



**Board Meeting
Tuesday, November 23, 2010 7:00 p.m.
Boardroom**

Members: Trustees:

June Szeman (Chair), Joe McPherson (Vice Chair), Dennis Blake, Cliff Casey, Dan Dignard, Bonnie McKinnon, Alyna Poremba (Student Trustee)

Senior Administration:

Cathy Horgan (Director of Education), Wally Easton (Associate Director, Corporate Services & Treasurer), Bill Chopp, Trish Kings and Chris Roehrig (Superintendents of Education), Tom Grice (Assistant Superintendent of Business)

1. Call to Order

- 1.1 Opening Prayer - June Szeman, Chair
- 1.2 Attendance

2. Routine Matters

- 2.1 Approval of the Agenda
- 2.2 Declaration of Interest
- 2.3 Approval of Minutes from the Board Meeting – October 26, 2010 Pages 3-6
- 2.4 Business Arising from Minutes

3. Presentations and Delegations

- 3.1 The Board will recognize Dave Szuty, Program Consultant: Special Education, recipient of the Coaching to Inclusion Award.

4. Committee and Staff Reports

- 4.1 Unapproved Minutes and Recommendations from the Committee of the Whole Pages 7-15
Meeting from November 16, 2010
Presenter: Joe McPherson, Vice-Chair
 - Early Learning Kindergarten Program Plan – September, 2012 (pgs. 16-18)
 - Accommodation Review – St. Mary, St. Bernard & St. Pius X Schools (pgs. 19-24)
 - Insurance Renewal (pgs. 25-26)
 - Audit Committee (pgs. 27-31)
 - Retreat / Conference Attendance (pg. 32)
 - Excursion – Boston, MA (pg. 33)
 - Approved Policy Committee Meeting Minutes & Recommendations –
October 13, 2010 (pgs. 34-36)
- Rescinding Policies



- 4.2** Unapproved Policy Committee Meeting Minutes & Recommendations – November 16, 2010 Pages 37-40
Presenter: Bonnie McKinnon, Chair of the Policy Committee
- Facility Partnerships Policy (pgs. 41-45)
 - Workplace Violence Prevention Policy 300.20 (pgs. 46-52)
 - Workplace Harassment Policy 300.01 (pgs. 53-63)
 - Safe Schools Policy 200.26 (pgs. 64-68)
 - Student Discipline Policy 200.27 (pgs. 69-93)
 - Bullying Prevention & Intervention Policy 200.28 (pgs. 94-100)
 - Equity and Inclusive Education Policy (Interim) (pgs. 101-104)
- 4.3** Unapproved Faith Advisory Committee Meeting Minutes – November 11, 2010 Pages 105-106
Presenter: June Szeman, Chair, Faith Advisory Committee
- 4.4** Student Trustee Report Page 107
Presenter: Alyna Poremba, Student Trustee

5. Information and Correspondence

6. Notices of Motion

7. Trustee Inquiries

8. Business In-camera

207. (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- a. The security of the property of the board;
- b. The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- c. The acquisition or disposal of a school site;
- d. Decisions in respect of negotiations with employees of the board; or
- e. Litigation affecting the board.

9. Report on the In-Camera Session

10. Future Meetings and Events

Pages 108-109

11. Moment of Silent Reflection

12. Adjournment

Next Meeting: Inaugural Meeting, Tuesday, December 7, 2010, 7:00 p.m. - Boardroom
Regular Meeting, Tuesday, December 14, 2010, 7:00 p.m. - Boardroom



Board Meeting
Tuesday, October 26, 2010 7:00 pm
Boardroom

Present: **Trustees:**
June Szeman (Chair), Joe McPherson (Vice Chair), Dennis Blake, Cliff Casey, Dan Dignard,
Bonnie McKinnon, Alyna Poremba (Student Trustee)

Senior Administration:
Cathy Horgan (Director of Education), Wally Easton (Associate Director, Corporate Services &
Treasurer), Bill Chopp, Trish Kings and Chris Roehrig (Superintendents of Education)

Absent:

1. Call to Order

1.1 Opening Prayer

The meeting was opened with prayer led by June Szeman.

2. Routine Matters

2.1 Approval of the Agenda

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Agenda of the October 26, 2010 meeting.

Carried

2.2 Declaration of Interest - Nil

2.3 Approval of Minutes from the Board Meeting of September 28, 2010

Moved by: Dennis Blake

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Minutes from the September 28, 2010 meeting.

Carried



2.4 Approval of Minutes from the Special Meeting of the Board of October 8, 2010

Moved by: Bonnie McKinnon
Seconded by: Joe McPherson

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Minutes from the October 8, 2010 Special Meeting of the Board.

Carried

2.5 Business Arising from Minutes - Nil

3. Presentations and Delegations – Nil

4. Committee and Staff Reports

4.1 Unapproved Minutes and Recommendations from the Committee of the Whole meeting of October 19, 2010

Vice Chair Joe McPherson reviewed the unapproved minutes and recommendations to the Board from the October 19, 2010 meeting of the Committee of the Whole. A request was made to deal with the recommendation regarding "Teaching and Learning in the 21st Century" separately.

Approval was requested for the following:

Moved by: Joe McPherson
Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes from the Committee of the Whole Meeting of October 19, 2010.

Carried

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the continued membership with the Ontario Catholic School Trustees' Association and remit the annual fee of \$46,781 for the 2010-11 school year.

Carried

Further clarification regarding the "Teaching and Learning in the 21st Century" Plan was requested. Superintendent Kings explained that the Destination Reading Software is an additional teacher resource/tool that will enhance the existing baseline Nelson program, will allow more specific teacher instruction and will help better engage students in their learning. It was requested that a plan be documented on how the pilot program will be evaluated in order to measure its success. Associate Director Easton also confirmed that the purchase of netbooks or laptops will follow standard purchasing practice.

Moved by: Dan Dignard
Seconded by: Dennis Blake



THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves:

1. the "Teaching and Learning in the 21st Century" Plan subject to future budget considerations, and;
2. the pilot project for 2010-11 in an amount not to exceed \$250,000.

Carried

4.2 Student Trustee Report

Student Trustee Alyna Poremba provided an update on Student Senate goals and plans for the year and informed the Board that Marissa Evans of St. John's College has been appointed as Alternate Student Trustee. She also outlined some of the school and community outreach activities that students from all three secondary schools have recently been involved in.

Moved by: Cliff Casey

Seconded by: Joe McPherson

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Student Trustee Report for October 2010.

Carried

5. Information and Correspondence:

Chair Szeman read a card of appreciation from retiree Annie Obili for the Service Recognition event hosted by Trustees on October 14, 2010.

Moved by: Dan Dignard

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board receives the information and correspondence items since the last meeting.

Carried

6. Notices of Motion: Nil

7. Trustee Inquiries:

Trustee Blake requested clarification of rules regarding courtesy riders and requested that this be discussed at the upcoming STSBHN Governance Committee meeting.

Trustee Casey referred to an article in the Simcoe Reformer regarding the possible relocation of board archival records currently being stored at Waterford District High School. Director Horgan advised that our archived records will remain where they are until a new location is found.



8. Business In-Camera

Moved by: Dennis Blake
Seconded by: Joe McPherson

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an in-camera session of the board.

Carried

9. Report on the In-Camera Session

Moved by: Bonnie McKinnon
Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the in-camera session.

Carried

10. Future Meetings and Events

Chair June Szeman reviewed the list of upcoming meetings and events.

11. Moment of Silent Reflection

12. Adjournment

Moved by: Dennis Blake
Seconded by: Joe McPherson

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of October 26, 2010.

Carried

RECOMMENDATIONS FOR THE BOARD FROM THE COMMITTEE OF THE WHOLE

November 16, 2010

AGENDA ITEM	MOTION
4.2	<p>THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves the implementation of the Early Learning Kindergarten Program for September 2012, subject to Ministry of Education approval, at the following schools:</p> <ol style="list-style-type: none"> 1) St. Joseph's School, Simcoe 2) St. Frances Cabrini School, Delhi 3) Notre Dame School, Brantford 4) St. Cecilia's School, Port Dover 5) South West Brantford School, Brantford 6) St. Peter School, Brantford 7) St. Theresa School, County of Brant 8) Resurrection School, Brantford
4.3	<ol style="list-style-type: none"> 1) THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the closure of St. Mary School, Brantford, effective June 30, 2012 and transfers the students of St. Mary School to Holy Cross School, subject to additional public input. 2) THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board closes St. Bernard School and St. Pius X School in Brantford and build a new school on the St. Pius X school site to accommodate the students of both schools, effective September 1, 2013, provided the Ministry of Education allocates funding for this purpose, subject to additional public input.
4.5	<p>THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2011 insurance renewal premium, payable to the Ontario School Board's Insurance Exchange, in the amount of \$213,439, plus PST.</p>
4.6	<p>THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the formation of an Audit Committee and approves the Audit Committee Guidelines.</p>
4.7	<p>THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the attendance of June Szeman at the "Loving the Two Halves of Life: The Further Journey" Conference, with expenses not to exceed \$1,000.</p>
4.8	<p>THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School for an excursion to Boston, MA from Thursday, April 28, 2011 to Sunday, May 1, 2011.</p>
4.10	<p>THAT the Policy Committee recommends that the Committee of the Whole refers the rescinding of the following policies to the Brant Haldimand Norfolk Catholic District School Board for approval:</p> <ul style="list-style-type: none"> 200.02 – Transportation of Students – Inclement Weather 200.15 – Entering School – An Inclusive Approach 400.10 – Transportation of Students – Expectations and Responsibilities 400.13 – Transportation of Students – Accident/Incident Reporting

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes from the Committee of the Whole Meeting of November 16, 2010.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations from the Committee of the Whole Meeting of November 16, 2010.



Committee of the Whole
Tuesday, November 16, 2010 7:00 pm
Boardroom

Trustees:

Present: June Szeman (Chair), Joe McPherson (Vice Chair), Dennis Blake, Cliff Casey, Dan Dignard, Bonnie McKinnon, Alyna Poremba (Student Trustee)

Absent:

Senior Administration:

Cathy Horgan (Director of Education), Wally Easton (Associate Director, Corporate Services & Treasurer), Bill Chopp, Trish Kings and Chris Roehrig (Superintendents of Education), Tom Grice (Assistant Superintendent of Business)

1. Call to Order

1.1 Opening Prayer

The meeting was opened with a prayer led by June Szeman.

2. Routine Matters

2.1 Approval of the Agenda

Moved by: Joe McPherson

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda for the November 16, 2010 meeting.

Carried

2.2 Declaration of Interest: Trustee Szeman declared a conflict of interest on Item 4.7.

2.3 Approval of Minutes from the Committee of the Whole Meeting of October 19, 2010

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes from the October 19, 2010 meeting.

Carried

2.4 Business Arising from Minutes: Nil

3. Presentations and Delegations: Nil



4. Committee and Staff Reports:

4.1 Board Improvement Plan (2010-12)

Superintendents Kings, Chopp and Roehrig reviewed the draft Board Improvement Plan for Student Achievement 2010 – 2012. The overall goal of the plan is to continue to enhance teacher practice and student engagement in order to improve student achievement from Kindergarten to Grade 12. Assisted by the Improvement Planning Assessment Tool provided by the Ministry of Education, the plan outlines the specific focus areas under each of the four pillars: Catholic Faith, Community and Culture; Literacy, Numeracy, and Pathways with an overall focus on Assessment & Evaluation “for”, “as” and “of” learning.

Moved by: Dennis Blake

Seconded by: Joe McPherson

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Board Improvement Plan for Student Achievement 2010 – 2012 report.

Carried

4.2 Early Learning Kindergarten Program Plan – September, 2012

Associate Director Easton explained that the Year 3 sites for the Early Learning Kindergarten Program (ELKP) need to be submitted to the Ministry of Education by month-end. In consultation with the Grand Erie District School board and the municipal daycares, eight sites are being recommended for opening in September, 2012.

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves the implementation of the Early Learning Kindergarten Program for September 2012, subject to Ministry of Education approval, at the following schools:

- 1) St. Joseph's School, Simcoe
- 2) St. Frances Cabrini School, Delhi
- 3) Notre Dame School, Brantford
- 4) St. Cecilia's School, Port Dover
- 5) South West Brantford School, Brantford
- 6) St. Peter School, Brantford
- 7) St. Theresa School, County of Brant
- 8) Resurrection School, Brantford

Carried

4.3 Accommodation Review – St. Mary, St. Bernard & St. Pius X Schools

Director Horgan reviewed the process followed by the Accommodation Review Committee for the St. Mary, St. Bernard and St. Pius X Accommodation Review, which took place from October 2009 to March, 2010. Following eight ARC meetings, five public meetings, school tours, community input and a detailed analysis of background information, the Committee's final report included two recommendations.



It was recommended that the Board reject the committee's first recommendation to continue to use St. Mary School as a school and use surplus space in the school for administration purposes. After further analysis, this recommendation is neither viable nor cost effective and staff recommends that the Board proceeds with the consolidation of St. Mary with Holy Cross School for the September 2012 school start. Clarification was provided regarding the potential \$100,000 annual savings that could be realized.

It was recommended that the Board support the second recommendation that St. Bernard and St. Pius X schools be closed and that the Board builds a new school on the St. Pius X site to accommodate students from both schools, provided the Ministry allocates funding for this purpose. The process will be done in stages, with the target date of September 2013 to have students from the combined schools settled in the new school building on the St. Pius X site. Details regarding the potential \$200,000 annual savings was provided.

There will be an opportunity for new public input. Copies of the ARC report, minority reports, and all documentation and submissions are available for trustees to review.

Moved by: Joe McPherson

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the closure of St. Mary School, Brantford, effective June 30, 2012 and transfers the students of St. Mary School to Holy Cross School, subject to additional public input.

Carried

Moved by: Dan Dignard

Seconded by: Joe McPherson

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board closes St. Bernard School and St. Pius X School in Brantford and build a new school on the St. Pius X school site to accommodate the students of both schools, effective September 1, 2013, providing the Ministry of Education allocates funding for this purpose, subject to additional public input.

Carried

4.4 Central Support Staff Relocation

Associate Director Easton presented the plan for the relocation of central support staff being precipitated by the demolition of the Providence Resource Centre at the end of this school year. After evaluating several possibilities in terms of suitable accommodation, potential disruptions, building renovations and resulting costs, it has been decided that the Information Technology and Data Services staff and equipment will be moved permanently to the Fatima Resource Centre (FRC), that the current FRC staff will move to empty classrooms at Sacred Heart School in Paris as an interim 2-3 year solution, that the Library Resource Centre will move to an empty classroom at Notre Dame School in Brantford, and the teaching consultants currently at the PRC will be relocated to other schools in the Brantford area until a permanent solution can be found. The Information Technology move will take place during March Break 2011 to minimize disruption from the network downtime while the equipment is being relocated.



Moved by: Joe McPherson

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the report on the Central Support Staff Relocation.

Carried

4.5 Insurance Renewal

Associate Director Easton reviewed the rate adjustments reflected in the renewal of the Board's property and liability insurance coverage (2011) provided by the Ontario School Boards' Insurance Exchange (OSBIE).

Moved by: Bonnie McKinnon

Seconded by: Cliff Casey

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2011 insurance renewal premium, payable to the Ontario School Board's Insurance Exchange, in the amount of \$213,439, plus PST.

Carried

4.6 Audit Committee

Associate Director Easton reviewed the new requirement under the Education Act for school boards to establish an Audit Committee by January 31, 2011. This Committee will be comprised of two trustees and two external members. Guidelines for the Committee as well as the application process were reviewed. Advertisements to recruit community members will be published during the last week of November and the selection process will begin early January.

Moved by: Dennis Blake

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the formation of an Audit Committee and approves the Audit Committee Guidelines.

Carried

4.7 Retreat / Conference Attendance

Director Horgan provided an overview of an upcoming retreat/conference that will feature three internationally-renown speakers. This conference will provide an ideal opportunity to hear and evaluate these speakers as potential keynote speakers for future Board events. Director Horgan recommended that with her active involvement in the faith building work of the Board, and in her role as Chair of these two Committees, it would be beneficial for trustee Szeman to attend this Conference. Acting Chair McPherson declared his intention to vote on this item.

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the attendance of June Szeman at the "Loving the Two Halves of Life: The Further Journey" Conference, with expenses not to exceed \$1,000.

Carried



4.8 Excursion – Boston, MA

Superintendent Roehrig provided details of a proposed excursion by approximately 50 Grades 9-12 students from Assumption College School to Boston, MA from April 28-May 1, 2011 with a focus on enhancing the cultural and social components of the music curriculum and investigating careers in the music field.

Moved by: Cliff Casey

Seconded by: Dennis Blake

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School for an excursion to Boston, MA from Thursday, April 28, 2011 to Sunday, May 1, 2011.

Carried

4.9 Board Enrolment

Superintendent Roehrig distributed a revised copy of the report and reported on the October 31 enrolment numbers, which is a key Ministry reporting date that impacts on the grants received by the Board. Superintendent Roehrig indicated that the Full Time Equivalent (FTE) enrolment is lower than projected by 154 students at the elementary level, but 37 students higher than projected at the secondary level.

