and a modified day is an appropriate accommodation of the student's disability-related needs.
- 9.4.1 The Board may only modify the length of the instructional day to less than five hours where a pupil has been identified and an exceptional pupil and placed in a special education program by an IPRC.
- (a) An "exceptional pupil" is defined under the *Education Act* as a pupil "*whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee...*"<sup>1</sup> where "committee" refers to an Identification and Placement Review Committee ("IPRC").
- (b) A "special education program" is defined under the *Education Act* as a program for an exceptional pupil.



- 9.4.2 Approval for using a modified day as an accommodation for an exceptional pupil in a special education program, must be obtained from the Superintendent of Special Education. Prior to the Superintendent of Special Education considering a request for approval, the school administrator will have considered the student's learning profile, parental input, and whether any other supports would be sufficient to accommodate the student's needs. The school team including system special education staff will contemplate whether:
- a) an IPRC is appropriate for the pupil;
  - b) any other changes to the pupil's IEP are necessary;
  - c) appropriate strategies and programming are in place;
  - d) the appropriate Special Education and/or Student Support Services personnel could assist with strategies to facilitate full day attendance;
  - e) there are any additional resources that could assist the pupil to maintain full day attendance;
  - f) the pupil would benefit from a modified day;
  - g) the pupil can access remote learning opportunities to augment their program;
  - h) all other possibilities have been carefully considered and deemed insufficient to meet the pupil's needs; and
  - i) the suggested timeline for transitioning the student to full day instruction as soon as possible is appropriate.
- 9.4.3 A school administrator who has determined that a modified day is an appropriate accommodation shall complete a copy of the attached "Request for Modified Day" form (Form 4), to be submitted to the Superintendent of Special Education and Superintendent for the family of schools.
- 9.4.4 The Superintendent of Special Education shall consider the request and if approved return a signed copy of the form to the school administrator, indicating a date at which the need for a modified day shall be reviewed.
- 9.4.5 The signed copy of the form shall be stored in the student's OSR.
- 9.4.6 The student's IEP will be updated, and a copy provided to the parent/guardian.
- 9.4.7 If applicable, the school administrator will coordinate the student's revised schedule with Student Transportation Services.
- 9.4.8 The school administrator will contact the parent(s)/guardian(s) to inform them of the Superintendent's decision and to discuss the implementation of the modified day plan, including if applicable any transportation implications, and any changes to the pupil's IEP.
- 9.4.9 The school administrator shall consult regularly with the pupil's teacher and other support providers to monitor the effectiveness of a modified day as an accommodation, and for the purpose of determining the earliest possible opportunity to increase the student's instructional day.
- 9.4.10 The school administrator shall inform the Superintendent of Special Education of the date of the student's return to full-time attendance and record the return date on the Request form.



### Using Non-Instructional Days (“N”) to Record Attendance for Modified Days

- “N” days are full days, mornings, or afternoons in the school calendar for which individual pupils are not scheduled for in-school instruction. “N” day are not regular days of absence (“A”) nor are they “G” days.
- “N” is to be used for pupils who are not scheduled for classes on specific full days, mornings, afternoons similar to how it would be recorded for a student enrolled in an Intensive Behaviour Intervention Program.

9.5 **Exclusion** - Exclusion of a pupil is a measure to be used only as a last result. Under the *Education Act*, it is a duty of a principal to “*refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal’s judgment be detrimental to the physical or mental well-being of the pupils*”.

9.5.1 Exclusion is not available as an accommodation of a pupil’s disability-related needs and may not be used as a disciplinary measure. A pupil can only be excluded from either a classroom or a school on the grounds that the pupil’s continued presence would pose a risk to the physical or mental well-being of other pupils.

9.5.2 The school will continue to provide educational and other services to a pupil during the period when they are prohibited from attending school.

9.5.3 Under the Education Act, a parent may appeal a principal’s decision to exclude a pupil to the Board of Trustees.

9.5.4 Before excluding a pupil, a school administrator shall consult with the Family of Schools Superintendent of Education, and/or the Superintendent of Special Education. Prior to consulting with the Superintendent, a school administrator will have:

- a) considered the pupil’s learning and behaviour profile;
- b) discussed the pupil’s strengths, needs and available supports with the appropriate internal and external service providers;
- c) reviewed whether there are any additional resources that could assist the pupil to maintain safe attendance;
- d) considered how best to provide the pupil with educational services during the period of exclusion;
- e) considered temporary remote learning opportunities to augment programming;
- f) developed a plan which clearly reflects that the exclusion is temporary and includes a strategy and timeline for resuming attendance; and
- g) the Board cannot identify any further means of facilitating a pupil’s continued attendance that would allow for a safe school learning environment for students,

9.5.5 The Principal shall complete the Consideration of Exclusion form (Form 5) and forward a copy to the Family of Schools Superintendent, with a request for consultation on the exclusion of a pupil.

9.5.6 The Superintendent will review the Consideration of Exclusion form and consider whether all other alternatives besides exclusion have been explored, as well as the school administrator’s plans for:



- a) providing ongoing education services to the pupil while they are excluded; and
  - b) the measures to be taken while the pupil is excluded to facilitate their re-entry.
- 9.5.6 Following consultation with the Superintendent, the school administrator determines that a pupil must be excluded, the school administrator or Superintendent will verbally convey this information to the pupil's parent. A letter (Appendix B) formally notifying the parent of the exclusion will be reviewed by the Superintendent and signed by the school administrator, and shall include:
- a) reference to section 265(1)(m) of the *Education Act*;
  - b) a description of the behaviour putting the student and/or other students' safety at risk;
  - c) steps that will be taken to facilitate the student's safe and successful return to school during the absence;
  - d) the right to appeal, the process to appeal (Appendix C) to the Board of Trustees and contact information for whom the notice of intent to appeal is to be delivered; and
  - e) details of the ongoing education to be provided during the period of the exclusion.
- 9.5.7 The school administrator shall facilitate a pupil's return at the earliest opportunity, consulting regularly with the pupil's parent and support providers to develop a re-entry plan.
- 9.5.8 The Superintendent shall ensure that the school administrator is actively pursuing effective strategies to facilitate the pupil's safe return to school. The school administrator shall inform the Superintendent of the re-entry plan and the date of the student's return to full-time attendance.

## 10.0 Jurisdiction and Responsibility of Attendance Counsellors

- 10.1 A School attendance counsellor appointed by a board has jurisdiction and is responsible for the enforcement of compulsory school attendance in respect of every child who is required to attend school.
- 10.2 Upon request by the school principal, the School Attendance Counsellor shall assist with developing strategies and supports for students with irregular attendance as identified in this procedure.
- 10.3 Upon notification by a principal that a student is failing to attend school, the School Attendance Counsellor shall contact the parent/guardian to address school concerns.
- 10.4 If after several attempts to re-engage students are unsuccessful, the School Attendance Counsellor in consultation with the Superintendent may bring the student to the Attendance Review Committee. The School Attendance Counsellor may also consult with the Provincial Attendance Counsellor.
- 10.5 The Attendance Review Committee meeting may recommend proceeding with charges under the Education Act (for students ages 12-15 and parents of children under the age of 16).



- 10.6 The responsibilities of the school Attendance Counsellors as per Section 25 (5) of the Education Act with respect to these instructions have been clarified and must be adhered to.

### 11.0 Consecutive Unexcused Absences 15 – 30 – 45 – 60 Days (Form 3)

- 11.1 The School Attendance Counsellor, upon receipt of written referral for a student of compulsory school age with 11-15 unexplained consecutive absences from school shall make contact with the parent or guardian regarding the reasons for the absenteeism and provide support for the family to re-engage the student in an approved educational program under the Education Act. The School Attendance Counsellor shall update the principal in writing at 15 day intervals, with respect to the progress of the student regarding attendance and/or the involvement of community partners assisting in addressing factors which may be contributing to poor attendance. Principals must consult the most current *Enrolment Register Instructions for Elementary and Secondary Schools* when determining whether a specific student can remain on roll.
- 11.2 If the Attendance Counsellor is unsuccessful in their attempts to communicate with the pupil or pupil's parents/guardians, then the pupil shall be removed from the register. After the pupil has been removed from the register the principal must still attempt to contact the pupil and/or the pupil's parent/or guardian. If the principal is unsuccessful it is the obligation of the board to contact social agencies or the police to establish if there is any knowledge of the pupil's whereabouts or to confirm a change of address for the pupil.
- 11.3 If after several attempts to re-engage students are unsuccessful, the School Attendance Counsellor in consultation with the Superintendent may bring the student to the Attendance Review Committee. The School Attendance Counsellor may also consult with the Provincial Attendance Counsellor.
- 11.4 The Attendance Review Committee meeting may recommend proceeding with charges under the Education Act (for students ages 12-15 and parents of children under the age of 16). If proceeding with charges, the School Attendance Counsellor shall give written notice to the parent or guardian for the student to attend and shall advise the parent or guardian, in writing, of the provisions of subsection 24 (2).  
R.S.O. 1990, c.E.2, s. 26 (4).
- 11.5 A pupil that was on a prolonged absence at the end of the previous school year can continue the prolonged absence procedure into the next school year (if applicable). At the beginning of the next school year, the prolonged absence procedure should start at the first day of the 15-day series they were in the previous school year (e.g., if the last school day was consecutive absences 34, the next school year the prolonged absence procedure would be for absence of 31–45 days). If a pupil aged 14-17 reached 60 days of the prolonged absence in the previous year, they would have been removed from the enrolment register on the 61st day of absence and would not restart the prolonged absence procedure at the start of the next school year.





## 12.0 Guidelines of Supports for Students and Families

### 12.0 Problematic Attendance Impacting Student Achievement - Supports and Interventions

In the instance where a student has more than five absences or is habitually late and/or the student's attendance is having a substantively negative impact on student achievement, the Principal shall establish strategies to improve student attendance and shall consider the following approaches:

- Step One** Teacher to contact parent/guardian, or adult student (where appropriate) to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies and supports to improve attendance, to implement the strategies, and to follow up on the success of the strategies in a timely fashion.
- Step Two** If attendance does not improve sufficiently, the teacher may need to implement progressive discipline measure to correct the behaviour. If attendance does not improve the teacher will notify the principal.
- Step Three** If attendance has not improved sufficiently as deemed by the principal, the principal or designate will consult with the school Attendance Counsellor, meet with the parent/guardian or student (where appropriate) and other school staff to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies to improve attendance, to implement the strategies and to follow up on the success of the strategies in a timely fashion.
- Step Four** If attendance has not improved sufficiently as deemed by the principal, a letter shall be sent home and a second meeting is to be set up with the parents and/or student where appropriate and would include the Attendance Counsellor.
- Step Five** If attendance has not improved sufficiently as deemed by the principal, he/she will continue to refer the student to the School Attendance Counsellor.

