



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

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

**Policy Committee Meeting Thursday,
Friday, March 19, 2021 ♦ 11:00 a.m.
Microsoft Teams**

Trustees:

Members: Dan Dignard (Chair), Cliff Casey, Bill Chopp, Carol Luciani, Rick Petrella, Mark Watson

Senior Administration:

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

- 1. Opening Business**
 - 1.1 Opening Prayer
 - 1.2 Attendance
 - 1.3 Approval of the Agenda Page 1
 - 1.4 Approval of Minutes from the Policy Committee Meeting – December 3, 2020 Pages 2-5
 - 1.5 Business Arising from the Minutes
- 2. Committee and Staff Reports**
 - 2.1 Conflict of Interest – Hiring Practices Policy 300.TBD (*new*) Pages 6-8
 - 2.2 Student Attendance Policy 200.29 (revised) Pages 9-37
 - 2.3 Hiring – Academic Staff 300.10 (revised) Pages 38-46
- 3. Discussion Items**
- 4. Trustee Inquiries**
- 5. Adjournment**

Next meeting: Thursday, April 8, 2021, 3:00 p.m. - Boardroom



**Policy Committee Meeting
Thursday, December 3, 2020 ♦ 5:00 p.m.
Boardroom**

Members:

Trustees:
Dan Dignard (Chair), Cliff Casey, Bill Chopp, Carol Luciani, Rick Petrella, Mark Watson

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

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Dignard.

1.2 Attendance

Attendance was noted as above.

1.3 Approval of the Agenda

Watson/Cliff

Moved by: Rick Petrella

Seconded by: Bill Chopp

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of December 3, 2020 meeting.

Carried

1.4 Approval of Minutes from the Policy Committee Meeting – June 4, 2020

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the June 4, meeting.

Carried

1.5 Business Arising from the Minutes – Nil

2. Committee and Staff Reports

2.1 Copyright – Protected Works 400.03

Superintendent Temple presented the revised policy. The policy ensures that all employees responsible for providing educational resources to students follow the applicable provisions of the *Copyright Act*. The Policy and AP support the implementation and monitoring procedures that are consistent with the Fair Dealing provisions of the *Copyright Act*.

Moved by: Rick Petrella

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Copyright-Protected Works Policy and AP 400.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



2.2 Practicum Responsibilities 300.28

Superintendent Temple presented the new policy. The purpose of the policy is to ensure there are guidelines and procedures to support candidates, from various post-secondary institutions and their mentors. Discussion was held regarding eligibility and goals. The new policy also includes the request for affiliation agreements/contracts before candidates begin their placements with the Board.

Moved by: Carol Luciani

Seconded: Rick Petrella

THAT the Policy Committee recommends that the Committee of the Whole refers the Practicum Responsibilities Policy and AP 300.28 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Home Schooling 200.16

Superintendent Greco provided an outline of the revised policy including developments such as the description of expected working relationship and connection between staff and parents/guardians of home schooled students. Students will continue to be invited to connect with their school Principal and school events. It was also noted that transition plans will be contemplated for students who will enter Secondary School following a home schooling year and for students who will enter Post-Secondary Education following a home schooling year.

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Home Schooling Policy and Administrative Procedure 200.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.4 Home Instruction 200.17

Superintendent Greco provided an overview of the revised policy. Home instruction is a temporary programming option for students who cannot attend regular day school classes for a prolonged period. Changes included updated language and alignment with evolution of St. Mary Catholic Learning Centre. The policy also provides procedures for both onsite and offsite instruction.

Moved by: Rick Petrella

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Home Instruction Policy and Administrative Procedure 200.17 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



2.5 Head Lice (Pediculosis) 200.20

Superintendent Greco outlined changes to the policy including updated language and insight into controlling head lice infestation. Students who are found to have head lice or nits will be excused from class and will not interrupt or affect the child's academic program. A new section regarding environmental decontamination and the Re-Admission Procedure were added.

Trustee Chopp requested that guidance be included regarding affected students travelling home on the bus at the end of the school day.

Moved by: Rick Petrella

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Policy and Administrative Procedure Head Lice (Pediculosis) Policy 200.20 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.6 Community Use of Schools 400.05

Superintendent Keys presented the revised policy. The policy was reviewed in consultation with Facility Services, Communication Services, OSBIE, Senior Administration, other internal stakeholders, and other school board policies and procedures. Revisions included classification of user groups, enhancement of insurance requirements, rates and fees schedule and subsidies.

Moved by: Bill Chopp

Seconded by: Rick Petrella

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Community Use of Schools Policy 400.05, including the updated schedule for Community Use of Schools Rates and Fees, effective January 1, 2021.

Carried

2.7 Policy Renewal Process

Director McDonald reviewed the current Policy Renewal Process which states that all policies and procedures will be reviewed on a four-year revision cycle. It was noted for operational reasons that the sequence of the process be amended. Director McDonald recommended that the policy first go to Executive Council for information prior to going out for stakeholder input. After the 60 days of feedback from stakeholders and any changes that have been made by the superintendent responsible, it will then go to Policy Committee.

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the revisions to the Policy Renewal Process to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

2.8 Student Behaviour, Discipline and Safety Policy 200.09

Superintendent Greco advised of changes to the policy in order to bring it up to date with the regulatory changes from the *COVID-19 Economic Recovery Act* in terms of suspensions in Kindergarten to Grade 3.

Moved by: Carol Luciani

Seconded by: Rick Petrella

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

Carried

3. Discussion Items - Nil

4. Trustee Inquiries

Trustee Casey requested an update on the Federal Government's copyright matter. Superintendent Keys advised that we have submitted material as requested.

5. Adjournment

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourns the December 3, 2020 meeting.

Carried

Next meeting: Thursday, January 7, 2021, 3:00 p.m. – Boardroom

**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: March 18, 2021
Submitted by: Michael McDonald, Director of Education & Secretary

CONFLICT OF INTEREST-HIRING PRACTICES 300.TBD

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board believes that in order to fulfill its Catholic mission statement, it must recruit, hire, and promote qualified staff with a demonstrated commitment to Catholic education. The hiring practices outlined below support the district's efforts to promote diversity in hiring practices.

The Brant Haldimand Norfolk Catholic District School Board does not currently have recruitment and staffing policies that explicitly states the due regard to avoiding any conflicts of interest, including nepotism and favouritism.

DEVELOPMENTS:

Following the revocation of Ontario Regulation 274/12, Policy/Program Memorandum No. 165 - *School Board Teacher Hiring Practices* comes into effect March 31, 2021.

Although Policy/Program Memorandum No. 165 is intended to facilitate the highest business and ethical standards, and to facilitate the protection of the integrity of employees in teacher hiring responsibilities, this Board Policy applies to hiring responsibilities of all employees of the Board.

Hiring practices will be fair and transparent and shall give due regard to avoid any conflicts of interest, including nepotism and favouritism.

The policy defines "relationship" as any relationship of the employee to persons of:

- their family, whether related by blood, adoption, marriage, or common-law relationship;
- an intimate and/or financial nature during the preceding five years; or
- past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.

The policy states that no employee of the Board shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship. The policy then describes the process for disclosing the nature and extent of an identified conflict and the process for reassigning these duties to another staff member, where appropriate.

The policy also describes the responsibility of employees to declare a conflict to their supervisor or manager when a family relationship develops that places them in a direct supervisory relationship. However, certain situations will be heard by the Director of Education, or designate, to determine whether an exception may be made.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Conflict of Interest-Hiring Practices 300.TBD to the Brant Haldimand Norfolk Catholic District School Board for approval.



Conflict of Interest-Hiring Practices 300.TBD

Adopted:

Last Reviewed/Revised: NEW

Responsibility: Superintendent of Education

Next Scheduled Review: 2025

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board believes that to fulfill its Catholic mission statement, it must facilitate recruitment and staffing processes that are transparent, fair, bias-aware and equitable for all.

APPLICATION AND SCOPE:

This policy applies to all staff of the Board:

1. The Board is committed to a fair and transparent hiring process and shall give due regard to avoid any conflicts of interest, including nepotism and favouritism.
2. For the purposes of this policy, "relationship" means any relationship of the employee to persons of:
 - their family, whether related by blood, adoption, marriage, or common-law relationship;
 - an intimate and/or financial nature during the preceding five years; or
 - past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.
3. No employee of the Board shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship.
4. Where the person with whom the employee has the relationship is one of multiple applicants or candidates in a competitive hiring process, the employee shall not participate in, or influence the outcome of, any aspect of that hiring process.
5. Where a conflict of interest as identified in the preceding sections occurs, the employee shall immediately disclose the nature and extent of the conflict to the Manager of Human Resource Services or designate. If the Manager of Human Resource Services or designate determines that a conflict of interest exists, they shall assign these duties to another person who does not have a conflict of interest and shall give any further direction to the employee considered necessary to protect the integrity of the hiring process.
6. Where the Manager of Human Resources Services identifies a conflict of interest as identified in the preceding sections occurs, the Manager of Human Resources Services shall immediately disclose the nature and extent of the conflict to the Superintendent of Human Resource Services.
7. Prior to holding any interviews, panels are provided with a list of applicants to determine if a conflict of interest exists.
8. No family and/or relatives are permitted to work together in a direct supervisory relationship, either in a subordinate or supervisory role to each other. It is the responsibility of employees to declare a conflict to their supervisor or manager when a family relationship develops that places them in a direct supervisory relationship.
9. To prevent a real or perceived potential conflict of interest, and/or to comply with the requirements set out in this policy, certain situations will be heard by the Director of Education, or designate, to determine whether an exception may be made.