Moved by: Joe McPherson

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Board Enrolment report for October 31, 2010.

4.10 Approved Policy Committee Meeting Minutes and Recommendations – October 13, 2010

Bonnie McKinnon, Chair of the Policy Committee, reported that the Committee has reviewed and evaluated each of the Board's existing policies. It was determined that several policies should be rescinded, and that all remaining and future policies should be assigned an automatic review timeline to ensure that all policies remain applicable and current.

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Policy Committee recommends that the Committee of the Whole refers the rescinding of the following policies to the Brant Haldimand Norfolk Catholic District School Board for approval:

200.02 – Transportation of Students – Inclement Weather

200.15 – Entering School – An Inclusive Approach

400.10 – Transportation of Students – Expectations and Responsibilities

400.13 – Transportation of Students – Accident/Incident Reporting

Carried

4.11 Unapproved Regional School Council Meeting Minutes – November 8, 2010

Trustee Representative Bonnie McKinnon provided an overview of the presentations made by Superintendents at the Regional School Council meeting of November 8. She commented on how strong the school council involvement is across the system, and the level of discussion and suggestions offered throughout the night is indicative of active school communities. Members were asked to complete a School Council survey that will assist the Board in obtaining a clearer understanding of the needs of Schools Councils.



Moved by: Dennis Blake
Seconded by: Bonnie McKinnon

THAT the Committee of the Whole refers the unapproved minutes from the Regional School Council Meeting of November 8, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

4.12 Unapproved SEAC Meeting Minutes – November 10, 2010

Trustee Representative Dennis Blake reviewed the minutes of the November 10 meeting of the SEAC Committee. He commented on the success of a pilot project aimed at assisting special needs students in improving their communication skills, which in turn results in less negative behaviours.

Moved by: Bonnie McKinnon
Seconded by: Dan Dignard

THAT the Committee of the Whole refers the unapproved minutes from the Special Education Advisory Committee meeting of November 10, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5. Information and Correspondence: Nil

6. Notices of Motion: Nil

7. Trustee Inquiries:

Trustee Blake inquired as to the status of the St. Jean de Brebeuf building now that a plan is in place for relocating central support staff. The disposition of this building will be looked at in the near future.

Trustee Casey inquired about feedback from elementary teachers regarding the new report cards that were sent home last week. Director Horgan commented that the new elementary report card is quite different. Superintendent Roehrig stated that the minor difference in the secondary report card involves the section on learning skills. Copies of the report cards will be shared with trustees.

8. Business In-Camera

Moved by: Cliff Casey
Seconded by: Dennis Blake

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board moves to an in-camera session.

Carried

9. Report on the In-Camera Session

Moved by: Dan Dignard
Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business from the in-camera session.

Carried



10. Future Meetings

The list of upcoming meetings and events was reviewed by Trustees.

11. Moment of Silent Reflection

12. Adjournment

Moved by: Bonnie McKinnon

Seconded by: Joe McPherson

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of November 16, 2010.

Carried

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: G. Wallace Easton, Associate Director Corporate Services and Treasurer
Trish Kings, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: November 16, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

EARLY LEARNING KINDERGARTEN PROGRAM PLAN – SEPTEMBER 2012

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board has approved the implementation of the Early Learning Kindergarten Program (ELKP) at eight schools for the 2010-11 and 2011-12 school years. Those schools are Holy Cross, Jean Vanier, Sacred Heart (Langton), St Michael's (Dunnville), St Pius X, Christ the King, St Patrick's (Caledonia) and St. Stephen's School.

School boards are required to identify their ELKP sites for Year 3 (2012-13) and any associated capital needs based on the criteria outlined by the Ministry of Education. The Ministry will review the capital funding requests for each school submitted by school boards. In reviewing Year 3 capital needs, the Ministry will be making capital funding for first-time equipping and minor renovations of ELKP classrooms available for Year 3 classes. Such capital funding, however, will be allocated to school boards on a priority basis; therefore, if a board has sites that do not require capital funds, the Ministry may require a board to choose those sites.

Boards are required to submit their site selections on or before November 26, 2010. The Ministry plans to inform boards of their approved Year 3 sites selection and capital approvals in the early spring of 2011. ELKP capital projects that cost less than \$250,000 do not require Ministry approval to proceed. This exemption only applies for stand alone ELKP projects.

DEVELOPMENTS:

Board staff have met with representatives of the Grand Erie District School Board and the municipal day cares to discuss the ELKP needs for 2012-13. Considerations included "Early Development Instrument" (EDI) information, EQAO scores and geographic distribution throughout the jurisdiction. The two school boards reviewed the alignment of the sites chosen by each board to ensure equitable distribution.

The sites selected for the Early Learning Kindergarten Program in Year 3, in order of priority, are:

- 1) St. Joseph's School, Simcoe
- 2) St. Frances Cabrini School, Delhi
- 3) Notre Dame School, Brantford
- 4) St. Cecilia's School, Port Dover
- 5) South West Brantford School, Brantford
- 6) St. Peter School, Brantford
- 7) St. Theresa School, County of Brant
- 8) Resurrection School, Brantford

The only school that is expected to require a capital allocation is St. Joseph's School. It will require renovations to one existing classroom and an addition of one classroom to support the ELKP. Attached is a chart providing more detailed information.

The Ministry requests that the total number of students in ELKP at the end of 2012 be at least 49% of the number of junior and senior kindergarten students. The enrolment of the eight schools selected for Year 3 will bring the total number of students in ELKP to 53% of the total junior and senior kindergarten students in our board by 2012.

RECOMMENDATION:

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves the implementation of the Early Learning Kindergarten Program for September 2012, subject to Ministry of Education approval, at the following schools:

- 1) St. Joseph's School, Simcoe
- 2) St. Frances Cabrini School, Delhi
- 3) Notre Dame School, Brantford
- 4) St. Cecilia's School, Port Dover
- 5) South West Brantford School, Brantford
- 6) St. Peter School, Brantford
- 7) St. Theresa School, County of Brant
- 8) Resurrection School, Brantford

**BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD
EARLY LEARNING KINDERGARTEN PLAN - September 2012**

Year	Enrolment Sept 2010			Classrooms		Renovations	Addition	GEDSB Site		
	J	K	Total	Required	Available					
APPROVED ELP SITES										
1	Holy Cross	Brantford Central	10	15	25					
1	Jean Vanier	Brantford South	40	36	76					
1	Sacred Heart	Langton	18	20	38					
1	St Michael's	Dunnville	24	16	40					
1	St Pius	Brantford Central	6	11	17					
2	Christ the King	Brantford Central	16	12	28					
2	St Patrick	Caledonia	11	18	29					
2	St. Stephen	Cayuga	9	13	22					
RECOMMENDED YEAR 3 SITES										
3	St. Joseph	Simcoe	37	39	76	3	2	Y	Y	West Lynn PS
3	St. Frances Cabrini	Delhi	21	23	44	2	2	N	N	Delhi PS
3	Notre Dame	Brantford North	29	26	55	2	2	N	N	Branlyn
3	St. Cecilia's	Port Dover	9	11	20	1	1	N	N	Doverwood
3	South West Brantford *	Brantford South West	25	25	50	2	4	N	N	SW Brantford
3	St. Peter	Brantford South	13	17	30	1	1	N	N	Onondaga-Brant / Echo Place
3	St. Theresa	Brant County	11	12	23	1	1	N	N	---
3	Resurrection	Brantford North	8	15	23	1	1	N	N	---

* Assume 1/3 of St. Gabriel's JK/SK students will go to new school.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Cathy Horgan, Director of Education & Secretary
Presented to: Committee of the Whole
Submitted on: November 16, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

ACCOMMODATION REVIEW – ST. MARY, ST. BERNARD AND ST. PIUS X SCHOOLS

Public Session

BACKGROUND INFORMATION:

In October 2006, the Ministry of Education issued the “Pupil Accommodation Review Guidelines” which outline the necessary steps to follow when school closures are being considered. In accordance with the new guidelines, the Brant Haldimand Norfolk Catholic District School Board established a Pupil Accommodation Review Policy, Guidelines and a Generic School Valuation Framework that were approved on February 26, 2008. The Pupil Accommodation Review Guidelines state that a group of schools facing challenges in providing a suitable and equitable range of learning opportunities for students may be considered for an Accommodation Review.

In 2007, the Board engaged Watson & Associates, Economists, Ltd. to review its enrolment projections and provide a report outlining options to address the Board’s accommodation issues. Watson reported to the Board on July 10, 2008 and offered several recommendations. Two of those recommendations were to consolidate St. Pius X and St. Bernard schools and build a replacement school, and to consolidate St. Mary and Holy Cross schools on the Holy Cross school site.

At the April 28, 2009 Board meeting, Trustees approved a recommendation to initiate an Accommodation Review process for the St. Pius X, St. Bernard and St. Mary schools (Brantford). An Accommodation Review Committee (ARC), which included parents, principals, teachers, non-teaching staff from all three schools, as well as community representatives and a trustee, was fully constituted on October 14, 2009. The mandate of the ARC was to review the current situation at St. Pius X, St. Bernard and St. Mary schools, which included declining enrolment and two prohibitive to repair facilities, and to develop an accommodation option that would ensure suitable and equitable learning environments for all students, while consistently being aware of best education practices. The report of the Committee provided the recommendations of the St. Pius X, St. Bernard and St. Mary schools Accommodation Review Committee and detailed the work completed by the ARC throughout the entire process.

Over the course of eight working group meetings, five public meetings, school tours, significant community input, as well as countless hours spent reviewing background information, the ARC developed a total of six possible accommodation options. The Committee approved two recommendations that were presented to the public on March 3, 2010.

Article 2.8 of the Board's Administrative Procedures to the Accommodation Review Policy states:

The Accommodation Review Committee will deliver its School Valuation Report to the Director of Education not earlier than ninety (90) days, and not later than 120 days, after the beginning of the Committee's first public meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and spring break.

The final report of the Accommodation Review Committee was presented to the Director of Education on March 23, 2010. That report included the two recommendations of the Committee:

- 1) That the Brant Haldimand Norfolk Catholic District School Board continues to use St. Mary school as a school and use surplus space in the school for administration purposes.
- 2) That the Brant Haldimand Norfolk Catholic District School Board closes St. Bernard and St. Pius X schools in Brantford and builds a new school on the St. Pius X school site to accommodate the students of both schools, provided the Ministry of Education allocates funding for this purpose.

On April 13, 2010 the representatives of St. Bernard school presented a Minority Report to the Director of Education. This report is included in the background material provided to Trustees.

Article 3.1 of the Board's Administrative Procedures to the Accommodation Review Policy states:

The Associate Director will review the recommendations of the Accommodation Review Committee and prepare a report to the Board. The report will include as appendices the Accommodation Review Committee's School Valuation Report and recommendations, the information package provided to the Committee, minutes of the Accommodation Review Committee meetings, and any material received by the Committee or the Board from the public.

The recommendation accompanying the report will be one or more of the following:

- *To maintain the schools and to continue to monitor them;*
- *To reorganize the schools, their programs or their grade structures;*
- *To change the boundaries of the schools;*
- *To consolidate and/or close one or more of the schools.*

The report and recommendations will be presented to the Board in public session at a regularly-scheduled meeting not less than thirty (30) days after the Accommodation Review Committee School Valuation Report is delivered to the Director of Education.

The Board has met the timelines required in the policy.

DEVELOPMENTS:

The central area of Brantford has been experiencing a decline in enrolment for the last few years and it is expected that the decline will continue for the next few years before enrolment stabilizes. The implementation of the Early Learning Program will generate some additional enrolment, but with class size averages of 26 in kindergarten, there is little need for additional space in most schools. With the exception of Jean Vanier and St. Bernard schools, all schools in central Brantford are and will continue to be under utilized, which leads to inefficient use of facilities and inefficient school organizations. Current enrolment projections for the schools in central Brantford are provided in the following chart:

Brantford Schools Enrolment Projections Including Implementation of Early Learning Program Revised based on September 2010 Actual Enrolment

	2010/ 2011	2011/ 2012	2012/ 2013	2014/ 2015	2018/ 2019	2022/ 2023	Capacity	Excess Capacity
Jean Vanier	339	380	415	450	454	457	448	(9)
St. Bernard	163	160	157	162	162	164	155	(9)
St. Pius	102	104	106	99	97	99	184	85
Christ the King	116	125	130	124	121	126	193	67
Holy Cross	127	124	120	116	108	110	227	117
St. Mary	128	129	118	117	113	112	196	84
	975	1,022	1,046	1,068	1,056	1,069	1,403	334

The increase of 94 pupils during the period 2010 to 2015 is due to the implementation of the Early Learning Program. Enrolment in Grades 1 to 8 will increase slightly at Jean Vanier, remain stable at Christ the King and St. Mary, but decline at St. Bernard, Holy Cross and St. Pius X schools during the 2010 to 2023 period.

The first recommendation of the Accommodation Review Committee states:

“That the Brant Haldimand Norfolk Catholic District School Board continues to use St. Mary School as a school and use surplus space in the school for administration purposes.”

With an average utilization of about 60%, the school will only be able to accommodate a few administrative personnel. Staff have considered the possibility of using the excess space at St. Mary to house some of the information technology resources, but the cost to upgrade the facility is expected to be \$250,000. In addition, there would still be a need to place some of the staff at another location. The consolidation of St. Mary and Holy Cross schools would provide more efficient use of space and staff. In addition, the kindergarten room at St. Mary is not adequate for the Early Learning Program and alterations to the school would be complex. Therefore, staff have recommended that the Board reject the committee’s recommendation and that the Board proceed with the consolidation of St. Mary with Holy Cross School.

Although the long term enrolment of the combined school would be less than the capacity of Holy Cross, some renovations will be required. Staff will be submitting an application to the Ministry of Education for funds to renovate certain classrooms.

In addition, the Committee made several recommendations should the Board decide to proceed with the consolidation. Those recommendations included reviewing the attendance boundary for the consolidated school, providing ample orientation for staff and students, as well as providing additional professional development, curriculum material and additional Literacy Teacher time. The details are explained more fully in the Report from the Accommodations Review Committee. Should the Board proceed with the consolidation of St. Mary with Holy Cross School, staff recommend an effective date of September 1, 2012.

The second recommendation of the Committee states:

“That the Brant Haldimand Norfolk Catholic District School Board closes St. Bernard School and St. Pius X School in Brantford and builds a new school on the St. Pius X school site to accommodate the students of both schools, provided the Ministry of Education allocates funding for this purpose.”

Staff support this recommendation. St. Pius X enrolment is only 55% of capacity and will fall to almost 50% over the next few years. The consolidation of the two schools, with a newly constructed school, will allow for more optimal use of space and staff. The operational costs will be significantly less than the current situation. St. Bernard School currently exceeds capacity and is expected to continue to be at or above the capacity of the school for the next few years. The recommendation includes the provision that the Ministry of Education approves funding for the project. The Board did submit the project for approval under the “Prohibitive To Repair” (PTR) program two years ago. Although the PTR program no longer exists, the Ministry has recently announced a new capital program and projects previously considered under the PTR program will be considered for this new allocation. Staff have submitted the application and expect the Ministry will announce approved projects early in 2011.

The representatives of St. Bernard School did submit a Minority Report in which they challenged the recommendation. They suggested that if the consolidation were to proceed, that the new school be built on the St. Bernard school site. Staff did review that option for the Accommodation Review Committee, but believe that the St. Pius X site is preferred as it is larger and provides for a more efficient bus loading and unloading area.

The Minority Report also states that *“St. Bernard is at full capacity and therefore is already efficient”*; the school’s capacity is 155 students. Generally, schools with a population of about 300 pupils provide for more optimal school organizations and fewer split grade classes. A school of 300 also allows more flexibility in order to optimize class sizes. For example, the average class size in primary at St. Bernard is currently 18.33, well below the 19.8 which is the Ministry benchmark for funding.

Again, the Committee made several recommendations, which are explained in more detail in their report should the Board decide to proceed with the consolidation. A summary of those recommendations are:

- Staff should move with the students
- Orientation for staff and students
- Request traffic lights at the intersection of King George Rd. and Wood Street
- All students should move to the new school
- Additional time for Literacy Teacher
- Additional computers, professional development and materials
- Fund the music program for the additional Grade 8 students of the combined schools.

Should the Board approve the consolidation of St. Pius X and St. Bernard schools, there would need to be a transition plan. Staff recommend that the current St. Pius X School closes June 2012 and students attend St. Bernard School for the 2012-13 year. Some additional portables will be required. During the 2012-13 year, subject to funding from the Ministry of Education, the existing St. Pius X School should be demolished and a new school constructed on the St. Pius X site. The students from both St. Pius X and St. Bernard will attend the new school effective September 2013 and St. Bernard School will be demolished.

The Board's Policy #400.16 requires that the Board seeks further input from the public at a public meeting of the Board. The timelines for the final decision are attached as Appendix A, which is an excerpt of the policy. The policy and the Ministry guidelines require that the decision not be finalized until sixty days after the report to the Board and thirty days after the Board meeting for public input. Based on the attached schedule, the first regularly scheduled meeting at which the Board could make a final decision is March 29, 2011.

