



**Committee of the Whole
Tuesday, February 21, 2023 ♦ 7:00 pm
Boardroom**

Members: **Trustees:**
Rick Petrella (Chair), Carol Luciani (Vice-Chair), Dennis Blake, Bill Chopp, Dan Dignard,
Mark Watson, Halaena Buenviaje (Student Trustee)

Senior Administration:
Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business &
Treasurer), Kevin Greco, Lorrie Temple, Phil Wilson (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

O Lord, look upon us during our discussions and be our advisor. Help us reach the right decisions and may our meeting be noted by order, frankness, prudence, and our concern for all. Give us O Lord courage and perseverance and may our work be successful. May all our actions please you. Amen

1.2 Attendance

1.3 Approval of the Agenda

Pages 1-2

1.4 Declaration of Interest

2. Presentations

3. Delegations

4. Consent Agenda

4.1 Unapproved Minutes of the Special Education Advisory Committee
January 17, 2023

Pages 3-5

4.2 Unapproved Minutes of the Faith Advisory Committee Meeting
February 2, 2023

Pages 6-8

5. Committee and Staff Reports

5.1 International Tuition Fee Update

Pages 9-12

5.2 Unapproved Minutes and Recommendations of the Policy Committee
- February 13, 2023

Pages 13-16

- Anti-Human Sex Trafficking Policy #200.25 (pgs. 17-20)
- Right to Disconnect Policy #300.27 (pgs. 22-24)
- Equity and Inclusive Education Policy #200.23 (pgs. 25-36)
- Remote Work Policy #300.28 (pgs. 37-43)

6. Information and Correspondence

6.1 Budget Consultation Survey

6.2 Strategic Plan Update

7. Trustee Inquiries

8. Business In-Camera



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

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

9. Report on the In-Camera Session

10. Future Meetings and Events

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11. 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

12. Adjournment

Next meeting: Tuesday, March 21, 2023, 7:00 p.m. – Boardroom



**SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, January 17, 2023 – 1pm
Microsoft Teams**

Members: Brandi Bertling, Dennis Blake (*Trustee*), Michelle Drake, Christina Ferrell, Kim Fraser, Kerri Lomax (*Principal, Elementary*), Shannon Mason (*Principal Lead: Special Education Staffing*), Phil Wilson (*Superintendent of Education*), Nil Woodcroft, Linda McFayden, Marilyn Noi

Regrets: Laura Bergeron (ad hoc), Tara Buchanan, Mischa Dinsmore, Kim Fraser, Shannon Korber, Patti Mitchell (*Parent, County of Brant*)

Resources: Sandra DeDominicis (*Student Achievement Lead: Special Education*)

1. Welcome and Opening Remarks

Christina Ferrell welcomed the committee.

2. Land Acknowledgement

Superintendent Wilson read the Board's land acknowledgement.

3. Opening Prayer

Sandra De Dominicis shared an opening prayer.

4. Introductions

The committee provided brief introductions for new and existing members of their roles and responsibilities.

5. Approval of Agenda

Moved by: Nil Woodcroft

Seconded by: Dennis Blake

THAT the Special Education Advisory Committee approves the agenda of the January 17, 2023, meeting.

Carried

6. Approval of the Minutes

Moved by: Linda McFayden

Seconded by: Dennis Blake

THAT the Special Education Advisory Committee approves the minutes of the December 20, 2022, meeting.

Carried

7. Correspondence – Nil

8. Community Agency Updates

Brandy Bertling – Child and Family Services of Grand Erie

Child and Family Services of Grand Erie continues to look for volunteer drivers and are in desperate need of foster homes.

Michelle Drake – Crossing All Bridges

Crossing All Bridges is now offering remote learning for individuals ages fourteen plus.

Nil Woodcroft – Haldimand-Norfolk Reach

Haldimand Norfolk Reach is working with the BHNCD SB on Early Child Development and Kickstart to Kindergarten. Ten schools within BHNCD SB schools were identified for Kickstart to Kindergarten with four being selected to provide screenings through play-based activities. The transition to school meetings will begin March 2, 2023.

Linda McFayden – Contact Brant

Brant Fetal Alcohol Spectrum Disorder put on a successful training January 5, 2023, for 80 participants. Services of Contact Brant are being utilized with regularity.

Keri Lomax and Shannon Mason – BHNCD SB

Kindergarten registration opened on January 9, 2023, and runs until February 24, 2023, with all registrations completed electronically. Report cards will be sent home on February 6, 2023. The Grade 8 open houses will be held in our high schools the week of January 16-20, 2023.

9. Updates

9.1 Student Achievement Lead

BHNCD SB has acquired 11 student Educational Assistants (EAs) from Mohawk College to be placed in a range of schools. Most placements begin on February 1, 2023, and occur three days per week for twenty days. The additional support is beneficial to our schools. The student EAs are strategically placed in schools with multiple exceptionalities and support staff, so the students receive a full range of experiences.

Non-Violent Crisis Intervention Training ran the week of January 16 to 20, 2023. BHNCD SB is pleased to be able to offer in-person training once again.

On January 16, 2023, BHCNDSB engaged 135 elementary Educational Assistants in a full day of in-person learning on the topic of wellness. There were two workshops and a presentation. One centered on how to unlock your potential and live your best life with more energy, joy, and fulfillment; the other was a creative outlet piece on creating personal, motivational book stacks. The presentation focused on mind, body, and spirit approaches to wellness. The presentation was moving, emotional, relaxed and rejuvenating.

9.2 Superintendent of Education

Superintendent Wilson provided the members with information on a customized math program from mathematics professor, Dr. Trevor Brown from York University. This program was specially designed for BHCNDSB teachers and is has been customized with a Special Education lens to ensure teachers are better prepared to meet the Special Education needs of our students.

10. Closing Remarks/Adjournment

Christina Ferrell thanked everyone.

The meeting adjourned at 1:31 pm. The next meeting will be held on Tuesday, February 21, 2023, 1pm.



**Faith Advisory Committee (FAC)
Thursday, February 2, 2023 ♦ 2:15 p.m.
Virtual Microsoft TEAMS Meeting**

Present: Tara Williams, Heather Graham, Andrew Hall, Father Ronald Angervil, Carole Allen, Dan Dignard (Trustee), Father Augustine Ogundele, Lorrie Temple (Superintendent of Education), Keri Calvesbert

Regrets: Halaena Buenviaje, Tom Laracy, Father Stephen Murrin

1. Opening Prayer

Lorrie Temple opened the meeting in prayer.

2. Welcome/Video

Lorrie Temple welcomed members of the committee. Andrew Hall shared a video from SJC winning second place in the OCSTA CEW video contest.

3. Approval of the Minutes

The Minutes of the November 17, 2022, meeting were approved.

4. Information and Discussion Items

4.1 Faith Day Update

Keri Calvesbert shared initial planning is underway for the September Faith Day scheduled for Friday, September 15, 2023. The Pastoral Planning Team is offering a system wide, site-based Day of Faith, Service and Hospitality. Components of the day include schools and sites will have the option to celebrate either a Mass at a local parish or participate in and facilitate a Liturgy of the Word at their school or site, prepared by the Pastoral Planning Team. Schools and sites may choose to join with other school communities or attend a Mass that the church is already celebrating. All staff will hear a speaker about service, faith, and connections to our new Board Spiritual Theme (to be released by OCSTA in June 2023). This component will be offered as a pre-recorded video giving communities flexibility to share when it best suits their schedule on the Faith Day. All schools and sites will participate in acts of service, compassion, and faith in their communities on this day. The Pastoral Planning Team will provide a list of suggestions and ideas. Schools and sites will have the autonomy to determine the kinds of service experiences along with the number of opportunities to reflect the gifts and talents of all in their communities. The connections made on this day of service can continue throughout the school year and beyond through building relationships and partnerships. The Pastoral Planning Team will provide all Administrators, Managers, and Facilitators with an updated Pastoral Resource Package to reflect the new Board Spiritual Theme. Additions to the resource will continue to be made on a monthly basis.

