



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

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

**Policy Committee Meeting
Monday February 13, 2023 ♦ 4:00 p.m.
Boardroom**

Trustees:

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

Senior Administration:

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

1. Opening Business

1.1 Opening Prayer

Gracious God. You entrust us with partnership in the educational ministry of the church. May we always be faithful to this ministry and mindful of those whom we serve. In our decision making may we call upon the shared wisdom of the people of God in our community. Grace us with your presence as we go about your work in our world. Amen

1.2 Attendance

1.3 Approval of the Agenda

Page 1

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

Pages 2-5

1.5 Business Arising from the Minutes

2. Committee and Staff Reports

2.1 Anti-Human Sex Trafficking #200.25

Presenter: Kevin Greco, Superintendent of Education

Pages 6-10

2.2 Right to Disconnect Policy #300.27

Presenter: Kevin Greco, Superintendent of Education

Pages 11-13

2.3 Remote Work Policy #300.28

Presenter: Kevin Greco, Superintendent of Education

Pages 14-20

2.4 Equity and Inclusive Education Policy #200.23

Presenter: Phil Wilson, Superintendent of Education

Pages 21-31

3. Adjournment

Next meeting: March 10, 2023 3:00 p.m.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

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

- Members:** **Trustees:** Dan Dignard (Chair), Cliff Casey, Carol Luciani, Rick Petrella, Mark Watson
- Regrets:** Bill Chopp
- Senior Administration:** Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco (Superintendents of Education)
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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

Catholic School Advisory Councils Policy 200.31 was added as Item 3.1.

Moved by: Rick Petrella

Seconded by: Mark Watson

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

Carried

1.4 Approval of Minutes from the Policy Committee Meeting – September 9, 2021

Moved by: Cliff Casey

Seconded by: Rick Petrella

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

Carried

1.5 Business Arising from the Minutes – Nil

2. Committee and Staff Reports

2.1 Equity and Inclusive Education Policy 200.23

Superintendent Greco shared a summary of the developments in the revised policy and highlighted the board's commitment to providing a learning and working environment 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 has been aligned with the 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 and Covid-19 Recovery Act 2020. It was noted that 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 item was deferred to the next Policy Committee meeting.

2.2 Establishing Educational Partnerships Policy 400.36

Superintendent Greco delivered an outline of the updated policy including updated language, collecting data and responsibilities. The board had 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 which were amalgamated to provide more clarity.

Moved by: Carol Luciani

Seconded: Rick Petrella

THAT the Policy Committee recommends that the Committee of the Whole refers the Establishing Educational Partnerships Policy 400.36 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Outdoor Playground and Structures Policy 400.07

Superintendent Keys provided a summary of revisions to the policy including language, scope, natural play areas and financial obligations. The purpose of the policy is to provide stakeholders information on maintaining, relacing, installing, and removing equipment and structures. It was noted that the policy applies to all school sites. Discussion was help regarding funds for repairs.

Moved by: Carol Luciani

Seconded by: Rick Petrella

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

Carried

2.4 Donations and Charitable Receipts Policy 700.02

Superintendent Keys outlined updates to the policy including a renewed policy statement. It was noted that donations are encouraged to be processed online to receipt their charitable tax receipt automatically via email.

Moved by: Mark Watson

Seconded by: Rick Petrella

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.

Carried

2.5 Admission of Elementary Students Policy 200.14

Superintendent Keys reviewed changes made to the policy including updating language and references. Discussion was held regarding registration process for Catholic, Non-Catholic and International students.



Moved by: Carol Luciani

Seconded by: Rick Petrella

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.

Carried

2.6 Admission of Secondary Schools Policy 200.15

Superintendent Keys provided a summary of the updated policy. The policy was reviewed in consultation with stakeholders. Discussion was held regarding registration requirements and direction of school support.

Moved by: Carol Luciani

Seconded by: Rick Petrella

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.

Carried

2.7 Trustee Honoraria Policy 100.06

Superintendent Keys reviewed the new policy as directed by Ontario Regulation 357/06. The purpose of the policy is to provide, in a transparent way, honoraria for Board Members in recognition of their duties and responsibilities. The honoraria will take effect in the new term.

Moved by: Rick Petrella

Seconded by: Mark Watson

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.