REFERENCES:

- [Ontario Education Act](#)
- [Ontario Human Rights Code, Section 24\(1\)\(1\)](#)
- [Policy/Program Memorandum 165: School Board Teacher Hiring Practices](#)
- [Employment Standards Act, 2000](#)
- [Pre-Employment Screening Policy 300.18](#)
- [Hiring – Academic Staff 300.10](#)
- [Hiring – Support Staff 300.11](#)

DEFINITIONS:

Conflict of Interest: A potential, apparent, or actual conflict where an Employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the Employee's responsibility to the Board, or with the Employee's participation in any recommendation or decision pertaining to teacher and principal/vice-principal hiring within the Board.

Employee: A full-time, part-time or occasional Employee of the Brant Haldimand Norfolk Catholic District School Board.

Positions of Responsibility: Department Heads and Non-School-Based System Positions such as Coordinators, Consultants, and Student Achievement Leaders.

Relationship: Any relationship of the Employee to persons of their immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

Supervisor: The person to whom an employee reports.

**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: March 19, 2021
Submitted by: Michael McDonald, Director of Education & Secretary

STUDENT ATTENDANCE POLICY 200.29

Public Session

BACKGROUND INFORMATION:

All students at the Brant Haldimand Norfolk Catholic District School Board are expected to be in regular attendance at school. Our common vision of the learner is that of a responsible citizen, a collaborative contributor, and a self-directed, responsible, and lifelong learner. This vision of the learner can best be realized through regular attendance at school. The Brant Haldimand Norfolk Catholic District School Board believes that the responsibility for the daily attendance of students rests with the parents and/or guardians, the student where they are of age, and school board staff.

DEVELOPMENTS:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to support parents and/or guardians so that students can demonstrate regular and punctual attendance at school. As the educational landscape continues to evolve so does the parameters of attendance. To that end, the policy and procedure has been updated to provide direction for families and school board staff on process for families requesting a necessary extended absence, implementing modified school day attendance and consideration for exclusion as a means of intervention. The policy provides new and updated forms for staff to appropriately document any restriction or allowances regarding attendance. The policy also describes in detail the interventions for students who demonstrate unsatisfactory attendance and the role of Attendance Councilor in providing intervention as needed.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Student Attendance Policy & AP 200.29 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Student Attendance #200.29

Adopted:	January 27, 2009
Last Reviewed/Revised:	March 2021
Responsibility:	Superintendent of Education
Next Scheduled Review:	2025

POLICY STATEMENT:

All students at the Brant Haldimand Norfolk Catholic District School Board are expected to be in regular attendance at school. Our common vision of the learner is that of a responsible citizen, a collaborative contributor, and a self-directed, responsible, and lifelong learner. This vision of the learner can best be realized through regular attendance at school. The Brant Haldimand Norfolk Catholic District School Board believes that the responsibility for the daily attendance of students rests with the parents and/or guardians, the student where they are of age, and school board staff.

APPLICATION AND SCOPE:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to support parents and/or guardians so that students can demonstrate regular and punctual attendance at school.

It is the policy of the Board that administrative procedures be developed to:

- Direct the appropriate staff regarding the processes for **recording and** maintaining student attendance records;
- Have a process for communicating student absences/lates to parents/guardians; and
- Monitor safe arrival, as well as the courses of action that may be taken for instances of truancy and habitual neglect of duty to attend school regularly and punctually.

REFERENCES:

- [Education Act R.S.O. 1990 E.2 and Part II \(School Attendance\)](#)
- [Ontario Regulation 298 School Operations](#)
- [Home Schooling Policy 200.16](#)
- [Home Instruction Policy 200.17](#)
- [Supervised Alternative Learning Policy 200.06](#)
- [Student Behaviour Discipline and Safety Policy 200.09](#)
- [Policy/Program Memorandum 119 "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"](#)
- [Policy/Program Memorandum 145 "Progressive Discipline and Promoting Positive Student Behaviour."](#)
- [Enrolment Register Instructions for Elementary and Secondary Schools](#)

FORMS:

- Student Extended Absence Request Form
- Student Attendance Referral Form (11-15 Days Absent)
- 30-45-60 Day Consecutive Days of Absence Form
- Request for Modified Day Form
- Student Intent to be Absent



APPENDICES:

- Appendix A: Parent Discussion Guide
- Appendix B: Attendance Exclusion Letter
- Appendix C: Exclusion Appeals

DEFINITIONS:

Student Attendance

For the purposes of these procedures, *student attendance* refers to regular day-school attendance at a Catholic elementary or secondary school.

Guardian (Ed. Act, Part 2, 18)

In addition to having the meaning ascribed in section 1 (of the Act), includes anyone who has received into his or her home a person, other than his or her own child, of compulsory school age and that person resides with him or her or is in his or her care.

Attendance Review Committee

A committee consisting of Superintendent, Principal, School Attendance Counsellor and any other community representatives as appropriate. Purpose of the committee is to review case and explore other potential strategies.

School Staff

May include and are not limited to: classroom teachers, Chaplaincy Leader, guidance teachers, child and youth workers, early childhood educators, social workers (attendance counsellors), mental health leads, student success teachers, special education resource teachers, and the principal of Continuing and Alternative Education and other staff the principal deems appropriate.

School Attendance Counsellor

The Board's social workers are the Board's student attendance counsellors as per the Education Act.

Provincial School Attendance Counsellor (Ed. Act, Part 2, 24 (1))

The Lieutenant Governor in Council may appoint an officer, to be the Provincial School Attendance Counsellor, who shall, under the direction of the Minister, superintend and direct the enforcement of compulsory school attendance.

ADMINISTRATIVE PROCEDURES:

Information

The purpose of this administrative procedure is to provide direction to parents, ~~principals~~ school administrators, teachers, support staff and students regarding their respective responsibilities related to regular and punctual attendance at school.

~~Responsibilities – as noted in Administrative Procedure~~

Requirements (listed below) for school attendance are outlined in Part 2, subsection 21 of the Education Act in statutes and regulations, as well as through guidelines provided to school districts related to the school register (Education Act R.S.O. 1990, Chapter E.2, Part II – School Attendance and O. Reg 298 s. 23).

Compulsory School Age

- Every person who attains the age of six years **on or before** the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until the person attains the age of 18 years; and
- Every person who attains the age of six years **after** the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years.

Person under Compulsory Age

- Where a person under compulsory school age has been enrolled as a pupil in an elementary school, this section applies during the period for which the person is enrolled as if he or she were of compulsory school age. 2006, c. 28, s. 5(1)



Participation in Equivalent Learning

A person shall be considered to be attending school when he or she is participating in equivalent learning if the equivalent learning program, course of study or other activity and the group, organization or entity providing it have been approved under paragraph 3.0.1 of subsection 8 (1). 2006, c. 28, s. 5 (1).

Duty of parent, etc.

The parent or guardian of a person who is required to attend school under this section shall cause the person to attend school as required by this section unless the person is at least 16 years old and has withdrawn from parental control. 2006, c. 28, s. 5 (1).

Administrative Procedures

1.0 Student Attendance General Principles

- 1.1 **Cooperation** - Maintaining an effective school environment where regular and punctual school attendance exists, requires the cooperation and collaboration of students, families, district staff and, where necessary, community services.
- 1.2 **Promotion** – It is critical that all staff promote regular and punctual attendance at school as a crucial mechanism to ensure improved student achievement. This promotion should be done through communication platforms such as newsletters and announcements on a regular basis. Promotion of good attendance is greatly enhanced with **diverse** school programming and co-curricular activities are relevant and accessible to students.

2.0 Responsibilities for Students and Parents/Guardians

- 2.1 It is the duty of a parent or guardian of a person who is required to attend school to cause the student to attend school regularly and punctually as required under the Education Act.

2.1.1 A person is excused from attendance at school if:

- (a) the person is receiving satisfactory instruction at home or elsewhere.
- (b) the person is unable to attend school by reason of sickness or other unavoidable cause.
- (c) transportation is not provided by a board for the person and there is no school that he or she has a right to attend situated:
 - (i) within 1.6 kilometres from the person's residence measured by the nearest road if he or she has not attained the age of seven years on or before the first school day in September in the year in question, or
 - (ii) within 3.2 kilometres from the person's residence measured by the nearest road if he or she has attained the age of seven years but not the age of 10 years on or before the first school day in September in the year in question, or
 - (iii) within 4.8 kilometres from the person's residence measured by the nearest road if he or she has attained the age of 10 years on or before the first school day in September in the year in question.
- (d) the person has obtained a secondary school graduation diploma or has completed a course that gives equivalent standing;
- (e) the person is absent from school for the purpose of receiving instruction in music and the period of absence does not exceed one half day in any week;
- (f) the person is suspended, expelled, or excluded from attendance at school under any Act or under the regulations;
- (g) the person is absent on a day regarded as a holy day by the church or religious denomination to which he or she belongs; or
- (h) the person is absent or excused as authorized under this Act and the regulations.
2006, c. 28, s. 5 (1).



- 2.2 All students shall attend classes punctually and regularly.
- 2.3 It is the duty of a parent, or a student where the student is an adult, to give a reason for any student absence or late arrival to the principal or designate before the absence or upon return to school after an absence.
- 2.4 If a student will be absent for an extend period of consecutive days, a parent/guardian must notify the principal using the Student Extended Absence Request form (Form 1).

3.0 Record Keeping, Verification and Reporting

- 3.1 Students shall be admitted to class if they are returning from an absence or are late once it has been verified by the principal or designate.
- 3.2 Parents shall be promptly contacted by the school when a student is recorded absent, and their absence has not been verified.
- 3.3 **Elementary Schools** - Student attendance shall be recorded at the beginning of each school day and immediately following the lunch break (the second nutrition break for schools on the balanced school day schedule).
- 3.4 **Secondary Schools** - Student attendance shall be recorded at the beginning of each period of the school day.