4.2 Ash Wednesday and Lent

Ash Wednesday takes place on Wednesday, February 22, 2023. Keri Calvesbert connected with all three Dioceses. Schools are to proceed with Ash Wednesday plans for Liturgy and receipt of ashes as prior to Covid. There are no longer Covid restrictions. Schools are to participate in either a Liturgy of the Word (in the school) or a Mass (at the Parish).



Administrators were informed to connect with their Parish Priest or Pastoral Team attached to their schools to make the necessary arrangements to celebrate Ash Wednesday. Keri also outlined that she connected with Brant SSVP and Norfolk SSVP. Collections of Caring and Reaching Out for Lent will take place as prior to Covid. All Administrators received an email outlining the priority needs, as determined by SSVP, for donations and collections. During Lent, all schools are encouraged to participate in a Collection of Caring. Haldimand schools are welcome to participate in either Brantford or Norfolk campaigns, or if schools wish to connect with local food banks in Haldimand County, this is permissible also.

4.3 Catholic Education Awards Update

Keri Calvesbert shared planning for the 2023 Catholic Student Leadership Awards afternoon leadership symposium and evening celebration are well underway. The event will be held in-person at Holy Trinity Catholic High School, Simcoe on May 1, 2023. Fr. Charles Akinloye, Norfolk Catholic Family of Parishes will preside at the awards celebration. Elementary and Secondary Nominations have been received by Directors Office. Congratulatory letters are being processed to be mailed out to families. Nominations for the Distinguished Catholic Graduate Award and the Outstanding Contribution to Catholic Education Award close on February 15, 2023, at 4:30 p.m.

4.4 Eucharistic Minister Training

Dan Dignard shared that the Diocese of Hamilton offers Eucharistic Minister Training. Keri explained that training in all three Dioceses is to take place through the Parish. Andrew spoke to students being trained at St. John's College through the Parish (St. Pius X, Brantford).

4.5 Secondary Faith Activity Sharing

Tara Williams reported on the following activities in our Secondary schools: All three Secondary schools celebrated Advent Masses as well as participating in their respective giving campaigns for the Advent/Christmas season. Holy Trinity staff are continuing their Prayer Breakfasts. The next one is scheduled for February 21, 2023, at 7:30 a.m. (all are invited!). HT is planning to host NET retreats in April for all Grades 10 and 11 students to be held at St. Mary's Parish, Simcoe. Andrew Hall shared upcoming events at SJC including the Campus Ministry group working with St. Basil's CWL to make a milk bag mattress, a Valentine's Social at Riverview Terrace, an Ash Wednesday's Liturgy and Lenten Challenge by Grade, offering the Sacrament of Reconciliation at the school and Soup and Salad luncheons with staff during Lent.

4.6 Elementary Faith Activity Sharing

Heather Graham shared an update from St. Joseph's Catholic Elementary School in Simcoe. During the Advent season, the school participated in weekly Advent Liturgies led by a variety of students. The liturgies intentionally focused on Advent and connected to our Board theme of "We are Many, We are One." The school collected boxes and boxes of non-perishable food donations along with \$400.00 in gift cards for the Norfolk SSVP and the Women's Shelter. The Youth Leadership Team sold candy canes and raised just under \$700.00 which was donated to the Cancer Society.

4.7 Diocesan – Deanery Updates

Fr. Ronald shared St. Stephen's is hosting a variety of seating's between 5:00-8:00 p.m. at \$5.00/ticket for their Shrove Tuesday Pancake Dinners on February 21st, open to the parish and the public. Also, the Parish will be celebrating their 150 Anniversary. Plans are in the works to collaborate with the school for a joint venture to celebrate and unveil the history of St. Stephen's. Fr. Augustine reported he is preparing for Ash Wednesday Masses for the schools to



**Brant Haldimand Norfolk
Catholic District School Board**

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be held in the parish. He will preside over 3 Masses in the school at St. Joseph's to accommodate their school size. Ashes will be sent to Holy Trinity Catholic High School for their Ash Wednesday celebration. Also, Fr. Augustine is preparing for Lenten Confessions to take place in the schools within the Norfolk Catholic Family of Parishes.

4.8 F.A.C.E.- Updates

Carole Allen provided the committee with an update on F.A.C.E.

5. Questions/Discussions

There were no questions or items for discussion.

6. Adjournment

The meeting was adjourned by Lorrie Temple.

Next Meeting: TBD

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: February 21, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

TUITION FEES FOR NON-RESIDENT IN ONTARIO STUDENTS

Public Session

BACKGROUND INFORMATION:

The Tuition Fee regulation under the Education Act requires that school boards charge a tuition fee for all students who are not resident to Ontario. Non-resident students are typically permitted to study in Canada as they have been issued a Study Permit or a parent has been issued a Work Permit or Study Permit by Immigration, Refugees and Citizenship Canada. The grant formula contains a calculation for the minimum fee a school board can charge, which is based on actual operating costs. Students on tax exempt land, such as First Nations lands, are also required to pay fees, but the fees are generally paid by the Government of Canada under an agreement with the school board. School boards must charge students from outside Ontario the minimum tuition fee but may charge more.

In June 2019, the Board established that \$12,685 be used as the yearly tuition fee for elementary non-resident students and that a fee of \$13,280 be charged for secondary non-resident students. The Board also established that a non-refundable Administration Fee of \$400 be charged to all non-resident students.

DEVELOPMENTS:

The results of a survey of area school boards shows the following tuition fees for 2023-24 and are outlined in Appendix A attached.

	Secondary	Elementary
High	\$18,000	\$17,000
Low	\$14,700	\$13,800
Average	\$16,350	\$15,400

Some boards charge a non-refundable administration/application fee ranging from \$0 to \$500; with an average administration/application fee of \$342.

Administration believes the Board should consider increasing tuition fees so that they are in line current operating costs and comparable to that of other school boards. It is recommended that a fee of \$13,500 per year be charged to secondary students from outside Ontario and a fee of \$12,700 per year be charged to elementary students from outside Ontario.

Administration recommends the Board continue to charge a non-refundable administration/ application fee of \$400 to offset costs associated with the administration and monitoring of international students. Administration also recommends that a Cancellation Fee of \$100 be charged to non-resident students should they not be granted a Study Permit, otherwise a \$500 Cancellation Fee be charged to non-resident students. Graduated refunds of tuition fees will be granted to non-resident students pro-rated based on the date on cancellation within the term, subject to review and approval by the Superintendent of Business & Treasurer.

The revised annual tuition fees will become effective September 1, 2023.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the annual tuition fee of \$13,500 for secondary non-resident in Ontario students, as defined by the Education Act.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the annual tuition fee of \$12,700 for elementary non-resident in Ontario students, as defined by the Education Act.

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves a non-refundable Administration/Application Fee of \$400.

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves that that that a Cancellation Fee of \$100 be charged to non-resident students should they not be granted a Study Permit, otherwise a \$500 Cancellation Fee be charged to non-resident students. Graduated refunds of tuition fees will be granted to non-resident students pro-rated based on the date on cancellation within the term, subject to review and approval by the Superintendent of Business & Treasurer.