## 13.0 Approved Extended Absences

- 13.0 Although not encouraged, families may need for various reasons, to request an extended period of consecutive absences for their child(ren).
- 13.1 For planned consecutive absences up to 14 days, a Student Extended Absence Request form (Form 1) will be used, and the absence will be recorded as a General Absence using 'G' code during that time.
- 13.2 For planned consecutive absences of 15 days or more, an alternative program of study must be approved by the Principal. The Intent to be Absent form (Form 6) will be used.
  - a) If the student has an approved alternative program of study, the school can record as General Absence 'G' for the dates specified on the form and beyond the 15<sup>th</sup> day.
  - b) If the student does not have an approved alternative program of study the school will record as an Absence using 'A' code the 15<sup>th</sup> day and beyond.





- c) A copy of this form will be forwarded to the Attendance Counsellor (only for compulsory school aged students) should the student not return on the Return to School Date indicated, and the absence will be recorded as an Absence using 'A' code. The 15 day absence rule will begin to apply on the first date of non-attendance after the indicated return to school date.

13.4 Absences that were initially approved through the Student Extended Absence Request process that surpass 14 consecutive days must be reported as an Absence 'A' from the 15<sup>th</sup> day forward. The school must contact the parent/guardian in this situation to determine next steps.

#### **14.0 Truancy and Habitual Neglect of Duty**

In the instance where a student is truant or demonstrates a habitual neglect of their duty to attend school punctually and regularly, they may, at the discretion of the Principal, be subject to progressive discipline as set out in Board policy.

#### **15.0 Alternative Course or Program**

Where the pupil has clearly demonstrated to the principal that the pupil is not competent to undertake a particular course or program of studies, the pupil may take a prerequisite course, or select with the approval of the principal and the parent/guardian where applicable, an appropriate alternative course or program offered by the Board.

#### **16.0 Pupils Who are Exclusively Enrolled in Remote Learning and/or Online Learning**

- 16.1.1 Pupils that start or transfer into exclusively remote and/or online learning after the start of the year must have their pupil residency documents reviewed when they enroll or transfer into exclusively remote and/or online learning.
- 16.1.2 A pupil who is exclusively enrolled in remote learning or both remote learning and online learning should be reported at the remote BSID of the home school board. A pupil exclusively enrolled in online learning should be reported at the pupil's home school (which could be the remote BSID).
- 16.1.3 The remote school board should share attendance records throughout the school year with the home school board to ensure attendance records are updated and the prolonged absence procedures are followed. Unless otherwise agreed to by the remote learning school board, the pupil's home school board attendance counsellor should be responsible for following the prolonged absence procedures for that pupil.

#### **17.0 Updated Terms**

- 17.1 References to high intensity of evidence-based behavioural services (formerly Intensive Behavioural Intervention (IBI) program) are now referred to as pupils with autism spectrum disorder who are receiving MCCSS (Ministry of Children, Community and Social Services) or privately funded supports and services, regardless of the amount of classroom instructional time for which the pupil is registered.
- 17.1.1 Grants for Student Needs (GSN) is replaced with Core Education Funding.
- 17.1.2 References to "Hospital Boards" has been replaced with "Section 68 School Authorities."



---

**PARENT DISCUSSION GUIDE – Attendance Concerns**

<b>Agenda Checklist</b>	
○ Attendance summary provided.	○ Reasons for irregular attendance or punctuality discussed.
○ Strategies to improve attendance discussed and agreed upon.	○ Date set for follow-up meeting to assess success of the strategies.
○ Request medical documentation	○ Maintain detailed notes of all conversations.
<b>Possible Strategies</b>	
○ Referral to medical professional.	○ Changes to student schedule to improve organization.
○ Referral to school supports to improve achievement.	○ Referral to community services for support. ○ Refer to Alternative Learning (Secondary)
<b>Considerations</b>	
○ Detailed notes should be kept on file.	○ Medical documentation should be kept on file.
○ Teacher or principal meeting notes should include the student name, date of birth, OEN and IEP designation (if appropriate).	○ Maintain records of all contact and attempted contacts with parents/guardians and adult students.



Insert School Letterhead

Date

Name of recipient (parent/guardian or adult student)  
Address of recipient

Dear Recipient:

Re: Name of student (d.o.b.)

Pursuant to s.265(1)(m) of the Education Act, it is my duty to inform you that name of student is excluded from attending name of school, or any other school of the Brant Haldimand Norfolk Catholic District School Board until further notice. This decision is based upon the investigation and discussions regarding (provided a very brief and factual description in consultation the FOS SO), whereupon it was determined that student's name's presence at school poses an unacceptable safety risk to students and/or staff.

An exclusion from school is not intended to be disciplinary; rather, it is a temporary strategy to support educational programming and mitigate safety risks. While excluded from school, name of student will be eligible for academic and non-academic supports from Board staff.

A successful and safe re-entry to school is the ultimate goal of an exclusion, and will be considered when the following conditions have been met:

Indicate one for more of the appropriate conditions, specific to your situation:

- *A significant reduction in (student's name) unsafe behaviour*
- *No evidence that (Student Name) is engaging in concerning behaviour*
- *Evidence that (Student Name) understands the concerns related to the previous behaviour*
- *That (student name) participates in any assessment recommended by a medical professional, and follows all treatment recommendations*
- *That (student name) is involved in counselling and there are indications that (student name) is responding positively to this intervention*
- *Indications that (Student Name) is participating positively with Board staff to work towards re-entry*
- *An updated risk assessment indicates a reduced, acceptable level of risk for (student name)*
- *Others specific to the situation.*

I would welcome a monitoring meeting with you ideally enter timeline-3 days, one week, one month after the start of the exclusion. Please contact me to make that arrangement. At the monitoring meeting, members of our Team and I will provide feedback on the progress of supports put in place, and we would welcome your thoughts and suggestions. We will also plan for future meetings at that time.

You have the right to appeal this exclusion to the Board of Trustees of the Brant Haldimand Catholic District School Board. The process is outlined in the attached document.

If you have any questions regarding the exclusion, please do not hesitate to contact me.

Sincerely,

Name  
Principal, School  
School Phone Number

cc: SO's name, Superintendent of Education  
SO's name, Superintendent of Special Education  
Ontario Student Record



(Sent to Parents/guardians with the Exclusion letter-more detailed Appeal process is in our internal Document)

### **EXCLUSION APPEALS**

When a student's parent/guardian, an adult student, or a student 16 or 17 years old and withdrawn from parental control (the appellant), disagrees with the decision of the Principal to exclude, they may appeal the decision.

#### **Appeal Process**

- 1.0 The Appellant must submit written notice of the intention to appeal to the Director of Education (or designate) within 10 days of the commencement of the exclusion.
- 2.0 An exclusion appeal does not stay the exclusion.
- 3.0 The full Board of Trustees will hear exclusion appeals, as per 265(1)(m) of the *Education Act*.
- 4.0 The appeal will be heard within 20 school days of receiving the notice of intention to appeal (unless otherwise agreed upon by the parties).
- 5.0 The Appellant may argue that rights pursuant to the Ontario *Human Rights Code* have been infringed. A separate right to apply to the *Human Rights Tribunal of Ontario* exists for the Appellant.
- 6.0 The director or designate will confirm with the Appellant receipt of the notice to appeal and that a *Review* of the exclusion will take place.

#### **Step 1: Review**

- 7.0 The Appellant will be given the opportunity to discuss the matter with the Director of Education (or designate). The Director of Education or Designate will consult with all appropriate parties to determine a possible modification or repeal of the exclusion.
- 8.0 The Appellant will be provided written notice of the review decision.
- 9.0 If a resolution is not achieved as a result of the *Review* and the exclusion is upheld, the Appeal will proceed.

#### **Step 2: Preparing for the Appeal**

- 1.0 Where the exclusion is upheld upon review, and the Appellant chooses to continue with the appeal, the Director of Education (or designate) will coordinate the Appeal.
- 2.0 The Appellant will receive the date and time of the exclusion appeal, a guide to the process for the appeal and will be informed of their responsibility to provide to the Director of Education (or designate) at least 3 days prior to the Appeal the materials that the Appellant will present to the Trustees.
- 3.0 The Appellant will receive the materials to be presented by the Board at the appeal, at least 5 days prior to the appeal.
- 4.0 The Appellant may be represented by legal counsel at the appeal and/or be accompanied by an advocate or support person. Notice of the intent to bring legal counsel must be shared by the Appellant with the Director of Education (or designate) at least 5 days prior to the appeal; in such case, the Board will arrange for individual counsel for both the Principal and the Trustees. Failure to provide adequate notice with respect to legal counsel will result in adjournment of the appeal.
- 5.0 Trustees will deliberate the appeal under the direction of the Board Chair. The options for consideration by the Trustees are:
  - 5.1 Uphold the exclusion.
  - 5.2 Reject the exclusion and direct senior administration to consider other options to exclusion.
- 6.0 If, during deliberations, Trustees require additional information from either party to the appeal, it may be necessary to re-convene the appeal to receive that information.
- 7.0 A written decision will be sent to the parties to the appeal by the Director of Education (or designate).



**STUDENT EXTENDED ABSENCE REQUEST (14 days or less)**

**A. STUDENT INFORMATION:**

\_\_\_\_\_ D.O.B: \_\_\_\_\_ School: \_\_\_\_\_  
 Surname Given Name year/month/day  
 \_\_\_\_\_ Telephone: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Address (Street/Lot/Conc./town/Postal Code)  
 \_\_\_\_\_  
 Parent/Guardian (Mr./Mrs./Miss/Mr. & Mrs.)