Carried

2.8 Supervised Alternative Learning (SAL) Policy 200.06

Superintendent De Rubeis provided an overview of the updated policy. The program is an academic programming option to help students who may find additional secondary learning experience challenging. Revisions included updated language and appendices. The Student Alternate Learning Plan (SALP) is to be completed by the Student Success team. It was also noted that the program is inclusive to students with special education and mental health needs. A summary of the programming approaches was provided including SAL Centre, Partly Structures Program and Independent Program.

Moved by: Carol Luciani

Seconded by: Rick Petrella

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

Carried



2.9 School and Staff Involvement in Election Campaigns Policy 300.25

Director McDonald introduced the new policy which provides expectations of staff's behaviour and interaction in election campaigns.

Moved by: Cliff Casey

Seconded by: Mark Watson

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

Carried

3. Discussion Items

3.1 Catholic School Advisory Councils Policy 200.31

Trustee Petrella requested that the policy be brought forward to a future meeting for review.

4. Trustee Policy Inquiries - Nil

5. Adjournment

Moved by: Mark Watson

Seconded by: Cliff Casey

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

Carried

Next meeting: Thursday, June 9, 2022, 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: February 13, 2023
Submitted by: Michael McDonald, Director of Education & Secretary

Anti-Human Sex Trafficking 200.25

Public Session

BACKGROUND INFORMATION:

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

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

DEVELOPMENTS:

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

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

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

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

RECOMMENDATION:

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



Anti-Human Sex Trafficking

#200.25

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

POLICY STATEMENT:

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

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

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

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

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

APPLICATION AND SCOPE:

The Board will ensure that:

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

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



REFERENCES:

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

VTRA: Violence Threat Risk Assessment Protocol.

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

ADMINISTRATIVE PROCEDURES:

Purpose

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



1.0 Responsibilities of the Superintendent of Education

The Superintendent of Education will:

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

2.0 Responsibilities of the School Administrators

The School Administrator will:

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

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

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

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

4.0 Staff & Caregiver Awareness Training

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

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

5.0 Staff Reporting Procedures

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

6.0 Student Confidentiality

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

7.0 Student Reintegration to School (Return to School Plan)

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

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



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

8.0 Monitoring and Review

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

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Policy Committee
Submitted on: February 13, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

RIGHT TO DISCONNECT 300.27

Public Session

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

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

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

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

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

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

RECOMMENDATION:

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



Right to Disconnect #300.27

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

Policy Statement

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

Application and Scope

This Policy applies to all employees of the Board.

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

References

- Bill 27, *Working for Workers Act, 2021*
- *Employment Standards Act, 2000*
- OECTA Secondary Collective Agreement
- OECTA Elementary Collective Agreement
- OECTA Occasional Teacher Collective Agreement
- OSSTF – PSS Collective Agreement



- OSSTF – ESS Collective Agreement
- OSSTF – ECE Collective Agreement
- Elementary and Secondary Principals/Vice-Principals Terms and Conditions of Employment
- Administrative/Non-Union Terms and Conditions of Employment
- [ITS 600.01.P - Electronic Communications and Social Media Use.pdf](#)
- [ITS 600.02.P - Information and Communications Technology Use.pdf](#)

Forms

- N/A

Appendices

- N/A

Definitions

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

Normal Working Hours: refers to the regular work arrangement typically followed by employees in order to fulfill their work responsibilities and/or as set out in collective agreements or terms and conditions of employment as applicable.

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Policy Committee
Submitted on: February 13, 2023
Submitted by: Michael McDonald, Director of Education & Secretary

Remote Work 300.26
Public Session

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

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

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

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

When working remotely, all staff are subject to this Policy and Administrative Procedure and all other applicable Board Polices and Administrative Procedures and Legislation. Employees engaged in remote work will be responsible for safeguarding the confidentiality, integrity, and availability of board information in their possession.

RECOMMENDATION:

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



Remote Work #300.26

Adopted:	February 28, 2023
Last Reviewed/Revised:	N/A
Responsibility:	Human Resource Services
Next Scheduled Review:	June 2027

Policy Statement

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) recognizes the potential benefits that a work arrangement combining remote and on-site work can bring to both the employee and the Board. With the philosophy of maintaining high performance standards, accountability, service to the community and engendering exceptional employee engagement, this Policy and Administrative Procedure is intended to address the remote working aspect of flexible working arrangement by providing guidance on remote working.

Application and Scope

This Administrative Procedure applies in a broad sense to all employees as is recognized that not all jobs can be performed remotely or are suitable in all situations for remote working, and it is therefore expected that before remote working can be applied, it must satisfy the requirements outlined within the Administrative Procedure.