School Board	2023-24 Tuition Fee		2022-23 Tuition Fee		2023-24 Application / Administration & Cancellation Fees	
	Secondary	Elementary	Secondary	Elementary	Non-Refundable Application / Administration Fee	Cancellation Fees
Brant Haldimand Norfolk Catholic DSB	Under Review	Under Review	\$13,280	\$12,685	\$400	\$100 Cancellation Fee if Study Permit not approved, otherwise \$500 Cancellation Fee. Otherwise, graduated refund.
Grand Erie DSB	Under Review	Under Review	\$13,155	\$11,175	\$275	No Refund
Halton Catholic DSB	\$15,250 *(Includes mandatory medical insurance)	\$14,750 *(Includes mandatory medical insurance)	\$14,165	\$13,665	\$350	Full refund is granted, less \$500 fee, if Study Permit is not approved. Otherwise, graduated refund after the reporting date.
Hamilton Wentworth Catholic DSB	Under Review	Under Review	\$13,500	\$13,000	N/A	No Cancellation Fee. Full refund is granted if Study Permit is not approved. Otherwise, graduated refund.
Hamilton Wentworth DSB	Under Review	Under Review	\$14,500	\$14,500	\$275	Refund is granted, less \$600 fee, if Study Permit is not approved. Otherwise, no refund.
London District Catholic SB	Under Review	Under Review	\$14,500	\$13,750	\$350	Refund is granted, less \$350 fee, if Study Permit is not approved. Refund is granted, less \$500 Administrative Fee, if the student returns home with 30 days. Otherwise, no refund.
Niagara Catholic DSB	\$14,800	\$13,800	\$14,300	\$13,300	\$325	Refund is granted, less \$325 Administration Fee, if student does not attend school. Otherwise, refund based on semester of non-attendance.

School Board	2023-24 Tuition Fee		2022-23 Tuition Fee		2023-24 Application / Administration & Cancellation Fees	
	Secondary	Elementary	Secondary	Elementary	Non-Refundable Application / Administration Fee	Cancellation Fees
Thames Valley DSB	\$14,700	\$14,000	\$14,550	\$13,750	\$250	\$100 Cancellation Fee if Study Permit not approved. Otherwise \$500 Cancellation Fee.
Waterloo Catholic DSB	Under Review	Under Review	\$14,400	\$12,500	\$350	Refund is granted, less \$350 fee, if Study Permit is not approved. Otherwise, no refund.
Waterloo Region DSB	\$18,000	\$17,000	\$17,700	\$17,200	\$500	\$500 Cancellation Fee.
AVERAGE	\$15,688	\$14,875	\$14,527	\$13,553	\$342	

*Medical Insurance fees range from approximately \$475 to \$639 per year for international students.

RECOMMENDATIONS FOR THE COMMITTEE OF THE WHOLE FROM THE POLICY COMMITTEE

February 13, 2023

AGENDA ITEM	MOTION
2.2	THAT the Committee of the Whole refers the Anti-Human Sex Trafficking Policy 200.25 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.3	THAT the Committee of the Whole refers the Right to Disconnect Policy 300.27 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.4	THAT Committee of the Whole refers the Equity and Inclusive Education Policy 200.23 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.5	THAT the Committee of the Whole refers the Remote Work Policy 300.28 to the Brant Haldimand Norfolk Catholic District School Board for approval.

RECOMMENDATIONS:

THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of February 13, 2023 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of February 13, 2023 to the Brant Haldimand Norfolk Catholic District School Board for approval.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Policy Committee Meeting Tuesday February 7, 2023 ♦ 4:00 p.m. Boardroom

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

Regrets:

Senior Administration:

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

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Trustee Luciani.

1.2 Attendance

Attendance was noted as above.

1.3 Approval of the Agenda

1.4 Adjustment to the agenda – switch 2.4 and 2.3

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of February 13, 2023, meeting, as amended.

Carried

1.5 Approval of Minutes from the Policy Committee Meeting – May 12, 2022

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 12, 2022 meeting.

Carried

1.5 Business Arising from the Minutes – Nil

2. Committee and Staff Reports

2.1 Anti-Human Sex Trafficking Policy 200.25

Superintendent Greco presented the Anti-Human Sex Trafficking Policy. He noted that the Catholic Church proclaims that human life is sacred, and that the dignity of the human person is the foundation of a moral vision for society. The policy, administrative procedure and supporting documents will provide a consistent school response which is necessary to provide education, reporting of, and support for students who may become victims of human sex trafficking. This policy has been aligned with the Ministry of Education Policy/Program Memorandum 166, Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols.



Moved by: Carol Luciani

Seconded: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Anti-Human Sex Trafficking Policy 200.25 to the Brant Haldimand Norfolk Catholic District School Board for approval

2.2 Right to Disconnect Policy 300.27

Superintendent Greco introduced the Right to Disconnect Policy. He noted that the Brant Haldimand Norfolk Catholic District School Board supports and encourages a healthy workplace and work-life balance and therefore is committed to implementing policies and procedures that support the mental health and well-being of all employees. This policy has been established to support employees' right to disconnect from their work outside of their normally scheduled work hours as determined by collective agreements, terms and conditions of employment and employment contracts as applicable. This policy is in line with the changes made to the Working for Workers Act, 2021 and the Employment Standards Act, 2000. Discussion was had surrounding the application of the policy.

Moved by: Mark Watson

Seconded: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Right to Disconnect Policy 300.27 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Equity and Inclusive Education Policy 200.23

Superintendent Wilson presented the Equity and Inclusive Education Policy. Superintendent Wilson noted the previous contributions made by Superintendent De Rubeis to the policy. The Brant Haldimand Norfolk Catholic District School Board recognizes that any form of social or cultural discrimination is incompatible with the Catholic faith's moral principles and is in violation of the Ontario Human Rights Code. It was noted that The Board is committed to serving the staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights. This policy is in line with the Ontario Education Equity Action Plan.

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the Equity and Inclusive Education Policy 200.23 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.4 Remote Work Policy 300.28

Superintendent Greco presented the Remote Work Policy. The Brant Haldimand Norfolk Catholic District School Board recognizes the potential benefits that a work arrangement combining remote and on-site work can bring to both the employee and the Board. 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. The Remote work policy is designed to create a flexible fixed-schedule work environment. Currently employees who are eligible, can work remotely up to two days per week. Superintendent Greco noted that several other catholic and public-school boards already have a remote work policy in place or have one in progress. Employees must complete a workplace self-assessment checklist and enter into an agreement that only Superintendents can approve.

The following amendment to the motion was tabled:

Moved by: Bill Chopp

Seconded by Carol Luciani

THAT all employees of the Brant Haldimand Norfolk Catholic District School Board should be working at their physical workstations five days per week.

Discussion was had surrounding a variety of items related to remote work eligibility including performance tracking and productivity while working remotely. The expectation is that there are no costs associated to the Brant Haldimand Norfolk Catholic District School Board for employees working remotely, and proper infrastructure must in place including consistent and reliable internet. Employees working remotely must also be able to return to their physical workstations during a remote workday if required. It was discussed that this policy will impact approximately 40 employees within the Board. Equity among work groups was considered. Discussion was also had regarding today's workforce and how a remote work policy is becoming an essential part of attracting and retaining potential and current employees. The Remote Work Policy will be reviewed at the September 2023 Board meeting.

The following amendments were made to the above tabled motion:

Moved by: Bill Chopp

Seconded by: Carol Luciani

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

THAT the Policy Committee recommends that the Committee of the Whole refers the amended Remote Work Policy 300.28 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

3. Adjournment

Moved by: Dennis Blake

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourns the February 13, 2023, meeting.

Carried

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: February 8, 2023
Submitted by: Michael McDonald, Director of Education & Secretary

Anti-Human Sex Trafficking 200.25

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) is committed to ensuring the health, safety and wellbeing of all students and staff. All members of the community – trustees, administrators, teachers, support staff, students, parents/guardians, parish, volunteers, bus drivers and community partners work collaboratively and diligently to create safe and accepting environments.

