



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

Policy Committee Meeting Tuesday October 21, 2025 ♦ 3:00 p.m. Boardroom

Trustees:

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

Senior Administration:

Mike McDonald (Director of Education & Secretary), Rajini Nelson (Superintendent of Business & Treasurer)
John Della Fortuna, Kevin Greco, Michael Lawlor, Phil Wilson (Superintendents of Education)

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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 – September 16, 2025 Pages 2-7
 - 1.5 Business Arising from the Minutes
 2. **Committee and Staff Reports**
 - 2.1 Catholic Family Life Program #200.03 Pages 8-13
Presenter: Michael Lawlor, Superintendent of Education
 - 2.2 Volunteer and Staff Trip Drivers #200.21 Pages 14-19
Presenter: Michael Lawlor, Superintendent of Education
 - 2.3 Progressive Discipline #300.19 Pages 20-23
Presenter: Kevin Greco, Superintendent of Education
 - 2.4 Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers # 400.36 Pages 24-37
Presenter: John Della Fortuna, Superintendent of Education
 3. **Adjournment**
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Next meeting: Tuesday November 18, 2025 – 3:00 p.m.



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Minutes

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Policy Committee Meeting Tuesday September 16, 2025♦ 3:00 p.m. Board Room/ Microsoft Teams

Trustees:

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

Regrets: Rick Petrella (on leave)

Senior Administration:

Mike McDonald (Director of Education & Secretary), John Della Fortuna, Kevin Greco, Michael Lawlor, Phil Wilson (Superintendents of Education)

Regrets: Rajini Nelson (Superintendent of Business & Treasurer)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Dignard.

1.2 Attendance

Attendance was noted as above.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the September 16, 2025, meeting.

Carried

1.4 Approval of Minutes from the Policy Committee Meeting – June 10, 2025

Moved by: Dennis Blake

Seconded by: Bill Chopp

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the June 10, 2025, meeting.

Carried

1.5 Approval of Minutes from the Policy Committee Meeting – June 16, 2025

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the June 16, 2025, meeting.

Carried

1.6 Business Arising from the Minutes - Nil



2. Committee and Staff Reports

2.1 Students with Prevalent Medical Conditions Policy #200.05

Superintendent Wilson presented the Students with Prevalent Medical Conditions Policy. The revised policy represents a comprehensive update, including an updated policy statement and scope that is refined to align with current legal statutes, Catholic values and inclusive educational practices. Definitions have been expanded to include clearly defined terms to ensure consistency and understanding. Detailed administrative procedures have been updated to clarify roles and responsibilities of medical professionals, staff, students and families. Updated condition-specific protocols now include enhanced emergency response procedures. Training and Communication updates include mandated annual staff training and communication of the Plan of Care to all relevant parties. Liability protections are cited along with updated references and source acknowledgements to include named sources from Food Allergy Canada, OPHEA, Diabetes Canada, Epilepsy Ontario, and the Canadian Paediatric Society. Discussion was had regarding how information for students with prevalent medication conditions is communicated to occasional teachers and staff.

Moved by: Dennis Blake

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the Students with Prevalent Medical Conditions Policy #200.05 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.2 Administration of Oral Medication Policy #200.19

Superintendent Wilson presented the Administration of Oral Medication policy. Changes to the policy include clarifying roles and responsibilities, strengthening authorization and oversight along with procedural enhancements. New appendices have been introduced including a medication incident report form for when doses are missed, refused or incorrectly administered along with an annual parent/guardian medication submission checklist which ensures complete, accurate documentation and medication handling each school year. Further additions include a self-administration protocol, clarification of field trip and off-site procedures, modernized definitions and language and enhanced equity, privacy, and human rights alignment.

Moved by: Mark Watson

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the Administration of Oral Medication Policy #200.19 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Electronic Participation at Meetings Policy #100.09

Director McDonald presented the Electronic Participation at Meetings policy. In the spring of 2025, the Ministry of Education amended Ontario Regulation 463/97 (Electronic Meetings and Meeting Attendance) through the introduction of Ontario Regulation 313/24. The amendment comes into effect on September 1, 2025, and directly impacts school board governance practices across the province. The regulation establishes that all school board trustees are required to be physically present for every regularly scheduled meeting of the Board. Trustees must also be physically present at every regularly scheduled meeting of the Committee of the Whole each year of their term of office. Limited exceptions to this requirement may be granted



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only with prior written approval from the Chair or Vice-Chair of the Board, and only when aligned with the list of acceptable exemptions set out by the Ministry. For committees of the Board of Trustees other than the Committee of the Whole, the Chair of the committee or their designate or a committee member, who is also a Trustee of the Board, are required to be physically present at the committee meeting. A question was asked whether the Chair of the Audit committee needs to be a Trustee.

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Electronic Participation at Meetings Policy #100.09 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.4 Emergency Preparedness and Response Policy #400.04

Superintendent Greco presented the Emergency Preparedness and Response policy. This Policy has been updated to explicitly include Evacuation and Bomb Threat administrative procedures as part of the Board's procedures for preparing and responding to the various threats to school safety. The title of the policy was changed to include "Preparedness and Response" to emphasize the importance of the Board's proactive measures. The Policy and Procedure also include provisions for the protection of dignity and well-being of individuals involved as a key consideration in the proactive planning and preparedness of staff.

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the Emergency Preparedness and Response Policy #400.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.5 Threat to School Safety: Bomb Threat Administrative Procedure #400.23

Superintendent Greco presented the Threat to School Safety: Bomb Threat administrative procedure. This administrative procedure provides the general guidelines for actioning the identified threat. The responsibilities and requirements along with specific plans that each school needs have completed have been updated.

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Threat to School Safety: Bomb Threat Administrative Procedure #400.23 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.6 Threat to School Safety: Evacuation Administrative Procedure #400.27

Superintendent Greco presented the Threat to School Safety: Evacuation administrative procedure. This administrative procedure provides the general guidelines for actioning the identified threat. The responsibilities and requirements along with specific plans that each school needs have completed have been updated.



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Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Threat to School Safety: Evacuation Administrative Procedure #400.27 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.7 Threat to School Safety: Hold and Secure Administrative Procedure #400.32

Superintendent Greco presented the Threat to School Safety: Hold and Secure administrative procedure. This administrative procedure provides the general guidelines for actioning the identified threat. The responsibilities and requirements along with specific plans that each school needs have completed have been updated.