RECOMMENDATIONS:

- 1) THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the closure of St. Mary School, Brantford, effective June 30, 2012 and transfers the students of St. Mary School to Holy Cross School, subject to additional public input.
- 2) That the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board closes St. Bernard School and St. Pius X School in Brantford and build a new school on the St. Pius X school site to accommodate the students of both schools, effective September 1, 2013, provided the Ministry of Education allocates funding for this purpose, subject to additional public input.

ARC TIMELINES FROM BOARD POLICY #400.16

Board sets dates for Board meeting for public input and for Board meeting to decide accommodation	December 14, 2010	As scheduled by Board
Notice of Board Meeting for Public Input	December 15, 2010	A minimum of two (2) weeks' notice of the Public Meeting
Notice of Board Meeting to decide accommodations	January 2, 2011	60 days prior to the Board meeting.
Board Meeting for Public Input	January 25, 2011 6:00 p.m.	As scheduled by the Board, but not sooner than 30 days after Staff's Report and recommendations are presented to the Board in public session
Staff's follow-up report on accommodation	February 22, 2011	Next regularly scheduled Board meeting
Board Meeting to decide accommodation	March 29, 2011	At a regularly scheduled meeting which will not occur sooner than 60 days after presentation of Staff's Report, 30 days after the Board Meeting for public input, and 15 days after Staff's follow-up report is released publicly
Notice of decision on accommodation	April 1, 2011	Within one (1) week of decision

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Wally Easton, Associate Director, Corporate Services & Treasurer
Presented to: Committee of the Whole
Submitted on: November 16, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

INSURANCE RENEWAL Public Session

BACKGROUND INFORMATION:

The Board's property and liability insurance is currently covered by the Ontario School Boards' Insurance Exchange (OSBIE), which is a reciprocal cooperative established in 1987. Premiums are established annually based on OSBIE's overall experience. OSBIE insures most school boards and several joint ventures in Ontario.

DEVELOPMENTS:

For 2011, based on actuarial estimates, the following rate adjustments are required:

Liability	+2%
Property	+8%
Boiler	0%
Crime	0%
Automobile	0%

Due to enhanced liability limits and inflationary costs, a nominal rate increase was required for the base liability insurance. OSBIE has also increased the limits of its liability policy to \$24 million to provide school boards with added protection against liability exposure. The liability insurance for our Board has decreased due to a decrease in claims for the last year. OSBIE approved an 8% increase in the property insurance as they continue to experience increased claim costs provincially. Appendix A is a summary which includes a history of OSBIE premiums, as well as the current premiums for our Board.

In addition to their regular insurance program, OSBIE provides an incentive program to help reduce fees even further.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2011 insurance renewal premium, payable to the Ontario School Board's Insurance Exchange, in the amount of \$213,439, plus PST.

Brant Haldimand Norfolk Catholic District School Board

OSBIE INSURANCE

Insurance Premium Excluding Taxes				
Description	2008	2009	2010	2011
Property	\$44,069	\$56,067	\$68,526	\$85,511
Crime	\$5,505	\$5,413	\$5,395	\$5,335
Boiler and Machinery	\$3,838	\$3,838	\$3,939	\$3,939
Liability	\$107,726	\$102,181	\$122,791	\$107,608
Non-Owned Auto	\$1,088	\$1,032	\$1,240	\$1,086
Subtotal	\$162,226	\$168,531	\$201,891	\$203,479
Fleet Automobile	\$7,511	\$8,735	\$9,961	\$9,960
Total Insurance Premium	\$169,737	\$177,266	\$211,852	\$213,439
Coverages:				
• Total Property	Unlimited			
• Crime	\$500,000			
• Deductible	\$10,000			
• Boiler and Machinery	Unlimited			
• Auto Limit	\$24 million			
• Liability	\$24 million			

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: G. Wallace Easton, Associate Director, Corporate Services and Treasurer
Presented to: Committee of the Whole
Submitted on: November 16, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

AUDIT COMMITTEE Public Session

BACKGROUND INFORMATION:

In January 2010, staff submitted a report regarding the requirement for school board Audit Committees. The government then postponed the requirement for Audit Committees until after the 2010 Municipal Elections.

Section 253.1(1) of the Education Act states, "*Every district school board shall establish an audit committee*". Regulation 361/10 establishes the requirements of the Audit Committee and that Audit Committees must be established no later than January 31, 2011. The first meeting of the Audit Committee must be held before March 31, 2011.

The primary role of the Audit Committee is to assist the board of trustees in fulfilling its duties related to governance and oversight. Specifically, the duties of the Audit Committee fall under the following key areas: the financial reporting process, internal control framework, risk management practices, performance and function of the Board's internal and external auditors, and the Board's compliance with its obligations under legislation.

DEVELOPMENTS:

The Audit Committees will be appointed by each Board to serve that Board. For Boards with less than eight trustees, the Committee must have two trustees and two external members. Regulation 361/10 outlines the eligibility requirements and the mandate of the Committee. Those criteria are summarized in the attached guidelines for the Audit Committee, as well as for the application process. Committees are to be appointed by January 31, 2011 and the Ministry will provide training seminars in January and February 2011.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the formation of an Audit Committee and approves the Audit Committee Guidelines.



BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

AUDIT COMMITTEE GUIDELINES

MISSION

To provide advice to the Board of Trustees in the areas of financial reporting, external audit process and risk management and internal controls and ensuring compliance with Ministry of Education Acts and Regulations.

MEMBERSHIP

- The Audit Committee will be comprised of two trustees and two community members.
- The community member must be a Catholic school ratepayer, support the vision and mission of the Brant Haldimand Norfolk Catholic District School Board and must hold a position in financial management. An accounting designation (CMA, CGA, CA) is preferred.
- Trustee members are to be appointed by the Board Chair and the community members will be appointed by the Board, upon recommendation of a Selection Committee, through an application process.
- Community members shall not be employed by the Brant Haldimand Norfolk Catholic District School Board or the auditor on record (Millard, Rouse, Rosebrugh LLP) for the Board.
- Community members are volunteers and will not receive remuneration. Reimbursement for mileage and parking will be paid in accordance with existing Board policy.
- The Manager of Finance will report directly to the Audit Committee for audit matters only and will act as the Committee's primary resource.
- The Associate Director, Corporate Services & Treasurer and the Director of Education will provide information as required.
- A community member must be available for any meeting to proceed.
- The Chair of the Board will appoint the Chair of the Audit Committee

TERM OF OFFICE

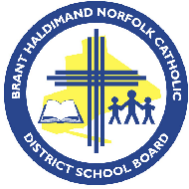
- The community member will hold their positions for a term of three years.
- A minimum of three meetings will be held annually. The meetings should coincide with the significant financial reporting dates of the Board including estimates, seven month financial reporting, revised estimates and year-end reporting.
- Minutes of the meetings will be brought forward to the monthly Board meeting for approval.

RESPONSIBILITIES

- To review the Board's financial statements.
- To recommend that the Board approve the annual audited financial statements.
- To review all matters that the external auditor is required to communicate to the Audit Committee under generally-accepted auditing standards.
- To review the overall effectiveness of the Board's internal controls.
- To review the scope of the internal and external auditors' reviews of the Board's internal controls.
- To make recommendations to the Board on the content of annual or multi-year internal audit plans and on all proposed major changes to plans.
- To review, at least once in each fiscal year, the performance of the internal auditor.
- To meet on a regular basis with the internal auditor to discuss any matters that the Audit Committee or internal auditor believes should be discussed.
- To review the external auditor's audit plan.
- To review and confirm the independence of the external auditor.
- To review the effectiveness of the Board's system for monitoring compliance with legislative requirements and with the Board's policies and procedures.
- To review any significant findings of regulatory entities and any observations of the internal or external auditor related to those findings.
- To perform activities related to the oversight of the Board's risk management issues or financial matters, as requested by the Board.
- To report to the Board annually and at any other time that the Board may require, on the Committee's performance of its duties.

CODE OF CONDUCT

- The Committee must uphold and respect the mission of the Brant Haldimand Norfolk Catholic District School Board.
- Committee members must declare any conflicts of interest that would impede their independence.
- The Committee must review its mandate annually.
- The Committee must be accountable to the Board of Trustees, representing the interest of all stakeholders.
- Each Committee member must act ethically and independently.
- The Committee must communicate effectively with staff, management, other committee members and advisors to ensure that they have sufficient knowledge in regard to current and perspective audit issues.



BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

EXTERNAL COMMUNITY MEMBER AUDIT COMMITTEE

APPLICATION GUIDELINES

The Brant Haldimand Norfolk Catholic District School Board requires two members of the community with financial expertise to serve on the Audit Committee.

The Audit Committee is comprised of two Board Trustees and two external community members. Its mandate is to provide review and recommendation in regard to financial reporting, external audit and risk management and controls while ensuring compliance with the Ministry of Education Act and Regulations. This is a volunteer position and members are required to attend a minimum of three scheduled meetings annually with additional meetings added as required.

ELIGIBILITY FOR APPLICATION:

- Must be a Catholic school ratepayer and support the values of Catholic education.
- Must have an accounting, financial management or other relevant business experience.
- Preference will be given to applicants with an accounting designation (CA, CMA, CGA).
- Must not be employed by the Brant Haldimand Norfolk Catholic District School Board or the Board's current auditor of record (Millard, Rouse & Rosebrugh LLP).
- Must be a resident of the City of Brantford, Brant County, Haldimand County or Norfolk County.

The successful candidates will be appointed for a term of three years with the possibility of extension to a maximum of one additional term. The current term will be effective as of February 1, 2011.

Eligible candidates interested in this volunteer position can complete the attached Application Form and return it to the address below no later than December 15, 2010:

Cathy Horgan, Director of Education
Brant Haldimand Norfolk Catholic District School Board
322 Fairview Drive, P.O. Box 217
Brantford ON N3T 5M8
chorgan@bhncdsb.ca



**BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD**

P.O. Box 217, 322 Fairview Drive, Brantford, Ontario N3T 5M8
Phone: 519-756-6369 – Fax: 519-756-9913

**APPLICATION FOR EXTERNAL COMMUNITY MEMBER
AUDIT COMMITTEE**

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT, 1990:

Notice of Collection: In accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. This information is collected under the legal authority of Section 265(1)(d) of the Education Act, R.S.O. 1990 c. E.2 as amended, and may be used as necessary for some or all of the following principle administrative purposes related to: the Board's operation, school programs and educational services, student records, and Ministries of the Government of Ontario. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234).

PLEASE PRINT:

Surname		Given Name	
Apartment No.	Street No.	Street Name	City
Province	Postal Code	Telephone	Email Address

**ACCOUNTING, FINANCIAL MANAGEMENT OR OTHER RELEVANT BUSINESS EXPERIENCE:
(please include accounting designations)**

REFERENCES:

(please include three business references)

Name	Telephone	Email Address	Relationship

ELIGIBILITY FOR APPLICATION:

- Must be a Catholic school ratepayer and support the values of Catholic education.
- Must have an accounting, financial management or other relevant business experience.
- Preference will be given to applicants with an accounting designation (CA, CMA, CGA).
- Must not be employed by the Brant Haldimand Norfolk Catholic District School Board or the Board's current auditor of record (Millard, Rouse & Rosebrugh LLP).
- Must be a resident of the City of Brantford, Brant County, Haldimand County or Norfolk County.

CERTIFICATION:

I hereby certify that all statements are correct and complete. I understand that any misrepresentation of this data may result in the cancellation of my Application.

Date: _____ Signature: _____

APPLICATION DEADLINE: Wednesday, December 15, 2010

Return to:
Cathy Horgan, Director of Education
Brant Haldimand Norfolk Catholic District School Board
322 Fairview Drive, P.O. Box 217
Brantford ON N3T 5M8
chorgan@bhncdsb.ca

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

Prepared by: Cathy Horgan, Director of Education & Secretary
Presented to: Committee of the Whole
Submitted on: Tuesday, November 16, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

RETREAT / CONFERENCE ATTENDANCE

Public Session

BACKGROUND INFORMATION:

As outlined in the Trustee Expense Reimbursement Policy 100.10, trustee attendance at regular events including the OCSTA AGM and regional meetings, the CCSTA AGM, and the *When Faith Meets Pedagogy* Conference are deemed pre-approved. Reimbursement for travel to conferences, workshops and other events in addition to the pre-approved ones require the approval of the Board.

From January 21-23, 2011, the Center for Action and Contemplation (CAC), located in Albuquerque, New Mexico, will be hosting the "Loving the Two Halves of Life: The Further Journey" Conference. Three internationally-renown speakers of the emerging church, Franciscan Father Richard Rohr, founder of the CAC, Fr. Ron Rolheiser, President of the Oblate School of Theology in San Antonio, Texas, and Edwina Gateley, founder of Genesis House, a house of hospitality and nurturing for women involved in prostitution, will share their personal stories of how God called them unexpectedly to co-create powerful ministries of compassion and justice.

Conference organizers advise that this conference, which will consist of plenary sessions, small group discussion, and sacred ritual, will be especially helpful for parents, spiritual directors, educators and anyone who is on a spiritual path. Cathy Horgan, Director of Education and Joyce Young, Religion & Family Life Consultant will be attending this conference.

DEVELOPMENTS:

This would be an excellent opportunity to hear first hand three top speakers of the emerging church, to reflect on faith and Catholicity in a renewed way, and to gain insights and inspiration that could then be incorporated in our adult faith formation programs, as well as used to help fuel the work of both the Catholicity Committee and Faith Advisory Committee. As Chair of both of these Committees, it would be beneficial and timely to have June Szeman attend this Conference. This would also be an ideal opportunity to personally meet and evaluate the conference presenters as potential keynote speakers at future Board events such as a system Faith Day. It is anticipated that conference expenses will not exceed \$1,000, which includes registration, return flights, and three nights accommodations.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the attendance of June Szeman at the "Loving the Two Halves of Life: The Further Journey" Conference, with expenses not to exceed \$1,000.

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

Prepared by: Chris N. Roehrig, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: November 16, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

EXCURSION- BOSTON, MA

Public Session

BACKGROUND INFORMATION:

Assumption College School is requesting approval for an excursion to Boston, MA from Thursday, April 28, 2011 to Sunday, May 1, 2011.

DEVELOPMENTS:

Approximately fifty (50) Grades 9-12 students will be participating in this field trip. Supervising teachers will include Kelly Lynne-Davis and Naomi Ratelband as the female chaperones and Wayne LaChapelle as the male chaperone. The anticipated cost of the trip for each student is approximately \$550.

The students will have an opportunity to enhance the cultural and social components of the music curriculum by participating in several concerts at schools and community centres. Included in the itinerary is a chance to attend a Boston Pops performance; students will be responsible for writing a critique about the performance. They will also investigate careers in music such as conducting, teaching, performing, critic, etc.

All information has been provided in accordance with Board policy and procedures.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School for an excursion to Boston, MA from Thursday, April 28, 2011 to Sunday, May 1, 2011.

MINUTES AND RECOMMENDATIONS

POLICY COMMITTEE

October 13, 2010

AGENDA ITEM	MOTION
4.1	THAT the Policy Committee recommends that the Committee of the Whole refers the rescinding of the following policies to the Brant Haldimand Norfolk Catholic District School Board for approval: 200.02 – Transportation of Students – Inclement Weather 200.15 – Entering School – An Inclusive Approach 400.10 – Transportation of Students – Expectations and Responsibilities 400.13 – Transportation of Students – Accident/Incident Reporting

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes from the October 13, 2010 Policy Committee Meeting.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations from the Policy Committee Meeting of October 13, 2010.



Brant Haldimand Norfolk
Catholic District School Board

Minutes

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

Policy Committee
Wednesday, October 13, 2010 2:00 p.m.
Trustees' Meeting Room

Present: Bonnie McKinnon (Chair), Dan Dignard, Cathy Horgan, June Szeman

Absent:

1. Call to Order

1.1 Opening Prayer

The meeting opened with a prayer led by Bonnie McKinnon.

2. Routine Matters

2.1 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: June Szeman

THAT the Policy Committee approves the agenda for the October 13, 2010 meeting.

Carried

2.2 Declaration of Interest: Nil

2.3 Approval of Minutes from the Policy Committee Meeting of June 9, 2010

Moved by: June Szeman

Seconded by: Dan Dignard

THAT the Policy Committee approves the minutes from the June 9, 2010 meeting.

Carried

2.4 Business Arising from Minutes: Nil

3. Presentations and Delegations: Nil

4. Committee and Staff Reports

4.1 Review of Board Policies

Director Cathy Horgan led the review of all existing policies. The committee evaluated every policy to determine if:

- 1) the policy is still applicable and current;
- 2) the policy is applicable, but requires revisions or updating; or
- 3) the policy is outdated and needs to be rescinded.