The Catholic Church proclaims that human life is sacred, and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our Catholic social teachings. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

DEVELOPMENTS:

The Board is fundamentally opposed to human sex-trafficking of persons in which a commercial sex act is induced by force, fraud, or coercion. The Board will show compassion and exercise all available resources to assist students who may have fallen victim to or are survivors of human sex trafficking. With respect to human sex trafficking, the church declares, “*It is an open wound on the body of contemporary society, a scourge upon the body of Christ. It is a crime against humanity*”. Pope Francis

Human sex trafficking is one of the fastest growing and most lucrative crimes worldwide. It is predatory and devastatingly damaging to victims, survivors, their families, and communities.

This Policy and Procedure will set the parameters for ongoing staff development, training, and support for students in partnership with local parishes, police services, and community agencies. Furthermore, curricular and program links, as well as strategies will be integrated within the Religion and Family Life Programs, and the Ontario Curriculum documents.

The Policy, Administrative Procedure and supporting documents will provide a consistent school response which is necessary to provide education, reporting of, and support for, students who may become victims of human sex trafficking.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Anti-Human Sex Trafficking Policy & AP 200.25 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Anti-Human Sex Trafficking

#200.25

Adopted:	February 28, 2023
Last Reviewed/Revised:	N/A
Responsibility:	Superintendent of Education
Next Scheduled Review:	2025-2026

POLICY STATEMENT:

The Catholic Church proclaims that human life is sacred, and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our Catholic social teachings. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

With respect to human sex trafficking, the church declares, “It is an open wound on the body of contemporary society, a scourge upon the body of Christ. It is a crime against humanity”. Pope Francis

Human sex trafficking is one of the fastest growing and most lucrative crimes worldwide. It is predatory and devastatingly damaging to victims, survivors, their families, and communities. Human sex trafficking can include grooming, recruiting, harbouring, sextortion or controlling a person's movements using force, physical or psychological coercion or deception for the purposes of sexual exploitation.

The Brant Haldimand Norfolk Catholic District School Board (“Board”) is fundamentally opposed to and has a zero-tolerance policy on human sex-trafficking of persons in which a commercial sex act is induced by force, fraud, or coercion.

The Board will show compassion and exercise all available resources to assist students who may have fallen victim to or are survivors of human sex trafficking.

APPLICATION AND SCOPE:

The Board will ensure that:

- All members of the community – trustees, administrators, teachers, support staff, students, parents/guardians, parish, volunteers, and bus drivers will work collaboratively and diligently to help protect all students from predators who engage in human sex trafficking or grooming activities.
- On-going staff development and training take place at a system and school level regarding human sex trafficking awareness, signs of sex trafficking, reporting protocols of expected or confirmed sex trafficking activities and interventions.
- On-going partnerships with local parishes, police services, and community agencies are in place to support the Board’s goal to create safe and welcoming learning environments that protect students from being trafficked for the purposes of sexual exploitation.
- Academic, social, emotional, and spiritual supports will be provided for students who are victims of and have been traumatized because of human-sex trafficking.
- Curricular and program links, as well as strategies, are integrated within the Religion and Family Life Programs, and the Ontario Curriculum documents.
- The Board will work collaboratively with the Ministry of Education to develop a performance measurement framework. This framework will monitor the effectiveness of training (for example, whether staff feel they are more aware and more able to safely identify and intervene in situations where a student is suspected of being trafficked or trafficking) and whether the protocols respond to the needs of students.

The administrative procedure and supporting documents will provide a consistent school response which is necessary to provide education, reporting of, and support for students who may become victims of human sex trafficking.



REFERENCES:

- PPM 119 Developing and implementing equity and inclusive education policies in Ontario schools
- PPM 128 The Provincial Code of Conduct and School Board Codes of Contact
- PPM 166 Keeping Students Safe – Policy Framework for School Board Anti-Sex Trafficking Protocols
- Bill 157 Keeping our Kids Safe at School Act
- Bill 212 Education Amendment Act (Progressive Discipline and School Safety), 2007
- O. Reg. 265 Duties of a Principal
- O. Reg. 474/00 Access to School Premises
- Government of Canada / Public Safety Canada
- Ontario's Anti-Human Trafficking Strategy 2020-2025
- Ontario Catholic School Trustees' Association – Submission to the Ministry of Education on Anti-Human Trafficking
- Child, Youth and Family Services Act, 2017
- Ontario College of Teachers – Duty to Report
- Catholic Social Teachings

DEFINITIONS:

2SLGBTQIA+: Is an acronym used to identify an individual who identifies as two-spirit, lesbian, gay, bisexual, transgender, queer, intersex and asexual.

Board Employees: An employee who works with students is defined to include administrators, teachers, early childhood educators, educational assistants, child and youth workers, social workers, psychologists, speech language pathologists and other professional and para-professional staff who have regular and direct duties with the Board's students.

Caregiver: A caregiver is defined to be either a parent/guardian or any other individual(s) who is/are charged with the responsibility for overseeing the care of a child who is a minor.

Grooming: Sex traffickers carefully and methodically work to gain their victims' trust, create a degree of dependence, and subtly promote the idea that selling sexual services is normal, acceptable, and necessary. Ultimately, successful grooming results in vulnerable people cooperating in their own exploitation and abuse and believing they have made the choice to do so independently.

Human Sex Trafficking: Human sex trafficking is a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruiting, harbouring, transporting, obtaining, or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women and girls, but all people may be targeted.

Sextortion: Sextortion is a serious crime that occurs when someone threatens to distribute an individual's private and sensitive material (written or images) if you do not provide them images of a sexual nature, sexual favors, or money.

School Administrator: A school administrator is defined to be either a principal or vice-principal.

Student Support Staff: Can include but is not limited to a child youth worker or social worker.

Survivor: An individual who has escaped a human sex trafficking situation.

VTRA: Violence Threat Risk Assessment Protocol.

Victim: An individual who is in the process of being recruited or is recruited for the purposes of human sex trafficking.

ADMINISTRATIVE PROCEDURES:

Purpose

To provide direction for superintendents, school administrators and all staff regarding anti-human sex trafficking expectations.



1.0 Responsibilities of the Superintendent of Education

The Superintendent of Education will:

- Be responsible for staff development training regarding human sex trafficking at a system level.
- Ensure that appropriate ongoing community partnerships are maintained and expanded as needed to combat human sex trafficking activities.
- Make available academic and community support for victims of human sex trafficking.
- Ensure that curriculum plans and strategies for anti-human sex trafficking are linked to the Religion and Family Life Program, and the appropriate Ontario curriculum documents.

2.0 Responsibilities of the School Administrators

The School Administrator will:

- Ensure that all staff participate in anti-human sex trafficking staff development training, as required.
- Ensure that all staff are aware of the signs that a student(s) may have become involved in or is potentially being groomed for sex trafficking activities. This includes those students who are trafficking and those who are being trafficked.
- Ensure that all staff and students are aware of their responsibilities of how to report suspected or confirmed sex trafficking of a student(s).
- Ensure all staff cooperate with Board personnel and outside agencies that may be required to fully investigate suspected or confirmed sex trafficking activity that involves a student.

3.0 Parent(s)/Guardian(s)/Caregiver(s)

Parent(s)/Guardian(s)/Caregiver(s) are encouraged to learn how to identify the signs of human sex trafficking. If human sex trafficking is suspected or confirmed, the parent/guardian is responsible for contacting local police immediately. If the matter is an emergency, call 9-1-1.

Parent(s)/Guardian(s)/Caregiver(s) should contact the school administrator who will then connect with the appropriate Student Support Services personnel.

4.0 Staff & Caregiver Awareness Training

The Board will provide professional development and awareness training as required to all Board staff. Staff professional development may include but is not limited to:

- The indicators of human-sex trafficking.
- Which populations are especially vulnerable and why.
- Reporting procedures of confirmed and suspected sex trafficking activities.
- Community resources and agencies that are available to assist students/parents/Board employees with the prevention of sex trafficking.