**B. REQUEST:**

Dates of absence: from \_\_\_\_\_ to \_\_\_\_\_

Reason for absence: \_\_\_\_\_

We, the undersigned:

- a) request that our child be excused from school temporarily in accordance with Regulation 298 S.23(3)
- b) realize that the school may or may not give permission for the absence;
- c) accept the responsibility for any lack of school progress or failure that may result from the absence;
- d) acknowledge that absence from school may be detrimental to the educational progress and achievement of the student; and
- e) realize that school work, assignments or tests missed during such absence may restrict the school's ability to fully evaluate a student's performance.

\_\_\_\_\_  
Parent's/Guardian Signature

\_\_\_\_\_  
Student's Signature (secondary only)

**C. ACKNOWLEDGEMENT OF RECEIPT:**

\_\_\_\_\_  
School Administrator

\_\_\_\_\_  
Date

*The principal to retain copy on file.*

**Disclaimer**

Information on this form is collected pursuant to the board's responsibilities set out in the Education Act and protected in accordance with the Municipal Freedom of Information and Protection of Privacy Act. Information on this form will be used to administer the Student Extended Absence Request. Questions regarding the collection of this information should be directed to 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).



**STUDENT ATTENDANCE REFERRAL (11-15 DAYS ABSENT)**

<b>STUDENT/SCHOOL INFORMATION</b>		Date	
Student name		D.O.B./Age	
School		Grade	
Parent/guardian		Principal/VP	
Home address		Home phone	
IEP	<input type="checkbox"/> Yes <input type="checkbox"/> No	Identification	
<b>Step One – Teacher Intervention</b>			
Teacher Name(s)		# of days absent	# of days of late
Notes from contact(s) with Parent/Guardian		Date(s) contacted	
Notes from contact(s) with student		Date(s) contacted	
<input type="checkbox"/> Referral to Principal		Date:	
<b>Step Two – Principal Intervention</b>			
# days absent		# of days late	
Notes from contact(s) with Parent/Guardian		Date(s) contacted	
Notes from contact(s) with student		Date(s) contacted	
<input type="checkbox"/> Consultation with Attendance Counsellor		Date:	
<b>Step Three – Principal and Attendance Counsellor intervention</b>			
# of days absent		# of days late	
Notes from Contact(s) with Parent/Guardian		Date(s) contacted	
Notes from contact(s) with student		Date(s) contacted	
<input type="checkbox"/> School attendance letter sent		Date:	



**STUDENT ATTENDANCE  
REFERRAL FORM  
(11-15 Days Absent)**

<b>STUDENT/SCHOOL INFORMATION</b>		Date	
<b>Step Four – Referral to Attendance Counsellor (attach attendance summary)</b>			
<input type="checkbox"/> Problematic attendance	# of days absent		# of days late
<input type="checkbox"/> 15 consecutive unexcused absences *Student can be referred to attendance counsellor from the 11 <sup>th</sup> day to the 16 <sup>th</sup> day			
<i>(attendance counsellor use only)</i>	<input type="checkbox"/> Acceptance	<input type="checkbox"/> Refusal	Attendance Counsellor Signature:
Principal Signature:		Date:	

**Disclaimer**

Information on this form is collected pursuant to the board's responsibilities set out in the Education Act and protected in accordance with the Municipal Freedom of Information and Protection of Privacy Act. Information on this form will be used to administer the Student Attendance Referral. Questions regarding the collection of this information should be directed to 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).







**REQUEST FOR MODIFIED DAY**

STUDENT/SCHOOL INFORMATION			
<b>Student Name:</b>		<b>OEN:</b>	
<b>School:</b>		<b>Birth date:</b>	
<b>Exceptionality (IEP):</b>		<b>Grade/Class:</b>	
<b>School Start and End Times:</b>		<b>Review Date:</b>	
<b>Parent/Guardian Name:</b>		<b>Parent/Guardian Contact #:</b>	
<b>Home Address:</b>		<b>Start Date:</b>	
<b>Reason for request:</b>			
<b>Proposed time of modified day and length of time:</b>			
<b>Details of Consultation with Parent/Guardian:</b>			

Identify Other Board Personnel Currently Involved	Name	Contact Information
<b>Guidance Counsellor</b>		
<b>SERT</b>		
<b>ABA Lead</b>		
<b>Speech and Language Pathologist</b>		
<b>Psychologist</b>		
<b>Social Worker</b>		
<b>Child and Youth Worker</b>		
<b>Student Success Team</b>		
<b>Educational Assistant</b>		

External Agencies Currently Involved	Name	Contact Information
<b>Police</b>		
<b>Child And Family Services</b>		
<b>Brant/HN Reach</b>		
<b>Paediatrician</b>		
<b>Community Living</b>		
<b>Kerry's Place Autism Services</b>		
<b>OT</b>		
<b>PT</b>		
<b>Neurologist</b>		
<b>Woodview</b>		



<b>Does the student currently receive transportation:</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>Will transportation continue to be needed: (start and end times listed above)</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>Has the student been identified as an exceptional pupil at IPRC:</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>Is the student attending a special education program:</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>Attached copy of the student's most recent IEP:</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>Attached copy of safety plan:</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>How will a modified day assist the student?</b>				
<b>Transition plan to return student to full day attendance:</b>				
<b>Recommended monitoring review dates:</b>				
<b>Date:</b>	<b>Principal's Signature:</b>			
<b>SUPERINTENDENT OF EDUCATION</b>				
<b>Approval: Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>				
<b>Comments:</b>				
<b>Monitoring Review Schedule:</b>				
<b>Date:</b>	<b>Superintendent's Signature:</b>			

*Approved and signed copy to be filed in Student O.S.R.*

**Disclaimer**

Information on this form is collected pursuant to the board's responsibilities set out in the Education Act and protected in accordance with the Municipal Freedom of Information and Protection of Privacy Act. Information on this form will be used to administer the Request for Modified Day. Questions regarding the collection of this information should be directed to 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).



BRANT HALDIMAND NORFOLK  
CATHOLIC DISTRICT SCHOOL BOARD

## INTENT TO BE ABSENT (ITBA)

**This form is to be used for absences of 15 consecutive days or more and is completed by the student's parents/legal guardian(s) prior to the period of absence.**

School:

Student:

Grade:

Teacher's Name:

Student Withdrawal Date:

Return to School Date:

Number of Days to be Absent (from withdrawal date to return date):

Reason for Absence:

I/we the parent(s)/legal guardians of the above student, hereby request that my/our child be temporarily excused from school for the stated period of time (pursuant to Ontario Regulation 298 of the Education Act, Section 23(3)). I/we take full responsibility for the student's absence from school and for the completion of any work assigned and/or tests missed during the period of absence.

I/we understand that the student must return to school on the date indicated above or the matter will be referred to the Social Worker.

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

\_\_\_\_\_  
Date

### PROGRAM OF STUDY (ATTACH IF APPLICABLE):

\_\_\_\_\_  
Principal Certification

\_\_\_\_\_  
Date

A copy of this request should be forwarded to the Social Worker (only for compulsory school aged students absent 15 consecutive days or more who have not returned on the Return to School Date or for retirement notification purposes only).

**To be Completed by:** Parent/Guardian prior to the period of absence

**Description of Use:** Original: OSR; Copies: 1. Parent/Student

#### Disclaimer

Information on this form is collected pursuant to the board's responsibilities set out in the Education Act and protected in accordance with the Municipal Freedom of Information and Protection of Privacy Act. Information on this form will be used to administer the student attendance concerns. Questions regarding the collection of this information should be directed to principal of the school.

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

Prepared by: John Della Fortuna, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Michael McDonald, Director of Education & Secretary

**EDUCATIONAL PARTNERSHIPS INCLUDING THIRD PARTY PROFESSIONAL AND  
PARAPROFESSIONAL SERVICE PROVIDERS  
# 400.36**

---

---

**BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board (hereinto referred to as "The Board") is committed to promoting effective working relationships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special education needs. The goal of any educational partnership must be to positively impact student learning and well-being. Closing achievement gaps for all students continues to be a Board priority. The Brant Haldimand Norfolk Catholic District School Board recognizes that partnerships are integral to the education of its students. The Board supports the implementation of educational partnerships with parishes, community groups, government agencies, business, and industry. The Board will continue to engage in mutually beneficial partnerships with those who respect the Catholic vision of the Board's Multi-year Strategic Plan.

**DEVELOPMENTS:**

The policy regarding guest speakers in schools has been updated, specifically within the administrative procedures section, to align with the requirements of Policy/Program Memorandum 170. Starting in the 2024–2025 school year, schools are now required to notify staff, students, and parents about any events or activities involving guest speakers or performances at least 14 calendar days in advance. This notification must include the date, time, location, title, topic, curriculum connections, names of presenters, and details of any materials to be provided. Exceptions apply to third-party groups or individual's integral to the school's daily operations, such as local Parish visits and liturgical events. If any event details change, schools must communicate these updates promptly.

**RECOMMENDATION:**

THAT the Policy Committee refers the Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers Policy #400.36 to the Brant Haldimand Norfolk Catholic District School Board for approval.



## Establishing Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers

### #400.36

---

<b>Adopted:</b>	March 23, 2010
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	To be reviewed annually

---

### Policy Statement

The Brant Haldimand Norfolk Catholic District School Board (the Board) is committed to promoting effective working relationships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special education needs. The goal of any educational partnership must be to positively impact student learning and well-being. Closing achievement gaps for all students continues to be a Board priority.

The Brant Haldimand Norfolk Catholic District School Board recognizes that partnerships are integral to the education of its students. The Brant Haldimand Norfolk Catholic District School Board supports the implementation of educational partnerships with parishes, community groups, government agencies, business and industry. The board will continue to engage in mutually beneficial partnerships with those who respect the Catholic vision of the Board's Multi-year Strategic Plan.

The Brant Haldimand Norfolk Catholic District School Board is committed to:

1. Partnerships that:
  - Are consistent with Catholic Graduate Expectations
  - Assist the board in providing equity of outcome for all students
  - Provide 'preferential option for the poor'
  - Empower students to achieve excellence and enhance student wellbeing
  - Motivate students to remain faithful to gospel values
  - Provide resources, expertise and personnel
  - Provide opportunities for whole school learning and development
  - Demonstrate real-world curriculum applications
  - Give students access to appropriate and extended resources
2. Partnerships that are mutually beneficial to all parties; therefore all parties have the same rights.
3. Partnerships which are consistent with the mission and vision statements of the Brant Haldimand Norfolk Catholic District School Board and existing policies and procedures.
4. Effective and fiduciary responsibility when procuring partnership agreements.
5. The monitoring and evaluating of partnerships. Data will be collected, collated and assessed by the school board in collaboration with the partner to determine the impact on student learning and well-being.

