



Policy Committee Meeting
Thursday, May 12, 2022 ♦ 4:00 p.m.
Boardroom

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 – September 9, 2021 Pages 3-4
 - 1.5 Business Arising from the Minutes
- 2. Committee and Staff Reports**
 - 2.1 Equity and Inclusive Education Policy 200.23 Pages 5-17
Presenter: Kevin Greco, Superintendent of Education
 - 2.2 Establishing Educational Partnerships 400.36 Pages 18-29
Presenter: Kevin Greco, Superintendent of Education
 - 2.3 Outdoor Playground and Structures Policy 400.07 Pages 30-35
Presenter: Scott Keys, Superintendent of Business & Treasurer
 - 2.4 Donations and Charitable Receipts Policy 700.02 Pages 36-40
Presenter: Scott Keys, Superintendent of Business & Treasurer
 - 2.5 Admission of Elementary Students Policy 200.14 Pages 41-61
Presenter: Scott Keys, Superintendent of Business & Treasurer
 - 2.6 Admission of Secondary Students Policy 200.15 Pages 62-80
Presenter: Scott Keys, Superintendent of Business & Treasurer
 - 2.7 Trustee Honoraria Policy 100.06 Pages 81-83
Presenter: Scott Keys, Superintendent of Business & Treasurer
 - 2.8 Supervised Alternative Learning (SAL) Policy 200.06 Pages 84-109
Presenter: Rob De Rubeis, Superintendent of Education
 - 2.9 School and Staff Involvement in Election Campaigns Policy 300.25 Pages 110-111
Presenter: Mike McDonald, Director of Education & Secretary
- 3. Discussion Items**
- 4. Trustee Policy Inquiries**
- 5. Adjournment**



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

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

Next meeting: Thursday, June 9, 2022, 3:00 pm



**Policy Committee Meeting
Thursday, September 9, 2021 ♦ 3:00 p.m.
Microsoft Teams**

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

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of September 9, 2021 meeting.

Carried

1.4 Approval of Minutes from the Policy Committee Meeting – March 19, 2021

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the March 19, 2021 meeting.

Carried

1.5 Business Arising from the Minutes – Nil

2. Committee and Staff Reports

2.1 Distribution of Materials Policy 400.08

Superintendent Temple provided an overview of updates to the policy to include reasonable timelines for requests to schools and social medial requests. It was noted the term school administrators referred to Principals and Vice Principals.

Moved by: Rick Petrella

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the Distribution of Materials Policy 400.08 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



2.2 Information and Communications Technology Use Policy 600.02

Superintendent Temple provided an outline of revisions to the policy including updated definitions and Technology Use Agreement. The policy has also been linked to the Digital Citizenship lessons which were launched last year.

Moved by: Cliff Casey

Seconded: Bill Chopp

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

Carried

2.3 Records and Information Management Policy 400.13

Superintendent Keys presented the new Records and Information Management Policy. An outline of the process for the management of records and information including the collection or creation, use, retention, storage, and disposition of records. The policy applies to all records and information within the custody or control of the Board and all business applications and information technology systems used by the Board.

Moved by: Mark Watson

Seconded by: Cliff Casey

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Records and Information Management Policy 400.13 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

3. Discussion Items - Nil

4. Trustee Policy Inquiries - Nil

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 March 19, 2021 meeting.

Carried

Next meeting: Thursday, October 14, 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: May 12, 2022
Submitted by: Michael McDonald, Director of Education & Secretary

EQUITY AND INCLUSIVE EDUCATION #200.23

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) recognizes that all people are created equal, in the image of God, each with unique characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church’s teachings, it is the policy of the Board to provide in all its operations in an educational environment which supports and enables equity of outcome within our inclusive Catholic community.

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

DEVELOPMENTS:

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

The Policy and Administrative Procedure has been aligned with:

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

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

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

RECOMMENDATION:

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



Policy: Equity and Inclusive Education

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

Belief Statement:

~~The Brant Haldimand Norfolk Catholic District School Board (the “Board”) recognizes that all people are created equal, in the image of God, each with unique characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church’s teachings, it is the policy of the Board to provide in all its operations an educational environment which supports and enables diversity within our inclusive Catholic community.~~

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

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

Policy Statement:

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

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

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

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) recognizes that all people are created equal, in the image of God, each with unique characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church’s teachings, it is the policy of the Board to provide in all its operations an educational environment which supports and enables diversity within our inclusive Catholic community.

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

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



Brant Haldimand Norfolk Catholic District School Board

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

APPLICATION AND SCOPE:

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

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

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

1.0 Board Policies, Programs, Procedures and Practices:

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

2.0 Shared and Committed Leadership:

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

3.0 School-Community Relationships:

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



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

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

4.0 Inclusive Curriculum and Assessment Practices:

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

5.0 Religious Accommodation:

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

6.0 School Climate and the Prevention of Discrimination and Harassment:

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

7.0 Professional Learning:

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

8.0 Accountability and Transparency:

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



Brant Haldimand Norfolk Catholic District School Board

References

- Canadian Charter of Rights and Freedoms: [http://laws.justice.gc.ca/en/charter/Constitution Act, 1982:](http://laws.justice.gc.ca/en/charter/Constitution%20Act,%201982)
http://www.solon.org/Constitutions/Canada/English/ca_1982.html
- Ontario Human Rights Code: http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm
Ontario's Equity and Inclusive Education Strategy
- Policy/Program Memorandum No. 119 (2009) - Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
- Policy/Program Memorandum No. 108 - Opening or Closing Exercises in Public Elementary and Secondary Schools
- Opening and Closing Exercises Administrative Procedure
200.11
- **Student Behaviour, Discipline and Safety 200.09**
- **Student Behaviour, Discipline and Safety 200.09 - District Code of Conduct**
- **Ontario Anti-racism Action Plan 2020**
- **Covid Recovery Act 2020**

Glossary of Key Policy Terms:

Bias

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

Implicit Bias

Bias as a product of associations learned through past experiences.

Explicit Stereotypes

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

Equity

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

Inclusive Education

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

Ontario Human Rights Code ("the Code")

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

Religious Accommodation

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



**Equity and Inclusive Education
AP 200.23**

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

Purpose

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

Responsibilities

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

Information

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

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

ADMINISTRATIVE PROCEDURES

1.0 Board Policies, Program, Procedures and Practice

1.1 The Superintendent of Education will:

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

1.2 The Principal/Vice-Principal will:

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



2.0 Shared and Committed Leadership

2.1 The Superintendent of Education will:

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

2.2 The Principal/Vice-Principal will:

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

3.0 School-Community Relationships

3.1 The Superintendent of Education will:

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

3.2 The Principal/Vice-Principal will:

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



4.0 Inclusive Curriculum and Assessment Practices

4.1 The Superintendent of Education will:

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

4.2 The Principal/Vice-Principal will:

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



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

5.0 Religious Accommodation

5.1 The Superintendent of Education will:

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

5.2 The Principal/Vice-Principal will:

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

6.0 School Climate and the Prevention of Discrimination and Harassment

6.1 The Superintendent of Education will:

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

6.2 The Principal/Vice-Principal will:

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



7.0 Professional Learning

7.1 The Superintendent of Education will:

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

7.2 The Principal/Vice-Principal will:

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

8.0 Accountability and Transparency

8.1 The Superintendent of Education will:

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



about discriminatory practices, and to encourage conversations and collaborative actions about racism and other equity issues.

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

8.2 The Principal/Vice-Principal will:

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

Glossary of Key Policy Terms:

Equity

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

Inclusive Education

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

Ontario Human Rights Code ("the Code")

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



Religious Accommodation

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

References

Statutory/Regulatory References

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

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

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

Ontario's Equity and Inclusive Education Strategy

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

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

Related Board Policy

Opening and Closing Exercises Administrative Procedure 200.11

Student Behaviour, Discipline and Safety 200.09

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Policy Committee
Submitted on: May 12, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

ESTABLISHING EDUCATIONAL PARTNERSHIPS INCLUDING THIRD PARTY PROFESSIONAL AND PARAPROFESSIONAL SERVICE PROVIDERS

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is committed to promoting effective working relationships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special education needs. Closing achievement gaps continues to be a Board priority and engaging with mutually beneficial partners who respect the Catholic vision of the Board's Multi-Year Strategic Plan is a necessity.

DEVELOPMENTS:

The Board has two existing policies containing information that overlaps: Educational Partnerships 400.18 and Establishing Working Relationships with Third Party Professional or Paraprofessional Service Providers 400.36. The two policies were reviewed, and it was found they could be amalgamated into one policy to reduce confusion surrounding Board partnerships.

Policy 400.18 (Educational Partnerships) was inserted in Policy 400.36 (Establishing Working Relationships with Third Party Professional or Paraprofessional Service Providers) and renamed Establishing Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers 400.36. We feel this updated version will provide clarity in processes determination for our employees resulting in Policy 400.18 being archived.

The revised Policy and Administrative Procedure clearly defines External Partner/Agency as an organization not internal to the Board that provides goods, programs, services and/or experiences for students required by the Board to enhance learning and well-being including those agencies that employ regulated health professionals, regulated social service professionals and paraprofessionals. It also provides clarity of Professional and Paraprofessional Service Providers the Board is engaged with.

The policy was vetted by Student Achievement Leaders, all Managers, Mental Health Leads, all Supervisors, OECTA President, OSSTF ESS President, and OSSTF PSS President.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Establishing Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers 400.36 Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



Establishing Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers

400.36

Adopted:	March 23, 2010
Last Reviewed/Revised:	December, 2016
Responsibility:	Individual responsible for the Policy (Director or appropriate SO)
Next Scheduled Review:	To be reviewed annually

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (hereinto referred to as "The Board") is committed to promoting effective working relationships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special education needs. The goal of any educational partnership must be to positively impact student learning and well-being. Closing achievement gaps for all students continues to be a Board priority.

The Brant Haldimand Norfolk Catholic District School Board recognizes that partnerships are integral to the education of its students. The goal of any educational partnership must be to positively impact student learning and well-being. The Brant Haldimand Norfolk Catholic District School Board supports the implementation of educational partnerships with parishes, community groups, government agencies, business and industry. The Board will continue to engage in mutually beneficial partnerships with those who respect the Catholic vision of the Board's Multi-year Strategic Plan.

The Brant Haldimand Norfolk Catholic District School Board is committed to:

- Partnerships that:
 - Are consistent with Catholic Graduate Expectations
 - Assist the Board in providing equity of outcome for all students
 - Provide 'preferential option for the poor'
 - Empower students to achieve excellence and enhance student wellbeing
 - Motivate students to remain faithful to gospel values
 - Provide resources, expertise and personnel
 - Provide opportunities for whole school learning and development
 - Demonstrate real-world curriculum applications
 - Give students access to appropriate and extended resources
- Partnerships that are mutually beneficial to all parties; therefore, all parties have the same rights.
- Partnerships which are consistent with the mission and vision statements of the Brant Haldimand Norfolk Catholic District School Board and existing policies and procedures.
- Effective and fiduciary responsibility when procuring partnership agreements.
- The monitoring and evaluating of partnerships. Data will be collected, collated, and assessed by the school Board in collaboration with the partner to determine the impact on student learning and well-being.
- ~~Partnerships that enhance student learning and well-being.~~
- ~~Ensuring consistency and safeguarding the Board mission and values.~~

APPLICATION AND SCOPE:

Educational Partnerships can be classified as: provide programs, services and/or experiences for students to enhance learning and well-being. Partnerships can also be commercial in nature and provide goods or services required by the Board. The Board may also enter a service partnership that provides support based on the holistic needs of a student. This policy and administrative procedure apply to situations in which an organization, business or community service provider applies to offer programs/services within a school(s) of the Board and, individual or small group programs/ services (e.g., counselling, consultation, assessment, social skills training, anger management) that may augment or



enhance, not duplicate the work of the existing Student Support Services staff. ~~It does not apply to established protocols (see Policy 400.18).~~ Third party services are defined as services delivered by individuals who are not employees, volunteers, or agents of the Board. They do not perform the work of Board employees.

All such persons are required to act in accordance with the Education Act and the Board's Code of Conduct and all other safe and accepting schools policies. Failure to follow these expectations will result in the request that the individual leave the premises **and prompt an immediate review of the status of the current partnership agreement.**

REFERENCES:

- Ontario Ministry of Education Policy/Program memorandum No. 149: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149).
- ~~Criminal Background Checks~~ **Police Records Check** Policy 300.15
- Distribution of Materials Policy 400.08
- Volunteers Policy 300.12
- **Equity and Inclusive Education Policy 200.23**
- **Fundraising and School Generated Funds** Policy 700.05
- **Procurement Policy 700.01**
- Education Act
- Provisions of Health Support Services in School Settings – P/PM81
- Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs for Students with Autism Spectrum Disorders (ASD) – P/PM149
- Municipal Freedom of Information and Protection of Privacy Act
- Personal Health Information Protection Act
- Freedom of Information and Protection of Privacy Act BD-2031
- BHNCD SB Special Education Plan

DEFINITIONS:

External Partner/Agency: an organization not internal to the Board that **provides goods, programs, services and/or experiences for students required by the Board to enhance learning and well-being including those agencies that employ regulated health professionals, regulated social service professionals and paraprofessionals.**

Professional and Paraprofessional Service Providers: may include, but are not limited to, Behaviour Consultants, Child and Youth Counsellors, Early Interventionists, Educational Assistants, Family Service Workers, ABA Therapists/Experts, Physiotherapists, Psychologists, Nurses, Occupational Therapists, Reading Specialists, Social Workers, Speech-Language Pathologists, etc.

FORMS:

- Form 1: Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board (OPS 400.36.F01)
- Form 2: Authorization for Exchange of Information (OPS 400.36.F02)
- Form 3: Partnership Agreement (OPS 400.36.F03)

APPENDICES:

- Appendix A: Procedure for External **Professional and Paraprofessional** Service Providers
- ~~Appendix B – Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board~~
- ~~Appendix C – Authorization for Exchange of Information~~
- ~~Appendix D – Partnership Service Agreement~~

ADMINISTRATIVE PROCEDURES:

400.36 – **Establishing Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers**



1. Protocol for General Partnerships

- 1.0 All outside organizations/ individuals requesting direct access to work with students within a school or classroom setting, on more than one occasion, must have a completed **Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board** (Appendix B Form 1).
- 1.1 Partnerships shall be formalized through written agreements, clearly stating the conditions and benefits to the parties, and where appropriate detailing the specifics outlined in the **Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board** (Appendix B Form 1) and signed by appropriate personnel including the Superintendent in whose portfolio the partnership is shaped. See Appendix A and Appendix B.
- 1.2 Partnerships that are commercial in nature and provide goods or services required by the Board must meet the vetting process as outlined by the Board's Procurement Policy 700.01 and all agreements are signed by the Director of Education or Superintendent of Business.
- 1.3 It is the responsibility of both parties to ensure that all their pertinent staff have a copy of any agreement and adheres to its guidelines and intent.
- 1.4 When a service partnership is being considered, discussion with union representatives and non-union representatives will assist in clarifying role expectations and generate ideas about how existing staff can facilitate the implementation of the proposed service delivery model. Ongoing consultation with the appropriate union representatives and the partner will assist in the referral, intervention, and termination process.
- 1.5 The community partners will obtain and/or maintain, at their own expense, commercial general liability insurance with a limit of not less than \$2,000,000 per occurrence without an aggregate, or such greater amount as the **BHNCDSB Board** may reasonably require. The policy will remain in effect for the duration of this agreement and shall include the following:
- the Board as additional insured
 - a cross-liability clause
 - contractual liability coverage
 - automobile coverage for owned, hired, and non-owned vehicles
 - 30 day written notice of cancellation
- A copy of the Insurance Certificate, and in certain circumstances including professional liability (errors and omissions) and general liability, will be kept on file at the school and/or Board Department depending upon the affiliation, and a copy forwarded to the Superintendent responsible for the partnership and to the Superintendent of Business Services.
- 1.6 The Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.
- 1.7 All partnerships must be transparent, with expectations and timelines clearly articulated within the project plan. The project supervisors maintain a copy of the project plan.
- 1.8 Consent/Confidentiality – Before any service is provided, it is important that written consent be obtained from parents when service involves student specific information sharing if the student is under 18 years of age, and from students themselves if they are over 18 years. (Please note that this may vary depending upon the legislation governing the external agency). Consent must be informed and time-limited with parents/students being advised about the type of service offered, who is delivering it, the timelines involved and their ability to access information. If the service providers require access to specific student information, informed consents must be completed for this as well. In any and all circumstances, confidentiality will be maintained.
- 1.9 ~~Criminal Background~~ **Police Records** Checks are required before any service is provided. Please reference ~~Brant Haldimand Norfolk Catholic District School Board Policy 300.15 – Section B – Criminal Background Checks for Service Providers.~~
- 1.10 **The Board will continually assess the number and type of partnerships within which it will engage, in order that we meet the needs of all students and availability of staff budget permits.** Some partnerships have limited time involvement while others will require intensive involvement for a longer period of time.
- 1.11 In an educational partnership with a commercial enterprise, there will be a clear understanding that the purpose is the education of students with no promotion of brand names or products.



- 1.12 Governance of the schools will remain firmly and clearly with the trustees and administrators of the Board and all agreements will follow Board policy.
- 1.13 There shall be a clear statement of the nature and intent of the partnership with appropriate means of disengagement through a memorandum of agreement signed by both (or all) parties.
- 1.14 **The Superintendent responsible for the partnership will ensure the partnership agreement is monitored and kept up to date.**
- 1.15 A report will be provided to the Board annually of all such partnerships.
- 1.16 When entering the school on any occasion, the external partner, professional or paraprofessional service provider must sign in at the school office, present agency identification and wear Board visitor identification. When a visit to the school has been scheduled for a mutually convenient time, the external partner, professional or paraprofessional service provider should ensure that his/her visit agrees with the agreed-upon schedule.

2. Additional Procedure for Third Party Partnerships with Professional and Paraprofessional Service Providers

The following procedures are to be followed in addition to procedures above in 1.0 Protocol for General partnerships. The professional or paraprofessional service providers in these cases could include, but are not limited to, Behaviour Consultants, Child and Youth Counsellors, Early Interventionists, Educational Assistants, Family Service Workers, ABA Therapists/Experts, Physiotherapists, Psychologists, Nurses, Occupational Therapists, Reading Specialists, Social Workers, Speech-Language Pathologists, etc.

Superintendent of Education will:

- Ensure that the administrative procedure is followed and aligned with respect to Policy/Program Memorandum (P/PM) 149.

Administrator/Vice Administrator will:

- Be responsible for the organization and management of the school, per the Education Act; and
- Ensure that the procedures outlined in this Administrative Procedure are followed when working with third party professional or paraprofessional service providers.

Procedures

- 2.1 **Board staff will** develop collaborative working relationships with those external agencies that provide services by regulated health professionals, regulated social services professionals and paraprofessionals within the Board's schools.
- 2.2 A request for service is initiated either by school staff or by a parent/guardian for a student to have access to external services provided by a professional (see Appendix A - Procedure for External Service Providers).
- 2.3 Consent/ Confidentiality- Before any service is provided in the school, it is important that written consent be obtained by school personnel (e.g., Administrator, SERT, ABA Lead, Student Support Services) from parent(s)/guardian(s) if the student is under 18 years of age, and from students themselves if they are over the age of 16 years.
- 2.4 Informed consent for the student to participate in and receive service(s) is completed between the agency delivering the service and the student. The agency will maintain the record of service and will deliver services confidentially to the student in accordance with legal requirements. Questions may be directed to the agency for further clarification
 - If the service providers require access to specific student information, a completed **Authorization for Exchange of Information** (Appendix C Form 2) must be completed and confidentiality will be maintained.
 - Where a Partnership Service Agreement is not in place, a **Partnership Service Agreement** (Appendix D Form 3) will be prepared after the proposed program has been reviewed by the Board and found to be consistent with the Board's policies and procedures and then forwarded to the organization/individual for signature. A list of current Agency Partnership Service Agreements can be obtained from the **Secretary Executive Assistant** to the Superintendent of Education responsible for Special Education.
 - The organization/individual must return the Partnership Service Agreement with Certificate of Liability Insurance and ensure all third party professional or paraprofessional service providers' staff have been screened for Police Records; including vulnerable sector queries before being permitted to work within schools



of the Board and that annual offence declarations are submitted to the appropriate supervisor on a regular basis. The agency shall provide, at the request by the Board, written documentation satisfactory to confirm such compliance as per the Board's Policy HRS 300.15.P, Section B - ~~Criminal Background~~ **Police Records Checks for Service Providers** and Section C - ~~Criminal Background~~ **Police Records Checks for Others Having Direct and Regular Contact with Students**.

- The appropriate Superintendent will sign the Partnership Service Agreement, with a copy returned to the organization/individual once the required documentation has been received.
- The organization/individual will receive approval for the program to commence once all documentation has been received and is subject to the approval of the Administrator at each proposed location.
- It is the responsibility of both parties to ensure that all of their pertinent staff have a copy of any agreement and adheres to its guidelines and intent.
- Organization/individuals who have a signed Partnership Service Agreement will have the opportunity to renew their agreements **as per the agreed upon renew cycle annually**. Organizations/ individuals will be invited to submit any proposed changes to their existing agreements. The amended agreement will be returned for signature. The signed amended agreement will be returned with updated documentation including criminal background checks and current certificate of liability insurance.
- The ~~Secretary~~ Executive Assistant to the Superintendent of Education **responsible** for Special Education will file the original signed agreement.
- ~~— The Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.~~
- ~~— All partnerships must be transparent, with expectations and timelines clearly articulated within the project plan.~~
- ~~— Governance of the schools will remain firmly and clearly with the trustees and administrators of the Board and all agreements will follow Board policy.~~
- ~~— There shall be a clear statement of the nature and intent of the partnership with appropriate means of disengagement through a Memorandum of Agreement signed by both (or all) parties.~~
- On Arrival at School**
- ~~— When entering the school on any occasion, the external professional or paraprofessional service provider must sign in at the school office, present agency identification and wear board visitor identification.~~
- ~~— When a visit to the school has been scheduled for a mutually convenient time, the external professional or paraprofessional service provider should ensure that his/her visit agrees with the agreed upon schedule.~~

3.0 Possible Outcomes for Third Party Partnerships with Professional and Paraprofessional Service Providers

3.1 Consultation

- 3.1.1 Administrator, parent/guardian, professional or paraprofessional service provider, school personnel and central staff personnel meet at the school on a mutually convenient day and time.
- 3.1.2 Administrator reviews procedures for involvement of professional or paraprofessional service provider, the roles of the Administrator, school staff, central staff personnel and the parent/guardian, as well as the purpose and focus of the meeting.
- 3.1.3 Professional or paraprofessional service provider shares information about student, which has been gained through assessment, counseling, therapy, etc.
- 3.1.4 Information is discussed by those in attendance at the meeting.
- 3.1.5 Based on the information provided and the ensuing discussion, the Administrator determines the need for:
 - 3.1.5.1 development of, or change to, the student's IEP.
 - 3.1.5.2 an observation and/or a demonstration by the third party; and
 - 3.1.5.3 future meetings and frequency of those meetings.