4.0 Secretaries

- 4.1 It is the duty of the school secretary to follow the processes and procedures set out by the administrative procedure and school ~~principal~~ administrator for:
 - 4.1.1 Maintaining accurate records of student attendance in the Student Management System (e.g., PowerSchool);
 - 4.1.2 Recording and reporting to the principal or designate reasons regarding absence or lateness from parents/guardians or adult students (18+); and
 - 4.1.3 Running attendance summary reports at the request of the ~~principal~~ administrator or designate (usually monthly).

5.0 Teachers

- 5.1 It is the legal duty of the classroom teacher to maintain an accurate record of attendance for each class, to report absenteeism and late arrivals promptly to the principal or designate, and to follow the process established by the principal for admission of students who are late or are returning from an absence.
- 5.2 Teachers shall not readmit a student who is returning to school from an unverified absence or who is late arriving to school unless approved by the principal or designate.
- 5.3 Teachers shall notify the parent/guardian or the adult student and report to the principal or designate in the instance when there are recurring absences that are resulting in a negative impact on student achievement. Suggestion for discussing problematic attendance with parents/guardians are listed in (Appendix A).
- 5.4 Where appropriate, teachers will work with the ~~principal~~ administrator to follow the steps in the Student Attendance Referral (Form 2).

6.0 Principals

- 6.1 It is the duty of the principal to establish a process for recording daily attendance, promptly reporting unverified absenteeism to parents/guardians, admitting students, verifying reasons for absenteeism or lateness, maintaining accurate records of student attendance and to follow Section 12 of these procedures for supporting students and families with problematic attendance.



- 6.2 When a teacher has reported to the principal or designate regarding recurring absences that are resulting in a negative impact on student achievement, the principal shall follow **Section 12** of this procedure.
- 6.3 ~~Principals and vice-principals~~ **School Administrators** shall review school-wide attendance reports on a monthly basis (at a minimum), to identify students with habitual absenteeism or lateness that is having a negative impact on student achievement and subsequently follow **Section 12** of this procedure.
- 6.4 Principals shall communicate the process for attendance recording, verification and reporting to staff, students, and parents on an annual basis (e.g., through staff handbooks, student handbooks and newsletters, etc.).
- 6.5 Principals shall report to the School Attendance Counsellor the names of any compulsory school age student who has 15 unexcused consecutive absences and continue to notify the School Attendance Counsellor every 15 days thereafter. **Principal and Attendance Counselor will document attendance cases such as these using the 30-45-60 Days of Consecutive Absence form (Form 3).**
- 6.6 Principals shall report to the School Attendance Counsellor and school supervisory officer the names, ages and residences of all compulsory school-aged students who are not attending school as required by law.

7.0 Child Subject to Society Care or Supervision

Elementary School (Ed. Act 47 (1))

A child who is under the care or supervision of a children's aid society, receives child protection services from a children's aid society or resides in a children's residence or foster home within the meaning of the *Child, Youth and Family Services Act, 2017*, and who is otherwise qualified to be admitted to an elementary school, shall be admitted without the payment of a fee to an elementary school operated by the board of the school section or separate school zone, as the case may be, in which the child resides.

Secondary School (Ed. Act 47 (2))

A child who is under the care or supervision of a children's aid society, receives child protection services from a children's aid society or resides in a children's residence or foster home within the meaning of the *Child, Youth and Family Services Act, 2017*, and who is otherwise qualified to be admitted to a secondary school, shall be admitted without the payment of a fee to a secondary school operated by the board of the secondary school district or separate school zone, as the case may be, in which the child resides.

8.0 Excused from Mandatory Attendance

A person is excused from attendance at school if,

- a) the person is receiving satisfactory instruction at home or elsewhere;
- b) the person is unable to attend school by reason of sickness or other unavoidable cause supported by official documentation;
- c) transportation is not provided by a board for the person and there is no school that he or she has a right to attend situated,
 - i. within 1.6 kilometres from the person's residence measured by the nearest road if he or she has not attained the age of seven years on or before the first school day in September in the year in question, or
 - ii. within 3.2 kilometres from the person's residence measured by the nearest road if he or she has attained the age of seven years but not the age of 10 years on or before the first school day in September in the year in question,
 - iii. within 4.8 kilometres from the person's residence measured by the nearest road if he or she has attained the age of 10 years on or before the first school day in September in the year in question;
- d) the person has obtained a secondary school graduation diploma or has completed a course that gives equivalent standing;



- e) the person is absent from school for the purpose of receiving instruction in music and the period of absence does not exceed one-half day in any week;
- f) the person is suspended, expelled, or excluded from attendance at school under any Act or under the regulations;
- g) the person is absent on a day regarded as a holy day by the church or religious denomination to which he or she belongs; or
- h) the person is absent or excused as authorized under this Act and the regulations.

9.0 Restrictions of School Attendance

School attendance may only be restricted by the imposition of a modified day or exclusion in accordance with the Education Act and its regulations and where all other possibilities have been considered. The restriction must be temporary and in accordance with the following processes.

9.1 The following outlines the limited and temporary circumstances under which a school administrator may consider imposing a restriction on a pupil's right to attend school full-time. Students of compulsory school age, must receive instruction for a minimum of five (5) hours per day, excluding recesses or scheduled intervals between classes.

9.2 There are a limited number of exceptions to compulsory full-time attendance, including where a pupil has been suspended or expelled, or is receiving home schooling.

9.3 The Education Act also allows for a school principal to temporarily excuse a pupil from full-time attendance "at the written request of a parent of the pupil or the pupil where the pupil is an adult." Any parent may make such a request, for example, where their child is transferring into a new class or school, and the parent believes that the pupil would be more comfortable with a gradual entry. The Education Act provides for two further exceptions to mandatory full-time school attendance:

9.4 **Modified Day** - It is a contravention of the *Education Act* and regulations made thereunder to reduce the length of school day of any pupil except where a temporarily modified day is requested in writing by the pupil's parent, or where the pupil is an exceptional pupil receiving a special education program, and a modified day is an appropriate accommodation of the student's disability-related needs.

9.4.1 The Board may only modify the length of the instructional day to less than five hours where a pupil has been identified and an exceptional pupil and placed in a special education program by an IPRC.

(a) An "exceptional pupil" is defined under the *Education Act* as a pupil "*whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee...*"¹ where "committee" refers to an Identification and Placement Review Committee ("IPRC").

(b) A "special education program" is defined under the *Education Act* as a program for an exceptional pupil.

9.4.2 Approval for using a modified day as an accommodation for an exceptional pupil in a special education program, must be obtained from the Superintendent of Special Education. Prior to the Superintendent of Special Education considering a request for approval, the school administrator will have considered the student's learning profile, parental input, and whether any other supports would be sufficient to accommodate the student's needs. The school team including system special education staff will contemplate whether:

- a) an IPRC is appropriate for the pupil;
- b) any other changes to the pupil's IEP are necessary;
- c) appropriate strategies and programming are in place;
- d) the appropriate Special Education and/or Student Support Services personnel could assist with strategies to facilitate full day attendance;
- e) there are any additional resources that could assist the pupil to maintain full day attendance;
- f) the pupil would benefit from a modified day;



- g) all other possibilities have been carefully considered and deemed insufficient to meet the pupil's needs; and
- h) the suggested timeline for transitioning the student to full day instruction as soon as possible is appropriate.

9.4.3 A school administrator who has determined that a modified day is an appropriate accommodation shall complete a copy of the attached "Request for Modified Day" form (Form 4), to be submitted to the Superintendent of Special Education and Superintendent for the family of schools.

9.4.4 The Superintendent of Special Education shall consider the request and if approved return a signed copy of the form to the school administrator, indicating a date at which the need for a modified day shall be reviewed.

9.4.5 The signed copy of the form shall be stored in the student's OSR.

9.4.6 The student's IEP will be updated, and a copy provided to the parent/guardian.

9.4.7 If applicable, the school administrator will coordinate the student's revised schedule with Student Transportation Services.

9.4.8 The school administrator will contact the parent(s)/guardian(s) to inform them of the Superintendent's decision and to discuss the implementation of the modified day plan, including if applicable any transportation implications, and any changes to the pupil's IEP.

9.4.9 The school administrator shall consult regularly with the pupil's teacher and other support providers to monitor the effectiveness of a modified day as an accommodation, and for the purpose of determining the earliest possible opportunity to increase the student's instructional day.

9.4.10 The school administrator shall inform the Superintendent of Special Education of the date of the student's return to full-time attendance and record the return date on the Request form.

Using Non-Instructional Days ("N") to Record Attendance for Modified Days

- "N" days are full days, mornings, or afternoons in the school calendar for which individual pupils are not scheduled for in-school instruction. "N" day are not regular days of absence ("A") nor are they "G" days.
- "N" is to be used for pupils who are not scheduled for classes on specific full days, mornings, afternoons similar to how it would be recorded for a student enrolled in an Intensive Behaviour Intervention Program.

9.5 **Exclusion** - Exclusion of a pupil is a measure to be used only as a last result. Under the *Education Act*, it is a duty of a principal to "refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils".

9.5.1 Exclusion is not available as an accommodation of a pupil's disability-related needs and may not be used as a disciplinary measure. A pupil can only be excluded from either a classroom or a school on the grounds that the pupil's continued presence would pose a risk to the physical or mental well-being of other pupils.

9.5.2 The school will continue to provide educational and other services to a pupil during the period when they are prohibited from attending school.

9.5.3 Under the Education Act, a parent may appeal a principal's decision to exclude a pupil to the Board of Trustees.

9.5.4 Before excluding a pupil, a school administrator shall consult with the Family of Schools Superintendent of Education, and/or the Superintendent of Special Education. Prior to consulting with the Superintendent, a school administrator will have:

- a) considered the pupil's learning and behaviour profile;
- b) discussed the pupil's strengths, needs and available supports with the appropriate internal and external service providers;



- c) reviewed whether there are any additional resources that could assist the pupil to maintain safe attendance;
- d) considered how best to provide the pupil with educational services during the period of exclusion;
- e) developed a plan which clearly reflects that the exclusion is temporary and includes a strategy and timeline for resuming attendance; and
- f) the Board cannot identify any further means of facilitating a pupil's continued attendance that would allow for a safe school learning environment for students,

9.5.5 The Principal shall complete the Consideration of Exclusion form (Form 5) and forward a copy to the Family of Schools Superintendent, with a request for consultation on the exclusion of a pupil.