### Application and Scope

Educational Partnerships can provide programs, services and/or experiences for students to enhance learning and well-being. Partnerships can also be commercial in nature and provide goods or services required by the Board. The Board may also enter a service partnership that provides support based on the holistic needs of a student. This policy and administrative procedure apply to situations in which an organization, business or community service provider applies to offer programs/services within a school(s) of the Board and, individual or small group programs/ services (e.g., counselling, consultation, assessment, social skills training, anger management) that may augment or enhance, not duplicate the work of the existing Student Support Services staff.



Third party services are defined as services delivered by individuals who are not employees, volunteers or agents of the Board. They do not perform the work of Board employees.

All such persons are required to act in accordance with the Education Act and the Board's Code of Conduct and all other safe and accepting schools' policies. Failure to follow these expectations will result in the request that the individual leave the premises and prompt an immediate review of the status of the current partnership agreement.

## References

- Ontario Ministry of Education Policy/Program memorandum No. 149: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149).
- Police Records Check Policy 300.15
- Distribution of Materials Policy 400.08
- Volunteers Policy 300.12
- Equity and Inclusive Education Policy 200.23
- Fundraising and School Generated Funds Policy 700.05
- Education Act
- Provisions of Health Support Services in School Settings – P/PM81
- Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs for Students with Autism Spectrum Disorders (ASD) – P/PM149
- Municipal Freedom of Information and Protection of Privacy Act
- Personal Health Information Protection Act
- Freedom of Information and Protection of Privacy Act BD-2031
- BHNCDSB Special Education Plan

## Forms

- Form 1: Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board (OPS 400.36.F01)
- Form 2: Authorization for Exchange of Information (OPS 400.36.F02)
- Form 3: Partnership Agreement (OPS 400.36.F03)

## Appendices

- Appendix A: Procedure for External Service Providers

## Definitions

**External Partner/Agency:** an organization not internal to the Board that provides good, programs, services and/or experiences for students required by the board to enhance learning and well-being including those agencies that employ regulated health professionals, regulated social service professionals and paraprofessionals.

**Professional and Paraprofessional Service Providers:** may include, but are not limited to, Behaviour Consultants, Child and Youth Counsellors, Early Interventionists, Educational Assistants, Family Service Workers, ABA Therapists/Experts, Physiotherapists, Psychologists, Nurses, Occupational Therapists, Reading Specialists, Social Workers, Speech-Language Pathologists, etc.





## Administration Procedures Protocol for General Partnerships

- 1.0 All outside organizations/ individuals requesting direct access to work with students within a school or classroom setting, on more than one occasion, must have a completed Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board Form 1).
- 1.1 Partnerships shall be formalized through written agreements, stating clearly the conditions and benefits to the parties, and where appropriate detailing the specifics outlined in the Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board (Form 1) and signed by appropriate personnel including the Superintendent in whose portfolio the partnership is shaped. See Appendix A and Appendix B.
- 1.2 It is the responsibility of both parties to ensure that all of their pertinent staff have a copy of any agreement and adheres to its guidelines and intent.
- 1.3 When a service partnership is being considered, discussion with union representatives and non-union representatives will assist in clarifying role expectations and generate ideas about how existing staff can facilitate the implementation of the proposed service delivery model. Ongoing consultation with the appropriate union representatives and the partner will assist in the referral, intervention, and termination process.
- 1.4 The community partners will obtain and/or maintain, at their own expense, commercial general liability insurance with a limit of not less than \$2,000,000 per occurrence without an aggregate, or such greater amount as the BHCNDSB may reasonably require. The policy will remain in effect for the duration of this agreement and shall include the following:
  - the BHCNDSB as additional insured
  - a cross-liability clause
  - contractual liability coverage
  - automobile coverage for owned, hired, and non-owned vehicles
  - 30 day written notice of cancellation

A copy of the Insurance Certificate, including professional liability (errors and omissions) and general liability, will be kept on file at the school and/or Board Department depending upon the affiliation, and a copy forwarded to the Superintendent responsible for the partnership and to the Superintendent of Business Services.

- 1.5 The Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.
- 1.6 All partnerships must be transparent, with expectations and timelines clearly articulated within the project plan. The project supervisors maintain a copy of the project plan.
- 1.7 Consent/Confidentiality – Before any service is provided, it is important that written consent be obtained from parents when service involves student specific information sharing if the student is under 18 years of age, and from students themselves if they are over 18 years. (Please note that this may vary depending upon the legislation governing the external agency). Consent must be informed and time-limited with parents/students being advised about the type of service offered, who is delivering it, the timelines involved and their ability to access information. If the service providers require access to specific student information, informed consents must be completed for this as well. In any and all circumstances, confidentiality will be maintained.
- 1.8 Police Records Checks are required before any service is provided. Please reference Brant Haldimand Norfolk Catholic District School Board Policy 300.15
- 1.9 The Board will continually assess the number and type of partnerships within which it will engage, in order that we meet the needs of all students and availability of staff budget permits. Some partnerships have limited time involvement while others will require intensive involvement for a longer period of time.



- 1.10 In an educational partnership with a commercial enterprise, there will be a clear understanding that the purpose is the education of students with no promotion of brand names or products.
- 1.11 Governance of the schools will remain firmly and clearly with the trustees and administrators of the board and all agreements will follow board policy.
- 1.12 There shall be a clear statement of the nature and intent of the partnership with appropriate means of disengagement through a memorandum of agreement signed by both (or all) parties.
- 1.13 The Superintendent responsible for the partnership will ensure the partnership agreement is monitored and kept up to date.
- 1.14 A report will be provided to the Board annually of all such partnerships.
- 1.15 When entering the school on any occasion, the external partner, professional or paraprofessional service provider must sign in at the school office, present agency identification and wear board visitor identification. When a visit to the school has been scheduled for a mutually convenient time, the external partner, professional or paraprofessional service provider should ensure that his/her visit agrees with the agreed-upon schedule.

## 2.0 Additional Protocol for Third Party Partnerships with Professional and Paraprofessional Service Providers

The following procedures are to be followed in addition to procedures above in 1.0 Protocol for General partnerships. The professional or paraprofessional service providers in these cases could include, but are not limited to, Behaviour Consultants, Child and Youth Counsellors, Early Interventionists, Educational Assistants, Family Service Workers, ABA Therapists/Experts, Physiotherapists, Psychologists, Nurses, Occupational Therapists, Reading Specialists, Social Workers, Speech-Language Pathologists, etc.

Superintendent of Education will:

- ensure that the administrative procedure is followed and aligned with ~~respect to~~ Policy/Program Memorandum (P/PM) 149.

Principal/Vice Principal will:

- be responsible for the organization and management of the school, per the Education Act; and
- ensure that the procedures outlined in this Administrative Procedure are followed when working with third party professional or paraprofessional service providers.

### Procedures

- 2.1 Board staff will develop collaborative working relationships with those external agencies that provide services by regulated health professionals, regulated social services professionals and paraprofessionals within the Board's schools.
- 2.2 A request for service is initiated either by school staff or by a parent/guardian for a student to have access to external services provided by a professional (see Appendix A - Procedure for External Service Providers).
- 2.3 Consent/ Confidentiality- Before any service is provided in the school, it is important that written consent be obtained by school personnel (e.g., Principal, SERT, ABA Lead, Student Support Services) from parent(s)/guardian(s) if the student is under 18 years of age, and from students themselves if they are over the age of 16 years.
- 2.4 Informed consent for the student to participate in and receive service(s) is completed between the agency delivering the service and the student. The agency will maintain the record of service and will deliver services confidentially to the student in accordance with legal requirements. Questions may be directed to the agency for further clarification
- 2.5 If the service providers require access to specific student information, a completed Authorization for Exchange of Information ( Form 2) must be completed, and confidentiality will be maintained.
- 2.6 Where a Partnership Service Agreement is not in place, a **Partnership Service Agreement** (Form 3) will be prepared after the proposed program has been reviewed by the Board and found to be consistent with the Board's policies and procedures and then forwarded to the organization/individual for signature. A list of current Agency Partnership Service Agreements can be obtained from the Executive Assistant to the Superintendent of Education responsible for Special Education.



- 2.7 The organization/individual must return the Partnership Service Agreement with Certificate of Liability Insurance and ensure all third party professional or paraprofessional service providers' staff have been screened for Police Records; including vulnerable sector queries before being permitted to work within schools of the Board and that annual offence declarations are submitted to the appropriate supervisor on a regular basis. The agency shall provide, at the request by the Board, written documentation satisfactory to confirm such compliance as per the Board's Policy HRS 300.15.P, Section B - Police Records Checks for Service Providers and Section C Police Records Checks for Others Having Direct and Regular Contact with Students.
  - 2.8 The appropriate Superintendent will sign the Partnership Service Agreement, with a copy returned to the organization/individual once the required documentation has been received.
  - 2.9 The organization/individual will receive approval for the program to commence once all documentation has been received and is subject to the approval of the principal at each proposed location.
  - 2.10 It is the responsibility of both parties to ensure that all of their pertinent staff have a copy of any agreement and adheres to its guidelines and intent.
  - 2.11 Organization/individuals who have a signed Partnership Service Agreement will have the opportunity to renew their agreements annually. Organizations/ individuals will be invited to submit any proposed changes to their existing agreements. The amended agreement will be returned for signature. The signed amended agreement will be returned with updated documentation including criminal background checks and current certificate of liability insurance.
  - 2.12 The Executive Assistant to the Superintendent of Education responsible for Special Education will file the original signed agreement.
- 3.0 Possible Outcomes for Third Party Partnerships with Professional and Paraprofessional Service Providers
- 3.1 Consultation
    - 3.1.1 Principal, parent/guardian, professional or paraprofessional service provider, school personnel and central staff personnel meet at the school on a mutually convenient day and time.
    - 3.1.2 Principal reviews procedures for involvement of professional or paraprofessional service provider, the roles of the Principal, school staff, central staff personnel and the parent/guardian, as well as the purpose and focus of the meeting.
    - 3.1.3 Professional or paraprofessional service provider shares information about student, which has been gained through assessment, counseling, therapy, etc.
    - 3.1.4 Information is discussed by those in attendance at the meeting.
    - 3.1.5 Based on the information provided and the ensuing discussion, the Principal determines the need for:
      - 3.1.5.1 development of, or change to, the student's IEP;
      - 3.1.5.2 an observation and/or a demonstration by the third party; and
      - 3.1.5.3 future meetings and frequency of those meetings.
  - 3.2 Observation
    - 3.2.1 If observation has been agreed to, it will be done in the school setting with pertinent staff involved.
    - 3.2.2 Classroom observation will be kept to a minimum at the discretion of the teacher or/ principal.
    - 3.2.3 Professional or paraprofessional service providers are limited to arrival at school on the appropriate day and time.
    - 3.2.4 Principal reviews observation procedures with professional or paraprofessional service provider and approves observation form/format to be used.
    - 3.2.5 If a professional or paraprofessional service provider fails to comply with the Board's procedures, access is denied.
    - 3.2.6 The professional or paraprofessional service provider conducts observation for agreed-upon length of time.
    - 3.2.7 Any school observations/impressions to be included in the written report should be



reviewed by the principal or teacher prior to finalization and distribution of the final report.

