



**Policy Committee Meeting
Wednesday August 28, 2024 ♦ 3:00 p.m.
Boardroom**

Trustees:

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

Senior Administration:

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

1. Opening Business

- 1.1 Opening Prayer
- 1.2 Attendance
- 1.3 Approval of the Agenda
- 1.4 Approval of Minutes from the Policy Committee Meeting – February 20, 2024 Pages 3-7
- 1.5 Business Arising from the Minutes

2. Committee and Staff Reports

- 2.1 Performance Appraisal for Non-Teaching Staff #300.06 Pages 8-22
Presenter: Kevin Greco, Superintendent of Education
- 2.2 Environmental Stewardship Committee #500.02 Pages 23-29
Presenter: John Della Fortuna, Superintendent of Education
- 2.3 Catholic School Advisory Council #200.31 Pages 30-38
Presenter: John Della Fortuna, Superintendent of Education
- 2.4 Catholic Family Life Program #200.03 Pages 39-42
Presenter: Lorrie Temple, Superintendent of Education
- 2.5 Catholic Code of Conduct: Positive Student Behaviour, Progressive Discipline and Safety #200.09 Pages 43-74
Presenter: Kevin Greco, Superintendent of Education
- 2.6 Information and Communications Technology Use #600.02 Pages 75-85
Presenter: John Della Fortuna, Superintendent of Education
- 2.7 Assessment Evaluation Grading and Reporting #200.42 Pages 86-89
Presenter: Lorrie Temple, Superintendent of Education
- 2.8 Digital Citizenship and Bring Your Own Device #600.34 Pages 90-91
Presenter: Lorrie Temple, Superintendent of Education
- 2.9 Smoke and Vape Free Environment #400.25 Pages 92-94
Presenter: John Della Fortuna, Superintendent of Education
- 2.10 Admission of Elementary Students #200.14 Pages 95-97
Presenter: John Della Fortuna, Superintendent of Education
- 2.11 Admission of Secondary Students #200.15 Pages 98-102
Presenter: John Della Fortuna, Superintendent of Education
- 2.12 Student Attendance #200.29 Pages 103-116
Presenter: John Della Fortuna, Superintendent of Education



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

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|-------------|---|---------------|
| 2.13 | Public Concerns #400.10
Presenter: John Della Fortuna, Superintendent of Education | Pages 117-121 |
| 2.14 | Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers #400.36
Presenter: John Della Fortuna, Superintendent of Education | Pages 122-128 |
| 2.15 | Trustee Code of Conduct #100.04
Presenter: Kevin Greco, Superintendent of Education | Pages 129-133 |
| 2.16 | Hiring Academic Staff #300.10 - To Be Distributed
Presenter: Mike McDonald, Director of Education & Secretary | |
| 2.17 | Rescinded Policies
Presenter: Mike McDonald, Director of Education & Secretary <ul style="list-style-type: none">• Remote Work #300.26 - To Be Distributed | |

Adjournment

Next meeting: September 2024



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Policy Committee Meeting Tuesday February 20, 2024 ♦ 4:30 p.m. Boardroom

Trustees:

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), John Della Fortuna, Kevin Greco, Lorrie Temple, Phil Wilson (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: Dennis Blake

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of February 20, 2024 meeting.

Carried as Amended.

2. Committee and Staff Reports

2.1 Practicum Responsibilities #300.38

Superintendent Greco presented the Practicum Responsibilities Policy. This policy establishes the appropriate guidelines for engaging in practicum placements for candidates from various faculties of learning for a variety of roles. Revisions include updated language, HR responsibilities around placements and vulnerable sector checks. Discussion regarding the placement process, approvals, geographical location of student placements across the board was had along with the number of years a staff member is in the role prior to a student being placed. Discussion regarding insurance requirements was had.

Moved by: Rick Petrella

Seconded: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the Practicum Responsibilities Policy #300.38 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



2.2 Pre-Employment Screening #300.18

Superintendent Greco presented the Pre-Employment Screening Policy. This policy applies to all persons who have received a conditional offer of employment, including former employees seeking re-employment by the Board.

Moved by: Carol Luciani

Seconded: Mark Watson

THAT the Policy Committee recommends that the Committee of the Whole refers the Pre-Employment Screening Policy #300.18 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Employee Expenses #700.04

Superintendent Keys presented the Employment Expenses Policy. This Policy and Administrative Procedure establishes and provides direction regarding the appropriate reimbursement of expenses incurred by employees while on Board business and applied to all staff making an expense claim, regardless of funding source. Remote work, employee groups who travel to and from various locations, and the approval process for out of province/country expenses was discussed.

Moved by: Bill Chopp

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Employee Expenses Policy #700.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.4 Trustee Expenses #100.10

Superintendent Keys presented the Trustee Expenses Policy. This Policy and Administrative Procedure was established and provides direction regarding the appropriate reimbursement of expenses incurred by trustees while on Board business and applies to all trustees making an expense claim, regardless of funding source. A request was made to have an amendment noted that the personal equipment range is updated to \$2500 from \$2000. An additional amendment was requested to have language included regarding outstanding costs of personal equipment after the Trustees term is complete. *"In addition, a Trustee is responsible for any unamortized cell phone/smart phone costs should they wish to retain it. Should the trustee not wish to retain the cell phone/smart phone it is returned at the end of their term. Based on exceptional circumstances, the Board of Trustees may waive the requirement for the reimbursement of unamortized costs of a trustee cell phone/smart phone."*

Moved by: Carol Luciani

Seconded by: Rick Petrella

THAT the Policy Committee recommends that the Committee of the Whole refers the Trustee Expenses Policy #100.10 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried as amended.



2.5 Smoke and Vape Free Environment #400.25

Superintendent Keys presented the Smoke and Vape Free Environment Policy. Throughout the creation of this new Policy and Administrative Procedure, content was reviewed in consultation with senior administration, facility services, administrators, other internal stakeholders, health unit partners (Brant County Health Unit and Haldimand-Norfolk Health Unit), and other school board policies and procedures. This Policy and Administrative Procedure is in line with the Smoke-Free Ontario Act. Discussion regarding the progressive discipline procedure in the schools was had.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the Smoke and Vape Free Environment Policy #400.25 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.6 Purchasing Cards #700.07

Superintendent Keys presented the Purchasing Cards Policy. The Board recognizes the need for staff to purchase certain low-dollar goods and services in an efficient and timely manner. The purpose of this Policy and Administrative Procedure outlines the expectations pertaining to the use of P-Cards and includes information on the acceptable use and limitations of Board P-Cards. The following amendments to the policy were requested: addition of eligibility among employee groups along with transaction and overall limits and the removal of trustees as p-card holders.

Moved by: Dennis Blake

Seconded by: Rick Petrella

THAT the Policy Committee recommends that the Committee of the Whole refers the Purchasing Cards Policy #700.07 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried as Amended

2.7 Integrated Accessibility #200.33

Superintendent Keys presented the Integrated Accessibility Policy. This Policy and Administrative Procedure establishes and outlines the Board's actions in response to the requirements of the Integrated Accessibility Standards Regulation (IASR) of the Accessibility for Ontarians with Disabilities Act (AODA), which includes mandatory accessibility standards that identify, remove, and prevent barriers for people with disabilities in five areas: Customer Service, Information and Communications, Employment, Transportation, and Design of Public Spaces. This Policy and Administrative Procedures now encompasses STU #200.32 – Integrated Accessibility Plan and incorporates administrative procedures STU #200.34 to STU #200.38 (inclusive). Discussion was had around accessible transportation requirements.

Moved by: Dennis Blake

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the Integrated Accessibility Policy #200.33 to the Brant Haldimand Norfolk Catholic District School Board for



approval.

Carried

2.8 Educational Field Trips and Excursion Policy #500.01

Superintendent Wilson presented the Educational Field Trips and Excursion Policy. This policy had a minor amendment made to allow for longer term planning for international excursions. The policy has been amended to allow Board approval of international excursions two years advance rather than one year. The following amendments were requested: Changing the wording from “shall” to “must” on pages 68 and 70 in sections 2.0, 4.0. along with anywhere else that is tied to educational curriculum. A request for an annual report/ review be brought to the Board along with completed copies of appendix A. In addition, on page 69 – remove grades 4-6 in overnight educational excursions.

Moved by: Mark Watson

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Educational Field Trips and Excursion Policy #500.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried as Amended

2.9 Supervised Alternative Learning #200.06

Superintendent Della Fortuna presented the Supervised Alternative Learning Policy. Policy revisions include the creation of a new appendix: Appendix B-Supervised Alternative Learning (SAL) Agreement Form. Discussion regarding the eligible age range for the Supervised Alternative Learning program was had.

Moved by: Rick Petrella

Seconded by: Bill Chopp

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

Carried

2.10 By-Law Changes

Director McDonald presented the proposed BHNCD SB By-Law Changes. As a result of some changes initiated by the Ministry of Education, *The Municipal Elections Act* and after conducting a review of the current bylaws with Executive Council; by-law changes include updating language throughout to note two students' trustees, updating the date of annual meetings and revising the policy renewal process to 30 days.

Moved by: Rick Petrella

Seconded by: Mark Watson

THAT the Policy Committee recommends that the Committee of the Whole refers the By-Law Changes to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

3. Trustee Inquiries



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Chair Dignard brought forward a request to have a prayer protocol developed for use across all Board committees, meetings, and for use within the schools.

Moved by: Chair Dignard

Seconded by: Rick Petrella

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

Carried

4. Adjournment

Moved by: Dennis Blake

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourns the February 20, 2024, meeting.

Carried

Next meeting: TBD – Boardroom

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

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

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

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

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

Key revisions to the Policy include:

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

RECOMMENDATION:

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



PERFORMANCE APPRAISALS FOR
NON-TEACHING STAFF
#300.06

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

POLICY STATEMENT:

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

APPLICATION AND SCOPE:

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

REFERENCES:

- [Education Act, R.S.O. 1990](#)
- [HRS 300.11.P - Hiring Non-Academic Staff](#)
- [HRS 300.18.P – Pre-Employment Screening](#)
- [HRS 300.19.P - Progressive Discipline](#)

FORMS:

- Form 1: Summative Report: *Management Staff Performance Evaluation Form*
- Form 2: Summative Report: *Non-Teaching Staff Performance Evaluation Form*

APPENDICES:

N/A

DEFINITIONS:

- Formative Evaluation:** ongoing communication between the evaluator and employee.
- Summative Evaluation:** the written report evaluating the performance of the employee against established standards.
- Under Review:** status of an employee subject to an individual improvement plan based on areas identified as unsatisfactory during the summative evaluation.
- Probationary Employees:** new hires to the Board are under probation for a period of time identified in the respective collective agreement, or terms and conditions of employment.
- Permanent Employee:** an employee that has successfully completed their probationary term.



ADMINISTRATIVE PROCEDURES:

1.0 Purpose of the Performance Appraisal Program for Staff

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

2.0 Documentation

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

3.0 Formative Evaluation

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

4.0 Formal Performance Appraisal - Summative Report

4.1 Frequency

- 4.1.1 Probationary: Employees receive a minimum of one performance appraisal summative report before the end of the probationary period.
- 4.1.2 Employees in Temporary Positions: For a permanent or casual employee in a temporary position outside of their own job classification for a period of six ~~four~~ (4) months or longer, a performance appraisal summative report will be prepared once prior to the conclusion of the assignment. A supervisor may conduct a performance appraisal for casual employees in shorter term assignments.
- 4.1.3 Permanent Employees: Minimum of one performance appraisal summative report every three ~~(3)~~ five (5) school years, recognizing that formative evaluation is on-going or at any time, the supervisor may deem it necessary to conduct a performance appraisal and summative report.
- 4.1.4 When a major change has occurred in the employee's job description, the supervisor may deem it necessary to conduct a performance appraisal and summative report.



4.2 *Responsibilities of the Appraiser*

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

5.0 Process for Conducting Summative Evaluations

5.1 *Pre-Evaluation Meeting*

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

5.2 *Observation*

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

5.3 *Summary Meeting*

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

5.4 *Under Review Status*



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

Managers (merged above)

The primary goal of the Performance Appraisal program is to maintain and improve employee/job performance. It is designed to assist the employee in knowing what is expected of them in terms of job performance and to provide corrective instruction in order to promote effective job performance. As well, it improves communication between the employee and the principal/supervisor by giving an opportunity to provide feedback to individual employees on their job performance. Performance appraisal evaluations can be used to assist in placement decisions and in planning the career development and growth of individual employees. It is also a useful tool in assessing staff training needs.

Formative Evaluation

In order to develop strengths and to recognize and to expand effective performance, each evaluator is expected to conduct observations and discuss these with the employee on an ongoing basis. If there is an area where major improvement is necessary, the evaluator should make specific recommendations in writing. Although written reports are not specifically required for formative evaluation, it should be understood that good communication between the evaluator and the employee is a necessary part of the process. Employees are encouraged to also bring forward suggestions for their development and/or concerns.

Summative Evaluation

At the periods of time specified in this program each principal/supervisor will evaluate the performance of the employee against the established standards of performance for the job and will provide a written summative report of this evaluation. Summative reports will be arrived at through the formative evaluation process. Performance standards must be made known to the employee before the evaluation process is conducted.

The evaluator shall discuss observations with the employee and shall provide written, dated copies of the report. The employee should sign the report to acknowledge receipt.

Evaluation Responsibility

1. In general terms and under normal circumstances, the person whose responsibility it is to supervise the employee will conduct the performance appraisal.
2. When there are special circumstances the supervisory officer responsible for the department/school may, at his/her discretion, assign another supervisor to conduct the evaluation (e.g. prolonged absence of the evaluator).
3. At the discretion of the principal, the vice-principal may be assigned the duty of the performance appraisal for all or some of the support staff assigned to his/her school.
4. A supervisor/principal will not conduct a performance evaluation on an employee who is a family member.

Frequency

Summative evaluations will be placed on file by evaluators as set out below:

Probationary Employees

- Minimum of one performance review summative report before the end of the probationary period.



Permanent Employees

- Minimum of one performance review summative report every three school years, recognizing that formative evaluation is on-going; or
- at any time deemed necessary by the supervisor; or
- when a major change has occurred to the employee's job description.

Process for Conducting Summative Evaluations

1. Managers/Supervisors will be evaluated based upon the requirements of the position as stated in the employee's job description.
2. Human Resources will provide each principal/supervisor with the names of employees due for performance review summative evaluation reports at the beginning of the school year.
3. Supervisors will meet with employees to advise that this is a period in which they will receive a summative performance evaluation report. The principal/supervisor will ensure that the employee has a copy of their job description and the board's *Performance Review program for Non-Teaching Staff*. As well, the principal/supervisor will review the job description and job expectations with the employee at the pre-evaluation meeting.

Employees will inform their principal/supervisor at the pre-evaluation meeting if they require accommodation for reasons of disability during the Performance Appraisal process. Once aware, the principal/supervisor will take into account an employee's accommodation needs during the process.

4. If required, the supervisor/principal will schedule observation dates at least two weeks prior, or at a mutually-agreed upon date.
5. The supervisor/principal will schedule and conduct a meeting with the employee to review and discuss the summative performance evaluation report. This meeting shall be conducted in a private room with a minimum notice period of two days.
6. At the conclusion of the performance appraisal discussion, the principal/supervisor and employee will discuss and agree upon goals that can be achieved by the employee within a reasonable period of time. The employee will be requested to complete the *Employee Comments* section and sign the form indicating acknowledgment that the discussion occurred and that he/she has read and received a copy of the evaluation report.

Brant Haldimand Norfolk Catholic District School Board Non-Teaching Staff Performance Appraisal Form

Employee Name: _____
 Supervisor's Name: _____

Position: _____
 Evaluation Period: _____

RATING SCALE

- 1 Unsatisfactory – Performance does not meet expectations.
- 2 Needs Improvement – Performance sometimes meets expectations.
- 3 Good – Performance meets requirements and satisfies the expectations of the position.
- 4 Very Good – Performance consistently meets and often exceeds expectations.
- 5 Excellent – Performance consistently superior and exceeds expectations.

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Job Knowledge & Skills		
Demonstrates an understanding of job duties and responsibilities as stated in the job description.		
Understands the job's relationship with and impact on other functions within the organization.		
Possesses the knowledge required to perform the job effectively.		
Possesses the technical skills required to perform the job effectively.		
Demonstrates an understanding of policies, procedures, statutes and regulations, as necessary, to perform the job.		
Formulates solutions effectively within the scope of the job.		
Quality/Quantity Of Work		
Completes work with minimal errors.		
Produces the expected volume of work in a timely manner.		
Demonstrates effective application of both technical and non-technical skills as required in the job description.		
Uses technology/resources available to achieve quality, service and productivity		

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Interpersonal Skills		
Demonstrates the ability to work effectively with people at all levels in the organization, including community partners. (e.g. shows respect, understanding, sensitivity, courtesy, cooperation , tact, and flexibility)		
Communicates effectively with people at all levels in the organization.		
Understands the role of listening in the communication process.		
Provides and receives feedback effectively at all levels of the organization.		
Maintains confidentiality at all levels of the organization.		
Planning & Organization		
Demonstrates the ability to organize the workload efficiently and effectively.		
Demonstrates the ability to establish and meet deadlines.		
Demonstrates the ability to establish and meet short and long-term goals.		
Possesses the flexibility to modify plans in order to meet changing needs and/or priorities.		
Decision Making		
Recognizes when a decision is needed and demonstrates the ability to make a sound decision.		
Evaluates known facts, develops a thoughtful plan of action and follows through.		
Recognizes when a higher authority should be consulted in respect to decision making.		
Initiative		
Is a self-starter in seeking responsibilities, work and new learning experiences		
Demonstrates the ability to work with minimal supervision.		
Recognizes and acts on opportunities.		
Innovation & Change		
Identifies, shares and is receptive to new ideas.		
Adapts to new situations.		
Helps others adapt to change.		