Employees may request or be required by the Board to perform their duties remotely, as applicable to their role, on a temporary or continuous basis. In general, staff working within schools and/or working directly with students would not be eligible for remote work arrangements. (e.g., front line, student, or client-facing)

To engage in remote work, employees shall enter into a Remote Work Agreement with the employer that details an employment arrangement in which an employee conducts their work at an alternate work location, including the employee’s residence, rather than at their regular board location.

When working remotely, all staff shall be subject to this Policy and Administrative Procedure and all other applicable Board Policies and Administrative Procedures and Legislation.

Employees engaged in remote work will be responsible for safeguarding the confidentiality, integrity, and availability of board information in their possession.

References

- [Policy 300.01.P Workplace Harassment](#)
- [Policy 300.16.P Health & Safety](#)
- [Policy 300.17.P - Professional Standards and Conflict of Interest](#)
- [Policy 300.19 Progressive Discipline \(Employees\)](#)
- [Policy 300.20.P - Workplace Violence Prevention](#)
- [Policy 400.13.P - Records and Information Management](#)
- [Policy 600.01.P - Electronic Communications and Social Media Use](#)
- [Policy 600.02.P - Information and Communications Technology Use](#)
- [Accessibility for Ontario with Disabilities Act, 2005](#)
- [Employment Standards Act](#)
- [Human Rights Code of Ontario](#)
- [Occupational Health and Safety Act](#)
- [Workplace Safety and Insurance Act](#)
- [Administrative Procedure OPS 400.18.AP - Electronic Monitoring.pdf](#)
- [Bill 27, Working for Workers Act, 2021](#)



- [OECTA Secondary Collective Agreement](#)
- [OECTA Elementary Collective Agreement](#)
- [OECTA Occasional Teacher Collective Agreement](#)
- [OSSTF – PSS Collective Agreement](#)
- [OSSTF – ESS Collective Agreement](#)
- [OSSTF – ECE Collective Agreement](#)
- [Elementary and Secondary Principals/Vice-Principals Terms and Conditions of Employment](#)
- [Administrative/Non-Union Terms and Conditions of Employment](#)

Forms

- [HRS 300.26.F01 - Remote Workspace Self-Assessment Checklist.pdf](#)
- [HRS 300.26.F02 - Remote Working Agreement.pdf](#)

Appendices

- N/A

Definitions

Remote working: refers to a voluntary work arrangement, approved by the Board, whereby the employee conducts some, or all of their work at an off-site location.

Normal Working Hours: refers to the regular work arrangement typically followed by employees in order to fulfill their work responsibilities and/or as set out in collective agreements or terms and conditions of employment as applicable.

Administration Procedures

These Administrative Procedures and related supporting documents outline the broad expectations for the Board and employees around remote work including:

- Terms of participation and eligibility requirements
- Accountability and evaluation
- Guidelines and requirements – which include legal rights and obligations, security and confidentiality, work performance and other related conditions

1. Preamble

- 1.1. Not all jobs are appropriate for remote working arrangements. The nature of the employee's role shall determine whether remote work is a feasible option. Some roles (e.g., reception, student, or client-facing) cannot be performed from a remote work location and will not be considered suitable for this remote work arrangement option outside of certain exceptional circumstances (e.g., inclement weather, public health orders, other emergencies).
- 1.2. Staff who work remotely will be available to attend or access any Board site or function if the necessity arises. An employee's supervisor has the right to recall an employee working remotely to an on-site meeting or event as required. In the event of an emergency, employees working remotely may be called upon to attend or access a Board site within a reasonable amount of time upon notification.
- 1.3. When working remotely, all staff shall be subject to this Policy and Administrative Procedure.
- 1.4. A successful remote work program relies on mutual trust between employees and administration.



- 1.5. *Remote Work Agreements* are outside of extenuating circumstances such as Public Health orders or other legislated emergencies. Critical situations are an unexpected, undefined and an evolving situation that forces all employees or a large percentage of employees to work from home or some other location. Remote working in critical situations may be mandatory as opposed to optional. Such situations are temporary by nature and temporary remote working arrangements are understood not to alter the nature or typical working arrangements of any job. Critical situations may require remote work to be performed even for jobs that might not otherwise be suited for remote work. In these situations, this Administrative Procedure will apply to all employees.