3.2 Observation

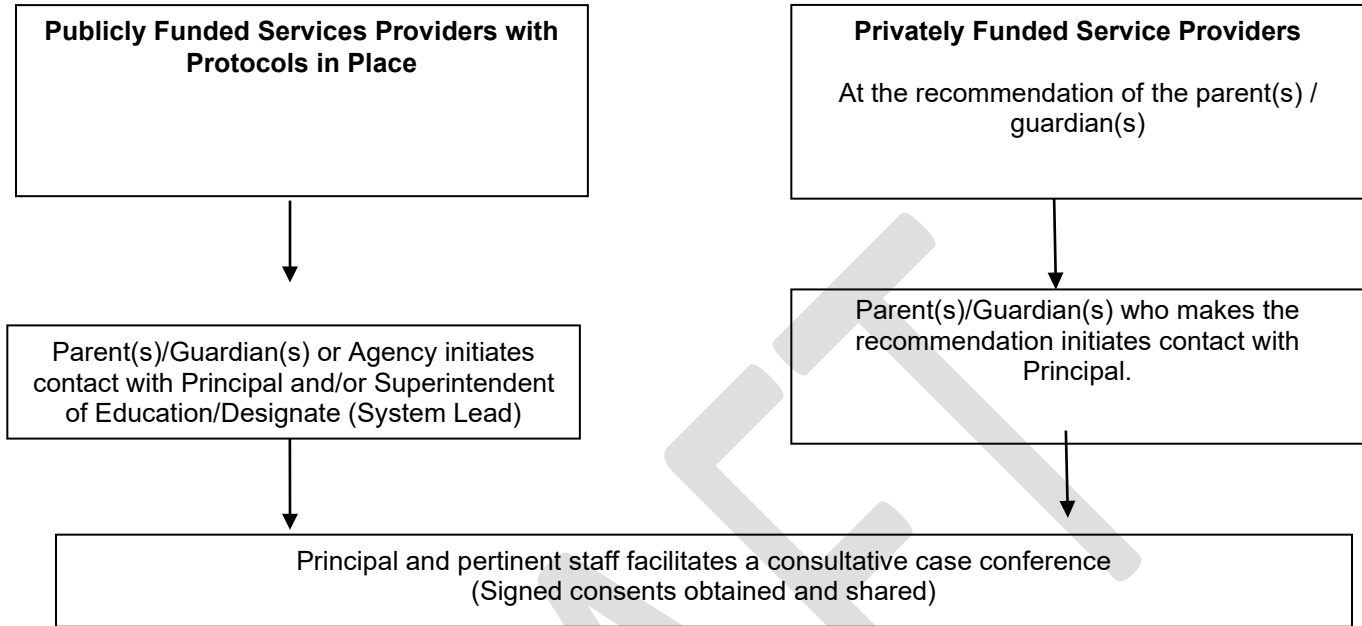
- 3.2.1 If observation has been agreed to, it will be done in the school setting with pertinent staff involved.
- 3.2.2 Classroom observation will be kept to a minimum at the discretion of the educator or/ Administrator.
- 3.2.3 Professional or paraprofessional service providers are limited to arrival at school on the



- appropriate day and time.
- 3.2.4 Administrator reviews observation procedures with professional or paraprofessional service provider and approves observation form/format to be used.
 - 3.2.5 If a professional or paraprofessional service provider fails to comply with the Board's procedures, access is denied.
 - 3.2.6 The professional or paraprofessional service provider conducts observation for agreed-upon length of time.
 - 3.2.7 Any school observations/impressions to be included in the written report should be reviewed by the Administrator or educator prior to finalization and distribution of the final report.
 - 3.2.8 Demonstration may be done in the classroom or outside of the classroom.
 - 3.2.9 Staff, in collaboration with the professional or paraprofessional service provider, determine:
 - 3.2.9.1 the date and time of the demonstration;
 - 3.2.9.2 the school/Board personnel to be involved;
 - 3.2.9.3 the strategy/technique to be demonstrated;
 - 3.2.9.4 the goal of the demonstration session; and
 - 3.2.9.5 the process of implementation of demonstrated strategy/technique.
 - 3.2.10 Professional or paraprofessional service provider arrives at school on appointed day and time.
 - 3.2.11 Administrator reviews demonstration procedures with the professional or paraprofessional service provider, as well as the role of the Administrator, school personnel and Board staff.
 - 3.2.12 If a professional or paraprofessional service provider fails to comply with Board procedures, demonstration is not conducted.
 - 3.2.13 A professional or paraprofessional service provider conducts a demonstration and answers questions which school personnel and/or Board staff may have about the strategy/technique.
 - 3.2.14 Based on the discussion of the demonstration, Administrator determines if the strategy/technique may be used by the school personnel and, therefore, becomes a component of the student's IEP, where appropriate.
 - 3.2.15 A written summary of the proceedings of the demonstration, including the names of those in attendance, decisions made and plans for follow up will be distributed by the Administrator to all those in attendance.
 - 3.2.16 Administrator may ask a member of the central staff to attend the demonstration and to give advice concerning the appropriateness of the strategy/technique, which the professional or paraprofessional service provider is demonstrating for use in the school context.
- 3.3 Direct Service
In a few cases, short term, direct counselling, and/or intervention is provided for students by professional or paraprofessional service providers in the school setting.
- 3.4 Transition Planning and Support
The community professional or paraprofessional service provider will work collaboratively with Board staff to promote the successful transition to the school setting for students with complex needs and/or those returning from care and treatment programs.



Procedure for External Service Providers



Possible Outcomes	
1. Consultation	<ul style="list-style-type: none"> Meeting with school and Board staff Share information
2. Observation	<ul style="list-style-type: none"> School/Board staff may be present Observations/impressions reviewed with teacher or principal
3. Demonstration	<ul style="list-style-type: none"> Done inside or outside the classroom
4. Direct Service (Only applicable for Publicly Funded Service Providers)	<ul style="list-style-type: none"> Short term duration Share information
5. Transition Support	<ul style="list-style-type: none"> Support for transitioning to school Return from care and treatment centres



Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board

The Brant Haldimand Norfolk Catholic District School Board facilitates access for students to select community partner services for the purposes of supporting students in accessing personal well-being support.

I/we, _____ Parent(s)/Guardian Name(s), agree to _____ Student
Name, _____ Date of Birth, to access service from the following agency during the school day:

Please check selections

Brantford and Brant County Services:

- CONTACT Brant - information, referral and screening for mental health and well-being services
- John Howard Society of Hamilton, Burlington & Area- independent restorative practices facilitator, facilitate formal circles, coordinate and establish school circles, engaging at risk youth ages 12 to 21 engaged in conflict
- St. Leonard’s Community Services – integrated crisis services, counselling services for youth related to mental health and well-being and/or addictions
- Young Women’s Program through Sexual Assault Centre of Brant - healthy relationship focused counselling services for well-being and support
- Woodview Mental Health & Autism Services - mental health and well-being counselling support programs
- Other: _____

Haldimand and Norfolk County Services:

- CONTACT Haldimand-Norfolk REACH - information, referral and screening for mental health and well-being services
- Community Addiction and Mental Health Services (CAMHS) of Haldimand and Norfolk - counselling services for youth related to mental health and well-being and/or addictions
- Haldimand-Norfolk REACH- crisis support and mental health and well-being counselling support programs
- Haldimand and Norfolk Women’s Services - healthy relationships focused counselling services for well-being and support
- John Howard Society of Hamilton, Burlington & Area- independent restorative practices facilitator, facilitate formal circles, coordinate and establish school circles, engaging at risk youth ages 12 to 21 engaged in conflict
- Other: _____

Aboriginal Services - Brant, Haldimand, Norfolk:

- Six Nations of the Grand River Child and Family Services, Child and Youth Mental Health Program- mental health and well-being counselling support programs
- Other: _____

My child may participate in services during:

- Instructional time
- Nutrition Times
- Before or After School, within regular school day 8:30 am to 4:30 pm

Consent Process:



Informed consent for the student to participate in and receive service(s) is completed between the agency delivering the service and the student. The agency will maintain the record of service and will deliver services confidentially to the student in accordance with legal requirements. Questions may be directed to the agency for further clarification.

Parent/Guardian Name: _____ Parent/Guardian Signature: _____

Date: _____ Consent valid until: _____ If not indicated, until the end of the school year.

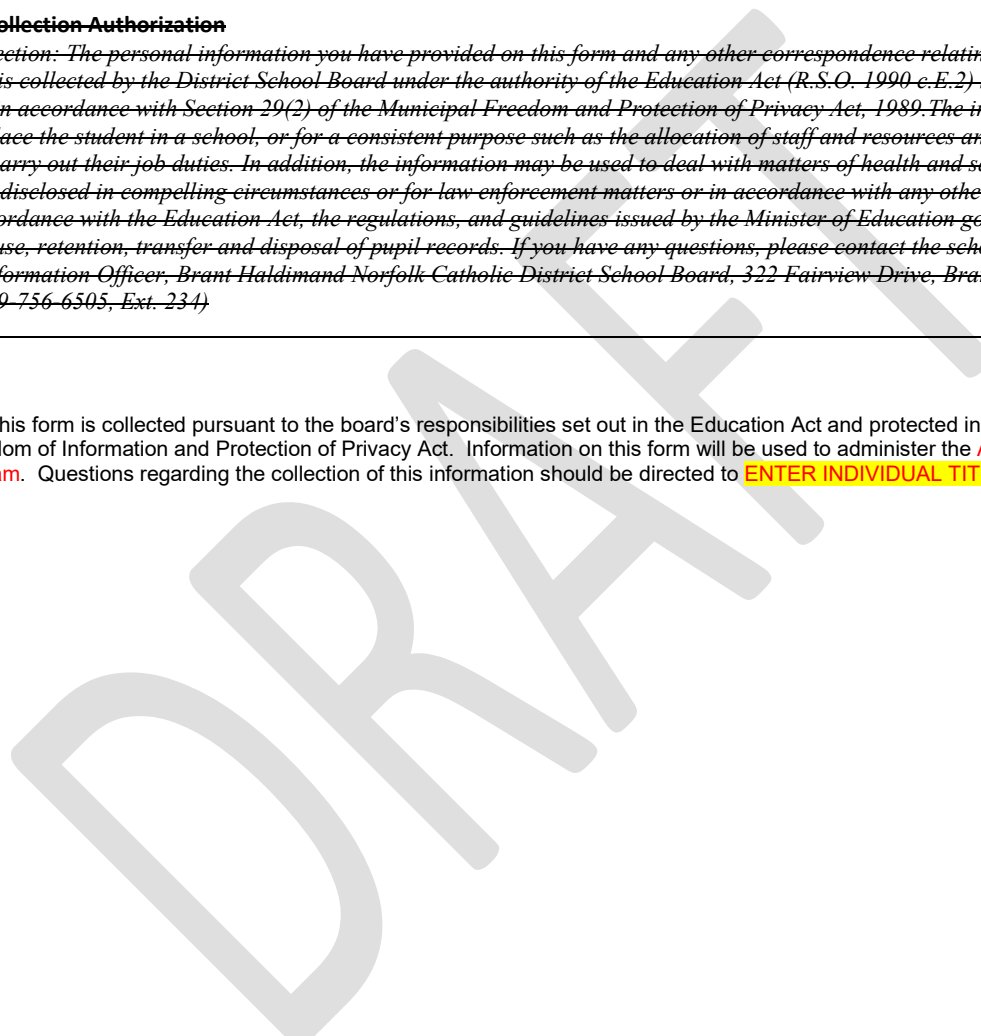
c: OSR - Original copy; parent copy available upon request

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)

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 Access to Community Partner Services Program. Questions regarding the collection of this information should be directed to **ENTER INDIVIDUAL TITLE AND EXT.**





DRAFT



Authorization for Exchange of Information

Student:	Date of Birth:
Student's current or last Brant Haldimand Norfolk Catholic District School:	

I, the undersigned parent or guardian (or student if 18 years or older,) authorize Brant Haldimand Norfolk Catholic District School Board to:

- (check one)
- Forward information concerning the above named student to:
 - Receive information concerning the above named student from the following professional person, agency school board:

Name:	Phone:
Address:	City:
Postal Code:	

The information I agree to release may be (check as many as apply):

- | | |
|---|--|
| <input type="checkbox"/> Psychological | <input type="checkbox"/> Physio/Occupational Therapy |
| <input type="checkbox"/> Psychiatric | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> Cognitive/Educational Assessment | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Behavioural | <input type="checkbox"/> Vision/Hearing |
| <input type="checkbox"/> Speech and/or Language | <input type="checkbox"/> Other (Specify): _____ |

I understand that any relevant information received by Brant Haldimand Norfolk Catholic District School Board will be shared with appropriate school board staff as per the Freedom of Information and Protection of Privacy Act.

Signature of parent or guardian, or student if 18 years or older

Date

(Unless revoked, this permission is valid for on year from date signed)

Distribution: Parent / Guardian OSR Other

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 Access to Community Partner Services Program. Questions regarding the collection of this information should be directed to Tracey Austin, Manager of Communications x11234.

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Policy Committee
Submitted on: May 12, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

**OUTDOOR PLAYGROUND EQUIPMENT AND OTHER
STRUCTURES #400.07**

Public Session

BACKGROUND INFORMATION:

The Board, in principle, supports the purchase and installation of safe playground equipment or other outdoor structures by school communities.

The purpose of this Policy and Administrative Procedure is to provide stakeholders with information on maintaining, replacing, installing, and removing playground equipment/outdoor structures. It applies to all school sites and all school playground equipment and other structures, whether provided by the Board as part of a capital project or purchased with funds donated to the Board as part of a local school initiative. School playground equipment includes structural equipment (e.g., shade structure).

DEVELOPMENTS:

Throughout the creation of this Policy and Administrative Procedure, content was reviewed in consultation with Financial Services, Facility and Construction Services, Principals, Senior Administration, other internal stakeholders, and other school board policies and procedures.

The policy and administrative procedure were circulated for stakeholder feedback from October 27, 2021 to December 28, 2021, as per the Board's policy renewal process. There was no additional feedback received and no further changes were made to the to this Policy and Administrative Procedure.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Outdoor Playground Equipment and Other Structures Policy 400.07 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Outdoor Playground Equipment and Other Structures #400.07

Adopted:	June 24, 2003
Last Reviewed/Revised:	September 1, 2021
Responsibility:	Superintendent of Business & Treasurer
Next Scheduled Review:	2025-26

Policy Statement

The Board, in principle, supports the purchase and installation of safe playground equipment or other outdoor structures by school communities.

Application and Scope

The purpose of this Policy and Administrative Procedure is to provide stakeholders with information on maintaining, replacing, installing, and removing playground equipment/outdoor structures. This Policy and Administrative Procedure applies to all school sites and all school playground equipment and other structures; whether provided by the Board as part of a capital project or purchased with funds donated to the Board as part of a local school initiative. School playground equipment includes structural equipment (i.e., shade structure).

References

- [National Standard of Canada CAN/CSA Z614-20 Playground Equipment and Surfacing](#)
- [AODA Regulation 191/11](#)
- [FIN 700.01 - Procurement](#)

Forms

- N/A

Appendices

- OPS 400.07.XA – Playground Equipment and Outdoor Structure Financial Obligations

Definitions

- N/A

Administration Procedures

New Equipment and Playground Areas

The principal shall act as the school's primary resource person for the duration of the project and shall prepare a design and development proposal incorporating the following:

- plan for location of equipment, playground or other outdoor structures.
- type of material to be used.



- estimate of costs of equipment or playground (including site preparation and installation).
- timeline for project.
- financing plan and operating costs of playground or equipment.

The above proposal must be developed in collaboration with the Manager of Facility Services (or delegate from Facility and Construction Services) and the Supervisor of Procurement Services.

The proposal shall adhere to the following guidelines. New equipment and playground areas will:

- be closely related to the existing site.
- not interfere with large open play space areas.
- be designed to elicit a wide variety of responses and appeal to children's sense of creativity.
- have a variable environment in terms of texture, levels, and heights as a means of providing for individual differences.
- provide the opportunities for both individual and group activity.
- be fully accessible in accordance with current AODA requirements.

The design, construction and installation of playground equipment must conform to the standards of the *Canadian Standards Association CSA- Z614, Children's Play Spaces and Equipment* in effect at the time of installation.

It is strongly recommended that a third party, qualified and/or certified person work with school committees during design and installation of play spaces and equipment and, if possible, coordinate site specific concerns with appropriate Board staff. These costs should be incorporated into the costs of the project.

Although the Board accepts design standards of reputable manufacturers, it has restricted certain design aspects:

- wood structural members are not acceptable.
- platform height not to exceed six (6) feet.
- swings not to exceed eight (8) feet.
- wood fibre with a current International Play Equipment Manufacturing Association (IPEMA) certificate is the minimum standard used for the protective surface.
- plastic border material shall be used as the material for the enclosure of the protective surface.

The Board reserves the right to restrict other design aspects as deemed appropriate.

In order to support students with accessibility issues, installations must reflect:

- minimum accessibility requirements.
- accessibility specifications for elements with the play space.
- amount of play spaces within the structure that must be accessible.
- elevated components as well as ground level components.
- requirements for accessible routes within and leading to the play structure.

Natural Play Areas

The Board promotes the importance of providing all students with the opportunity to play in the natural world. Loose parts play with natural elements such as sticks, pinecones, logs, stumps, mud kitchens, sound or water walls, learning gardens, etc. provide experiences for further exploration and open-ended play. Natural playscapes provide unlimited opportunities for inclusiveness and creativity, are gender-neutral and accessible to a wide range of ages and abilities.



Careful consideration must be made when offering natural materials to students. Administrators and staff must carefully consider students' competencies and provide due diligence in inspections, supervision and safety when providing loose parts to students.

Any natural materials that are permanently installed must follow the new equipment protocol. This would include loose parts that become frozen into the ground in the winter. Objects higher than three feet tall must be barricaded off if frozen into the ground. The suggestion would be to limit loose parts to under three feet tall to avoid this situation.

Equipment Inspections

Where weather conditions have resulted in an inability to complete adequate inspections, the principal shall place the play and other structures off-limits for use (see On-going use of Playground Equipment).

- a) **Daily Visual Inspections:** A visual inspection shall be performed on all playground and outdoor equipment used by students by the principal (or designate) at least once each school day. This inspection is intended to identify obvious safety concerns and needed repairs, such as glass, broken boards, loose or missing handrails, or anything that could cause injury to a student. When a deficiency is identified in the daily inspection, the Administrator shall follow the steps set out in this procedure. A daily maintenance logbook must be kept on file at the school, through eBase or other such electronic program.
- b) **Annual Inspections:** are facilitated by Facility Services each year by an inspector who has received appropriate training in the inspection and maintenance of playground equipment. Using these reports, the Administrator, through consultation with Facility Services and the school council, can prepare recommendations as to whether the equipment is adequate or should be removed, renovated or upgraded. In the event the school community cannot provide sufficient funds for the required repairs and maintenance of the playground equipment, the Board will reserve the right to decommission any structure.

Inspection findings and actions shall be recorded and kept on file in Facility Services for two years. Repairs that have been identified will be completed as soon as possible after the report is received.

Maintenance and Repairs

When a staff member identifies a safety concern or an item in need of repair, it shall be reported immediately to the Principal (or designate) who will immediately notify Facility Services. When a defect is reported, it shall be repaired as soon as possible, and, in the interim, the Principal shall make the equipment off-limits to students.

When repairs are made on site, Facility Services staff are to log the work completed and retain it on file. The work order for repairs completed by Facilities Services staff will be the record of repair.

Should a repair that involves a safety hazard take more than one day to complete, children shall be prevented from using the equipment through the use of appropriate fencing and a *keep off* warning sign.

When the cost to repair a piece of playground equipment is excessive, the Manager of Facility Services, after consulting with the school principal, may decide that the equipment should be taken out of service and removed from the school grounds.

Financial Obligations

All schools are responsible for raising funds for the purchase and repair of playground equipment or outdoor structures and the funds must be in place prior to the commitment to purchase and install of the equipment.



School Administrators must establish a play structure fund in their school generated funds account to meet the expenses of all play structure repairs and maintenance. Refer to *Playground Equipment and Outdoor Structure Financial Obligations (OPS 400.07.XA)*.

The Principal must notify the Manager of Facility Services and Supervisor of Procurement Services of the school's plans (i.e., type of equipment, cost, fundraising projects, etc.) during the planning stage and submit a plan for review.

When the school is ready to send collected funds to the Board, the Principal shall notify Financial Services.

Procurement of Equipment

The Principal, on behalf of parent groups, should contact the Supervisor of Procurement Services before requesting information from manufacturers/suppliers to avoid unnecessary legal issues. For example, when contacting a manufacturer, a tender should not be requested, but rather an estimate.

Once the project is ready to proceed, the Supervisor of Procurement Services will ensure that the correct procurement process is used (i.e., quotes, request for proposal, request for tender, etc.)

Installations by volunteers is not permitted.

Ongoing Use of Equipment

Each school should conduct playground and structure safety sessions to reduce the risk of student injury, outlining the playground and/or structure rules applicable to the specific location. This should include discussion of appropriate footwear to be worn while playing on structures.