OVERALL RATING OF PERFORMANCE

- Unsatisfactory (Performance Improvement Plan required)
- Development Needed (Performance Improvement Plan may be required)
- Good
- Very Good
- Excellent

SUPPORTING EMPLOYEE DEVELOPMENT

1. Discuss and identify goals that can be achieved by the employee. ~~within a reasonable period of time.~~

2. ~~For Unsatisfactory and Development Needed Ratings, identify areas for development that will be addressed in the Performance Improvement Plan. recommendations for addressing performance issues.~~

EMPLOYEE COMMENTS

Supervisor's Signature

Date _____

Employee's Signature

The employee acknowledges that he/she has received and read the appraisal.

Distribution: Original: Personnel File

Copies: Employee
Principal/Supervisor

Brant Haldimand Norfolk Catholic District School Board Management Staff Performance Appraisal Form

Employee Name: _____
Supervisor's Name: _____

Position: _____
Evaluation Period: _____

RATING SCALE

- 1 Unsatisfactory – Performance does not meet expectations.
- 2 Needs Improvement – Performance sometimes meets expectations.
- 3 Good – Performance meets requirements and satisfies the expectations of the position.
- 4 Very Good – Performance consistently meets and often exceeds expectations.
- 5 Excellent – Performance consistently superior and exceeds expectations.

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Job Knowledge & Skills		
Demonstrates an understanding of job duties and responsibilities as stated in the job description.		
Understands the job's relationship with and impact on other functions within the organization.		
Possesses the knowledge required to perform the job effectively.		
Possesses the technical skills required to perform the job effectively.		
Demonstrates an understanding of policies, procedures, statutes and regulations, as necessary, to perform the job.		
Is able to formulate solutions effectively within the scope of the job.		
Quality/Quantity Of Work		
Work is completed with minimal errors.		
Produces the expected volume of work.		
Demonstrates effective application of both technical and non-technical skills as required in the job description.		
Uses technology/resources available to achieve quality, service and productivity		

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Interpersonal Skills		
Demonstrates the ability to work effectively with people at all levels in the organization, including community partners. (e.g. shows respect, understanding, sensitivity, courtesy, tact and flexibility)		
Communicates effectively with people at all levels in the organization.		
Understands the role of listening in the communication process.		
Provides and receives feedback effectively at all levels of the organization.		
Maintains confidentiality at all levels of the organization.		
Planning & Organization		
Demonstrates the ability to organize the workload efficiently and effectively.		
Demonstrates the ability to establish and meet deadlines.		
Demonstrates the ability to establish and meet short and long-term goals.		
Possesses the flexibility to modify plans in order to meet changing needs and/or priorities.		
Decision Making		
Recognizes when a decision is needed and demonstrates the ability to make a sound decision.		
Evaluates known facts, develops a thoughtful plan of action and follows through.		
Recognizes when a higher authority should be consulted in respect to decision making.		
Initiative		
Is a self-starter in seeking responsibilities, work and new learning experiences		
Demonstrates the ability to work with minimal supervision.		
Recognizes and acts on opportunities.		
Innovation & Change		
Identifies, shares and is receptive to new ideas.		
Adapts to new situations.		
Helps others adapt to change.		

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Suggests new procedures to increase efficiency of the position/department.		
Contributes new ideas and methods of dealing with problems.		
Health & Safety		
Demonstrates appropriate knowledge of health and safety practices/procedures in the workplace.		
Follows all safety rules, practices and procedures.		
Uses and maintains equipment properly.		
Supports safety by keeping the workplace clean and safe.		
Teamwork		
Promotes and demonstrates trust, mutual respect and a co-operative work environment.		
Balances the needs of the organization and team with one's own needs and desires.		
Supports teamwork through open and honest communication.		
Encourages and recognizes the contributions of others.		
Offers assistance to others.		
Demonstrates the ability to resolve conflict within the team.		
Demonstrates reliability/dependability		
MANAGEMENT LEVEL – This section evaluates the performance of the supervisory/management functions of the position.		
Delegation		
Delegates daily work assignments according to areas of expertise and responsibility, and consistent with established methods and procedures.		
Provides guidance and suggestions, when necessary.		
Encourages members of work groups to find own solutions to problems.		
Conducts follow-ups to ensure that work is completed accurately and on schedule.		
Leadership		
Sets high team standards.		
Establishes a focus and direction for the team.		
Creates a positive work environment.		
Develops a shared sense of purpose for the team.		
Motivates directly reporting employees.		

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Communication		
Passes supervisor's instructions to members of work groups and provides clear instructions regarding new projects and assignments.		
Keeps supervisor informed of work progress and any problems, which occur.		
Reports personnel difficulties to supervisor.		
Project Management		
Establishes project goals and milestones		
Develops procedures and systems.		
Defines roles and responsibilities.		
Determines project resources.		
Monitors project performance.		
People Development/Management		
Fosters growth and develops the abilities of employees.		
Provides guidance, support, feedback and coaching to employees.		
Defines roles and responsibilities.		
Trains new employees by explaining routines, work procedures, use of equipment or machinery, and explaining precedents and past decisions.		
Health & Safety		
Ensures that employees comply with the Occupational Health & Safety Act & Regulations.	Y / N	
Ensures that employees wear personal protective equipment when required.	Y / N	
Advises employees of potential or actual health and safety hazards of which the supervisor is aware.	Y / N	
Takes every precaution reasonable in the circumstances for the protection of the workers.	Y / N	
Additional Standards:		

Overall Performance:

OVERALL RATING OF PERFORMANCE

- Unsatisfactory (Performance Improvement Plan required)
- Development Needed (Performance Improvement Plan may be required)
- Good
- Very Good
- Excellent

SUPPORTING EMPLOYEE DEVELOPMENT

1. Discuss and identify goals that can be achieved by the employee. ~~within a reasonable period of time.~~

2. ~~For Unsatisfactory and Development Needed Ratings, identify areas for development that will be addressed in the Performance Improvement Plan. recommendations for addressing performance issues.~~

EMPLOYEE COMMENTS

Supervisor's Signature

Employee's Signature

Date _____

The employee acknowledges that he/she has received and read the appraisal.

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

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

ENVIRONMENTAL STEWARDSHIP AND EDUCATION #500.02 Public Session

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

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

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

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

RECOMMENDATION:

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



**Policy: Environmental Stewardship Committee
#500.02**

Adopted:	May 25, 2010
Last Reviewed/Revised:	March 11, 2024
Responsibility:	Superintendent of Education
Next Scheduled Review:	TBD

Purpose

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

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

Application and Scope

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

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

References

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

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



(2007) *Shaping Our Schools, Shaping Our Future—A Report of the Working Group on Environmental Education*
<http://www.edu.gov.on.ca/curriculumcouncil/shapingschools.pdf>

(2009) *Acting Today, Shaping Tomorrow—A Policy Framework for Environmental Education in Ontario Schools*
<http://www.edu.gov.on.ca/curriculumcouncil/ShapeTomorrow.pdf>

Relevant Legislation: Environmental Protection Act: Reg. 102/ 94 (Waste Reduction) and Reg. 103/ 94 (Source Separation Programs)

<http://www.search.e-laws.gov.on.ca/en/isysquery/b04b3f5e-181a-4608-876c-231b384c2595/1/frame/?search=browseStatutes&context=>

Appendices

- Appendix A—
- Appendix B—
- Appendix C—

Responsibilities

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

Department	Task	Deadline
Facilities Department	Annual Environmental Action Plan due to the Environmental Action Team.	February 1 st
Environmental Action Team	Recommendations to Facilities Department.	March 1 st
Facilities Department	Final Annual Environmental Action Plan communicated to Chair of Environmental Action Team.	April 1 st
Environmental Action Team	Final Annual Environmental Action Plan communicated to all departments, schools and sites.	April 5 th
Departments, Schools and Sites	Local departmental, school and site plans are due to the Environmental Action Team.	June 1 st
Environmental Action Team	Recommendations to departments, schools and sites.	June 30 th



Information

1.0 Environmental Action Plan – Best Practices

Pillar	Best Practices
<p>Waste Minimization</p>	<p>Ensure that waste management and recycling practices are followed. Reduce, rethink, reuse and recycle waste materials. Composting of appropriate waste. Litter-less lunches. Ensure a sufficient number of recycling boxes and/or totes is available to achieve maximum diversion. Support environmentally friendly activities with staff (reduce the amount of paper used – REDUCE PHOTOCOPYING AND PRINTING) Make environmentally responsible purchases by selecting products which are environmentally safe and recyclable and/or made from recycled materials.</p>
<p>Energy Conservation</p>	<p>Practices that reduce energy consumption. Turn off computers and lights when not in use. Model environmentally appropriate practices such as teaching students how to minimize their ecological footprint on the Earth. Support environmentally friendly activities and modes of transportation (i.e., carpooling, use of public transportation, walking and biking etc). Update older less efficient technology with energy efficient options. Use renewable energy sources such as solar panels and wind harnessing. Install motion sensor equipment for lighting.</p>
<p>Environmental Literacy</p>	<p>Foster collaborative opportunities for educators to develop and share activities, integrated approaches, and action research projects related to environmental education. Encourage innovative interdisciplinary programs that focus on the environment and include field components. Integrate in-service opportunities related to environmental education into staff development for all employee groups. Review existing board recognition programs for opportunities to include recognition of responsible environmental leadership. These responsibilities reflect a comprehensive approach to integrating environmental education into the curriculum, school culture, and operations, emphasizing sustainability, stewardship, and active engagement in environmental issues both within the school community and beyond.</p>
<p>Board-wide Greening</p>	<p>Encourage all school board personnel, the parent involvement committee, students, parents, and school councils to adopt and promote environmentally appropriate practices. Offer community-linked experiences and programs Share information about local resources Share links and partnerships with community organizations (such as non-profit organizations, businesses, farms, and industries).</p>



Pillar	Best Practices
<p>Waste Minimization</p>	<p>Ensure that waste management and recycling practices are followed. Reduce, rethink, reuse and recycle waste materials. Composting of appropriate wastes. Litter less lunches. Ensure sufficient number of recycling boxes and/or totes is available to achieve maximum diversion. Support environmentally friendly activities with staff (reduce the amount of paper used — REDUCE PHOTOCOPYING AND PRINTING) Make environmentally responsible purchases by selecting products which are recyclable and/or made from recycled materials. Select alternatives to products whose use and/or disposal can be harmful to the environment. Discontinue the purchase of non-biodegradable products. Encourage suppliers to minimize packaging when shipping supplies. Store and dispose of hazardous wastes properly. Reduction and eventual elimination of bottled water.</p>
<p>Energy Conservation</p>	<p>Practices that reduce energy consumption. Turn off computers and lights when not in use. Model environmentally appropriate practices such as teaching students how to minimize their ecological footprint on the Earth. Support environmentally friendly activities with staff (i.e., car pooling, use of public transportation, etc). Update older less efficient technology with energy efficient options. Use renewable energy sources such as solar panels and wind harnessing. Install motion sensor equipment for lighting. Encourage modes of transportation that are environmentally friendly (walking and biking).</p>
<p>Environmental Literacy</p>	<p>Provide opportunities to acquire knowledge and skills related to environmental education across all areas and encourage the application of this knowledge. Develop skills in systems thinking and futures thinking. Develop learning that will help our understanding of causes, the multiple dimensions, and the dynamic nature of environmental issues. Develop professional learning opportunities that emphasize effective practices that support learning about the environment. Encourage the use of information technology to access resources, connect with others, and create e-communities that focus on environmental issues. Encourage action research that promotes partnerships and the innovative implementation of environmental education concepts and principles. Create opportunities to address environmental issues in homes, the local community and the global level.</p>
<p>Board-wide Greening</p>	<p>Work with community partners to promote environmental awareness and foster working relationships that emphasize greening projects. Organize activities such as naturalization projects, as appropriate. Creation of community gardens. Environmental clean up days and tree planting.</p>



Administrative Procedures

2.0 The Environmental Stewardship Committee

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

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

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

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

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

~~The Board shall create an Environmental Action Team that shall review the annual environmental action plans for all departments, sites and schools. The team's membership is as follows:~~

~~One superintendent (or designate as Chair) One elementary school principal
One secondary school principal The Facilities Manager
One elementary school teacher One secondary school teacher One support staff person
One member from Student Senate~~



~~Other member(s) as deemed appropriate by the Chair of the team.~~

~~The purpose of the Environmental Action Team is to provide feedback to the system on the creation, implementation and monitoring of local plans. The feedback shall relate to a rubric that evaluates best practices for the system (Appendix A— Environmental Action Plan Rubric).~~

System Environmental Action Plans

~~The Facilities Department shall create an environmental action plan that is consistent with the Environmental Protection Act and the Ministry of Education direction on Environmental Education on an annual basis. The plan shall reflect the following four pillars: Environmental Literacy, Waste Minimization, Energy Conservation and Board-wide Greening. The Facilities Department plan is due to the Chair of the Environmental Action Team on or before February 1st.~~

~~The Environmental Action Team shall review the plan and make recommendations to the Facilities Department on or before March 1st. The Facilities Department shall make subsequent edits and revisions to the plan and release the final version of the annual plan to the Chair of the Environment Action Team by April 1st—the Chair of the Environmental Action Team shall release the Facilities Department plan to all sites and schools by April 5th.~~

~~All departments, schools and sites shall create an annual environmental action plan that is consistent with the Facilities Department plan (Appendix B— Sample Action Plan). All action plans shall be submitted to the Chair of the Environmental Action Team by June 1st. The Environmental Action Team shall review all plans and shall make recommendations to departments, schools and sites before June 30th.~~

~~Schools are encouraged to join the network of ECO Schools to assist in the development of their environmental action plans (<http://ontarioeecs>~~

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

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

Catholic School Advisory Councils #200.31 Public Session

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

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

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

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

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

RECOMMENDATION:

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



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Catholic School Advisory Councils

		Policy Number:	200.31
Adopted:	June 11, 2001	Former Policy Number:	n/a
Revised:	October 25, 2011 April 23, 2019 March 11, 2024	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	8

Belief Statement:

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

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

~~As a Catholic learning community, the Brant Haldimand Norfolk Catholic District School Board believes in the importance of the partnership of school, home, parish and community as a means of enhancing student success in a Catholic school environment. To support this partnership, each elementary and secondary school in the Board's jurisdiction shall establish a Catholic School Council which will act in an advisory capacity. The Council shall be supportive and in concurrence with the distinctive character, philosophy, and goals of Catholic education, as well as respectful of the faith and traditions of the Catholic Church.~~

Glossary of Key Policy Terms – N/A

References

- Education Act, R.S.O. 1990
- Fundraising and School Generated Funds Policy 700.05
- Ontario Regulation 612/00 School Councils and Parent Involvement Committees
- Ontario Regulation 613/00 Operations of Schools - General
- School Councils: A Guide for Members, Revised 2002
- Parents in Partnership: A Parent Engagement Policy for Ontario Schools 2010
- Parent Engagement Ontario: <http://edu.on.ca/eng/parents/involvement/>
- Planning Parent Engagement: A Guidebook for Parents and Schools CODE



**Catholic School Advisory Councils
AP 200.31**

Procedure for:	Principals, School Councils	Adopted:	June 11, 2001
Submitted by:	Superintendent of Education	Revised:	October 25, 2011
Category:	Students		April 23, 2019

Purpose

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

Responsibilities

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

Information

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

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

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

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

Procedures

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

1.1 Catholic School Advisory Council

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

- To promote Catholic faith and gospel values.
- To enhance the accountability of the education system to parents and improve pupil achievement through the active participation of parents.
- A Catholic School Advisory Council's primary means of achieving its purpose is to make recommendations in accordance with Ontario Regulation 612 to the principal of the school and the Board.



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

2.0 Makeup of a Catholic School Advisory Council

- The majority of the Catholic School Advisory Council must be composed of parents/guardians of students enrolled in the school (and a majority of the Catholic School Advisory Council must also be Roman Catholic). This may include a Chair, Vice-Chair, Secretary, Treasurer, and an appropriate number of Members at Large to create a majority of parent members. These positions are set out in the Catholic School Advisory Council's by-laws and the term of office is one year.
- The Board endeavours to have a Catholic parent in the role of chair of the Catholic School Advisory Council. The representative for the Regional Catholic Parent Involvement Committee will be a Catholic parent on the Catholic School Advisory Committee.
- All parent councils are required to develop by-laws setting out the operating rules for the council.
- Catholic School Advisory Councils are required to meet at least four (4) times during the school year. The first meeting must be within the first 35 days after elections on a date fixed by the principal of the school. A Catholic School Advisory Council is entitled to hold its meetings at the school and all meetings must be open to the public. A Catholic School Advisory Council meeting cannot be held unless a majority of the current members of the Council are present at the meeting and a majority are parent members.



- Employees of the Brant Haldimand Norfolk Catholic District School Board cannot serve as Chair or Co-Chair of the Catholic School Advisory Council. Anyone who is employed at the school may not be a parent member of the Catholic School Advisory Council. Anyone who is an employee elsewhere in the Brant Haldimand Norfolk Catholic District School Board may only be a parent member if they inform people of that employment.
- The principal shall, on behalf of the Catholic School Advisory Council, give written notice of dates, times and locations to each parent.
- Every school is required by law to hold Catholic School Advisory Council elections within the first 30 days of the school year and notice of elections must be given to all parents at least 14 days before the date of the election. Catholic School Advisory Council members must include:
 - The principal (or vice-principal), who is a non-voting member,
 - One teacher,
 - One non-teaching employee,
 - One student in secondary schools (optional for elementary schools),
 - One or more community representatives appointed by the elected council,
 - The Pastor or Parish designates, and
 - A representative from the recognized parent associations in the School Council Handbook of which OAPCE is one, as applicable.