2. Principles Governing Remote Work

- 2.1. Remote working arrangements are voluntary, and employees may request to perform some of their duties remotely, as applicable to the specific role. Unless required to do so in critical situations, employees are not required to participate in remote working arrangements.
- 2.2. The applicable supervisory officer or manager will determine role eligibility for remote work based on (1) job description of the role, (2) performance expectations, and (3) the ability to carry out job responsibilities remotely.
- 2.3. For a role to be eligible for remote work, the resources required by the employee to perform their job must be easily transferable or available in electronic format.
- 2.4. Remote work arrangements shall not be flexible or undertaken on an ad hoc basis. Employees authorized to work remotely shall select a maximum of two scheduled days per week for remote work arrangements and shall commit to the work schedule.
- 2.5. No employee may request to work remotely on both a Monday and a Friday.
- 2.6. There will be no additional remote working days offered in lieu of an employee's remote working day(s) that may fall on a statutory holiday, mandatory closure day or if the employee is recalled to the worksite for any reason.
- 2.7. When scheduling remote working days, no department shall have more than 50% of employees working remotely on any given day.
- 2.8. The appropriate supervisory officer or manager shall schedule remote working days for employees for eligible roles to ensure continued high levels of service to the Board community. Such schedules are dependent on operational needs and may not be able to accommodate individual employee's requested remote working days. All parties must be flexible in scheduling remote working days.
- 2.9. When enacted, the *Remote Work Agreement* shall be documented through a Remote Working Agreement (HRS.300.26.F02) between the employee and the Board.
- 2.10. The supervisory officer or manager may modify or revoke remote work arrangements at anytime with reasonable notice to the employee, where possible.
- 2.11. Employees shall not have any expectation that a role previously approved for remote work will be extended or continue in the same manner.
- 2.12. As referenced in the Board's Electronic Monitoring Administrative Procedure 400.18AP, there is no expectation of privacy in using Board technology while working remotely. The Board may monitor and access electronic communications, internet history/traffic, files, documents, and overall system use. The monitoring mechanisms ensure the system's integrity and compliance with Board policies and procedures.
- 2.13. Professionalism, privacy, and confidentiality must be maintained while working remotely. Employees conducting work remotely must continue compliance with all Board policies and Administrative Procedures.



3. Performance Expectations

- 3.1. The Board expects employees authorized or assigned to remote work to maintain the same level of service, communication and responsiveness to the Board community while working remotely.
 - 3.1.1. Employees conducting work remotely must continue to meet performance expectations set out by their supervisor and remain accountable to their direct supervisor and/or management through regular check-ins and updates. Employees will need to engage with their supervisor and participate in their performance appraisal on site and in person unless otherwise directed by their supervisor.
 - 3.1.2. The direct supervisor will clearly outline all employee duties, responsibilities and expectations associated with the remote work arrangement.
 - 3.1.3. The direct supervisor will schedule regular check-ins with employees engaged in remote work.
- 3.2. Employees working remotely will be subject to the same performance evaluation process as employees working in-person at Board sites.
- 3.3. Employees working remotely will be expected to complete their work during standard Board working hours as agreed upon with their supervisor.
- 3.4. Employees engaged in remote work must make themselves accessible via email, virtual meetings, or phone (as applicable) during standard work hours.
- 3.5. Employees working remotely must maintain a minimal standard related to an acceptable dress code and personal appearance and are expected to present themselves on video as they would in an in-person meeting.
- 3.6. Employees working remotely are expected to ensure the background visible during meetings is professional and that background noises are appropriate.
- 3.7. Supervisors may remove remote work arrangements where employees working remotely fail to meet performance and/or accessibility expectations.

4. Employee Health and Well-Being

- 4.1. Availability of a flexible work option such as remote work, where practical, can support positive employee well-being.
- 4.2. The Board recognizes the importance of work-life balance and the challenges that remote work may present to employees regarding this balance.
 - 4.2.1. Supervisors must encourage employees engaged in remote work to take breaks and enjoy personal activities when not scheduled to work.
 - 4.2.2. Employees engaging in remote work are advised to maintain regular contact with colleagues, family, and friends to reduce any feelings of loneliness or isolation.
- 4.3. Employees experiencing difficulties while working remotely are reminded to contact their supervisor or access well-being resources including the Employee Assistance Program (EAP).

5. Attendance Reporting

- 5.1. Employees engaged in remote work must report to work and/or report time worked in accordance with their collective agreement or terms and conditions of employment.
- 5.2. Employees working remotely who are sick or unable to work must notify their manager/supervisor as soon as possible and in the same manner as they would when working in-person.
- 5.3. Employees working remotely who are sick or unable to work may access sick leave, short-term disability leave or an unpaid leave of absence where available and eligible and as applicable.