These sessions should be held for students and staff at the beginning of each school year. In addition, on an annual basis, the Principal will determine the impact that winter conditions are having on the playground equipment or outdoor structure. The following winter conditions can impact on the ability to complete appropriate inspections and make equipment that is otherwise in compliance with the CSA standard, unsafe for use:

- At temperatures below 0°C, very few types of protective ground surfacing remain resilient enough to offer any degree of protection to a falling child, regardless of depth. If the ground cover is frozen, the play equipment cannot be operated safely.
- Snow build-up can cause two problems on a play structure: play surfaces can become very slippery, and snow build-up can create suffocation hazards if the openings at the end of tube slides or similar structures become blocked by drifting snow.
- Ice or freezing rain can make play surfaces, hand grips and stairways very slippery, increasing the risk of slip and fall injuries.

Where weather conditions have resulted in an inability to complete adequate inspections, the principal shall place the play structures off-limits for use.

Responsibilities

Manager of Facility Services (or designate):

- Ensuring a third-party qualified and/or certified person is involved during design and installation.
- Ensuring all play structures and equipment are installed by an approved manufacturer.
- Facilitating the recorded annual inspection for each school every spring of each year.
- Ensuring repairs completed by Facility Services staff are logged in the record of repair.



Supervisor of Procurement Services:

- Working collaboratively with Administrators to ensure purchasing processes are fulfilled.
- Ensuring all manufacturers installing playground equipment on Board property provide proof of insurance coverage for a minimum of \$2 million liability insurance with the Board named as co-insured, as well as a certificate of good standing from the Workplace Safety and Insurance Board.

Principals (or designates):

- Performing daily visual inspections.
- Maintaining the daily maintenance log book.
- Reporting safety concerns or items in need of repair to the Manager of Facility Services.
- Preventing children from using equipment when repair involves a safety hazard and takes more than one day to complete.
- Notifying the Superintendent of Business & Treasurer and the Supervisor of Procurement Services regarding plans to purchase equipment.
- Conducting playground safety sessions at the beginning of each school year.
- Forwarding collected funds to Financial Services.
- Ensuring school councils are aware of the details of this administrative procedure.

Staff:

- Reporting safety concerns or items in need of repair to their Principal (or designate).

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Policy Committee
Submitted on: May 12, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

DONATIONS AND CHARITABLE RECEIPTS #700.02

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) is a registered charitable organization that recognizes and values the support of individuals and other organizations that provide donations to the Board in support of student achievement and programs.

This Policy and Administrative Procedures applies to all donations to the Board, including donations through school generated funds.

DEVELOPMENTS:

Throughout the creation of this Policy and Administrative Procedure, content was reviewed in consultation with Financial Services, School Administrators, Senior Administration, other internal stakeholders, and other school board policies and procedures.

The policy and administrative procedure was circulated for stakeholder feedback from October 27, 2021 to December 28, 2021, as per the Board’s policy renewal process. There was no additional feedback received and no further changes were made to the to this Policy and Administrative Procedure.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Donations and Charitable Receipts Policy #700.02 to the Brant Haldimand Norfolk Catholic District School Board for approval.



~~Cash and Equipment Donations~~ and Charitable Receipts #700.02

Adopted:	June 24, 2003
Last Reviewed/Revised:	April 1, 2021
Responsibility:	Superintendent of Business
Next Scheduled Review:	2025-2026

Policy Statement

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) is a registered charitable organization that recognizes and values the support of individuals and other organizations that provide donations to the Board in support of student achievement and programs.

~~The Board encourages and supports the donation of money and equipment to its schools.~~

Application and Scope

This Policy and Administrative Procedures applies to all donations to the Board, including through school generated funds.

References

- [The Education Act and Regulations](#)
- [The Income Tax Act](#)
- [700.05 Fundraising and School Generated Funds](#)

Forms

- FIN 700.02.F01 – Request to Donate Equipment

Appendices

- N/A

Definitions

Monetary Donations: Monetary donations are also known as cash donations. Monetary donations can be in the form of cash, cheque, or online payment.

Administration Procedures

Charitable Receipts

The Board may issue an official receipt for income tax purposes, for gifts and donations made to the Board or to individual schools in accordance with the Canada Revenue Agency’s rules and regulations.



The following guidelines are applied in issuing receipts for charitable donations:

1. Some property (usually cash) must be transferred. Contribution of services does not qualify.
2. The transfer must be voluntary.
3. The transfer must be made without expectation of return. No valuable consideration (no benefit of any kind) to the donor or to anyone designated by the donor may result from the donation.

The general rule that no benefit of any kind may be made available to the donor in recognition of their contribution does not include items of little or no value. For example, the school may wish to give their donor a small token as a gesture of appreciation. These items (e.g., a flower, a pamphlet, a plastic pin) have no resale value, and accordingly, such inducements are to be ignored; they do not disqualify the donation.

Donations made can be subject to general direction (e.g., to the benefit of a specific school or program) but cannot be directed to the benefit of a specific individual. However, donations to the Board must be for educational purposes related to educational opportunities, support services, facilities or approved extra-curricular activities. Donation receipts cannot be issued if donations are received for a designated purpose other than outlined above.

Contributions that have a written acknowledgement, partnership or sponsorship are referred under a Third-Party Agreement.

Schools, Catholic School Councils or other bodies affiliated with the school should neither have nor obtain Charitable Registration status with Canada Revenue Agency (excluding Home & School Associations).

To ensure that accurate information is provided to potential donors, all communications by schools or departments regarding the issuance of charitable receipts must be pre-approved by the Manager of Financial Services, who will verify that the Canada Revenue Agency requirements are met prior to the request for a donation that may be eligible for a charitable donation receipt. Charitable receipts will not be issued if the activity has not been reviewed and approved as eligible by Financial Services.

Before the acceptance of any gift of equipment or materials, or cash for the purposes of same, the following factors must be considered by the school principal:

- value of the gift to the school's educational mandate
- location of the gift in the school building or on the school property
- applicable installation, transfer of ownership or repair costs
- safety, security and maintenance requirements
- Board standards for equipment (consultation with Facility Services or School Programs may be applicable)
- commitment required by the school or the Board, e.g., ongoing costs, if applicable.

Donors are encouraged to make their donations online as they will receive their charitable tax receipt automatically by email when the donation is made through the Board's online payment software. Detailed instructions for issuing charitable receipts using the charitable receipts software for donations of cash, cheques or in-kind are available on the Board's website.

Funds must be received or postmarked no later than December 31st in order to receive the receipt in that taxation year.



Monetary Donations

Monetary donations can be in the form of cash, cheque, or online payment.

All online payment donations made through the Board's donations software will automatically receive a donation receipt via email. For cash or cheque donations made outside of the Board's donation software, official receipts for income tax purposes will be provided, upon request, for donations in excess of \$25.00.

Gifts-In-Kind (i.e., non-cash donations)

- a) **Services:** Donation receipts cannot be issued for donated services. It is acceptable, however, to buy the services from the individual/company and then have the company/individual donate the funds back to the school. In this case, an exchange of cheques (school to business and business to school) is required. Please note that if the company/individual simply endorses our cheque and presents it back to us, this does not qualify as a donation. Both cheques must be cleared in the appropriate bank account to qualify.
- b) **Gifts:** A donation receipt can be issued for receipt of gifts provided the following documentation is provided to the Board to determine the fair market value of the items donated:
 - If a school receives goods from a company/individual that they normally sell, the company/individual must invoice the Board for the value of the goods and write across the invoice "do not pay - donation to the Board". The Board will then issue the donation receipt based on the invoice amount less Harmonized Sales Tax (HST).
 - If a school receives goods from a company/individual that they normally don't sell (i.e., business donates soccer balls), then the Board needs a copy of the original invoice from the company showing the value of the goods purchased.
 - For donations of used goods with a nominal value of less than \$1,000 or donations of consumable items, the Board will accept the donation and a recognition letter may be provided however, an official donation receipt for income tax purposes will not be issued.
 - For donations of used goods with a value greater than \$1,000, the Board requires an appraisal for the fair market value of the goods from an external qualified appraiser. The cost of the appraisal is to be paid by either the donor or the school accepting the donation. The Board will not be responsible for the cost of appraisals. The Board will then issue the donation receipt based on the appraised fair market value of the item.
 - A completed Request to Donate Equipment (FIN 700.02.F01) form, including a valuation statement is required and submitted to the Superintendent of Business (or designate) for approval prior to acceptance and installation of any equipment.

For items bid on or purchased at a fundraising event, individuals are not entitled to a donation receipt for the amount of their successful bid or the purchase price regardless of the amount paid (e.g., if an individual bids on or purchases an item worth \$50, they cannot receive a receipt if they pay \$1 or \$1,000 for the item.)

Note that all donated items (cash or gifts) become the property of the Board. Once a donation receipt has been issued, items may not be returned to a donor should the donor subsequently change their mind about the donation.

- c) **Gift Cards:** A donation receipt cannot be issued to a company/individual who issues a gift card for use in auctions, raffles and other fundraising activities. It is acceptable, however, to buy the gift card from the individual/company and then have the company/individual donate the value of the card back to the school. In this case, an exchange of cheques (school to business and



business to school) is required.

An individual who buys a gift card from a company and then donates the card to the Board may receive a donation receipt for the value of the card, upon presentation of the original invoice/receipt from the company from which the gift card was purchased.

Trust Funds

Trust funds established for student awards and other purposes must be held by the Board and cannot be part of School or School Council funds. The Manager of Financial Services should be contacted for more information on establishing these funds.

Reporting

Annually, a report will be brought to the Board for information to acknowledge monetary or equipment donations having a value greater than \$500.

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Policy Committee
Submitted on: May 12, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

ADMISSION OF ELEMENTARY STUDENTS #200.14
Public Session

BACKGROUND INFORMATION:

Brant Haldimand Norfolk Catholic District School Board (the “Board”) schools provide academic excellence and enable students to live a life of love and service. The elementary schools of the Board exist primarily to provide excellence in Catholic education for the students of our Catholic school supporters.

This Policy and Administrative Procedure outlines the process for the admission of students to Catholic elementary schools under the jurisdiction of the Brant Haldimand Norfolk Catholic District School Board.

DEVELOPMENTS:

Throughout the creation of this Policy and Administrative Procedure, content was reviewed in consultation with Senior Administration, Administrators, Secretaries, other internal stakeholders, and other school board policies and procedures.

The policy and administrative procedure was circulated for stakeholder feedback from February 6, 2022 to April 7, 2022, as per the Board’s policy renewal process. There were minor clarifications made to the to this Policy and Administrative Procedure.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Admission of Elementary Students Policy 200.14 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Admission of Elementary Students #200.14

Adopted:	April 24, 2001
Last Reviewed/Revised:	June 1, 2022
Responsibility:	Director of Education
Next Scheduled Review:	2025-2026

POLICY STATEMENT:

Brant Haldimand Norfolk Catholic District School Board (the “Board”) schools provide academic excellence and enable students to live a life of love and service. The elementary schools of the Board exist primarily to provide excellence in Catholic education for the students of our Catholic school supporters.

APPLICATION AND SCOPE:

This Policy and Administrative Procedure outlines the process for the admission of students to the Catholic elementary schools under the jurisdiction of the Brant Haldimand Norfolk Catholic District School Board.

REFERENCES:

- [The Education Act and Regulations](#)
- [BHNCDNB Mission and Motto](#)
- [Ontario Catholic School Graduate Expectations](#)
- STU 400.25.AP – Out of Boundary Admissions
- [OPS 400.19.P – Transportation of Students](#)

FORMS:

- STU 200.14.F01 - Elementary Student Registration
- STU 200.14.F02 - [Elementary Student Registration – Online Form](#)
- STU 200.14.F03 - Non-Catholic Student Registration Request
- STU 200.14.F04 - Application for Direction of School Support
- STU 200.14.F05 - Catholic School Support Lease
- STU 200.14.F06 - Student Documentation Verification

APPENDICES:

- STU 200.14.XA - Registration of Elementary Students
- STU 200.14.XB - Special Circumstances (Elementary)

DEFINITIONS:

Administrator: refers to a Principal or Vice-Principal of a particular school.

Resident Student: an admissible student who lives within the boundaries of the Board.

Non-Resident Student: an admissible student who lives outside the boundaries of the Board whether that be within or outside the Province of Ontario or fee-paying students.

Home School: refers to the school that is located in the same attendance boundary as the student’s parent/guardian’s residential address.



Guardian: a person who has lawful custody of a child, other than the parent of the child.

Roman Catholic: for the purposes of this Policy and Administrative Procedure, shall mean a member of the Roman Catholic Church or a member of the Eastern Rite of Catholic Church that is in union with the See of Rome.

ADMINISTRATIVE PROCEDURES:

Admission to Catholic Elementary Schools

The Board is committed to service the children of eligible Catholic school supporters. From time to time, applications are received for the admission of non-resident students and/or students from ratepayers who are not eligible supporters of the system.

1. Students registering for the first time in a Catholic elementary school within the Brant Haldimand Norfolk Catholic District School Board shall be required to produce proof of age and a Catholic baptismal certificate of the Roman or Eastern Rite (or a letter from a priest). If the child has no Roman or Eastern Rite Catholic baptismal certificate, the child may be admitted if one parent/guardian can provide a Roman or Eastern Rite Catholic baptismal certificate.
2. If the child has no Roman or Eastern Rite Catholic baptismal certificate, and neither parent/guardian can provide an Eastern Rite Catholic baptismal certificate, an Application of Non-Catholic Student form (STU 200.14.F03) must be submitted, and the following criteria must be met:
 - Primary motivation is to obtain a Catholic education and to participate in the Religion & Family Life program, as well as school-based religious activities and celebrations (not for family convenience or because of friction with school authorities from other school systems.)
 - Availability of facilities, space, and transportation.
 - Availability of special education services and programs (if applicable). Non-Catholic students with special needs must be proven to qualify for special education funding before being admitted.
 - Can only attend the school in their boundary.
 - Subject to annual review.
 - Parent/Guardian signs an agreement that the child will participate in Religion & Family Life programs, as well as school-based religious activities/celebrations.
 - Student adheres to the Code of Conduct.
 - Will register all Junior Kindergarten - Grade 8 children in the family in the school.
 - Superintendent consults with the school administrator.
3. A student, living in a residence within the jurisdiction of the Board which is not eligible to be assessed for Separate School Supporters, who would otherwise be admitted, may be admitted to a school operated by the Board if a Catholic baptismal certificate is provided upon registration.

Registration Requirements

An administrator of a school will receive all students requesting admission and manage their registration using the guidance provided in this Policy and Administrative Procedure. Administrators are to ensure that all staff registering new students are well informed of these policies, procedures, and applicable regulations. The school in the home attendance area is responsible for the appropriate placement of the students who are new to the system and who live in the school catchment area.

- Registration is required for students who are new to the Board using the online registration form which is found on the Online Student Registration portal – [Elementary Registration](#). After creating an account and logging in, the Elementary Student Registration form is used to complete the registration. Alternatively, in special circumstances, the hardcopy Elementary Student Registration (STU 200.14.F01) form may be completed.
- A student shall be allowed to enrol in Junior Kindergarten (Year 1) in September of that calendar year during which the student becomes four (4) years of age.



- A student shall be allowed to enrol in Senior Kindergarten (Year 2) in September of that calendar year during which the student becomes five (5) years of age.

In all instances, original documentation or a copy certified as original must be presented upon registration. Documentation uploaded during the online registration process can be considered original.

The school shall complete the Student Documentation Verification (STU 200.14.F06) form for registration purposes upon admitting a student to a Catholic elementary school under the jurisdiction of the Board. Documentation requested is required as proof, however no copies of documentation shall be reproduced as documentation is for verification only, unless otherwise indicated in this Policy and Administrative Procedure. The Student Documentation Verification form is retained in the student's Ontario Student Record (OSR).

The following is provided to assist schools in the registration process:

1. Determine if the student lives within your school's attendance area. All registrations require documented proof of permanent address, which could include property tax bill, utility bill, purchase/rental/lease agreement, or bank documents. If the student should be attending another school, direct the applicant to the appropriate school. In the event the student is not within the school boundary, and wishes to attend the school, an annual Application of Out of Boundary/Jurisdiction form is to be completed and submitted. Refer to Policy 200.25 - Out of Boundary Admission for further direction.
2. If the student resides outside the jurisdiction of the Board (i.e., City of Brantford, Brant, Haldimand, or Norfolk Counties), an annual Application of Out of Boundary/Jurisdiction form must be completed and submitted to the appropriate Superintendent for approval. Refer to Administrative Procedure 200.25 - Out of Boundary/Jurisdiction Admissions for further direction.
3. Students registering for the first time in a Catholic elementary school within the Board shall be required to produce proof of a Catholic baptismal certificate of the Roman or Eastern Rite, as indicated above. If the child has no Roman or Eastern Rite Catholic baptismal certificate, the child may be admitted if one parent/guardian can provide a Roman or Eastern Rite Catholic baptismal certificate.
4. If the child has no Roman or Eastern Rite Catholic baptismal certificate, and neither parent/guardian can provide an Eastern Rite Catholic baptismal certificate, a Non-Catholic Student Registration Request form (STU 200.14.F03) must be submitted.
5. A letter from the pastor (or delegate) recommending a student for admission to a Catholic School is acceptable in lieu of a baptismal certificate. The proper pastor is the pastor of the parish to which the family belongs by territory or registration as in the case of a "national" parish. With the support of the Catholic Parish Priest, the Director of Education may make a determination to approve the admission of a non-Catholic child on a conditional basis.
6. Students shall be admitted on condition that the parent/guardian provide proof of a Catholic baptismal certificate or the letter from the Director of Education on the first day of school for a child or on a date agreed upon between the administrator and the parent/guardian.
7. If a parent/guardian indicates a custodial arrangement, a copy of the court order or other legal document is required for inclusion in the documentation file of the OSR. In some instances, the administrator may find it necessary to require that applicants establish proof of relationship via birth certificate, passport, or other reliable documentation.



8. Proof of legal name and age is required for students registering for the first time. To verify the legal name and date of birth of the student, the parent/guardian shall produce proof through one of the following documents:
- Birth Certificate or Official Birth Registration Card
 - Certificate of Canadian Citizenship
 - Certificate of Registration of Birth Abroad
 - Passport
 - Permanent Resident Card
 - Record of Landing

If entering as Immigrant status, one of the following documents must also be provided to confirm date of entry and status in Canada:

- Permanent Resident Card
 - Record of Landing
 - Confirmation of Permanent Residence
 - Other (must specify)
9. The Confirmation of Date of Entry & Status in Canada section of the Student Documentation Verification (STU 200.14.F06) form must be completed for all students who have entered Canada for the **first** time within the past four (4) school years, **and** who were born in a qualifying country (a country other than Canada, United States, United Kingdom, Ireland, New Zealand and Australia). One of the following documents must be provided to confirm country of birth and data of first entry into Canada:
- Foreign Passport
 - Confirmation of Permanent Residence Status
 - Permanent Resident Card
 - Canadian Passport or Canadian Citizenship Card
 - Work/Study Permit
 - Refugee Claimant or Eligibility of Interim Federal Health Benefits
 - Other (must specify)
10. All new elementary registrants, who do not have siblings within the system, must confirm that they are currently Catholic school supporters or eligible to be Catholic school supporters by providing:
- proof of school support documentation, or
 - a completed Application for Direction of School Support (STU 200.14.F04) form, and if required, a Separate School Assessment Lease (STU 200.14.F05)

Parent(s)/Guardian(s) should be asked if they have other elementary-aged children enrolled in a French-language Catholic or French-language Public school or an English language Public school. If so, the parent/guardian should be advised that an Application for Direction of School Support (STU 200.14.F04) form is required to be completed.

11. All parents/guardians of elementary students must submit all required documentation before the student is admitted to class. Once a student is considered fully registered, they must be placed in an appropriate class.



Registration of Elementary Students

The majority of student registrations will be relatively straightforward, i.e., student resides within your school attendance area with his/her parent(s)/legal guardian(s) and is a Canadian Citizen or Permanent Resident (Landed Immigrant). These students can be registered at the school, Student Documentation Verification form.

On occasion, a registration will present as slightly irregular. Guidelines are provided below addressing some of these situations. Contact your Family of Schools Superintendent for situations that do not fit these guidelines.

Category	Description of Student	Process
In Boundary	Catholic student and parent(s) reside in the City of Brantford, Brant, Haldimand or Norfolk.	Register student in home school unless otherwise determined by the Director of Education or designate.
Non-Catholic parent; not Catholic school supporter; child baptized Catholic	Catholic student resides in the City of Brantford, Brant, Haldimand or Norfolk, parent(s) are public school supporters.	Register student in home school unless otherwise determined by the Director of Education or designate.
Parent and child non-Catholic; public school supporter	Non-Catholic student resides in the City of Brantford, Brant, Haldimand or Norfolk; parent(s) are public school supporters.	Non-Catholic students shall not be admitted to elementary school program. Special circumstances will be reviewed by the school Superintendent of Education on a case-by-case basis (see Appendix B). An <i>Application for the Enrolment of Non-Catholic Student</i> form can be obtained from the school principal.
Catholic student resides in Brant, Haldimand or Norfolk and is a CAS ward.		Register child on proof of wardship and proof of Baptism in the Roman Catholic faith, in the home school of the student. Host families are not required to direct school support.
Blended family (through re- marriage) with children in both separate and public systems		Contact school Superintendent of Education for direction on how to process and register student(s) appropriately.
Immigration	Catholic student resides in the City of Brantford, Brant, Haldimand or Norfolk and parent(s) reside outside of Canada.	Register child when an adult in the City of Brantford, Brant, Haldimand or Norfolk has custody of child and student meets all other registration criteria. Contact Executive Assistant, Corporate Services for assistance with student's immigration status. Student then registers in home school of legal guardian.
Non-resident of Canada student		Confirmation of International Student must be received prior to admission. Contact Executive Assistant, Corporate Services.
Out of Boundary (School)	Catholic student resides with parent(s) within the City of Brantford, Brant, Haldimand or Norfolk but outside of your school boundaries.	Must complete an Annual Application for Out-of-School Boundary Attendance form. The application is submitted to the school Superintendent of Education for approval. This application is not required for students enrolling or currently registered in the French Immersion program. Transportation will not be provided to any students that are approved for cross boundary school attendance.