It was determined that several policies should be rescinded. A summary is listed below:

Policy Name / No.	
Transportation of Students During Inclement Weather (200.02)	The STSBHN has developed specific policies and procedures which govern the details of transporting students within the Consortia. These procedures include Inclement Weather Bus Transportation (024). This policy is now redundant.
Entering School – An Inclusive Approach (200.15)	This policy is outdated. It is now covered in legislation.
Transportation of Students – Expectations and Responsibilities (400.10)	The STSBHN has developed specific policies and procedures which govern the details of transporting students within the Consortia. These procedures include Responsibilities of the Student (Procedure 004), Responsibilities of Parents and Guardians (Procedure 005), Responsibilities of the School Principal (Procedure 006), Responsibilities of the School Bus Operators and bus Drivers (Procedure 007), and Responsibilities of the STSBHN (Procedure 008). This policy is now redundant.
Transportation of Students – Accident/Incident Reporting (400.13)	The STSBHN has developed specific policies and procedures which govern the details of transporting students within the Consortia. These procedures include accident/incident reporting (Procedure 023). This policy is now redundant.

A schedule for regular review/revision is being developed. All current and future policies will be assigned an automatic review timeline.

Moved by: Dan Dignard
Seconded by: June Szeman

THAT the Policy Committee recommends that the Committee of the Whole refers the rescinding of the following policies to the Brant Haldimand Norfolk Catholic District School Board for approval:

- 200.02 – Transportation of Students – Inclement Weather
- 200.15 – Entering School – An Inclusive Approach
- 400.10 – Transportation of Students – Expectations and Responsibilities
- 400.13 – Transportation of Students – Accident/Incident Reporting

Carried

5. Moment of Silent Reflection

6. Adjournment

Moved by: Dan Dignard
Seconded by: June Szeman

THAT the Policy Committee adjourns the meeting of October 13, 2010.

Carried

MINUTES AND RECOMMENDATIONS

POLICY COMMITTEE

November 16, 2010

AGENDA ITEM	MOTION
4.1	THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Facility Partnerships Policy.
4.2	THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the Workplace Violence Prevention Policy (Interim) and approves the Workplace Violence Prevention Policy 300.20. THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds Policy 200.13 <i>Student Assault on Board Personnel</i> .
4.3	THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the Workplace Harassment Policy (Interim) and approves the Workplace Harassment Policy 300.01.
4.4	THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board: <ul style="list-style-type: none">• rescinds the Safe Schools Policy (Interim) and approves the Safe Schools Policy 200.26• rescinds the Student Discipline Policy (Interim) and approves the Student Discipline Policy 200.27• rescinds the Bullying Prevention & Intervention Policy (Interim) and approves the Bullying Prevention & Intervention Policy 200.28.
4.5	THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Equity and Inclusive Education Policy (Interim).

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes from the November 16, 2010 Policy Committee Meeting.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations from the Policy Committee Meeting of November 16, 2010.



**Policy Committee
Tuesday, November 16, 2010
Trustees' Meeting Room**

Present: Bonnie McKinnon (Chair), Cliff Casey, Dan Dignard, Cathy Horgan, June Szeman

Absent:

1. Call to Order

1.1 Opening Prayer

The meeting opened with a prayer led by Bonnie McKinnon.

2. Routine Matters

2.1 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: June Szeman

THAT the Policy Committee approves the agenda for the November 16, 2010 meeting.

Carried

2.2 Declaration of Interest: Nil

2.3 Approval of Minutes from the Policy Committee Meeting of October 13, 2010

Moved by: June Szeman

Seconded by: Dan Dignard

THAT the Policy Committee approves the minutes from the October 13, 2010 meeting.

Carried

2.4 Business Arising from Minutes: Nil

3. Presentations and Delegations: Nil

4. Committee and Staff Reports

It was noted that since there is no Committee of the Whole meeting in December, 2010, all recommendations from the November 16, 2010 Policy Committee Meeting will be revised as recommendations to the Brant Haldimand Norfolk Catholic District School Board instead of to the Committee of the Whole.



4.1 Facility Partnerships Policy

Associate Director Wally Easton explained that this policy has been developed to meet Ministry of Education expectations that school boards have a more consistent and transparent approach to the development of facility partnerships. This policy complies with the Ministry's *Facility Partnerships Guidelines*. A couple of minor revisions were suggested.

Moved by: June Szeman
Seconded by: Dan Dignard

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Facility Partnerships Policy.

Carried

4.2 Workplace Violence Prevention Policy 300.20 (Final)

Associate Director Wally Easton advised that the interim Workplace Violence Prevention Policy that the Board approved in June, 2010 has now been vetted throughout the system, and revisions made accordingly. This policy complies with the requirements of Bill 168, which aims to provide workers with additional protection against violence and harassment in the workplace. He also advised that this policy covers violence against Board employees; therefore, the *Student Assault on Board Personnel Policy* is no longer required as a separate policy and should be rescinded. Minor revisions were suggested.

Moved by: Dan Dignard
Seconded by: June Szeman

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the Workplace Violence Prevention Policy (Interim) and approves the Workplace Violence Prevention Policy 300.20.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds Policy 200.13 *Student Assault on Board Personnel*.

Carried

4.3 Workplace Harassment Policy 300.01 (Final)

Associate Director Wally Easton explained that the revised Workplace Harassment Policy, which the Board approved as an interim revised policy in June, 2010, has now been vetted throughout the system. This policy reflects the expanded definition of workplace harassment now stipulated in Bill 168 legislation.

Moved by: June Szeman
Seconded by: Dan Dignard

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the Workplace Harassment Policy (Interim) and approves the Workplace Harassment Policy 300.01.

Carried



4.4 Safe Schools Policy 200.26, Student Discipline Policy 200.27, and Bullying Prevention & Intervention Policy 200.28 (Final)

Superintendent Trish Kings explained that these three policies, which the Board approved as interim revised policies in June 2010, have now been vetted throughout the system and revisions made accordingly. Discussion took place and suggestions for minor changes were made.

Moved by: Dan Dignard
Seconded by: June Szeman

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board:

- rescinds the Safe Schools Policy (Interim) and approves the Safe Schools Policy 200.26
- rescinds the Student Discipline Policy (Interim) and approves the Student Discipline Policy 200.27
- rescinds the Bullying Prevention & Intervention Policy (Interim) and approves the Bullying Prevention & Intervention Policy 200.28.

Carried

4.5 Equity and Inclusive Education Policy (Interim)

Superintendent Trish Kings reviewed the background for the development of the new Equity and Inclusive Education policy, which is based on a common template that was developed by a consortium of Catholic school boards across the province. This policy meets the Ministry of Education's requirement to develop policy and procedures in eight key areas. *"A statement from the Catholic Bishops on Policy Development Associated with Ontario's Equity and Inclusive Education Strategy"* will be added as an appendix to the Board policy. Discussion took place and minor revisions were suggested. This policy is being proposed as "interim" policy pending further consultation with various stakeholders.

Moved by: June Szeman
Seconded by: Dan Dignard

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Equity and Inclusive Education Policy (Interim).

Carried

5. Adjournment

Moved by: Dan Dignard
Seconded by: June Szeman

THAT the Policy Committee adjourns the meeting of November 16, 2010.

Carried



Brant Haldimand Norfolk Catholic District School Board

POLICY: FACILITY PARTNERSHIPS

Adopted:	25/05/10	Policy No:	???
Revised:		Policy Category:	Operations

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes it is in the best interest of the Board and the community to encourage sharing of its facilities, which are not required for education purposes. Through the sharing of facilities, the Board can reduce costs and provide efficient space to support community partners and improve services to the wider community.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board will consider partnerships for the use of facilities if:

1. The partner demonstrates respect for Catholic faith;
2. The use of the facility is appropriate for a school setting and will be mutually beneficial to students, the district, the community in which the school is located as well as the partner engaged in the partnership;
3. The use does not compromise the safety of students and staff;
4. The use does not compromise the Board's student achievement strategy;
5. The use will strengthen relationships between the Board, community partners and the public; and
6. All costs associated with the partner's use are recovered through fees or rental.

Entities that provide competing education services such as tutoring, Junior Kindergarten to Grade 12 private schools or private colleges and credit-offering entities that are not government funded are not eligible.

Partnerships will not prevent the Board from building, renovating or closing schools or from disposing of surplus assets when required. The Board will also consider the impact on the Community Use of Schools program.

Glossary of Key Policy Terms:

Partnerships - Partnerships are mutually-beneficial relationships that are designed to enhance a student's development in the community. Partnerships are cooperative relationships in which partners share values, objectives and facility resources.

Partners - Partners are community non-profit or profit entities who express interest in participating in Facility Partnership Agreements that are deemed eligible by the Board.

Facility Partnership Agreement - A legal, contractual agreement outlining expectations between a school, the Board and a community entity for a period of two to five years.

Entities - Entities are businesses, associations, private and public sector organizations and institutions who express interest in becoming eligible partners.

Non-Profit Organizations - Are organizations which do not generate profit, or by the nature of their business function, generate profit on a cost-recovery basis.

For-Profit Organizations – Are commercial entities, which by the nature of their business, generate a profit for an individual, groups of individuals or a corporation.

Statutory/Regulatory/Related Board Policy Linkages:

Ministry of Education Memorandum 2010:B1: Encouraging Facility Partnerships
Ontario Regulation 444/98 (Education Act): Disposition of Surplus Real Property
BHNCDSDB Temporary Closure of Schools/Facilities Policy 400.01
BHNCDSDB Community Use of Schools Policy 400.05
BHNCDSDB Pupil Accommodation Review Policy 400.16



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: FACILITY PARTNERSHIPS

Adopted:	Policy No:
Revised:	Policy Category: Operations

Purpose

The Ministry of Education encourages school boards to enter into community partnerships. The administrative procedures for Facility Partnerships are based on the guidelines established by the Ministry of Education.

Responsibilities

Each year, the supervisory officer responsible for facilities will review potential facility partnership opportunities.

Information

Existing schools, which are experiencing declining enrolment, may have surplus space that could be used by community agencies for the benefit of the agency and the school board. The school board should also consider entering into arrangements with community agencies to share space in newly constructed schools.

Procedures

Existing Facilities

1. Each year, the supervisory officer responsible for the Facilities Department will review projected enrolment and determine space in each school that is not anticipated to be required for educational purposes for the subsequent five-year period.
2. Where a school has surplus space, which will not be required for educational purposes for the next five years, the Manager of Facilities and the school principal will review surplus space to determine if the space is suitable for a possible partnership opportunity. Factors to be considered in the analysis of suitable facilities are as follows, but not limited to:
 - a. 60% or less utilization;
 - b. Long- and short-term enrolment projections;
 - c. School facility conditions;
 - d. Ability to separate the space used by partners from the space used by students;
 - e. Facility accessibility;
 - f. Are there dedicated washrooms available for the space or can washrooms be provided;
 - g. Adequate parking;
3. Schools that have space considered suitable for a partnership opportunity will be identified and a report will be made to the Board to approve the schools for potential partnerships.
4. The school principal will advise the School Council that the Board has approved the school for potential partnership opportunities.
5. Each year, the Board will post information on its website and email potential partners inviting them to attend a meeting to discuss partnership opportunities. Those that are interested in being placed on the *Notification List* or those who are interested in partnering with the Board to use existing space within a school are encouraged to contact the Board's Executive Assistant – Community Relations. Prior to the

meeting, the Board will advise which schools have space for partners. The Notification List will consist of the following entities:

- a. Coterminous school board.
 - b. Local municipalities within the Board's jurisdiction.
 - c. Local colleges and universities.
 - d. Provincial government.
 - e. Federal government.
 - f. Diocese of Hamilton, London and St. Catharines.
 - g. United Way.
 - h. Existing child care operators.
 - i. Other entities as requested.
6. If a partner expresses interest in a space at a school, a draft lease will be prepared, including all fees and lease costs.
 7. The lease will include lessee covenants providing for:
 - a. Term of the lease, which must be at least two years but no more than five years;
 - b. Board named as the insured on lessee's insurance;
 - c. Use of the leased premises;
 - d. Hours of operation;
 - e. Compliance with legislation;
 - f. Improvements or alterations to the building;
 - g. Property taxes, if applicable;
 - h. Maintenance;
 - i. Circumstances in which the lease may be terminated by either party;
 - j. Recovery of all costs related to the space, including utilities, snow ploughing, etc.;
 - k. Recovery of caretaking costs, if applicable;
 - l. Administrative costs in the amount of 5% of the above;
 - m. Major repairs and maintenance costs in the amount of 10% of above, excluding administrative costs; and,
 - n. Other clauses as deemed applicable.
 8. The draft lease agreement will be reviewed by the Board's solicitor and the partner.
 9. When the Director of Education and the partner are satisfied with the terms of the lease, the lease will be submitted to the Board for approval.

New Facilities and Significant Renovations

1. When the Board is considering building a new school, an addition to a school or a significant renovation to a school, it will issue a Request for Interest (RFI) to potential partners through the Board's website and local media.
2. Site size, topography and other restrictions may limit partnership opportunities. The Board will evaluate each capital construction opportunity on a case-by-case basis to determine whether a partnership may be appropriate and advantageous to the Board.
3. Parties expressing interest will be invited to an Information Session to discuss the project and their potential involvement.
4. Consideration must be given to the health and safety of students and staff as well as the suitability of the partner and the proposed use.
5. The lease will include lessee covenants providing for:
 - a. Term of the lease, which must be at least two years but no more than five years;
 - b. Board as named insured on lessee's insurance;
 - c. Use of the leased premises;
 - d. Hours of operation;

- e. Compliance with legislation;
 - f. Improvements or alterations to the building;
 - g. Property taxes, if applicable;
 - h. Maintenance;
 - i. Circumstances in which the lease may be terminated by either party;
 - j. Recovery of all costs related to the space, including utilities, snow ploughing, etc.;
 - k. Recovery of caretaking costs, if applicable;
 - l. Administrative costs in the amount of 5% of the above;
 - m. Major repairs and maintenance costs in the amount of 10% of above, excluding administrative costs; and,
 - n. Other clauses as deemed applicable.
6. Ministry of Education approval may be required under the Education Act, authorizing the transaction.
 7. In addition to #3 above, capital costs of construction or renovation must be recovered over a reasonable period of time, not to exceed 25 years.
 8. For new construction or renovation projects, the lease term shall be for a period of no less than five years and no more than ten years. Renewals for periods of up to five years by mutual agreement are permitted.
 9. The draft lease agreement will be reviewed by the Board's solicitor and the partner.
 10. When the Director of Education and the partner are satisfied with the terms of the lease, the lease will be submitted to the Board for approval.

Evaluation of Partnerships

Each partnership will be evaluated using the goals and objectives established in the Partnership Agreement. Evaluation will include feedback from stakeholders, including teaching, administrative and operational staff, the parental community and students, when appropriate.

The process and time frame for evaluating a partnership will be included in the Partnership Agreement. At a minimum, partnerships of long duration will be evaluated every second year.

Terminating Partnership Agreements

Partnership Agreements can be terminated by any of the partnering organizations with appropriate notice of termination. Specifics related to the termination of partnerships must be detailed in the partnership agreement. Termination will be entertained only after the conflict resolution process has been exhausted.

The process and time frame for termination of a partnership will be included in the Partnership Agreement.

Key Measures of Success

A report on partnerships will be submitted to the Board of Trustees on an annual basis. The report will include number and type of new, existing and terminated partnerships and estimated total value provided to students.

References

Ministry of Education Memorandum 2010:B1: Encouraging Facility Partnerships
 Ontario Regulation 444/98 (Education Act): Disposition of Surplus Real Property
 BHNCD SB Temporary Closure of Schools/Facilities Policy 400.01
 BHNCD SB Community Use of Schools Policy 400.05
 BHNCD SB Pupil Accommodation Review Policy 400.16



Brant Haldimand Norfolk Catholic District School Board

POLICY: Workplace Violence Prevention

Adopted:	Policy No:
	Former Policy #:
Revised:	Policy Category:
Subsequent Review Dates: Annually	Pages:

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board (the Board) recognizes that the inherent right of all individuals to be treated with dignity and respect is central to Catholic values and beliefs and supports a safe and nurturing environment for all staff and students. As a Catholic Learning Community, we believe in the prevention of workplace violence and promoting a workplace in which all people respect one another and work together to achieve common goals. Workplace violence is unacceptable conduct and erodes the mutual trust and confidence that is essential to the well-being of our staff.

Policy Statement:

The Board will ensure that:

- every precaution reasonable in the circumstances are taken to protect employees; this includes protecting employees from the hazard of workplace violence [Section 25(2)(h)];
- information, instruction and supervision are provided to the employee to protect the health and safety of the employee [Section 25(2)(a)];
- equipment, materials and protective devices provided by the Board are maintained in good condition [Section 25(1)(b)];
- the Board's responsibilities relative to workplace violence are identified in terms of awareness, prevention and response and with respect to its statutory reporting obligations;
- assistance and cooperation are provided to a joint health and safety committee or to the health and safety representative; and
- the person reporting the incident or any person who is negatively impacted by a violent act in the workplace will not be criticized or reprimanded for having made the report.