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Threat to School Safety: Hold and Secure administrative procedure #400.32 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.8 Threat to School Safety: Shelter in Place Administrative Procedure #400.33

Superintendent Greco presented the Threat to School Safety: Shelter in Place administrative procedure. This administrative procedure provides the general guidelines for actioning the identified threat. The responsibilities and requirements along with specific plans that each school needs have completed have been updated.

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Threat to School Safety: Shelter in Place Administrative Procedure #400.33 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.9 Threat to School Safety: Lockdown Administrative Procedure #400.34

Superintendent Greco presented the Threat to School Safety: Lockdown administrative procedure. This administrative procedure provides the general guidelines for actioning the identified threat. The responsibilities and requirements along with specific plans that each school needs have completed have been updated.

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Threat to School Safety: Lockdown Administrative procedure #400.34 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.10 Employee and Family Assistance Program Policy #300.13

Superintendent Greco presented the Employee and Family Assistance Program policy. The Employee Assistance Program provides free, confidential and voluntary counselling and support services to eligible employees. After receiving feedback from staff, the Human Resource



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Services Department began an exploration to determine whether there were other providers that could better serve the needs of the Board.

As of September 2, 2025, the Board transitioned to Telus Health One as the new EAP provider. The Policy and Procedure have been updated to reflect the change. Discussion regarding the name of policy was had to determine whether the word family should be included as most employees know it as the Employee Assistance Program. The scope of services that are offered were discussed and a request was made to have a summary of the benefits provided beside the policy on the website.

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Policy Committee recommends that the Committee of the Whole refers the Employee and Family Assistance Program Policy #300.13 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.11 Health and Safety #300.16

Superintendent Greco presented the Health and Safety policy. This policy is in alignment with the Occupational Health and Safety Act and has had minimal revisions. However, it does better define which employees are considered supervisors to ensure all supervisors understand their obligations in taking every reasonable precaution in the protection of the employees.

Moved by: Dennis Blake

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the Health and Safety Policy #300.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.12 Work Refusal Administrative Procedure #300.21

Superintendent Greco presented the Work Refusal Administrative procedure. This administrative procedure provides a protocol for work refusal consistent with the Occupational Health and Safety Act for employees and has been updated to provide clarity about what a workplace hazard is. A workplace hazard refers to any source of potential damage, harm, or adverse health effects on a person or property in a workplace setting. Hazards can be physical, chemical, biological, ergonomic, or psychosocial in nature and are governed by the Occupational Health and Safety Act (OHSA) of Ontario. When a workplace hazard has been identified, further investigation is required by the supervisor.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the Work Refusal Administrative Procedure #300.21 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.13 Transfers Related to School Safety #200.52

Superintendent Greco presented the Transfers Related to School Safety #200.52. New policy that has been vetted by the board's legal counsel. This new Policy was created to provide direction and procedural guidelines to parents, principals, school administrators,



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teachers, support staff, and students regarding their respective responsibilities with respect to School Transfers Related to School Safety. The implementation process in such cases shall be the responsibility of the Superintendent for the Family of Schools in consultation with the Superintendent responsible for Safe and Accepting Schools. Discussion regarding the establishment of an appeals committee was had and it was noted that the appeal process is good practice but is not legislated for school transfers related to school safety.

Moved by: Bill Chopp

Seconded by: Mark Watson

THAT the Policy Committee recommends that the Committee of the Whole refers the Transfers Related to School Safety Policy #200.52 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

3.0 Adjournment

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourns the September 16, 2025, Policy committee meeting.

Carried.

Next meeting: October 21, 2025, 3:00pm – Boardroom

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

Prepared by: Michael Lawlor, Superintendent of Education
Presented to: Policy Committee
Submitted on: October 21, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

Catholic Family Life Program Policy #200.03

BACKGROUND INFORMATION:

The Catholic Family Life Program utilized by the Brant Haldimand Norfolk Catholic District School Board (BHNCDSB) is developed and provided by the Assembly of Catholic Bishops of Ontario (ACBO) through its sub-agency the Institute for Catholic Education (ICE). ICE is the author of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Family Life Education* (2023) and the *Ontario Catholic Secondary Curriculum Policy Document, Grades 9-12, Religious Education* (2016) which also has elements of family life programming within it. Catholic family life education, however, plays a significantly different role from the religious education curriculum, as developed by ICE and offered across all grades, as it “addresses matters of deep meaning and practical relevance for how we are called to live our lives: issues relating to sexuality, marriage, physical and emotional well-being, the procreation and raising of children, the nature of the family and its place in human society and the Church” (Ontario Family Life Curriculum Policy Document, 2023, p.2). Whereas the objective of Ontario’s religious education curriculum is to have students academically develop the knowledge and disciplinary skills of the faith, the family life curriculum aims to form our young people as mature Catholics in the image of Christ who can apply faith teachings to their conduct in daily life. To support the family life curriculum, ICE has developed programs of study which include lessons, activities, worksheets and more to bring the curriculum “alive” for students.

DEVELOPMENTS:

The ACBO is gradually replacing the current Catholic family life program, *Fully Alive*, on a grade-by-grade basis with the newly published *Blessed & Beloved* in response to the 2023 release of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Family Life Education*. The Grade 1 program was released last year. In 2025-26, the Grades 2 and 3 programs have been published for teacher and student use. These initial offerings of the *Blessed & Beloved* family life program improve significantly upon *Fully Alive* featuring 21st century learning modes such as inquiry, differentiated instruction and the use of technology. Furthermore, *Blessed & Beloved* is properly aligned with the Ontario Family Life Education curriculum’s three strands Families: A Living Communion of Love, Families: Called to be in Relationship and Families: Created in Love, Wonderfully Made, providing students a more comprehensive understanding of self, prayer, worship and sacramental life as reflected in the liturgical seasons of the Church.