Category	Description of Student	Process
Custody – one parent Out of Boundary	Catholic student resides in Brant, Haldimand or Norfolk; parent(s) reside within Ontario but outside Brant, Haldimand or Norfolk.	Register child after adult in Brant, Haldimand or Norfolk has custody of child. Student then registers in home school of custodial parent.
Out of Boundary (District), Special Education services required	Catholic student and parent(s) reside within Ontario, but outside Brant, Haldimand or Norfolk and require special education services.	Registration must have the prior approval of the Superintendent of Education responsible for Special Education.
First Nation Students	First Nation students who live on-reserve.	Register the student at the school and confirm registration requirements. Obtain completed written notice (available on the Ministry of Education’s website at Reciprocal Education Approach). Let the school administrator and Superintendent responsible for Indigenous Education know that the student is registering with the intent to participate under the Reciprocal Education Approach (REA).



Special Circumstances Defined

Custody Issues

- All students under the age of 18 **must** live with a parent or legal guardian. Custody must either have been awarded by Family Court or a guardianship agreement form completed and notarized prior to registration. Students under the age of 18 require this responsible adult to act as a contact for the purposes of attendance, discipline, academic progress, and emergency situations. Special situations may arise where this requirement is waived. Such special admissions are subject to the approval of the school Superintendent on compassionate grounds on a conditional basis and may be subject to the completion of the custody process. These approvals will be confirmed in writing by the school Superintendent.
- Staff should **not** encourage or suggest that students who reside outside of the jurisdiction of the Board become BHNCD SB students by having a relative or friend assume legal custody. It is most important to remember that a custody application is a serious undertaking which can involve the Family Court with a hearing before a judge. Even the simpler guardianship form carries serious legal obligations related to the acceptance of custody. The person applying for custody is taking full responsibility for the child. There is no such thing as custody for educational purposes.
- Situations may arise whereby separated or divorced parents have a pre-existing custody order and wish to make a change to the custodial arrangement. In these circumstances, the parent with legal custody must indicate, in writing, consent for a change in the living arrangement and should also indicate a willingness to return to court to legally award custody to the non-custodial parent. Likewise, the current non-custodial parent must indicate, in writing, a willingness to assume responsibility for the care and control of the child, as well as a willingness to return to court to seek legal custody. With original copies of both letters, it is not necessary to wait until this court process is completed. If parents separate or divorce and do not have a custody or separation agreement, custody is assumed to be joint custody, and the child may reside with either parent. Schools should seek clarification with regard to the non-custodial parent's access rights when registering students who are residing with one parent only. These rights will be detailed in a court order or separation agreement. Unless there is a court order, separation agreement or restraining order, both parents have equal access rights.
- Students in the process of being adopted – A student may be registered if:
 - the school has received proof that adoption proceedings have been initiated; and
 - a letter of intent is provided.

Students with Immigration Documents

- Schools registering students holding the following types of documentation must be referred to the Executive Assistant, Business Services for guidance prior to registering at the school.
 - Applicants for Permanent Resident status / Approval in Principle (sponsorship within Canada)
 - Minister's Permits (and/or extension thereof)
 - Student Authorization (accompanying dependents of Work Permit holder) or Parent Study Permit holder
 - Visitor's Visa
 - Study Permit (fee paying international students)
 - Refugee claimants/convention refugees

Board staff are **not** to provide persons holding any of the documents listed in this section with any kind of assurance, either verbal or written relative to school admission and/or acceptance, until the status of their documents has been approved by the Superintendent of Business (or delegate).

Non-Resident of Canada (International) Students

The following is a summary of the procedures for the admission of Non-Resident of Canada (International) Students:

- The procedure and process will be administered through Business Services, in consultation with the school Superintendent for which admission is being sought. The schools will not independently approve admission of any international students.
- Any new non-resident of Canada students requesting information or admission to a school in the Board should be directed to Executive Assistant, Business Services.



- The Executive Assistant, Business Services will review the request of a student with the Administrator (or designate) and determine whether or not a space/pupil place is available in the school to accommodate the non-resident of Canada (International) student. If space is available, the student will complete the appropriate registration forms.
- A Letter of Acceptance addressed to Immigration, Refugee, and Citizenship Canada will not be issued by the Superintendent of Business until the Executive Assistant, Business Services is in receipt of the following documents:
 - Application, tuition, and other applicable fees (certified cheque or money order).
 - Study or appropriate work permit
 - Once the required registration forms and documentation have been provided and verified, the school will add the student to the pre-registration section of the student information system. The school is not to allow admission of these students until the school has received confirmation that the student's tuition fee has been paid, by the Executive Assistant, Business Services.
- Upon arrival to Canada with a valid Student Authorization issued by Citizen and Immigration Canada, the student must supply the following:
 - A copy of a recent medical examination (within 6 months of entry into Canada) which outlines the state of health of the individual. The document (in English or French) will include proof of vaccination against mumps, measles, rubella, diphtheria, tetanus and polio. As well, there shall be proof (in English or French) that the student is not carrying any communicable diseases including, but not limited to Tuberculosis.
- All appropriate documentation for new and returning students must be provided to Business Services prior to the end of August, in order that sufficient opportunity is given to process the application.

Refugee/Convention Claimants

Board staff are **not** to provide persons holding any of the documents listed in this section with any kind of assurance, either verbal or written relative to school admission and/or acceptance, until the status of their documents has been approved by the Superintendent of Business (or delegate). Schools registering students holding refugee claimant status must contact the Executive Assistant, Business Services.

In addition to the registration form and documentation required, the following is provided to the as part of the registration process at the school, prior to being allowed admission into the school:

- Student authorization from Immigration, Refugees, and Citizenship Canada
- A copy of a recent medical examination (within 6 months of entry into Canada) which outlines the state of health of the individual. The document (in English or French) will include proof of vaccination against mumps, measles, rubella, diphtheria, tetanus and polio. As well, there shall be proof (in English or French) that the student is not carrying any communicable diseases including, but not limited to Tuberculosis.
- Evidence must be presented of enrolment in the Interim Federal Health Program (IFHP) or private health Insurance.

Student without Status or Illegal Students

Minor dependents of a person without status or "illegal immigrant" shall be registered at the school without the payment of fees, subject to the following:

- Proof of custody in the form of a birth certificate, passport or Canadian Court Order must be provided to the Board prior to registration.
- Copy of a recent medical examination which outlines the state of health of the individual and identifies that the student is not carrying any communicable diseases including, but not limited to tuberculosis. Proof of immunization must also be provided to the board prior to admission.
- Proof of Catholicity for elementary school students must be provided to the Board prior to admission.
- The Board shall require proof of application with Immigration, Refugee, and Citizenship Canada (IIRC) within one week of the date of registration; in the absence of proof the Board may file a report with the IIRC



Minor students without status or minor students who are “illegal immigrants” who are dependent of a person with status shall be registered at the school without the payment of fees, subject to the following:

- Proof of custody in the form of a birth certificate, passport or Canadian Court Order must be provided to the Board prior to registration.
- Copy of a recent medical examination which outlines the state of health of the individual and identifies that the student is not carrying any communicable diseases including, but not limited to tuberculosis. Proof of immunization must also be provided to the board prior to admission.
- Proof of Catholicity for elementary school students must be provided to the Board prior to admission.
- The Board shall require proof of application with IIRC within one week of the date of registration; in the absence of proof the Board may file a report with the IIRC

Exchange Students

A student, who is a participant in a Board approved educational exchange program which is in compliance with the Ministry of Education’s requirements, may be registered at a school without the payment of fees, subject to the following:

- That a reciprocal agreement has been signed with a Board, authority, or agency whereby a pupil of the Board is also scheduled to attend a school outside of Canada without the payment of a fee.
- That prior to the admission of any student under the educational exchange program, said student must provide proof in writing of the following: adequate medical insurance coverage, confirmation of inoculations as required by the Ontario Ministry of Health, as these pertain to school-aged students, confirmation of the last grade successfully attended by the student, confirmation by way of completing the Board’s official letter stating that there isn’t a custody issue related to the student.
- That prior to the admission of an educational exchange student, final approval must be given in writing by the appropriate Superintendent of Education.



SIBLINGS

Name				
Relationship				
School				
Grade				

CUSTODY:

Please indicate if school administration should be aware of any Court Order for the protection of your child.
 Yes ~ No ~ If 'yes', please make arrangements to discuss this situation with the school principal.
 Legal documentation will be required.

STUDENT CITIZENSHIP/ IMMIGRATION INFORMATION: A copy of Birth Certificate or Proof of Visa/Immigration Documentation is required for ALL students

Country of Birth: _____ Original Date of Entry into Canada: / /
Year Month Day

Province of Birth: _____

Indigenous Student Self-Identification (voluntary information): First Nation ~ Métis ~ Inuit

Resident of Reserve: Six Nations of the Grand River ~ Mississaugas of the New Credit ~

Citizenship Status: Canadian ~

Permanent Resident (Landed Immigrant) ~ Date on PR Documentation / / Verified By: _____
Year Month Day (School Official or Designate)

Student Visa ~ Other Visa _____ Expiry Date: / /
Year Month Day

First Language Spoken: _____

Interpreter Required: Yes ~ No ~ Tuition Paying Student: Yes ~ No ~

EMERGENCY CONTACT: In case of emergency or school closure, please provide us with names, addresses and phone numbers of contacts if the school cannot contact you.

Emergency Contact #1 (Other Than a Parent)	Name	Relationship	Phone Number(s)
			Home: Cell:
Emergency Contact #2 (Other Than a Parent)	Name	Relationship	Phone Number(s)
			Home: Cell:

MEDICAL INFORMATION:

Are there any particular health/medical problems your child may be experiencing which the school should be aware of?

No Concerns Life Threatening Conditions Physical Disabilities Allergies Serious Illness Asthma

Please explain: _____

Does your child require any prescribed medication for his/her condition/illness during school hours? Yes ~ No ~

Health Card # (optional): _____

Doctor: _____ Phone Number: _____



SPECIAL PROGRAMMING:

Has your child previously received English as a Second Language Assistance? Yes ~ No ~

Has your child previously received Special Education Assistance? Yes ~ No ~

Does your child have any Physical Needs?: Vision Hearing Toileting Medication Mobility

Does your child use any assistive devices? Please specify: _____

Does your child currently receive support from any Community agencies? Please specify: _____

KINDERGARTEN REGISTRATION:

Your child is registering for: Junior Kindergarten Senior Kindergarten French Immersion

PREVIOUS PRESCHOOL/CHILDCARE ATTENDANCE (specify names and locations)

SPECIAL INTERESTS OF CHILD

CONCERNS OR SPECIAL NEEDS

So that we may better prepare for a positive transition into school, please indicate whether you have any concerns about the following issues for your child:

Cognitive	~ Not Concerned	~ Somewhat Concerned	~ Very Concerned
Language/Speech/Communication	~ Not Concerned	~ Somewhat Concerned	~ Very Concerned
Social/Emotional/Behavioural	~ Not Concerned	~ Somewhat Concerned	~ Very Concerned

OTHER IMPORTANT INFORMATION

INFORMATION COLLECTION AUTHORIZATION

Notice of Collection

The information on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56). Information on this form will be used to administer the Admissions Program to assess eligibility. If you have any questions, please contact the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234).

Under the Education Act, transportation is an educational purpose. Whether it is a class trip or transportation to school, most of our students will ride a school bus. The Brant Haldimand Norfolk Catholic District School Board has an agreement with Student Transportation Services - Brant Haldimand Norfolk (STSBHN) to share student data including personal information. Examples of information that is shared includes (but is not limited to) a student's home address (for bussing to school) or a student's emergency contact name and phone number (on hand for bussing during a class trip). STSBHN is bound by the same 'acts' as the Board (PIPEDA, MFIPPA, PHIPA) and handles the personal information they receive accordingly.

I consent to the collection, use and disclosure of personal information to Student Transportation Services Brant Haldimand Norfolk.

PARENT/GUARDIAN SIGNATURE: _____

DATE: Page 53 of 112



TO BE COMPLETED BY THE PARENTS/GUARDIANS

The Brant Haldimand Norfolk Catholic District School Board welcomes your interest in its school system. In order to be more fully informed of the Board's approach to the education of the children in its care, you are asked to review the following information.

This Statement of Expectations indicates the deep concern, which, clergy, trustees, teachers and parents of the Brant Haldimand Norfolk Catholic District School Board hold for the spiritual growth of our children. Therefore, we expect that parents and their children who attend our schools will embrace the following expectations:

- To show respect and reverence toward the Religious Education Programs and practices within our schools.
- To participate in all aspects of the Religious Education and Family Life Programs, liturgies and celebrations during school hours with the exception of the sacraments for those students who are admitted as non-Catholics.

To assume the responsibility to inform their children as to the reasons why they cannot receive the sacraments if they are non-Catholic.

Parent/Guardian Making Application:			
Street Address:			
City/Town:		Postal Code:	
Home Telephone:		Cell Phone:	
Email Address:			
I/we hereby make application to the Brant Haldimand Norfolk Catholic District School Board to have our child/children enrolled at:			
School Name:			
Start Date:			
Our residence is within the designated boundary for this school:		Yes	No
Student(s) Information:			
Names of all school-age children (indicate the Date of Birth, Grade Requested and any Special Education needs):			



ACKNOWLEDGEMENTS AND ATTESTATIONS

- ✓ I attest that the primary motivation for enrolling my child/children in a Catholic school is to obtain a Catholic education (not for family convenience or because of friction with school authorities from other school systems).
- ✓ I understand that the enrolment of my child/children is subject to annual review by the principal of the school.
- ✓ I understand that the application is subject to availability of facilities, space and transportation.
- ✓ I understand that the application is subject to the availability of special education services and programs (if applicable).
- ✓ I understand that I can only enroll my child/children in schools that are in the boundary corresponding with my residence.
- ✓ I understand that all students are required to adhere to the school and board’s code of conduct.
- ✓ I agree to enroll all my children in the school for which I am making application.
- ✓ I agree to designate my tax support to the English-Catholic school system, if applicable.
- ✓ I understand that all students are required to participate fully in the Religion and Family Life programs as well as the school and board based religious activities and celebrations.

I understand and agree to all of the abovementioned acknowledgements and attestations.

Parent/Guardian Signature: _____

Date: _____

TO BE COMPLETED BY THE SCHOOL PRINCIPAL

Name of Principal: _____

The following checklist shall be completed by the school principal prior to filing the application with the school superintendent:

- Review abovementioned acknowledgements with the applicant.
- Collect a copy of proof of tax support for the English Catholic school system, if applicable.
- Verify that the applicant is in the boundary of the school.
- Review the school/board Code of Conduct with the applicant.
- Review the Religion and Family Life program as well as the plans for religious activities with the applicant.
- Verify that the applicant intends on enrolling all of their elementary school-aged children in the school.
- Verify that there is available facilities, space and transportation for the applicant’s children.
- Collect a copy of all special education documentation that demonstrates a need for special education support.

I have completed the above-mentioned checklist and am forwarding the application to the school superintendent for consideration.

Signature of Principal: _____

Date: _____



TO BE COMPLETED BY THE SCHOOL SUPERINTENDENT

Approved

Denied

Comments: _____

Signature of Superintendent of Education: _____ Date: _____

Copy Distribution: Receiving School (OSR) Parent/Guardian

Notice of Collection

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**Demande d'affectation des taxes scolaires
en vertu de l'article 16 de la Loi sur l'évaluation foncière**

An application must be made to the Assessment Commissioner to include or revise school support on the assessment roll.

Pour ajouter ou modifier l'affectation des taxes scolaires sur le rôle d'évaluation, il faut soumettre une demande au commissaire à l'évaluation.

Instructions: see reverse / voir au verso

Property Identifier / Identification de propriété						
NBHD Quartier	County Comté	Mun. Mun.	Map/Div Plan/div.	Map/Sub Plan/sec.	Parcel Parcelle	Prim/Sub Princ./sec.

Please enter or revise my school support designation on the assessment roll in accordance with the following information.
Veuillez inscrire ou modifier l'affectation de mes taxes scolaires sur le rôle d'évaluation selon les renseignements ci-après.

Municipality / Municipalité	Address of Property / Adresse de la propriété	Unit/Apt./Logement/App.	Residence Tel. No. / N° de tél. (domicile)
Mailing Address - if different from above / Adresse postale - si autre que ci-dessus Street No., Name, P.O. Box, R.R. # / N° et rue, C.P., R.R. City / Ville Province Country / Pays Postal Code / Code postal			Complete for rural areas only / Remplir dans les cas des zones rurales seulement Lot No. / N° de lot Plan / Conc No. N° de plan/conc.
Business Address - if self-employed or in partnership in business / Adresse commerciale - commerçant indépendant ou société de personnes			Business Tel. No. / N° de tél. (bureau)
List other properties that you own or rent in the Municipality or Region / Indiquez les autres propriétés que vous possédez ou louez dans la municipalité ou la région.			

Please Answer All Questions Below. / Veuillez répondre à toutes les questions ci-dessous.

School Board Use Only / Réserve au conseil scolaire	B Occupancy Status Statut de l'occupant(e)		C School Support (see instructions) Soutien scolaire (voir les instructions)		
	1. Owner Propriétaire	This person lives: Cette personne demeure :	Roman Catholic? catholique?	French-language Education Rights? Droit à l'enseignement en langue française?	Supporter/Elector for: Contribuable/électeur des écoles :
A Resident (Please print) / Résident(e) (S.V.P.) List all occupants, including ALL children. Inscrivez le nom de tous les occupants, y compris TOUS les enfants. Last Name / Nom de famille First / Prénom(s)	2. Tenant Locataire 3. Spouse Conjoint 4. Child, boarder etc. Enfant, pensionnaire etc.	1. at above address à l'adresse indiquée ci-dessus 2. elsewhere on this property ailleurs sur cette propriété 3. elsewhere in this municipality ailleurs dans cette municipalité 4. in another municipality dans une autre municipalité	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	1. English-Public Publiques de langue anglaise 2. English-Separate Séparées de langue anglaise 3. French-Public Publiques de langue française 4. French-Separate Séparées de langue française
male homme <input type="checkbox"/> female femme <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes oui <input type="checkbox"/> no non <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
male homme <input type="checkbox"/> female femme <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes oui <input type="checkbox"/> no non <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
male homme <input type="checkbox"/> female femme <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes oui <input type="checkbox"/> no non <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
male homme <input type="checkbox"/> female femme <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes oui <input type="checkbox"/> no non <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
male homme <input type="checkbox"/> female femme <input type="checkbox"/> Birth / Naissance year / année month / mois day / jour Canadian Citizen Citoyen canadien yes oui <input type="checkbox"/> no non <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	yes oui <input type="checkbox"/> no non <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
School lease in effect? Procuration scolaire signée? Indicate (✓) Cocher <input type="checkbox"/>	Indicate (✓) area occupied: Cocher les parties occupées : Whole House Maison entière <input type="checkbox"/> Base Apt. App. au sous-sol <input type="checkbox"/> 1st Floor 1 ^{er} étage <input type="checkbox"/> 2nd Floor 2 ^e étage <input type="checkbox"/> 3rd Floor 3 ^e étage <input type="checkbox"/>			Owner or tenant of this property since Propriétaire ou locataire de la propriété depuis le Date Day Jour Month Mois Year Année	
Name of School Board/Agent / Nom du conseil scolaire/agent Is hereby authorized to act as agent in matters of school support designation in respect to the above mentioned property(ies) on behalf of the undersigned. / est autorisé par la présente à agir en tant qu'agent pour les questions relatives à l'affectation des taxes scolaires en ce qui concerne la (les) propriété(s) mentionnée(s) ci-dessus au nom du (de la) soussigné(e).					
Signature of Owner or Tenant Signature du propriétaire ou du locataire		Date Day Jour Month Mois Year Année		Signature of Owner or Tenant Signature du propriétaire ou du locataire	
Signature of Owner or Tenant Signature du propriétaire ou du locataire		Date Day Jour Month Mois Year Année		Signature of Assessment Commissioner Signature du commissaire à l'évaluation	
This Application is: Cette demande est : <input type="checkbox"/> Approved Approuvée <input type="checkbox"/> Refused Rejetée		Reason for Refusal: Motif du refus:		Date Day Jour Month Mois Year Année	

Information About This Application

The Application for Direction of School Support form enables any person to apply to have their school support included or revised on the assessment roll by sending the completed form to the Regional Assessment Commissioner. The collection of the information on the form is authorized under the *Assessment Act*, and any personal information is confidential and protected under the *Freedom of Information and Protection of Privacy Act*.

The information will be used to direct your school taxes; to prepare voters' lists for municipal and school board elections; to help with municipal and school board planning. Note: Tenants have the right to direct school taxes even though they may not pay taxes directly.

Included below are instructions to help you complete each section of the form. **If you have any questions about this form or about school support, please contact your local Public or Separate School Board.**

How To Complete This Application

A Resident

Every person in your household should be listed. Put the family name first, followed by given name(s). Owners or tenants are listed first, followed by spouses, all children, and other occupants. If this form is not for your permanent home (for example, if it is for your cottage or your business), only owners, tenants and spouses should be listed - children and other occupants should not be listed.

B Occupancy Status

Is this person an owner, tenant, spouse, child, boarder or other resident? Note: A Roman Catholic who has signed a separate school lease will be shown as a tenant. This does not affect their ownership.

C School Support

Roman Catholic - includes Greek and Ukrainian Catholics

French-language Education Rights

You have French-language education rights if you are a Canadian Citizen and can answer "yes" to any one of the following questions:

1. Is French the language you first learned and still understand?
2. Did you receive your elementary school instruction in Canada in French? (This does not include French immersion or French as a second language.)
3. Have any of your children received, or are they now receiving, elementary or secondary school instruction in Canada in French? (This does not include French immersion or French as a second language.)

School Board

Persons who are **not** Roman Catholic and do **not** have French-language education rights, must be English-Public school supporters/electors.

Persons who are **not** Roman Catholic but do have French-language education rights, must be either English-Public or French-Public school supporters/electors.