9.5.6 The Superintendent will review the Consideration of Exclusion form and consider whether all other alternatives besides exclusion have been explored, as well as the school administrator's plans for:

- a) providing ongoing education services to the pupil while they are excluded; and
- b) the measures to be taken while the pupil is excluded to facilitate their re-entry.

9.5.6 Following consultation with the Superintendent, the school administrator determines that a pupil must be excluded, the school administrator or Superintendent will verbally convey this information to the pupil's parent. A letter (Appendix B) formally notifying the parent of the exclusion will be reviewed by the Superintendent and signed by the school administrator, and shall include:

- a) reference to section 265(1)(m) of the *Education Act*;
- b) a description of the behaviour putting the student and/or other students' safety at risk;
- c) steps that will be taken to facilitate the student's safe and successful return to school during the absence;
- d) the right to appeal, the process to appeal (Appendix C) to the Board of Trustees and contact information for whom the notice of intent to appeal is to be delivered; and
- e) details of the ongoing education to be provided during the period of the exclusion.

9.5.7 The school administrator shall facilitate a pupil's return at the earliest opportunity, consulting regularly with the pupil's parent and support providers to develop a re-entry plan.

9.5.8 The Superintendent shall ensure that the school administrator is actively pursuing effective strategies to facilitate the pupil's safe return to school. The school administrator shall inform the Superintendent of the re-entry plan and the date of the student's return to full-time attendance.

10.0 Jurisdiction and Responsibility of Attendance Counsellors

10.1 A School attendance counsellor appointed by a board has jurisdiction and is responsible for the enforcement of compulsory school attendance in respect of every child who is required to attend school.

10.2 Upon request by the school principal, the School Attendance Counsellor shall assist with developing strategies and supports for students with irregular attendance as identified in this procedure.

10.3 Upon notification by a principal that a student is failing to attend school, the School Attendance Counsellor shall contact the parent/guardian to address school concerns.

10.4 If after several attempts to re-engage students are unsuccessful, the School Attendance Counsellor in consultation with the Superintendent may bring the student to the Attendance Review Committee. The School Attendance Counsellor may also consult with the Provincial Attendance Counsellor.

10.5 The Attendance Review Committee meeting may recommend proceeding with charges under the Education Act (for students ages 12-15 and parents of children under the age of 16).

11.0 Consecutive Unexcused Absences 15 – 30 – 45 – 60 Days (Form 3)

11.1 The School Attendance Counsellor, upon receipt of written referral for a student of compulsory school age



with 11-15 unexplained consecutive absences from school shall make contact with the parent or guardian regarding the reasons for the absenteeism and provide support for the family to re-engage the student in an approved educational program under the Education Act.

~~11.2 The School Attendance Counsellor shall update the principal in writing at 15 day intervals, with respect to the progress of the student regarding attendance and/or the involvement of community partners assisting in addressing factors which may be contributing to poor attendance. Principals must consult the most current Enrolment Register Instructions for Elementary and Secondary Schools when determining whether a specific student who are 14 years or older can remain on roll. for a maximum of 60 days. Those younger than 14 can remain on roll until the end of the school year.~~

~~11.3 If the Attendance Counsellor is unsuccessful in their attempts to communicate with the pupil or pupil's parents/guardians, then the pupil shall be removed from the register. After the pupil has been removed from the register the principal must still attempt to contact the pupil and/or the pupil's parent/or guardian. If the principal is unsuccessful it is the obligation of the board to contact social agencies or the police to establish if there is any knowledge of the pupil's whereabouts or to confirm a change of address for the pupil.~~

~~11.4 If after several attempts to re-engage students are unsuccessful, the School Attendance Counsellor in consultation with the Superintendent may bring the student to the Attendance Review Committee. The School Attendance Counsellor may also consult with the Provincial Attendance Counsellor. Move this to 7.3~~

~~11.5 The Attendance Review Committee meeting may recommend proceeding with charges under the Education Act (for students ages 12-15 and parents of children under the age of 16). If proceeding with charges, the School Attendance Counsellor shall give written notice to the parent or guardian for the student to attend and shall advise the parent or guardian, in writing, of the provisions of subsection 24 (2), R.S.O. 1990, c.E.2, s. 26 (4). Moved to 7.4~~

12.0 Guidelines of Supports for Students and Families

12.1 Problematic Attendance Impacting Student Achievement - Supports and Interventions

In the instance where a student has more than five absences or is habitually late and/or the student's attendance is having a substantively negative impact on student achievement, the Principal shall establish strategies to improve student attendance and shall consider the following approaches (~~Appendix A~~):

- Step One** Teacher to contact parent/guardian, or **adult** student (where appropriate) to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies **and supports** to improve attendance, to implement the strategies, and to follow up on the success of the strategies in a timely fashion.
- Step Two** ~~If attendance does not improve sufficiently, the teacher may need to implement progressive discipline measure to correct the behaviour. If attendance does not improve the teacher will notify the principal.~~
- Step Three** If attendance has not improved sufficiently as deemed by the principal, the principal or designate will consult with the ~~student~~ **school Attendance Counsellor**, meet with the parent/guardian or student (where appropriate) and other school staff to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies to improve attendance, to implement the strategies and to follow up on the success of the strategies in a timely fashion.
- Step Four** If attendance has not improved sufficiently as deemed by the principal, a letter shall be sent home and a second meeting is to be set up with the parents and/or student where appropriate and would include the Attendance Counsellor.
- Step Five** If attendance has not improved sufficiently as deemed by the principal, he/she will continue to refer the student to the School Attendance Counsellor.



13.0 Approved Extended Absences

13.1 Although not encouraged, families may need for various reasons, to request an extended period of consecutive absences for their child(ren).

13.2 For planned consecutive absences up to 14 days, a Student Extended Absence Request form (Form 1) will be used, and the absence will be recorded as a General Absence using 'G' code during that time.

13.3 For planned consecutive absences of 15 days or more, an alternative program of study must be approved by the Principal. The Intent to be Absent form (Form 6) will be used.

a) If the student has an approved alternative program of study, the school can record as General Absence 'G' for the dates specified on the form and beyond the 15th day.

b) If the student does not have an approved alternative program of study the school will record as an Absence using 'A' code the 15th day and beyond.

c) A copy of this form will be forwarded to the Attendance Counsellor (only for compulsory school aged students) should the student not return on the Return to School Date indicated, and the absence will be recorded as an Absence using 'A' code. The 15 day absence rule will begin to apply on the first date of non-attendance after the indicated return to school date.

13.4 Absences that were initially approved through the Student Extended Absence Request process that surpass 14 consecutive days must be reported as an Absence 'A' from the 15th day forward. The school must contact the parent/guardian in this situation to determine next steps.

14.0 Truancy and Habitual Neglect of Duty

In the instance where a student is truant or demonstrates a habitual neglect of their duty to attend school punctually and regularly, they may, at the discretion of the Principal, be subject to progressive discipline as set out in Board policy.

15.0 Alternative Course or Program

Where the pupil has clearly demonstrated to the principal that the pupil is not competent to undertake a particular course or program of studies, the pupil may take a prerequisite course, or select with the approval of the principal and the parent/guardian where applicable, an appropriate alternative course or program offered by the Board.

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Move to Separate File for Appendices

Student Attendance Supports and Interventions Form

Step One – Teacher Contact with Parent/Guardian

Student Name:		Date:	
OEN:	DOB:	IEP:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teacher Name:		Grade/Course:	
Number of Days Absent:		Number of Lates:	
Date(s) of Parent/ Guardian Contact			
Notes from Parent Contact *:			
Referral to Principal: <input type="checkbox"/> Problematic attendance pattern <input type="checkbox"/> 15 days or more consecutive unexcused absences			

Step Two – Principal Intervention

Number of Days Absent:	Number of Lates:
Date(s) of Parent/ Guardian Contact *:	



Notes from Parent Contact:			
Date of Follow Up Meeting(s):			
Referral to Consultation with Attendance Counsellor:	<input type="checkbox"/> Yes	Date:	<input type="checkbox"/> No

Step Three – Principal and Attendance Counsellor Intervention

Number of Days Absent:	Number of Lates:
Date(s) of Parent/ Guardian Contact *:	
Notes from Parent Contact:	
Date Warning School attendance Letter (Appendix B) Issued:	

Step Four – ~~Removal from Roll – Refer to Attendance Counsellor~~

*** Parent Discussion Guide**

Agenda Checklist	
<input type="checkbox"/> Attendance summary provided.	<input type="checkbox"/> Reasons for irregular attendance or punctuality discussed.
<input type="checkbox"/> Strategies to improve attendance discussed and agreed upon.	<input type="checkbox"/> Date set for follow up meeting to assess success of the strategies.
<input type="checkbox"/> Medical documentation	
Possible Strategies	
<input type="checkbox"/> Referral to medical professional.	<input type="checkbox"/> Changes to student schedule to improve organization.
<input type="checkbox"/> Referral to school supports to improve achievement.	<input type="checkbox"/> Referral to community services for support. <input type="checkbox"/> Refer to Alternative Learning (Secondary)