6. Workplace Safety, Work-Related Injuries and Reporting

- 6.1. The employee should designate a private, clean, and safe space in their residence or other remote work site, as applicable, for remote working.
- 6.2. Employees working remotely will ensure their workplace is free from hazards at all times, and will maintain sufficient lighting, ventilation and safety equipment (e.g., smoke and carbon monoxide detectors).
- 6.3. Prior to commencing remote work, employees will complete a Workspace Safety Compliance Checklist (HRS 300.28.F01) and submit it to their manager/supervisor. This checklist is to be reviewed and re-submitted at least annually or when a significant change in the employee remote working location changes (i.e., employee moves houses or remote working locations).
- 6.4. Employees working remotely must complete annual safety training applicable to their role either in-person or online.
- 6.5. Employees working remotely must not host work-related, in-person meetings at any non-Board remote site. All such meetings should be conducted through video conferencing, phone or in-person at a Board site.
- 6.6. The Board is not responsible for any injuries not related to work that occur at a remote work location.
- 6.7. The Board is not responsible nor liable for any injury or accident to family members, visitors or others in the employee's remote work location.
- 6.8. An employee who sustains a workplace accident or injury while engaged in remote work must comply with the Board's reporting requirements for any work-related accident.

7. Board Resources and Compliance

- 7.1. Employees conducting remote work shall receive Board resources to perform their duties remotely, such as a laptop, software applications, and access to the virtual private network (VPN). The supervisor shall determine the resources necessary.
- 7.2. For further clarity, the employee, at their own expense, will be responsible for their off-site work location. Employees will receive similar resources and equipment as if they are working at a Board-site. The Board will not provide additional equipment or furniture for an employee's off-site location (e.g., monitors, chairs, printers, desks, etc.).
- 7.3. Employees engaged in remote work shall ensure, at their own expense, continuous access to reliable and secure internet during regular working hours. The Board shall not be responsible for the installation, maintenance, or costs of residential internet services to facilitate remote work.
- 7.4. Employees engaged in remote work are responsible for checking voicemail on a regular basis.
- 7.5. The manager shall maintain and share updated phone contact lists for all staff who are working remotely.
- 7.6. Access to the Board's VPN is via Board-owned devices only.
- 7.7. Employees conducting remote work must only use Board-supplied VPN access mechanisms to access Board resources and services protected by the Board's firewall. Use of any other VPN services to access Board services is prohibited.

8. Records Management and Protection of Privacy

- 8.1. Employees working remotely remain bound to the Board's confidentiality agreement enacted upon hiring and shall comply with [OPS 400.13.P - Records and Information Management](#) as well as all Policies and APs related to Freedom of Information and Protection of Privacy.
- 8.2. Content created or modified will be done only on a Board-owned or approved encrypted device. Employees working remotely will use secure Wi-Fi connections when browsing the internet or creating content.



- 8.3. Employees engaged in remote work will minimize the amount of paper files and hardcopy materials removed from Board work sites.
- 8.4. Confidential or sensitive files should not be printed in hardcopy at non-Board remote sites, including at a private residence.
 - 8.4.1. Where necessary, for remote performance of duties, materials containing sensitive or personal information must be kept confidential and not exposed to unauthorized individuals, including family members or other individuals in the same remote work location.
 - 8.4.2. Confidential or sensitive files must be accessed electronically through the Board's approval systems or software. Secure or sensitive data must never be downloaded or transported through any means such as a USB flash drive between sites.
- 8.5. Employees working remotely will be responsible for making sure unauthorized individuals do not use or damage Board-owned devices.
- 8.6. Employees engaged in remote work will be responsible for safeguarding the confidentiality, integrity, and availability of Board information in their possession.

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

Prepared by: Phil Wilson, Superintendent of Education
Presented to: Policy Committee
Submitted on: February 13, 2023
Submitted by: Michael McDonald, Director of Education & Secretary

Equity and Inclusive Education #200.23 Public Session

BACKGROUND INFORMATION:

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

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

DEVELOPMENTS:

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

The Policy and Administrative Procedure has been aligned with:

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

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

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

RECOMMENDATION:

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



Policy: Equity and Inclusive Education

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

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 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 are explicitly stated in all Board policies, programs, curriculum, guidelines, operations, practices, and Board Improvement Plans.
- Ensure that principles of equity and inclusive education 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.



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- 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 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.

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.



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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.
- 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.