3.0 Formation and Roles of a Catholic School Advisory Council

The officers of the council shall be:

- Chair
- Vice-Chair
- Secretary
- Treasurer

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

The members of the Catholic School Advisory Council shall:

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

4.0 Catholic School Advisory Council Chair

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

The Chair of the Council shall:

- Call council meetings in consultation with the principal.
- Prepare the agenda for council meetings in consultation with the principal.
- Chair council meetings.
- Ensure that the minutes of council meetings are recorded and maintained appropriately.



- Ensure that records of all meetings and financial transactions are kept for minimum of four years and made available at the school for examination without charge to any person from the Catholic school community.
- Participate in information and training sessions.
- Communicate regularly with the school principal in an effort to work co-operatively to improve pupil achievement and well-being.
- Ensure that there is regular communication with the Catholic school community.
- Work collaboratively with the members of the Council to prepare and submit an annual written report on the activities of the council, including fundraising, to the principal and the Board. Consult with senior board staff as required.
- Upon request, provide trustees with copies of the minutes of the meetings.
- In addition, the Chair shall act as spokesperson for the council and carry out such other duties as shall be required from time to time.
- Be a parent member of the committee but CANNOT be an employee of the Brant Haldimand Norfolk Catholic District School Board.

5.0 Catholic School Advisory Council Vice-Chair

The Vice-Chair shall:

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

6.0 Catholic School Advisory Council Secretary

The Secretary shall:

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

7.0 Treasurer

The Treasurer shall:

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



8.0 Committee Chair

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

9.0 Principal

- Attends all Catholic School Advisory Council meetings.
- Supports and promotes Catholic School Advisory Council activities.
- Seeks input from the Council in areas outlined as an advisory responsibility and provide responses to the recommendations.
- Acts as a resource on laws, regulations and Board policies.
- Provides information required by the Council to enable it to make informed decisions.
- Maintains regular communication with the Chair of the Council.
- Assists the Council in communication with the school community.
- Encourages the participation of parents and others within the school community.
- Ensures that copies of the minutes of the Council's meetings are kept at the school.

- Approves all printed materials distributed through the school.
- Financial statements and minutes from the previous meeting should be provided to all persons who attend each School Council meeting. These records must be kept at the school for seven (7) years and must be available for examination by any person without charge.

10.0 Elections

Parent Members:

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

11.0 Other Elections

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

12.0 Terms of Office

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

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

13.0 Vacancies

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

14.0 Officers

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



15.0 Meetings

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

16.0 Meeting Procedures

- At the first council meeting, the council shall elect a Chair from the parent members and may elect a Vice-Chair, Secretary and Treasurer.
- The council shall establish a meeting schedule (at least 4 meetings per year) and publicize these dates.
- The council will prepare, publish and communicate its goals, priorities and operational (by-laws) procedures which guide its activities.
- The Catholic School Advisory Council shall keep minutes of all its meetings and all of its financial transactions. The minutes and records shall be available for examination by any person.
- The Catholic School Advisory Council may form committees to carry out specific functions; however, every committee must include at least one parent member of council and is subject to the same requirements as regular council meetings.
- By-laws governing election procedures, filling vacancies, conflict of interest and conflict resolution processes must be established.
- Every Catholic School Advisory Council shall submit, annually in June, a written report on its activities including fundraising account, to the principal and the Board. The principal, on behalf of the council, must give a copy of the report to every parent.
- Members of Catholic School Advisory Council cannot receive remuneration.

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

17.0 Roles and Responsibilities

The Board will strive to:

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

Catholic School Advisory Council members should strive to:

- Attend every meeting, be punctual, respect agenda time limits and remain for the entire meeting.
- Make every effort to be a representative of the school community.
- Be entitled to one vote, in votes taken by the council should the council make recommendations to the principal and/or to the Board through a voting process.
- Respect each other's opinions and views.
- Consider an idea on its merit and not the personality or perceived desires of the presenter.



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- Generate trust among all members.
- Participate fully, raise questions, and not divert discussion into other areas.
- Evaluate the process of the meeting to improve its effectiveness.
- Maintain a sense of humour.
- Remember that silence means consent.

The principal and Catholic School Advisory Council shall ensure that:

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

Definitions – N/A

References

Education Act, R.S.O. 1990

Fundraising and School Generated Funds Policy 700.05

Ontario Regulation 612/00 School Councils and Parent Involvement Committees Ontario

Regulation 613/00 Operations of Schools - General

School Councils: A Guide for Members, Revised 2002

Parents in Partnership: A Parent Engagement Policy for Ontario Schools 2010 Parent

Engagement Ontario: <http://edu.on.ca/eng/parents/involvement/> Planning Parent

Engagement: A Guidebook for Parents and Schools CODE

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

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

Catholic Family Life Program #200.03
Public Session

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

The Institute for Catholic Education, alongside the Catholic Bishops of Ontario, released the new Family Life Education Curriculum for use in all Catholic Schools of Ontario, in late 2024 to coincide with the season of Advent. In addition, the Institute for Catholic Education, and the Catholic Bishops of Ontario, approved the use of a new resource to support bringing the curriculum to life in our Catholic schools entitled, Blessed & Beloved. The new curriculum is in effect September 2024 and the new resource will be rolled out annually², over the next four years, beginning with Grade 1. Fully Alive will still be used for Grades 2-8, until the new resources are developed. A separate resource will be shared with all educators, a concordance, noting how Fully Alive can be used to implement the new curriculum expectations within the new curriculum.

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

INFORMATION:

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

RECOMMENDATION:

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



Catholic Family Life Program

200.03

Adopted:	June 23, 2020
Last Reviewed/Revised:	April 2024
Responsibility:	Superintendent of Education for School Effectiveness
Next Scheduled Review:	April 2028

POLICY STATEMENT:

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

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

APPLICATION AND SCOPE:

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

1.1 Elementary

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

1.2 Secondary

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



1.3 Elementary/Secondary

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

REFERENCES:

- Assembly of Catholic Bishops of Ontario, [Statement from Bishop Ronald P. Fabbro-Bishop Miehm Letter to the Education Community](#)
- ~~Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Family Life Education~~ **replace**
- Institute for Catholic Education, [Ontario Catholic School Graduate Expectations](#)
- Ministry of Education, [Exemption from Instruction related to the Human Development and Sexual Health \(include this\)Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019 \(keep\)](#)
- ~~Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Religious Education~~ **change**
- [Ontario Catholic Secondary Curriculum Policy Document \(this is fine\)](#)
- ~~Ontario Conference of Catholic Bishops, Fully Alive (Grades 1-8) (this would come out)~~ <https://iceont.ca/elementary-resources/>



FORMS:

- There are no forms attached to this policy.

ADMINISTRATIVE PROCEDURES:

1.0 Reporting Requirements

1.1 Director of Education:

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

1.2 Superintendent of Education:

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

1.3 Student Achievement Consultant: Religion and Family Life:

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

1.4 Principals/**Administrators**:

- 1.4.1 To monitor the delivery of Catholic Family Life education programs.
- 1.4.2 To work in partnership with teachers in the delivery of Catholic Family Life education programs and follow up with parents/**families** where necessary.

~~1.5 Teachers:~~**Educators**

- 1.5.1 To teach the Catholic Family Life education program using only the prescribed curriculum and resources, which includes approved presenters for staff and/or students.
- 1.5.2 To integrate Catholic values and teachings in all subject areas.
- 1.5.3 To share a summary of the ~~Fully Alive~~ **Blessed & Beloved** education program including an approximate timeline of when specific units are to be taught with parents/**families** annually.
- 1.5.4 To send Family Life Unit letters to parents/**families** before each ~~theme~~ **unit** begins outlining what topics will be covered and suggestions for parent/**family** involvement.

1.6 Parents/**Families**:

- 1.6.1 To become familiar with the Family Life education program to enhance their ability to discuss their child(ren)'s learning.
- 1.6.2 To communicate with their child's ~~teachers~~ **educators**.
- 1.6.3 To ask relevant questions about their children's progress.

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

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

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

BACKGROUND INFORMATION:

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

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

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

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

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

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

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

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

DEVELOPMENTS:

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

Key revisions to the Policy include:

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

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

Related Policy Updates

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

400.25 Smoke and Vape-Free Environment

600.01 Electronic Communications and Social Media Use

600.02 Information and Communications Technology Use

600.34 Digital Citizenship and Bring Your Own Device

200.42 Assessment Evaluation Grading Reporting

RECOMMENDATION:

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



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

Adopted:	January 26, 2016
Last Reviewed/Revised:	January 26, 2021, September 2024
Responsibility:	Superintendent of Education
Next Scheduled Review:	September 2028

POLICY STATEMENT:

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

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

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

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

The Board Catholic Code of Conduct supports positive school climates that enhance the well-being and achievement of all students in the district and respects the human rights of all. All people are created



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

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

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

APPLICATION AND SCOPE

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

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

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

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



REFERENCES

[Ontario Human Rights Code](#)

[The Education Act](#)

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

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

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

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

[P/PM 123 Safe Arrivals](#)

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

[P/PM 128 The Provincial Code of Conduct and School Board Codes of Conduct](#)

[P/PM 141 School Board Programs for Students on Long-Term Suspension](#)

[P/PM 142 | School Board Programs for Expelled Students](#)

[P/PM 144 Bullying Prevention and Intervention](#)

[P/PM 145 Progressive Discipline and Promoting Positive Student Behaviour](#)

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

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

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

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

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

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

[200.29.P - Student Attendance](#)

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

[300.12.P – Volunteers](#)

[300.15.P – Police Records Check](#)

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

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

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

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

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

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

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

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

FORMS

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

APPENDICES

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

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

[Appendix C - Examples of Unacceptable and/or Illegal Use of Personal Mobile Devices and School Board Electronic Communications and Social Media](#)



[Appendix D - Suspension Appeal Guidelines](#)

[Appendix E - Expulsion Hearing Guidelines](#)

DEFINITIONS

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

Expulsion:

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

Bullying: aggressive and typically repeated behaviour by a pupil where the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:

- causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation or harm to the individual's property; or
- creating a negative environment at a school for another individual; or
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender identity, gender expression, race, disability, or the receipt of special education.

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

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

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

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

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

District Safe and Accepting Schools Team: This team focuses its attention on violence and bullying prevention and the creation of a safe, caring, inclusive, and healthy learning community for all. This



Board Policy and Administrative Procedure

team assists with the development, review, and revision process for the Catholic Code of Conduct, assessment of school climate survey data, and district-wide initiatives related to safe schools. It includes a wide variety of staff representatives and stakeholder groups.

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

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

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

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

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

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

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

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

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

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

SAP: Student Action Plan

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



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

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

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

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

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

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

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

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

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

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



address a behavioural incident, as a student moves through the renewal and re-entry phases of progressive discipline. On-going supports may be part of a student's gradual re-entry to ensure that they continue to move in a positive direction.

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

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated occurrences

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

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

ADMINISTRATIVE PROCEDURES

1.0 APPLICATION OF THE CODE OF CONDUCT

- 1.1** The Brant Haldimand Catholic District School Board interprets and applies the provisions of the Education Act, including its Regulations, in a broad and liberal manner consistent with the Ontario Human Rights Code, as well as other applicable laws and aligned practices. In a circumstance in which there is a conflict between provincial law (such as the Education Act), regulations, Policy Program Memoranda, school and Board policies and procedures, and the Ontario Human Rights Code, the Ontario Human Rights Code is deemed to be more important, and the inferior law, regulation, policy, or procedure must be applied in a manner consistent with the Ontario Human Rights Code (unless there is an explicit exception contained for such a circumstance). The principle of primacy of the Ontario Human Rights Code also requires Board policies and procedures to be interpreted and applied in a manner consistent with the Ontario Human Rights Code.

2.0 MINISTRY OF EDUCATION REQUIREMENTS

- 2.1** This policy includes the requirement set out in Policy/Program Memorandum 128 for school boards to "develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct".
- 2.2** This policy also includes requirements described in the Education Act, Ministry of Education Policy/Program Memoranda), and Ministry of Education documents, each as amended, including: Policy/Program Memorandum 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario schools, Policy/Program Memorandum



120 Reporting Violent Incidents to the Ministry of Education, Policy/Program Memorandum 144 Bullying Prevention and Intervention, and PPM 145 Progressive Discipline and Promoting Positive Student Behaviour and other related policies.

3.0 STANDARDS OF BEHAVIOUR

3.1 Respect, civility, and responsible citizenship

All members of the school community must:

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

3.2 Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying
- commit sexual assault or sexual harassment
- traffic in weapons or illegal drugs
- commit robbery, theft or extortion
- be in possession of any weapon, including firearms
- threaten or intimidate another person
- be in possession of alcohol, cannabis, and illegal drugs (for students, this would also include being in possession of electronic cigarette, tobacco, and nicotine products)
- use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products
- provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products
- inflict or encourage others to inflict bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by hate or bias
- commit an act of vandalism that causes damage to school property, to property located



- on the premises of the school or to the property of a member of the school community
- record, take or share non-consensual recordings or photos of members of the school community

4.0 EQUITY AND INCLUSIVE EDUCATION

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

5.0 THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

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

6.0 SAFE AND ACCEPTING SCHOOLS

6.1 District and School Level Safe and Accepting Schools Teams

- 6.1.1** It is a policy of the Board to establish a District Safe and Accepting Schools Team (DSAST) that shall develop, implement, and regularly review the Board's



Catholic Code of Conduct and the annual District Safe and Accepting Schools Plan.

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

7.0 BULLYING PREVENTION AND INTERVENTION

- 7.1** The Board will regularly review and revise its District Bullying Prevention and Intervention Plan (Appendix B) and require all its schools to annually review and revise their school plans.
- 7.2** The Board's Plan sets out the district response to bullying behaviours. It is intended to facilitate the school's implementation of the Board's Bullying Prevention and Intervention Plan within the Safe and Accepting School Plan, with a view to promote a school-wide approach to ensuring a safe, inclusive, and accepting school environment free of bullying, harassment, discrimination, and other inappropriate behaviour. Each school will align their school plan with the Board's plan and the Provincial framework.



- 7.3** Bullying is defined as aggressive and typically repeated behaviour by a pupil where, the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
- 7.3.1** causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation or harm to the individual's property; or
 - 7.3.2** creating a negative environment at a school for another individual; or
 - 7.3.3** the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender identity, gender expression, race, disability, or the receipt of special education.
- 7.4** For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.
- 7.5** For the purposes of the definition of "bullying" above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including:
- 7.5.1** creating a web page or a blog in which the creator assumes the identity of another person;
 - 7.5.2** impersonating another person as the author of content or messages posted on the internet; and
 - 7.5.3** communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
- 7.6** In the case of bullying, principals must suspend a student in (Grade 4-12) for bullying and consider referring that student for expulsion if:
- 7.6.1** the student has previously been suspended for bullying; and,
 - 7.6.2** the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person.
- 7.7** A whole school approach engages all key learning areas, all grades, and the wider community. All aspects of school life are considered, such as policies and procedures, curriculum, school climate, teaching and assessment practices, co-curricular and leadership opportunities.
- 7.8** The use of data is also a key factor. Data will be used to inform the development of bullying prevention and intervention plans, including the selection of evidence-informed programs and practices.
- 7.9** Principals will seek input from students, teachers and other staff, parents, guardians, volunteers working in the schools, school councils and the public when developing the bullying prevention and intervention plan.
- 7.10** The Board and school plans will communicate information regarding:
- 7.10.1** the different types of bullying, including cyber-bullying
 - 7.10.2** the myths and realities of bullying behaviour
 - 7.10.3** the difference between bullying, conflict, aggression, and teasing
 - 7.10.4** power and peer dynamics
 - 7.10.5** how biases, prejudice, and hate can lead to bullying
 - 7.10.6** identifying different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability.
- 7.11** The Board and its schools will provide learning and training opportunities for staff and students.



- 7.12 All BHNCD SB schools are required to participate in Bullying Prevention Week each year.
- 7.13 The Board will ensure that schools communicate a clear reporting process. Each school website will host an anonymous online reporting tool that is confidential, and accessible for students who are bullied, or witness bullying or witness other unsafe behaviours at school.

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

“God does not want us to feel chained to our devices.”

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

Student Use of Personal Mobile Devices

- 8.3 Restrictions to student personal mobile device use applies to all students enrolled in schools under the Ontario School Board jurisdiction, including during school hours, on school property, during school-related activities, and on school-provided transportation. All members of the school community must not use personal mobile devices during instructional time except under the following circumstances:
- For educational purposes, as directed by an educator.
 - To support special education needs (*parent(s)/guardian(s) must notify the school administration using the approved accommodation process and provide appropriate documentation for such exemptions*).
 - For health and medical purposes (*parent(s)/guardian(s) must use the board-approved process to request any exemption*).
- 8.4 ***Activities That Are Prohibited During All School Related Activities:***
- 8.4.1 Appendix C provides a partial list of examples (which is not exhaustive) of activities that are unacceptable and/or illegal.
- 8.5 ***Enforcement of Student Use of Personal Mobile Devices***
- 8.5.1 Students are expected to comply with this policy and adhere to all standards of behaviour within the Catholic Code of Conduct. Any student who repeatedly fails to store personal mobile devices out of view and powered off (or set to silent mode) during instructional time and/or or uses a mobile device in a prohibited area or inappropriately, as determined by the educator, are subject to progressive discipline.
- 8.6 Students are encouraged to leave their personal devices at home. In the event of an emergency, communication to a student, or from a student, can be achieved in the main office. The Board is not responsible for lost, stolen or damaged student personal devices.