Glossary of Key Policy Terms:

Work Refusal

Under the Occupational Health and Safety Act, an employee can refuse to work if he or she has reason to believe he or she may be endangered by workplace violence [Section 43(3) (b.1)]; however, work cannot be refused on the grounds of workplace harassment.

The Act sets out a specific procedure that must be followed in a work refusal. It is important for employees, employers, supervisors, joint health and safety committees and health and safety representatives to understand and follow this procedure. Teachers, however, cannot refuse work when a pupil's life, health or safety is in imminent jeopardy [Section 3(3) of [Regulation 857 \(Teachers\)](#)].

Domestic Violence

Under the Occupational Health and Safety Act, an employer must take every precaution reasonable in the circumstances for the protection of workers, when they are aware, or ought reasonably to be aware, that domestic violence may occur in the workplace and that it would likely expose a worker to physical injury.

Employees need to be told that they can report their concerns to the principal/supervisor if they fear domestic violence may enter the workplace. If this occurs, principals/supervisors are responsible for creating an individual safety plan for the employee while they are at work. The safety plan should be developed in consultation with the employee.

An employee can become aware of domestic violence when an incident takes place at work or when a concern is raised by the employee, co-worker or someone else. Other indications could be threatening emails or phone calls at work or unwanted visits to the workplace by the aggressor.

The Ministry of Labour states that even if the employee does not want any steps taken, the employer may still be required to take some action to protect the employee, depending on the circumstances. Principals and supervisors should work closely with a targeted employee to develop reasonable precautions to address the situation while attempting to respect the employee's privacy and sensitivity of the issue.

Personal Information Limits – The [Occupational Health and Safety Act](#) clarifies that employers and supervisors must provide employees with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour [Section 32.0.5(3)]. However, this duty is limited and applies only when the:

- employee can be expected to encounter the violent person in the course of his or her work; and the
- risk of workplace violence is likely to expose the employee to physical injury.

Employers and supervisors must not disclose more information than is reasonably necessary for the protection of an employee from physical injury.

Workplace Violence

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker.
- A statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Workplace Harassment

- Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.
- Bill 168 also covers harassment and risks of workplace violence that may arise because of student behaviours. This Policy, therefore, applies in appropriate circumstances.
- For workplace harassment prohibited under the Occupational Health and Safety Act, and harassment prohibited under the Ontario Human Rights Code, please refer to the Board's Workplace Harassment Policy 300.01, Administrative Procedures and process.

Domestic Violence

- Involves a person who has a personal relationship with a worker – such as a spouse or former spouse, current or former intimate partner or a family member - who may harm, or attempt or threaten to physically harm that worker at work. In these situations, domestic violence is considered workplace violence.
- Defined as a pattern of coercive behaviour that is used by one person in an intimate relationship to gain power and control over another. Domestic violence includes physical, sexual, emotional, psychological and financial abuse.

References

Occupational Health & Safety Act and Regulations (Bill 168)

The Ontario Human Rights Code

Education Act

BHNCDSB Code of Conduct Policy 200.05

BHNCDSB Safe Schools Policy 200.25

BHNCDSB Student Discipline Policy 200.26

BHNCDSB Workplace Harassment Policy 300.01

BHNCDSB Emergency Response Plan 400.04

BHNCDSB Security of Schools, Buildings and Grounds Policy 400.06

BHNCDSB Video Security Surveillance 400.11

BHNCDSB Protection of Property 400.15



Workplace Violence Prevention APxxx001

Procedure for:	All Staff	Adopted:	Month, dd, yyyy
Submitted by:	Associate Director	Revised:	Month, dd, yyyy
Category:	Human Resources		

Purpose

The Board has a legal, ethical and moral responsibility to investigate threats and acts of violence against any employee. This Administrative Procedure was developed to clarify roles and responsibilities and to assist employees and their supervisors in preventing, responding, reporting and managing workplace violence.

Responsibilities

Every Person Involved With or Working for the Board Must:

- treat co-workers, students and the public with respect and dignity
- reduce incidents of violence and harassment by practicing principles of prevention
- understand and comply with the violence in the workplace policy and all related procedures
- maintain confidentiality

The Principal/Supervisor will:

- ensure an employee works in the manner and with the protective devices, measures and procedures required by the Occupational Health and Safety Act (OH&SA) and its regulations [Section 27(1)(a)];
- ensure an employee uses or wears the equipment, protective devices or clothing that the employer requires to be used or worn [Section 27(1)(b)];
- identify and manage risks, and develop and implement prevention strategies that eliminate or reduce the risk; principals and supervisors are charged with this duty and must create subsequent safe work plans;
- advise an employee of the existence of any actual or potential danger to the health or safety of the employee of which the supervisor is aware [Section 27(2)(a)];
- take every precaution reasonable in the circumstances to protect employees [Section 27(2) (c)]; and
- investigate all cases of alleged violence reported by employees.

Principals and supervisors are reminded to inform their staff about:

- policy and guidelines
- how to access assistance
- potential violent situations (as determined by the risk assessment)
- individuals with a violent past
- safe work plans
- reporting procedures
- investigation procedures

The Employee will:

- work in compliance with the Occupational Health and Safety Act and its regulations [Section 28(1)(a)];
- use or wear equipment, protective devices or clothing required by the employer [Section 28(1)(b)];
- report the absence of, or defect in, any equipment or protective device of which the employee is aware [Section 28(1)(c)];

- report any contravention of the Occupational Health and Safety Act or its regulations, or the existence of any hazard the employee knows of to the employer or supervisor [Section 28(1)(d)]; and
- not engage in any prank, contest, feat of strength, unnecessary running or rough and boisterous conduct [Section 28(2) (c)]. While this type of behaviour may not constitute workplace violence, it must not be allowed. If allowed to continue, this behaviour may escalate into workplace violence.

AND should

- know how to summon immediate assistance;
- know how to report incidents of workplace violence to the employer or supervisor;
- know that the employer will investigate and deal with incidents, threats or complaints;
- know, understand and be able to carry-out the measures and procedures that are in place to protect them from workplace violence; and
- be able to carry-out any other procedures that are part of the program.

Information

The Occupational Health and Safety Act includes workplace violence as a hazard for which employers must develop prevention and response strategies. These procedures support this legislated requirement and the Board's commitment to providing a safe working environment.

Procedures

1.0 Conducting the Investigation

- 1.1 The immediate supervisor (principal/supervisor/superintendent) of the employee will conduct the investigation.
- 1.2 Where the immediate supervisor is part of the issue, the next level up of supervision will be responsible for conducting the investigation.
- 1.3 The investigation must be fair and impartial.
- 1.4 The investigation has to be conducted in a private and friendly place.
- 1.5 The investigator has to focus on the issue.

Following a violent event, the investigation process must be implemented immediately.

It is understood that:

- To the extent legally possible, reports of workplace violence or of potentially violent behaviour will be held in confidence.
- Under this policy, persons are required and encouraged to report an act of violence. Reprisals and any negative consequences will not be condoned because a person has acted in accordance with this policy.
- Reports shall be made to a person's immediate supervisor; in schools, this means to the principal or vice-principal.
- Management is obliged to investigate the report. In most case, the investigation will be done by the immediate supervisor.
- The results of the investigation will be communicated to the person who reported the circumstances and to others involved in the investigation that reasonably ought to be informed of the results.

- The Board will provide such medical and counseling support as necessary in the circumstances consistent with programs described in collective agreements or by Board policy applicable to non-unionized staff.
- In conjunction with any discipline that may be imposed, the Board may reassign staff or students during or after the Board's investigation as reasonable in the circumstances.
- Board-wide and school codes of conduct will be promoted during each school year and staff will receive training appropriate to the tasks they perform to deal with violent acts and their potential.
- The Joint Health and Safety Committee will be provided with information respecting all violent workplace occurrences.

2.0 Managing the Investigation

- 2.1 The principal/supervisor will determine whether it is reasonable to reassign employees or students (who may be victims of violent behaviour) while the investigation is in progress. Such transfers and reassignments are administrative measures and are not disciplinary in nature. These decisions may be necessary to ensure the safety of the employee in the workplace and also to ensure the integrity of the investigation.
- 2.2 Until the investigation is completed, the employee shall remain in a safe place as near as possible to his or her work station and be available to the Ministry of Labour Inspector for the purposes of the investigation.
- 2.3 During the investigation, unionized employees will be advised of their collective agreement rights.
- 2.4 It is critical that all relevant information be obtained; this means that a violent incident or unusual and threatening behaviour needs to be investigated with the persons directly involved. This will include the person who reports the violence or the potentially violent circumstances, those to whom the violent behaviour was directed, other witnesses and the person or persons who are alleged to have engaged in the violent conduct.
- 2.5 The investigation results should be able to determine:
 - what happened (series of events)
 - what provoked the incident
 - if the procedures in place were correctly followed
 - if the intervention measures were appropriate
 - if the existing safety procedures were adequate
 - if the lines of communication were effective
 - if other prevention measures should be implemented
 - if the situation could have been prevented

3.0 Standard of Proof

- 3.1 The standard of proof is different in criminal and civil cases. In a criminal conviction, the level of certainty is very high, i.e., beyond a reasonable doubt. The civil standard of proof requires that a party prove its case *on the balance of probabilities*, i.e., it is more likely than not.
- 3.2 Administrative tribunals, such as arbitration boards and human rights commissions, use the civil standard of proof or a modified version.

4.0 Prompt Response Procedure

The following immediate action needs to be taken:

- 4.1 Control workplace access.
- 4.2 In the case of a critical injury (loss of consciousness, substantial loss of blood, a fracture of the leg or arm, loss of sight, significant burns) as defined by regulation 834 under the OH&SA, immediately report the incident to the Human Resources Department in accordance with the Incident/Accident Reporting procedures. The incident scene is to be preserved until an inspector from the Ministry of Labour has had an opportunity to view it or to instruct you otherwise.
- 4.3 You should call the police when an act of violence has occurred or when someone is threatened with violence in the workplace.
- 4.4 All incidents of violence/threat must be reported to the school's supervisory officer.
- 4.5 All incidents need to be documented. (Report found in Resources)
- 4.6 Consideration must be given as to who needs to be immediately informed (for example, family members).
- 4.7 A list of potential witnesses needs to be developed.
- 4.8 In consultation with the supervisory officer, or with senior management, an initial analysis ought to be conducted which will include a plan for the incident investigation.

References

Occupational Health & Safety Act and Regulations (Bill 168)
The Ontario Human Rights Code
Education Act
BHNCDSD Code of Conduct Policy 200.05
BHNCDSD Safe Schools Policy 200.25
BHNCDSD Student Discipline Policy 200.26
BHNCDSD Workplace Harassment Policy 300.01
BHNCDSD Emergency Response Plan 400.04
BHNCDSD Security of Schools, Buildings and Grounds Policy 400.06
BHNCDSD Video Security Surveillance 400.11
BHNCDSD Protection of Property 400.15



Brant Haldimand Norfolk Catholic District School Board

POLICY: Workplace Harassment Policy

Adopted:	23/04/02	Policy No:	300.1
		Former Policy #:	
Revised:	22/06/10	Policy Category:	Human Resources
Subsequent Review Dates:		Pages:	3

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board (the Board) recognizes that the inherent right of all individuals to be treated with dignity and respect is central to Catholic values and beliefs. The Board believes that all of its employees should work and learn in a respectful, non-threatening environment that is free from harassment in all of its forms, which supports a safe and nurturing environment for all staff and students.

Policy Statement:

The Board will ensure that:

- all employees are educated to ensure an understanding of the importance of the policy and are aware that harassment is unacceptable and will not be tolerated;
- an educational and working environment that is free from harassment is maintained;
- all those working for the Board and those using the services of the Board are informed that harassment in the workplace or in the provision of services, (i.e., educational and other) may be an offence under the law;
- staff are aware of the types of behaviour that may be considered offensive;
- a mechanism for receiving complaints of harassment is established and will provide a procedure by which the Board will deal with these complaints;
- the Board's responsibilities relative to harassment are identified in terms of awareness, prevention and response and with respect to its statutory reporting obligations.

Glossary of Key Policy Terms:

Harassment

Defined as conduct or a vexatious course of conduct that includes, among other things, disparaging comments (i.e., inappropriate gender-related comments), distribution of discriminatory materials, behaviour intended to incite hatred or other verbal or physical conduct of a nature which is known or ought reasonably to be known to be unwelcome when such conduct involves any of the following prohibited grounds of discrimination:

- a) race
- b) ancestry
- c) place of origin
- d) colour

- e) ethnic origin
- f) citizenship
- g) creed (religion)
- h) age (in employment - over 18 and under 65)
- i) record of offences (in employment - a conviction for an offence under provincial law or a conviction under the Criminal Code for which a pardon has been granted and not revoked)
- j) sex (includes pregnancy)
- k) sexual orientation
- l) family status (parent and child relationship)
- m) marital status
- n) disability or *perceived* disability (under the Ontario Human Rights Code) *because of handicap*. This means that the person has or has had, or is believed to have or have had:
 - any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness, including diabetes mellitus, epilepsy, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, or physical reliance on a guide dog or on a wheelchair or other remedial appliance or device;
 - a condition of mental retardation or impairment;
 - a learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
 - a mental disorder; or
 - an injury or disability for which benefits were claimed or received under the Workplace Safety & Insurance Act.

Workplace Harassment

Engaging in a course of vexatious comment or conduct against an employee in a workplace that is known or ought reasonably to be known to be unwelcome.

Behaviours that may be considered workplace harassment:

- bullying
- teasing
- intimidating or offensive jokes or innuendos
- displaying or circulating offensive pictures or materials
- offensive or intimidating telephone calls, email or text messages.

Workplace harassment is broad enough to include what is often called *psychological harassment* or *personal harassment*.

Sexual Harassment

In the case of employment, sexual harassment also includes the following conduct:

- one or a series of incidents involving sexual advances, requests for sexual favours or other verbal or physical conduct of a sexual nature which are known, or ought reasonably to be known, to be offensive or for reprisal or threat of reprisal for rejection of a sexual solicitation or advance.

Poisoned Environment

The notion/concept of a poisoned environment is one where, for example, inappropriate gender-related or racially-based comments or conduct may be significant or substantial enough to constitute a breach of the Code, by creating a *poisoned environment* for some individuals because of their membership in a group protected under the Code. However, one does not have to be the person targeted by the comments or conduct to experience a poisoned environment. The inappropriate comments or conduct need not occur continuously or repeatedly, but the impact or effect of the negative comments or actions creates a *poisoned environment* for certain individuals by subjecting them to differential terms and conditions of employment and services. Negative comments or conduct which humiliates, demeans and is devaluing of members of groups targeted by the *unwelcome* behaviour can be considered to poison a workplace or academic environment.

What is Not Harassment?

Harassment does not include the normal exercise of supervisory responsibilities, including direction, counselling and discipline, when necessary.

No Reprisals

For the purposes of this policy, *reprisal* against an individual will be treated as harassment when such actions occur for:

- a) having invoked this Policy (whether on behalf of oneself or another individual);
- b) having participated or cooperated in any inquiry under this Policy; or
- c) having associated with a person who has invoked this Policy or participated in these procedures.

In the event that an individual is shown to have initiated proceedings under this Policy in a frivolous or malicious manner, the Board may take formal disciplinary action against the complainant. Documentation regarding the disciplinary action will be placed in the employee's personnel file.

References

Education Act
Ontario Human Rights Code
Criminal Code of Canada
Canadian Charter of Rights and Freedom
Occupational Health and Safety Act
BHNCDSD Volunteers Policy 200.04
BHNCDSD Workplace Violence Policy



Workplace Harassment AP 300.1

Procedure for:	All Staff	Adopted:	April 23, 2002
Submitted by:	Associate Director	Revised:	June 22, 2010
Category:	Human Resources		

Purpose:

This Administrative Procedure has been developed to clarify roles and responsibilities regarding workplace harassment, to assist employees with their complaint, and to provide direction to supervisors in receiving and responding to a complaint.

Responsibilities:

The Administration of the Board is responsible for:

- discouraging and preventing employment-related harassment and harassment in the provision of services;
- investigating every complaint of harassment;
- imposing appropriate remedial and preventive measures, which may include discipline up to and including dismissal of an employee(s) when a complaint of harassment is found to have been substantiated;
- providing appropriate procedural assistance to an individual(s) complaining of harassment, as well as to an individual(s) who has been named as harasser(s);
- formally acknowledging to a person found to have been harassed that harassment has taken place and to provide him/her with support and assistance as appropriate;
- formally acknowledging to a person who has been named as a harasser if harassment is not found to have taken place;
- regularly reviewing the procedures of the Workplace Harassment Policy to ensure that they adequately meet the Policy objectives;
- maintaining the records as required by the Workplace Harassment Policy;
- making all those working for and using the services of the Board aware of its commitment to providing a harassment-free environment and the existence of the procedures available under the Policy, and
- providing training and resources for all those working for and using the services of the Board to fulfill their responsibilities under the Workplace Harassment Policy.

Employees are responsible for:

- promoting a working and learning environment that is free from harassment and to assist anyone who believes he/she is being or may have been harassed; and
- notifying the supervisor or principal if they believe that a colleague or another person employed by the Board has been the victim of harassment.