Although policy #200.03 Catholic Family Life Program was recently reviewed (2024-25), updates and changes were necessary to reflect the ongoing replacement of *Fully Alive* by *Blessed & Beloved*. Furthermore, the following amendments were made to the policy to enhance clarity and comprehension:

- The Policy Statement has been revised removing unnecessary prose and adding concise language that directly addresses the circumstances and background that necessitate the creation of a Catholic Family Life Program policy;
- The addition of necessary documents to the Reference section of the policy;
- The addition of key terms and meanings to the policy under the Definitions section;
- Updates to the important roles played by various student education stakeholders in the Administrative Procedure;
- The edit or removal of incomplete or unnecessary sentences in the entirety of the policy.

Ultimately, these amendments aim to decrease any ambiguity and allow for the further adoption of *Blessed & Beloved* without the necessity of revising the policy again until its schedule review.

RECOMMENDATION:

That the Policy Committee recommends that the Committee of the Whole refers the Catholic Family Life Program Policy #200.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Catholic Family Life Program #200.03

Adopted:	September 23, 2020
Last Reviewed/Revised:	August 28, 2024 October 2025
Responsibility:	Superintendent of Education for School Effectiveness
Next Scheduled Review:	April 2028 2029-2030

Policy Statement

The Brant Haldimand Norfolk Catholic District School Board is committed to supporting **providing** young people with a **distinctly Catholic** 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~~ **Assembly of Catholic Bishops of Ontario (ACBO) have embraced this mission through their ongoing commitment to, the Family Life program used in Catholic Elementary schools and the Religious Education courses used in Catholic high schools** **has commissioned a Family Life Education (2023) curriculum, Grades 1-8, that recognizes that “every individual is a child of God, to be welcomed, and to be treated with love, respect, compassion and sensitivity” and that it is the role of Catholic schools to “accompany parents and support them in their role as teachers of the faith.” Furthermore, the ACBO has introduced several Catholic family life principles in the Religious Education (2016) curriculum, Grades 9-12, which they have authored. The elementary and secondary curricula are both endorsed by the Ontario Ministry of Education and have been adopted by the Brant Haldimand Norfolk Catholic District School Board.**

~~In union with the Bishops of Ontario, the~~ **Brant Haldimand Norfolk Catholic District School Board recognizes the importance of providing our students with knowledge and moral guidance to help them** **develop a closer relationship with God and better understand themselves and others, and ultimately develop a closer relationship with God their lives and impact on others.** ~~Through this policy, the Board affirms its~~ **It is the expectation that all students shall have the opportunity to participate in a** **the** ~~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.~~ **The inclusion of Family Life education will help students to achieve the Catholic Graduate Expectations, the desired qualities and attributes that Catholic school students strive to realize the fullness of humanity, commissioned by the ACBO in 1999.**

~~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~~ **The intention of the Family Life Curriculum education program is for students to witness the beauty of God’s gift of family, marriage, and sexuality may contribute to while developing a true appreciation of all that the Catholic Church’s teaches teachings about love, relationships, and humanity. 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 **that aligns with the Family Life Education (2023) curriculum, Grades 1-8**, 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 families on an annual basis.
- 1.1.3 Family Life letters shall be forwarded to families before each 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 ~~G~~ **curriculum** ~~E~~ **expectations** outlined in the Ontario Catholic Secondary Curriculum Policy Document for Religious Education (2016).

1.3 Elementary ~~and~~ Secondary

- 1.3.1 ~~Families/parent or guardian/caregiver~~ **Parents/Guardians** may submit a request in writing to the ~~Administrator~~ Principal that their child be exempted from the units that teach Human Development and Sexual Health **curriculum** ~~E~~ **expectations from HPE 2019 in the elementary Health and Physical Education (2019) curriculum and in the secondary Health and Physical Education (2015).**

References

- [Amoris Laetitia, Post-Synodal Apostolic Exhortation, 2016](#)
- Assembly of Catholic Bishops of Ontario, [Bishop Miehm Letter to the Education Community](#)
- [Family Life Education curriculum, Grades 1-8, 2023](#)
- Institute for Catholic Education, [Ontario Catholic School Graduate Expectations](#)
- Ministry of Education, [Exemption from Instruction related to the Human Development and Sexual Health \(Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019\)](#)
- [Religious Education, Ontario Catholic Secondary Curriculum Policy Document, Grade 9-12](#)
- ~~<https://iceont.ca/elementary-resources/>~~

Forms – There are no forms attached to this policy.

Appendices

- N/A

Definitions

Amoris Laetitia (The Joy of Love): A post-synodal apostolic exhortation written in 2016 by Pope Francis addressing the pastoral care of families.

Assembly of Catholic Bishops of Ontario (ACBO): The association of Catholic bishops in the Province of Ontario.



The ACBO is one of four regional assemblies of the Canadian Conference of Catholic Bishops (CCCCB), the national association of all Catholic bishops of Canada. Diocesan Bishops are recognized as the primary teachers of the Catholic faith by the Holy See. The ACBO is a forum where the Bishops of Ontario reflect together and collaborate on projects that advance the faith and Catholic Education.

Blessed & Beloved: A Catholic Family Life education program for Grade 1-8 students that is endorsed by the ACBO and accepted by the Ministry of Education. Blessed & Beloved was introduced to schools in September 2024, beginning with implementation in Grade 1 classrooms. Additional grade-level curriculum will be introduced and implemented annually.

Catholic Graduate Expectations: A framework of objectives that outline the desired qualities and attributes of students graduating from Catholic schools. Created by the ACBO in 1999, these expectations are rooted in the Catholic faith and emphasize the development of well-rounded individuals. The Catholic Graduate Expectations call students to be: discerning believers; effective communicators; reflective, creative and holistic thinkers; self-directed, responsible, lifelong learners; collaborative contributors, caring family members, and responsible citizens.

Fully Alive: A Catholic Family Life education program for Grade 1-8 students that is endorsed by the ACBO and accepted by the Ministry of Education. Fully Alive will be phased out with the introduction of the new Catholic Family Life education program Blessed & Beloved.

Administrative Procedures

Director of Education

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

Superintendent

- To ensure that appropriate funds are allocated for the provision of Catholic Family Life education resources.
- To ensure that Catholic Family Life education sessions are offered annually on an as needed basis.
- To collaborate with school administrators and the Student Achievement Consultant: Religion and Family Life to ensure that the Catholic Family Life education programs are implemented in schools.