- 3.2.8 Demonstration may be done in the classroom or outside of the classroom.
  - 3.2.9 Staff, in collaboration with the professional or paraprofessional service provider, determine:
    - 3.2.9.1 the date and time of the demonstration;
    - 3.2.9.2 the school/Board personnel to be involved;
    - 3.2.9.3 the strategy/technique to be demonstrated;
    - 3.2.9.4 the goal of the demonstration session; and
    - 3.2.9.5 the process of implementation of demonstrated strategy/technique.
  - 3.2.10 Professional or paraprofessional service provider arrives at school on appointed day and time.
  - 3.2.11 Principal reviews demonstration procedures with the professional or paraprofessional service provider, as well as the role of the Principal, school personnel and Board staff.
  - 3.2.12 If a professional or paraprofessional service provider fails to comply with Board procedures, demonstration is not conducted.
  - 3.2.13 A professional or paraprofessional service provider conducts a demonstration and answers questions which school personnel and/or Board staff may have about the strategy/technique.
  - 3.2.14 Based on the discussion of the demonstration, Principal determines if the strategy/technique may be used by the school personnel and, therefore, becomes a component of the student's IEP, where appropriate.
  - 3.2.15 A written summary of the proceedings of the demonstration, including the names of those in attendance, decisions made and plans for follow up will be distributed by the Principal to all those in attendance.
  - 3.2.16 Principal may ask a member of the central staff to attend the demonstration and to give advice concerning the appropriateness of the strategy/technique, which the professional or paraprofessional service provider is demonstrating for use in the school context.
- 3.3 Direct Service
- In a few cases, short term, direct counselling, and/or intervention is provided for students by professional or paraprofessional service providers in the school setting.
- 3.4 Transition Planning and Support
- The community professional or paraprofessional service provider will work collaboratively with Board staff to promote the successful transition to the school setting for students with complex needs and/or those returning from care and treatment programs.

A list of current Agency Partnership Services Agreements can be obtained from the Executive Assistant to the Superintendent of Education responsible for Special Education.

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

Prepared by: Kevin Greco, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Mike McDonald, Director of Education & Secretary

### TRUSTEES' CODE OF CONDUCT #100.04

---

---

#### **BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board (“the Board”) is committed to effective, accountable, and transparent governance. The Board of trustees promote and model the Catholic values and beliefs of the Board and the Catholic Church. Trustees carry out their elected duties, responsibilities, and school board governance while following a code of behavior which is in agreement with the traditions of Catholic teachings, and beliefs and values of the of the Church and School Board.

#### **DEVELOPMENTS:**

This policy revision is in response to the *Better Schools and Student Outcomes Act, 2023* (the “Act”) which received Royal Assent on June 8, 2023. The Ministry of Education is also moving forward with other regulatory reforms that intend to strengthen school board governance and accountability.

The regulatory reforms aim to:

- Establish consistent provincial standards for trustee conduct;
- Establish a transparent and consistent process for resolving code of conduct complaints, led by a third-party investigator known as an Integrity Commissioner, as well as establishing qualifications for Integrity Commissioner;
- Provide a financial sanction that Integrity Commissioners could impose when a determination is made that a trustee has breached the code of conduct; and
- Establish new requirements for in-person trustee attendance at board meetings to enhance accountability and transparency.

Ontario Regulation 246/18: *Members of School Boards – Code of Conduct* has been revoked and replaced with Ontario Regulation 312/24 that sets out a mandatory code of conduct to provide a consistent standard for trustee conduct in all boards across the province. Boards are required to revise their current trustee codes of conduct and related policies to reflect the new regulatory requirements by August 28, 2024. Specifically, the following has been added to the current *Trustees' Code of Conduct: A Statement of Board Values and the Responsibilities of the Office of the Trustees of the Brant Haldimand Norfolk Catholic District School Board*.

Trustees will not:

- use or permit the use of board resources for any purpose other than the business of the board;
- disclose confidential information obtained or made available to them in their role as a board member except as authorized by law or by the board or use confidential information in a manner that would be detrimental to the interests of the board or for the purpose of personal gain or for the gain of the member's parent, spouse, or child;
- give notice of an alleged breach of the code of conduct that is frivolous, vexatious, or brought forward in bad faith;
- engage in reprisal (or threatening reprisal) against a person who gives notice of an alleged

breach of the code of conduct or provides information about an alleged breach to an integrity commissioner appointed to investigate; and,

- subject to certain prescribed exemptions, accepting a gift from any person, group or entity that has dealings with the board, if a reasonable person might conclude that the gift could influence the member when performing their duties.

Ontario Regulation 306/24: *Integrity Commissioners and Process for Alleged breaches of the Code of Conduct* has been filed and will come into effect on January 1, 2025. It sets out the rules and procedures for a clear, consistent and efficient Integrity Commissioner-led investigation process which will ensure that code of conduct complaints are addressed by experienced and impartial individuals.

The ministry is also moving forward with amending O. Reg. 463/97: *Electronic Meetings and Meeting Attendance*. The amendment to O. Reg. 463/97 is intended to promote and enhance accountability and transparency and fairness by adding new exceptions to the in-person presence requirement that apply to trustees. Beginning July 29, 2024, new exceptions to the physical presence requirement will take effect. These changes include expanding eligibility for all trustees to attend a regular board meeting electronically where:

- the distance from the trustee's primary residence to the meeting location is 125 kilometers or more;
- weather conditions do not allow the trustee to travel to the meeting location safely;
- the trustee cannot be physically present at a meeting due to health-related issues;
- the trustee has a disability that makes attending meetings in-person more challenging; or
- the trustee is unable to attend in-person due to family responsibilities.

Effective September 1, 2025, all trustees will be required to be physically present for every regular meeting of the board and every meeting of the committee of the whole in each year of the term of office, unless one of the exceptions to the requirement for in-person attendance applies.

**RECOMMENDATION:**

THAT the Policy Committee refers the Trustees' Code of Conduct Policy and Administrative Procedure 100.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.





## Trustees' Code of Conduct #100.04

---

<b>Adopted:</b>	July 4, 2022
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Human Resources Services
<b>Next Scheduled Review:</b>	September 2028

---

### POLICY STATEMENT

The Brant Haldimand Norfolk Catholic District School Board ("the Board") is committed to effective, accountable, and transparent governance. It is the expectation of the Board that trustees will promote and model the Catholic values and beliefs of the Board and the Catholic Church.

Trustees are elected to their positions by the Catholic ratepayers and as such should conduct themselves in a manner which is in keeping with generally accepted Catholic societal behaviour and in keeping with their responsibilities to an elected office in adherence to O. Reg. 312/24 and other applicable legislation.

### APPLICATION AND SCOPE

This policy applies to all trustees elected to the BHNCD SB. The policy ensures trustees carry out their elected duties, responsibilities, and school board governance while following a code of behavior which is in agreement with the traditions of Catholic teachings, and beliefs and values of the of the Church and School Board. The code of conduct is intended to support effective governance and leadership so that boards remain focused on the successful delivery of provincial education priorities.

The Catholic Trustees' Code of Conduct: A Statement of Board Values and the Responsibilities of the Office of the Trustees of the Brant Haldimand Norfolk Catholic District School Board.

#### 1.0 Trustees will, at all times:

- 1.1 act in accordance with and in furtherance of the Board's mission statement;
- 1.2 encourage school communities to foster and exemplify the values of inclusion, integrity, respect, reconciliation, love, and justice;
- 1.3 abide by the statutory declaration made when first becoming a trustee to the effect that:  
"I will truly, faithfully, impartially and to the best of my ability execute the office of board member..." [Education Act, section 209(1)];
- 1.4 carry out the functions of a trustee in a public manner in meetings of the Board save for in-camera sessions authorized by the Education Act [section 207 (1) and (2)] and by the By-laws of the Board;
- 1.5 keep in strict confidence, information prepared for, discussed, and communicated in any manner which was, is, or will be dealt with in-camera as authorized by the Education Act and by the Board's By-laws;
- 1.6 comply with all statutes and regulations applicable to the trustees, the Board, and its operations including the Education Act, the Ontario Human Rights Code, the Municipal Conflict of Interest Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Occupational Health and Safety Act;
- 1.7 conduct themselves in compliance with the Board's By-laws and with any standards of behaviour the Board adopts respecting the conduct required of its employees;
- 1.8 accept, as a matter of law, that the Board can only act collectively as a unit and that orders or pronouncements of individual Board members are of no force and effect; and,
- 1.9 be physically present for every regular meeting of the board and every meeting of the committee of the whole in each year of the term of office, unless one of the exceptions to the requirement for in-person attendance applies.



## **2.0 Trustees will not:**

- 2.1 use or permit the use of board resources for any purpose other than the business of the board;
- 2.2 disclose confidential information obtained or made available to them in their role as a board member except as authorized by law or by the board or use confidential information in a manner that would be detrimental to the interests of the board or for the purpose of personal gain or for the gain of the member's parent, spouse, or child;
- 2.3 give notice of an alleged breach of the code of conduct that is frivolous, vexatious, or brought forward in bad faith;
- 2.4 engage in reprisal (or threatening reprisal) against a person who gives notice of an alleged breach of the code of conduct or provides information about an alleged breach to an integrity commissioner appointed to investigate; and,
- 2.5 subject to certain prescribed exemptions, accepting a gift from any person, group or entity that has dealings with the board, if a reasonable person might conclude that the gift could influence the member when performing their duties.