Students in Grade 9 to 12



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

Students in Kindergarten to Grade 8

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

Access to Social Media on Board Networks and Devices

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

- 8.16** Pope Francis reminds us that we must be true to one another online. Considering the way that social media conversations, even among Christians, can too often unfold, he notes, "A fulsome commitment to truth always implies a concern for the Personhood of the other."
- 8.17** Pope Francis also notes that, "Social media platforms benefit financially from keeping people online as long as possible; these platforms have learned that one way of doing so is to continue to feed us information and perspectives that we already agree with".
- 8.18** Time spent online not only negatively impacts deepening relations with close family and friends, but also cuts into the time we spend in prayer, exercise, civic activity, nature, sleep,



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and the other goods of life. Over a decade ago, Benedict XVI noted that “If the desire for virtual connectedness becomes obsessive, it may in fact function to isolate individuals from real social interaction while also disrupting the patterns of rest, silence and reflection that are necessary for healthy human development.”

- 8.19** All social media platforms are restricted on all Board/school networks and devices. Social media platforms can only be used by students at school for educational purposes, directed by an educator. BYOD and guest networks also comply with the requirements of PPM 128, including restrictions on social media.
- 8.20** Social media in this context is generally defined as interactive technologies including websites, platforms and applications that facilitate and enable users to create, share, and interact with content, and to connect and communicate with other users or publicly. Examples of social media platforms and apps include Snapchat, Instagram, TikTok, Facebook, X (formerly Twitter), Discord, and similar services that facilitate social interaction and content creation and sharing.
- 8.21** With technology constantly evolving and the differences in definition for social media across the industry and amongst providers of network and security technologies, the Board will continually manage the “restriction list”. The Board’s restriction list primarily considers the platforms and apps that are impacting student participation the most, and of greatest concern as it pertains to student well-being.
- 8.22** In general, blogs are different from social media and are not included in the restrictions. However, the Board will monitor the status of all platforms on its school networks and devices and make appropriate and informed decisions on restrictions.
- 8.23** The Board understands that some social media platforms may be used by staff in a targeted way for specific learning, pedagogy, and operational purposes.
- 8.24** Specific social media platforms remain an important communication tool for schools and the Board to communicate timely information to parents, guardians, and the public.
- 8.25** Board and school staff using apps and technology are to be trained on privacy, cyber security, and online safety best practices as well as any related school or board policies (e.g., Acceptable use of IT Policy).
- 8.26** Where an exemption to the restriction exists, the educator would oversee the use of the platform in the classroom/school, providing the necessary oversight, guidance, and direction for how the platform would be used for educational purposes.
- 8.27** Users of personally owned devices shall make no attempts to circumvent the board/school’s network security and/or filtering policies. This includes setting up proxies and downloading programs to bypass security. Students in contravention of the Catholic Code of Conduct in this regard will be subject to discipline.

Elementary and Secondary Provincial Report Cards

- 8.28** Beginning in the 2024-25 school year, Elementary and Secondary Provincial Report Cards will include information regarding classroom distractions. Consistent with all progress reporting, comments are supportive of students’ ongoing development of learning skills and work habits as outlined in Growing Success (2010) and assessment, evaluation and reporting practices and procedures are fair, transparent, and equitable for all students.
 - 8.28.1 Elementary:** Where applicable, information on how classroom distractions, including those related to the use of personal mobile devices, are impacting a student’s progress will be captured within the section of the report card reserved for comments on



learning skills and work habits.

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

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

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



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

10.0 PROGRESSIVE DISCIPLINE

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

11.0 PROGRESSIVE DISCIPLINE STRATEGIES

- 11.1** Progressive Discipline exists at all times for all students.
- 11.2** The application of progressive discipline ensures consistency in process while affording a differentiated response to suit the individual and circumstance of the incident. The appropriate response to challenging behaviours may take the form of an intervention, a support, a consequence, or all three.
- 11.3** In some circumstances, positive practices and progressive discipline might not be effective or sufficient in addressing inappropriate student behaviour. In such circumstances, the Board supports the use of progressive discipline consequences up to and including suspension, or expulsion from all schools of the Board (as per the Education Act sections 306 and 310 and reflective of Ontario Regulation 440/20 regarding the Suspension of Elementary School Pupils).
- 11.4** For students with special education and/or disability related needs, interventions, supports and consequences will be consistent with the expectations in the students' individual education plan (IEP) and /or his/her demonstrated abilities.



- 11.5** Some examples of consequences consistent with progressive discipline (not including suspension or expulsion) include:
- verbal/non-verbal messages from teacher or adult in authority
 - review of expectations
 - contact with the student's parent(s)/guardian(s)
 - written work assignments with a learning component;
 - assigning the student to volunteer services to the community
 - conflict mediation and resolution
 - peer mentoring
 - referral to counseling
 - consultation meeting(s) with the student's parent(s)/guardian(s), the student and the Principal/Vice Principal
 - referral of student to a community agency for support
 - detentions
 - withdrawal of privileges
 - temporary withdrawal from class
 - restitution for damages; and/or
 - restorative practices, circles, and dialogues
 - re-location within the classroom or learning environment
 - reflective conversations with student, to help student develop alternative behaviours
 - collaboration with other school personnel (school SERT, support agencies)
 - peer mediation
 - support from local Police

12.0 ENFORCING THE CATHOLIC CODE OF CONDUCT

- 12.1** The Board is committed to a responsive, progressive, and restorative approach to conflict resolution, discipline, and inappropriate student attitudes and behaviours. This approach reflects our belief that we are all created in the image and likeness of God and that everything we do is guided by our Gospel values.
- 12.2** When a challenging behaviour occurs, the principal ensures due process and equitable and just treatment for all involved in the incident. This treatment is predicated on the understanding that equitable and just processes consider mitigating and other factors as required by the Education Act.
- 12.3** Before applying any progressive discipline consequence, including suspension and/or expulsion, the Principal/Vice-Principal shall consider whether or not the progressive discipline consequence might have a disproportionate impact on a student protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the student's disadvantaged position in society, and whether or not accommodation to the point of undue hardship is required. (Where the Principal deems that a student's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate).
- 12.4** Before deciding whether to impose a suspension, or some other form of discipline, a Principal or Vice-Principal will make every effort to consult with the student, where appropriate, and the student's parent(s)/guardian(s) (if the student is not an adult) to identify whether any mitigating and/or other factors set out in section 15.0 below might apply in the circumstance.



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- 12.5** When enforcing the Catholic Code of Conduct at the classroom, school, and board level, staff will undertake a broadly collaborative process in determining the most appropriate response to address a challenging behaviour. This process involves consultation with parents/guardians. However, the final decision rests with the principal and/or designate.
- 12.6** Using collaborative and reflective practice when determining the response to inappropriate behaviour ensures that:
- schools promote the safety of all and emphasize the importance of promoting positive change for students who struggle with challenging behaviours;
 - schools support the classroom teacher or other staff in addressing minor or moderate incidents through progressive discipline; and,
 - the principal leads a consultative decision-making process for serious or severe incidents.

13.0 DEFINING THE INCIDENT UNDER THE EDUCATION ACT

- 13.1** When a serious student incident is reported, the principal will consider what type of intervention and/or progressive discipline is warranted, if any, to help ensure a positive school climate.
- 13.2** When a principal contemplates progressive discipline including possible suspension and/or expulsion, the principal will start by defining the infraction under the Education Act. The table below lists infractions according to whether they fall under Section 306 or 310 of the Education Act.
- 13.3** Section 306 of the Education Act mandates when the principal **SHALL CONSIDER** issuing a suspension.
- 13.4** Section 310 of the Education Act mandates when the principal **SHALL ISSUE** a 20-day suspension pending investigation into expulsion. All final decisions shall be made in consultation with the Superintendent (or designate).

Section 306 – <u>Shall Consider</u> Suspension (Grade 4-12 students only)		Section 310 – <u>Shall Suspend</u> pending possible Expulsion (All students)	
Code	Infraction	Code	Infraction
306-1	Uttering a threat to inflict serious bodily harm on another person	310-1	Possessing a weapon, including possessing a firearm
306-2	Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis	310-2	Using a weapon to cause or to threaten bodily harm to another person
306-3	Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis	310-3	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
306-4	Swearing at a teacher or at another person in a position of authority	310-4	Committing sexual assault
306-5	Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	310-5	Trafficking in weapons or in illegal drugs
306-6	Bullying	310-6	Committing robbery



306.7	Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board.	310.7	Giving alcohol or cannabis to a minor
306-7.1	Breach of Code of Conduct, BHNCD SB & School Policy	310-7.1	Bullying, if (i) the pupil has previously been suspended for engaging in bullying ¹ , and (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
306-7.2	Being under the influence illegal or restricted drugs, BHNCD SB and School Policy	310-7.2	Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
306-7.3	Habitual neglect of duty, BHNCD SB and School Policy	310.8	Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled
306-7.4	Opposition to Authority, BHNCD SB and School Policy	310-8.1	Any act considered by the principal to be a serious violation of the BHNCD SB or School Code of Conduct
306-7.5	Profanity/swearing, intimidation, BHNCD SB and School Policy	310-8.2	Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the BHNCD SB or to goods that are/were on BHNCD SB property
306-7.6	Possessing restricted drugs	310-8.3	A pattern of behaviour that is so inappropriate that the pupil's continuing presence in the school creates an unacceptable safety risk to other person(s) is injurious to the effective learning and/or working environment of others
306-7.7	Fighting/Violence, BHNCD SB and School Policy	310-8.4	Trafficking in restricted drugs
306-7.7	Inciting Violence and/or Hate, BHNCD SB and School Policy	310-8.5	Extortion

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

- 13.5.1 A principal shall consider whether to suspend a student if they believe that the student has engaged in any of the activities listed in section 306 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity may have a negative impact on the school climate.
- 13.5.2 A student in Grade 4 -12 may be suspended only once for an infraction, in any one incident, and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.
- 13.5.3 As per Ontario Regulation 440/20, a "...pupil in junior kindergarten, kindergarten



or grade 1, 2 or 3 shall not be suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the Act.”

- 13.5.4 Although Ontario Regulation 440/20, states that a pupil in junior kindergarten, kindergarten, or grade 1, 2 or 3 shall not be suspended under section 306 of the Act, the offence must still be reported to the principal and the principal must determine and put in place appropriate alternatives to discipline.

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

- 13.6.1 Subject to Ontario Regulation 440/20, and as detailed below, a principal shall suspend and may consider recommending an expulsion of a pupil if they believe that the pupil has engaged in any of the activities listed in Section 310 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate.
- 13.6.2 For infractions listed in Section 310 of the Education Act, if the principal believes that the student committed one of the infractions, the student shall be automatically suspended for 20 days pending expulsion and the school investigation commences.
- 13.6.3 In circumstances involving police, the principal may be required to halt their investigation pending approval by the police to resume.
- 13.6.4 There are five possible outcomes following the completion of the school investigation. All final decisions shall be made in consultation with the appropriate Superintendent.
1. The principal determines that the student is NOT responsible for the infraction. The student would return to school and the principal would withdraw the Suspension Pending Expulsion and expunge the student record of Suspension Pending Expulsion, even if the suspension has been served. A determination letter reflecting this outcome is issued.
 2. The principal determines that the infraction did occur, but there are mitigating factors relevant to the circumstances which lead to the principal’s decision to shorten the suspension to between 1 and 19 days, even if the suspension has already been served. A determination letter reflecting this outcome is issued.
 3. The principal determines that the infraction did occur, and the student receives a confirmed suspension of 20 days. However, there are mitigating factors relevant to the circumstances which lead to the principal’s decision not to recommend the student for expulsion. A determination letter reflecting this outcome is issued.
 4. The principal determines that the infraction did occur, and the principal is recommending expulsion from the student’s current school only. A determination letter reflecting this outcome is issued.
 5. The principal determines that the infraction did occur, and the principal is recommending expulsion from all BHNCDSB schools. A determination letter reflecting this outcome is issued.

13.7 Education Act, Section 310: Suspension, Investigation, And Possible Expulsion



(Students in JK-Grade 3)

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

14.0 SUSPENSIONS AND EXPULSIONS FOR BULLYING

14.1 Suspension of Students in Junior Kindergarten to Grade 3

- 14.1.1 As Per Ontario Regulation 440/20, discretionary (306) suspensions for students in junior kindergarten to grade 3 have been eliminated. Incidents of bullying involving students from junior kindergarten to grade 3 should be addressed with the appropriate positive behaviour supports in the school setting.
- 14.1.2 However, principals must suspend students in junior kindergarten to grade 3 for incidents of bullying if:
 - their continuing presence in the school creates an unacceptable risk to the safety of another person;
 - the bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor (for example, socio- economic status, appearance).
- 14.1.3 The principal may only suspend a student in junior kindergarten to grade 3 under section 310 of the Education Act for engaging in bullying if they have conducted an investigation respecting the allegations.

14.2 Suspension of Students in Grades 4 to 12



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

- the student has previously been suspended for bullying; and the student's continuing presence in the school creates an unacceptable risk to the safety of another person;
- the bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

15.0 THE THREE FACTOR ANALYSIS

15.1 Before determining the discipline, if any, the principal is required by the *Education Act and Ontario Regulation 472/07*, to consider any mitigating and other factors and whether the discipline will have a disproportionate impact on a student's rights under the protected grounds of the *Ontario Human Rights Code* and/or exacerbate any disadvantage the student may experience in society.

15.2 Where a principal does not suspend a student, a record of the incident believed to have occurred shall be properly documented and retained. If the student poses an unacceptable risk to the safety of themselves and/or to others in the school, the principal shall consult with their superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety and well-being of students, staff, and others in the school.

15.3 Once the offense has been defined under either Section 306 or 310 of the *Education Act*, three factors are used when considering the most appropriate response to address inappropriate behavior.

Factor 1: Consider the individual student and the circumstances including mitigating and other factors as outlined in the Education Act.

a. Mitigating Factors:

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

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

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

1. the pupil's history
2. whether a progressive discipline approach has been used with the pupil;
3. whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender identity, gender expression, or sexual orientation, or to any other harassment;



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

Factor 2: the nature and severity of the behaviour.

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

16.0 PROGRAMMING FOR SUSPENDED OR EXPELLED STUDENTS

- 16.1** It is the policy of the Board that programs that address discipline and safety be made available to support the ongoing education of students who have been suspended for six consecutive days or longer or who have been expelled.

17.0 RESPONDING AND REPORTING

Responding

- 17.1** Provided there is no immediate risk of physical harm to any individual, all staff members shall respond to any inappropriate student behaviour and/or behaviour that impacts negatively on school climate or for which a suspension and/or referral for expulsion may be warranted. This includes behaviour at any time at school and at any school-related event.
- 17.2** Appropriate action must consistently be taken by school staff to address behaviours that are contrary to Provincial, Board and School Codes of Conduct, which includes, but is not limited to, harassment and discrimination, bullying, swearing, malicious gossip, name-calling, sexist, homophobic or racial slurs, comments, jokes or teasing and defamatory or discriminatory electronic communication and postings, graffiti, vandalism and other behaviour that might cause a negative school climate.
- 17.3** Responses shall be timely, supportive, and sensitive, and made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration any special and/or disability related needs that the student might exhibit or about which the employee might be aware. Responses may include one or more of:
- asking the student to stop the behaviour;
 - identifying the behaviour as inappropriate and disrespectful;
 - explaining the impact of the behaviour on others and the school climate;
 - modelling appropriate communication;



- asking the student for a correction of their behaviour by restating or rephrasing their comments;
- asking the student to apologize for his/her behaviour or how he/she can correct/restore the situation (e.g., 'make it right');
- asking the student to promise not to repeat their behaviour;
- asking the student what they will do instead of repeating the behaviour;
- asking the student to explain why and how a different choice with respect to their behaviour would have been more appropriate and respectful; and
- where applicable, identifying the application of the Human Rights Code.

17.4 Unless the behaviour is such that it must be considered for suspension or expulsion, an appropriate response by staff is sufficient, and it is not required that these incidents be reported to the principal.

Reporting

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

18.0 VIOLENCE THREAT RISK ASSESSMENT PROTOCOL

- 18.1** Under certain conditions, students may need to undergo a Violence Threat Risk Assessment (VTRA) when their behaviours or other information confidently suggest they may be at risk of harming themselves or others.



- 18.2** Threat assessment is the process of determining if a threat-maker (someone who utters, writes, emails, and/or gestures a threat to harm a target or targets) does indeed pose a risk to the target or targets they have threatened.
- 18.3** All threat-making behaviours must be reported to administration. Administration, in consultation with the school team, will discern whether to activate the VTRA protocol.
- 18.4** During the VTRA process, information is obtained from multiple sources to develop an intervention plan to reduce the risk of violence.
- 18.5** The BHNCDSB VTRA Protocol is led by the school principals with the direct support of the school Social Worker.

19.0 SCHOOL TRANSFERS RELATED TO SCHOOL SAFETY

- 19.1** In the case where a student is being transferred to another school in order to preserve school safety the receiving school is required to coordinate a "transfer meeting" between the school from which the student is being transferred and the receiving school.
- 19.2** The purpose of the meeting is to put in place a transition strategy to identify any additional supports and resources the student may require.
- 19.3** The transfer meeting will include the school administrator, teachers and other support staff that will have regular direct contact with the student that is being moved, the student and the student's parent(s)/guardian(s).
- 19.4** The meeting must occur prior to the student being transferred or on the day the student is being transferred and must occur before the student attends class.
- 19.5** The receiving school must be in possession of the student's Ontario Student Record prior to the transfer meeting and will be used as part of the transfer meeting.
- 19.6** All participants in the transfer process will treat all information included within the transfer process as confidential.