Student Achievement Consultant: Religion and Family Life:

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

Administrators

- To establish the Catholic Graduate Expectations as the model objectives that all students should strive to meet.
- To monitor the delivery of Catholic Family Life education programs.
- To work in partnership with ~~teachers~~ educators in the delivery of Catholic Family Life education programs and follow up with parents/families where necessary.
- To ensure that educators teach the Catholic Family Life education programs using only the prescribed curriculum and resources, which includes approved presenters for staff and/or students.



- To integrate Catholic values and teachings in all subject areas.
- To **ensure that teachers** share a summary of the **Fully Alive or Blessed & Beloved Family Life** education programs, including an approximate timeline of when specific units are to be taught, with parents/families annually.
- To **ensure that teachers** send Family Life Unit letters to parents/families before each unit begins outlining what topics will be covered and suggestions for parent/family involvement.

Parents and Families

- **To encourage their children to realize the Catholic Graduate Expectations.**
- To become familiar with the Family Life education program **so that they can have supportive discussions with their children.** ~~enhance their ability to discuss their child(ren)'s learning.~~
- **To support their children's learning by encouraging critical thinking, faith exploration, and good work/study habits.**
- To communicate **and positively collaborate** with their child's educators.
- To ask relevant questions about their children's progress.
- ~~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.~~

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

Prepared by: Michael Lawlor, Superintendent of Education
Presented to: Policy Committee
Submitted on: October 21, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

Volunteer and Staff Trip Drivers Policy #200.21

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (BHNCDSB) maintains a policy about volunteer and staff trip drivers to protect the safety and wellbeing of its students while they are being transported. Pupils may require transportation in a wide variety of circumstances including, but not limited to, attending class educational trips, athletics events, and overnight excursions. Although the BHNCDSB prefers that students are transported by a school bus operated by a qualified driver employed by a properly licensed company, from time to time, it may be necessary for a school administrator to approve volunteer and/or staff drivers to be used in the transportation of students for school-approved activities. Specifically, the utilization of volunteer or staff trip drivers is crucial where small pupil numbers or burdensome costs make the rental of a school bus prohibitive.

The BHNCDSB expects all volunteer and staff drivers to consistently demonstrate road safety and be properly licensed and insured to drive an automobile in the province of Ontario. In order for an individual not employed by the BHNCDSB to act as a volunteer driver, they shall qualify to become a volunteer and adhere to the board policy on *Volunteers* 300.12 and board policy on *Police Records Checks* 300.15. All volunteer and staff drivers must recognize that the safety and wellbeing of the students they transport is being entrusted to them by parents/guardians and the Board.

DEVELOPMENTS:

Policy #200.21 *Volunteer and Staff Trip Drivers* recently became eligible for review based on the BHNCDSB instituted 4-year review cycle. The review of this policy focused on clarity, comprehension and accurate alignment with current legislation and practices in Ontario. Amendments to the policy included:

- The Policy Statement has been revised to further clarify and state the overall expectations that the BHNCDSB has of volunteer and staff trip drivers;
- The Application and Scope were brought into alignment with current legislative language in Ontario;
- The References were updated to include Ontario Physical and Health Education Association (OPHEA) guidance and new provincial regulations and information about the prohibition of distracted driving in Ontario;
- The addition of key terms and meanings to the policy under the Definitions section;
- The edit or removal of incomplete or unnecessary sentences in the entirety of the policy;
- The policy was transferred to the new policy template recently adopted by the BHNCDSB.

As Ontario's driving legislation has seen considerable updating in the past decade, policy 200.21 *Volunteer and Staff Trip Drivers* will likely require continuous review to maintain its accuracy and relevance. Forthcoming regulations about, but not limited to, speeding, distracted driving (as technology changes), and battery-operated vehicles will significantly change the landscape of our roads and highways. The BHNCDSB is committed to ensuring the ongoing safety of our students as they are transported by volunteer and/or staff drivers.

RECOMMENDATION:

That the Policy Committee recommends that the Committee of the Whole refers the Volunteer and Staff Trip Drivers Policy #200.21 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Volunteer and Staff Trip Drivers # 200.21

Adopted:	September 24, 2002
Last Reviewed/Revised:	October 27, 2020 October 2025
Responsibility:	Human Resources Superintendent of Education
Next Scheduled Review:	2023-2024 2029-2030

~~POLICY STATEMENT~~ **Policy Statement:**

The Brant Haldimand Norfolk Catholic District School Board ~~Recognizing~~ **recognizes** that the best means of transporting students is by a Board approved school bus ~~operated by a qualified school bus driver transportation.~~ **the Brant Haldimand Norfolk Catholic District School Board understands that in certain circumstances From time to time, it may be necessary for a school administrator to approve volunteer and staff trip drivers to be used in the transportation of transport students for school-approved activities. The Board expects all volunteer and staff trip drivers to consistently demonstrate road safety and be properly licensed and insured to drive an automobile in the province of Ontario. All volunteer and staff trip drivers must recognize that the safety and wellbeing of the students they transport is being entrusted to them by parents/guardians and the Board.**

In order for an individual, not employed by the Board, to act as a volunteer **trip** driver, they shall qualify to become a volunteer and adhere to the Board Policy on Volunteers 300.12 and Board Policy on Police Records Checks 300.15.

Application and Scope

All ~~volunteer and staff~~ trip drivers, ~~including staff and volunteer drivers~~ shall:

- **Use a licensed automobile which carries valid automobile Third Party Liability insurance as required under Ontario legislation**
- Have adequate personal liability insurance coverage (minimum \$1,000,000)
- Have a valid Ontario driver's license
- Have a driving record that is free from Criminal Code violations in the last three years and from Ontario Highway Traffic Act offences of five demerit points or more
- Be 21 years of age or older

The only person who will drive the volunteer or staff trip driver's automobile is the volunteer or staff trip driver. Students are not authorized to act as trip drivers nor should they operate the volunteer or staff trip driver's automobile.