## **REFERENCES:**

- Education Act
- Better Schools and Student Outcomes Act, 2023
- O. Reg. 312/24 Members of School Boards Code of Conduct
- O. Reg. 463/97: Electronic Meetings and Meeting Attendance
- O. Reg. 357/06: Honoraria for Board Members
- O. Reg. 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct
- Ontario Human Rights Code
- Municipal Conflict of Interest Act
- Municipal Freedom of Information and Protection of Privacy Act
- Occupational Health and Safety Act
- BHNCD SB Board By-laws
- [100.01.P Board Governance](#)
- [100.05.P Trustee Conflict of Interest](#)
- [100.06.P Trustee Honoraria](#)
- [100.07.P Student Trustee](#)
- [100.08.P Trustee Communication](#)
- [100.09.P Access to Legal Counsel](#)
- [100.10.P Trustee Expenses](#)

## **GLOSSARY OF KEY TERMS**

N/A

## **FORMS:**

N/A

## **APPENDICES:**

N/A

## **DEFINITIONS:**

## **ADMINISTRATIVE PROCEDURES**

### **1.0 Board Member Obligations**

#### **1.1 School Board Trustees will:**

- 1.1.1** comply with the Board's Code of Conduct and Statement of Board Values and Responsibilities;
- 1.1.2** comply with applicable Board By-laws, resolutions, policies, and procedures; and,
- 1.1.3** treat all persons equally and without discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability when they are acting, or holding themselves out, as a board member.

## **2.0 Electronic Meetings and Meeting Attendance**

- 2.1** Effective September 1, 2025, all trustees will be required to be physically present for every regular meeting of the board and every meeting of the committee of the whole in each year of the term of office, unless one of the exceptions to the requirement for in-person attendance applies. Failure to attend in person as required would result in the trustee's seat being vacated pursuant to clause 228(1)(e) of the Education Act.
- 2.2** Trustees are eligible to attend a regular Board Meeting or Committee of the Whole Meeting electronically/virtually where:
  - 2.2.1** the distance from the trustee's primary residence to the meeting location is 125 kilometers or more;
  - 2.2.2** weather conditions do not allow the trustee to travel to the meeting location safely;
  - 2.2.3** the trustee cannot be physically present at a meeting due to health-related issues;
  - 2.2.4** the trustee has a disability that makes attending meetings in-person more challenging; or
  - 2.2.5** the trustee is unable to attend in person due to family responsibilities.

## **3.0 Mandatory Timelines for Review**

- 3.1** The board will periodically review its code of conduct as set out in regulation.
- 3.2** Any changes are to be set out in a board resolution and must be implemented by no later than August 31 of the review year.

## **4.0 Public Accessibility**

- 4.1** The Trustee Code of Conduct is publicly available on the Board's website.

## **5.0 Notification of Alleged Breach of a Code of Conduct**

- 5.1** Where a board member alleges that another board member has breached the code of conduct, notification of the breach must be provided to the chair of the board unless it relates to the chair's conduct, in which case the vice-chair must be notified.
- 5.2** If the alleged breach relates to the conduct of the chair and vice-chair, notification must be provided to another member who is not the complainant or the subject of the complaint.
- 5.3** The board member who provides notification of an alleged breach must also provide a copy of the notification to the director of education.
- 5.4** Any notification of an alleged breach of the code of conduct must include:
  - 5.4.1** The name and contact information of the member alleging the breach and the member(s) whose conduct is at issue;
  - 5.4.2** The date of the alleged breach; and,
  - 5.4.3** A description of the alleged breach and the provision of the code of conduct alleged to have been breached.

## **6.0 Referral to an Integrity Commissioner**

- 6.1** If a matter is not resolved within 20 business days after the member who is alleged to have breached the code of conduct is notified, it must be referred to an integrity commissioner, who has the authority to define the scope of the investigation into the breach.
- 6.2** The Board is responsible for paying all fees charged by an appointed integrity commissioner.
- 6.3** Integrity Commissioners will be appointed from a roster of candidates established by the Ministry of Education. In the case where there is no roster available, the Board will appoint an Integrity Commissioner that has the qualifications set out in applicable regulation.

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

Prepared by: Mike McDonald, Director of Education & Secretary  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Mike McDonald, Director of Education & Secretary

**Hiring – Academic Staff #300.10**  
Public Session

---

**BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board (the “School Board”) believes that to fulfill its Catholic mission statement, it must recruit, hire, and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education.

The School Board will also ensure that a fair, consistent, and transparent selection process is conducted to fill vacancies in academic positions based on Catholicity, qualifications, experience, and merit.

**DEVELOPMENTS:**

This policy last came to Board in March of 2021, and since that time the chair of the board has suggested one change to the policy with the following addition.

“2.3 Subject to authority delegated by the Director of Education, the Superintendent of Education will approve the hiring and appointment of teaching staff and department heads.”

**RECOMMENDATION:**

THAT the Policy Committee refers the Hiring – Academic Staff #300.10 policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



## **Hiring – Academic Staff**

### **# 300.10**

<b>Adopted:</b>	May 25, 2004
<b>Last Reviewed/Revised:</b>	August 28, 2024
<b>Responsibility:</b>	Superintendent of Education Staffing, Human Resource Services
<b>Next Scheduled Review:</b>	2024-2025

---

#### **POLICY STATEMENT:**

The Brant Haldimand Norfolk Catholic District School Board (the “School Board”) believes that to fulfill its Catholic mission statement, it must recruit, hire, and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education. The School Board will ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff and will give preferential consideration to qualified Roman Catholic applicants, in accordance with the Ontario *Human Rights Code*, and the historical right of Catholic school boards under the *Constitution Act, 1982* and the *Education Act*.

The School Board will also ensure that a fair, consistent, and transparent selection process is conducted to fill vacancies in academic positions based on Catholicity, qualifications, experience, and merit. The hiring policy outlined below also supports the School Boards’ efforts to promote diversity, equity, and inclusion in its hiring practices, and to provide opportunities for employment mobility for Catholic teachers.

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

This Policy applies to all candidates for employment in academic positions within the School Board’s schools and learning centers including teaching staff, positions of responsibility, principals, and vice-principals.

Pursuant to this Policy, the School Board will:

- In accordance with section 19(1) of Ontario Regulation 298, in assigning or appointing a teacher to teach in a division or to teach a subject in a school, have due regard for the provision of the best possible program and the safety and well-being of the pupils;
- Ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff;
- Give preferential consideration to qualified Roman Catholic applicants, in accordance with the Ontario *Human Rights Code*, and the historical right of Catholic school boards under the *Constitution Act, 1982* and the *Education Act*, and in exceptional circumstances, the Director of Education in consultation with the Board will make a determination



## Board Policy and Administrative Procedure

- Ensure that it conducts a fair, consistent, and transparent selection process to fill vacancies in academic positions based on Catholicity, qualifications, experience and merit, system needs, in conformity with Ministry regulations and requirements.

### REFERENCES:

- Policy/Program Memorandum (PPM) No. 165, *School Board Teacher Hiring Practices*, released on February 22, 2021
- *Education Act*, Sections 170(1) and 171(1)
- Ontario *Human Rights Code*, Section 24(1)(1)
- *Constitution Act, 1982*, Consolidated as of January 1, 2013
- *Employment Standards Act, 2000*
- *Ontarians with Disabilities Act, 2001*
- Pre-Employment Screening Policy 300.18
- Religious Education Qualifications for Academic Staff Policy 300.09
- Professional Standards and Conflict of Interest – Employees Policy 300.17
- *Student Achievement and School Board Governance Act, 2009*
- OECTA Collective Agreement, Central Terms, Part A, Section 17, Hiring Practices



## **DEFINITIONS:**

**Employee:** A full-time, part-time or occasional Employee of the School Board.

**External Activity:** Includes any activity of an Employee outside the scope of their employment with the School Board undertaken as part of a commercial or volunteer enterprise.

**External qualified teacher:** An Ontario College of Teacher (“OCT”) - qualified teacher who is not currently an employee of the School Board.

**Positions of Responsibility:** Department Heads and Non-School-Based System Positions such as Coordinators, Consultants, and Student Achievement Leaders.

**Relationship:** Any relationship of the Employee to persons of their immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

**Supervisor:** The person to whom an Employee reports.

**Teaching Positions:** Includes all teachers covered by the OECTA Collective Agreement (including but not limited to classroom teachers, preparation teachers, French as a Second Language teachers, special education resource teachers, system teachers, department heads, student achievement leaders, consultants, and coordinators).

## **ADMINISTRATIVE PROCEDURES:**

### **Responsibilities**

#### Director of Education

- Approves the hiring and appointment of Principals and Vice-Principals; and
- Provides a written report to the Board of Trustees which identifies the successful candidate(s) to the Principal/Vice-Principal position or pool, for Board approval.

#### Superintendent of Education

- Approves internal and external postings for the hiring of teaching positions;
- Approves the hiring, appointments, and placement of teaching staff;
- Participates in interview committees for the hiring of Principals and Vice-Principals; and
- Determines which postings will be filled within the thirty-five percent (35%) of all vacant permanent teaching positions and which postings will be filled within the sixty-five percent (65%) of all vacant permanent teaching positions.



Human Resource Services Coordinator

- Establishes interview committees;
- Facilitates interview process; and
- Establishes annual staffing timelines and process.

**1.0 General**

- 1.1 All external candidates must comply with the conditions outlined in the Pre-Employment Screening Policy 300.18.
- 1.2 With respect to interview committees, the leader of each committee shall consult with the Manager of Human Resource Services or designate to ensure that all interview tools and hiring processes comply with relevant collective agreements, the *Employment Standards Act, 2000*, applicable statutes and regulations (including but not limited to the Ontario *Human Rights Code*) and principles of fair and transparent hiring.