References

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

Glossary of Key Policy Terms:

Bias

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

Implicit Bias

Bias as a product of associations learned through past experiences.

Explicit Stereotypes

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



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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.



ADMINISTRATIVE PROCEDURES

1.0 Board Policies, Program, Procedures and Practice

1.1 The Superintendent of Education will:

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

1.2 The Principal/Vice-Principal will:

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

2.0 Shared and Committed Leadership

2.1 The Superintendent of Education will:

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

2.2 The Principal/Vice-Principal will:

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

3.0 School-Community Relationships

3.1 The Superintendent of Education will:

- Ensure that existing board-wide committees represent the diversity of the wider community.
- Review and deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.
- Expand community efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, and community organizations to ensure inclusion.
- Gather and use the knowledge, skills and experience of Board community partners to enrich the total educational and career experiences of staff, students and volunteers.



- Develop a database of information that establishes the diversity of communities based on self-identification.
- Collect ongoing data from the community to ensure policies and procedure are having a positive impact on the community.

3.2

The Principal/Vice-Principal will:

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



4.0 Inclusive Curriculum and Assessment Practices

4.1 The Superintendent of Education will:

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

4.2 The Principal/Vice-Principal will:

- Review, along with staff, assessment and evaluation practices to identify and address systemic bias.
- Ensure teaching practices, curriculum and assessment are culturally reflective of and responsive to the students they teach and 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 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 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.
 - encourage open discussion of the prohibited grounds of discrimination under the Code in society, the community and the school.
 - engage students as active participants in their learning (i.e. students seeing and hearing themselves in curriculum; gender specific teaching practices; culturally relevant and responsive pedagogy; research-based practices in assessment and evaluation).
- Ensure that the provincial report card templates for Grades 1 to 6 and Grades 7 and 8 have been updated to reflect the new direction described in *Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020*.



- Assist in mitigating educator bias on evaluation of social-emotional learning skills in relation to particular groups of students (e.g., Black, Indigenous, racialized, male/female, students with varying abilities).

5.0 Religious Accommodation

5.1 The Superintendent of Education will:

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

5.2 The Principal/Vice-Principal will:

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

6.0 School Climate and the Prevention of Discrimination and Harassment

6.1 The Superintendent of Education will:

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

6.2 The Principal/Vice-Principal will:

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

7.0 Professional Learning

7.1 The Superintendent of Education will:

- Ensure that connections are made related to equity and inclusion, Catholic social teachings and the Ontario Catholic School Graduate Expectations.
- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff and trustees to participate in equity and inclusive education training and leadership initiatives.
- Provide antiracism and antidiscrimination training that examines power and privilege, including



- training in prevention and early intervention strategies to all staff.
- Ensure that training includes information on cross-cultural differences and exceptionalities and provide strategies on how to mitigate discipline.

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.
- Build staff capacity in understanding the connection between Catholic social teaching and equity and inclusion.
- Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
- Develop equity initiatives and provide timely and specific feedback that will further school-wide equitable practices.

8.0 Accountability and Transparency

8.1

The Superintendent of Education will:

- Embed the principles of equity and inclusive education into all Board policies, programs, guidelines and practices.
- Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners and volunteers and post it on the Board's website.
- Seek and use feedback to improve the Equity and Inclusive Education Policy, in the spirit of continuous improvement aligned with the policy review cycle.
- Engage Board and school teams in school improvement planning with emphasis on using data including student voice to identify and remove barriers to student achievement, to raise awareness about discriminatory practices, and to encourage conversations and collaborative actions about racism and other equity issues.
- Collaboratively create an Equity and Inclusive Education Action Plan to establish processes to monitor progress and assess effectiveness of policies, programs and procedures aligned with the plan.
- Establish processes to monitor progress and assess effectiveness of policies, programs and procedures.
- Report on the progress of implementation of the strategy and its impact on student achievement using specific criteria.
- Ensure that the transparency of the Identification, Placement and Review Committee (IPRC) process informs and supports parents through this process.

8.2

The Principal/Vice-Principal will:

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



Glossary of Key Policy Terms:

Equity

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

Inclusive Education

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

Ontario Human Rights Code (“the Code”)

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

Religious Accommodation

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

References

Statutory/Regulatory References

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

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

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

Ontario's Equity and Inclusive Education Strategy

Ontario's Education Equity Action Plan

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

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

Related Board Policy

Opening and Closing Exercises Administrative Procedure 200.11

Student Behaviour, Discipline and Safety 200.