Roman Catholics who do **not** have French-language education rights must be either English-Public or English-Separate school supporters/electors.

Roman Catholics who have French-language education rights, may be a supporter/elector for any one of the following school boards: English-Public, English-Separate, French-Public or French-Separate.

If you do **not** indicate which school board you support, it will be assumed that you are an English-Public school supporter/elector.

Renseignements sur la demande

La Demande d'affectation des taxes scolaires, dûment remplie et envoyée au commissaire régional à l'évaluation, permet à quiconque de demander de préciser ou modifier son soutien scolaire sur le rôle d'évaluation. Ces renseignements sont recueillis en vertu de la *Loi sur l'évaluation foncière* et toute information personnelle sera tenue strictement confidentielle et protégée par la *Loi sur l'accès à l'information et la protection de la vie privée*.

Ces renseignements serviront à déterminer la destination de vos taxes scolaires; à préparer les listes électorales aux fins des élections municipales et scolaires; à faciliter la planification scolaire et municipale. Nota : Même s'ils n'acquittent pas directement leurs taxes scolaires, les locataires ont le droit d'en choisir l'affectation.

Voici quelques directives qui vous aideront à remplir chacune des sections du formulaire. **Si vous avez des questions concernant le formulaire ou le soutien scolaire, adressez-vous au conseil d'écoles publiques ou séparées de votre localité.**

Comment remplir la demande

A Résident(e)

Chaque occupant doit être recensé : le nom de famille d'abord, suivi de tous les prénoms; assurez-vous aussi que le sexe, la date de naissance et la citoyenneté de chaque personne sont bien inscrits. Les noms de famille inscrits en premier sur la liste doivent être ceux des propriétaires ou locataires suivis de ceux du conjoint, de tous les enfants et de tout autre occupant de la propriété. Si le formulaire ne concerne pas votre domicile permanent (un chalet ou un bureau par exemple), seuls les noms du propriétaire ou du locataire et du conjoint doivent figurer sur la liste. N'inscrivez pas les enfants et autres occupants.

B Statut de l'occupant(e)

La personne est-elle : propriétaire, locataire, conjoint, enfant, pensionnaire, ou autre? Nota : Un(e) propriétaire catholique qui a signé un «bail d'école séparée», sera classifié(e) comme «locataire». Cela ne modifie aucunement le statut de propriétaire de cette personne.

C Soutien scolaire

Catholique - comprennent aussi les catholiques grecs ou ukrainiens

Droit à l'enseignement en langue française

Vous avez droit à l'enseignement en langue française si vous êtes citoyen(ne) canadien(ne) et que vous pouvez répondre «oui» à n'importe laquelle des questions suivantes :

1. Le français est-il la première langue que vous avez apprise et le comprenez-vous toujours?
2. Avez-vous fait vos études primaires en français au Canada? (Cela n'inclut pas les programmes d'immersion ou de français langue seconde.)
3. Avez-vous un ou des enfants qui ont fait ou qui font des études primaires ou secondaires en français au Canada? (Cela n'inclut pas les programmes d'immersion ou de français langue seconde.)

Conseil Scolaire

Toute personne d'allégeance **non** catholique et qui **ne** jouit **pas** du droit à l'enseignement en français doit élire un(e) conseiller(ère) et doit destiner ses taxes scolaires à un conseil d'écoles publiques de langue anglaise.

Toute personne d'allégeance **non** catholique mais qui jouit du droit à l'enseignement en français doit élire un(e) conseiller(ère) et doit destiner ses taxes scolaires à un conseil d'écoles publiques de langue anglaise ou française.

Les catholiques qui **ne** jouissent **pas** du droit à l'enseignement en français doivent élire un(e) conseiller(ère) et doivent destiner leurs taxes scolaires soit à un conseil d'écoles publiques de langue anglaise, soit à un conseil d'écoles séparées de langue anglaise.

Les catholiques qui jouissent du droit à l'enseignement en français ont le choix d'élire un(e) conseiller(ère) et ont le choix de destiner scolaires à l'un ou l'autre des conseils scolaires, à savoir écoles publiques de langue anglaise, écoles séparées de langue anglaise, écoles publiques de langue française ou écoles séparées de langue française.

Si vous **ne** confirmez **pas** votre préférence en matière de soutien scolaire, vous devrez élire un(e) conseiller(ère) et vos taxes scolaires seront destinées au conseil d'écoles publiques de langue anglaise.



CATHOLIC SCHOOL SUPPORT LEASE INFORMATION SHEET

In Ontario, Catholics are the only people allowed a choice of supporting the Public School or Catholic School system by directing the education portion of their property taxes to the system of their choice.

A Catholic School Support Lease is required when a Roman Catholic and a Non-Catholic are jointly responsible for the payment of property taxes, either directly through ownership or indirectly through the payment of rent.

By provincial law, only Roman Catholics have the right to direct their taxes to the Catholic School System. If either of the joint owners or tenants of a property is not Roman Catholic, then the property is automatically assessed public for school tax purposes. This applies even if the Non-Catholic requests to be a Catholic school supporter.

This lease is simply a technical tool designed to give the Roman Catholic the sole right to determine the school support of their residence in order to comply with the meaning of the law.

Answers to frequently asked questions concerning the Catholic School Assessment Lease are:

- **The lease does not change the existing agreements such as ownership or a tenant lease arrangement in any way.**
- **Your declaration, through direction of school support, ensures that the Province has a public record to show that our Catholic school system is strongly wanted and needed in Ontario.**
- In effect, a tenancy within the ownership/tenancy of the property is created so that the Roman Catholic rents the right to direct school taxes from the Non-Catholic.
- When a Catholic School Supporter moves from one residence to another, their school support automatically reverts back to the Public School system. Therefore, a new Application for Direction of School Support form is required for the new addresses, along with the Catholic School Support Lease form, if required.
- In Municipal School Board elections, Provincial law states that only Roman Catholic school supporters may vote for the Catholic School Trustees.
- The Direction of School Support determines the number of Catholic School Trustees to be elected within the Waterloo Catholic District School Board.

Please Note: The \$2.00 is merely a formality and is in place as a mechanism to make this Lease a legal document for school support purposes. Do not send the \$2.00 to the School Board or School.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT, 1990:

This information is collected under the legal authority of Section 265(1)(d) of the Education Act, R.S.O. 1990 c. E.2 as amended, and may be used as necessary for some or all of the following principle administrative purposes related to: the Board's operation, school programs and educational services, student records, and Ministries of the Government of Ontario. If you have any questions, please contact the school principal and/or the Privacy and Information Management Officer, 519-756-6505, Ext. 234.



STUDENT INFORMATION

Student's Legal Surname

Legal First and Second Names

Date of Birth YYYY/MM/DD

Please check one in each section – DO NOT COPY DOCUMENTS

LEGAL NAME AND DATE OF BIRTH VERIFICATION DOCUMENT

To be entered into PowerSchool > Student top tab > Details side tab > Demographics top tab

- Birth Certificate Permanent Resident Card Certificate of Canadian Citizenship
- Passport Record of Landing Certificate of Registration of Birth Abroad

CONFIRMATION OF DATE OF ENTRY & STATUS IN CANADA (IMMIGRANTS ONLY)

To be entered into PowerSchool > Student top tab > Details side tab > Citizenship top tab

Date of Entry into Canada: _____

If date is within the previous four school years, complete English as a Second Language/Literacy Development

- Pupil Eligibility Confirmation

- Record of Landing Permanent Resident Card Confirmation of Permanent Resident

Other:

CONFIRMATION OF ADDRESS DOCUMENT

- Utility Bill Property Tax Bill Cable/Phone/Internet Bill Purchase/Rental/Lease Agreement
- Bank Document Other (specify): _____ (no Driver's Licence or Cell Phone Bill)

BOARD/SCHOOL STAFF

I certify that the information contained on this form is accurate as far as I can determine and that I have examined the applicable documentation.

Name of Staff Member Position School

Signature of Staff Member Date

PARENT/GUARDIAN

Name of Parent/Guardian Signature of Parent/Guardian Date

Notice of Collection

The information on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56). Information on this form will be used to administer the Admissions Program to assess eligibility. If you have any questions, please contact the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234).

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Policy Committee
Submitted on: May 12, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

ADMISSION OF SECONDARY STUDENTS #200.15
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) schools provide academic excellence and enables students to live a life of love and service.

The secondary schools of the Board exist to provide excellence in Catholic secondary education for the students of our separate school supporters and others within the region who elect to attend. The current legislation from the Ministry of Education states that non-Catholic students may attend Catholic secondary schools with the understanding that they respect the environment, traditions, and expectations of the Board.

This Policy and Administrative Procedure outlines the process for the admission of students to Catholic secondary schools under the jurisdiction of the Board.

DEVELOPMENTS:

Throughout the creation of this Policy and Administrative Procedure, content was reviewed in consultation with Senior Administration, Administrators, Secretaries, other internal stakeholders, and other school board policies and procedures.

The policy and administrative procedure was circulated for stakeholder feedback from February 6, 2022 to April 7, 2022, as per the Board’s policy renewal process. There were minor clarifications made to the Policy and Administrative Procedure.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Admission of Secondary Students Policy 200.15 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Admission of Secondary Students #200.15

Adopted:	April 24, 2001
Last Reviewed/Revised:	June 1, 2022
Responsibility:	Director of Education
Next Scheduled Review:	2025-2026

POLICY STATEMENT:

Brant Haldimand Norfolk Catholic District School Board (the “Board”) schools provide academic excellence and enable students to live a life of love and service.

The secondary schools of the Board exist to provide excellence in Catholic secondary education for the students of our separate school supporters and others within the region who elect to attend. The current legislation from the Ministry of Education states that non-Catholic students may attend Catholic secondary schools with the understanding that they respect the environment, traditions, and expectations of the Board.

APPLICATION AND SCOPE:

This Policy and Administrative Procedure outlines the process for the admission of students to the Catholic secondary schools under the jurisdiction of the Brant Haldimand Norfolk Catholic District School Board.

REFERENCES:

- [The Education Act and Regulations](#)
- [BHNCDNB Mission and Motto](#)
- [Ontario Catholic School Graduate Expectations](#)
- [STU 200.02 – Fees for Learning Materials and Activities](#)
- STU 200.25.AP – Out of Boundary/Jurisdiction Admissions
- STU 200.43.AP – Catholic Secondary School Religious Studies Courses – Requests for Exemption

FORMS:

- STU 200.15.F01 - Secondary Student Registration
- STU 200.15.F02 - Withdrawal from Parental Control
- STU 200.15.F03 - Student Documentation Verification
- STU 200.15.F04 - Application for Direction for School Support
- STU 200.15.F05 - Catholic School Support Lease

APPENDICES:

- STU 200.15.XA - Registration of Secondary Students
- STU 200.15.XB - Special Circumstances (Secondary)

DEFINITIONS:

Administrator: refers to a Principal or Vice-Principal of a particular school.

Resident Student: an admissible student who lives within the boundaries of the Board.

Non-Resident Student: an admissible student who lives outside the boundaries of the Board whether that be within or outside the Province of Ontario or fee-paying students.



Home School: refers to the school that is located in the same attendance boundary as the student's parent/guardian's residential address.

Guardian: a person who has lawful custody of a child, other than the parent of the child.

Roman Catholic: for the purposes of this Policy and Administrative Procedure, shall mean a member of the Roman Catholic Church or a member of the Eastern Rite of Catholic Church that is in union with the See of Rome.

ADMINISTRATIVE PROCEDURES:

Admission to Catholic Secondary Schools

The Board is committed to service the children of eligible Catholic school supporters. From time to time, applications are received for the admission of non-resident students and/or students from ratepayers who are not eligible supporters of the system.

Subject to Board Policies regarding transportation and school boundaries, non-Catholic students may attend Catholic secondary schools with the understanding that they respect the environment, traditions, and expectations of the Board.

1. Students registering for the first time in a Catholic secondary school within the Brant Haldimand Norfolk Catholic District School Board shall be required to produce proof of age.
2. As a result of the open access provision of the Education Act, there is no need to request that registrants for secondary school change tax support if they are public school supporters. However, it is still important to the system to know whether they are Catholic school electors.

Registration Requirements

An administrator of a school will receive all students requesting admission and manage their registration using the guidance provided in this Policy and Administrative Procedure. Administrators are to ensure that all staff registering new students are well informed of these policies, procedures, and regulations. The school in the home attendance area is responsible for the appropriate placement of the students who are new to the system and who live in the school catchment area.

In all instances original documentation or a copy certified as original must be presented upon registration. Documentation uploaded or received electronically can be considered original. All parents/guardians of students, all students of at least 18 years of age, or students 16 years of age or older who have withdrawn from parental control must submit all required documentation before the student is admitted to class. This includes the completion of a Secondary Student Registration form (STU 200.15.F01).

The school shall complete the Student Documentation Verification (STU 200.15.F04) form for registration purposes upon admitting a student to a Catholic secondary school under the jurisdiction of the Board. Documentation requested is required as proof, however no copies of documentation shall be reproduced as documentation is for verification only, unless otherwise indicated in this Policy and Administrative Procedure. The following is provided to assist schools in the registration process:

1. Determine if the student lives within your school's attendance area. All registrations require documented proof of permanent address, which could include property tax bill, utility bill, purchase/rental/lease agreement, or bank documents. If the student should be attending another school, direct the applicant to the appropriate school. In the event the student is not within the school boundary, and wishes to attend the school, an annual Application of Out of Boundary Student form is to be completed and submitted. Refer to Administrative Procedure 200.25 - Out of Boundary Admission for further direction.
2. If the student resides outside the jurisdiction of the Board (i.e., City of Brantford, Brant, Haldimand, or Norfolk Counties), an annual Application of Outside of Board Jurisdiction form must be completed and submitted to the School Superintendent for approval.



3. If a parent/guardian indicates a custodial arrangement, a copy of the court order or other legal document is required for inclusion in the documentation file of the OSR. In some instances, the administrator may find it necessary to require that applicants establish proof of relationship via birth certificate, passport, or other reliable documentation.
4. A student who is 16 years of age or older and has indicated they have withdrawn from parental control is required to show proof of new address and indicate in writing they have withdrawn from parental control. This is achieved through the use of the Withdrawal from Parental Control (STU 200.15.F03) template.
5. Proof of legal name and age is required for all students registering for the first time. To verify the legal name and date of birth of the student, the parent(s)/guardian(s) or student (if 18 years old or 16 years of age or older who have withdrawn from parental control), shall produce proof through one of the following documents:
 - Birth Certificate or Official Birth Registration Card
 - Certificate of Canadian Citizenship
 - Certificate of Registration of Birth Abroad
 - Passport
 - Permanent Resident Card
 - Record of Landing

If entering as Immigrant status, one of the following documents must be provided to confirm date of entry and status in Canada:

- Permanent Resident Card
 - Record of Landing
 - Confirmation of Permanent Residence
 - Other (must specify)
6. The Confirmation of Date of Entry & Status In Canada section of the Student Documentation Verification form must be completed for all students who have entered Canada for the **first** time within the past four (4) school years, **and** who were born in a qualifying country (a country other than Canada, United States, United Kingdom, Ireland, New Zealand and Australia). One of the following documents must be provided to confirm country of birth and date of first entry into Canada:
 - Foreign Passport
 - Confirmation of Permanent Residence Status
 - Permanent Resident Card
 - Canadian Passport or Canadian Citizenship Card
 - Work/Study Permit
 - Refugee Claimant or Eligibility of Interim Federal Health Benefits
 - Other (must specify)
 7. As a result of the open access provision of the Education Act, there is no requirement that registrants for secondary school change tax support if they are public school supporters. However, it is still important to the system to know whether they are Catholic school electors. An Application for Direction of School Taxes and Separate School Support Lease is included as part of the student's registration package.
 8. All parents/guardians of secondary students or students (if 18 years old or 16 years of age or older who have withdrawn from parental control), must submit all required documentation before the student is admitted to class. Once a student is considered fully registered, they must be placed in an appropriate class or program and timetable must be created.



Registration of Secondary Students

The majority of student registrations will be relatively straightforward, i.e., student resides within your school attendance area with his/her parent(s)/legal guardian(s) and is a Canadian Citizen or Permanent Resident (Landed Immigrant). These students can be registered at the school, Student Documentation Verification form.

On occasion, a registration will present as slightly irregular. Guidelines are provided below addressing some of these situations. Contact you Family of Schools Superintendent for situations that do not fit these guidelines.

Category	Description of Student's Residency Status	Process
Catholic student	Catholic student and parent(s) reside in the City of Brantford, Brant, Haldimand or Norfolk	Register student in home school.
Non-Catholic student	Student resides in Brant, Haldimand or Norfolk; parent(s) are public school supporters.	Although there is no requirement that registrants for secondary school change tax support if they are public school supporters, it is still important to the system to know whether they are Catholic school electors. An Application for Direction of School Taxes and Separate School Support Lease is included as part of the student's registration package.
Out of Boundary (school)	Student resides with parent(s) within Brant, Haldimand and Norfolk but outside your school boundaries.	Must complete an Application for Out-of-School Boundary Attendance form. The application is submitted to the school Superintendent of Education for approval. Transportation will not be provided to any students that are approved for Out-of- School Boundary school attendance.
Out of Boundary (district)	Student and parent(s) reside within Ontario, but outside of Brant, Haldimand or Norfolk.	Must complete an Application for Attendance from Outside Board Jurisdiction form. The application is submitted to the school Superintendent of Education for approval (subject to availability of course selection and space in the school). Transportation will not be provided to any students that are approved for Non-resident admission.
Out of Boundary (district); Special Education services required	Student and parent(s) reside within Ontario, but outside of Brant, Haldimand or Norfolk and require Special Education services.	Registration must have the prior approval of the Superintendent of Education responsible for Special Education services.
Parent is out of Boundaries (Board) yet student lives in the district.	Student resides in Brant, Haldimand or Norfolk; parent(s) reside within Ontario but outside of Brant, Haldimand or Norfolk.	Students under 18: Register student after adult in Brant, Haldimand or Norfolk has custody of child. Student then registers in home school of legal guardian. Students 18 and over: Register student in school/class/program designated as having space. The principal must approve registration.



Category	Description of Student's Residency Status	Process
Outside of district requiring Special Education services	Student resides in Brant, Haldimand or Norfolk, parent(s) reside within Ontario but outside of Brant, Haldimand or Norfolk and student requires Special Education services.	Register child after adult in Brant, Haldimand or Norfolk has custody of child. Student then registers in home school of legal guardian.
Out of province	Student resides in Brant, Haldimand or Norfolk and parent(s) reside outside of Ontario but within Canada.	Students under 18: Register student after adult in Brant, Haldimand or Norfolk has custody of child. Student then registers in home school of legal guardian. Students 18 and over: Register student in school/class/program designated as having space. The principal must approve the registration.
Non-resident of Canada student		Confirmation of International Student must be received prior to admission. Contact Executive Assistant, Corporate Services.
Families with children in two school boards	Blended family (through re-marriage) with children in both separate and public systems.	Register students. Children of public school supporters may attend under Open Access provision
CAS	Student resides in Brant, Haldimand or Norfolk, and is a CAS ward.	Register child on proof of wardship in the home school of the student. Host families are not required to direct school support.
Over 21	Student is 21 years of age or older as of December 31 st of that school year.	Student should be directed to one of the campuses of an Adult Learning Centre in the district.
First Nation Students	First Nation students who live on-reserve.	Register the student at the school and confirm registration requirements. Obtain completed written notice (available on the Ministry of Education's website at Reciprocal Education Approach). Let the school administrator and Superintendent responsible for Indigenous Education know that the student is registering with the intent to participate under the Reciprocal Education Approach (REA).



Special Circumstances Defined

Custody Issues

- All students under the age of 18 **must** live with a parent or legal guardian. Custody must either have been awarded by Family Court or a guardianship agreement form completed and notarized prior to registration. Students under the age of 18 require this responsible adult to act as a contact for the purposes of attendance, discipline, academic progress, and emergency situations. Special situations may arise where this requirement is waived. Such special admissions are subject to the approval of the school Superintendent of Education on compassionate grounds on a conditional basis and may be subject to the completion of the custody process. These approvals will be confirmed in writing by the school Superintendent.
- Staff should **not** encourage or suggest that students who reside outside of the jurisdiction of the Board become BHNCDSB students by having a relative or friend assume legal custody. It is most important to remember that a custody application is a serious undertaking which can involve the Family Court with a hearing before a judge. Even the simpler guardianship form carries serious legal obligations related to the acceptance of custody. The person applying for custody is taking full responsibility for the child. There is no such thing as custody for educational purposes.
- Situations may arise whereby separated or divorced parents have a pre-existing custody order and wish to make a change to the custodial arrangement. In these circumstances, the parent with legal custody must indicate, in writing, consent for a change in the living arrangement and should also indicate a willingness to return to court to legally award custody to the non-custodial parent. Likewise, the current non-custodial parent must indicate, in writing, a willingness to assume responsibility for the care and control of the child, as well as a willingness to return to court to seek legal custody. With original copies of both letters, it is not necessary to wait until this court process is completed. If parents separate or divorce and do not have a custody or separation agreement, custody is assumed to be joint custody, and the child may reside with either parent. Schools should seek clarification with regard to the non-custodial parent's access rights when registering students who are residing with one parent only. These rights will be detailed in a court order or separation agreement. Unless there is a court order, separation agreement or restraining order, both parents have equal access rights.
- Students in the process of being adopted – A student may be registered if:
 - the school has received proof that adoption proceedings have been initiated; and
 - a letter of intent is provided.

Adult Students

- All adult students ages 18, 19, and 20 should have a consultation meeting with the school principal prior to registering for classes.
- Adult students 18, 19 and 20, who have not met the required number of credits for graduation, may attend regular secondary school credit programs and may access night and summer school programs with home school approval. Such students may wish to consider St. Mary's Catholic Learning Centre.
- Students who turn 21 after December 31st of a school year and have not met the required number of credits for graduation, shall be encouraged to attend St. Mary's Catholic Learning Centre or may register at their local secondary school for credit courses for the full school year, including both first and/or second semester.
- Students who turn 21 before December 31st of a school year can only attend St. Mary's Catholic Learning Centre.
- Adult students ages 18, 19, and 20 who have met the requirements for graduation shall be directed to St. Mary's Catholic Learning Centre.