Information

The Ontario Human Rights Code requires that employers have procedures to prevent and respond to violations. The Occupational Health and Safety Act has been amended to include workplace harassment as a hazard for which employers must develop prevention and response strategies. These procedures support the legislated requirements and the Board's commitment to providing a safe working environment.

Procedure

1.0 Complaint from Staff

1.1 Speak Up

A person (Complainant) who considers that he/she has been subjected to harassment or harassment related reprisal is encouraged to bring the matter to the attention of the person responsible for the conduct (Respondent) making direct and clear objection indicating that the comment or conduct is not acceptable. This may resolve the issue. **It is important that the Complainant document (note the details of) any communication he or she has with the Respondent (i.e., date, time, place, witnesses, etc.).**

1.2 Obtain Assistance and Information

Where a person (Complainant) does not feel able to bring the matter directly to the attention of the person responsible (Respondent), or where such an approach is attempted and does not produce a satisfactory result, the Complainant should seek the advice of a resource person (Supervisor, Principal, Manager, Superintendent, Director) of his/her choice for assistance in resolving the matter.

The resource person will advise the Complainant of the following:

- 1.2.1 the option of requesting the assistance of his/her principal or supervisor in resolving the complaint (provided the principal/supervisor is not the person named by the Complainant). If the alleged harasser is the immediate supervisor, the Complainant should contact his/her Supervisory Officer or Director of Education;
- 1.2.2 the availability of counseling and other support services provided by the Board;
- 1.2.3 the right to lay a formal written complaint under this Policy when the alleged harasser is an employee of the Board;
- 1.2.4 the expectation that a formal written complaint would be laid within six months of the incident unless a delay was justified on the basis of extenuating circumstances and will not result in substantial prejudice against any person affected by the delay;
- 1.2.5 a right to be represented or assisted by a person of his or her choice (i.e., a friend, colleague, a union representative) throughout the process;
- 1.2.6 the right to withdraw from any further action in connection with the complaint at any stage (even though the Board may continue to investigate the complaint);
- 1.2.7 other avenues of recourse such as the right to utilize the provisions of the Collective Agreement, to file a complaint with the Ontario Human Rights Commission to take civil action, or where appropriate, the right to lay a charge under the *Criminal Code*.

1.3 Seek Resolution

The complainant may decide not to take any action or to do the following:

- 1.3.1 Request assistance from his/her principal/supervisor; meet with his/her supervisor/principal to discuss the matter; explore the notion of conflict resolution, mediation or any other options to affect a satisfactory solution.
N.B. - The respondent is not identified unless the solution necessitates such.
- 1.3.2 Seek counseling through the Board's Employee Assistance (EAP) program.

1.3.3 Lay a formal complaint (refer to 1.4, Formal Complaint Process).

1.3.4 Take other avenues of recourse:

- utilize any provisions of the Collective Agreement;
- file a complaint with the Ontario Human Rights Commission;
- resolve the issue through federation/union mechanism if both Complainant and respondent are members of the same bargaining unit;
- take civil action;
- report the incident to the police and take action under the Criminal Code.

1.4 Formal Complaint Process

1.4.1 The Complainant will inform the resource person that she/he wishes to lay a formal written complaint.

1.4.2. The resource person will outline the formal complaint process.

2.0 Stage 1: Documentation and Notification Process

2.1 The resource person may assist the Complainant in drafting a formal, written complaint, detailing the particulars of the allegation. The particulars should include the name(s) of the person involved (Respondent) and a description of the incident(s). The formal written complaint must be signed by the Complainant.

2.2 The resource person will give copies of the complaint, WITHOUT DELAY, to the Complainant, the Respondent, and to the appropriate Supervisory Officer(s).

2.3 Both parties will be advised that even if the matter is resolved to the satisfaction of the Complainant, the Board may, nonetheless, be obliged under the Workplace Harassment Policy to continue the inquiry into the complaint and to take whatever remedial action is appropriate.

3.0 Stage 2: Investigation

3.1 The Supervisory Officer will collect evidence by meeting with the Complainant and Respondent (separately), interview witnesses and otherwise investigate all aspects of the matter which are relevant in determining whether or not the allegations of harassment are substantiated.

3.2 All individuals who are interviewed will be advised that they may be accompanied by a representative of their choice.

3.3 Comprehensive, confidential notes must be kept by the Supervisory Officer.

4.0 Stage 3: Report and Conclusion

4.1 At the conclusion of the inquiry, the Supervisory Officer will prepare a report for the Supervisory Officer responsible for the Human Resources who will review it and authorize its release to all parties to the complaint.

4.2 The Complainant and Respondent will be given ten working days to respond to the analysis of evidence in the report and to provide new evidence or information that should be considered prior to a final decision being made.

4.3 Where the results do not support the complaint of harassment, both parties will be informed in writing and the file will be closed.

- 4.4 The Supervisory Officer responsible for Human Resources will review the responses to the report and will then consider whether or not further investigation is necessary and, if not, whether the complaint or parts of the complaint are substantiated.
- 4.5 The Supervisory Officer responsible for Human Resources will recommend to the Director of Education what remedial action should be taken in the circumstances.
- 4.6 Such rehabilitative or disciplinary action may include, but not be limited to:
- counseling
 - education on harassment
 - formal written apology
 - change of work assignment of the Complainant and/or Respondent
 - disciplinary action up to and including dismissal
- 4.7 The Supervisory Officer will advise both the Complainant and Respondent, in writing, of the results of the inquiry and any disciplinary and/or remedial action to be taken.
- 4.8 All documentation collected during the formal process must be kept confidential and maintained in a filing system in accordance with the *Freedom of Information and Protection of Privacy Act*. All documents must be kept in a sealed envelope in the Office of the Director of Education.

5.0 Stage 4: Appeal of the Decision

- 5.1 The Complainant and/or Respondent may appeal the decision to the Director of Education who will review the report and any other supporting documentation.
- 5.2 The Director of Education will confirm or reverse the decision of the report in writing to the Complainant and Respondent.

6.0 Consequences of Engaging in Harassment

6.1 Under Statute

- 6.1.1 Persons who engage in harassment prohibited by the Human Rights Code are liable under the Code for damages payable to the Complainant. In addition, a person who violates the Code or who obstructs a Human Rights investigation may also be liable to prosecution under the Code and, on conviction, to a fine of not more than \$25,000.
- 6.1.2 Persons who engage in workplace harassment prohibited by the Occupational Health and Safety Act, Bill 168 are liable for disciplinary action up to and including dismissal.
- 6.1.3 Persons who have knowledge of, or who acquiesce in, harassment may be found in violation of the Human Rights Code, or the Occupational Health and Safety Act, as having indirectly engaged in prohibited activity and are subject to the same consequences as those who directly engage in discrimination or harassment.

6.2 At Common Law

- 6.2.1 Persons who engage in harassment or discrimination, directly or indirectly, may be sued.

6.3 In Employment

- 6.3.1 Employees who engage, directly or indirectly, in discrimination or harassment may be disciplined up to and including dismissal.

7.0 Confidentiality

- 7.1** The Board understands that it is difficult to come forward with a complaint of harassment and recognizes a Complainant's interest in keeping the matter confidential.
- 7.2** To protect the interests of the Complainant, the person complained against and any others who may report incidents of harassment, confidentiality will be maintained throughout the investigation process to the extent practicable and appropriate under the circumstances.
- 7.3** All records of complaints, including contents of meetings, interviews, results of inquiries and other relevant material will be kept confidential by the Board, except where disclosure is required by a disciplinary or other remedial process or required by operation of law or as a consequence of contemplated or actual litigation. These records will be retained in a confidential file in the Office of the Director of Education.

Definitions

Types of behaviour which may constitute harassment include, but are not limited to:

- jokes causing embarrassment or offence, told or carried out after the person telling the jokes has been advised that they are offensive, or that are by their nature clearly embarrassing or offensive;
- racial epithets;
- mimicking of person's accent or pronunciation of words;
- comments ridiculing individuals because of race-related characteristics or religious dress;
- the display of offensive material and graffiti (including electronic format, fax or voice mail);
- the display of symbols or emblems, including dress, that indicates or incites hatred or notions of supremacy;
- degrading words used to describe a person;
- derogatory remarks directed towards members of a group protected under the Ontario Human Rights Code;
- verbal and non-verbal abuse, intimidation or threats.

Types of behaviour associated with sexual harassment include, but are not limited to:

- leering (prolonged and intense staring);
- sexually suggestive or obscene comments or gestures;
- unwelcome sexual flirtations, advances, propositions;
- sexual solicitation or advance from a person in a position to confer, grant or deny a benefit;
- unwanted gifts;
- unwanted and persistent requests for dates;
- requests for sexual favours;
- unwanted touching;
- verbal abuse or threats of a sexual nature;
- bragging about sexual prowess;
- questions or discussions about sexual activities;
- stalking;
- gender-based remarks about a person's physical appearance or behaviour;
- persistent unwanted contact or attention after the end of a consensual relationship;
- sexual assault;
- gay-bashing;
- reprisal or threat of reprisal for rejection of a sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit.

Complainant:

A person who considers that he/she has been subjected to harassment or harassment related reprisal even though that individual may not lay a formal written complaint. Similarly, a person named as harasser in a complaint will be referred to as the *Respondent*.

Harrassment:

Any alleged behaviour that appears to meet the definition of harassment found in the *Glossary of Key Policy Term*” of the Workplace Harassment Policy.

Resource People:

Director of Education, Supervisory Officer (of the department or school), Supervisory Officer responsible for Human Resources, Principals, Managers and Supervisors.

References:

Education Act
Ontario Human Rights Code
Criminal Code of Canada
Canadian Charter of Rights and Freedom
Occupational Health and Safety Act
BHNCDSD Volunteers Policy 200.04
BHNCDSD Workplace Violence Policy

**RESOLUTION PROCEDURES
AND OPTIONS**

SPEAK UP	<ul style="list-style-type: none"> • Bring the matter to the attention of the harasser making clear and direct objection. • Document any communication. OBTAIN ASSISTANCE AND INFORMATION. • Seek advice of a resource person.
SEEK RESOLUTION	<ul style="list-style-type: none"> • Take no action. • Request assistance from principal/supervisor. • Seek counseling. • Take other avenues of recourse. • Lay a formal complaint.
FOLLOW FORMAL COMPLAINT PROCESS	Resource person will outline the formal complaint process.

FORMAL COMPLAINT PROCESS

CONSULT WITH RESOURCE PERSON	<ul style="list-style-type: none"> Resource person will outline the formal complaint process.
STAGE 1: DOCUMENTATION AND NOTIFICATION	<ul style="list-style-type: none"> A formal written complaint will be drafted with assistance from resource person detailing the particulars of the allegation. Resource person will provide copies to Complainant, Respondent and their Supervisory Officer(s).
STAGE 2: INVESTIGATION	<ul style="list-style-type: none"> Supervisory Officer will collect evidence by meeting with the Complainant and Respondent (separately), interviewing witnesses and investigating all aspects of the matter. Comprehensive and confidential notes are to be kept throughout the investigation.
STAGE 3: REPORT AND CONCLUSION	<ul style="list-style-type: none"> When the inquiry is complete, the Supervisory Officer will prepare a report for the Supervisory Officer responsible for the Workplace Harassment Policy. The Supervisory Officer responsible for the Workplace Harassment Policy will review the report and authorize its release to all parties of the complaint. The Complainant and Respondent have ten working days to respond to the evidence in the report and/or provide new evidence. The Supervisory Officer will review the responses and determine whether or not to accept the conclusion. If no harassment is found, both parties are informed in writing and the file will be closed. NO WRITTEN RECORD WILL BE KEPT. If the report and responses support the complainant, the Supervisory Officer will determine what rehabilitative and/or disciplinary action is appropriate. FILE TO BE KEPT IN DIRECTOR'S OFFICE.
STAGE 4: APPEAL OF THE DECISION	<ul style="list-style-type: none"> The Complainant or Respondent may appeal the decision to the Director of Education. The Director of Education will review the report and any other supporting documentation and confirm or reverse the decision.



Policy: Safe Schools

	Policy Number: 200.25
Adopted: 25/03/08	Former Policy Number: n/a
Revised: 22/06/10	Policy Category: Students
Subsequent Review Dates:	Pages: 2

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that safe and nurturing environments maximize pupil potential and ensure a positive school climate for all.

Policy Statement:

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

- Safe Schools programming is a shared responsibility of all members of the community – trustees, administrators, teachers, support staff, pupils, parents/guardians, parish, volunteers and bus drivers in creating and maintaining safe learning environments.
- Curricular and program links, as well as strategies, are integrated within the Religion and Family Life Programs, the Ontario Curriculum Documents, and the Board's Virtues Education Program.
- On-going staff development and training take place at a system and school level regarding Safe Schools Policies, programs, and interventions.
- On-going partnerships with local parishes, police services, and community agencies are in place to support the Board's goal to create safe and welcoming learning environments.
- A communication strategy is in place which outlines the key elements of the Ministry of Education's Safe Schools Policy, Keeping Our Kids Safe at School (Bill 157).
- Each school develops and implements school-wide progressive discipline strategies, consistent with the Board Student Discipline Policy and Student Discipline Procedures and the Human Rights Code.
- Each school has a Safe Schools Team comprised of at least one student (where appropriate), one parent, one teacher, one non-teaching staff member, one community partner, and the principal. An existing school committee (e.g. the healthy schools committee) can assume this role. The chair of this team must be a staff member. This team is responsible for the on going implementation of a Safe Schools program linked to the annual School Improvement Plan.
- Safe Schools Teams monitor, review, and evaluate the effectiveness of the Safe Schools Policy every two years through the use of a "School Climate Survey".

References

O.Reg. 472/07 Behaviour, Discipline and Safety of Pupils
 R.SO. 1990, c. T.21 Trespass to Property Act
 O.Reg. 47/4/00 Access to School Premises
 Bill 212 Safe Schools Strategy and Bill 212: Education Amendment Act (Progressive Discipline and School Safety), 2007
 Bill 157 Keeping our Kids Safe at School Act
 PPM 128 The Provincial Code of Conduct and School Board Codes of Contact
 PPM 141 School Board Programs for Students on Long-Term Suspension
 PPM 142 School Board Programs for Expelled Students
 PPM 144 Bullying Prevention and Intervention
 PPM 145 Progressive Discipline and Promoting Positive Student Behaviour
 PPM 119 Developing and implementing equity and inclusive Education policies in Ontario Schools



Brant Haldimand Norfolk Catholic District School Board

Board Policy

Student Discipline 200.26

Bullying Prevention and Intervention 200.27

Policy: Student Attendance 200.29

Transportation of Students – Expectations and Responsibility 400.10

Links

<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>



Administrative Procedure – Safe Schools AP200.25

Procedure for:	Principals/Vice-principals	Adopted:	March 25, 2008
Submitted by:	Trish Kings, Superintendent of Education	Revised:	June 22, 2010
Category:	Safe Schools		

Purpose

To provide direction for superintendents, principals/vice-principals and staff regarding safe school expectations.

Responsibilities

Superintendents of Education will:

- monitor and advise principals and vice-principals regarding the implementation of all safe school procedures.

Principals/Vice-principals will:

- monitor and advise staff regarding the implementation of all safe school procedures.

Information

The procedures and expectations within the Safe Schools Policies are informed by the Provincial Code of Conduct, the Ontario Regulation 472/07, Policy/Program Memorandum (PPM)128 (Provincial and School Board Codes of Conduct), 141 (Programs for Long Term Suspension), 142 (Expulsion Programs), 144 (Bullying Prevention) and 145 (Progressive Discipline).

Procedures

1.0 Responsibilities of the Superintendent of Education

The Superintendent of Education will review, monitor and support the Safe Schools components in each of the schools, including the School Improvement Plan and program strategies.

The Superintendent of Education will:

- be responsible for staff development training at a system level.
- ensure that appropriate ongoing partnerships are maintained and expanded as needed.
- ensure that curriculum plans and strategies for Safe Schools are linked to the Religion and Family Life Program, the appropriate Ontario Curriculum Documents and the Virtues Education Program.

2.0 Responsibilities of the Principal/Vice-principal

The Principal/Vice-principal will:

- develop and implement a school-wide progressive discipline plan;
- ensure that a Safe Schools Team is in place to develop strategies as a part of the School Improvement Plan;



- ensure that all staff are aware of their responsibilities with respect to the Board's Safe Schools programs, strategies including the Board's Student Discipline Policy and Procedures as well as the Bullying Prevention and Intervention Policy and Procedures; and
- ensure that all staff participate in staff development training, as required.

Definitions

Progressive discipline

A non-punitive, whole-school approach that uses a continuum of preventative, corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

Administrator

A superintendent, principal or vice-principal with responsibility for the school in question.

Board employees

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

Board Expulsion

Expulsion from all schools of the Board.

Disproportionate Impact

Created when discipline impacts a pupil to a greater degree in comparison to his or her peers as a result of factors related to grounds protected by the Human Rights Code.

Emergency Administrator

A superintendent or principal identified by the principal of the school to which a teacher-in-charge is assigned, as the emergency contact should the administrators of the school not be available in emergency circumstances.