5.0 Staff Reporting Procedures

Reporting procedures and other important information can be accessed in the Anti-Human Sex Trafficking Protocol through School Administration and Student Support Services.

6.0 Student Confidentiality

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

7.0 Student Reintegration to School (Return to School Plan)

The Board will endeavor to re-integrate survivors of sex trafficking activities back into school in the event there were prolonged absences. The Board is also committed to provide educational opportunities to students who have engaged in trafficking behaviours; ensuring safety of student's directly or indirectly involved. Strategies include but are not limited to:

- Working collaboratively with resources as identified by the student including but not limited to: School Social Worker or Child Youth Worker, School Chaplain / Parish Priest, community mental health workers, Victim Services, Woman's Services, Child Welfare Agencies, Youth Justice agencies or other appropriate agencies to provide the necessary support that may be needed to assist student reacclimatize to a school / learning environment.



- Involvement of representatives as desired by the student, from Indigenous, Black, racialized and newcomer groups to provide support to victims.
- Providing transitional and alternative academic programming to support a safe return to learning.
- Supporting ongoing professional counselling services as needed.

8.0 Monitoring and Review

The Board will review this policy and administrative procedure in keeping with its regular policy review schedule or sooner if deemed necessary to do so.

**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: February 13, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

RIGHT TO DISCONNECT 300.27

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board supports and encourages a healthy workplace and work-life balance and therefore is committed to implementing processes that support the mental health and well-being of employees. This policy supports employees' right to disconnect from work outside of their normally scheduled work hours.

DEVELOPMENTS:

Bill 27, *Working for Workers Act, 2021* received Royal Assent on December 3rd, 2021. Bill 27 creates new obligations that employers in Ontario must follow. It brings many changes to the ESA (*Employment Standards Act*). Every employer in the province must implement new policies to meet the proposed changes. This includes the requirement that an employer create a policy about the right to disconnect. The policy can create a better right or benefit than the minimum requirements set out in Bill 27. The employer's policy must be made available to all employees.

According to the Bill, the "right to disconnect" is defined as, "not engaging in work-related communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work".

The policy allows and supports employees to set clear boundaries between work and their personal lives. This means employees:

- Should avoid performing work-related tasks when not expected
- Are not expected to respond to work-related communications outside of work, on breaks, vacation, or during any paid/unpaid time off
- Are encouraged to take their breaks and use time-off entitlements for non-work-related activities

In rare circumstances, the Board recognizes that particular situations may necessitate the contacting of staff outside of normal working hours.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the new Right to Disconnect 300.27.P to the Brant Haldimand Norfolk Catholic District School Board for approval.



Right to Disconnect #300.27

Adopted:	February 2023
Last Reviewed/Revised:	N/A
Responsibility:	Human Resources Services
Next Scheduled Review:	June 2026

Policy Statement

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) recognizes that all staff have a right to disconnect from work outside of the employee’s normal working hours. The Board supports and encourages a healthy workplace and work-life balance and therefore is committed to implementing policies and procedures that support the mental health and well-being of all employees. This policy has been established to support employees’ right to disconnect from their work outside of their normally scheduled work hours as determined by collective agreements, terms and conditions of employment and employment contracts as applicable.

Application and Scope

This Policy applies to all employees of the Board.

1. Employees have the right to disconnect from their duties and work-related tasks and/or communication outside of assigned working hours without fear of reprisal.
2. Employees are encouraged to set clear boundaries between work and their personal lives.
3. The Right to Disconnect means that employees:
 - Can and should avoid performing their job duties and work-related tasks when they are not expected to work.
 - Are not expected or required to respond to work-related communication outside their regular working hours, while on break, vacation or during any paid or unpaid time off.
 - Should take and use all of their scheduled breaks and time off entitlements for non-work-related activities.
 - Will not face repercussion or be penalized for not communicating or continuing to work outside of their regular working hours.
4. Senior Administration and Principals/Managers/Supervisors will model, encourage, and promote staff disconnection from work outside of normal working hours.
5. All principals/managers/supervisors will respect the non-working hours of staff.
6. Staff are expected to complete their work within their normally scheduled workday, unless there is a requirement for overtime as approved by their immediate supervisor, as prescribed within Collective Agreements, Terms and Conditions of Employment and Employment Contracts.
7. Normal working hours will vary among employee groups within the Board. There may be situations on occasion where it is necessary to contact staff outside of normal working hours, in particular emergency situations and other unforeseeable circumstances.

References

- Bill 27, *Working for Workers Act, 2021*
- *Employment Standards Act, 2000*
- 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
- [ITS 600.01.P - Electronic Communications and Social Media Use.pdf](#)
- [ITS 600.02.P - Information and Communications Technology Use.pdf](#)

Forms

- N/A

Appendices

- N/A

Definitions

Disconnect From Work: means not engaging in work-related communication, including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work.

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.

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

Prepared by: Phil Wilson, Superintendent of Education
Presented to: Policy Committee
Submitted on: February 13, 2022
Submitted by: Michael McDonald, Director of Education & Secretary

Equity and Inclusive Education #200.23 Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (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, it is the policy of the Board to provide in all its operations in an educational environment which supports and enables equity of outcome within our inclusive Catholic community.

The Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code (“the Code”). The Board recognizes that the school system gives primacy to the teachings of the Catholic faith, congruent with the protection afforded in the Ontario Human Rights Code, the Constitution Act, 1982 and confirmed in the Canadian Charter of Rights and Freedoms.

DEVELOPMENTS:

This policy and administrative procedure have been reviewed as part of the regular review cycle. The Board remains committed to providing and learning and working environment free from harassing and discriminatory behaviour, where all members of the community feel safe, welcomed, and accepted.

The Policy and Administrative Procedure has been aligned with:

- Ontario Human Rights Code
- Ontario’s Equity and Inclusive Education Strategy
- Ministry of Education Policy/Program Memorandum No. 119
- Ontario’s Education Equity Action Plan
- Ontario Anti-racism Action Plan 2020
- Covid-19 Recovery Act 2020

Aligned with new direction from the Ministry of Education, the Policy and Administrative Procedure ensures principles of equity and inclusion are embedded in the *Board Improvement and Equity Plan* and continues to highlight the eight areas of focus for implementing equity and inclusive education (as outlined Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario’s Equity and Inclusive Education Strategy and Policy/Program Memorandum No.119).

As per ministry directions, the revisions include updated language and definitions and references the system steering committee. There is also reference to ongoing collection and analysis of data on racism and experience of discrimination in order to address systemic barriers, monitor progress and measure impact. The revised document also notes updates to the provincial report card templates for Grades 1 to 6 and Grades 7 and 8 to reflect the new direction described in Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Equity and Inclusive Education Policy #200.23 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: Equity and Inclusive Education

		Policy Number:	200.23
Adopted:	23/11/2010	Former Policy Number:	
Revised:	24/04/2012	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	3

Belief Statement:

~~The Brant Haldimand Norfolk Catholic District School Board (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, it is the policy of the Board to provide in all its operations an educational environment which supports and enables diversity within our inclusive Catholic community.~~

~~The Board recognizes that any form of social or cultural discrimination is incompatible with the Catholic faith’s moral principles and is in violation of the Ontario Human Rights Code (“the Code”). The Board recognizes that the school system gives primacy to the teachings of the Catholic faith, congruent with the protection afforded in the Ontario Human Rights Code, the Constitution Act, 1982 and confirmed in the Canadian Charter of Rights and Freedoms.~~

~~The Board and its staff are committed to the elimination of discrimination as outlined in Ontario’s Equity and Inclusive Education Strategy and the Ontario Ministry of Education (the “Ministry”) Policy/Program Memorandum No. 119, in a manner which is consistent with the exercise of the Board’s denominational rights under section 93 of the Constitution Act, 1982 and as recognized in section 19 of the Ontario Human Rights Code.~~

Policy Statement:

~~The Brant Haldimand Norfolk Catholic District School Board is committed to serving the staff, students and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures and practices that are consistent with Catholic denominational rights.~~

~~**Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario’s Equity and Inclusive Education Strategy and Policy/Program Memorandum No.119 (2009) “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”** identify eight areas of focus for implementing equity and inclusive education.~~

~~In accordance with the above documents, as well as applicable legislation that outlines the denominational rights of the Catholic school system, and with adherence to the Guiding Principles of the Equity and Inclusive Education Strategy, consistent with the Code, and in the context of each area of focus, the Brant Haldimand Norfolk Catholic District School Board shall:~~

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (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, it is the policy of the Board to provide in all its operations an educational environment which supports and enables diversity within our inclusive Catholic community.