Students with Immigration Documents

- Schools registering students holding the following types of documentation must be referred to the Executive Assistant, Business Services for guidance prior to registering at the school:
 - Applicants for Permanent Resident status / Approval in Principle (sponsorship within Canada)
 - Minister's Permits (and/or extension thereof)
 - Student Authorization (accompanying dependents of Work Permit holder) or Parent Study Permit holder



- Visitor's Visa
- Study Permit (fee paying international students)
- Refugee claimants/convention refugees

Board staff are **not** to provide persons holding any of the documents listed in this section with any kind of assurance, either verbal or written relative to school admission and/or acceptance, until the status of their documents has been approved by the Superintendent of Business (or delegate).

Non-Resident of Canada (International) Students

The following is a summary of the procedures for the admission of Non-Resident of Canada (International) Students:

- The procedure and process will be administered through Business Services, in consultation with the school Superintendent for which admission is being sought. The schools will not independently approve admission of any international students.
- Any new non-resident of Canada students requesting information or admission to a school in the Board should be directed to Executive Assistant, Business Services.
- The Executive Assistant, Business Services will review the request of a student with the Administrator (or designate) will determine whether or not a space/pupil place is available in the school to accommodate the non-resident of Canada (International) student. If space is available, the student will complete the appropriate registration forms.
- A Letter of Acceptance addressed to Immigration, Refugee, and Citizenship Canada will not be issued by the Superintendent of Business until the Executive Assistant, Business Services is in receipt of the following documents:
 - Completed registration forms
 - Education documents (report cards, transcripts) as appropriate
 - Application, tuition, and other applicable fees (certified cheque or money order).
 - Personal documentation, including valid study permit, verification of age and a Brant, Haldimand or Norfolk address where student will be living.
 - If under 18 years of age, and is residing with a guardian/custodian, a Standard Notarized Custodian Agreement must be completed and signed. This agreement does not have to be renewed annually unless there is a change in guardianship. Proof of Court Ordered Guardianship is also acceptable.
 - Once the required registration forms and documentation have been provided and verified by the Executive Assistant, Business Services, the registration and student verification forms will be forwarded to the school where the student will be attending, and the school will add the student to the pre-registration section of the student information system. The school is not to allow admission of these students until the school has received confirmation that the student's tuition fee has been paid.
- Upon arrival to Canada with a valid Student Authorization issued by Citizen and Immigration Canada, the student must supply the Executive Administrative, Business Services with the following:
 - A copy of a recent medical examination (within 6 months of entry into Canada) which outlines the state of health of the individual. The document (in English or French) will include proof of vaccination against mumps, measles, rubella, diphtheria, tetanus and polio. As well, there shall be proof (in English or French) that the student is not carrying any communicable diseases including, but not limited to Tuberculosis.
- All appropriate documentation for new and returning students must be provided to Business Services prior to the end of August, in order that sufficient opportunity is given to process the application.

Refugee/Convention Claimants

Board staff are **not** to provide persons holding any of the documents listed in this section with any kind of assurance, either verbal or written relative to school admission and/or acceptance, until the status of their documents has been approved by the Superintendent of Business (or delegate). Schools registering students holding refugee claimant status must contact the Executive Assistant, Business Services.



In addition to the registration for and documentation required, the following is provided to the Executive Assistant, Business Services, prior to being allowed admission into the school:

- Student authorization from Immigration, Refugees, and Citizenship Canada
- A copy of a recent medical examination (within 6 months of entry into Canada) which outlines the state of health of the individual. The document (in English or French) will include proof of vaccination against mumps, measles, rubella, diphtheria, tetanus and polio. As well, there shall be proof (in English or French) that the student is not carrying any communicable diseases including, but not limited to Tuberculosis.
- Evidence must be presented of enrolment in the Interim Federal Health Program (IFHP) or private health Insurance.

Student without Status or Illegal Students

Minor dependents of a person without status or “illegal immigrant” shall be registered at the school without the payment of fees, subject to the following:

- Proof of custody in the form of a birth certificate, passport or Canadian Court Order must be provided to the Board prior to registration.
- Copy of a recent medical examination which outlines the state of health of the individual and identifies that the student is not carrying any communicable diseases including, but not limited to tuberculosis. Proof of immunization must also be provided to the board prior to admission.
- Proof of Catholicity for elementary school students must be provided to the Board prior to admission.
- The Board shall require proof of application with Immigration, Refugee, and Citizenship Canada (IIRC) within one week of the date of registration; in the absence of proof the Board may file a report with the IIRC

Minor students without status or minor students who are “illegal immigrants” who are dependent of a person with status shall be registered at the school without the payment of fees, subject to the following:

- Proof of custody in the form of a birth certificate, passport or Canadian Court Order must be provided to the Board prior to registration.
- Copy of a recent medical examination which outlines the state of health of the individual and identifies that the student is not carrying any communicable diseases including, but not limited to tuberculosis. Proof of immunization must also be provided to the board prior to admission.
- Proof of Catholicity for elementary school students must be provided to the Board prior to admission.
- The Board shall require proof of application with IIRC within one week of the date of registration; in the absence of proof the Board may file a report with the IIRC

Exchange Students

A student, who is a participant in a Board approved educational exchange program which is in compliance with the Ministry of Education’s requirements, may be registered at a school without the payment of fees, subject to the following:

- That a reciprocal agreement has been signed with a Board, authority, or agency whereby a pupil of the Board is also scheduled to attend a school outside of Canada without the payment of a fee.
- That prior to the admission of any student under the educational exchange program, said student must provide proof in writing of the following: adequate medical insurance coverage, confirmation of inoculations as required by the Ontario Ministry of Health, as these pertain to school-aged students, confirmation of the last grade successfully attended by the student, confirmation by way of completing the Board’s official letter stating that there isn’t a custody issue related to the student.
- That prior to the admission of an educational exchange student, final approval must be given in writing by the appropriate Superintendent of Education.



CUSTODY:

Please indicate if the school administration should be aware of any such Court Order for the protection of your child.

Yes No If 'yes', please make arrangements to discuss this situation with the school principal.

Legal documentation will be required.

STUDENT CITIZENSHIP/ IMMIGRATION INFORMATION: A copy of Birth Certificate or Visa/Immigration Documentation is required for ALL students

Country of Birth: _____ Original Date of Entry into Canada: ____/____/____
Year Month Day

Province of Birth: _____

Indigenous Student Self-Identification (voluntary information): First Nation Métis Inuit

Student is a member of Six Nations New Credit Other _____

Resident of Reserve: Six Nations of the Grand River Mississaugas of the New Credit

Citizenship Status: Canadian

Permanent Resident (Landed Immigrant) Date on PR Documentation ____/____/____ Verified By: _____
Year Month Day (School Official or Designate)

Student Visa Other Visa _____ Expiry Date: ____/____/____
Year Month Day

First Language Spoken: _____

Interpreter Required: Yes No

Tuition Paying Student: Yes No

EMERGENCY CONTACT: In case of emergency or school closure, please provide us with names and phone numbers of contacts if the school cannot contact you.

Emergency Contact #1 (Other Than a Parent)	Name	Relationship	Phone Number(s)
			Home: Cell:
Emergency Contact #2 (Other Than a Parent)	Name	Relationship	Phone Number(s)
			Home: Cell:

MEDICAL INFORMATION:

Are there any particular health/medical problems your child may be experiencing which the school should be aware of?

No Health Concerns Life Threatening Allergies/Conditions Physical Disabilities Allergies Serious Illness Asthma

Please explain: _____

Does your child require any prescribed medication for his/her condition/illness during school hours? Yes No

Health Card # (optional): _____

Doctor: _____ Phone Number: _____



SPECIAL PROGRAMMING:

Has your child previously received English as a Second Language Assistance? Yes No

Has your child previously received Special Education Assistance through an Individual Education Plan? Yes No

Has your child participated in the Identification Placement and Review Committee (IPRC) process? Yes No

Does your child have any Physical Needs?: Vision Hearing Toileting Medication Mobility

Does your child use any assistive devices? Please specify: _____

Does your child currently receive support from any Community agencies? Please specify: _____

QUESTIONNAIRE FOR ADMISSION

Last School Attended : _____

Have you been suspended from school in the past year? Yes No

Have you ever been suspended from school for a violent act? Yes No

NOTES:

1. The information you have provided is collected under the legal authority of section 265(d) of The Education Act, R.S.O., 1991 Vol. 2, C.10, 5.6, and may be used for administrative purposes related to school programs and records and for determining eligibility for attendance. Questions should be directed to the Principal.
2. A school transfer could affect eligibility to participate in sports.
3. Admission is considered conditional pending receipt and review of the student's records from his/her previous school. Falsifying information on this form will rescind the admission.

Your previous Principal or his/her delegate is asked to comment on the following:

- | | | |
|----------------|-------------------------------------|---------------------------------------|
| 1. Attendance | Acceptable <input type="checkbox"/> | Unacceptable <input type="checkbox"/> |
| 2. Behaviour | Acceptable <input type="checkbox"/> | Unacceptable <input type="checkbox"/> |
| 3. Achievement | Acceptable <input type="checkbox"/> | Unacceptable <input type="checkbox"/> |

General comments: _____

Principal Signature: _____ Date: _____

I, _____ authorize school staff to contact my previous principal or delegate as required.

Student Signature: _____ Date: _____



PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

Notice of Collection

The information on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56). Information on this form will be used to administer the Admissions Program to assess eligibility. If you have any questions, please contact the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234).



(Student's name and full current address)

(Principal's name and full school address)

Date:

Re: Withdrawal from Parental Control

Dear Principal

My name is:

My date of birth is:

I am writing this letter to inform you of my decision to withdraw from parental control, so that the school can provide appropriate supports, if I need them, and so that the school can respect my rights under the Education Act.

I am living separately and independently of my parents:

NAME (parent #1)

Address

and

NAME (parent #2)

Address

Since

(Date of Separation)

I have made an independent decision to attend your school. I would ask that you respect my withdrawal from parental control and recognize that I now have authority to sign any legal school related documents. Please do not share any information about me with anyone else.

Sincerely,

(Student Signature)

Student Name

c.c. Student's OSR

Notice of Collection

The information on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56). Information on this form will be used to administer the Education Program. If you have any questions, please contact the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234).



STUDENT INFORMATION

Student's Legal Surname _____

Legal First and Second Names _____

Date of Birth YYYY/MM/DD _____

Please check one in each section – DO NOT COPY DOCUMENTS

LEGAL NAME AND DATE OF BIRTH VERIFICATION DOCUMENT

To be entered into Aspen > Student top tab > Details side tab > Demographics sub top tab

- Birth Certificate Permanent Resident Card Certificate of Canadian Citizenship
- Passport Record of Landing Certificate of Registration of Birth Abroad

CONFIRMATION OF DATE OF ENTRY & STATUS IN CANADA (IMMIGRANTS ONLY)

To be entered into Aspen > Student top tab > Details side tab > Citizenship sub top tab

Date of Entry into Canada: _____

If date is within the previous four school years, complete English as a Second Language/Literacy Development - Pupil Eligibility Confirmation

- Record of Landing Permanent Resident Card Confirmation of Permanent Residence
- Other: _____

CONFIRMATION OF ADDRESS DOCUMENT

- Utility Bill Property Tax Bill Cable/Phone/Internet Bill Purchase/Rental/Lease Agreement
- Bank Document Other (specify): _____ (no Driver's Licence or Cell Phone Bill)

BOARD/SCHOOL STAFF

I certify that the information contained on this form is accurate as far as I can determine and that I have examined the applicable documentation.

Name of Staff Member Position School

Signature of Staff Member Date

PARENT/GUARDIAN

Name of Parent/Guardian Signature of Parent/Guardian Date

Notice of Collection

The information on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56). Information on this form will be used to administer the Admissions Program to assess eligibility. If you have any questions, please contact the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234).

**Demande d'affectation des taxes scolaires
en vertu de l'article 16 de la Loi sur l'évaluation foncière**

An application must be made to the Assessment Commissioner to include or revise school support on the assessment roll.

Pour ajouter ou modifier l'affectation des taxes scolaires sur le rôle d'évaluation, il faut soumettre une demande au commissaire à l'évaluation.

Instructions: see reverse / voir au verso

Property Identifier / Identification de propriété						
NBHD Quartier	County Comté	Mun. Mun.	Map/Div Plan/div.	Map/Sub Plan/sec.	Parcel Parcelle	Prim/Sub Princ./sec.

Please enter or revise my school support designation on the assessment roll in accordance with the following information.
Veuillez inscrire ou modifier l'affectation de mes taxes scolaires sur le rôle d'évaluation selon les renseignements ci-après.

Municipality / Municipalité	Address of Property / Adresse de la propriété	Unit/Apt./Logement/App.	Residence Tel. No. / N° de tél. (domicile)
Mailing Address - if different from above / Adresse postale - si autre que ci-dessus Street No., Name, P.O. Box, R.R. # / N° et rue, C.P., R.R. City / Ville Province Country / Pays Postal Code / Code postal			Complete for rural areas only / Remplir dans les cas des zones rurales seulement Lot No. / N° de lot Plan / Conc No. N° de plan/conc.
Business Address - if self-employed or in partnership in business / Adresse commerciale - commerçant indépendant ou société de personnes			Business Tel. No. / N° de tél. (bureau)
List other properties that you own or rent in the Municipality or Region / Indiquez les autres propriétés que vous possédez ou louez dans la municipalité ou la région.			

Please Answer All Questions Below. / Veuillez répondre à toutes les questions ci-dessous.

School Board Use Only / Réserve au conseil scolaire	B Occupancy Status Statut de l'occupant(e)		C School Support (see instructions) Soutien scolaire (voir les instructions)		
	1. Owner Propriétaire	This person lives: Cette personne demeure :	Roman Catholic? catholique?	French-language Education Rights? Droit à l'enseignement en langue française?	Supporter/Elector for: Contribuable/électeur des écoles :
A Resident (Please print) / Résident(e) (S.V.P.) List all occupants, including ALL children. Inscrivez le nom de tous les occupants, y compris TOUS les enfants.	2. Tenant Locataire	1. at above address à l'adresse indiquée ci-dessus			1. English-Public Publiques de langue anglaise
Last Name / Nom de famille First / Prénom(s)	3. Spouse Conjoint	2. elsewhere on this property ailleurs sur cette propriété			2. English-Separate Séparées de langue anglaise
male / homme <input type="checkbox"/>	4. Child, boarder etc. Enfant, pensionnaire etc.	3. elsewhere in this municipality ailleurs dans cette municipalité			3. French-Public Publiques de langue française
female / femme <input type="checkbox"/>		4. in another municipality dans une autre municipalité			4. French-Separate Séparées de langue française
Birth / Naissance year / année month / mois day / jour					
Canadian Citizen Citoyen canadien yes / oui <input type="checkbox"/> no / non <input type="checkbox"/>					
1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	yes / oui <input type="checkbox"/>	yes / oui <input type="checkbox"/>	1 <input type="checkbox"/>
2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	no / non <input type="checkbox"/>	no / non <input type="checkbox"/>	2 <input type="checkbox"/>
3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	yes / oui <input type="checkbox"/>	yes / oui <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	no / non <input type="checkbox"/>	no / non <input type="checkbox"/>	4 <input type="checkbox"/>

School lease in effect? Procuration scolaire signée? Indicate (✓) <input type="checkbox"/>	Indicate (✓) area occupied: Cocher les parties occupées : Whole House / Maison entière <input type="checkbox"/>	Base Apt. / App. au sous-sol <input type="checkbox"/>	1st Floor / 1 ^{er} étage <input type="checkbox"/>	2nd Floor / 2 ^e étage <input type="checkbox"/>	3rd Floor / 3 ^e étage <input type="checkbox"/>	Owner or tenant of this property since Propriétaire ou locataire de la propriété depuis le Date Day / Jour Month / Mois Year / Année
--	---	---	--	---	---	--

Name of School Board/Agent / Nom du conseil scolaire/agent
Is hereby authorized to act as agent in matters of school support designation in respect to the above mentioned property(ies) on behalf of the undersigned. / est autorisé par la présente à agir en tant qu'agent pour les questions relatives à l'affectation des taxes scolaires en ce qui concerne la (les) propriété(s) mentionnée(s) ci-dessus au nom du (de la) soussigné(e).

Signature of Owner or Tenant Signature du propriétaire ou du locataire	Date Day / Jour Month / Mois Year / Année	Signature of Owner or Tenant Signature du propriétaire ou du locataire	Date Day / Jour Month / Mois Year / Année
---	---	---	---

This Application is: Cette demande est : <input type="checkbox"/> Approved / Approuvée <input type="checkbox"/> Refused / Rejetée	Signature of Assessment Commissioner Signature du commissaire à l'évaluation	Date Day / Jour Month / Mois Year / Année
--	---	---

For School Board Use Only / Réserve au conseil scolaire

Information About This Application

The Application for Direction of School Support form enables any person to apply to have their school support included or revised on the assessment roll by sending the completed form to the Regional Assessment Commissioner. The collection of the information on the form is authorized under the *Assessment Act*, and any personal information is confidential and protected under the *Freedom of Information and Protection of Privacy Act*.

The information will be used to direct your school taxes; to prepare voters' lists for municipal and school board elections; to help with municipal and school board planning. Note: Tenants have the right to direct school taxes even though they may not pay taxes directly.

Included below are instructions to help you complete each section of the form. **If you have any questions about this form or about school support, please contact your local Public or Separate School Board.**

How To Complete This Application

A Resident

Every person in your household should be listed. Put the family name first, followed by given name(s). Owners or tenants are listed first, followed by spouses, all children, and other occupants. If this form is not for your permanent home (for example, if it is for your cottage or your business), only owners, tenants and spouses should be listed - children and other occupants should not be listed.

B Occupancy Status

Is this person an owner, tenant, spouse, child, boarder or other resident? Note: A Roman Catholic who has signed a separate school lease will be shown as a tenant. This does not affect their ownership.

C School Support

Roman Catholic - includes Greek and Ukrainian Catholics

French-language Education Rights

You have French-language education rights if you are a Canadian Citizen and can answer "yes" to any one of the following questions:

1. Is French the language you first learned and still understand?
2. Did you receive your elementary school instruction in Canada in French? (This does not include French immersion or French as a second language.)
3. Have any of your children received, or are they now receiving, elementary or secondary school instruction in Canada in French? (This does not include French immersion or French as a second language.)

School Board

Persons who are **not** Roman Catholic and do **not** have French-language education rights, must be English-Public school supporters/electors.

Persons who are **not** Roman Catholic but do have French-language education rights, must be either English-Public or French-Public school supporters/electors.

Roman Catholics who do **not** have French-language education rights must be either English-Public or English-Separate school supporters/electors.

Roman Catholics who have French-language education rights, may be a supporter/elector for any one of the following school boards: English-Public, English-Separate, French-Public or French-Separate.

If you do **not** indicate which school board you support, it will be assumed that you are an English-Public school supporter/elector.

Renseignements sur la demande

La Demande d'affectation des taxes scolaires, dûment remplie et envoyée au commissaire régional à l'évaluation, permet à quiconque de demander de préciser ou modifier son soutien scolaire sur le rôle d'évaluation. Ces renseignements sont recueillis en vertu de la *Loi sur l'évaluation foncière* et toute information personnelle sera tenue strictement confidentielle et protégée par la *Loi sur l'accès à l'information et la protection de la vie privée*.

Ces renseignements serviront à déterminer la destination de vos taxes scolaires; à préparer les listes électorales aux fins des élections municipales et scolaires; à faciliter la planification scolaire et municipale. Nota : Même s'ils n'acquittent pas directement leurs taxes scolaires, les locataires ont le droit d'en choisir l'affectation.

Voici quelques directives qui vous aideront à remplir chacune des sections du formulaire. **Si vous avez des questions concernant le formulaire ou le soutien scolaire, adressez-vous au conseil d'écoles publiques ou séparées de votre localité.**

Comment remplir la demande

A Résident(e)

Chaque occupant doit être recensé : le nom de famille d'abord, suivi de tous les prénoms; assurez-vous aussi que le sexe, la date de naissance et la citoyenneté de chaque personne sont bien inscrits. Les noms de famille inscrits en premier sur la liste doivent être ceux des propriétaires ou locataires suivis de ceux du conjoint, de tous les enfants et de tout autre occupant de la propriété. Si le formulaire ne concerne pas votre domicile permanent (un chalet ou un bureau par exemple), seuls les noms du propriétaire ou du locataire et du conjoint doivent figurer sur la liste. N'inscrivez pas les enfants et autres occupants.

B Statut de l'occupant(e)

La personne est-elle : propriétaire, locataire, conjoint, enfant, pensionnaire, ou autre? Nota : Un(e) propriétaire catholique qui a signé un «bail d'école séparée», sera classifié(e) comme «locataire». Cela ne modifie aucunement le statut de propriétaire de cette personne.

C Soutien scolaire

Catholique - comprennent aussi les catholiques grecs ou ukrainiens

Droit à l'enseignement en langue française

Vous avez droit à l'enseignement en langue française si vous êtes citoyen(ne) canadien(ne) et que vous pouvez répondre «oui» à n'importe laquelle des questions suivantes :

1. Le français est-il la première langue que vous avez apprise et le comprenez-vous toujours?
2. Avez-vous fait vos études primaires en français au Canada? (Cela n'inclut pas les programmes d'immersion ou de français langue seconde.)
3. Avez-vous un ou des enfants qui ont fait ou qui font des études primaires ou secondaires en français au Canada? (Cela n'inclut pas les programmes d'immersion ou de français langue seconde.)

Conseil Scolaire

Toute personne d'allégeance **non** catholique et qui **ne** jouit **pas** du droit à l'enseignement en français doit élire un(e) conseiller(ère) et doit destiner ses taxes scolaires à un conseil d'écoles publiques de langue anglaise.

Toute personne d'allégeance **non** catholique mais qui jouit du droit à l'enseignement en français doit élire un(e) conseiller(ère) et doit destiner ses taxes scolaires à un conseil d'écoles publiques de langue anglaise ou française.