Appendix B

Consecutive Absence Report (15-30-45-60)			
Student Name:		Date:	
OEN:	DOB:	IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Teacher Name:		Principal Name:	
Number of Days Absent:		Number of Lates:	Grade/Course:
Date(s) of Parent/ Guardian Contact			
Notes from Parent Contact*:			
Enrolment Status		Medical Documentation	Program Recommendations
<input type="checkbox"/> On Roll <input type="checkbox"/> Off Roll		<input type="checkbox"/> Medical Documentation Attached <input type="checkbox"/> Medical Documentation Pending	<input type="checkbox"/> Modified Program <input type="checkbox"/> Alternative Education <input type="checkbox"/> Other (specify)
<input type="checkbox"/> Removal from Roll		Reasons for Removal from Roll:	
<input type="checkbox"/> Referred to School Attendance Counsellor <input type="checkbox"/> Warning Letter Sent to Parent/Guardian <input type="checkbox"/> Referred to Attendance Review Committee		<input type="checkbox"/> Other Action (specify):	
Plan to Improve Attendance at School			
Signature of Principal:		Signature of School Attendance Counsellor:	
Copies to: Ontario Student Record Parent/Guardian School Attendance Counsellor ONSIS			

*** Parent Discussion Guide**

Agenda Checklist	
<input type="checkbox"/> Attendance summary provided.	<input type="checkbox"/> Reasons for irregular attendance or punctuality discussed.
<input type="checkbox"/> Strategies to improve attendance discussed and agreed upon.	<input type="checkbox"/> Date set for follow-up meeting to assess success of the strategies.
<input type="checkbox"/> Request medical documentation	<input type="checkbox"/> Maintain detailed notes of all conversations.
Possible Strategies	
<input type="checkbox"/> Referral to medical professional.	<input type="checkbox"/> Changes to student schedule to improve organization.
<input type="checkbox"/> Referral to school supports to improve achievement.	<input type="checkbox"/> Referral to community services for support.
	<input type="checkbox"/> Refer to Alternative Learning (Secondary)
Considerations	
<input type="checkbox"/> Detailed notes should be kept on file.	<input type="checkbox"/> Medical documentation should be kept on file.
<input type="checkbox"/> Teacher or principal meeting notes should include the student name, date of birth, OEN and IEP designation (if appropriate).	<input type="checkbox"/> Maintain records of all contact and attempted contacts with parents/guardians and adult students.



Appendix C

Student Attendance Supports and Interventions Process

<p>Problematic Attendance Impacting Student Achievement</p>	<p>Consecutive Absence Process 10-15-30-45-60</p>
<p>Step One – Teacher Contact with Parent/Guardian</p> <p>Teacher to contact parent/guardian, or adult student (where appropriate) to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies to improve attendance, to implement the strategies, and to follow up on the success of the strategies in a timely fashion. If attendance does not improve sufficiently, teacher will notify the principal.*</p>	<p>Step One (10-11-16 Consecutive Days Unexcused Absent)</p> <p>The principal must refer in writing a student who has missed 11-16 days of consecutive absences to the attendance counsellor.</p> <p>– Teacher Contact with Parent/Guardian</p> <p>Teacher to contact parent/guardian, or adult student (where appropriate) to identify the reasons for the irregular attendance or p-punctuality, to collaborate on strategies to improve attendance, to implement the strategies, and to follow up on the success of the strategies in a timely fashion. If attendance does not improve sufficiently, teacher will notify the principal.*</p>
<p>Step Two – Principal Intervention</p> <p>If attendance has not improved sufficiently as deemed by the principal, the Principal or designate will consult with the School Attendance Counsellor, meet with the parent/guardian or student (where appropriate) and other school staff to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies to improve attendance, to implement the strategies and to follow up on the success of the strategies in a timely fashion.*</p>	<p>Step Two (30-45-60) Consecutive Days Unexcused Absent)</p> <p>The School Attendance Counsellor shall update the principal in writing at 15-day intervals with respect to the progress of the student regarding attendance and/or the involvement of community partners assisting in addressing factors which may be contributing to poor attendance. Students who are 14 years of age or older can remain on roll for a maximum of 60 days. Students younger than 14 years can remain on roll for the rest of the school year.</p> <p>If attendance has not improved sufficiently as deemed by the principal, the Principal or designate will consult with the School Attendance Counsellor, meet with the parent/guardian or student (where appropriate) and other school staff to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies to improve attendance, to implement the strategies and to follow up on the success of the strategies in a timely fashion. In secondary schools, principals will notify attendance counsellors of any student who has reached 15 unexcused consecutive absences and the student may be removed from enrollment. * The student may be referred to the Attendance Review Committee.*</p>



Appendix C

<p>Step Three – Principal and School Attendance Counsellor Intervention</p> <p>If attendance has not improved sufficiently as deemed by the principal, a letter shall be sent home and a second meeting is to be set up with the parents and/or student where appropriate, and would include the School Attendance Counsellor.*</p>	<p>Step Three – Removal from Roll Principal and School Attendance Counsellor –</p> <p>If the Attendance Counsellor is unsuccessful in their attempts to communicate with the pupil or pupil's parents/guardians, then the pupil shall be removed from the register.</p>
<p>Step Four – Principal and School Attendance Counsellor Intervention</p> <p>If attendance has not improved sufficiently as deemed by the principal, he/she will continue to refer the student to the School Attendance Counsellor.*</p>	<p>Step Four – Principal contact with pupil/parent/guardian Attendance Counsellor Intervention (45, 60 Consecutive Days Unexcused Absent)</p> <p>After the pupil has been removed from the register the principal must still attempt to contact the pupil and/or the pupil's parent/or guardian. If the principal is unsuccessful it is the obligation of the board to contact social agencies or the police to establish if there is any knowledge of the pupil's whereabouts or to confirm a change of address for the pupil</p> <p>If attendance has not improved sufficiently as deemed by the principal, a letter shall be sent home and a third meeting is to be set up with the parents and/or student where appropriate, and would include the School Attendance Counsellor. The student shall be referred to the Attendance Review Committee.*</p>



*** Parent Discussion Guide**

Agenda Checklist	
o Attendance summary provided.	o Reasons for irregular attendance or punctuality discussed.
o Strategies to improve attendance discussed and agreed upon.	o Date set for follow-up meeting to assess success of the strategies.
o Request medical documentation	o Maintain detailed notes of all conversations.
Possible Strategies	
o Referral to medical professional.	o Changes to student schedule to improve organization.
o Referral to school supports to improve achievement.	o Referral to community services for support. o Refer to Alternative Learning (Secondary)
Considerations	
o Detailed notes should be kept on file.	o Medical documentation should be kept on file.
o Teacher or principal meeting notes should include the student name, date of birth, OEN and IEP designation (if appropriate).	o Maintain records of all contact and attempted contacts with parents/guardians and adult students.



PARENT DISCUSSION GUIDE – Attendance Concerns

Agenda Checklist	
○ Attendance summary provided.	○ Reasons for irregular attendance or punctuality discussed.
○ Strategies to improve attendance discussed and agreed upon.	○ Date set for follow-up meeting to assess success of the strategies.
○ Request medical documentation	○ Maintain detailed notes of all conversations.
Possible Strategies	
○ Referral to medical professional.	○ Changes to student schedule to improve organization.
○ Referral to school supports to improve achievement.	○ Referral to community services for support. ○ Refer to Alternative Learning (Secondary)
Considerations	
○ Detailed notes should be kept on file.	○ Medical documentation should be kept on file.
○ Teacher or principal meeting notes should include the student name, date of birth, OEN and IEP designation (if appropriate).	○ Maintain records of all contact and attempted contacts with parents/guardians and adult students.



Insert School Letterhead

Date

Name of recipient (parent/guardian or adult student)
Address of recipient

Dear Recipient:

Re: Name of student (d.o.b.)

Pursuant to s.265(1)(m) of the Education Act, it is my duty to inform you that **name of student** is excluded from attending **name of school**, or any other school of the Brant Haldimand Norfolk Catholic District School Board until further notice. This decision is based upon the investigation and discussions regarding **(provided a very brief and factual description in consultation the FOS SO)**, whereupon it was determined that **student's name's** presence at school poses an unacceptable safety risk to students and/or staff.

An exclusion from school is not intended to be disciplinary; rather, it is a temporary strategy to support educational programming and mitigate safety risks. While excluded from school, **name of student** will be eligible for academic and non-academic supports from Board staff.

A successful and safe re-entry to school is the ultimate goal of an exclusion, and will be considered when the following conditions have been met:

Indicate one for more of the appropriate conditions, specific to your situation:

- *A significant reduction in (student's name) unsafe behaviour*
- *No evidence that (Student Name) is engaging in concerning behaviour*
- *Evidence that (Student Name) understands the concerns related to the previous behaviour*
- *That (student name) participates in any assessment recommended by a medical professional, and follows all treatment recommendations*
- *That (student name) is involved in counselling and there are indications that (student name) is responding positively to this intervention*
- *Indications that (Student Name) is participating positively with Board staff to work towards re-entry*
- *An updated risk assessment indicates a reduced, acceptable level of risk for (student name)*
- *Others specific to the situation.*

I would welcome a monitoring meeting with you ideally **enter timeline-3 days, one week, one month** after the start of the exclusion. Please contact me to make that arrangement. At the monitoring meeting, members of our Team and I will provide feedback on the progress of supports put in place, and we would welcome your thoughts and suggestions. We will also plan for future meetings at that time.

You have the right to appeal this exclusion to the Board of Trustees of the Brant Haldimand Catholic District School Board. The process is outlined in the attached document.

If you have any questions regarding the exclusion, please do not hesitate to contact me.

Sincerely,

Name
Principal, School
School Phone Number

cc: SO's name, Superintendent of Education
SO's name, Superintendent of Special Education
Ontario Student Record



(Sent to Parents/guardians with the Exclusion letter-more detailed Appeal process is in our internal Document)

EXCLUSION APPEALS

When a student's parent/guardian, an adult student, or a student 16 or 17 years old and withdrawn from parental control (the appellant), disagrees with the decision of the Principal to exclude, they may appeal the decision.