20.0 RESPONSIBILITIES

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

- provide leadership to all members of the school community to ensure equitable opportunity to a safe, caring, inclusive, and healthy learning and work environment by developing policies that set out how Board facilities will implement and enforce the Catholic Code of Conduct and all other rules that promote and support respect, civility, Catholic service, responsible citizenship, safety, and the conditions necessary for an optimal learning and work environment for all;
- develop, implement, and monitor the Catholic Code of Conduct;
- seek input from the Parent Involvement Committee (RCPIC), the Special Education Advisory Committee (SEAC), Indigenous Education Council (IEC); parents/guardians/caregivers, students, staff members, and the community;
- promote the knowledge, skills, and attitudes necessary to ensure successful implementation of the Catholic Code of Conduct;
- provide professional development for system leaders to assist them in ensuring compliance with and enforcement of the Catholic Code of Conduct at the local school



level;

- provide guidelines to assist principals in developing, implementing, and monitoring their local Catholic School Code of Conduct to address specific local school-related needs;
- provide system-wide direction to embed Catholic moral imperatives, virtues and Gospel values while cultivating strong partnerships with parish and community partners;
- ensure that the Standards of Acceptable Behaviours the Catholic Code of Conduct are enforced in the schools;
- develop, implement and enforce procedures that address unacceptable behaviour of other persons, such as, volunteers and visitors;
- ensure a well communicated process for online reporting and documenting of a violent incident involving a student, as defined in PPM 120;
- annually communicate policies and procedures related to the Catholic Code of Conduct to all parents, students, staff, and other members of the school community;
- have procedures and protocols in place to meet the obligation to report concerning conduct to the relevant regulatory colleges (e.g., the Ontario College of Teachers, the College of Early Childhood Educators, etc.) under applicable legislation.

20.2 School Administration will:

- model servant leadership, cultivating an authentic safe, caring, and inclusive Catholic culture;
- model the standards of safety, respect, civility, and responsible citizenship;
- support the mission and spiritual theme of the Brant Haldimand Norfolk Catholic District School Board;
- promote the highest possible standards of conduct and special care for the most vulnerable;
- develop, implement and review the local Catholic School Code of Conduct and the Safe and Accepting Schools/Bullying Prevention and Intervention Plan in collaboration with all stakeholders;
- demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- hold everyone under their authority accountable for their behaviour and actions;
- communicate regularly and meaningfully with all members of their school community;
- prepare students for the full responsibilities of citizenship as outlined in the Ontario Catholic School Graduate Expectations.
- ensure consistent enforcement of school expectations using progressive discipline and other Board procedures;
- empower students to be positive leaders in their school and community and enable opportunities for student engagement and student voice;
- train school staff and monitor the implementation of progressive discipline;
- implement the BHNCD SB process for the reporting and monitoring of violent incidents and/or incidents that may lead to suspension and/or expulsion;
- cultivate and maintaining strong partnerships with parents/guardians, the local parish, and community partners.
- post Ministry of Education approved signage in school entrances and other visible places.



20.3 Teachers and School staff will:

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

20.4 Students will:

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

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

- embrace their role as the primary educator of their child(ren);
- support the efforts of school staff in maintaining a safe, inclusive, accepting, and



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respectful learning environment for all students;

- support the mission of the Brant Haldimand Norfolk Catholic District School Board and reinforce the importance of Catholic faith being embedded in every part of the school curriculum and ethos;
- take an active interest in their child's schoolwork and progress and communicate regularly with the school;
- help their child be appropriately dressed and prepared to attend school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Provincial, Board and School Codes of Conduct;
- insist their child follows the rules of behaviour and support them in doing so;
- assist school staff in dealing with disciplinary issues involving their child.

20.6 *Volunteers/Visitors/Community Partners will:*

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

20.7 *Police Services will:*

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

21.0 DELEGATION OF AUTHORITY

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

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



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- contact police in accordance with the School Board/Police Protocol and the Board's Emergency Response Protocols.

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

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

**INFORMATION, COMMUNICATIONS TECHNOLOGY USE
#600.02**

BACKGROUND INFORMATION:

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

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

DEVELOPMENTS:

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

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

RECOMMENDATION:

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



Information and Communications Technology Use #600.02

Adopted:	September 9, 2003
Last Reviewed/Revised:	September 28, 2021 July 7, 2024
Responsibility:	Superintendent of Education, Information/Technology
Next Scheduled Review:	May 2025

Policy Statement

~~The Brant Haldimand Norfolk Catholic District School Board (the 'Board') believes that the network, computer systems and associated resources provided by the Board are integral to the education environment and must be made available to students and staff for the purpose of student learning and the business of the Board. Further, the Board believes in the benefits that technology can bring to support its daily operating activities and student achievement. As a Catholic learning community, we commit to use these and all technologies in a manner, which is consistent with the Mission and Vision of Catholic education and the teachings of the Catholic faith.~~

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

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

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



Application and Scope

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

References

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

Forms

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

Appendices

- N/A



Definitions

Administrators: Principals and Vice-Principals in a school.

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

Computer Operations Personnel: Personnel employed to provide software and hardware support for computer systems such as the Manager of Information Technology, Network and Systems Administrator, Computer Technicians, and staff within the Data Services Department.

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

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

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

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

Administrative Procedures

Superintendents, Administrators and Managers

- Ensure that staff, upon hiring and annually thereafter, are made aware of Board Information and Communications Technology Policies and Procedures.
- Ensure that staff and students are aware of the expectations regarding the use of any Board-supplied technology or personal device that is connecting to the Board's network and/or Board-provisioned technology services.



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

Administrators

- Coordinate and manage technologies within their school in accordance with the directives from the IT Governance Council (ITGC) to promote student achievement.
- Develop an understanding for, as well as monitor and supervise the acceptable use of electronic communication and social media technologies when used in any Board facility.

Teachers

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

Students

- Abide by the Board's Information Technology Policies, Procedures and Acceptable Use Agreement.
- Student users of the Board's technology resources must complete, with applicable signatures, a Brant Haldimand Norfolk Catholic District School Board Student Information and Communications Technology Use Agreement. Access to Board technology resources will be denied to students that do not have this form signed and on file. Without a signed form, an active student network account will not be generated.



- Students that violate the Student Information and Communications Technology Use Agreement will be reported to the administrator of their respective school and their computing privileges will be suspended or revoked depending on the severity of the violation. All illegal activities will be reported to the Superintendent or designate and fully prosecuted of the law.
- Computer use by students is a privilege, not a right.
- Store personal mobile devices out of view and ensure they are powered off or set to silent mode during instructional time, except when use is explicitly permitted by an educator.
- For grades K-6, store personal mobile devices out of view and powered off or set to silent mode throughout the instructional day.
- Hand in personal mobile devices if seen by an educator and store them in a designated area.

All Users

- Ensure that technology resources are used in an effective, efficient, moral, and ethical, equitable and lawful manner.
- All users (e.g., staff, students, parents/guardians, outside agencies, volunteers, etc.) of Board software/systems (e.g., Brightspace, Office 365, Teams, Outlook email, the BHNHub, etc.) are required to sign in using their personal board-provided username and password and participate with transparency in a manner consistent with this policy.
- Users must not impersonate other users (e.g., another staff member, another student, another parent/guardian's, etc.) to gain access to information (e.g., Brightspace class page, Student Portfolios, Teams resources, emails, files, etc.) or activities (e.g., Brightspace discussions, Teams meetings, Teams chat conversations, etc.).
- All users are responsible for creating and maintaining a strong password for each board software/system they have been provided access to.
- All users are responsible for safeguarding board software/systems and the information contained in them by following appropriate behaviours (e.g., ensuring that they lock or sign out before leaving their device unattended, keeping passwords private, not forwarding links, messages, emails, or files, etc.).
- Users who use personal devices (e.g., cell phones, tablets, laptops, desktop computers) when accessing board software/systems must take every reasonable effort to ensure their device is free of malware and protected by appropriate means (e.g., anti-virus software, password, lock screen, etc.).
- Users who use shared personal devices (e.g., the home computer, shared iPad, etc.) must sign out of all board software/systems (e.g., Brightspace, Office 365, Teams, Outlook email, the BHNHub, etc.) before leaving the device for others to use.
- While discouraged with board-provided devices, staff may choose to install and run VPN software (e.g., Nord, Express, CyberGhost, Private, Surfshark, IPvanish, etc.). Staff and students who use VPN software on their device may experience disruptions or be unable to use board-provided online resources (e.g., Teams, Office 365, Brightspace, the BHNHub, etc.).
- Ensure that all users authenticate to networks, devices, and applications as themselves and not assume another person's identification during the authentication process.
- Use the Board's network, technology, and technology services in a lawful, responsible, and moral and ethical manner consistent with the educational, informational, and recreational purposes for which they are provided.



- Agree never to use a system to perform an illegal or malicious act. Any attempt to increase the level of access to which (s)he is authorized, or any attempt to deprive other authorized users of resources or access to any Board computer system shall be regarded as malicious and may be treated as an illegal act.
- Upon finding a possible security lapse of any kind on any system, all users are obliged to report the security lapse to the system administrator who will investigate the problem.

Information

~~The Board network and computer systems are provided for the use of the students, teachers, staff, and administrators in support of the programs of the Board and are to be used for education, research, academic development, and Board related business only.~~

~~A signed acknowledgement form (600.02.01F—Information and Communications Technology Use and Electronic Communications and Social Media Use Acknowledgement Form) must be submitted by all staff, board members and community members who will use technology resources.~~

~~The Board retains ownership, control and copyright over all items created, composed, or otherwise developed using board technology resources unless specifically waived or transferred in writing. All requests for waivers or transfer of ownership should be made through an employee's immediate supervisor who will then forward the request to the Superintendent for approval.~~

~~The Board assumes no liability for any direct or indirect damages arising from the user's connection to the internet. The Board is not responsible for the accuracy of information found on the internet and only facilitates access and dissemination of information through its systems. The Board's role in managing the network and computer systems is only as an information carrier. Transmission through these systems is not an endorsement of said transmission by the Board.~~

~~The Board's network provides users access to outside networks, both public and private, which furnish electronic mail, information services, conferences, social media sites, etc. Users are advised that they may encounter material which may be considered offensive or objectionable in nature or content. Users are further advised that the Board does not assume responsibility for the content of any of these outside networks.~~

~~The user agrees to comply with the Acceptable Use Guidelines for all outside networks or services they may access through Board systems.~~

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

Procedures

1. Rights

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



2. Privileges

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

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

3. Accounts

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

4. Confidentiality

No Expectation of Privacy

Users should not expect privacy with respect to any of their activities when using the Board's computer and/or telecommunication property, systems, or services. Use of passwords or account numbers by users does not create a reasonable expectation of privacy and confidentiality of information being maintained or transmitted. The Board reserves the right to review, retrieve, read, and disclose any files, messages or communications which have been created, sent, received, or stored on the Board's computer systems and/or equipment. The Board's right to review, also called monitoring, is for the purpose of ensuring the security and protection of business records, preventing unlawful and/or inappropriate conduct and creating and maintaining a productive work environment.

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

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

5. Copyright

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

Content is also protected by copyright laws. Therefore, the Board network and computing facilities are not to be used to copy or distribute copyrighted content except as permitted by law or by contract with the owner of the copyrighted material. Users are to become familiar with the laws related to copyright to educate themselves and to avoid possible infringement. See <https://www.accesscopyright.ca/> for more information.



6. Violations

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

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

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

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

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

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

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

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



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



Additional Guidelines

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

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

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

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

Assessment Evaluation Grading and Reporting #200.42
Public Session

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

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

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

INFORMATION:

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

RECOMMENDATION:

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



Assessment, Evaluation, Grading and Reporting

#200.42

Adopted:	May 9, 2012
Last Reviewed/Revised:	September 2024
Responsibility:	Superintendent of Education
Next Scheduled Review:	March 2028

POLICY STATEMENT:

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

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

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

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

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

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

APPLICATION AND SCOPE:

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



REFERENCES:

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

FORMS:

- Late and Missed Assignment Tracking
- Academic Integrity Report

APPENDICES:

- Late and Missed Assignments 2023
- Academic Honesty

DEFINITIONS:

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



- S – Satisfactory
- N – Needs Improvement

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

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

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

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

Elementary and Secondary Provincial Report Cards

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

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

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

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

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

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

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

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

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

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

Digital Citizenship and B.Y.O.D #600.34
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board has reviewed and updated the Digital Citizenship and BYOD Policy, #600.34 due to changes from the Ministry of Education regarding the Code of Conduct.

DEVELOPMENTS:

The Ministry of Education shared PPM 128 in May/June, noting changes for a variety of policies. Regarding the Digital Citizenship and BYOD Policy, definitions were updated and reference to the Code of Conduct were made.

INFORMATION:

The updated Digital Citizenship BYOD Policy will be in effect September 2024 referring to changes made in the Code of Conduct, 200.09.

RECOMMENDATION:

THAT the Policy Committee refers the revised Assessment, Evaluation, Grading and Reporting Policy #600.34 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Digital Citizenship and Bring Your Own Device #600.34

Adopted:	July 14, 2015
Last Reviewed/Revised:	July 2024
Responsibility:	Lorrie Temple, Superintendent of Education
Next Scheduled Review:	November 2028

PURPOSE:

The Information and Technology Services Department (ITS), in collaboration with the Student Achievement Team (SAT), is continuing to provide infrastructure, devices, and software resources that will support a range of effective learning activities. We believe that by providing the opportunity to bring one's own electronic device (BYOD), we are further enhancing the opportunities for success that information and communication technology can help realize. Educators will permit the use of personal electronic devices when that use supports and enhances learning.

The goals we seek to achieve through the use of Information and Communication Technology, and the continued use of the BYOD option for students, are as follows:

- Students use their BYO Devices and those provided by the Board to help build organization and self-regulation skills.
- Students use their BYO Devices and those provided by the Board in authentic, learning.
- Educators support using technology to facilitate learning in alignment with PPM 128 and Code of Conduct Policy 200.09

In our schools, students will see educators using technology to support, enhance, and design their instructional practices to improve student learning. Many of the opportunities that students will be engaging in exist in the digital environment of the Internet. When working and interacting on the Internet, it is important that all users understand their actions impact others. When people interact with others, they share themselves, their view of the world, their hopes, and their ideals. When students make use of digital resources, it is expected that their actions will be honest, open, responsible, and respectful of others, and consistent with the mission and vision of Catholic education. As Catholic learners, our students must always act in accordance with the Board's Catholic Code of Conduct regardless of whether they are interacting in the digital or physical world.

REFERENCES:

- [Bill 13, Accepting Schools Act, 2012](#)
- [Policy/Program Memorandum No. 128 - The Provincial and School Board Code of Conduct](#)
- [Policy/Program Memorandum No. 144 - Bullying Prevention and Intervention](#)
- [Policy/Program Memorandum No. 145 - Progressive Discipline and Promoting Positive Student Behaviour](#)
- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R.S.O. 1990, CHAPTER M.56
- BHNCD SB Student Behaviour, Discipline and Safety Policy 200.09
- BHNCD SB Electronic Communications and Social Media Policy 600.01 (currently being updated 2023)
- BHNCD SB Information and Communications Technology Use Policy 600.02
- Digital Citizenship Resource (currently being updated 2025)
- PPM 128
- [Code of Conduct 200.09](#)

DEFINITIONS:

600.34 – Digital Citizenship and Bring Your Own Device

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

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

Smoke and Vape Free Environment #400.25
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board has reviewed and updated the Smoke and Vape Free Environment Policy, 400.25 due to changes from the Ministry of Education regarding the Code of Conduct.

DEVELOPMENTS:

The Ministry of Education shared PPM 128 in June, noting changes for a variety of topics which needed to be reflected in Board policy. In terms of Smoke and Vape Free Environment #400.25 the only change is that a student must surrender the e-cigarette or vape if found on their person. Although in many instances this was common practice that requirement has now been added to our policy.

INFORMATION:

The new Smoke and Vape Free Policy will be in effect September 2024.

RECOMMENDATION:

THAT the Policy Committee refers the Smoke and Vape Free Environment Policy #400.25 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Smoke and Vape-Free Environment

#400.25

Adopted:	March 1, 2024
Last Reviewed/Revised:	August 2024
Responsibility:	Superintendent of Business
Next Scheduled Review:	2027-28

Policy Statement

The Brant Haldimand Norfolk Catholic District School Board (“the Board”) is committed to providing a healthy and safe working and learning environment for its students, staff, community users and visitors to our schools and administrative sites. Smoking and the use of tobacco products, emerging tobacco industry products, tobacco-related products including e-cigarettes and vapourizers, cannabis and cannabis-related products and any smoking paraphernalia on school board property (including in personal vehicles) and when at off property locations during school board and school related events (e.g., field trips) is strictly prohibited.

Application and Scope

This Policy and Administrative Procedure is primarily governed by the Smoke Free Ontario Act (SFOA), which prohibits smoking or the holding of lit tobacco products and smoking or the holding of lit cannabis products on all school premises and places of work and applies to all members of the Board community including but not limited to students, employees, Trustees, guests, visitors, volunteers, contractors, invited officials, and designates representing the Board.

In accordance with the SFOA, this Policy and Administrative Procedure is not intended to limit the use of tobacco products for traditional or spiritual ceremonies.

References

- Smoke-Free Ontario Act (2017)
- Electronic Cigarettes Act (2015)
- Making Healthier Choices Act (2015)
- OPS 400.05.P – Community Use of Schools
- STU 200.09.P – Student Behaviour, Discipline, and Safety
- Smoke-Free Schools Guidelines (staff only)

Forms

- N/A



Administration Procedures

Medicinal Cannabis

Under the following controlled conditions, medicinal cannabis may be smoked on Board property:

- There must be a personal prescription (signed by a physician or nurse practitioner) specifically for medical cannabis. A copy of the prescription will be kept on file in Human Resource Services.
- There must be a specific dosage prescribed.
- The physician must indicate that the medical cannabis must be administered during the school/workday.
- The physician must indicate the form in which the medical cannabis will be used. Smoke free options are preferred; however, if smoking is the only option, then it must occur off-site and commercial devices that restrict the amount of second-hand smoke should be used.
- Proof of a personal license to use cannabis must be presented to the Administrator/Supervisor. A copy of the license will be kept on file.
- Proof of an authorized cannabis supplier must be provided. A copy of this documentation will be kept on file.