The Board recognizes that any form of social or cultural discrimination is incompatible with the Catholic faith’s moral principles and is in violation of the Ontario Human Rights Code (“the Code”). The Board recognizes that the school system gives primacy to the teachings of the Catholic faith, congruent with the protection afforded in the Ontario Human Rights Code, the Constitution Act, 1982 and confirmed in the Canadian Charter of Rights and Freedoms. The Board seeks an environment free from harassing and discriminatory behaviour, where all members of the community feel safe, welcomed, and accepted. **The Board seeks an environment free from harassing and discriminatory behaviour, where all members of the community feel safe, welcomed, and accepted.**

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario’s Equity and Inclusive



Brant Haldimand Norfolk Catholic District School Board

Education Strategy and the Ontario Ministry of Education (the “Ministry”) Policy/Program Memorandum No. 119, in a manner which is consistent with the exercise of the Board’s denominational rights under section 93 of the Constitution Act, 1982 and as recognized in section 19 of the Ontario Human Rights Code.

APPLICATION AND SCOPE:

The Brant Haldimand Norfolk Catholic District School Board is committed to serving the staff, students and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures and practices that are consistent with Catholic denominational rights. **By identifying removing and preventing systemic barriers and discriminatory practices student will be able to realize their full potential thus improving student achievement.**

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario’s Equity and Inclusive Education Strategy and Policy/Program Memorandum No.119 (2009) “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools” identify eight areas of focus for implementing equity and inclusive education.

In accordance with the above documents, as well as applicable legislation that outlines the denominational rights of the Catholic school system, and with adherence to the Guiding Principles of the Equity and Inclusive Education Strategy, consistent with the Code, and in the context of each area of focus, the Brant Haldimand Norfolk Catholic District School Board shall:

1.0 Board Policies, Programs, Procedures and Practices:

- Ensure that **general** principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, **curriculum**, guidelines, operations, practices, and Board Improvement Plans.
- **Ensure that principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, curriculum, guidelines, operations, practices, and Board Improvement Plans.** ~~specific to certain marginalized groups~~
- Provide opportunities for the diverse Catholic school community, including students, staff, parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.
- Ensure that staff will investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the Code.
- Develop and implement strategies to actively engage students, parents, families and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.
- **Ongoing collection and analysis of data on racism and experience of discrimination in order to address systemic barriers, monitor progress and measure impact.**

2.0 Shared and Committed Leadership:

- Establish and maintain partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.
- Ensure that members of communities that are underserved and/or marginalized are included in the shared leadership.
- Establish a collaborative culture where the collective capabilities and voices of stakeholders are used to develop and implement equity and inclusive education goals.
- Promote equity minded student leadership related to issues of social justice in the tradition of the Catholic Church.

3.0 School-Community Relationships:

- Collaborate with students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that support student achievement.
- Examine and remove any barriers that exist that are part of systemic discrimination under the Code and that prevent full participatory school-community relations.
- Establish and maintain partnerships with all members of our diverse Catholic community so that the



Brant Haldimand Norfolk Catholic District School Board

perspectives and experiences of all students, families, and employees are recognized.

- Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to Board initiatives.
- Identify under-represented communities and facilitate their participation and involvement in Board activities.

4.0 Inclusive Curriculum and Assessment Practices:

- **In an effort to address any achievement gaps**, staff will review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated. The principles of such a review will be consistent with the Code; and
- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas **of social and cultural** discrimination. ~~(e.g., race, gender, disability).~~

5.0 Religious Accommodation:

- Support freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
- Seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs, but the principles of the Catholic Church.
- Ensure that an appropriate space or classroom, other than the chapel, is available for religious celebrations celebrated by other Christian denominations or other faith traditions.
- Consult with their respective local Ordinary on such accommodations.

6.0 School Climate and the Prevention of Discrimination and Harassment:

- Create a climate in which excellence is continually strived for and respect for all permeates the environment.
- Ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment.
- Ensure the use of progressive discipline **is consistent across the district. Progressive discipline is both supportive and corrective and considers mitigating and other factors.**

7.0 Professional Learning:

- Support the school's review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff and trustees to participate in equity and inclusive education training and leadership initiatives.
- Provide **ongoing** anti-racism and anti-discrimination training that examines power and privilege, including training and prevention and early intervention strategies. This training should include information on cross-cultural differences **as well as exceptionalities and disabilities** and **strategies to mitigate disciplinary practices**. ~~promote a deeper understanding of exceptionalities and of how to mitigate discipline in light of its effect on marginalized students with disabilities.~~
- Identify a board equity and inclusive education contact to liaise with the Ministry of Education and other boards in order to share challenges, promising practices and resources.

8.0 Accountability and Transparency:

- Embed the principles of equity and inclusive education into the **Board's Multi-Year Strategic Plan, Board Improvement and Equity Plan** and all Board policies, programs, guidelines and practices.
- Communicate the equity and inclusive education policy to students, teachers, parents, staff, Catholic Parent Involvement Committees, community partners, and volunteers and post it on the Board's website.
- Engage Board and school teams in school improvement planning.
- Establish processes to monitor progress and assess effectiveness of policies, programs and procedures.
- Report on the progress of implementation of the policy and its impact on student achievement using specific criteria.



Brant Haldimand Norfolk Catholic District School Board

References

- Canadian Charter of Rights and Freedoms: [http://laws.justice.gc.ca/en/charter/Constitution Act, 1982:](http://laws.justice.gc.ca/en/charter/Constitution_Act,_1982)
http://www.solon.org/Constitutions/Canada/English/ca_1982.html
- Ontario Human Rights Code: http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm
Ontario's Equity and Inclusive Education Strategy
- Policy/Program Memorandum No. 119 (2009) - Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
- Policy/Program Memorandum No. 108 - Opening or Closing Exercises in Public Elementary and Secondary Schools
- Opening and Closing Exercises Administrative Procedure
200.11
- [Ontario's Education Equity Action Plan](#)
- [Student Behaviour, Discipline and Safety 200.09](#)
- [Student Behaviour, Discipline and Safety 200.09 - District Code of Conduct](#)
- [Ontario Anti-racism Action Plan 2020](#)
- [Covid Recovery Act 2020](#)

Glossary of Key Policy Terms:

Bias

Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Implicit Bias

Bias as a product of associations learned through past experiences.

Explicit Stereotypes

Consciously endorsed, intentional, and sometimes controllable thoughts and beliefs.

Equity

A condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean treating all people the same without regard for individual differences.

Inclusive Education

Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.

Ontario Human Rights Code ("the Code")

A provincial law that gives everyone equal rights and opportunities, without discrimination, in specific areas such as education, jobs, housing, and services. The goal of the Code is to address and ultimately prevent discrimination and harassment (available at www.ohrc.on.ca).

Religious Accommodation

An obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those who wish not to participate in any form of religious observance.