Appeal Process

- 1.0 The Appellant must submit written notice of the intention to appeal to the Director of Education (or designate) within 10 days of the commencement of the exclusion.
- 2.0 An exclusion appeal does not stay the exclusion.
- 3.0 The full Board of Trustees will hear exclusion appeals, as per 265(1)(m) of the *Education Act*.
- 4.0 The appeal will be heard within 20 school days of receiving the notice of intention to appeal (unless otherwise agreed upon by the parties).
- 5.0 The Appellant may argue that rights pursuant to the Ontario *Human Rights Code* have been infringed. A separate right to apply to the *Human Rights Tribunal of Ontario* exists for the Appellant.
- 6.0 The director or designate will confirm with the Appellant receipt of the notice to appeal and that a *Review* of the exclusion will take place.

Step 1: Review

- 7.0 The Appellant will be given the opportunity to discuss the matter with the Director of Education (or designate). The Director of Education or Designate will consult with all appropriate parties to determine a possible modification or repeal of the exclusion.
- 8.0 The Appellant will be provided written notice of the review decision.
- 9.0 If a resolution is not achieved as a result of the *Review* and the exclusion is upheld, the Appeal will proceed.

Step 2: Preparing for the Appeal

- 1.0 Where the exclusion is upheld upon review, and the Appellant chooses to continue with the appeal, the Director of Education (or designate) will coordinate the Appeal.
- 2.0 The Appellant will receive the date and time of the exclusion appeal, a guide to the process for the appeal and will be informed of their responsibility to provide to the Director of Education (or designate) at least 3 days prior to the Appeal the materials that the Appellant will present to the Trustees.
- 3.0 The Appellant will receive the materials to be presented by the Board at the appeal, at least 5 days prior to the appeal.
- 4.0 The Appellant may be represented by legal counsel at the appeal and/or be accompanied by an advocate or support person. Notice of the intent to bring legal counsel must be shared by the Appellant with the Director of Education (or designate) at least 5 days prior to the appeal; in such case, the Board will arrange for individual counsel for both the Principal and the Trustees. Failure to provide adequate notice with respect to legal counsel will result in adjournment of the appeal.
- 5.0 Trustees will deliberate the appeal under the direction of the Board Chair. The options for consideration by the Trustees are:
 - 5.1 Uphold the exclusion.
 - 5.2 Reject the exclusion and direct senior administration to consider other options to exclusion.
- 6.0 If, during deliberations, Trustees require additional information from either party to the appeal, it may be necessary to re-convene the appeal to receive that information.
- 7.0 A written decision will be sent to the parties to the appeal by the Director of Education (or designate).



STUDENT EXTENDED ABSENCE REQUEST (14 days or less)

A. STUDENT INFORMATION:

Surname _____ Given Name _____ D.O.B: _____ School: _____
year/month/day

Address (Street/Lot/Conc./town/Postal Code) _____ Telephone: _____ Grade: _____

Parent/Guardian (Mr./Mrs./Miss/Mr. & Mrs.) _____

B. REQUEST:

Dates of absence: from _____ to _____

Reason for absence: _____

We, the undersigned:

- a) request that our child be excused from school temporarily in accordance with Regulation 298 S.23(3)
- b) realize that the school may or may not give permission for the absence;
- c) accept the responsibility for any lack of school progress or failure that may result from the absence;
- d) acknowledge that absence from school may be detrimental to the educational progress and achievement of the student; and
- e) realize that school work, assignments or tests missed during such absence may restrict the school's ability to fully evaluate a student's performance.

Parent's/Guardian Signature

Student's Signature (secondary only)

C. ACKNOWLEDGEMENT OF RECEIPT:

School Administrator

Date

The principal to retain copy on file.

Disclaimer

Information on this form is collected pursuant to the board's responsibilities set out in the Education Act and protected in accordance with the Municipal Freedom of Information and Protection of Privacy Act. Information on this form will be used to administer the Student Extended Absence Request. Questions regarding the collection of this information should be directed to the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234).



STUDENT ATTENDANCE REFERRAL (11-15 DAYS ABSENT)

STUDENT/SCHOOL INFORMATION		Date	
Student name		D.O.B./Age	
School		Grade	
Parent/guardian		Principal/VP	
Home address		Home phone	
IEP	<input type="checkbox"/> Yes <input type="checkbox"/> No	Identification	
Step One – Teacher Intervention			
Teacher Name(s)		# of days absent	# of days of late
Notes from contact(s) with Parent/Guardian		Date(s) contacted	
Notes from contact(s) with student		Date(s) contacted	
<input type="checkbox"/> Referral to Principal		Date:	
Step Two – Principal Intervention			
# days absent		# of days late	
Notes from contact(s) with Parent/Guardian		Date(s) contacted	
Notes from contact(s) with student		Date(s) contacted	
<input type="checkbox"/> Consultation with Attendance Counsellor		Date:	
Step Three – Principal and Attendance Counsellor intervention			
# of days absent		# of days late	
Notes from Contact(s) with Parent/Guardian		Date(s) contacted	
Notes from contact(s) with student		Date(s) contacted	
<input type="checkbox"/> School attendance letter sent		Date:	



**STUDENT ATTENDANCE
REFERRAL FORM
(11-15 Days Absent)**

STUDENT/SCHOOL INFORMATION		Date	
Step Four – Referral to Attendance Counsellor (attach attendance summary)			
<input type="checkbox"/> Problematic attendance	# of days absent		# of days late
<input type="checkbox"/> 15 consecutive unexcused absences *Student can be referred to attendance counsellor from the 11 th day to the 16 th day			
<i>(attendance counsellor use only)</i>		<input type="checkbox"/> Acceptance <input type="checkbox"/> Refusal	Attendance Counsellor Signature:
Principal Signature:		Date:	

Disclaimer

Information on this form is collected pursuant to the board's responsibilities set out in the Education Act and protected in accordance with the Municipal Freedom of Information and Protection of Privacy Act. Information on this form will be used to administer the Student Attendance Referral. Questions regarding the collection of this information should be directed to the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234).



REQUEST FOR MODIFIED DAY

STUDENT/SCHOOL INFORMATION			
Student Name:		OEN:	
School:		Birth date:	
Exceptionality (IEP):		Grade/Class:	
School Start and End Times:		Review Date:	
Parent/Guardian Name:		Parent/Guardian Contact #:	
Home Address:		Start Date:	
Reason for request:			
Proposed time of modified day and length of time:			
Details of Consultation with Parent/Guardian:			

Identify Other Board Personnel Currently Involved	Name	Contact Information
Guidance Counsellor		
SERT		
ABA Lead		
Speech and Language Pathologist		
Psychologist		
Social Worker		
Child and Youth Worker		
Student Success Team		
Educational Assistant		

External Agencies Currently Involved	Name	Contact Information
Police		
Child And Family Services		
Brant/HN Reach		
Paediatrician		
Community Living		
Kerry's Place Autism Services		
OT		
PT		
Neurologist		
Woodview		



Does the student currently receive transportation:	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Will transportation continue to be needed: (start and end times listed above)	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Has the student been identified as an exceptional pupil at IPRC:	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Is the student attending a special education program:	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Attached copy of the student's most recent IEP:	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Attached copy of safety plan:	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
How will a modified day assist the student?				
Transition plan to return student to full day attendance:				
Recommended monitoring review dates:				
Date:	Principal's Signature:			
SUPERINTENDENT OF EDUCATION				
Approval: Yes <input type="checkbox"/> No <input type="checkbox"/>				
Comments:				
Monitoring Review Schedule:				
Date:	Superintendent's Signature:			

Approved and signed copy to be filed in Student O.S.R.

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CONSIDERATION OF EXCLUSION

STUDENT/SCHOOL INFORMATION			
Student Name:		OEN:	
School:		Birth date:	
Grade:		Review Date:	
Parent/Guardian Name:		Parent/Guardian Contact #:	
Home Address:		Start Date:	
Reasons for considering exclusion:			

Exceptionality (if applicable)	
	Behaviour
	Communications: Language Impaired
	Communications: Learning Disabled
	Intellectual: Mild Intellectual Disability
	Autism Spectrum Disorder / PDD-NOS
	Intellectual: Developmental Disability
	Multiple
	Intellectual: Gifted
	Physical

Identify Presenting Behaviors that are Injurious to Self or Others			
	Fleeing to unsafe conditions		Use or threat of weapons
	Hitting		Uttering threats to harm self
	Biting		Uttering threats to harm others
	Kicking		Cutting
	Spitting		Head banging
	Urinating		Criminal behavior
	Smearing		Suicidal attempts
	Stripping		Substance abuse
	Serious injury to others		Sexual aggression
	Spontaneous and or unexplained aggressive behaviour		Property destruction (furniture, computers) Explosive behavioural incidents home/school



Review date and/or target re-entry date:
Describe how this student will be provided with educational services while they are excluded from attending school:
<input type="checkbox"/> Safety Plan – attach copy <input type="checkbox"/> IEP – attach copy <input type="checkbox"/> Student Support Plan – attach copy

Date:	Principal’s Signature:
SUPERINTENDENT OF EDUCATION	
Comments:	
Date:	Superintendent’s Signature:

Approved and signed copy to be filed in Student O.S.R.

Disclaimer

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STUDENT INTENT TO BE ABSENT

ACCESSIBILITY:

To request this file in large print, please email info@bhncdsb.ca or call (519)756-6505 Ext. 234

This form is to be used for planned absences of **15 consecutive days or more** and is completed by the student's parent(s)/ legal guardian(s) prior to the period of absence.

School:	
Student:	Grade:
Teacher's Name:	
Student Withdrawal Date:	Return to School Date:
Number of Days to be Absent (from withdrawal date to return date):	
Reason for Absence:	

I/we the parent(s)/legal guardians of the above student, hereby request that my/our child be temporarily excused from school for the stated period of time (pursuant to Ontario Regulation 298 of the Education Act, Section 23(3)). I/we take full responsibility for the student's absence from school and for the completion of any work assigned and/or tests missed during the period of absence.