Responsibilities of School Administrators/Supervisors

School Administrators and Supervisors will:

- inform students, parents, employees, volunteers, visitors and community users of this Policy and Administrative Procedure.
- support the maintenance of a smoke-free and vape-free environment to students through provision of information based on the Ontario Curriculum documents (Health and Physical Education) and other useful resources, e.g., OPHEA, Brant Country Health Unit (BCHU), Haldimand-Norfolk Health Unit (HNHU).
- provide information about smoking cessation programs to students and employees, through the board's Wellness Program and resources of BCHU or HNHU and other local programs.
- ensure that staff and volunteers are informed that they are not to smoke or vape in the presence of students while on field trips or at school or board-sponsored events.
- ensure "No Smoking or Vaping" signs are posted.
- exercise due diligence in ensuring staff cooperate with BCHU or HNHU's Tobacco Enforcement Program under the Smoke-Free Ontario Act.

Violations

Students

For all incidents where a student is found to be in possession of tobacco, e-cigarettes or recreational cannabis, smoking tobacco or recreational cannabis on school property, or selling or supplying tobacco, e-cigarettes or recreational cannabis to a person under 19 years of age, the School Administrator shall:

- inform the student that they must surrender their e-cigarette or recreational cannabis.
- inform the student of the laws pertaining to tobacco, e-cigarette and recreational cannabis possession and use on school property and the sale or supply of tobacco, e-cigarettes and recreational cannabis.
- inform the student of the smoke-free and vape-free environment policy and procedures of the Board.
- warn the student of the consequences of repeated behaviour.
- document the incident or infraction.

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

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

**ADMISSION OF ELEMENTARY STUDENTS
#200.14**

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

This policy has been changed to include a new appendix to meet the requirements of the newly adopted Policy/Program Memorandum 170. This includes an information sheet that needs to be shared with every new student and their family so that they are aware of their rights and how to follow up with a concern.

These changes bring us in line with ministry requirements.

RECOMMENDATION:

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



Admission of Elementary Students #200.14

Adopted:	April 24, 2001
Last Reviewed/Revised:	June 1, 2022 August 2024
Responsibility:	Director of Education
Next Scheduled Review:	2028

POLICY STATEMENT:

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

APPLICATION AND SCOPE:

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

REFERENCES:

- [The Education Act and Regulations](#)
- [BHNCD SB 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)
- ~~STU 200.14.XC – Your Child’s Education: A parent guide to Ontario’s school system~~

DEFINITIONS:

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

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

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

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



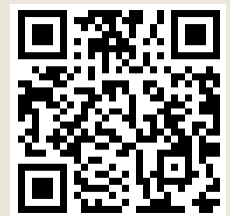
Your Child's Education

A parent guide to Ontario's school system

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- Decide which type of publicly funded school they attend
- Choose learning options, for example, secondary school programs
e.g. Specialist High Skills Majors
- Follow what your child is learning in school
- Learn about key dates in the school year
- Opt out of certain learning
- Know how your child is doing in school
- Learn about suspension and expulsion processes
- Attend a school council meeting or parent involvement committee meeting
- Know about specialized supports to help all children succeed



Visit ontario.ca/EducationGuide for more information so you can make informed decisions about your child's education.

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

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

**ADMISSION OF SECONDARY STUDENTS
#200.15**

BACKGROUND INFORMATION:

Brant Haldimand Norfolk Catholic District School Board (the “Board”) schools provide academic excellence and enable students to live a life of love and service. The secondary schools of the Board exist to provide excellence in Catholic secondary education for the students of our separate school supporters and others within the region who elect to attend. The current legislation from the Ministry of Education states that non-Catholic students may attend Catholic secondary schools with the understanding that they respect the environment, traditions, and expectations of the Board.

DEVELOPMENTS:

This policy has been changed to include a new appendix to meet the requirements of the newly adopted Policy/Program Memorandum 170. This includes an information sheet that needs to be shared with every new student and their family so that they are aware of their rights and how to follow up with a concern.

These changes bring us in line with ministry requirements.

RECOMMENDATION:

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



Admission of Secondary Students

#200.15

Adopted:	April 24, 2001
Last Reviewed/Revised:	<u>May 24, 2022-August 1, 2024</u>
Responsibility:	Director of Education
Next Scheduled Review:	2028

POLICY STATEMENT:

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

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

APPLICATION AND SCOPE:

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

ADMINISTRATIVE PROCEDURES:

1. Admission to Catholic Secondary Schools

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

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

- 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.
 - As a result of the open access provision of the Education Act, there is no need to request that registrants for secondary school change tax support if they are public school supporters. However, it is still important to the system to know whether they are Catholic school electors.
- ##### 3. Registration Requirements

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

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



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

1. Determine if the student lives within your school's attendance area. All registrations require documented proof of permanent address, which could include property tax bill, utility bill, purchase/rental/lease agreement, or bank documents. If the student should be attending another school, direct the applicant to the appropriate school. In the event the student is not within the school boundary, and wishes to attend the school, an annual Application of Out of Boundary Student form is to be completed and submitted. Refer to Administrative Procedure 200.25 - Out of Boundary Admission for further direction.
2. If the student resides outside the jurisdiction of the Board (i.e., City of Brantford, Brant, Haldimand, or Norfolk Counties), an annual Application of Outside of Board Jurisdiction form must be completed and submitted to the School Superintendent for approval.
3. If a parent/guardian indicates a custodial arrangement, a copy of the court order or other legal document is required for inclusion in the documentation file of the OSR. In some instances, the administrator may find it necessary to require that applicants establish proof of relationship via birth certificate, passport, or other reliable documentation.
4. A student who is 16 years of age or older and has indicated they have withdrawn from parental control is required to show proof of new address and indicate in writing they have withdrawn from parental control. This is achieved through the use of the Withdrawal from Parental Control (STU 200.15.F03) template.
5. Proof of legal name and age is required for all students registering for the first time. To verify the legal name and date of birth of the student, the parent(s)/guardian(s) or student (if 18 years old or 16 years of age or older who have withdrawn from parental control), shall produce proof through one of the following documents:
 - Birth Certificate or Official Birth Registration Card
 - Certificate of Canadian Citizenship
 - Certificate of Registration of Birth Abroad
 - Passport
 - Permanent Resident Card
 - Record of Landing
6. If entering as Immigrant status, one of the following documents must be provided to confirm date of entry and status in Canada:
 - Permanent Resident Card
 - Record of Landing
 - Confirmation of Permanent Residence
 - Other (must specify)
7. The Confirmation of Date of Entry & Status In Canada section of the Student Documentation Verification form must be completed for all students who have entered Canada for the first time within the past four (4) school years, and who were born in a qualifying country (a country other than Canada, United States, United Kingdom, Ireland, New Zealand and Australia). One of the following documents must be provided to confirm country of birth and date of first entry into Canada:
 - Foreign Passport
 - Confirmation of Permanent Residence Status
 - Permanent Resident Card
 - Canadian Passport or Canadian Citizenship Card



- Work/Study Permit
 - Refugee Claimant or Eligibility of Interim Federal Health Benefits
 - Other (must specify)
8. As a result of the open access provision of the Education Act, there is no requirement that registrants for secondary school change tax support if they are public school supporters. However, it is still important to the system to know whether they are Catholic school electors. An Application for Direction of School Taxes and Separate School Support Lease is included as part of the student's registration package.
9. All parents/guardians of secondary students or students (if 18 years old or 16 years of age or older who have withdrawn from parental control), must submit all required documentation before the student is admitted to class. Once a student is considered fully registered, they must be placed in an appropriate class or program and timetable must be created.

REFERENCES:

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

FORMS:

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

APPENDICES:

- STU 200.15.XA - Registration of Secondary Students
- STU 200.15.XB - Special Circumstances (Secondary)
- [STU 200.15.XC - Your Child's Education: A parent guide to Ontario's school system](#)

DEFINITIONS:

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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.



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- Choose learning options, for example, secondary school programs
e.g. Specialist High Skills Majors
- Follow what your child is learning in school
- Learn about key dates in the school year
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**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD POLICY COMMITTEE**

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

**STUDENT ATTENDANCE
#200.29**

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

There have been minor changes to the Administrative Procedure of this Policy to reflect the changes that have been introduced by Policy/Program Memorandum 169 as well as changes to the Ontario Enrollment Register.

The changes made in the Administrative Procedure reflect these requirements. The policy updates include several key changes: Mental health absences, in accordance with PPM 169, will now be excused as either a medical absence or under subsection 23(3) of Regulation 298, with supporting documentation from a registered social worker accepted as medical documentation. For secondary students absent from a course for 15 consecutive days, they may remain enrolled if they return on the 16th day. In cases where the principal or staff successfully communicates with a family when the attendance counsellor cannot, and both parties agree it is in the student's best interest, the "C" code may be used on the enrolment register. Additionally, new procedures have been added for pupils exclusively enrolled in remote or online learning, including residency documentation review and shared attendance records between remote and home school boards. Finally, the prolonged absence procedure can continue into the next school year for students who were on a prolonged absence at the end of the previous year, with the procedure picking up where it left off, and clarifications have been made regarding the responsibilities of school attendance counsellors as per Section 25(5) of the Education Act.

RECOMMENDATION:

THAT the Policy Committee refers the Student Attendance Policy #200.29 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Student Attendance #200.29

Adopted:	January 27, 2009
Last Reviewed/Revised:	March 30, 2021 August 2024
Responsibility:	Superintendent of Education
Next Scheduled Review:	2024-2025 2028

Policy Statement

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

Application and Scope

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

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

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

References

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



Forms

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

Appendices

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

Definitions

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

Guardian (Ed. Act, Part 2, 18): In addition to having the meaning ascribed in section 1 (of the Act), includes anyone who has received into his or her home a person, other than his or her own child, of compulsory school age and that person resides with him or her or is in his or her care.

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

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

School Administration: Any Principal or Vice Principal appointed by the Board.

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

Provincial School Attendance Counsellor (Ed. Act, Part 2, 24 (1)): The Lieutenant Governor in Council may appoint an officer, to be the Provincial School Attendance Counsellor, who shall, under the direction of the Minister, superintend and direct the enforcement of compulsory school attendance.



Administrative Procedures

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

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

Compulsory School Age

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

Person under Compulsory Age

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

Participation in Equivalent Learning

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

Duty of parent, etc.

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

1.0 Student Attendance General Principles

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



2.0 Responsibilities for Students and Parents/Guardians

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

3.0 Record Keeping, Verification and Reporting

- 3.1 Students shall be admitted to class if they are returning from an absence or are late once it has been verified by the principal or designate.
- 3.2 Parents shall be promptly contacted by the school when a student is recorded absent, and their absence has not been verified.
- 3.3 **Elementary Schools** - Student attendance shall be recorded at the beginning of each school day and immediately following the lunch break (the second nutrition break for schools on the balanced school day schedule).
- 3.4 **Secondary Schools** - Student attendance shall be recorded at the beginning of each period of the school day. Secondary pupils who are absent from a course for 15 consecutive scheduled days can remain in that course if they return on the 16th day of absence.

4.0 Secretaries

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



5.0 Teachers

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

6.0 Principals

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



- 6.7 If a Principal (or other staff) has been able to make successful two-way communication with the family (when the attendance counsellor has been unable to) and this has been communicated with the attendance counsellor, and they both feel that it is in the best interest of the student, the “C” code can be used on the enrolment register.

7.0 Child Subject to Society Care or Supervision

Elementary School (Ed. Act 47 (1))

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

Secondary School (Ed. Act 47 (2))

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

8.0 Excused from Mandatory Attendance

A person is excused from attendance at school if:

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



- 8.1 Mental Health Absences: In accordance with PPM 169, mental health absences shall be excused as either a medical absence or under subsection 23(3) of Regulation 298. Supporting documentation from a registered social worker in good standing with the Ontario College of Social Workers and Social Services Workers is also acceptable to excuse mental health absences as medical absences.

9.0 Restrictions of School Attendance

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

- 9.1 The following outlines the limited and temporary circumstances under which a school administrator may consider imposing a restriction on a pupil's right to attend school full-time. Students of compulsory school age, must receive instruction for a minimum of five (5) hours per day, excluding recesses or scheduled intervals between classes.
- 9.2 There are a limited number of exceptions to compulsory full-time attendance, including where a pupil has been suspended or expelled, or is receiving home schooling.
- 9.3 The Education Act also allows for a school principal to temporarily excuse a pupil from full-time attendance "at the written request of a parent of the pupil or the pupil where the pupil is an adult." Any parent may make such a request, for example, where their child is transferring into a new class or school, and the parent believes that the pupil would be more comfortable with a gradual entry. The Education Act provides for two further exceptions to mandatory full-time school attendance:
- 9.4 **Modified Day** - It is a contravention of the *Education Act* and regulations made thereunder to reduce the length of school day of any pupil except where a temporarily modified day is requested in writing by the pupil's parent, or where the pupil is an exceptional pupil receiving a special education program, and a modified day is an appropriate accommodation of the student's disability-related needs.
- 9.4.1 The Board may only modify the length of the instructional day to less than five hours where a pupil has been identified and an exceptional pupil and placed in a special education program by an IPRC.
- (a) An "exceptional pupil" is defined under the *Education Act* as a pupil "*whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee...*"¹ where "committee" refers to an Identification and Placement Review Committee ("IPRC").
- (b) A "special education program" is defined under the *Education Act* as a program for an exceptional pupil.



- 9.4.2 Approval for using a modified day as an accommodation for an exceptional pupil in a special education program, must be obtained from the Superintendent of Special Education. Prior to the Superintendent of Special Education considering a request for approval, the school administrator will have considered the student's learning profile, parental input, and whether any other supports would be sufficient to accommodate the student's needs. The school team including system special education staff will contemplate whether:
- an IPRC is appropriate for the pupil;
 - any other changes to the pupil's IEP are necessary;
 - appropriate strategies and programming are in place;
 - the appropriate Special Education and/or Student Support Services personnel could assist with strategies to facilitate full day attendance;
 - there are any additional resources that could assist the pupil to maintain full day attendance;
 - the pupil would benefit from a modified day;
 - the pupil can access remote learning opportunities to augment their program;
 - all other possibilities have been carefully considered and deemed insufficient to meet the pupil's needs; and
 - the suggested timeline for transitioning the student to full day instruction as soon as possible is appropriate.
- 9.4.3 A school administrator who has determined that a modified day is an appropriate accommodation shall complete a copy of the attached "Request for Modified Day" form (Form 4), to be submitted to the Superintendent of Special Education and Superintendent for the family of schools.
- 9.4.4 The Superintendent of Special Education shall consider the request and if approved return a signed copy of the form to the school administrator, indicating a date at which the need for a modified day shall be reviewed.
- 9.4.5 The signed copy of the form shall be stored in the student's OSR.
- 9.4.6 The student's IEP will be updated, and a copy provided to the parent/guardian.
- 9.4.7 If applicable, the school administrator will coordinate the student's revised schedule with Student Transportation Services.
- 9.4.8 The school administrator will contact the parent(s)/guardian(s) to inform them of the Superintendent's decision and to discuss the implementation of the modified day plan, including if applicable any transportation implications, and any changes to the pupil's IEP.
- 9.4.9 The school administrator shall consult regularly with the pupil's teacher and other support providers to monitor the effectiveness of a modified day as an accommodation, and for the purpose of determining the earliest possible opportunity to increase the student's instructional day.
- 9.4.10 The school administrator shall inform the Superintendent of Special Education of the date of the student's return to full-time attendance and record the return date on the Request form.



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

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

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

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

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

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

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

- a) considered the pupil’s learning and behaviour profile;
- b) discussed the pupil’s strengths, needs and available supports with the appropriate internal and external service providers;
- c) reviewed whether there are any additional resources that could assist the pupil to maintain safe attendance;
- d) considered how best to provide the pupil with educational services during the period of exclusion;
- e) considered temporary remote learning opportunities to augment programming;
- f) developed a plan which clearly reflects that the exclusion is temporary and includes a strategy and timeline for resuming attendance; and
- g) the Board cannot identify any further means of facilitating a pupil’s continued attendance that would allow for a safe school learning environment for students,

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

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



- a) providing ongoing education services to the pupil while they are excluded; and
 - b) the measures to be taken while the pupil is excluded to facilitate their re-entry.
- 9.5.6 Following consultation with the Superintendent, the school administrator determines that a pupil must be excluded, the school administrator or Superintendent will verbally convey this information to the pupil's parent. A letter (Appendix B) formally notifying the parent of the exclusion will be reviewed by the Superintendent and signed by the school administrator, and shall include:
- a) reference to section 265(1)(m) of the *Education Act*;
 - b) a description of the behaviour putting the student and/or other students' safety at risk;
 - c) steps that will be taken to facilitate the student's safe and successful return to school during the absence;
 - d) the right to appeal, the process to appeal (Appendix C) to the Board of Trustees and contact information for whom the notice of intent to appeal is to be delivered; and
 - e) details of the ongoing education to be provided during the period of the exclusion.
- 9.5.7 The school administrator shall facilitate a pupil's return at the earliest opportunity, consulting regularly with the pupil's parent and support providers to develop a re-entry plan.
- 9.5.8 The Superintendent shall ensure that the school administrator is actively pursuing effective strategies to facilitate the pupil's safe return to school. The school administrator shall inform the Superintendent of the re-entry plan and the date of the student's return to full-time attendance.