REFERENCES: References

300.12 Volunteers Policy

300.15 Police Records Checks Policy

Criminal Code of Canada, **1985**

Ontario Insurance Act, **1990**

Ontario's Highway Traffic Act, **1990**

Ontario Regulation 366/09: Display Screens and Hand-held Devices

Ontario's Distracted Driving Information

OPHEA: Healthy Schools, Health Communities, *Outdoor Education (General Procedures)*



FORMS: **Forms**

[Volunteer Trip Driver Form](#) [Volunteer Driver Authorization to Transport Students Form](#)

DEFINITIONS: **Definitions**

Automobile: A motorized vehicle as defined under the Highway Traffic Act and Insurance Act of Ontario. For the purposes of this policy, the term automobile more specifically refers to a car, van, pick-up truck, or sports utility vehicle.

OSBIE: The Ontario School Boards' Insurance Exchange, or OSBIE, is a non-profit insurance reciprocal representing 80 school boards/school authorities and 40 Joint Ventures in Ontario. The primary goals of the Exchange are to insure member school boards against losses and to promote safe school practices.

Staff Trip Driver: Any person employed and authorized by the Board to drive students or staff to a trip/excursion in an automobile that they own or in a licensed automobile owned by another person. This includes, but is not limited to, trustees, contract workers, and long-term occasional employees.

~~**Trip Driver:** Any person authorized by the Board who has agreed to carry students or staff to a trip/excursion while they are driving their own or another licensed automobile. This includes, but is not limited to, trustees, Board employees and volunteers.~~

Third Party Liability Insurance: A type of insurance coverage that financially protects a driver if they are considered responsible for damages or injuries to another person or their property. All drivers in Canada must have third-party liability coverage on their vehicle as part of their car insurance policy.

Volunteer Trip Driver: ~~A trip driver that~~ Any person who is not an employee of the Board ~~or a trustee who volunteers to carry drive students or staff to a trip/excursion while they are driving their~~ in an automobile that they own or another in a licensed automobile owned by another person.



~~ADMINISTRATIVE PROCEDURES:~~ **Administrative Procedures**

Purpose:

To provide direction to Board Staff and Schools regarding the use of volunteer and staff trip drivers.

RESPONSIBILITIES: **Responsibilities**

All Board staff shall adhere to this administrative procedure. Specific direction is provided for principals, volunteers, and teachers.

PROCEDURES: **Procedures**

- 1.0 All trip drivers, including staff and volunteer trip drivers shall complete the Volunteer Driver Authorization to Transport Students form (~~Appendix A~~) and seek approval from the school principal before transporting students.
- 2.0 **The Board's Excess Liability Insurance can only be triggered when** All trip drivers, including staff and/or volunteer trip drivers: ~~are advised that, in order to bring into effect, the Board's Excess Liability Insurance, they shall~~
 - Use a licensed automobile which carries valid automobile Third Party Liability insurance as required under Ontario legislation;
 - Provide the Board with prompt written notice, with particulars, of any accident arising out of from the use of a licensed automobile during a trip on Board-related business;
 - **Have exhausted** ~~Be aware that the Board's Excess Liability insurance comes into effect only after the vehicle owner's primary Third Party Liability insurance limit has been exhausted;~~
- 3.0 **All staff and volunteer trip drivers must be aware of the following:**
 - ~~Be aware t~~That any damage to the **staff or volunteer's trip driver's** vehicle, **and** the cost of any insurance deductible or premium adjustment as the result of an accident while the vehicle is being used on Board-related business is NOT covered by the Board's Excess Automobile Liability insurance;
 - ~~Be aware t~~That if the vehicle is equipped with passenger-side airbags, children under 12 years should not be permitted to ride in the front seat; ~~(See vehicle manufacturer's recommendation.)~~
 - ~~Be aware t~~That legislation strictly prohibits the use and operation of hand-held communication and electronic entertainment devices; including but not limited to cell phones, GPS, smart phones, iPods, laptops, DVD players, etc., while driving and prohibits viewing display screens unrelated to operating the automobile ~~(see attached in red)~~ **(see Ontario Regulation 366/09)**;
 - ~~Be aware t~~That seat belts must be in working condition and used by all passengers and that the volunteer driver is responsible to ensure that children from the age of 5 to 16 years of age are buckled up;
 - ~~Be aware t~~That the Ontario's Highway Traffic Act requires children to use a booster seat when they weigh 18 kg to 36 kg (40-80 lb.), are less than 145 cm (4 feet 9 inches) tall and are under the age of 8.
- 4.0 In order for an individual to act as a volunteer driver they shall qualify to become a volunteer and adhere to the Board Policy on Volunteers 300.12 and Board Policy on Criminal Reference Checks 300.15.



- 5.0 The Board will consider the following risk factors when assigning **staff and volunteer** trip drivers for particular activities:
- Driver experience
 - Driving record, i.e., accident and conviction record
 - Vehicle condition
 - Weather conditions
 - Distance
 - Traffic density
- 6.0 **Staff and volunteer trip drivers must annually submit the Volunteer Driver Authorization to Transport Students form (see Appendix) needs to be submitted annually.**
- 7.0 Rented Vehicles Used for Board-approved Business (vehicles rented for less than 30 days).
- 7.1 Priority of coverage is as follows:
- Primary Auto Liability - Personal auto policy of driver who rents the vehicle
 - Excess Auto Liability #1 - OSBIE Fleet Policy
 - Excess Auto Liability #2 - Rental Agency
- 7.2 Rental Vehicle Insurance Endorsement or OPCF 27
- The Board has purchased Rental Vehicle Insurance Endorsement or OPCF 27, which, in the event of a third-party liability loss, the fleet policy is the primary coverage. ~~What this means is that~~ **That is**, if a rented vehicle is involved in an accident, OSBIE's Fleet Policy will pay for liability as a result of the accident and the driver's personal auto policy will pay any liability in excess of OSBIE's insurance.
- 7.3 To avoid personal liability, the rental contract must clearly show the Brant Haldimand Norfolk Catholic District School Board as the Renter, followed by the ~~S~~**school name and the name of the staff or volunteer trip driver(s) then the teacher(s),** (i.e., Brant Haldimand Norfolk Catholic District School Board, Mother Theresa Catholic High School, Mark Smith, John Hill, etc.).
- 7.4 ALL individuals who will be driving the rented vehicle **must be named in the rental contract.** ~~otherwise the~~ **An** unlisted drivers will not be covered by OSBIE's endorsement **and is not endorsed as a staff or volunteer trip driver by the Brant Haldimand Norfolk Catholic District School Board.** ~~As a result, if a person is not listed on the rental agreement, they cannot drive the rented vehicle.~~
- 7.5 Renters who rent vehicles in Ontario under their own name for Board-approved use may be exposing their own insurance policies to a claim for any damage or injury, which may occur while the vehicle is in their custody or control.
- 7.6 Under no circumstances are students permitted to drive a vehicle which has been rented for purposes of the Board.