Harassment

Words, conduct or action that is directed at an individual and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s) touching or other behaviour that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the Human Rights Code.

Immutable Characteristics

Characteristics that an individual cannot change or that an individual cannot alter about themselves, such as height.



Primacy of the Code

A circumstance in which there is a conflict between provincial law, such as the Education Act, regulations, Policy Program Memoranda, school board policies and procedures, and the Human Rights Code of Ontario, the Human Rights Code is deemed to be more important and the inferior law must be applied in a manner consistent with the Human Rights Code (unless there is an explicit exception contained within the other law for such a circumstance). The principle of primacy of the Human Rights Code also requires school board policies and procedures to be interpreted and applied in a manner consistent with the Human Rights Code.

Racialized

A student who experiences social inequities on the basis of race, colour, and/or ethnicity.

School Expulsion

Expulsion from the school of the Board that the pupil was attending at the time of the incident.

Teacher-In-Charge

A teacher delegated authority by the principal to undertake specified duties with respect to pupil discipline in the absence of administration.

Undue Hardship

The standard for the provision of accommodation, or point to which accommodation must be provided, for a specific pupil by the Board.

Weapon

Any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

References

- O.Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- R.SO. 1990, c. T.21 Trespass to Property Act
- O.Reg. 47/4/00 Access to School Premises
- Bill 212 Safe Schools Strategy and Bill 212: Education Amendment Act (Progressive Discipline and School Safety), 2007
- Bill 157 Keeping our Kids Safe at School Act
- PPM 128 The Provincial Code of Conduct and School Board Codes of Contact
- PPM 141 School Board Programs for Students on Long-Term Suspension
- PPM 142 School Board Programs for Expelled Students
- PPM 144 Bullying Prevention and Intervention
- PPM 145 Progressive Discipline and Promoting Positive Student Behaviour
- PPM 119 Developing and implementing equity and inclusive Education policies in Ontario schools

Board Policy

- Student Discipline Administrative Procedures 200.26
- Bullying Prevention and Intervention Administrative Procedures 200.27
- Student Attendance Policy 200.29

Links

<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>



Policy: Student Discipline

		Policy Number:	200.26
Adopted:	26/02/08	Former Policy Number:	n/a
Revised:	22/06/10	Policy Category:	Students
Subsequent Review Dates:		Pages:	4

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that all pupils should have a safe and nurturing environment in order to maximize their learning potential within a positive school climate.

Policy Statement:

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

- Principals maintain proper order and discipline in schools and pupils 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.
- Expectations for pupil behaviour are made explicit whether on school property, on buses, at school-related events or activities, or in other circumstances that could have an impact on school climate in accordance with the Ontario Human Rights Code, the Education Act, Ontario Regulations, the Provincial and Board Code of Conduct and Policy/Program memoranda.
- Discipline is applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive and that includes learning opportunities for reinforcing positive behaviour.
- Interventions, supports and consequences for pupils with special needs are consistent with the pupil's strengths, needs, goals and expectations outlined in the Individual Education Plan, Behaviour Management Plan and/or Safety Plan.
- There is a clear understanding of the principal's authority in the school, although s/he may delegate this authority, in writing, to a designate.
- All Board employees who work directly with pupils – including principals, teachers, and non-teaching staff such as staff in social work, child and youth workers, educational assistants, and psychology and related areas – must respond to any pupil behaviour that is likely to have a negative impact on the school climate.
- All employees of the Board, and transportation providers report to the principal, or designate, at the earliest safe opportunity, and in writing using the Safe Schools Incident Reporting Form 1, any pupil behaviour that requires the Principal to consider suspension or expulsion.
- Principals respond in writing using the Safe Schools Incident Reporting Form – Part II whenever an employee submits in writing a Safe Schools Incident Reporting Form – Part I.

References

- O.Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- R.SO. 1990, c. T.21 Trespass to Property Act
- O.Reg. 47/4/00 Access to School Premises
- Bill 212 Safe Schools Strategy and Bill 212: Education Amendment Act (Progressive Discipline and School Safety), 2007
- Bill 157 Keeping our Kids Safe at School Act



Brant Haldimand Norfolk Catholic District School Board

PPM 128	The Provincial Code of Conduct and School Board Codes of Contact
PPM 141	School Board Programs for Students on Long-Term Suspension
PPM 142	School Board Programs for Expelled Students
PPM 144	Bullying Prevention and Intervention
PPM 145	Progressive Discipline and Promoting Positive Student Behaviour
PPM 119	Developing and implementing equity and inclusive Education policies in Ontario schools

Board Policy

Safe Schools 200.25
Student Discipline 200.26
Bullying Prevention and Intervention 200.27
Student Attendance 200.29
Transportation of Students – Expectations and Responsibilities 400.10

Links

<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>



Administrative Procedure - Student Discipline AP200.26

Procedure for:	All staff	Adopted:	Month, dd, yyyy
Submitted by:	Trish Kings, Superintendent of Education	Revised:	
Category:	Safe Schools		

Purpose

To provide direction for superintendents, principals, vice-principals and staff regarding student discipline. The process set out in these procedures shall be informed by and implemented in accordance with the principles of equity and inclusion articulated in PPM 119.

Responsibilities

Superintendents of Education will:

1. support the schools administration with student discipline and ensure that policies and procedures are adhered to.

Principals/Vice-principals will:

2. implement plans for the local code of conduct and oversee all issues dealing with student discipline using relevant policy and procedures.

Information

On June 4, 2007, the Education Amendment Act (Progressive Discipline and School Safety), 2007 was passed, amending Part XIII of the Education Act dealing with behaviour, discipline and safety.

The Education Amendment Act (Keeping Our Kids Safe at School) 2009, further amends Part XIII of the Education Act dealing with behaviour, discipline, and safety, effective February 1, 2010. (Bill 157). Significant changes are found in the reporting of, and responding to, issues related to bullying and other student behaviours that may have a significant impact on school climate. A new section addresses the Delegation of Authority regarding discipline.

Procedures

1.0 Progressive Discipline

Each school is required to develop and implement a school-wide progressive discipline process which includes preventative measures, early and on-going intervention strategies, positive behaviour and management practices up to and including suspension and expulsion.

The progressive discipline continuum is a stepped approach to support a positive change in behaviour. However, as indicated, if an incident is serious in nature and after a full consideration of circumstances affecting a pupil's behaviour, it is recognized that a step, such as a suspension or expulsion, which is further along in the progressive discipline continuum, may be necessary.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the appropriate response.



1.1 Items to Consider

Prevention Practices and Positive Behaviour Management Practices may include:

- student success strategies;
- anti-bullying and violence prevention;
- Virtues Education;
- differentiated instruction;
- mentorship programs;
- program modifications or accommodations;
- conflict/dispute resolution;
- Behaviour Management Plans and Safety Plans;
- individual, peer and group counseling;
- class placement.

Principals may also use community agencies as resources to deliver prevention or intervention programs. Partnerships with community agency protocols facilitate the delivery of prevention and intervention programs, the use of referral processes, and the provision of services and supports for pupils, their parents and families.

Before deciding to utilize a progressive discipline approach the principal must consider:

- the particular pupil and circumstances;
- the nature and severity of the behaviour; and,
- the impact of the inappropriate behaviour on the school climate.

The principal must also consider Mitigating Factors:

- Whether the pupil has the ability to control his or her behaviour.
- Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour.
- Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

Other factors include:

- The pupil's academic, discipline and personal history.
- Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure.
- Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation, immutable characteristic or harassment for any other reason.
- The impact of the discipline on the pupil's prospects for further education.
- The pupil's age.



- Where the pupil has an Individual Education Plan or disability related needs:
- Whether the behaviour causing the incident was a manifestation of the pupil's disability.
- Whether appropriate individualized accommodation has been provided to the point of undue hardship.
- Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct.
- Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
- If the principal deems that a pupil'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.
- The principal must also consult with the parent/guardian (unless the pupil is an adult) throughout the process.
- The principal or vice principal must keep a record for each pupil with whom progressive discipline approach(es) are utilized. The record should include:
 - Name of pupil;
 - Date of the incident or behaviour;
 - Nature of the incident or behaviour;
 - Considerations taken into account;
 - Progressive discipline approach used;
 - Outcome; and
 - Contact with the pupil's parent/guardian (unless the pupil is an adult pupil).

2.0 Suspension of a Pupil Under the Education Act

Suspension is the withdrawal of a pupil from a specific school and from engaging in school-related activities. A principal must consider suspension when a pupil commits any infractions listed under Section 306 of the Education Act.

2.1 Suspension Infractions

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol, illegal and/or restricted drugs;
- Being under the influence of alcohol;
- Swearing at a teacher or at another person in a position of authority;
- 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;
- Bullying;
- Any act considered by the principal to be injurious to the moral tone of the school;
- Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; or
- Any act considered by the principal to be contrary to the Board or School Code of Conduct.

Suspension infractions for which a pupil may be suspended under Board Policy include:



- Use of improper or profane language;
- Persistent truancy;
- Opposition to authority;
- Habitual neglect of duty;
- Discrimination and harassment;
- Use and possession of tobacco, as appropriate;
- Extortion;
- Theft;
- The supporting, encouraging, participating, and/or assisting in activities which violate the safe school policy;
- Inciting other students to act with physical violence upon another person.

Upon the thorough investigation of an incident that is suspendable, the principal must:

- consult with the pupil, the pupil's parent'/guardian or the adult pupil;
- review any progressive strategies that have been utilized;
- take into account any mitigating and other factors that might be applied in the circumstances;
- consult with his/her Superintendent of Education when the suspension is five (5) days or more regarding:
 - The investigation undertaken;
 - The circumstances of the incident;
 - Whether or not one or more of the factors outlined above are applicable in the circumstances; and
 - The appropriate length of the suspension.
- whether or not accommodation pursuant to the Human Rights Code has been considered, and where applicable, applied to the point of undue hardship.

3.0 Imposing a Suspension

3.1 Imposing a Suspension

1. Within 24 hours of the decision to suspend the principal must make all reasonable efforts to orally inform the adult pupil or the pupil's parent/guardian of the suspension.
2. The principal must inform the pupil's teacher(s) of the suspension.
3. The principal in conjunction with the pupil's teacher(s) must organize school work to be provided for the pupil to be completed during the duration of the student's suspension.
4. The principal must provide written notice of the suspension to the pupil, the pupil's parent/guardian (unless the pupil is an adult student) and the School Superintendent of Education.
5. The written notice of suspension will include:
 - The reason for suspension;
 - The duration of the suspension;
 - Information about the Alternative Suspension Program when the pupil is suspended six (6) or more school days;



- Information about the right to appeal the suspension, including the relevant policies and guidelines and the contact information for the Director of Education.

Every effort should be made to include the school work with the letter of suspension to the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil) on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or his/her parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the adult pupil's designate or pupil's parent/guardian or designate to pick-up from the school the following school day.

- If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
- If notice is sent by fax or email, it is deemed to have been received the first school day after it was sent.

Where the incident is a serious violent incident, including a credible threat to inflict serious bodily harm or vandalism causing extensive damage to Board property or property located on Board property, consideration should be given to filling out and filing a Violent Incident Form in the pupil's Ontario School Record. (see Board's Violent Incident Form).

3.2 Supports for Suspended Students/Academic Program (5 or fewer school days)

A pupil who is subject to a suspension of five (5) or fewer school days must be provided with school work to complete at home while serving the suspension. The school work must be available to the adult pupil's designate or the pupil's parent/guardian or designate the day the pupil is suspended, if the pupil is suspended for one(1) school day. If this is not possible, the pupil must be given the opportunity to catch-up on missed school work as part of the re-entry process.

3.3 Alternative Suspension Program

A Student Action Plan shall be developed for every pupil subject to a suspension of six (6) or more school days who agrees to participate in an Alternative Suspension Plan.

Where a pupil has been suspended for six (6) or more school days the pupil will be provided with school work for the first five (5) school days or until the Student Action Plan is implemented, whichever is earlier, and will be assigned an alternative program for pupils subject to lengthy suspension (Alternative Suspension Program). The principal or vice-principal shall communicate to the adult pupil or parent/guardian the purpose and nature of the Alternative Suspension Program.

Admission to the Alternative Suspension Program is obtained by **contacting the School Superintendent**.

Where there is a serious violent incident leading to a suspension or expulsion or a call to the police, the principal will complete a Violent Incident Form and inform his/her superintendent.

Agreement or refusal to participate to an Alternative Suspension Plan may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the adult pupil or pupil's parent/guardian declines the offer to participate in an Alternative Suspension Plan, the principal or vice-principal shall record the date and time of such refusal.

A pupil cannot be compelled to participate in an Alternative Suspension Plan. Should the adult pupil or a pupil's parent/guardian choose not to have the pupil participate in an Alternative Suspension Plan, the pupil will continue to be provided with school work consistent with the Ontario curriculum or that pupil's modified or alternative curriculum to be completed at home for the duration of his/her suspension. This school work will be available at the school for pick-up by the adult pupil's designate or the pupil's



parent/guardian or designate at regular intervals during the suspension period. In circumstances where the school work is not picked up, the principal should contact the adult pupil or the pupil's parent/guardian to determine whether the school work will be picked up. The principal should record the follow-up and response.

3.4 Planning Meeting

For pupils subject to a suspension of six (6) or more school days who choose to participate in an Alternative Suspension Program, the principal or vice principal of the school shall hold a planning meeting for the purpose of developing the Student Action Plan.

The adult pupil or pupil's parent/guardian and the pupil (where appropriate) as well as any appropriate teaching and support staff will be invited to participate in the planning meeting. The adult pupil or pupil's parent/guardian shall be invited for the purpose of providing input.

The planning meeting will be scheduled to occur within two (2) school days of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension Program. If the adult pupil or the pupil's parent/guardian are not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the Student Action Plan will be provided to them following the meeting.

During the planning meeting the principal or vice-principal shall review the issues to be addressed in the pupil's Student Action Plan.

3.5 Student Action Plan

A pupil subject to suspension for eleven (11) or more school days shall be provided with both academic and non-academic supports, which shall be identified in the pupil's Student Action Plan. Pupils subject to a suspension of fewer than eleven (11) school days may be offered non-academic supports where such supports are appropriate and available.

The Student Action Plan shall be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice-principal of the school, guidance counselor, special education teacher, classroom teacher, Child Youth Worker and/or Social Worker.

The principal will make every effort to complete the Student Action Plan within five (5) school days following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension Program.

This timeline will be communicated to the adult pupil and/or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.

The principal must ensure that the pupil is provided with school work until the Student Action Plan is in place.

Once completed, the Student Action Plan will be shared with the adult pupil, or the pupil's parent/guardian and the pupil and all necessary staff to facilitate implementation.

A copy of the Student Action Plan will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.



The Student Action Plan will identify:

- The incident for which the pupil was suspended;
- The progressive discipline steps taken prior to the suspension, if any;
- Any progressive discipline measures imposed in addition to the suspension;
- Any other disciplinary issues regarding the pupil that have been identified by the school;
- Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
- Any program(s) or service(s) that might be provided to address those learning or other needs;
- The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
- Where the pupil has an Individual Education Plan and/or disability related needs, information regarding how the accommodations/modifications of the pupil's academic program will be proven during the period of suspension.
- The non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and,
- The measurable goals the pupil will be striving to achieve during the period of suspension.

4.0 Re-Entry

Following a suspension of six (6) or more school days, a re-entry meeting will be held with appropriate staff, the pupil, and the pupil's parent/guardian if possible, to provide positive and constructive redirection for the pupil. Where the pupil has participated in an Alternative Suspension Program, the pupil's success in achieving the goals outlined in the Student Action Plan will be reviewed with the adult pupil or the pupil's parent/guardian and pupil. Further programs and services might be recommended by the principal for the purpose of achieving additional or greater success in meeting the goals outlined in the Student Action Plan.

5.0 Suspension Appeal Process

- The adult pupil or the pupil's parent/guardian may appeal a suspension.
- A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension within ten (10) school days of the commencement of the suspension.
- All suspension appeals will be received by the Director of Education.
- An individual who appeals a suspension may argue that his/her rights pursuant to the Human Rights Code have been infringed.
- In addition, a separate right to apply to the Human Rights Tribunal of Ontario exists where an individual believes his/her rights pursuant to the Human Rights Code have been infringed.
- An appeal of a suspension does not stay the suspension.
- The Board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).



5.1 Upon receipt of written notice of the intention to appeal the suspension, the appropriate Superintendent of Education will:

1. promptly advise the school principal of the appeal;
2. promptly advise the adult pupil or the pupil's parent/guardian that a review of the suspension will take place and invite the parent/guardian or adult to contact the Superintendent of Education responsible for discipline to discuss any matter respecting the incident and/or appeal of the suspension;
3. review the suspension (reason, duration, any mitigating or other factors, whether or not the Human Rights Code should be or was appropriately applied);
4. consult with the principal regarding modification or expunging the suspension;
5. request a meeting with the adult pupil or the pupil's parent/guardian and the principal to narrow the issues and try to effect a settlement, and arrange a date for the appeal before the Discipline Committee;
6. where a settlement is not effected, provide notice of the review decision to the adult pupil or pupil's parent/guardian.