10.0 Jurisdiction and Responsibility of Attendance Counsellors

- 10.1 A School attendance counsellor appointed by a board has jurisdiction and is responsible for the enforcement of compulsory school attendance in respect of every child who is required to attend school.
- 10.2 Upon request by the school principal, the School Attendance Counsellor shall assist with developing strategies and supports for students with irregular attendance as identified in this procedure.
- 10.3 Upon notification by a principal that a student is failing to attend school, the School Attendance Counsellor shall contact the parent/guardian to address school concerns.
- 10.4 If after several attempts to re-engage students are unsuccessful, the School Attendance Counsellor in consultation with the Superintendent may bring the student to the Attendance Review Committee. The School Attendance Counsellor may also consult with the Provincial Attendance Counsellor.
- 10.5 The Attendance Review Committee meeting may recommend proceeding with charges under the Education Act (for students ages 12-15 and parents of children under the age of 16).



- 10.6 The responsibilities of the school Attendance Counsellors as per Section 25 (5) of the Education Act with respect to these instructions have been clarified and must be adhered to.

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

- 11.1 The School Attendance Counsellor, upon receipt of written referral for a student of compulsory school age with 11-15 unexplained consecutive absences from school shall make contact with the parent or guardian regarding the reasons for the absenteeism and provide support for the family to re-engage the student in an approved educational program under the Education Act. The School Attendance Counsellor shall update the principal in writing at 15 day intervals, with respect to the progress of the student regarding attendance and/or the involvement of community partners assisting in addressing factors which may be contributing to poor attendance. Principals must consult the most current *Enrolment Register Instructions for Elementary and Secondary Schools* when determining whether a specific student can remain on roll.
- 11.2 If the Attendance Counsellor is unsuccessful in their attempts to communicate with the pupil or pupil's parents/guardians, then the pupil shall be removed from the register. After the pupil has been removed from the register the principal must still attempt to contact the pupil and/or the pupil's parent/or guardian. If the principal is unsuccessful it is the obligation of the board to contact social agencies or the police to establish if there is any knowledge of the pupil's whereabouts or to confirm a change of address for the pupil.
- 11.3 If after several attempts to re-engage students are unsuccessful, the School Attendance Counsellor in consultation with the Superintendent may bring the student to the Attendance Review Committee. The School Attendance Counsellor may also consult with the Provincial Attendance Counsellor.
- 11.4 The Attendance Review Committee meeting may recommend proceeding with charges under the Education Act (for students ages 12-15 and parents of children under the age of 16). If proceeding with charges, the School Attendance Counsellor shall give written notice to the parent or guardian for the student to attend and shall advise the parent or guardian, in writing, of the provisions of subsection 24 (2).
R.S.O. 1990, c.E.2, s. 26 (4).
- 11.5 A pupil that was on a prolonged absence at the end of the previous school year can continue the prolonged absence procedure into the next school year (if applicable). At the beginning of the next school year, the prolonged absence procedure should start at the first day of the 15-day series they were in the previous school year (e.g., if the last school day was consecutive absences 34, the next school year the prolonged absence procedure would be for absence of 31–45 days). If a pupil aged 14-17 reached 60 days of the prolonged absence in the previous year, they would have been removed from the enrolment register on the 61st day of absence and would not restart the prolonged absence procedure at the start of the next school year.



12.0 Guidelines of Supports for Students and Families

12.0 Problematic Attendance Impacting Student Achievement - Supports and Interventions

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

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

13.0 Approved Extended Absences

- 13.0 Although not encouraged, families may need for various reasons, to request an extended period of consecutive absences for their child(ren).
- 13.1 For planned consecutive absences up to 14 days, a Student Extended Absence Request form (Form 1) will be used, and the absence will be recorded as a General Absence using 'G' code during that time.
- 13.2 For planned consecutive absences of 15 days or more, an alternative program of study must be approved by the Principal. The Intent to be Absent form (Form 6) will be used.
 - a) If the student has an approved alternative program of study, the school can record as General Absence 'G' for the dates specified on the form and beyond the 15th day.
 - b) If the student does not have an approved alternative program of study the school will record as an Absence using 'A' code the 15th day and beyond.



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

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

14.0 Truancy and Habitual Neglect of Duty

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

15.0 Alternative Course or Program

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

16.0 Pupils Who are Exclusively Enrolled in Remote Learning and/or Online Learning

- 16.1.1 Pupils that start or transfer into exclusively remote and/or online learning after the start of the year must have their pupil residency documents reviewed when they enroll or transfer into exclusively remote and/or online learning.
- 16.1.2 A pupil who is exclusively enrolled in remote learning or both remote learning and online learning should be reported at the remote BSID of the home school board. A pupil exclusively enrolled in online learning should be reported at the pupil's home school (which could be the remote BSID).
- 16.1.3 The remote school board should share attendance records throughout the school year with the home school board to ensure attendance records are updated and the prolonged absence procedures are followed. Unless otherwise agreed to by the remote learning school board, the pupil's home school board attendance counsellor should be responsible for following the prolonged absence procedures for that pupil.

17.0 Updated Terms

- 17.1 References to high intensity of evidence-based behavioural services (formerly Intensive Behavioural Intervention (IBI) program) are now referred to as pupils with autism spectrum disorder who are receiving MCCSS (Ministry of Children, Community and Social Services) or privately funded supports and services, regardless of the amount of classroom instructional time for which the pupil is registered.
- 17.1.1 Grants for Student Needs (GSN) is replaced with Core Education Funding.
- 17.1.2 References to "Hospital Boards" has been replaced with "Section 68 School Authorities."

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

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

**PUBLIC CONCERNS
#400.10**

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is guided by Catholic virtues. Particularly, dealing with public concerns ought to be inspired by the cardinal virtues of prudence, justice, fortitude, and temperance. The Brant Haldimand Norfolk Catholic District School Board believes that the process of public concerns is an opportunity to improve relationships with our parents, students, and community. It is the practice of the Brant Haldimand Norfolk Catholic District School Board that public concerns and questions should be dealt with at the level closest to the issue.

DEVELOPMENTS:

The Administrative Procedure of this policy has been Adapted to meet the requirements of the newly adopted Policy/Program Memorandum 170. This includes time requirements for staff, schools, and the board to respond to parent concerns.

These changes bring us in line with Ministry Requirements.

RECOMMENDATION:

THAT the Policy Committee refers the Public Concerns policy #400.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Public Concerns
#400.10**

		Policy Number:	400.10
Adopted:	January 26, 2016	Former Policy Number:	n/a
Revised:	n/a	Policy Category:	Operations
Subsequent Review Dates:	n/a	Pages:	4

Adopted: January 26, 2016
Last Reviewed/Revised: August 2024
Responsibility: Operations
Next Scheduled Review: 2028

Belief Statement:

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board is guided by Catholic virtues. In particular, dealing with public concerns ought to be inspired by the cardinal virtues of prudence, justice, fortitude and temperance. The Brant Haldimand Norfolk Catholic District School Board believes that the process of public concerns is an opportunity to improve relationships with our parents, students and community. It is the practice of the Brant Haldimand Norfolk Catholic District School Board that public concerns and questions should be dealt with at the level closest to the issue.

Policy Statement:-

APPLICATION AND SCOPE:

It is the policy of the Board to encourage a strong relationship with parents, students and community. The Board is committed to addressing public concerns in a fair, respectful and effective manner. The Board shall establish a protocol for dealing with public concerns through an administrative procedure.

REFERENCES:

- Ombudsman Ontario
- The Brant Haldimand Norfolk Catholic District School Board Growing in Virtue document
- http://www.bhncdsb.ca/sites/2015-16/files/resources/catholicity/Growing_in_Virtue_document_website.pdf
- Bill 177 – Student Achievement and School Board Governance Act

APPENDICES: N/A



Glossary of Key Policy Terms:

DEFINITIONS:

Prudence

Knowing the right thing to do and choosing it in each situation.

Justice:

Our constant and permanent determination to seek the good of others.

Fortitude

The ability to choose what is right, even in the face of difficulty.

Temperance

The ability to have balance and self-control in the living out of one's life.

ADMINISTRATIVE PROCEDURE:

Purpose

~~The purpose of this Administrative Procedure is to provide guidance regarding the process for handling concerns. The purpose of this Administrative Procedure is to provide guidance around public/parents' concerns in correspondence to Policy/Program Memorandum 170.~~

APPLICATION AND SCOPE:

~~Parents have a responsibility to follow the policy/administrative procedure of the Board in relation to conveying concerns. In particular parents and other stakeholders should deal with concerns at the closest level to the issue. Trustees and employees are responsible for following the policy and procedures for dealing with concerns raised by the public.~~

Parents have a responsibility to follow the Administrative Procedure of the Board in relation to conveying concerns. Parents and other stakeholders should deal with concerns at the closest level to the issue. Trustees and employees are responsible for following the procedure outlined, when dealing with concerns raised by the public.

1.0 Parents/Guardians

~~If a parent/guardian has a concern about a school matter, the following procedures for review of the issue are available to the parent/guardian:~~

If a parent/guardian has a concern about a school matter, the following procedures are available to ensure the concern is addressed at the appropriate level:

Step 1: Review of the Issue with the Child's Teacher

The parent/guardian should review a concern or issue with the classroom teacher at a mutually convenient time.

Step 2: Review by the School Principal

If the parent/guardian and the teacher are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school principal (or designate). The principal (or designate) will review the issues and work to resolve the matter as quickly as possible.

Step 3: Review by the Superintendent of Education

If the parent/guardian and the school principal are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school's Superintendent of Education. The Superintendent will



review the matter as it relates to established policies and procedures and will respond to the parent/guardian about his/her concern.

Step 4: Review by Director of Education

If the parent/guardian and the Superintendent are not able to resolve the issue, the parent/guardian may request the matter be reviewed by the Director of Education. The Director of Education (or designate) will review the matter and respond to the parent/guardian about the concerns.

2.0 Representatives of Parents/Guardians

From time to time the parent/guardian may believe or feel that they need to enlist the support of an advocate (e.g., social worker) in order that they can adequately address their child's interests. This support may be necessary while parents/guardians are attending meetings with the staff employed by the Board. In all instances where parents/guardians enlist the support of an advocate, they should notify the school/district contact at least 24 hours in advance of the meeting. In all cases, school/board staff shall take appropriate steps to protect the privacy of the child/family.

- 2.1 Parents/guardians have the right to have a representative of their choosing in attendance at meetings with staff, subject to any limitations established in these procedures. Any costs/expenses associated with such a representative are the responsibility of the parents/guardians.
- 2.2 Principals, staff and parents/guardians will be notified in advance of a meeting as to who is anticipated to be in attendance.
- 2.3 A representative supporting the parents/guardians must agree, at the outset of or in advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parents/guardians and staff.

3.0 Matters That Should Not Be Discussed with Staff

Although the subject matter of meetings between parents/guardians and staff (including meetings at which a representative or a parent/guardian is present) may be broad, these meetings will generally relate to the education of the parents'/guardians' students(s) at the school in question. However, there are certain matters that staff are unable to discuss with parents/guardians.

- 3.1 Such matters that cannot be discussed include, for example, personal details or disciplinary measures concerning other student(s), and personal details related to staff or performance issues related to staff.
- 3.2 In the event that discussion cannot be limited to the subject matter that led to the meeting (generally the education of the parents'/guardians' student(s) at the school in question), as necessary, staff will bring closure to any meeting which becomes a discussion of personal details concerning other students or personal details about staff or issues relating to staff performance.

4.0 Role of Trustees

Parents/guardians may contact trustees at any time. Trustees may act on constituent complaints to help find a resolution by working with appropriate staff (usually the Director of Education or designate).¹ Trustees concern themselves with the implementation of their Board Policies and Procedures as they relate to parent or ratepayer complaints. Trustees should facilitate the communication process between the parent/guardian and the appropriate staff and provide information and direction. Trustees should direct the parent/guardian to the process which should be followed in resolving any concerns or to the appropriate person or step in the process; (dependent on the steps the parents/guardians have already undertaken to resolve the concerns at the time the trustee is contacted).



5.0 Role of School Councils

School Councils were established to advise Principals on matters such as the school curriculum and code of student behaviour. They are not forums to discuss individual parent/guardian-teacher or student issues. Any of these matters brought to a School Council member or any School Council meeting will be referred immediately to the Principal.

6.0 Timelines of a Public Concern

The teacher, school, or board must ensure the acknowledgement of a parent inquiry within 2 business days. If an inquiry cannot be fully addressed within 5 business days, the teacher, school, or board should provide an estimated date for a complete response. Responses must be clear, easily understood, and include relevant and accurate information that specifically addresses the inquiry. Additionally, the teacher, school, or board should consider outlining any pertinent policies, procedures, or regulations to ensure transparency and accessibility. If the parent inquiry involves threatening, abusive, or otherwise inappropriate correspondence, it may delay a timely response.

REFERENCES:

- [Ombudsman Ontario](#)
- [The Brant Haldimand Norfolk Catholic District School Board Virtues document](#)
 - http://www.bhncdsb.ca/sites/2015-16/files/resources/catholicity/Growing_in_Virtue_document_website.pdf
- [The Education Act](#)
- [Ombudsman Ontario](#)
- [The Education Act](#)
- [The Brant Haldimand Norfolk Catholic District School Board – Our Faith](#)
- **Policy/Program Memorandum 170**

FORMS:

- N/A

APPENDICES:

- N/A

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

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

**EDUCATIONAL PARTNERSHIPS INCLUDING THIRD PARTY PROFESSIONAL AND
PARAPROFESSIONAL SERVICE PROVIDERS
400.36**

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (hereinto referred to as "The Board") is committed to promoting effective working relationships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special education needs. The goal of any educational partnership must be to positively impact student learning and well-being. Closing achievement gaps for all students continues to be a Board priority. The Brant Haldimand Norfolk Catholic District School Board recognizes that partnerships are integral to the education of its students. The Board supports the implementation of educational partnerships with parishes, community groups, government agencies, business, and industry. The Board will continue to engage in mutually beneficial partnerships with those who respect the Catholic vision of the Board's Multi-year Strategic Plan.

DEVELOPMENTS:

The policy regarding guest speakers in schools has been updated, specifically within the administrative procedures section, to align with the requirements of Policy/Program Memorandum 170. Starting in the 2024–2025 school year, schools are now required to notify staff, students, and parents about any events or activities involving guest speakers or performances at least 14 calendar days in advance. This notification must include the date, time, location, title, topic, curriculum connections, names of presenters, and details of any materials to be provided. Exceptions apply to third-party groups or individual's integral to the school's daily operations, such as local Parish visits and liturgical events. If any event details change, schools must communicate these updates promptly.

RECOMMENDATION:

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



**Establishing Educational Partnerships Including Working Relationships with
Third Party Professional and or 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 (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:

1. Partnerships that:
 - o Are consistent with Catholic Graduate Expectations
 - o Assist the board in providing equity of outcome for all students
 - o Provide 'preferential option for the poor'
 - o Empower students to achieve excellence and enhance student wellbeing
 - o Motivate students to remain faithful to gospel values
 - o Provide resources, expertise and personnel
 - o Provide opportunities for whole school learning and development
 - o Demonstrate real-world curriculum applications
 - o Give students access to appropriate and extended resources
2. Partnerships that are mutually beneficial to all parties; therefore all parties have the same rights.
3. Partnerships which are consistent with the mission and vision statements of the Brant Haldimand Norfolk Catholic District School Board and existing policies and procedures.
4. Effective and fiduciary responsibility when procuring partnership agreements.
5. The monitoring and evaluating of partnerships. Data will be collected, collated and assessed by the school board in collaboration with the partner to determine the impact on student learning and well-being.
- ~~6. Partnerships that enhance student learning and well-being.~~
- ~~7. 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
- 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 good, programs, services and/or experiences for students required by the board to enhance learning and well-being including those agencies that employ regulated health professionals, regulated social service professionals and paraprofessionals.

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

FORMS:

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

APPENDICES:

- Appendix A: Procedure for External Service Providers
- ~~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:

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



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

2.0 Additional Protocol for Third Party Partnerships with Professional and Paraprofessional Service Providers

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

Superintendent of Education will:

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

Principal/Vice Principal will:

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

Procedures

- 2.1 Board staff will develop collaborative working relationships with those external agencies that provide services by regulated health professionals, regulated social services professionals and paraprofessionals within the Board's schools.
- 2.2 A request for service is initiated either by school staff or by a parent/guardian for a student to have access to external services provided by a professional (see Appendix A - Procedure for External Service Providers).
- 2.3 Consent/ Confidentiality- Before any service is provided in the school, it is important that written consent be obtained by school personnel (e.g., Principal, SERT, ABA Lead, Student Support Services) from parent(s)/guardian(s) if the student is under 18 years of age, and from students themselves if they are over the age of 16 years.
- 2.4 Informed consent for the student to participate in and receive service(s) is completed between the agency delivering the service and the student. The agency will maintain the record of service and will deliver services confidentially to the student in accordance with legal requirements. Questions may be directed to the agency for further clarification
- 2.5 If the service providers require access to specific student information, a completed **Authorization for Exchange of Information** (Appendix C Form 2) must be completed and confidentiality will be maintained.
- 2.6 Where a Partnership Service Agreement is not in place, a **Partnership Service Agreement** (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.
- 2.7 The organization/individual must return the **Partnership Service Agreement** with Certificate of Liability Insurance and ensure all third party professional or paraprofessional service providers' staff have been screened for Police Records; including vulnerable sector queries before being permitted to work within schools of the Board and that annual offence declarations are submitted to the appropriate supervisor on a regular basis. The agency shall provide, at the request by the Board, written documentation satisfactory to confirm such compliance as per the Board's Policy HRS 300.15.P, Section B - ~~Criminal Background~~



- 2.8 The appropriate Superintendent will sign the **Partnership Service Agreement**, with a copy returned to the organization/individual once the required documentation has been received.
- 2.9 The organization/individual will receive approval for the program to commence once all documentation has been received and is subject to the approval of the principal at each proposed location.
- 2.10 It is the responsibility of both parties to ensure that all of their pertinent staff have a copy of any agreement and adheres to its guidelines and intent.
- 2.11 Organization/individuals who have a signed **Partnership Service Agreement** will have the opportunity to renew their agreements annually. Organizations/ individuals will be invited to submit any proposed changes to their existing agreements. The amended agreement will be returned for signature. The signed amended agreement will be returned with updated documentation including criminal background checks and current certificate of liability insurance.
- 2.12 The ~~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 Principal, parent/guardian, professional or paraprofessional service provider, school personnel and central staff personnel meet at the school on a mutually convenient day and time.
- 3.1.2 Principal reviews procedures for involvement of professional or paraprofessional service provider, the roles of the Principal, school staff, central staff personnel and the parent/guardian, as well as the purpose and focus of the meeting.
- 3.1.3 Professional or paraprofessional service provider shares information about student, which has been gained through assessment, counseling, therapy, etc.
- 3.1.4 Information is discussed by those in attendance at the meeting.
- 3.1.5 Based on the information provided and the ensuing discussion, the Principal determines the need for:
 - 3.1.5.1 development of, or change to, the student's IEP;
 - 3.1.5.2 an observation and/or a demonstration by the third party; and
 - 3.1.5.3 future meetings and frequency of those meetings.