Les catholiques qui **ne** jouissent **pas** du droit à l'enseignement en français doivent élire un(e) conseiller(ère) et doivent destiner leurs taxes scolaires soit à un conseil d'écoles publiques de langue anglaise, soit à un conseil d'écoles séparées de langue anglaise.

Les catholiques qui jouissent du droit à l'enseignement en français ont le choix d'élire un(e) conseiller(ère) et ont le choix de destiner leurs taxes scolaires à l'un ou l'autre des conseils scolaires, à savoir écoles publiques de langue anglaise, écoles séparées de langue anglaise, écoles publiques de langue française ou écoles séparées de langue française.

Si vous **ne** confirmez **pas** votre préférence en matière de soutien scolaire, vous devrez élire un(e) conseiller(ère) et vos taxes scolaires seront destinées au conseil d'écoles publiques de langue anglaise.



This lease made this ____ day of _____ (month), 20____ (year).

I/We, **(Non-Catholic Lessor and/or Owner)** _____
(Surname) (First Name)

Hereby agree to and with:
(Catholic Lessee and/Owner) _____
(Surname) (First Name)

The parties hereto agree as follows:
 The lessor/s hereby leases too the lessee the premises knows as;

(Street No.) (Street Name) (Apt. No.)

in the Municipality of _____, to have and to hold for a term of one (1) year commencing
(City/Town/Township)

the ____ day of _____ (month), 20____ (year) at an annual rental of Two Dollars (\$2.00).

At the end of each year, the term of this Lease shall automatically extend for a further year unless, at least sixty (60) days before the end of the first year of the term of this Lease or of any succeeding year, either the Lessor/s or the Lessee/s shall give to the other a written notice in accordance with the Tenant Protection Act, 1997, as amended, terminating this Lease at the end of the current year of the term. Provided however that this lease may be terminated upon thirty (30) days notice in writing given by either party.

The parties hereto agree that the intent of granting this lease is to allow the subject property to be assessed on the basis of being a Catholic School Supporter.

This lease does not affect the ownership of the property in any way whatsoever, nor will it be registered.

SIGNED, SEALED, AND DELIVERED

In the presence of: _____
Non-Catholic Lessor and/or Owner

Witness Catholic Lessee and/or Owner

THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD shall be deemed the authorized agent for the school support.

FOR OFFICE USE ONLY						
NBHD	CNTY	MUN	MAP/VID	MAP/SUB	PARCEL	MAPSUB



CATHOLIC SCHOOL SUPPORT LEASE INFORMATION SHEET

In Ontario, Catholics are the only people allowed a choice of supporting the Public School or Catholic School system by directing the education portion of their property taxes to the system of their choice.

A Catholic School Support Lease is required when a Roman Catholic and a Non-Catholic are jointly responsible for the payment of property taxes, either directly through ownership or indirectly through the payment of rent.

By provincial law, only Roman Catholics have the right to direct their taxes to the Catholic School System. If either of the joint owners or tenants of a property is not Roman Catholic, then the property is automatically assessed public for school tax purposes. This applies even if the Non-Catholic requests to be a Catholic school supporter.

This lease is simply a technical tool designed to give the Roman Catholic the sole right to determine the school support of their residence in order to comply with the meaning of the law.

Answers to frequently asked questions concerning the Catholic School Assessment Lease are:

- **The lease does not change the existing agreements such as ownership or a tenant lease arrangement in any way.**
- **Your declaration, through direction of school support, ensures that the Province has a public record to show that our Catholic school system is strongly wanted and needed in Ontario.**
- In effect, a tenancy within the ownership/tenancy of the property is created so that the Roman Catholic rents the right to direct school taxes from the Non-Catholic.
- When a Catholic School Supporter moves from one residence to another, their school support automatically reverts back to the Public School system. Therefore, a new Application for Direction of School Support form is required for the new addresses, along with the Catholic School Support Lease form, if required.
- In Municipal School Board elections, Provincial law states that only Roman Catholic school supporters may vote for the Catholic School Trustees.
- The Direction of School Support determines the number of Catholic School Trustees to be elected within the Waterloo Catholic District School Board.

Please Note: The \$2.00 is merely a formality and is in place as a mechanism to make this Lease a legal document for school support purposes. Do not send the \$2.00 to the School Board or School.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT, 1990:

This information is collected under the legal authority of Section 265(1)(d) of the Education Act, R.S.O. 1990 c. E.2 as amended, and may be used as necessary for some or all of the following principle administrative purposes related to: the Board's operation, school programs and educational services, student records, and Ministries of the Government of Ontario. If you have any questions, please contact the school principal and/or the Privacy and Information Management Officer, 519-756-6505, Ext. 234.

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Policy Committee
Submitted on: May 12, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

TRUSTEE HONORARIA #100.06
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) is committed to providing, in a transparent way, honoraria for Board Members in recognition of their duties and responsibilities, in accordance with Ontario Regulation 357/06, *Honoraria for Board Members*.

This Policy and Administrative Procedures applies to all Trustees and is in accordance with Ontario Regulation 357/06, which prescribes and defines Trustees honoraria for each year of their term.

DEVELOPMENTS:

Throughout the creation of this Policy and Administrative Procedure, content was reviewed in consultation with Senior Administration, other internal stakeholders, and other school board policies and procedures.

The policy and administrative procedure was circulated for stakeholder feedback from February 6, 2022 to April 7, 2022, as per the Board’s policy renewal process. There was no additional feedback received and no further changes were made to the Policy and Administrative Procedure.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Trustee Honoraria Policy #100.06 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Trustee Honoraria #100.06

Adopted:	May 1, 2022
Last Reviewed/Revised:	N/A
Responsibility:	Director of Education & Secretary
Next Scheduled Review:	2025-26

Policy Statement

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) is committed to providing, in a transparent way, honoraria for Board Members in recognition of their duties and responsibilities, in accordance with Ontario Regulation 357/06.

Application and Scope

Ontario Regulation 357/06 prescribes and defines Trustees honoraria for each year of their term.

References

- [Ontario Regulation 357/06 – Honoraria for Board Members](#)

Forms

- N/A

Appendices

- N/A

Definitions

Average Daily Enrolment (ADE): The enrolment on a daily basis over the course of an academic year for both elementary and secondary day school students.

Honorarium: Payment in recognition of the duties performed as a member of the Board of Trustees with the Board.

Term of Office: A Board member’s term of office is four years in length. In 2018, 2019, and 2020, a Board members’ term of office began on December 1 and ended on the following November 30.

In 2021, a Board member’s term of office begins on December 1 and ends on the following November 14. Beginning in 2022, a year of a Board member’s term of office begins on November 15 and ends on the following November 14.



Administration Procedures

Trustee honoraria calculations shall be updated annually prior to December 1st. Honoraria calculations shall be updated by October 15th in an election year.

In accordance with *Ontario Regulation 357/06*, the honorarium for a member of the Board, in respect of any year of their term of office, shall consist of the following components:

1. Base Amount

For each member of the Board, for each year of the term of office, the base amount paid shall \$5,900.00.

The amount paid to the Chair shall be the base amount plus \$5,000.00. The amount paid to the Vice-Chair shall be the base amount plus \$2,500.00.

2. Enrolment Amount

For each member of the Board, the enrolment amount paid shall be based on:

- \$1.75 times the estimated ADE as submitted to the Ministry of Education from the previous year divided by the number of trustees.

The enrolment amount for the Chair shall be calculated as follows:

- The enrolment amount plus \$0.05 times the ADE with a minimum amount of \$500.00 and a maximum amount of \$5,000.00.

The enrolment amount for the Vice-Chair shall be calculated as follows:

- The initial enrolment amount plus \$0.025 times the ADE enrolment with a minimum amount of \$250.00 and a maximum amount of \$2,500.00.

3. Attendance Amount

A meeting attendance amount of \$50.00 shall be provided to any trustee who is a member of and attends any meeting of a committee of the Board that is required to be established by an Act or Regulation made under the Education Act.

For the purposes of the attendance amount, the following are considered statutory committees:

- Special Education Advisory Committee (SEAC)
- Supervised Alternative Learning (SAL) Committee
- Student Discipline Committee
- Audit Committee

4. Distance Amount

The distance component of the honorarium does not apply to the Brant Haldimand Norfolk Catholic District School Board.

Board members who serve for a partial year shall receive prorated base and enrolment amounts based on the time served in that year of the term. The attendance amount is determined in accordance with the Section 3 above.

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

Prepared by: Rob De Rubeis, Superintendent of Education
Presented to: Policy Committee
Submitted on: May 12, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

SUPERVISED AND ALTERNATIVE LEARNING POLICY 200.06

Public Session

BACKGROUND INFORMATION:

Supervised Alternative Learning (SAL) is an academic programming option to help students who may find a traditional secondary learning experience challenging or not conducive to their current personal circumstances. SAL is an alternative method for students to obtain a secondary school credits / diploma or reach other educational/life goals, and that is consistent with Catholic social teaching. SAL may also be used as an interim educational program that helps re-integrate students to a more traditional education setting and experience.

DEVELOPMENTS:

The SAL Policy was first adopted in October 2012 and was reviewed in Fall 2021.

Section 2.0

- Language added to provide direction and clarification on when a student is excused from attending a regular day school program and may attend SAL and how to record a SAL student for attendance purposes

Section 8.3 (New)

- Revisions to the Student Alternate Learning Plan (SALP) – Appendix A is to be completed by the Student Success team, including the principal, primary contact, and other appropriate school and board personnel, in consultation with the student and parent.

Section 8.4 (New)

- The SAL program delivery has evolved in the BHCNDSB since Regulation 374/10 was enacted in 2010. This new section provides a description of the different SAL programming approaches that are available to support BHCNDSB students and include:
 - **SAL Centre** - In a “SAL centre”, students are grouped together for a common program.
 - **Partly Structured Program** - In a partly structured program, a component can be included that requires attendance for one or two periods a day at a school or at a board site, such as a storefront classroom.
 - **Independent Program** - Where there is an insufficient number of students in a community to support either a SAL centre or a partly structured model, it may be necessary to establish an independent program of work/study for a student in SAL. This model may also be used at other times when it is the best model for the student.

Section 8.5 (New)

- Language added to reflect that the SAL program is inclusive to students with special education and mental needs, IEP will be maintained in the SALP
- Accommodations/modifications to reflect programming

SALP Appendices

- All SALP Appendices (A - E) have been updated and reformatted as per the approved style guide and all forms are now fillable.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Supervised and Alternative Learning (SAL) Policy 200.06 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: Supervised Alternative Learning (SAL) #200.06

Adopted:	October 23, 2012
Last Reviewed/Revised:	N/A
Responsibility:	Robert De Rubeis, Superintendent of Education
Next Scheduled Review:	TBD

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board is committed to providing individualized programming for students who are experiencing significant difficulties with regular attendance at school. The Board believes that each pupil is created in the image and likeness of God and therefore believes in the dignity of the human person, the preferential option of the poor, and the principle that everyone has the right to education necessary for human fulfillment. Supervised Alternative Learning, as a method to help students obtain a secondary school diploma or reach other educational/life goals, is consistent with Catholic social teaching.

APPLICATION AND SCOPE:

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

- a Supervised Alternative Learning Committee will be created to determine the suitability of pupils for Supervised Alternative Learning;
- the process used by the Committee will be consistent with the Education Act (O. Reg. 374/10);
- the Committee shall ensure prompt and thorough communication with parents and pupils that are being referred to the Committee, especially as it relates to notifications of referrals, decisions of the Committee, plans for pupils, potential renewals of Supervised Alternative Learning (SAL) plans, and termination of SAL plans; and
- the decisions of the Committee be in the best interests of the pupil.

REFERENCES:

O. Reg. 374/10, s. 7

<http://www.edu.gov.on.ca/eng/policyfunding/alternative.html>

FORMS:

APPENDICES:

DEFINITIONS:

RESPONSIBILITIES:

Board of Trustees: It is the responsibility of the Board to assign a trustee to sit on the Supervised Alternative Learning Committee.

Director of Education: It is the responsibility of the Director of Education to assign a Supervisory Officer as a member of the Supervised Alternative Learning Committee.

Supervisory Officer: It is the responsibility of the Supervisory Officer assigned to the Supervised Alternative Learning Committee to ensure that staff and community members are assigned to the committee.



**Supervised Alternative Learning (SAL)
AP 200.06**

Procedure for:	Superintendents, School Administrators Teachers, Social Workers	Adopted:	October 23, 2012
Submitted by:	Director of Education	Revised:	N/A
Category:	Students		

Purpose

The purpose of this Administrative Procedure is to provide direction to school board staff regarding the roles, responsibilities and processes associated with Supervised Alternative Learning (SAL).

Responsibilities

Specific direction is given to trustees, the Director of Education, superintendents, school administrators, teachers, and social workers.

Superintendents: responsible for monitoring the implementation of this procedure, including the coordination of the SAL Committee.

School Administrator(s): Principals / Vice Principals responsible for participating in the SAL plans for students and for monitoring the plans.

Teachers and Social Workers: have responsibilities in participating in the development and implementation of SAL plans.

Information

Supervised Alternative Learning is useful for encouraging young people who are at risk of not graduating to continue their learning if they are not attending school regularly and if other retention strategies have not been successful.

Activities that may constitute all or part of a Supervised Alternative Learning Plan (SALP) are:

- enrolment in one or more courses in which the student may earn a credit.
- enrolment in a life skill or other non-credit course.
- job-related training (i.e., learning workplace certifications, developing general employment skills);
- full- or part-time employment at a work placement that has been visited and found appropriate.
- volunteering (meets the community service requirement).
- counseling (to address barriers to learning); and/or
- any other activity that will help the student reach their education and/or personal goals.

Considerations and components of a Supervised Alternative Learning Plan:

- incorporates student's educational and personal goals.
- includes credit-bearing activities, wherever possible.
- outlines methods of assessing the student's progress towards his or her educational and personal goals.
- identifies a primary contact at the school or board and makes provision for monitoring, which must occur *at a minimum* once per month.
- includes a transition plan for returning to school or for proceeding to a post-secondary option when the student reaches the age of eighteen.



- Board has the responsibility to ensure appropriateness of placements off school/board property; for activities taking place off-site (working, volunteering, etc.), a site visit is to take place before the student begins the activity to ensure the site complies with health, safety, and accessibility requirements.
- all SALPs expire no later than June 30.
- a SALP may be renewed for a maximum of one school year on the recommendation of the school administrators to the SAL Committee without requiring the student to appear before the committee.

Procedures

1.0 Supervised Alternative Learning Committee

The Brant Haldimand Norfolk Catholic District School Board shall establish a Supervised Alternative Learning Committee comprised of at least one member of the Board, at least one Supervisory Officer qualified as such as a teacher and employed by the Board, and at least one individual who is not a member or employee of the Board.

A Supervisory Officer appointed under subsection (1.0) may designate an individual that the Supervisory Officer considers appropriate to act in his or her place as a member of the Committee without the approval of the Board.

The function of the Committee is to make decisions at meetings regarding Supervised Alternative Learning by pupils of the Board.

2.0 Excusal from Attendance at School

A pupil who is approved by the Committee to participate in Supervised Alternative Learning is excused from attendance at school as long as the pupil's plan has not expired or been terminated.

Where a pupil is participating in a SAL program and has a SALP in accordance with Ontario Regulation 374/10, the pupil may go on the register the day after the committee approval meeting. A pupil is not considered a SAL pupil until there is a committee approval. The pupil's full-time or part-time status is based on the approved SALP, or modifications to the SALP made at a later date and approved by a supervisory officer. Record the pupil as follows in the day school register:

- Full-time, with an FTE of 1.0, if the pupil's SALP includes an average of at least 70 minutes of instruction per school day in which the pupil may earn a credit.
- Part-time, with an FTE of 0.50, if the pupil's SALP includes an average of less than 70 minutes of instruction per school day in which the pupil may earn a credit.

3.0 Referral of Pupil to Committee

The school administrators of a school at which a pupil is enrolled shall refer the pupil to the Committee if, in the school administrators's opinion, it would be in the pupil's best interests to participate in Supervised Alternative Learning; or a parent/guardian of the pupil submits a request.

A parent/guardian of a pupil may submit, in writing, to the school administrators of the school at which the pupil is enrolled, a request that the pupil participate in Supervised Alternative Learning; and the basis for the parent/guardian's opinion that it would be in the pupil's best interests to participate in Supervised Alternative Learning.

If a parent/guardian submits a request, the school administrators shall refer the pupil to the Committee within 15 school days after the day the school administrator(s) receives the request.

A parent/guardian of a pupil is entitled to make a request in accordance with the following: no more than two requests shall be made in respect of a pupil in a school year and a second request in respect of a pupil in a school year shall not be made until at least 60 school days have passed since the day the previous request was made.

4.0 Supervised Alternative Learning Plan



Should the Committee approve a student for Supervised Alternative Learning, the school administrator(s) shall cause a learning plan to be developed in accordance with O. Reg. 374/10.

The expiry date of a plan shall not be later than June 30 in the school year to which the plan applies.

5.0 Notice of referral

Before referring a pupil to the Committee under clause, a school administrator(s) shall provide the parent/guardian of the pupil with the following written information: notice of his or her intention to refer the pupil to the Committee, the basis for his or her opinion that it would be in the pupil's best interests to participate in Supervised Alternative Learning and a request that the parent/guardian provide the school administrator(s), by a date specified by the school administrator(s), with his or her opinion regarding whether it would be in the pupil's best interests to participate in Supervised Alternative Learning and the basis for that

opinion, and any other information that in his or her opinion would assist the Committee in its consideration of the referral.

A school administrator(s) shall not make a referral until the parent/guardian provides a response to a request by the date specified by the school administrator(s).

6.0 Contents of Referral

A referral under section 3.0 shall include the following written material: the basis for the school administrator(s)'s opinion that it would or would not be in the pupil's best interests to participate in Supervised Alternative Learning; the basis for the parent/guardian's opinion that it would or would not be in the pupil's best interests to participate in Supervised Alternative Learning (if those reasons are provided to the school administrator(s)); the plan developed (if any); a list of one or more members of the staff of the school or the Board who know the pupil and can speak knowledgeably about the pupil's academic performance and progress and the appropriateness of the plan; a list of any other individuals who have information that is relevant to the referral; and any other information that in the school administrator(s)'s or the parent/guardian's opinion would assist the Committee in its consideration of the referral.

When a school administrator(s) refers a pupil to the Committee, the school administrator(s) shall provide the pupil and the parent/guardian of the pupil with a copy of the referral together with a written statement explaining that they will receive notice from the Committee of the time and place of the meeting to consider the referral; and setting out their rights under O. Reg. 374/10.

7.0 Committee Meeting

Within 20 school days of receiving a referral, the Committee shall hold a meeting to consider the referral. The Committee may hold a meeting on a date that is later than 20 school days after receipt of a referral if the parent/guardian of the pupil makes a written request for a later date or the parent/guardian of the pupil consents.

The Committee shall give notice of the meeting to the following: the pupil, the parent/guardian of the pupil, the school administrator(s) of the pupil's school, any member of the staff of the school or the Board who was listed by the school administrator(s) in the referral and in the opinion of the Committee may have information that is relevant to the referral, any other individual who in the opinion of the Committee has information that is relevant to the referral, and an individual who receives notice has a right to attend and be heard at the meeting.

8.0 Committee Decision

After the Committee considers a referral, the Committee shall make a decision as follows:

- 8.1** If a plan was submitted to the Committee, the Committee shall approve participation by the pupil in Supervised Alternative Learning as described in the plan; modify the plan and approve participation by the pupil in Supervised Alternative Learning as described in the plan as modified; or not approve



participation by the pupil in Supervised Alternative Learning.

- 8.2** If a plan was not submitted to the Committee, the Committee shall require the school administrator(s) of the pupil's school to cause a plan to be developed for the pupil in accordance with the directions of the Committee, if any; or not approve participation by the pupil in Supervised Alternative Learning.

8.3 Content SALP Appendix A

The SALP is usually prepared by the Student Success team, including the school administrator(s), primary contact, and other appropriate school and board personnel, in consultation with the student and parent. The SALP outlines and describes the student's learning activities for a maximum of one school year and includes the following: Y

- the student's educational and personal goals for the short and long term
- the methods by which the student will attempt to achieve these goals Y
- a description of the student's program, including one or more of the following: o
 - o working on credit or non-credit course(s)
 - o acquiring skills through, for example:
 - volunteering –
 - earning a certification or taking training for a specific job
 - developing job-search skills –
 - developing Essential Skills and work habits, using the Ontario Skills Passport to track achievement
 - working full- or part-time – Appendix B Employer Agreement
 - training to develop life skills addressing barriers to learning (e.g., taking life skills training, participating in counselling)
 - participating in other activities that would help the student achieve his or her educational and personal goals

8.4 TYPES OF DELIVERY MODELS

There are many types of models for delivering a SAL program, three of which are described briefly below. Such models can be adapted or combined to meet a variety of student needs while taking into consideration the resources and realities of specific communities, boards, and schools.

SAL Centre

In a "SAL centre", students are grouped together for a common program. In this model, teachers can draw on techniques of differentiated instruction and a variety of assessment methods, as necessary, to provide the flexibility and support that will enable students to experience success. It is particularly important that differentiated instruction be used when delivering credit courses to a group of students, since it is key to the success of individual students in the group. The SAL centre model can also work well for culturally based approaches, such as programs for Aboriginal students.

In a SAL centre model, the daily schedule could include the following:

- time to build group cohesiveness and to encourage discussion on issues



and topics that are relevant to the individual students

- delivery of credit courses that are selected to meet the needs of the group as well as the goals of individual students
- hands-on learning activities in which students can practise and increase their skills (For example, students can participate in the planning, preparation, and sharing of a meal.)
- participation in experiential learning (For example, once a student demonstrates the necessary employability skills and has completed any other preparatory activities, experiential learning could be scheduled for one day a week.)
- volunteering in the local community

Partly Structured Program

In a partly structured program, a component can be included that requires attendance for one or two periods a day at a school or at a board site, such as a storefront classroom. This model keeps the student connected to a specific site so that he or she can benefit from the supervision by and contact with school and board staff. The student may be able to make the transition gradually back to a regular secondary school program by adding an additional period or two when appropriate.