**Equity and Inclusive Education
AP 200.23**

Procedure for:	Superintendents, Principals/Vice Principals	Adopted:	April 24, 2012
Submitted by:	Trish Kings, Superintendent of Education	Revised:	N/A
Category:	Students		

Purpose

To provide direction for the Superintendent of Education and Principals/Vice Principals regarding the Ontario Equity and Inclusive Education Strategy.

Responsibilities

The Superintendent of Education will oversee the implementation of the Ontario Equity and Inclusive Education Strategy from a system perspective. The Principals/Vice Principals will be responsible for implementing the Ontario Equity and Inclusive Education Strategy at the school level.

Information

School boards in Ontario are required to implement and monitor the Ontario Equity and Inclusive Education Strategies adhering to the eight areas of focus, which include:

- Board Policies, Programs, Procedures and Practice
- Shared and Committed Leadership
- School-Community Relationships
- Inclusive Curriculum and Assessment Practices
- Religious Accommodation
- School Climate and the Prevention of Discrimination and Harassment
- Professional Learning
- Accountability and Transparency

ADMINISTRATIVE PROCEDURES

1.0 Board Policies, Program, Procedures and Practice

1.1 The Superintendent of Education will:

- Provide direction for the implementation of the Board equity and inclusive education policies, programs and school improvement plans consistent with the Code and PPM 119 and that reflect the needs of their diverse Catholic school community.
- **Ensure new and existing** school policies/practices (i.e., codes of conduct) **are reviewed to** determine that they reflect the principles of equity and inclusive education.
- **Ensure input reflective of the diverse school communities are considered in policies and Board improvement plans.**
- Provide training for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario’s diverse society.
- Collect information needed to monitor the effects of the Board’s Equity and Inclusive Education Policy.

1.2 The Principal/Vice-Principal will:

- **Extend, develop and implement** the principles of equity and inclusion **to ensure that they** permeate the programs, practices and operations of the school environment.
- Implement strategies to actively engage students, parents and the wider community to promote equity and inclusive education **that reflect the needs of their diverse Catholic school community.**



2.0 Shared and Committed Leadership

2.1 The Superintendent of Education will:

- Provide ongoing training for staff that reflects comprehensive attention to the principles of human rights and the staff's fundamental role in an equitable and inclusive environment.
- Provide ongoing education and training for staff, students, and trustees in implementing equity and inclusive education and leadership initiatives.
- Include in the leadership selection criteria demonstrated commitment, knowledge and skills related to equity and inclusive education.
- **Facilitate opportunity for specific board staff to collaborate with the Ministry of Education and others to share challenges, practices, and resources.**

2.2 The Principal/Vice-Principal will:

- Demonstrate leadership in setting the tone for the positive and proactive implementation of equity and inclusion.
- Establish a collaborative culture within the school where all voices are heard in the development and implementation of equity and inclusive education goals.
- Provide staff and student leadership opportunities related to social justice issues.

3.0 School-Community Relationships

3.1 The Superintendent of Education will:

- Ensure that existing board-wide committees represent the diversity of the wider community.
- Review and deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.
- Expand community efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, and community organizations to ensure inclusion.
- Gather and use the knowledge, skills and experience of Board community partners to enrich the total educational and career experiences of staff, students and volunteers.
- Develop a database of information that establishes the diversity of communities based on self-identification.
- **Collect ongoing data from the community to ensure policies and procedure are having a positive impact on the community.**

3.2 The Principal/Vice-Principal will:

- Invite, include, and support representation on school committees, including school improvement planning.
- Collaborate with and actively engage students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.



4.0 Inclusive Curriculum and Assessment Practices

4.1 The Superintendent of Education will:

- Ensure that the Administrative Procedures for Assessment and Evaluation support the principles of equity and inclusion and are free of systemic bias and discrimination **in order to mitigate any achievement gaps.**
- Make certain that resources and instructional strategies:
 - are in accordance with Catholic teachings and values;
 - are in compliance with the provision of the Code with respect to the prohibitive grounds of discrimination;
 - **illustrate and provide an understanding of** ~~show~~ people of different **cultural and social backgrounds** ~~rac~~es, ~~gender~~s and ~~age~~s in non-stereotypical **and non-biased manners** ~~settings, occupations and activities;~~
 - explore the roles and contributions of all peoples in Canada, **ensuring marginalized groups are represented** and understand the factors that shaped these roles; and,
 - encourage open discussion of the prohibited grounds of discrimination under the Code in society, the community and the school.
- **Promote current research to ensure collaborative student assessment practices.**
- **Provide education and training based on the belief that every student can learn and can be successful if given the appropriate time and support.**
- **Ensure that all students who have English Language learning needs receive an education program that closely aligns with their specific needs and that ensures equity of access to curriculum.**
- **Monitor and ensure that school leaders are including students as active participants in their learning (i.e., students seeing and hearing themselves in curriculum; gender specific teaching practices; culturally relevant and responsive pedagogy, research-based practices in assessment and evaluation)**

4.2 The Principal/Vice-Principal will:

- Review, along with staff, assessment and evaluation practices to identify and address systemic bias.
- **Ensure teaching practices, curriculum and assessment are culturally reflective of and responsive to the students they teach and** ~~Ensure that classroom instructional strategies-~~ **support the principles of equity and inclusion in accordance with Catholic teaching and values.**
- Make certain that resources used in the classroom/libraries:
 - are in accordance with Catholic teachings and values;
 - are in compliance with the provisions of the Code with respect to the prohibited grounds of discrimination;
 - provide an understanding of people of different ~~different racial, cultural, and social~~ **race, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, and ability** in a non-stereotypical, non-biased manners;
 - portray people of different ~~different races, genders and ages~~ **race, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, and ability** in non-stereotypical settings, occupations and activities;
 - explore the roles and contributions of all peoples in Canada and the factors that shaped these roles; ensure resources in the school support that learning; and
 - **encourage open discussion of the prohibited grounds of discrimination under the Code in society, the community and the school.**
 - **engage students as active participants in their learning (i.e. students seeing and hearing themselves in curriculum; gender specific teaching practices; culturally relevant and responsive pedagogy; research-based practices in assessment and evaluation)**



- Ensure that the provincial report card templates for Grades 1 to 6 and Grades 7 and 8 have been updated to reflect the new direction described in *Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020*.
- Assist in mitigating educator bias on evaluation of social-emotional learning skills in relation to particular groups of students (e.g., Black, Indigenous, racialized, male/female, students with varying abilities).

5.0 Religious Accommodation

5.1 The Superintendent of Education will:

- Develop **and review** administrative procedure for Religious Accommodation in keeping with the Code.

5.2 The Principal/Vice-Principal will:

- Implement religious accommodation practices adhering to the Board's Religious Accommodation Administrative Procedure.

6.0 School Climate and the Prevention of Discrimination and Harassment

6.1 The Superintendent of Education will:

- **Develop strategies to address discriminatory and harmful language and interrupt racist and discriminatory language.**
- Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents and the community so that diverse groups and the broader community have better Board-level representation and greater access to Board initiatives.
- Put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable staff/the Board to respond in a timely manner.
- Communicate that administrators are expected to use progressive discipline, **restorative practices**, and professional discretion, and to understand the duty to accommodate students with disabilities.

6.2 The Principal/Vice-Principal will:

- Welcome, respect and validate the contributions of all students, parents, and other members of the school community.
- Ensure that every student is supported and is inspired to succeed in a culture of high expectations for learning (**i.e., identifying that we are all created in the image and likeness of God and that we identify that all students are innocent and good**).
- Ensure that school codes of conduct reflect the needs of the diverse Catholic community served by the school and are developed with the active consultation and involvement of students, staff, parents and community members.
- Ensure that the established Board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response.
- Ensure that all information about the new or revised procedures involving equity and inclusive education is communicated to all students, staff, families, and others in the school community.