I/we understand that the student must return to school on the date indicated above or the matter will be referred to the Social Worker/School Attendance Counsellor.

Signature of Parent/Legal Guardian _____ Date _____

PROGRAM OF STUDY (ATTACH IF APPLICABLE):

Principal Certification _____ Date _____

A copy of this request should be forwarded to the Social Worker (only for compulsory school aged students absent 15 consecutive days or more who have not returned on the Return to School Date or for retirement notification purposes only).

The principal to retain copies on file. Approved and signed copy to be filed in Student O.S.R.

Disclaimer

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

Prepared by: Robert De Rubeis, Superintendent of Education
Presented to: Policy Committee
Submitted on: Friday, March 19, 2021
Submitted by: Mike McDonald, Director of Education & Secretary

HIRING – ACADEMIC STAFF POLICY 300.10

Public Session

BACKGROUND INFORMATION:

With the revocation of Ontario Regulation 274/12: Hiring Practices, on October 29, 2020, the need to develop new Board teaching hiring practices/policy/administrative procedures is required and to be in place by March 31, 2021.

ADDITIONAL INFORMATION:

The Ministry of Education expects all hiring decisions to be made in accordance with Policy Program Memorandum (PPM) 165 and in accordance with applicable laws, including the Human Rights Code, and with the school board collective agreements.

School boards are expected to include the following components of the Board's academic hiring practices:

- Qualifications and Merit
- Diversity, Equity, and Human Rights
- Employment Mobility
- Fairness and Transparency
- Monitoring and Evaluation

The Hiring – Academic Staff policy and administrative procedures were informed by the Board's Human Resource Services input, including public stakeholder feedback consultation on a draft version of the policy and administrative procedure.

Fair and transparent school board academic hiring policies that align with the expectations outlined in PPM 165 will enable students to have access to teachers who can make a positive difference in their lives. The policy helps ensure and enhance the Board's ability to hire teachers based on qualifications, merit, and the ability to meet the diverse needs of all students.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Hiring – Academic Staff Policy and AP 300.10 Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



Hiring – Academic Staff

300.10

Adopted:	May 25, 2004
Last Reviewed/Revised:	January 23, 2018
Responsibility:	Superintendent of Education Staffing, Human Resource Services
Next Scheduled Review:	TBD

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board believes that to fulfill its Catholic mission statement, it must recruit, hire and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education. The Board will ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff and will give preferential consideration to qualified Roman Catholic applicants, in accordance with the Ontario Human Rights Code, and the historical right of Catholic school boards under the Constitution Act, 1981 and the Education Act. The Board will also ensure that a fair selection process is conducted to fill vacancies in academic positions based on Catholicity, qualifications, experience, and merit. **The hiring policy outlined below supports school boards' efforts to also promote diversity in hiring practices and provide opportunities for mobility for Catholic teachers.**

APPLICATION AND SCOPE:

This policy applies to all candidates for employment in academic positions within the Board's schools and learning centers: teaching staff, positions of responsibility, principals, and vice principals.

The Hiring Procedures – Academic Staff Policy will:

- **In accordance with section 19. (1) of Ontario Regulation 298, in assigning or appointing a teacher to teach in a division or to teach a subject in a school, the Board will have due regard for the provision of the best possible program and the safety and well-being of the pupils;**
- Ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff;
- Give preferential consideration to qualified Roman Catholic applicants, in accordance with the Ontario Human Rights Code, and the historical right of Catholic school boards under the Constitution Act, 1981 and the Education Act and;
- Ensure that the Board conducts a fair selection process to fill vacancies in academic positions based on Catholicity, qualifications, experience and merit, system needs, and consistent with Ministry regulations and requirements.

Diversity, Equity, and Human Rights:

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet the needs of an increasingly diverse student body. There is a positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. As such, the board will endeavour to achieve a diverse and representative workforce by:

- Ensuring all employment policies and practices are non-discriminatory; and
- Working to intentionally identify and remove barriers for marginalized groups at each stage of the hiring process.



REFERENCES:

- Policy Program Memorandum (PPM) 165
- Education Act, Sections 170(1) & 171(1)
- Ontario Human Rights Code, Section 24(1)(1)
- ~~Ontario Education Act Regulation 274~~
- Constitution Act, Consolidated as of January 1, 2013
- Employment Standards Act, 2000
- Ontarians with Disabilities Act
- Pre-Employment Screening Policy 300.18
- Religious Education Qualifications for Academic Staff Policy 300.09
- Student Achievement and School Board Governance Act, 2009
- ~~ETFO Submission to the Ministry of Education Teacher Hiring Practices – Draft Policy/Program Memorandum November 2020~~

DEFINITIONS:

~~**Conflict of Interest:** A potential, apparent, or actual conflict where an Employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the Employee's responsibility to the Board, or with the Employee's participation in any recommendation or decision pertaining to teacher and principal/vice-principal hiring within the Board.~~

~~**Employee:** A full-time, part-time or occasional Employee of the Brant Haldimand Norfolk Catholic District School Board involved in teacher hiring~~

~~**External Activity:** Includes any activity of an Employee outside the scope of their employment with the Brant Haldimand Norfolk Catholic District School Board undertaken as part of a commercial or volunteer enterprise.~~

~~**External qualified teacher:** An OCT qualified teacher who is not currently an employee of the board~~

~~**Positions of Responsibility:** Department Heads and Non-School-Based System Positions such as Coordinators, Consultants, and Student Achievement Leaders.~~

~~**Relationship:** Any relationship of the Employee to persons of their immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.~~

~~**Supervisor:** The person to whom an Employee reports.~~

~~**Teaching Positions:** Includes all teachers covered by the OECTA collective agreements (including but not limited to classroom teachers, preparation teachers, French as a Second Language teachers, special education resource teachers, system teachers, department heads, student achievement leaders, consultants, and coordinators).~~

ADMINISTRATIVE PROCEDURES:

Responsibilities

Director of Education (moved)

- Approves the hiring and appointment of Principals and Vice-Principals; and
- Provides a written report to the Board of Trustees which identifies the successful candidate(s) to the Principal/Vice-Principal position or pool, for Board approval.

Superintendent of Education ~~of Education – Staffing~~



- Approves internal and external postings for the hiring of teaching positions.
- ~~Establishes interview committees.~~
- Approves the hiring, appointments, and placement of teaching staff;
- Participates in interview committees for the hiring of Principals and Vice-Principals; and
- **Determines which postings will be filled within the thirty-five percent (35%) of all vacant permanent teaching positions and which postings will be filled within the sixty-five percent (65%) of all vacant permanent teaching positions.**

Human Resource Services Coordinator

- Establishes interview committees;
- Facilitates interview process; and
- Establishes annual staffing timelines and process

1.0 **General**

- 1.1 All external candidates must comply with the conditions outlined in the Pre-Employment Screening Policy 300.18.
- 1.2 With respect to interview committees, the leader of each committee shall consult with the ~~Executive Manager~~/Manager of Human Resource Services or designate to ensure that all ~~Hiring Recommendation Forms~~, interview tools and hiring processes comply with collective agreements, the Employment Standards Act, applicable statutes and regulations (including but not limited to the Ontario Human Rights Code) and principles of fair and transparent hiring.

2.0 **Teaching Positions**

- 2.1 Internal and external postings shall be approved by the Superintendent ~~of Education~~—~~Academic Staffing~~ and facilitated by a Human Resources Coordinator. The superintendent shall consult with the Manager of Human Resources ~~Services~~ or designate regarding the content of all postings prior to approval.
- 2.2 The Superintendent ~~of Education~~—~~Academic Staffing~~, shall establish interview committees to interview candidates (where applicable) and make hiring recommendations for teaching positions. This committee shall be comprised of at least two principals and may include any person the Superintendent deems fit.
- 2.3 The Superintendent ~~of Education~~—~~Academic Staffing~~, shall approve the hiring and appointment of teaching staff.

Qualifications

For an applicant to be considered qualified for a position, the applicant shall hold the required qualifications (as recorded on the Ontario College of Teachers Certificate of Qualification), as per the Education Act and Regulations, in the subject(s) and division(s) identified in the posting. Where a posting identifies more than two subjects, it shall identify the two subjects for which qualifications are required. If one of the subjects identified in the posting is a restricted subject, as identified in Regulation 298, the applicant must hold the qualification for the restricted subject.

Appointment

In assigning or appointing a person to a teaching position (e.g., ~~daily supply~~, occasional, long-term occasional, permanent) the Board will:

- Consider merit to include formal qualifications and credentials as well as professional skills and aptitudes demonstrated through a fair and transparent hiring process;
- Consider additional qualifications, including lived experiences, skillsets, backgrounds and varied work experience that may be considered valuable to the position (e.g. unique perspectives of under-represented groups, such as Indigenous peoples, Black or other racialized people, people with a



disability, etc., the ability to speak multiple languages in addition to English or French, working with diverse communities locally or abroad, ability to lead a school band, or professional experience outside of the classroom); and

- Consider evidence of:
 - teaching commitment to students;
 - experience/time spent in a particular school;
 - suitability for a particular assignment; and responsiveness to local needs based on clearly defined criteria including qualifications; and
 - Account for seniority, where applicable

3.0 The Appointment of Long-Term Occasional Assignments:

- 3.1 The school board shall not make an offer to any other person to fill a LTO assignment before having placed all redundant and supernumerary teachers in order of seniority.
- 3.2 Human Resource Services will post the LTO assignment as outlined in Article 17 of the Central Terms and applicable legislation.
- 3.3 All Occasional Teachers shall have the ability to upload their portfolio to a secure and confidential space on [ApplyToEducation](#) the board's recruitment platform.
- 3.4 An Occasional Teacher is not available if they have already been assigned to another LTO position during the term of the LTO assignment being posted.
- 3.5 The successful applicant will be selected from the five (5) most senior qualified applicants identified.
- 3.6 If no qualified occasional teachers apply to the LTO assignment posting or if all qualified applicants decline the position, the school board may hire an external qualified teacher.