**2.0 Teaching Positions**

- 2.1 Internal and external postings shall be approved by the Superintendent of Education and facilitated by a Human Resources Coordinator. The Superintendent of Education shall consult with the Manager of Human Resource-Services or designate regarding the content of all postings prior to approval.
- 2.2 The Superintendent of Education shall establish interview committees to interview candidates (where applicable) and make hiring recommendations for teaching positions. This committee shall be comprised of at least two principals and may include any person the Superintendent deems fit.
- 2.3 Subject to authority delegated by the Director of Education, the Superintendent of Education will approve the hiring and appointment of teaching staff and department heads.

**Qualifications**

For an applicant to be considered qualified for a position, the applicant shall hold the required qualifications (as recorded on the Ontario College of Teachers Certificate of Qualification), as per the *Education Act* and Regulations, in the subject(s) and division(s) identified in the posting. Where a posting identifies more than two subjects, it shall identify the two subjects for which qualifications are required. If one of the subjects identified in the posting is a restricted subject, as identified in Regulation 298, the applicant must hold the qualification for the restricted subject.

**Appointment**

In assigning or appointing a person to a teaching position (e.g, occasional, long-term occasional, permanent) the School Board will:





- Consider additional qualifications, including lived experiences, skillsets, backgrounds and varied work experience that may be considered valuable to the position
- Consider merit to include formal qualifications and credentials as well as professional skills aptitudes and recognition demonstrated through a fair and transparent hiring process;
- Account for seniority and other factors as applicable, in conformity with Article 17 of the Central Terms.

### **3.0 The Appointment of Long-Term Occasional Assignments:**

- 3.1 The School Board shall not make an offer to any other person to fill a Long-Term Occasional (“LTO”) assignment before having placed all redundant and supernumerary teachers in order of seniority.
- 3.2 Human Resource Services will post the LTO assignment as outlined in Article 17 of the Central Terms and applicable legislation.
- 3.3 All Occasional Teachers shall have the ability to upload their portfolio to a secure and confidential space on the School Board’s recruitment platform.
- 3.4 An Occasional Teacher is not available if they have already been assigned to another LTO position during the term of the LTO assignment being posted.
- 3.5 The successful applicant will be selected from the five (5) most senior qualified applicants identified.
- 3.6 If no qualified occasional teachers apply to the LTO assignment posting or if all qualified applicants decline the position, the School Board may hire an external qualified teacher.

### **4.0 The Hiring of Occasional Teachers to Permanent Teaching Positions**

#### **Eligibility**

- Occasional Teachers who have completed a minimum of one (1) LTO assignment that was a minimum of four (4) months in duration; and
  - whose last evaluation resulted in a satisfactory rating.
- 4.1 The School Board will fill a minimum of sixty-five percent (65%) of all vacant permanent teaching positions, including a minimum of sixty-five percent (65%) of all full-time (1.0 FTE), posted for each school year, in accordance with Article 17 of the Central Terms and applicable Legislation.
- The three (3) most senior applicants to the position who hold the required qualifications for the position will be interviewed for the position.
  - If no qualified occasional teachers apply to the vacant permanent teaching position



posting or if all qualified applicants decline the position, the School Board may hire an external qualified teacher.

4.2 The School Board will fill a maximum of thirty-five percent (35%) of all vacant permanent teaching positions, including a maximum of thirty-five percent (35%) of all full-time (1.0 FTE), posted for each school year, from applicants from the Occasional Teacher Roster, in accordance with Article 17 of the Central Terms and applicable Legislation.

- The School Board will interview three (3) applicants who hold the required qualifications for the position.
- In addition to the applicants from the Roster, a School Board may choose, as one of the applicants to be interviewed, a teacher employed as a permanent teacher elsewhere in the province who has applied to the posting.
- Human Resource Services will ensure that at no time during a school year does the number of vacant permanent teaching positions filled by an external applicant, exceed thirty-five-percent (35%) of the total number of vacant permanent teaching positions or thirty-five percent (35%) of all full-time (1.0 FTE) vacant permanent teaching assignments.
- To address employment mobility:
  - teachers, including those who have relocated from another school board, will be eligible to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified and may be granted an interview.

#### 5.0 **Debrief**

Following the interview for a permanent position, Occasional Teachers who are not successful and who request constructive interview feedback shall be debriefed by a member of the interview team who will provide recommendations for professional growth.

#### 6.0 **Additional Qualifications for Specialized Assignments/Positions**

The following positions shall include the additional requirements for both LTO assignments and permanent positions:

- Special Education Self-Contained Classes – at least two years in accumulated experience as a Special Education Resource Teacher (SERT) or hold a Special Education Specialist qualification.
- French Immersion Assignments/Positions – applicants will be required to demonstrate their French fluency. It is understood that this is not a requirement for core French assignments/positions. Teachers with a French as a Second Language, Specialist qualification or a Diplôme d'études en langue Française.DELF qualification shall be exempt from this requirement.



**7.0 Principals and Vice-Principals**

- 7.1 Internal and external postings shall be approved by the Director of Education and facilitated by a Human Resource Services Coordinator. The Director may consult with the Manager of Human Resource Services or designate regarding the content of all postings prior to approval.
- 7.2 The Director of Education shall establish interview committees to interview candidates for the position of Principal or Vice-Principal. This committee shall consist of up to two Trustees, a minimum of two Superintendents of Education, and the Director of Education or designate.
- 7.3 The Director of Education may consult with the Manager of Human Resource Services or designate regarding the composition and substance of interview processes and all processes used to support the hiring of Principals and Vice-Principals.
- 7.4 The Director of Education shall approve the hiring and appointment of Principals and Vice-Principals.
- 7.5 The Director of Education shall then provide a written report to the Board of Trustees which identifies the successful candidates to the respective Principal or Vice-Principal position(s) or pool, for approval by the Board of Trustees.
- 7.6 The Director of Education shall assign successful candidates to the position of Principal or Vice-Principal based on needs of particular school communities, with input from the appropriate Superintendent of Education, the outgoing principal and consultation with the Board of Trustees.
- 7.7 The Director of Education will assign Acting Principals and Vice-Principals to replace absent administrators, as required, and report such assignments to the Board of Trustees in a timely manner.

**8.0 Monitoring and Evaluation**

**Data Collection**

As directed by the Ministry of Education, the collection of teacher workforce demographic data will be used to provide the School Board with a foundation for well-informed discussions and decision-making regarding the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision, which the School Board is committed to adjusting as necessary.

Such data will be collected from the School Board's workforce on a voluntary basis.

The School Board will develop a process for the collection, analysis, and monitoring of teacher workforce demographic data by 2023, with a view to creating a Fairness in



Brant Haldimand Norfolk  
Catholic District School Board

## **Board Policy and Administrative Procedure**

Employment Plan that identifies and makes recommendations to address gaps and barriers to a diverse and inclusive work environment within the School Board.

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

Prepared by: Mike McDonald, Director of Education & Secretary  
Presented to: Policy Committee  
Submitted on: August 28, 2024  
Submitted by: Mike McDonald, Director of Education & Secretary

**REMOTE WORK #300.26**  
Public Session

---

---

**BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) recognizes the potential benefits that a work arrangement combining remote and on-site work can bring to both the employee and the Board. The Remote Work policy #300.26 was approved in September of 2023.

**DEVELOPMENTS:**

At the request of the Chair of the board, this policy will be rescinded, and members of senior team will use their discretion based on employee performance and specifics of the role in determining whether a member of their team will have the opportunity to participate in remote work.

**RECOMMENDATION:**

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds Remote Work #300.26.



## Remote Work #300.26

---

<b>Adopted:</b>	February 2023
<b>Last Reviewed/Revised:</b>	September 2023
<b>Responsibility:</b>	Human Resource Services
<b>Next Scheduled Review:</b>	June 2027

---

### Policy Statement

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) recognizes the potential benefits that a work arrangement combining remote and on-site work can bring to both the employee and the Board. With the philosophy of maintaining high performance standards, accountability, service to the community and engendering exceptional employee engagement, this Policy and Administrative Procedure is intended to address the remote working aspect of flexible working arrangement by providing guidance on remote working.

### Application and Scope

This Administrative Procedure applies in a broad sense to all employees as is recognized that not all jobs can be performed remotely or are suitable in all situations for remote working, and it is therefore expected that before remote working can be applied, it must satisfy the requirements outlined within the Administrative Procedure.

Employees may request or be required by the Board to perform their duties remotely, as applicable to their role, on a temporary or continuous basis. In general, staff working within schools and/or working directly with students would not be eligible for remote work arrangements. (e.g., front line, student, or client-facing)

To engage in remote work, employees shall enter into a Remote Work Agreement with the employer that details an employment arrangement in which an employee conducts their work at an alternate work location, including the employee’s residence, rather than at their regular board location.

When working remotely, all staff shall be subject to this Policy and Administrative Procedure and all other applicable Board Policies and Administrative Procedures and Legislation.

Employees engaged in remote work will be responsible for safeguarding the confidentiality, integrity, and availability of board information in their possession.

### References

- [Policy 300.01.P Workplace Harassment](#)
- [Policy 300.16.P Health & Safety](#)
- [Policy 300.17.P - Professional Standards and Conflict of Interest](#)
- [Policy 300.19 Progressive Discipline \(Employees\)](#)
- [Policy 300.20.P - Workplace Violence Prevention](#)
- [Policy 400.13.P - Records and Information Management](#)
- [Policy 600.01.P - Electronic Communications and Social Media Use](#)
- [Policy 600.02.P - Information and Communications Technology Use](#)
- [Accessibility for Ontario with Disabilities Act, 2005](#)
- [Employment Standards Act](#)
- [Human Rights Code of Ontario](#)
- [Occupational Health and Safety Act](#)
- [Workplace Safety and Insurance Act](#)
- [Administrative Procedure OPS 400.18.AP - Electronic Monitoring.pdf](#)
- [Bill 27, Working for Workers Act, 2021](#)



- [OECTA Secondary Collective Agreement](#)
- [OECTA Elementary Collective Agreement](#)
- [OECTA Occasional Teacher Collective Agreement](#)
- [OSSTF – PSS Collective Agreement](#)
- [OSSTF – ESS Collective Agreement](#)
- [OSSTF – ECE Collective Agreement](#)
- [Elementary and Secondary Principals/Vice-Principals Terms and Conditions of Employment](#)
- [Administrative/Non-Union Terms and Conditions of Employment](#)

## Forms

- [HRS 300.26.F01 - Remote Workspace Self-Assessment Checklist.pdf](#)
- [HRS 300.26.F02 - Remote Working Agreement.pdf](#)

## Appendices

- N/A

## Definitions

**Remote working:** refers to a voluntary work arrangement, approved by the Board, whereby the employee conducts some of their work at an off-site location.