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: October 21, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

Progressive Discipline (Employees) #300.19

BACKGROUND INFORMATION:

The Board believes that it is essential that all employees carry out their duties and responsibilities in a professional and collaborative manner in accordance with Board policies and procedures. It is the policy of the Brant Haldimand Norfolk Catholic District School Board to apply progressive discipline as a corrective measure to ensure that employees maintain appropriate behaviour and perform their job duties in a responsible, effective and diligent manner.

DEVELOPMENTS:

This progressive discipline policy applies to all employees of the Board and provides a procedural framework to promote consistent application of the progressive discipline across BHNCDSB. All employees are expected to comply with Board policy and procedures, the Education Act and other related statutes and regulations.

The revised policy includes the responsibility of the Board for providing guidance, support, and supervision to enable employees to always conduct themselves appropriately and to succeed in the performance of their duties.

The revised policy states that there is a continuum of formal responses the Board uses to assist the employee in correcting unacceptable conduct and/or achieving performance standards. It also states that discipline is proportionate to the circumstances and that the Board's response does not necessarily follow a prescribed order of steps. Inaccurate language was also removed (e.g., "Supervisors invoking a progressive discipline procedure").

The revised policy is streamlined. Management staff can access more detailed internal processes in the Progressive Discipline Resource Manual for Management Staff.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Progressive Discipline (Employees) Policy & AP #300.19 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Progressive Discipline (Employees)

300.19

Adopted:	April 22, 2008
Last Reviewed/Revised:	October 2025
Responsibility:	Superintendent of Education
Next Scheduled Review:	2029-2030

POLICY STATEMENT:

Employees of the Board occupy positions of public trust and confidence. It is the expectation of the Brant Haldimand Norfolk Catholic District School Board that all employees carry out their duties and responsibilities at a professional standard in accordance with Board policies and procedures, collective agreements, terms and conditions of employment and all relevant legislation. It is the policy of the Brant Haldimand Norfolk Catholic District School Board to apply progressive discipline as a corrective measure to ensure that employees maintain appropriate behaviour and perform their job duties in a responsible, effective and diligent manner.

APPLICATION AND SCOPE:

This progressive discipline policy applies to all employees of the Board and provides a procedural framework to promote a consistent application of progressive discipline across BHNCDSB. All employees shall comply with Board policy and procedures, the Education Act and other related statutes and regulations.

Policy Criteria:

- ~~Ensure employees meet standards set by the Board.~~
- ~~Ensure employees comply with Board policies, procedures and applicable legislation.~~
- ~~Provide assistance to supervisors to identify and correct inappropriate behaviour.~~
- ~~Identify process to apply discipline fairly and uniformly for all employees.~~

REFERENCES:

- Education Act
- Early Childhood Educators Act
- Ontario College of Teachers Act, 1996
- The Ontario Human Rights Code | Ontario Human Rights Commission (ohrc.on.ca)
- Employment Standards Act | ontario.ca
- HRS 300.17.P - Professional Standards and Conflict of Interest - Employees.pdf
- Other policies?

FORMS:

N/A

APPENDICES:

N/A

DEFINITIONS:



Employee: is an individual employed by the Board in a permanent, temporary or casual position.

Supervisor: a person who charge of a workplace or has authority over a worker.

Workplace: Any location, in or near where an employee works. This includes, Board Offices, Schools, Board Properties, vehicles used to complete work and travel between work sites, virtual platforms including MS Teams, cell phones where employees interact in a professional capacity, school related activities, conferences, training sessions, workshops or other related functions.

Inappropriate Conduct: Any action or inaction by which the employee is responsible that does not adhere to workplace policies, procedures and standards. Behaviour that is not appropriate for the work environment or has a negative effect on the work environment.

Progressive Discipline: a process for dealing with job related behaviour or conduct that does not meet the expectations, communicated performance, conduct standards or Board policies and procedures.

Professional Misconduct: refers to the failure of a licensed professional to meet the accepted standards of practice.

ADMINISTRATIVE PROCEDURES:

- 1.0 All employees are expected to carry out their duties and responsibilities in a collaborative and professional manner and shall comply with all Board policies and procedures, the Education Act and other related statutes and regulations. Employees are expected act responsibly, maintain appropriate behaviour and act with integrity, honesty, and support a Catholic ethos.
- 2.0 The Board is responsible for providing guidance, support and supervision to enable employees to always conduct themselves appropriately, and to succeed in the performance of their duties.
- 3.0 The Board seeks to resolve conduct and performance problems in ~~a the most positive and proactive manner where possible. possible through initiatives such as counseling, additional training or increased supervision. It is recognized that most employees need only to be properly trained and be informed of the rules in order to be positive, productive employees.~~
- 4.0 The Board is committed to ensuring that employees maintain appropriate behaviour and carry out their duties in a responsible, effective and diligent manner. **Employees who engage in conduct or whose behaviour conflicts with Board policy and procedures or acceptable standards of professionalism will be subject to progressive discipline.** ~~There are times, however, when an employee's performance or behaviour is unsatisfactory and disciplinary action becomes a necessary means of modifying undesirable conduct.~~
- 5.0 Progressive Discipline provides **a continuum of formal responses** ~~procedures provide for sanctions to be imposed on an employee to correct inappropriate behaviour and/or~~ **facilitate the achievement of performance standards. Discipline is proportionate to the circumstances. The Board's Progressive Discipline response does not follow a prescribed order of steps nor is it always necessary to use all discipline steps. The Progressive Discipline response in each situation is dependent upon many factors. whether the behaviour is a single offence, repeated offences of a similar nature, or multiple offences.**
 1. ~~Supervisors shall refer to the "Progressive Discipline Resource Manual for Management Staff" when handling an issue that may lead to disciplinary action.~~
 2. ~~Supervisors shall contact the appropriate Supervisory Officer before invoking a progressive discipline procedure.~~
 3. ~~The steps in progressive discipline include;~~
 - a. ~~Recorded verbal warning~~
 - b. ~~Written warning~~
 - c. ~~Suspension without pay~~