4.0 The Hiring of Occasional Teachers to Permanent Teaching Positions

Eligibility

- Occasional Teachers has completed a minimum of one (1) LTO assignment that was a minimum of four (4) months in duration.
 - The Occasional Teacher's last evaluation resulted in a satisfactory rating.
- 4.1 The Board will fill a minimum of sixty-five percent (65%) of all vacant permanent teaching positions, including a minimum of sixty-five percent (65%) of all full-time (1.0 FTE), posted for each school year, in accordance with Article 17 of the Central Terms and applicable Legislation.
 - The three (3) most senior applicants to the position who hold the required qualifications for the position will be interviewed for the position.
 - If no qualified occasional teachers apply to the vacant permanent teaching position posting or if all qualified applicants decline the position, the school board may hire an external qualified teacher.
 - 4.2 The Board will fill a maximum of thirty-five percent (35%) of all vacant permanent teaching positions, including a maximum of thirty-five percent (35%) of all full-time (1.0 FTE), posted for each school year, from applicants from the Occasional Teacher Roster, in accordance with Article 17 of the Central Terms and applicable Legislation.
 - The Board will interview three (3) applicants who hold the required qualifications for the position.
 - In addition to the applicants from the Roster, a school board may choose, as one of the applicants to be interviewed, a teacher employed as a permanent teacher elsewhere in the province who has applied to the posting.
 - Human Resource Services will ensure that at no time during a school year does the number of vacant permanent teaching positions filled by an external applicant, exceed thirty-five-percent (35%) of the total



number of vacant permanent teaching positions or thirty-five percent (35%) of all full-time (1.0 FTE) vacant permanent teaching assignments.

- In selecting teachers for interviews, the Board will, where applicants have demonstrated their ability to meet the mandatory requirements, consider:
 - diversity and equity;
 - merit and additional qualifications and experience
 - early-career educators
 - promoting the hiring of staff from under-represented groups
 - teaching commitment
 - professional or sector-specific experience outside of the classroom
 - experience or some time spent in a particular school
 - Suitability for a particular assignment
- To address employment mobility:
 - ~~qualified teachers who have relocated from other school boards in Ontario may be granted an interview.~~
 - teachers, including those who have relocated from another Board, will be eligible to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified and may be granted an interview.

5.0 Debrief

Following the interview for a permanent position, Occasional Teachers who are not successful and make the request, shall be debriefed by a member of the interview team who will provide recommendations for professional growth. ~~in writing, that shall be made to help enhance professional growth that may lead to a successful application in the future. The Board shall arrange for the meeting involving the Unit President or designate and the occasional teacher. The meeting shall take place within one month of the issuance of the interview, or as mutually agreed to by the Board and the local unit president or designate.~~

6.0 Additional Qualifications for Specialized Assignments/Positions

The following positions shall include the additional requirements for both LTO assignments and permanent positions:

- Special Education Self-Contained Classes – at least two years in accumulated experience as a Special Education Resource Teacher (SERT) or hold a Special Education Specialist qualification.
- French Immersion Assignments/Positions – applicants will be required to demonstrate their French fluency. It is understood that this is not a requirement for core French assignments/positions. Teachers with a French as a Second Language, Specialist qualification or a Diplôme d'études en langue Française DELF qualification shall be exempt from this requirement.

7.0 Principals and Vice-Principals

- 7.1 Internal and external postings shall be approved by the Director of Education and facilitated by a Human Resource Services Coordinator. The Director may consult with the Manager of Human Resource Services or designate regarding the content of all postings prior to approval.
- 7.2 The Director of Education shall establish interview committees to interview candidates for the position of Principal or Vice-Principal. This committee shall consist of up to two Trustees, a minimum of two Superintendents of Education, and the Director of Education or designate.
- 7.3 The Director of Education may consult with the Manager of Human Resource Services or designate regarding the composition and substance of interview processes and all processes used to support the hiring of ~~vice-principals and principals~~ Principals and Vice-Principals.



- 7.4 The Director of Education shall approve the hiring and appointment of Principals and Vice-Principals.
- 7.5 The Director of Education shall then provide a written report to the Board of Trustees which identifies the successful candidates to the respective Principal or Vice-Principal position(s) or pool, for approval by the Board of Trustees.
- 7.6 The Director of Education shall assign successful candidates to the position of Principal or Vice-Principal based on needs of particular school communities, with input from the appropriate Superintendent of Education, the outgoing principal and consultation with the Board of Trustees.
- 7.7 The Director of Education will assign Acting Principals and Vice-Principals to replace absent administrators, as required, and report such assignments to the Board of Trustees in a timely manner.

8.0 Fairness and Transparency

- 8.1 The Board recognizes that any form of discrimination or oppression is incompatible with Catholic moral principles and is in violation of the *Ontario Human Rights Code*. The Board recognizes that discrimination, prejudice, and oppression can be related to the following: citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, marital status, sexual orientation, gender identity, gender expression, receipt of public assistance (in housing), and record of offences (in employment).
- 8.2 The Board strives to ensure that all employment policies and practices are non-discriminatory, and is committed to the identification and removal of barriers for candidates from Indigenous and equity-seeking backgrounds to enter the teaching profession, within the context of the denominational rights of Catholic school districts.
- 8.3 The Board is committed to a fair hiring process, which is free from any bias and/or conflict of interest. The Board prioritizes and establishes, as available, diverse hiring and selection panels.

To help ensure that candidates are evaluated through a fair and transparent process, the following measures will be adopted:

~~9.0 Fairness and Transparency move to separate policy that applies to all staffing.~~

- ~~9.1 The Board is committed to a fair and transparent hiring process and shall give due regard to avoid any conflicts of interest, including nepotism and favouritism. No employee of the Board shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship.~~



~~9.2 — No family and/or relatives are permitted to work together if such employment places them in a supervisory relationship, either in a subordinate or supervisory role to each other. It is the responsibility of employees to declare a conflict to their current supervisor or manager when a family relationship develops that puts them in a supervisory relationship~~

~~9.1 — This Hiring Policy is intended to facilitate Employees' ability to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of Employees in the course of during their teacher hiring responsibilities to the Brant Haldimand Norfolk Catholic District School Board.~~

~~9.2 — This Conflict of Interest Section defines and addresses potential, apparent and actual conflicts of interest. It provides guidance to Employees so that conflicts of interest are recognized and either avoided or resolved expeditiously through appropriate disclosure and management. Employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of the Board.~~

~~9.3 — The following circumstances are examples of what might give rise to Conflicts of Interest:~~

- ~~• participating in, or influencing the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the Employee has, or has had, a relationship.~~
- ~~• acceptance by an Employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the School Board:
 - ~~○ a person, group, or entity that has dealings with the School Board~~
 - ~~○ a person, group, or entity to whom the Employee provides services in the course of his or her duties to the School Board~~
 - ~~○ a person, group, or entity that seeks to do business with the School Board~~~~

~~*An Employee who is offered a gift in the circumstances described in ii) above shall, in writing, notify their Supervisor.*~~

~~10.0 — **Procedures for Disclosure of Conflict of Interest (Do we have an updated Conflict of Interest Policy — ASK KEVIN — if so — then remove Section 10, 11 and 12 from this AP)**~~

~~10.1 — All Employees have an obligation to disclose to their Supervisor or the Superintendent Manager? of Human Resource Services any Conflict of Interest. The Employee must disclose in writing as soon as they reasonably become aware that a Conflict of Interest exists. The existence of a Conflict of Interest does not necessarily preclude involvement in the issue which has given rise to the Conflict.~~

~~10.2 — The Employee must declare, in writing, the nature and extent of the Conflict of Interest no later than any meeting or process in which the Employee participates and at which the matter is to be considered. The Employee must refrain from taking part in any discussion or decision-making in relation to the matter and withdraw from any meeting or process when the matter is being discussed until a decision has been reached regarding the way the Conflict of Interest will be addressed.~~

~~10.3 — A Conflict of Interest involving an Employee may also be reported to a Supervisor by any other person. A report to a Supervisor about the existence of a potential, apparent or actual conflict of interest shall be made in writing.~~

~~11.0 — **Procedures for Management of Conflict of Interest**~~

~~11.1 — If the Supervisor or Superintendent Manager ? of Human Resource Services to whom the disclosure is made also has a Conflict of Interest, the disclosure should be made in writing to the person at the next highest level of authority.~~



~~11.2 The Supervisor or Superintendent Manager ? of Human Resource Services will investigate to determine if a Conflict of Interest exists. Where appropriate, the Supervisor or Superintendent Manager ? of Human Resource Services may consult with the Employee and/or others.~~

~~11.3 If the Supervisor or Superintendent Manager ? of Human Resource Services determines there is a Conflict of Interest, the Supervisor or Superintendent Manager ? of Human Resource Services resolve the matter.~~

~~12.0 Options for Resolving Conflicts of Interest~~

~~12.1 If a Supervisor or Superintendent Manager ? of Human Resource Services determines that a Conflict of Interest exists, the Supervisor or Superintendent Manager ? of Human Resource Services will decide a course of action from the following options:~~

- ~~• The Employee with the conflict is removed from the hiring process.~~
- ~~• If the Employee is knowledgeable and has information central to the discussion, the Employee with a conflict or appearance of conflict may be permitted to be involved in the matter without participating in the final decision.~~
- ~~• If an Employee fails to disclose a Conflict, a range of remedies can be applied, including discipline up to and including the termination of their employment.~~

13.0 Monitoring and Evaluation

Data Collection

The collection of teacher workforce demographic data will be used to provide the Board a foundation for well-informed discussions and decision-making regarding the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision and is committed to adjusting as necessary.

By 2023 process will be in place to conduct data collection and monitoring