**Normal Working Hours:** refers to the regular work arrangement typically followed by employees in order to fulfill their work responsibilities and/or as set out in collective agreements or terms and conditions of employment as applicable.

## Administration Procedures

These Administrative Procedures and related supporting documents outline the broad expectations for the Board and employees around remote work including:

- Terms of participation and eligibility requirements
- Accountability and evaluation
- Guidelines and requirements – which include legal rights and obligations, security and confidentiality, work performance and other related conditions

### 1. Preamble

- 1.1. Not all jobs are appropriate for remote working arrangements. The nature of the employee's role shall determine whether remote work is a feasible option. Some roles (e.g., reception, student, or client-facing) cannot be performed from a remote work location and will not be considered suitable for this remote work arrangement option outside of certain exceptional circumstances (e.g., inclement weather, public health orders, other emergencies).
- 1.2. Staff who work remotely will be available to attend or access any Board site or function if the necessity arises. An employee's supervisor has the right to recall an employee working remotely to an on-site meeting or event as required. In the event of an emergency, employees working remotely may be called upon to attend or access a Board site within a reasonable amount of time upon notification.
- 1.3. When working remotely, all staff shall be subject to this Policy and Administrative Procedure.
- 1.4. A successful remote work program relies on mutual trust between employees and administration.





- 1.5. *Remote Work Agreements* are outside of extenuating circumstances such as Public Health orders or other legislated emergencies. Critical situations are an unexpected, undefined and an evolving situation that forces all employees or a large percentage of employees to work from home or some other location. Remote working in critical situations may be mandatory as opposed to optional. Such situations are temporary by nature and temporary remote working arrangements are understood not to alter the nature or typical working arrangements of any job. Critical situations may require remote work to be performed even for jobs that might not otherwise be suited for remote work. In these situations, this Administrative Procedure will apply to all employees.

## 2. Principles Governing Remote Work

- 2.1. Remote working arrangements are voluntary, and employees may request to perform some of their duties remotely, as applicable to the specific role. Unless required to do so in critical situations, employees are not required to participate in remote working arrangements.
- 2.2. The applicable supervisory officer or manager will determine role eligibility for remote work based on (1) job description of the role, (2) performance expectations, and (3) the ability to carry out job responsibilities remotely.
- 2.3. For a role to be eligible for remote work, the resources required by the employee to perform their job must be easily transferable or available in electronic format.
- 2.4. Remote work arrangements shall not be undertaken on an ad hoc basis. Except in extenuating circumstances, employees authorized to work remotely shall be limited to a maximum of two (2) scheduled day per week for remote work arrangements and shall commit to that work schedule.
- 2.5. No employee may request to work remotely on both a Monday and a Friday.
- 2.6. There will be no additional remote working days offered in lieu of an employee's remote working day(s) that may fall on a statutory holiday, mandatory closure day or if the employee is recalled to the worksite for any reason.
- 2.7. When scheduling remote working days, no department shall have more than 50% of employees working remotely on any given day.
- 2.8. The appropriate supervisory officer or manager shall schedule remote working days for employees for eligible roles to ensure continued high levels of service to the Board community. Such schedules are dependent on operational needs and may not be able to accommodate individual employee's requested remote working days. All parties must be flexible in scheduling remote working days.
- 2.9. When enacted, the work agreement shall be documented through a *Remote Working Agreement* (HRS.300.26.F02) between the employee and the Board.
- 2.10. The supervisory officer or manager may modify or revoke remote work arrangements at anytime with reasonable notice to the employee, where possible.
- 2.11. Employees shall not have any expectation that a role previously approved for remote work will be extended or continue in the same manner.
- 2.12. As referenced in the Board's Electronic Monitoring Administrative Procedure 400.18AP, there is no expectation of privacy in using Board technology while working remotely. The Board may monitor and access electronic communications, internet history/traffic, files, documents, and overall system use. The monitoring mechanisms ensure the system's integrity and compliance with Board policies and procedures.
- 2.13. Professionalism, privacy, and confidentiality must be maintained while working remotely. Employees conducting work remotely must continue compliance with all Board policies and Administrative Procedures.



### 3. Performance Expectations

- 3.1. The Board expects employees authorized or assigned to remote work to maintain the same level of service, communication and responsiveness to the Board community while working remotely.
  - 3.1.1. Employees conducting work remotely must continue to meet performance expectations set out by their supervisor and remain accountable to their direct supervisor and/or management through regular check-ins and updates. Employees will need to engage with their supervisor and participate in their performance appraisal on site and in person unless otherwise directed by their supervisor.
  - 3.1.2. The direct supervisor will clearly outline all employee duties, responsibilities and expectations associated with the remote work arrangement.
  - 3.1.3. The direct supervisor will schedule regular check-ins with employees engaged in remote work.
- 3.2. Employees working remotely will be subject to the same performance evaluation process as employees working in-person at Board sites.
- 3.3. Employees working remotely will be expected to complete their work during standard Board working hours as agreed upon with their supervisor.
- 3.4. Employees engaged in remote work must make themselves accessible via email, virtual meetings, or phone (as applicable) during standard work hours.
- 3.5. Employees working remotely must maintain a minimal standard related to an acceptable dress code and personal appearance and are expected to present themselves on video as they would in an in-person meeting.
- 3.6. Employees working remotely are expected to ensure the background visible during meetings is professional and that background noises are appropriate.
- 3.7. Supervisors may remove remote work arrangements where employees working remotely fail to meet performance and/or accessibility expectations.

### 4. Employee Health and Well-Being

- 4.1. Availability of a flexible work option such as remote work, where practical, can support positive employee well-being.
- 4.2. The Board recognizes the importance of work-life balance and the challenges that remote work may present to employees regarding this balance.
  - 4.2.1. Supervisors must encourage employees engaged in remote work to take breaks and enjoy personal activities when not scheduled to work.
  - 4.2.2. Employees engaging in remote work are advised to maintain regular contact with colleagues, family, and friends to reduce any feelings of loneliness or isolation.
- 4.3. Employees experiencing difficulties while working remotely are reminded to contact their supervisor or access well-being resources including the Employee Assistance Program (EAP).

### 5. Attendance Reporting

- 5.1. Employees engaged in remote work must report to work and/or report time worked in accordance with their collective agreement or terms and conditions of employment.
- 5.2. Employees working remotely who are sick or unable to work must notify their manager/supervisor as soon as possible and in the same manner as they would when working in-person.
- 5.3. Employees working remotely who are sick or unable to work may access sick leave, short-term disability leave or an unpaid leave of absence where available and eligible and as applicable.



## 6. Workplace Safety, Work-Related Injuries and Reporting

- 6.1. The employee should designate a private, clean, and safe space in their residence or other remote work site, as applicable, for remote working.
- 6.2. Employees working remotely will ensure their workplace is always free from hazards and will maintain sufficient lighting, ventilation, and safety equipment (e.g., smoke and carbon monoxide detectors).
- 6.3. Prior to commencing remote work, employees will complete a Workspace Safety Compliance Checklist (HRS 300.28.F01) and submit it to their manager/supervisor. This checklist is to be reviewed and re-submitted at least annually or when a significant change in the employee remote working location changes (i.e., employee moves houses or remote working locations).
- 6.4. Employees working remotely must complete annual safety training applicable to their role either in-person or online.
- 6.5. Employees working remotely must not host work-related, in-person meetings at any non-Board remote site. All such meetings should be conducted through video conferencing, phone, or in-person at a Board site.
- 6.6. The Board is not responsible for any injuries not related to work that occur at a remote work location.
- 6.7. The Board is not responsible nor liable for any injury or accident to family members, visitors, or others in the employee's remote work location.
- 6.8. An employee who sustains a workplace accident or injury while engaged in remote work must comply with the Board's reporting requirements for any work-related accident.

## 7. Board Resources and Compliance

- 7.1. Employees conducting remote work shall receive Board resources to perform their duties remotely, such as a laptop, software applications, and access to the virtual private network (VPN). The supervisor shall determine the resources necessary.
- 7.2. For further clarity, the employee, at their own expense, will be responsible for their off-site work location. Employees will receive similar resources and equipment as if they are working at a Board-site. The Board will not provide additional equipment or furniture for an employee's off-site location (e.g., monitors, chairs, printers, desks, etc.).
- 7.3. Employees engaged in remote work shall ensure, at their own expense, continuous access to reliable and secure internet during regular working hours. The Board shall not be responsible for the installation, maintenance, or costs of residential internet services to facilitate remote work.
- 7.4. Employees engaged in remote work are responsible for checking voicemail on a regular basis.
- 7.5. The manager shall maintain and share updated phone contact lists for all staff who are working remotely.
- 7.6. Access to the Board's VPN is via Board-owned devices only.
- 7.7. Employees conducting remote work must only use Board-supplied VPN access mechanisms to access Board resources and services protected by the Board's firewall. Use of any other VPN services to access Board services is prohibited.

## 8. Records Management and Protection of Privacy

- 8.1. Employees working remotely remain bound to the Board's confidentiality agreement enacted upon hiring and shall comply with [OPS 400.13.P - Records and Information Management](#) as well as all Policies and APs related to Freedom of Information and Protection of Privacy.
- 8.2. Content created or modified will be done only on a Board-owned or approved encrypted device. Employees working remotely will use secure Wi-Fi connections when browsing the internet or creating content.



- 8.3. Employees engaged in remote work will minimize the amount of paper files and hardcopy materials removed from Board work sites.
- 8.4. Confidential or sensitive files should not be printed in hardcopy at non-Board remote sites, including at a private residence.
  - 8.4.1. Where necessary, for remote performance of duties, materials containing sensitive or personal information must be kept confidential and not exposed to unauthorized individuals, including family members or other individuals in the same remote work location.
  - 8.4.2. Confidential or sensitive files must be accessed electronically through the Board's approval systems or software. Secure or sensitive data must never be downloaded or transported through any means such as a USB flash drive between sites.
- 8.5. Employees working remotely will be responsible for making sure unauthorized individuals do not use or damage Board-owned devices.
- 8.6. Employees engaged in remote work will be responsible for safeguarding the confidentiality, integrity, and availability of Board information in their possession.