7.0 Professional Learning



- 7.1** The Superintendent of Education will:
- Ensure that connections are made related to equity and inclusion, Catholic social teachings and the Ontario Catholic School Graduate Expectations.
 - Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
 - Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff and trustees to participate in equity and inclusive education training and leadership initiatives.
 - Provide antiracism and antidiscrimination training that examines power and privilege, including training in prevention and early intervention strategies **to all staff**.
 - Ensure that training includes information on cross-cultural differences and ~~promotes a deeper understanding of exceptionalities~~ **and provide strategies on** how to mitigate ~~discipline in light of its effect on~~ **marginalized students with disabilities**.

- 7.2** The Principal/Vice-Principal will:
- Review classroom strategies and revise them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies.
 - Promote collaborative teams that learn together, implement their learning and reflect together on best practices **in equity and inclusion and culturally responsive pedagogy**.
 - Build staff capacity through ongoing needs-based professional learning determined through data analysis and **student and community voice** ~~based on results~~.
 - Build staff capacity in understanding the connection between Catholic social teaching and equity and inclusion.
 - Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
 - Develop equity initiatives and provide timely and specific feedback that will further school-wide equitable practices.

8.0 Accountability and Transparency

- 8.1** The Superintendent of Education will:
- Embed the principles of equity and inclusive education into all Board policies, programs, guidelines and practices.
 - **Actively** communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners and volunteers and post it on the Board's website.
 - Seek and use feedback to improve the Equity and Inclusive Education Policy, in the spirit of continuous improvement **aligned with the policy review cycle**.
 - Engage Board and school teams in school improvement planning with emphasis on using data **including student voice to** identify and remove barriers to student achievement, to raise awareness about discriminatory practices, and to encourage conversations and collaborative actions about racism and other equity issues.



- Collaboratively create an Equity and Inclusive Education Action Plan to establish processes to monitor progress and assess effectiveness of policies, programs and procedures aligned with the plan.
- Establish processes to monitor progress and assess effectiveness of policies, programs and procedures.
- Report on the progress of implementation of the strategy and its impact on student achievement using specific criteria.
- Ensure that the transparency of the Identification, Placement and Review Committee (IPRC) process informs and supports parents through this process.

8.2 The Principal/Vice-Principal will:

- Include an equity and inclusive education plan within the school's Safe and Accepting School Plan and embed the goals of this plan within the school SIPSA.
- Use achievement, school climate and other data to develop and communicate evidence-based plans.
- Review, establish and employ self-reflection tools to determine the effectiveness of the school's equity and inclusive education plan and procedures in order to identify next steps in a process of continuous improvement.

Glossary of Key Policy Terms:

Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education

Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.

Ontario Human Rights Code ("the Code")

A provincial law that gives everyone equal rights and opportunities, without discrimination, in specific areas such as education, jobs, housing, and services. The goal of the Code is to address and ultimately prevent discrimination and harassment (available at www.ohrc.on.ca).



Religious Accommodation

An obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those who wish not to participate in any form of religious observance.

References

Statutory/Regulatory References

Canadian Charter of Rights and Freedoms: <http://laws.justice.gc.ca/en/charter/>

Constitution Act, 1982: http://www.solon.org/Constitutions/Canada/English/ca_1982.html

Ontario Human Rights Code: http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h_19_e.htm

Ontario's Equity and Inclusive Education Strategy

[Ontario's Education Equity Action Plan](#)

Policy/Program Memorandum No. 119 (2009) – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

Policy/Program Memorandum No. 108 – Opening or Closing Exercises in Public Elementary and Secondary Schools

Related Board Policy

Opening and Closing Exercises Administrative Procedure 200.11

Student Behaviour, Discipline and Safety 200.09

**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: February 7, 2023
Submitted by: Michael McDonald, Director of Education & Secretary

Remote Work 300.26
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (“the Board”) remains committed to maintaining high performance standards, accountability, service to the community and engendering exceptional employee engagement. The Board also supports and encourages a healthy and productive workplace environment for all employees and is committed to implementing innovative and auspicious business operations that enhance the employee’s working experience and meet the needs of an evolving workplace.

DEVELOPMENTS:

The education sector has evolved into a very competitive job market. The sector has seen unprecedented shortages in many job classifications and Boards are constantly competing for qualified and competent employees who will remain loyal to the organization. The recent surge of flexible work arrangements across all sectors has added another layer to employee recruitment and retention.

Furthermore, school boards have come to recognize the potential benefits and increase in productivity that a flexible work arrangement combining remote and on-site work can bring to both the employee and the Board. This Policy and Administrative Procedure is intended to address the remote working aspect of flexible working arrangements by providing guidance on remote working.

Although this Policy applies in a broad sense to all employees, not all jobs can be performed remotely or are suitable in all situations for remote working. In summary, staff working within schools and/or working directly with students would not be eligible for remote work arrangements. (e.g., front line, student/client-facing). It is expected that before a remote working arrangement is approved by a Superintendent, it must satisfy the requirements outlined within the policy.

When working remotely, all staff are subject to this Policy and Administrative Procedure and all other applicable Board Polices 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.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Remote Work Policy & AP 300.26 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Remote Work #300.26

Adopted:	February 28, 2023
Last Reviewed/Revised:	N/A
Responsibility:	Human Resource Services
Next Scheduled Review:	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 one (1) 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.

2022-23
Trustee Meetings and Events

Date	Time	Meeting/Event
February 21, 2023	1:00 pm	Special Education Advisory Committee
February 21, 2023	7:00 pm	Committee of the Whole
February 22, 2023	7:00 pm	Regional Catholic Parent Involvement Committee
February 28, 2023	9:00 am	Student Transportation Services BHN
February 28, 2023	1:15 pm	Accessibility Steering Committee
February 28, 2023	7:00 pm	Board Meeting
March 8, 2023	3:00 pm	Executive Council Meeting
March 10, 2022	3:00 pm	Policy Committee
<i>March 13-17, 2023</i>		<i>MARCH BREAK</i>
March 21, 2023	9:00 am	Mental Health Steering Committee
March 21, 2023	1:00 pm	Special Education Advisory Committee
March 21, 2023	3:00 pm	Accommodations Committee
March 21, 2023	7:00 pm	Committee of the Whole
March 28, 2023	7:00 pm	Board Meeting
April 12, 2023	3:00 pm	Executive Council Meeting
April 18, 2023	1:00 pm	Special Education Advisory Committee
April 18, 2023	7:00 pm	Committee of the Whole
April 25, 2023	3:00 pm	Budget Committee
April 25, 2023	7:00 pm	Board Meeting
April 26, 2022	7:00 pm	Regional Catholic Parent Involvement Committee
April 27-29, 2023		OCSTA AGM & Conference
<i>April 30 - May 5, 2023</i>		<i>Catholic Education Week</i>
May 1, 2023	5:00 pm	Catholic Student Leadership Awards
May 10, 2023	3:00 pm	Executive Council Meeting
May 16, 2023	1:00 pm	Special Education Advisory Committee
May 16, 2023	7:00 pm	Committee of the Whole
May 23, 2023	7:00 pm	Board Meeting
May 26, 2023	9:00 am	Student Transportation Services BHN
May 30, 2023	1:15 pm	Accessibility Steering Committee
June 1-3, 2023		CCSTA AGM
June 13, 2023	3:00 pm	Budget Committee
June 14, 2023	3:00 pm	Executive Council Meeting
June 19, 2023	5:00 pm	Audit Committee
June 20, 2023	7:00 pm	Committee of the Whole
June 27, 2023	7:00 pm	Board Meeting
June 28, 2023	4:45 pm	Assumption College Graduation
	6:30 pm	Holy Trinity Graduation
June 28, 2023	7:00 pm	St. John's College Graduation

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Faith Advisory Committee, Policy Committee