~~d. Dismissal~~

~~It is not necessary to use all the above noted discipline steps or use them sequentially. The actual starting point of disciplinary procedures will depend entirely upon the severity of the misconduct 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: October 21, 2025
Submitted by: Michael McDonald, Director of Education & Secretary

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

Public Session

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



Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers

400.36

Adopted:	March 23, 2010
Last Reviewed/Revised:	August 28, 2024
Responsibility:	Superintendent of Education
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 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 committed to:

1. Partnerships that:
 - Are consistent with Catholic Graduate Expectations
 - Assist the Board in providing equity of outcome for all students
 - Provide 'preferential option for the poor'
 - Empower students to achieve excellence and enhance student wellbeing
 - Motivate students to remain faithful to gospel values
 - Provide resources, expertise and personnel
 - Provide opportunities for whole school learning and development
 - Demonstrate real-world curriculum applications
 - Give students access to appropriate and extended resources
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.

Application and Scope

Educational Partnerships can 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.



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).
- 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

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

Definitions:

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

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



ADMINISTRATIVE PROCEDURES:

When considering guest speakers to promote mental health, well-being, resiliency, matters of equity and diversity, race, lived experience, etc., careful consideration should be given to ensure the presentation is safe for every student, aligned with board strategies, Catholic teachings and curriculum.

The board has several resources available to assist administrators and educators in making informed decisions regarding speakers and presentations.

When considering guest speakers, refer to the tool of best fit to assist in ensuring presentations meet the intended outcome.

-Indigenous Education Council – Resource Screening Tool

-BHNCD SB CONSIDER Resource Reflection Tool (attached)

-BHNCD SB Decision Support Tool (for mental health and well-being) the [BHNCD SB Decision Support Tool for Administrators Fillable FINAL Aug 2017](#)

Refer to [School Mental Health Decision Support Tool: Student Mental Health Awareness Initiatives – Version for School Administrators - School Mental Health Ontario \(smho-smso.ca\)](#) to better understand the importance of ensuring a full understanding of what to expect from presenters.

This tool will help to support the school decision-making process related to particular mental health awareness products or services and aims to ensure alignment with the board/school mental health strategy and action plan.

When considering speakers or third parties related to the work of board support staff, consult with the relative board support staff to explore if the content can be delivered internally, and or if board staff should be present to provide support/collaborate.

1. Protocol for Guest Speakers

Guest Speakers in Schools: *As of the start of the 2024–2025 school year, the school will inform caregivers about events and activities with guest speakers or performances at least 14 calendar days before the activity.*

If the school needs to arrange for an event in less than 14 days, they will provide caregivers with details as soon as they are confirmed. This information must include these details about the activity:

- Date, time, and location*
- Title and topic or focus*
- Connections to the curriculum and/or purpose*
- Name(s) of the presenter(s), performer(s), and guest speaker(s) and the organization(s) they represent (if any)*
- Details of any handout materials, giveaways, or literature to be provided*

If details change, the school will notify caregivers as soon as possible.

This does NOT apply to third-party groups or individuals that are part of a school's community and daily operations and/or learning activities and would therefore be exempt from this policy, such as visits



from the local Parish, Catholic Masses, and liturgical events. This also applies to members of the school community who contribute to faith formation within our Catholic school boards.

1. Protocol for General Partnerships

- 1.0 All outside organizations/ individuals requesting direct access to work with students within a school or classroom setting, on more than one occasion, must have a completed Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board (Form 1).
- 1.1 Partnerships shall be formalized through written agreements, stating clearly stating the conditions and benefits to the parties, and where appropriate detailing the specifics outlined in the Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board (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 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 Board as additional insured
 - a cross-liability clause
 - contractual liability coverage
 - automobile coverage for owned, hired, and non-owned vehicles
 - 30 day written notice of cancellation

A copy of the Insurance Certificate, 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 consent must be completed for this as well. In any and all circumstances, confidentiality will be maintained.
- 1.8 Police Records Checks are required before any service is provided. Please reference Board Policy 300.15.
- 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 Procedure for Third Party Partnerships with Professional and Paraprofessional Service Providers

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

Superintendent of Education will:

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

Principal/Vice Administrator will:

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

Procedures

- 2.1 Board staff will develop collaborative working relationships with those external agencies that provide services by regulated health professionals, regulated social services professionals and paraprofessionals within the Board's schools.
 - 2.2 A request for service is initiated either by school staff or by a parent/guardian for a student to have access to external services provided by a professional (see Appendix A - Procedure for Service Providers).
 - 2.3 Consent/Confidentiality- Before any service is provided in the school, it is important that written consent be obtained by school personnel (e.g., Administrator, SERT, ABA Lead, Student Support Services) from parent(s)/guardian(s) if the student is under 18 years of age, and from students themselves if they are over the age of 16 years.
 - 2.4 Informed consent for the student to participate in and receive service(s) is completed between the agency delivering the service and the student. The agency will maintain the record of service and will deliver services confidentially to the student in accordance with legal requirements. Questions may be directed to the agency for further clarification
 - 2.5 If the service providers require access to specific student information, a completed **Authorization for Exchange of Information** (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** (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 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
- 400.36 – Establishing Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers



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 - Police Records Checks for Service Providers and Section C - Police Records Checks for Others Having Direct and Regular Contact with Students.

- 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 Executive Assistant to the Superintendent of Education responsible for Special Education will file the original signed agreement.

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 Administrator reviews demonstration procedures with the professional or paraprofessional service provider, as well as the role of the Administrator, school personnel and Board staff.
- 3.2.12 If a professional or paraprofessional service provider fails to comply with Board procedures, demonstration is not conducted.
- 3.2.13 A professional or paraprofessional service provider conducts a demonstration and answers questions which school personnel and/or Board staff may have about the strategy/technique.
- 3.2.14 Based on the discussion of the demonstration, 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 Executive Assistant to the Superintendent of Education responsible for Special Education.