3.2 Observation

- 3.2.1 If observation has been agreed to, it will be done in the school setting with pertinent staff involved.
- 3.2.2 Classroom observation will be kept to a minimum at the discretion of the teacher or/ principal.
- 3.2.3 Professional or paraprofessional service providers are limited to arrival at school on the appropriate day and time.
- 3.2.4 Principal reviews observation procedures with professional or paraprofessional service provider and approves observation form/format to be used.



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

A list of current Agency Partnership Services Agreements can be obtained from the Secretary Executive Assistant to the Superintendent of Education responsible for Special Education.

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

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

TRUSTEES' CODE OF CONDUCT #100.04

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (“the Board”) is committed to effective, accountable, and transparent governance. The Board of trustees promote and model the Catholic values and beliefs of the Board and the Catholic Church. Trustees carry out their elected duties, responsibilities, and school board governance while following a code of behavior which is in agreement with the traditions of Catholic teachings, and beliefs and values of the of the Church and School Board.

DEVELOPMENTS:

This policy revision is in response to the *Better Schools and Student Outcomes Act, 2023* (the “Act”) which received Royal Assent on June 8, 2023. The Ministry of Education is also moving forward with other regulatory reforms that intend to strengthen school board governance and accountability.

The regulatory reforms aim to:

- Establish consistent provincial standards for trustee conduct;
- Establish a transparent and consistent process for resolving code of conduct complaints, led by a third-party investigator known as an Integrity Commissioner, as well as establishing qualifications for Integrity Commissioner;
- Provide a financial sanction that Integrity Commissioners could impose when a determination is made that a trustee has breached the code of conduct; and
- Establish new requirements for in-person trustee attendance at board meetings to enhance accountability and transparency.

Ontario Regulation 246/18: *Members of School Boards – Code of Conduct* has been revoked and replaced with Ontario Regulation 312/24 that sets out a mandatory code of conduct to provide a consistent standard for trustee conduct in all boards across the province. Boards are required to revise their current trustee codes of conduct and related policies to reflect the new regulatory requirements by August 28, 2024. Specifically, the following has been added to the current *Trustees' Code of Conduct: A Statement of Board Values and the Responsibilities of the Office of the Trustees of the Brant Haldimand Norfolk Catholic District School Board*.

Trustees will not:

- use or permit the use of board resources for any purpose other than the business of the board;
- disclose confidential information obtained or made available to them in their role as a board member except as authorized by law or by the board or use confidential information in a manner that would be detrimental to the interests of the board or for the purpose of personal gain or for the gain of the member's parent, spouse, or child;
- give notice of an alleged breach of the code of conduct that is frivolous, vexatious, or brought forward in bad faith;
- engage in reprisal (or threatening reprisal) against a person who gives notice of an alleged

breach of the code of conduct or provides information about an alleged breach to an integrity commissioner appointed to investigate; and,

- subject to certain prescribed exemptions, accepting a gift from any person, group or entity that has dealings with the board, if a reasonable person might conclude that the gift could influence the member when performing their duties.

Ontario Regulation 306/24: *Integrity Commissioners and Process for Alleged breaches of the Code of Conduct* has been filed and will come into effect on January 1, 2025. It sets out the rules and procedures for a clear, consistent and efficient Integrity Commissioner-led investigation process which will ensure that code of conduct complaints are addressed by experienced and impartial individuals.

The ministry is also moving forward with amending O. Reg. 463/97: *Electronic Meetings and Meeting Attendance*. The amendment to O. Reg. 463/97 is intended to promote and enhance accountability and transparency and fairness by adding new exceptions to the in-person presence requirement that apply to trustees. Beginning July 29, 2024, new exceptions to the physical presence requirement will take effect. These changes include expanding eligibility for all trustees to attend a regular board meeting electronically where:

- the distance from the trustee's primary residence to the meeting location is 125 kilometers or more;
- weather conditions do not allow the trustee to travel to the meeting location safely;
- the trustee cannot be physically present at a meeting due to health-related issues;
- the trustee has a disability that makes attending meetings in-person more challenging; or
- the trustee is unable to attend in-person due to family responsibilities.

Effective September 1, 2025, all trustees will be required to be physically present for every regular meeting of the board and every meeting of the committee of the whole in each year of the term of office, unless one of the exceptions to the requirement for in-person attendance applies.

RECOMMENDATION:

THAT the Policy Committee refers the Trustees' Code of Conduct Policy and Administrative Procedure 100.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Trustees' Code of Conduct #100.04

Adopted:	July 4, 2022
Last Reviewed/Revised:	September 2024
Responsibility:	Human Resources Services
Next Scheduled Review:	September 2028

POLICY STATEMENT

The Brant Haldimand Norfolk Catholic District School Board (“the Board”) is committed to effective, accountable, and transparent governance. It is the expectation of the Board that trustees will promote and model the Catholic values and beliefs of the Board and the Catholic Church.

Trustees are elected to their positions by the Catholic ratepayers and as such should conduct themselves in a manner which is in keeping with generally accepted Catholic societal behaviour and in keeping with their responsibilities to an elected office in adherence to O. Reg. 312/24 and other applicable legislation.

APPLICATION AND SCOPE

This policy applies to all trustees elected to the BHNCD SB. The policy ensures trustees carry out their elected duties, responsibilities, and school board governance while following a code of behavior which is in agreement with the traditions of Catholic teachings, and beliefs and values of the of the Church and School Board. The code of conduct is intended to support effective governance and leadership so that boards remain focused on the successful delivery of provincial education priorities. **Guidelines:**

The Catholic Trustees' Code of Conduct: A Statement of Board Values and the Responsibilities of the Office of the Trustees of the Brant Haldimand Norfolk Catholic District School Board.

- 1.0 Trustees** will, at all times:
- 1.1** act in accordance with and in furtherance of the Board’s mission statement;
 - 1.2** encourage school communities to foster and exemplify the values of inclusion, integrity, respect, reconciliation, love, and justice;
 - 1.3** abide by the statutory declaration made when first becoming a trustee to the effect that:
 - “I will truly, faithfully, impartially and to the best of my ability execute the office of board member...” [Education Act, section 209(1)];
 - 1.4** carry out the functions of a trustee in a public manner in meetings of the Board save for in-camera sessions authorized by the Education Act [section 207 (1) and (2)] and by the By-laws of the Board;
 - 1.5** keep in strict confidence, information prepared for, discussed, and communicated in any manner which was, is, or will be dealt with in-camera as authorized by the Education Act and by the Board’s By-laws;
 - 1.6** comply with all statutes and regulations applicable to the trustees, the Board, and its operations including the Education Act, the Ontario Human Rights Code, the Municipal Conflict of Interest Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Occupational Health and Safety Act;
 - 1.7** conduct themselves in compliance with the Board’s By-laws and with any standards of behaviour the Board adopts respecting the conduct required of its employees; ~~and~~
 - 1.8** accept, as a matter of law, that the Board can only act collectively as a unit and that orders or pronouncements of individual Board members are of no force and effect; **and,**
 - 1.9** be physically present for every regular meeting of the board and every meeting of the committee of the whole in each year of the term of office, unless one of the exceptions to the requirement for in-person attendance applies.

2.0 Trustees will not:

- 2.1 use or permit the use of board resources for any purpose other than the business of the board;
- 2.2 disclose confidential information obtained or made available to them in their role as a board member except as authorized by law or by the board or use confidential information in a manner that would be detrimental to the interests of the board or for the purpose of personal gain or for the gain of the member's parent, spouse, or child;
- 2.3 give notice of an alleged breach of the code of conduct that is frivolous, vexatious, or brought forward in bad faith;
- 2.4 engage in reprisal (or threatening reprisal) against a person who gives notice of an alleged breach of the code of conduct or provides information about an alleged breach to an integrity commissioner appointed to investigate; and,
- 2.5 subject to certain prescribed exemptions, accepting a gift from any person, group or entity that has dealings with the board, if a reasonable person might conclude that the gift could influence the member when performing their duties.

REFERENCES:

- Education Act
- Better Schools and Student Outcomes Act, 2023
- O. Reg. 312/24 Members of School Boards Code of Conduct
- O. Reg. 463/97: Electronic Meetings and Meeting Attendance
- O. Reg. 357/06: Honoraria for Board Members
- O. Reg. 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct
- Ontario Human Rights Code
- Municipal Conflict of Interest Act
- Municipal Freedom of Information and Protection of Privacy Act
- Occupational Health and Safety Act
- BHCNDSB Board By-laws
- [100.01.P Board Governance](#)
- [100.05.P Trustee Conflict of Interest](#)
- [100.06.P Trustee Honoraria](#)
- [100.07.P Student Trustee](#)
- [100.08.P Trustee Communication](#)
- [100.09.P Access to Legal Counsel](#)
- [100.10.P Trustee Expenses](#)

GLOSSARY OF KEY TERMS

N/A

FORMS:

N/A

APPENDICES:

N/A

DEFINITIONS:

ADMINISTRATIVE PROCEDURES

1.0 Board Member Obligations

1.1 School Board Trustees will:

- 1.1.1 comply with the Board's Code of Conduct and Statement of Board Values and Responsibilities;
- 1.1.2 comply with applicable Board By-laws, resolutions, policies, and procedures; and,
- 1.1.3 treat all persons equally and without discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability when they are acting, or holding themselves out, as a board member.

2.0 Electronic Meetings and Meeting Attendance

- 2.1** Effective September 1, 2025, all trustees will be required to be physically present for every regular meeting of the board and every meeting of the committee of the whole in each year of the term of office, unless one of the exceptions to the requirement for in-person attendance applies. Failure to attend in person as required would result in the trustee's seat being vacated pursuant to clause 228(1)(e) of the Education Act.
- 2.2** Trustees are eligible to attend a regular Board Meeting or Committee of the Whole Meeting electronically/virtually where:
 - 2.2.1** the distance from the trustee's primary residence to the meeting location is 125 kilometers or more;
 - 2.2.2** weather conditions do not allow the trustee to travel to the meeting location safely;
 - 2.2.3** the trustee cannot be physically present at a meeting due to health-related issues;
 - 2.2.4** the trustee has a disability that makes attending meetings in-person more challenging; or
 - 2.2.5** the trustee is unable to attend in person due to family responsibilities.

3.0 Mandatory Timelines for Review

- 3.1** The board will periodically review its code of conduct as set out in regulation.
- 3.2** Any changes are to be set out in a board resolution and must be implemented by no later than August 31 of the review year.

4.0 Public Accessibility

- 4.1** The Trustee Code of Conduct is publicly available on the Board's website.

5.0 Notification of Alleged Breach of a Code of Conduct

- 5.1** Where a board member alleges that another board member has breached the code of conduct, notification of the breach must be provided to the chair of the board unless it relates to the chair's conduct, in which case the vice-chair must be notified.
- 5.2** If the alleged breach relates to the conduct of the chair and vice-chair, notification must be provided to another member who is not the complainant or the subject of the complaint.
- 5.3** The board member who provides notification of an alleged breach must also provide a copy of the notification to the director of education.
- 5.4** Any notification of an alleged breach of the code of conduct must include:
 - 5.4.1** The name and contact information of the member alleging the breach and the member(s) whose conduct is at issue;
 - 5.4.2** The date of the alleged breach; and,
 - 5.4.3** A description of the alleged breach and the provision of the code of conduct alleged to have been breached.

6.0 Referral to an Integrity Commissioner

- 6.1** If a matter is not resolved within 20 business days after the member who is alleged to have breached the code of conduct is notified, it must be referred to an integrity commissioner, who has the authority to define the scope of the investigation into the breach.
- 6.2** The Board is responsible for paying all fees charged by an appointed integrity commissioner.
- 6.3** Integrity Commissioners will be appointed from a roster of candidates established by the Ministry of Education. In the case where there is no roster available, the Board will appoint an Integrity Commissioner that has the qualifications set out in applicable regulation.

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

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

Hiring – Academic Staff #300.10
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “School Board”) believes that to fulfill its Catholic mission statement, it must recruit, hire, and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education.

The School Board will also ensure that a fair, consistent, and transparent selection process is conducted to fill vacancies in academic positions based on Catholicity, qualifications, experience, and merit.

DEVELOPMENTS:

This policy last came to Board in March of 2021, and since that time the chair of the board has suggested one change to the policy with the following addition.

“2.3 Subject to authority delegated by the Director of Education, the Superintendent of Education will approve the hiring and appointment of teaching staff and department heads.”

RECOMMENDATION:

THAT the Policy Committee refers the Hiring – Academic Staff #300.10 policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



Hiring – Academic Staff

300.10

Adopted:	May 25, 2004
Last Reviewed/Revised:	March 30, 2021
Responsibility:	Superintendent of Education Staffing, Human Resource Services
Next Scheduled Review:	2024-2025

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (the “School Board”) believes that to fulfill its Catholic mission statement, it must recruit, hire, and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education. The School Board will ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff and will give preferential consideration to qualified Roman Catholic applicants, in accordance with the Ontario *Human Rights Code*, and the historical right of Catholic school boards under the *Constitution Act, 1982* and the *Education Act*.

The School Board will also ensure that a fair, consistent, and transparent selection process is conducted to fill vacancies in academic positions based on Catholicity, qualifications, experience, and merit. The hiring policy outlined below also supports the School Boards’ efforts to promote diversity, equity, and inclusion in its hiring practices, and to provide opportunities for employment mobility for Catholic teachers.

APPLICATION AND SCOPE:

This Policy applies to all candidates for employment in academic positions within the School Board’s schools and learning centers including teaching staff, positions of responsibility, principals, and vice-principals.

Pursuant to this Policy, the School Board will:

- In accordance with section 19(1) of Ontario Regulation 298, in assigning or appointing a teacher to teach in a division or to teach a subject in a school, have due regard for the provision of the best possible program and the safety and well-being of the pupils;
- Ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff;
- Give preferential consideration to qualified Roman Catholic applicants, in accordance with the Ontario *Human Rights Code*, and the historical right of Catholic school boards under the *Constitution Act, 1982* and the *Education Act*, and in exceptional circumstances, the Director of Education in consultation with the Board will make a determination



Board Policy and Administrative Procedure

- Ensure that it conducts a fair, consistent, and transparent selection process to fill vacancies in academic positions based on Catholicity, qualifications, experience and merit, system needs, in conformity with Ministry regulations and requirements.

REFERENCES:

- Policy/Program Memorandum (PPM) No. 165, *School Board Teacher Hiring Practices*, released on February 22, 2021
- *Education Act*, Sections 170(1) and 171(1)
- Ontario *Human Rights Code*, Section 24(1)(1)
- *Constitution Act, 1982*, Consolidated as of January 1, 2013
- *Employment Standards Act, 2000*
- *Ontarians with Disabilities Act, 2001*
- Pre-Employment Screening Policy 300.18
- Religious Education Qualifications for Academic Staff Policy 300.09
- Professional Standards and Conflict of Interest – Employees Policy 300.17
- *Student Achievement and School Board Governance Act, 2009*
- OECTA Collective Agreement, Central Terms, Part A, Section 17, Hiring Practices



Human Resource Services Coordinator

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

1.0 General

- 1.1 All external candidates must comply with the conditions outlined in the Pre-Employment Screening Policy 300.18.
- 1.2 With respect to interview committees, the leader of each committee shall consult with the Manager of Human Resource Services or designate to ensure that all interview tools and hiring processes comply with relevant collective agreements, the *Employment Standards Act, 2000*, applicable statutes and regulations (including but not limited to the Ontario *Human Rights Code*) and principles of fair and transparent hiring.

2.0 Teaching Positions

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

Qualifications

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

Appointment

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

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

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

REMOTE WORK #300.26
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) recognizes the potential benefits that a work arrangement combining remote and on-site work can bring to both the employee and the Board. The Remote Work policy #300.26 was approved in September of 2023.

DEVELOPMENTS:

At the request of the Chair of the board, this policy will be rescinded, and members of senior team will use their discretion based on employee performance and specifics of the role in determining whether a member of their team will have the opportunity to participate in remote work.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds Remote Work #300.26.



Remote Work #300.26

Adopted:	February 2023
Last Reviewed/Revised:	September 2023
Responsibility:	Human Resource Services
Next Scheduled Review:	June 2027

Policy Statement

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

Application and Scope

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

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

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

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

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

References

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



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

Forms

- HRS 300.26.F01 - Remote Workspace Self-Assessment Checklist.pdf
- HRS 300.26.F02 - Remote Working Agreement.pdf

Appendices

- N/A

Definitions

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

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

Administration Procedures

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

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

1. Preamble

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



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

2. Principles Governing Remote Work

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



3. Performance Expectations

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

4. Employee Health and Well-Being

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

5. Attendance Reporting

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



6. Workplace Safety, Work-Related Injuries and Reporting

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

7. Board Resources and Compliance

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

8. Records Management and Protection of Privacy

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



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