Independent Program

Where there is an insufficient number of students in a community to support either a SAL centre or a partly structured model, it may be necessary to establish an independent program of work/study for a student in SAL. This model may also be used at other times when it is the best model for the student. However, in cases where a student is not attending any kind of central site regularly, the role of the primary contact becomes even more crucial. The primary contact may meet with the student at the student's home school or at another location in the community (e.g., a coffee shop, a community agency). The Student Success programs and alternative education sites of a board may provide additional academic support.

8.5 Special Education and Mental Wellness

SAL program will be inclusive to students with special education and mental needs

- IEP will be maintained in the SALP
- Accommodations/modifications to reflect programming

9.0 Communication of Decision

Within five school days after a meeting, the Committee shall provide the pupil, the parent/guardian of the pupil and the school administrator(s) of the pupil's school with its written decision together with the following:



-
- 9.1** If the Committee approved participation by the pupil in Supervised Alternative Learning, a copy of the plan including any modifications made by the Committee, contact information for the pupil's primary contact person, and if the plan includes employment, contact information for the employer if available.
- 9.2** If the Committee required the school administrator(s) to cause a plan to be developed, the date by which the plan is required to be submitted to the Committee.

The Committee shall also provide the parent/guardian of the pupil with the following:

- 9.2.1** If the Committee approved participation by the pupil in Supervised Alternative Learning, information about the right to reconsideration and the reconsideration process as outlined in O. Reg. 374/10;
- 9.2.2** If the Committee did not approve participation by the pupil in Supervised Alternative Learning, information about the right to reconsideration and the reconsideration process, and information about the right to make a request.
- 9.2.3** If the Committee required the school administrator(s) to cause a plan to be developed, information about the parent/guardian's right to provide input in the course of developing the plan, a statement that the parent/guardian will receive a copy of the plan when it is submitted to the committee, a statement that the parent/guardian may provide materials to the committee for the committee's use in considering the plan and how those materials should be provided, a statement that the parent/guardian will receive notice from the committee of the time and place of the meeting to consider the plan, and information setting out the parent/guardian's rights.

10.0 Plan Ordered by Committee

If a school administrator(s) is required to cause a plan to be developed, the school administrator(s) shall cause the plan to be developed in accordance with the directions of the Committee and submitted to the Committee by the date specified by the Committee.

When the school administrator(s) submits a plan to the Committee, the school administrator(s) shall also submit any other information that in the school administrator(s)'s opinion would assist the Committee in its consideration of the plan and provide the pupil and the parent/guardian of the pupil with a copy of the plan.

11.0 Committee Meeting and Decision

Within 20 school days of receiving a plan, the Committee shall hold a meeting to consider the plan.

After the Committee considers a plan, the Committee shall make a decision to approve participation by the pupil in Supervised Alternative Learning as set out in the plan; modify the plan and approve participation by the pupil in Supervised Alternative Learning as described in the plan as modified; or not approve participation by the pupil in Supervised Alternative Learning.

The Committee shall communicate its decision within five school days after a meeting. The Committee shall provide the pupil, the parent/guardian of the pupil and the school administrator(s) of the pupil's school with its written decision together with a copy of the plan, including any modifications made by the Committee, contact information for the pupil's primary contact person, and if the plan includes employment, contact information for the employer, if available.

Appendix C

12.0 Administration of the Supervised Alternative Learning Plan (SALP)

The administrative procedure for Supervised Alternative Learning outlines the administration, modifications, and



review of the SALP.



13.0 Renewal of Plan

Before the expiry of the plan, if in the opinion of the school administrator(s) of the pupil's school it would be in the pupil's best interests to continue to participate in Supervised Alternative Learning, the school administrator(s) shall submit a recommendation to the Committee to renew the plan (with the written consent of the parent/guardian of the pupil), or refer the pupil to the Committee.

Within 20 school days after the day the Committee receives a recommendation, the Committee shall renew the pupil's plan or renew the pupil's plan with specified modifications or require the school administrator(s) to refer the pupil to the Committee.

The Committee may only renew the pupil's plan under this section in accordance with the following: for non-semestered schools, the plan may be renewed for a maximum of one school year in total; for semestered schools, the plan may be renewed for a maximum of one school year or two consecutive semesters in total.

14.0 Return to School Letter Termination of Plan

A plan is terminated if any of the following circumstances exist: the pupil provides the school administrator(s) with a written statement that he or she wants to return to school and the pupil's primary contact person provides the school administrator(s) with a written statement that the pupil is not complying with the plan and the school administrator(s) determines, with the agreement of a Supervisory Officer qualified as such as a teacher, that termination is in the pupil's best interests.

A school administrator(s) shall send written notice of the return to school plan to the following: the pupil, the parent/guardian of the pupil, the Committee that approved the pupil's participation in Supervised Alternative Learning and any individual who is involved in the implementation of the pupil's plan. [Appendix D](#)

15.0 Transition Plan for Pupil

A school administrator(s) shall ensure that a transition plan has been developed for helping a pupil whose Supervised Alternative Learning plan has expired or been terminated with the pupil's transition from Supervised Alternative Learning. [Appendix E](#)



Procedures for Developing a Supervised Alternative Learning Plan

Procedures preceding a Supervised Alternative Learning Plan (Planning Form – Appendix A):

Step	Key Actions	Details and Documentation
Procedures Preceding a SAL Application	<p>The Student Success team reviews the student's situation.</p> <p>All appropriate actions are considered.</p> <p>Information about options, including SAL, is shared with the student and parent/guardian.</p> <p>The level of the student's motivation and commitment to the program is assessed.</p>	<p>Strategies used prior to recommending SAL are documented.</p> <p>Attendance counselor reports on the student's attendance history.</p> <p>Information on SAL is given to parent/guardian.</p>



Step	Key Actions	Details and Documentation
<p>Step 1: Application for SAL</p>	<p>The parent/guardian, student, or school administrator(s) requests SAL for the student.</p> <p>The school administrator(s) has 15 school days from receipt of request from parent/guardian or student to submit the application to the SAL Committee.</p> <p><i>Note:</i> The school administrator(s) develops a SALP only if he or she agrees with the request for SAL.</p> <p>The school administrator(s) files the SAL application with the SAL Committee.</p> <p>If the activity site is not at a board site, the site is visited to confirm that it is appropriate (i.e., it is checked for compliance with health and safety legislation and accessibility legislation). If the school administrator(s) already knows the site is appropriate, a site visit is not required at this time.</p>	<p>Request for SAL should be in writing.</p> <p>Request includes a “Consent to Obtain/Release Information” form.</p> <p>School administrator(s) notes date of receipt on the request.</p> <p>Possible components of an application are the following:</p> <ul style="list-style-type: none"> • the SALP, including a suggested primary contact • attendance report • OSR review • credit summary • employer agreement, if applicable • IEP, if applicable <p>School administrator(s) advises parent/guardian in writing that an application for SAL has been submitted.</p>
<p>Step 2: Consideration of the Application</p>	<p>SAL Committee schedules a meeting within 20 school days to review the application and invites:</p> <ul style="list-style-type: none"> • the parent/guardian • the student • relevant school and board staff • other relevant community members, with the agreement of the parent/guardian <p>The Committee confirms the student’s primary contact.</p> <p>Parent/guardian may request a reconsideration of the SAL Committee’s decision within 10 days.</p>	<p>Parent/guardian is notified of date and time of the SAL meeting.</p> <p>Parent/guardian is notified of the decision of the SAL Committee.</p>



Step	Key Actions	Details and Documentation
<p>Step 3: Implementation and Monitoring</p>	<p>Before the student begins participating in an activity at a location that is not a board or school site (i.e., the proposed workplace, volunteer organization), the site is visited and is checked in terms of health, safety, accessibility, and other factors to ensure that it is appropriate.</p> <p>Monitoring is carried out by the student's primary contact at least once a month.</p> <p>Communication between student and primary contact is best achieved in person; however, other formats for monitoring could include telephone conversations, e-mail, teleconferencing, video conferencing, and meeting with the student's primary contact.</p> <p>The primary contact may make minor changes to the SALP over the course of the program.</p>	<p>The SALP is filed in the OSR along with progress reports. Student and parent/guardian receive copies of the approved SALP.</p> <p>Contacts between the student and the primary contact are documented.</p> <p>Reports on progress are issued to each SAL student following the same timelines as reporting for regular students.</p>
<p>Step 4: Review and Transition Planning</p>	<p>The primary contact reviews the SALP 15 school days before the plan expires; however, it is recommended that it be reviewed once per semester. The review is submitted to the school administrator(s) and the chair of the SAL Committee.</p> <p>Substantial modifications to the SALP require the approval of the school administrator(s), a supervisory officer (or designate), the student, and the parent/guardian.</p> <p>The SAL Committee may renew the SAL for a maximum of one additional academic year.</p> <p>The transition plan in the SALP is further developed to support the student's transition from SAL to his or her next step.</p>	<p>Reviews processes, decisions are tracked and documentation of reviews is filed in the OSR.</p> <p>If a plan is modified, the school administrator(s) will provide a copy of the modified plan to the student and the student's parent/guardian.</p> <p>Employer is notified of any changes made to the SALP.</p> <p>The parent/guardian has input into the SALP and receives a copy of changes to the SALP and the renewal of SAL.</p> <p>The transition plan is filed in the OSR.</p>

Definitions – N/A

References

Regulation 374/10 Education Act:
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_100374_e.htm

Supervised Alternative Learning: Policy and Implementation 2010
<http://www.edu.gov.on.ca/eng/policyfunding/alternative.html>

Instructions for the Use of Computerized Enrolment Registers for Elementary and Secondary Schools
<http://www.edu.gov.on.ca/eng/policyfunding/forms.html>



**Brant Haldimand Norfolk Catholic District School Board
APPENDIX A**

SUPERVISED ALTERNATIVE LEARNING PLANNING FORM

School:	
Student Information	
Name:	
Address:	Postal code:
Home telephone:	Alternative telephone:
OEN:	Date of birth:
Age:	Grade:
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	
Date of SAL Committee meeting: _____, 201__	
Is this a renewal? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Outcome of SAL Committee meeting:	
Parent/Guardian Information	
Name(s):	
Address (if different from student's above):	
Home telephone (if different from student's above):	
Work telephone:	
People consulted in the development of the SALP	
Name/Position:	Telephone:
Name/Position:	Telephone:
Name/Position:	Telephone:
Name/Position:	Telephone:
Name/Position:	Telephone:
Name/Position:	Telephone:
Monitoring schedule	
Details:	



Brant Haldimand Norfolk Catholic District School Board

Student's educational goal(s)	Methods to achieve educational goal(s) Ways in which student's progress will be monitored
<input type="checkbox"/> Earn credit(s) <input type="checkbox"/> Earn OSSC <input type="checkbox"/> Earn OSSD <input type="checkbox"/> Enter college/university <input type="checkbox"/> Enter apprenticeship/trades <input type="checkbox"/> Enter the workforce <input type="checkbox"/> Other (specify) <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Other (specify) _____ _____	
Student's personal goal(s)	Methods to achieve personal goal(s) Ways in which student's progress will be monitored
<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Description of student's program:	
Courses <input type="checkbox"/> credit <input type="checkbox"/> non-credit (e.g., life skills courses)	Details: <i>course codes; delivery format (e.g., part-time attendance at a regular school or in an alternative education program, cooperative education, e-learning, independent study); location</i>



STUDENT/SCHOOL INFORMATION		OEN # (9 digits)		
Student name		Start date	Expiry date	
Student cell		D.O.B./Age	Grade	
School		Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	
School Administrator 1		School Administrator 2		
Parent/guardian		Home phone		
Home address		City/postal code		
SALP DETAILS				
Status	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	SAL Status	<input type="checkbox"/> New <input type="checkbox"/> Renewal	
Monitoring plan	meet monthly	Decision	<input type="checkbox"/> Approved <input type="checkbox"/> Not approved	
Primary contact		Phone		
School Administrator of SAL		Phone		
Plan if not approved		Date of Initial SAL approval		
People consulted				
Assigned teacher				
ACADEMIC PLAN				
# of credits to date:	Volunteer hours:	Literacy test:		
Educational goals	Courses	Method of achieving		
<input type="checkbox"/> Earn credit(s) <input type="checkbox"/> Enter SWAC <input type="checkbox"/> Earn OSSC <input type="checkbox"/> Earn OSSD <input type="checkbox"/> Enter college/university <input type="checkbox"/> Enter apprenticeship/trades <input type="checkbox"/> Co-op <input type="checkbox"/> Volunteer hours				



SPECIAL EDUCATION CONSIDERATIONS

IEP in place	<input type="checkbox"/> Yes <input type="checkbox"/> No	Identification	(drop down with all identifications)
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WHAT ACCOMMODATIONS WILL BE HELPFUL

<input type="checkbox"/>	I need instructions explained to me	<input type="checkbox"/>	I need extra time to get work done
<input type="checkbox"/>	I need to use a computer for typing	<input type="checkbox"/>	I need step by step instructions
<input type="checkbox"/>	I need deadlines to stay on track	<input type="checkbox"/>	I need help getting my ideas down on paper

WHAT ACCOMMODATIONS WILL BE HELPFUL

<input type="checkbox"/>	Do you have an SEA computer to help with learning?	<input type="checkbox"/>	Do you have any other technology to help with learning ?
<input type="checkbox"/>	Have you ever used or received training for text to speech software?	<input type="checkbox"/>	Would you like to be shown how to use text to speech software?
<input type="checkbox"/>	Have you ever used or received training for speech to text software?	<input type="checkbox"/>	Would you like to be shown how to use speech to text software?

LEARNING STYLES: How to learn best?

<input type="checkbox"/>	Deadlines really help	<input type="checkbox"/>	I like to check my work over as I go to make sure I'm on track
<input type="checkbox"/>	I like to be left alone and will ask for help if I need it	<input type="checkbox"/>	I will never ask for help fo it's good if you check on me regularly
<input type="checkbox"/>	I like to go one step at a time because too many instructions at once are confusing	<input type="checkbox"/>	

NON-ACADEMIC PLAN

Student strengths	
Personal Goals	Method



Skill acquisition	Details
<input type="checkbox"/> volunteering <input type="checkbox"/> earning a certification or taking training for a specific job <input type="checkbox"/> developing job-search skills <input type="checkbox"/> working part-time <input type="checkbox"/> working full-time <input type="checkbox"/> Other	
<input type="checkbox"/> The venues have been visited and found to be appropriate. <input type="checkbox"/> No visit was necessary at this time.	
Counselling	Other supportive activities

I have been consulted in the creation of this plan. Renewal Yes No

Parent	Date	Student	Date

School Administrator	Date		
Copies to:			
<input type="checkbox"/> Letter Generated	<input type="checkbox"/> PowerSchool input	<input type="checkbox"/> 4 Copies	<input type="checkbox"/> Original to parent
<input type="checkbox"/> OSR	<input type="checkbox"/> Social Worker	<input type="checkbox"/> Teacher	<input type="checkbox"/> SAL Binder

For ONSIS use only	<input type="checkbox"/> New <input type="checkbox"/> Continuing
For office use only	Updated on:



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 SALP Program. Questions regarding the collection of this information should be directed to the Communications Manager 519-756-6369.

Transition Plan Overview (a more detailed plan will be completed when student leaves SAL)



STUDENT INFORMATION

Name		D.O.B.	
Address		School	Grade
Grade		Primary Contact	

EMPLOYER INFORMATION

Name of business		Type of business	
Address		Phone/Email	
Description of job			

EMPLOYMENT CONDITIONS

Hour per day		Days per week	
Rate of pay		Starting date	
Duration of employment		Work Agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No

AGREEMENT

If the SAL Committee approves the student’s application for SAL, the employer will be notified that the students is permitted to be employed. If the student’s work placement in SAL is approved, the employer agrees to the following:

1. A visit by board staff will be made to confirm the safety of the proposed work or workplace.
2. Contact will be allowed between the primary contact and the above-named student during work hours. The primary contact will arrange the contact time with the employer.
3. The employer will inform the primary contact by telephone with five school days of the end of the employment of the above-named student.

The employer of the student will be given final confirmation by the school board. The employer will receive a letter from the school board specifying the conditions of the student’s placement, and that letter will provide documentation allowing the student to be legally employed during school hours.

SIGNATURES

Signature of student	Name of Employer
Signature of Primary Contact	Signature of Supervisor
Name of Primary Contact:	Name of Supervisor:
Date:	Date:



Today's Date

Parent/Guardian of: Mr./Mrs./Ms. Last Name

Re: Student First/Last Name Date of Birth: MM/DD/YYYY OEN: XXXXXXXXX

Dear Student First Name,

On Date, the Supervised Alternative Learning (SAL) Committee of the Brant Haldimand Norfolk Catholic District School Board granted approval for you to participate in Supervised Alternative Learning in accordance with Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", made under the Education Act.

The approved Supervised Alternative Learning Plan, which outlines the program, has been discussed with you, and you indicated agreement with it. The primary contact is **Social Worker First/Last Name**, and you may contact her at **Social Worker Contact Number**.

You were also advised of the following conditions of the approval:

1. The student shall comply with the Supervised Alternative Learning Plan, as prescribed by the SAL Committee in order to maintain his/her status in Supervised Alternative Learning.
2. The primary contact must be notified of any proposed changes to the student's circumstances.
3. The primary contact will maintain regular communication with those associated with Supervised Alternative Learning and will also keep you updated on a regular basis.
4. Significant breaches of the Supervised Alternative Learning Plan may result in termination of Supervised Alternative Learning. Termination means that the student would no longer be excused from regular attendance at school.
5. The Supervised Alternative Learning Plan will be reviewed periodically. The plan will be reviewed near the end of its term so that decisions can be made regarding the student's participation in Supervised Alternative Learning. You will be invited to provide input into the review.

Should you have any questions regarding these conditions or other issues as they relate to the Supervised Alternative Learning Plan, please contact the primary contact or the principal of the program, **School Administrator First/Last Name** at St. Mary Catholic Learning Centre, 519-753-0552.

If you wish the committee to reconsider its decision, including the decision on the student's Supervised Alternative Learning Plan, please submit your written request to **School Administrator First/Last Name** at St. Mary Catholic Learning Centre within ten school days of receiving this letter.

Yours truly,

School Administrator First/Last Name
Principal of Continuing Education
cc: OSR, Social Worker First/Last Name



Return to School Notification

Today's Date

Parent/Guardian of: Mr./Mrs./Ms. Last Name

Re: Student First/Last Name Date of Birth: MM/DD/YYYY OEN: XXXXXXXXX

Dear Parent/Guardian,

It has come to the attention of the Supervised Alternative Learning (SAL) Committee that (student name) has not progressed satisfactorily in the program prescribed by the Committee.

The Committee withdraws its approval for (student name) because he/she did not comply with the conditions of the program as outline by the SAL Committee and is hereby required to return to full time attendance at school.

If you require further information or assistance, please contact the school principal.

Sincerely,

Superintendent First/Last Name
Superintendent of Education
cc. OSR, School Administrator First/Last Name



STUDENT/SCHOOL INFORMATION

Student name		Date	
DOB		Grade	

DESTINATION	<input type="checkbox"/> Graduate <input type="checkbox"/> SWAC <input type="checkbox"/> Secondary school:
Date of Termination	

CREDIT ACCUMULATION/GRADUATION REQUIREMENTS

Credits earned:

Credits to date:

POST SAL PROGRAM PLANNING

I have been consulted in the creation of the transition plan

School Administrator		Date	
Parent/Guardian		Date	Student
		Date	Date

Please initial and pass on

Attendance PowerSchool Letter Generated Social Worker OSR

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 SALP Program. Questions regarding the collection of this information should be directed to the Communications Manager 519-756-6369.

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

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: May 12, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

SCHOOL AND STAFF INVOLVEMENT IN ELECTIONS #300.25
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board will abide by the requirements of all municipal, provincial and federal governments and acts which regulate municipal, provincial or federal elections. However, in an effort to ensure that the board remains non-partisan at all times when dealing with students, staff will be required to ensure that students are not exposed to any direct or indirect canvassing of individual candidates.

DEVELOPMENTS:

Previously, the Board did not have a policy to inform the actions of staff while they are acting in their capacity of employees of the Board. This “new” policy will provide expectations, parameters and direction to all staff to govern their actions in an effort to ensure that all information and interactions during an election will be conducted in an unbiased and neutral manner.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the School and Staff Involvement in Elections Policy #300.25 to the Brant Haldimand Norfolk Catholic District School Board for approval.



**School and Employee Involvement in Election Campaigns
#300.25**

Adopted:	N/A
Last Reviewed/Revised:	N/A
Responsibility:	Director of Education & Secretary
Next Scheduled Review:	2025

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board will abide by the requirements of all municipal, provincial and federal governments and acts which regulate municipal, provincial or federal elections.

Staff of the Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) when performing their assigned duties as an employee of the Board will not, in any way, support, assist or promote, any candidate for public office. Throughout the course of any election campaign (schoolboard, municipal, provincial or federal) all employees are expected to remain non-partisan in their interaction with students and ensure that no student is exposed to the canvassing of any individual or party.

APPLICATION AND SCOPE:

This policy sets out the parameters for all employees and schools in the BHNCD SB with respect to expectations and actions with regards to involvement in any election campaign.

REFERENCES:

- [Municipal Elections ACT, 1996](#)
- [Ontario Election Act, R.S.O. 1990](#)
- [Canada Elections Act \(S.C 2000, c.9\)](#)
- [Education Act, \(R.S.O. 1990, c.E. 2\)](#)

FORMS: N/A

APPENDICES: N/A

DEFINITIONS: N/A

ADMINISTRATIVE PROCEDURES:

All BHNCD SB employees, in their capacity as employees of the Board:

- Shall not allow election materials to be posted on Board premises except where the information is required as learning resources and part of curriculum dealing with election process. In this instance the materials will not favour a particular party and will be presented in an unbiased and neutral manner;
- Shall not invite to speak, distribute, assist in, or allow others to distribute campaign information or materials or in any other way favour one candidate or party in any school activity or school information (social media etc.); and
- Shall not provide any staff or student information to any campaign official.