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

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

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

Please check selections

Brantford and Brant County Services:

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

Haldimand and Norfolk County Services:

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

Indigenous Services - Brant, Haldimand, Norfolk:

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

My child may participate in services during:

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

Consent Process:



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

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

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

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

Disclaimer

Information on this form is collected pursuant to the board's responsibilities set out in the Education Act and protected in accordance with the Municipal Freedom of Information and Protection of Privacy Act. Information on this form will be used to administer the Access to Community Partner Services Program. Questions regarding the collection of this information should be directed to Tracey Austin, Manager of Communications x11234.



Authorization for Exchange of Information

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

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

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

Name:	Phone:
Address:	City:
Postal Code:	

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

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

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

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

Date

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

Distribution: ☐ Parent / Guardian ☐ OSR ☐ Other

Disclaimer

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Partnership Service Agreement

BETWEEN

Brant Haldimand Norfolk Catholic District School Board, BHNCDSB
(Name of School)

AND

(Name of External Provider)

This Partnership Service Agreement is a mutually supportive reciprocal contract between the Brant Haldimand Norfolk Catholic District School Board and _____ to provide the following service:

_____ agrees to abide by the mission and vision statements of the Brant Haldimand Norfolk Catholic District School Board.

_____ agrees that no fees are payable to it by the Board, and neither the Board, students/parents or staff of the Board are responsible for any expenses of _____ in connection with this provision of service.

Both parties acknowledge and agree that _____ is not an agent of the Board and that none of the service providers are employees or agents of the Board.

Timeline: The service will be provided by _____ effective from _____ until _____ however, either the Brant Haldimand Norfolk Catholic District School Board or _____ may terminate this agreement for any reason with reasonable notice to the other. Reasonable notice shall be 30 days.

During the time of this agreement, the following responsibilities are agreed upon:

EXTERNAL PARTNER

1. **Procedures**

Operates within the context of the Brant Haldimand Norfolk Catholic District School Board policies, operating procedures and collective agreements including, but not limited to, the Certificate of Insurance [professional liability (errors and omissions) and general liability], Criminal Background Checks, Reporting Children in Need of Protection, and the school's and Board's Code of Conduct. The Board's policies are available on the Board's website at www.bhncdsb.ca.

2. **Accountability**

Provide access to credentials and the required criminal background check of service providers to the school upon request and ensure that they comply with the rules of professional conduct for their profession.



3. **Liability**
Provide the Board with a copy of a current Certificate of Insurance for a minimum of two million dollars relating to professional liability (errors and omissions) coverage and general liability. The Brant Haldimand Norfolk Catholic District School Board must be named on the Certificate of Insurance as additional insured.
4. **Loss**
The Brant Haldimand Norfolk Catholic District School Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.
5. **Location**
Service providers meet with students on school premises only in a specified location unless prior written consent is obtained from the parent/guardian of the student, and the Principal is given prior notice.
6. **Identification**
Service providers must sign in at the school office for each visit, present agency identification and wear board visitor identification.
7. **Records**
Partners maintain a record of services provided and monitor access.
8. **Evaluation**
Partners cooperate with the Board in evaluating the effectiveness of the partnership.

SCHOOL

1. **Consent**
Obtains appropriate written informed consent/release of information (Appendix B and/or C).
2. **Location**
Provides a private room for the provision of service recognizing the need to co-ordinate the use of space with staff allocated to the school.
3. **Monitor**
Monitors, along with the partner, the service and provides advice to service providers and to the school team when necessary.
4. **Evaluation**
Cooperates with the external partner in evaluating the effectiveness of the services provided.

Both the Brant Haldimand Norfolk Catholic District School Board and (Name of External Provider) agree that all information obtained during the provision of services will remain confidential.

Administrator

Director of Education
(or designate)

External Partner

Date

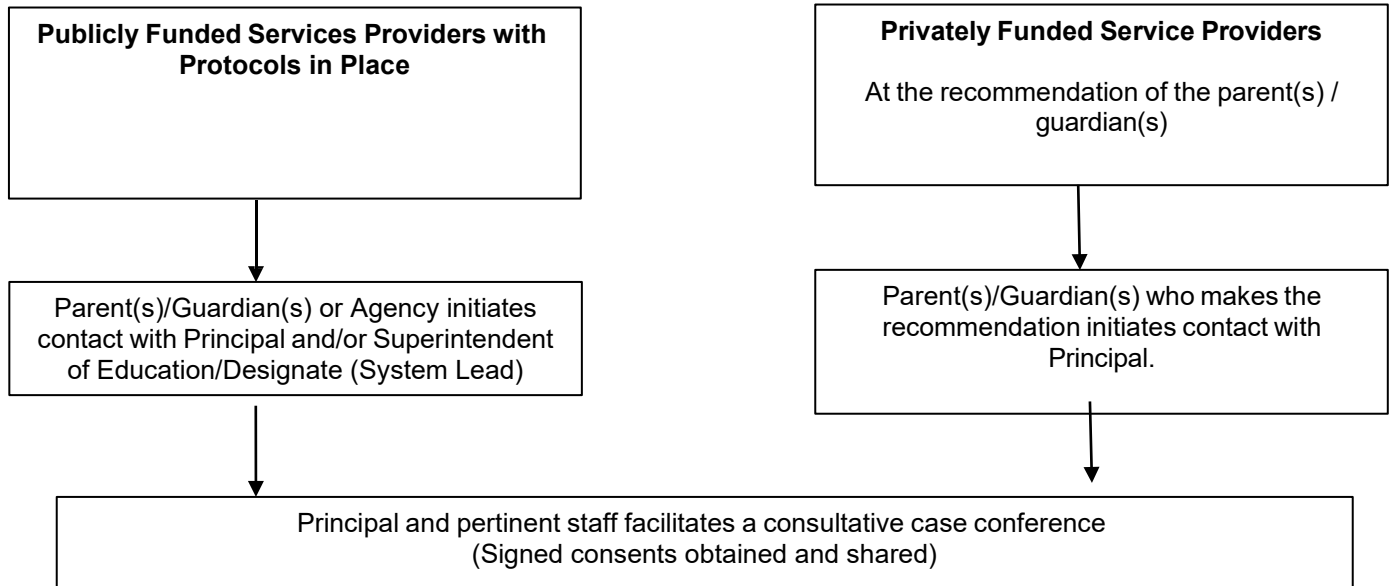
Date

Date

c: Superintendent of Education



Procedure for External Service Providers



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