5.2 Where the suspension is upheld on review and the adult pupil or pupil's parent/guardian chooses to continue with the appeal, the Superintendent of Education will:

1. Arrange a date for the appeal before the Discipline Committee and coordinate the preparation of a written report for the Board. This report will contain at least the following components:
 - A report prepared by the principal regarding the incident, the rationale for suspension and how the principles of equity and inclusion were applied;
 - A copy of the original suspension letter;
 - A copy of the letter requesting the Suspension Appeal; and
 - A copy of the correspondence with respect to the decision of the Superintendent of Education regarding the suspension review.
2. Inform the adult pupil or the pupil's parent/guardian of the date of the Suspension Appeal.
3. Provide a guide to the process for the appeal, and a copy of the documentation that will go to the Discipline Committee.
4. Ensure that the item is placed on the Discipline Committee's agenda.

5.3 Parties Involved

The parties in an appeal to the Discipline Committee shall be:

1. the principal; and,
2. the adult pupil or the pupil's parent/guardian, if they appealed the decision.



6.0 Discipline Committee of the Board and the Appeal Process

Suspension appeals will be heard orally, in camera, by the Discipline Committee of Trustees. The Discipline Committee may grant a person with daily care authority to make submissions on behalf of the pupil. An adult pupil or pupils parent/guardian may bring/be represented by legal counsel or attend with an advocate/agent or the support of a community member. Legal counsel for the Board may be present at the appeal if the parent/guardian is represented by legal counsel or an agent.

6.1 Appeal Process

The process is ordered as follows:

1. The parent/guardian and/or the person with daily care will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the result desired.
2. The pupil will be asked to make a statement on his/her own behalf, if appropriate.
3. The Superintendent of Education for the school and/or the principal will make oral submissions on behalf of the administration, including a response to any issues raised in the parent/guardian's submissions. The Superintendent/principal may rely on the report prepared for the Discipline Committee.
4. The parent/guardian may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by the parent/guardian.
5. The Discipline Committee may ask any party, or the pupil, where appropriate, questions of clarification.

The Discipline Committee may make such orders or give such directions at an appeal as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.

Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.

The Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether or not the consequence might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society and shall:

- Confirm the suspension and its duration; or
- Confirm the suspension but shorten its duration and amend the record, as necessary; or
- Quash the suspension and order that the record be expunged; or
- Make such other appropriate order.

The decision of the Discipline Committee is final. The decision shall be communicated to the parent/guardian in writing (see Appendix).



7.0 Transfer to Another School

Following an incident at the school, it might be necessary to transfer to another school the pupil who has been disciplined or the victim for safety reasons and/or for compliance with an Order of the Court or police restrictions. To the extent possible, the pupil who has been disciplined rather than the victim should be transferred.

7.1 Decision to Transfer

The decision to transfer a student to another school shall be made only by a superintendent in consultation with the sending and receiving school principals and shall be made only where it is consistent with the Human Rights Code.

When it has been determined that a pupil will be transferred to another school, the principal or vice principal shall ensure that a Transition Plan is developed identifying any additional supports and resources required in the principal/vice principal's opinion to ensure a successful transition, which might include where appropriate, referrals for social work support, Child and Youth Worker support and/or support from community agencies as well as the development of a transitional Individual Education Plan. Where the pupil has been subject to suspension, the Transition Plan shall be consistent with and co-ordinated with the Student Action Plan (SAP) developed for suspension purposes.

The principal or vice principal of the sending school shall invite the adult pupil or parent/guardian and the pupil, where appropriate, to a meeting with representatives from both schools for the purpose of reviewing the Transition Plan, including the timeline for transition and the provision of school work prior to transition in circumstances where the pupil is not subject to a Student Action Plan and will not be attending school during the intervening period, to obtain any necessary consents for support services, and to respond to any questions or concerns identified by the receiving school and/or the parent/guardian or pupil. Teaching and support staff of the receiving school who will be working with the pupil once the pupil has transferred should be in attendance, where possible.

All individuals attending the meeting must be informed by the principal or vice principal at the outset that the information shared during the meeting is personal information that must be kept confidential pursuant to the Municipal Freedom of Information and Protection of Privacy Act and/or Education Act.

8.0 Expulsion of a Pupil Under the Education Act

The Board recognizes that the conduct of a pupil may be so refractory that his/her presence in the school may be injurious to the mental and physical well-being of pupils and staff. Every effort will be made to support and assist the pupil, however, to maintain a safe environment for all, a permanent remedy may be required resulting in expulsion.

8.1 Infractions

The infractions for which an expulsion may be recommended to the Board include:

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons, illegal and/or restricted drugs;
- Committing robbery;
- Giving alcohol to a minor;



- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
- Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

The principal will also contact the police consistent with the Protocol between the Police and the Brant Haldimand Norfolk Catholic District School Board if the infraction the pupil is suspected of committing requires such contact. When in doubt, the principal will consult with his or her School Superintendent.

8.2 Suspension Pending Recommendation for Expulsion

If the pupil is to be suspended pending an investigation, the pupil should be suspended for twenty (20) school days. If the pupil has been suspended pending an investigation to determine whether the pupil will be recommended for expulsion, the principal must assign the pupil to a program for suspended pupils. (Alternative Suspension Program)

If the pupil has been suspended for twenty (20) school days, the principal must undertake an investigation to determine whether to recommend to the Discipline Committee that the pupil be expelled.

8.3 Factors to Consider Before Deciding to Impose a Suspension Leading to an Expulsion

When deciding whether or not to impose a suspension pending a possible recommendation for expulsion, the principal will make every effort to consult with the pupil, where appropriate, and the pupil's parent/guardian, if the pupil is not an adult pupil, to identify whether any mitigating factors might apply in the circumstances. However, despite consultation, the identification of mitigating and other factors remains the responsibility of the principal.

8.4 Imposing a Suspension Pending Recommending Expulsion

When imposing a suspension the principal is required to effect the following procedural steps:

1. **Within 24 hours** of the decision, the principal must make all reasonable efforts to orally inform the adult pupil's parent/guardian of the suspension.
2. The principal must inform the pupil's teacher(s) of the suspension.
3. The principal must provide written notice of the suspension to the adult pupil or the pupil's parent/guardian and the pupil and the School Superintendent of Education. The written notice of suspension will include:
 - The reason for suspension;
 - The duration of the suspension;
 - Information about the program for suspended pupils the pupil is assigned to;
 - Information about the investigation the principal is conducting to determine whether to recommend expulsion;



- A statement that there is no immediate right to appeal the suspension. Any appeal must wait until the principal decides whether to recommend an expulsion, and if the principal decides not to recommend an expulsion, a statement that the suspension may be appealed to the Discipline Committee, and if the principal decides to recommend an expulsion that the suspension may be addressed at the expulsion hearing. (see the template letter at Appendix 7)
- 4. Every effort should be made to include the school work with the letter of suspension to the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil) on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or his/her parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the adult pupil's designate or the pupil's parent/guardian or designate to pick-up from the school the following school day.
 - If notice is sent by mail or courier, it will be deemed to have been received on the Fifth school day after it was sent.
 - If notice is sent by fax or email, it is deemed to have been received the first school day after it was sent.
- 5. Where the incident is a serious violent incident, such as possession of weapons, physical assault causing serious bodily harm, sexual assault, robbery, extortion or hate motivated violence; consideration should be given to filling out and filing a Violent Incident Form in the pupil's Ontario Student Record. (see the Board's Violent Incident Form Appendix).

9.0 Alternative Suspension Program

Where a pupil has been suspended for six (6) or more school days the pupil will be provided with school work for the first five (5) school days or until the Student Action Plan is implemented and will be assigned an alternative program for pupils subject to lengthy suspension. (Alternative Suspension Program).

A pupil cannot be compelled to participate in an Alternative Suspension Program. Should the adult pupil or a pupil's parent/guardian choose not to have the pupil participate in an Alternative Suspension Program, the pupil will continue to be provided with school work consistent with the Ontario Curriculum or that pupil's modified or alternative curriculum to be completed at home or the duration of his/her suspension. This school work will be available at the school for pick up by the adult pupil's parent/guardian or a designate at regular intervals during the suspension period beginning the school day after the adult pupil or the pupil's parent/guardian refuses to participate in an Alternative Suspension Program.

A Student Action Plan will be developed for every pupil who agrees to participate in an Alternative Suspension Program.

Agreement or refusal to participate in an Alternative Suspension program may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the adult pupil or pupil's parent/guardian declines the offer to participate in an Alternative Suspension program, the principal shall record the date and time of such refusal.

9.1 Planning Meeting

For pupils subject to a suspension pending expulsion who choose to participate in an Alternative Suspension Program, the principal of the school or designate will hold a planning meeting for the purpose of developing the Student Action Plan.

The adult pupil or pupil's parent/guardian and the pupil (where appropriate) as well as any appropriate teaching and support staff, will be invited to participate in the planning meeting.



The planning meeting will be scheduled to occur **within two (2) school days** of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension Program.

If the adult pupil or the pupil's parent/guardian is not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the Student Action Plan will be provided to them following the meeting.

During the planning meeting the principal or designate will review the issues to be addressed in the pupil's Student Action Plan.

9.2 Student Action Plan

A pupil, subject to suspension pending an investigation whether to recommend an expulsion, will be provided with both academic and non-academic supports, which will be identified in the pupil's Student Action Plan.

The Student Action Plan will be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice principal of the school, guidance counselor, special education resource teacher, classroom teacher, Child and Youth Worker and/or social worker.

The principal will make every effort to complete the Student Action Plan within five (5) school days following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension program.

This timeline will be communicated to the adult pupil and/or the pupil/s parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.

Once completed, the Student Action Plan will be shared with the adult pupil, or the pupil's parent/guardian and the pupil and all necessary staff to facilitate implementation.

A copy of the Student Action Plan will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.

The Student Action Plan will identify:

- The incident for which the pupil was suspended;
- The progressive discipline steps taken prior to the suspension, if any;
- Any alternative discipline measures imposed in addition to the suspension;
- Any other disciplinary issues regarding the pupil that have been identified by the school;
- Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
- Any program(s) or service(s) that might be provided to address those learning or other needs;
- The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
- Where the pupil has an Individual Education Plan, information regarding how the Accommodations/modifications of the pupil's academic program will be provided during the period of suspension;



- The non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and,
- The measurable goals the pupil will be striving to achieve during the period of suspension.

9.3 Principal's Investigation Following a Suspension Pending Expulsion

The principal will conduct an investigation **promptly** following the suspension of the pupil to determine whether to recommend to the Discipline Committee that the pupil be expelled.

The principal will consult with the School Superintendent of Education regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity as well as the substantive decision whether or not to recommend that the pupil be expelled.

The principal shall consider whether or not the recommendation might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society and whether or not accommodation is required.

Should the decision be made to refer the pupil to the Discipline Committee with a recommendation for expulsion, the pupil must be referred to and dealt with by the Discipline Committee within **twenty(20) school days from the date of suspension (unless timelines are extended on consent)**.

As part of the investigation, the principal will:

- Make all reasonable efforts to speak with the adult pupil or the pupil's parent/guardian and the pupil;
- Include interviews with witnesses who the principal determines can contribute relevant Information to the investigation.
- Make every reasonable effort to interview any witnesses suggested by the pupil, or the pupil's parent/guardian; and,
- Consider the mitigating and other factors when determining whether to recommend to the Discipline Committee that the pupil be expelled.
- Consider whether or not the pupil is protected by the *Human Rights Code*, including but not limited to race and disability, and/or is in a disadvantaged position in society and evaluate the appropriateness or the accommodation if any was provided.
- Any police investigation will be conducted separately from the principal's inquiry.

9.4 Identification of Progressive Discipline Strategies Used Previously

In reviewing whether progressive discipline approach(es) has/have been attempted with the pupil, any success or failure, the principal will consider the following:

Whether the teacher, principal or designate has utilized early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:

- contract with the pupil's parent(s)/guardian(s);
- oral reminders;
- review of expectations;
- written work assignments with a learning component;
- assigning the pupil to volunteer services to the community;



- conflict mediation and resolution;
- peer mentoring;
- referral to counseling; and/or
- consultation.

Whether the principal or designate has used a progressive discipline approach to address inappropriate behaviour for which a suspension could have been imposed, such as:

- meeting(s) with the pupil's parent(s)/guardian(s), pupil, and principal;
- referral of pupil to a community agency for anger management or substance abuse counseling;
- detentions;
- withdrawal of privileges;
- withdrawal from class;
- restitution for damages;
- restorative practices; and/or
- transfer with support.

9.5 Decision Not To Recommend Expulsion

Following the investigation and consideration of the mitigating and other factors, and the application of the code, if the principal decides not to recommend to the Discipline Committee that the pupil be expelled, the principal must:

- Consider whether progressive discipline is appropriate in the circumstances;
- Uphold the suspension and its duration;
- Uphold the suspension and shorten its duration and amend the record accordingly; or
- Withdraw the suspension and expunge the record.

If the principal has decided not to recommend an expulsion of the pupil, the principal will provide written notice of this decision to the adult pupil or the pupil's parent/guardian and pupil. The notice shall include:

- A statement of the principal's decision not to recommend expulsion to the Discipline Committee;
- A statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn;
- If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Discipline Committee, including:
 - A copy of the Board policies regarding suspension appeals;
 - Contact information for the Superintendent;
 - A statement that written notice of an intention to appeal must be given **within five (5) school days** following receipt by the party of notice of the decision not to recommend expulsion; or
- If the length of the suspension has been shortened, information about the right to appeal the shortened length of the suspension.



10.0 Recommendation to the Board for an Expulsion Hearing

If a principal, in consultation with the School Superintendent of Education, determines that a referral for expulsion is warranted, the principal must refer the recommendation for expulsion to the Discipline Committee to be heard within twenty (20) school days from the date the principal suspended the pupil unless the parties to the expulsion hearing agree upon a later date.

For the purposes of the expulsion proceeding, the principal will:

10.1 Prepare a report to be submitted to the Discipline Committee and provide the report to the pupil and the pupil's parent or guardian (unless the pupil is an adult pupil) prior to the hearing.

The report will include:

- A summary of the findings the principal made in the investigation;
- An analysis of which, if any, mitigating or other factors or *Human Rights Code* related grounds might be applicable;
- A recommendation of whether the expulsion should be from the school or from the Board; and
- A recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.

10.2 Inquire with the Superintendent of Education(s) as to the date and location of the hearing and provide written notice of the expulsion hearing to the adult pupil or the pupil's parent/guardian and pupil.

The notice shall include:

- A statement that the pupil is being referred to the Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
- A copy of the Board's guidelines and rules governing the hearing before the Discipline Committee;
- A copy of the Board Code of Conduct and School Code of Conduct;
- A copy of the suspension letter;
- A statement that the pupil and/or his or her parent/guardian has the right to respond to the principal's report in writing;

10.3 Provide information about the procedures and possible outcomes of the expulsion hearing, including that:

- If the Discipline Committee does not expel the pupil they will either confirm, confirm and shorten, or withdraw the suspension;
- Parties have the right to make submissions with respect to the suspension;
- Any decision with respect to the suspension is final and cannot be appealed;
- If the pupil is expelled from the school, they will be assigned to another school;



- If the pupil is expelled from the Board, they will be assigned to a program for expelled pupils.
- If the pupil is expelled there is a right of appeal to the Child and Family Review Board.
- The name and contact information for the Superintendent(s).

10.4 The Superintendent of Education will:

- Advise the Superintendent(s) and the Trustee(s).
- Advise the Discipline Committee of the general details of the incident, including actions taken or pending; and,
- Submit the principal's report for the Discipline Committee to the Superintendent of Education
- May arrange a meeting with the adult pupil of the pupil's parent/guardian and pupil and the principal as appropriate.
 - If a meeting is arranged, the Superintendent of Education will review the Discipline Committee process for expulsion hearings, as well as respond to any questions or concerns the pupil or the pupil's parent/guardian may have regarding the process or incident; and
 - If a meeting is arranged, during the meeting, the Superintendent of Education may assist to narrow the issues and identify agreed upon facts.
- Will ensure that the item is placed on the Discipline Committee agenda for the date and time set out on the notice to the adult pupil or the pupil's parent/guardian and coordinate the attendance of the Trustees.
- Will prepare a package of documents for the Discipline Committee, which will include at least the following components:
 - A copy of the principal's report; and,
 - A copy of the notice of expulsion sent to the adult pupil or pupil's parent/guardian.
- Will confirm with the adult pupil or the pupil's parent/guardian the date and location of the expulsion hearing, will provide a copy of the Expulsion Hearing Rules, and a copy of the package to go to the Discipline Committee.

11.0 Hearing Before the Discipline Committee

If the principal recommends expulsion, the Discipline Committee shall hold a hearing and the parties before the Discipline Committee will be: the principal and the adult pupil or the pupil's parent/guardian.

If a pupil is not a party, s/he has the right to be present at the expulsion hearing and to make the submissions on his/her own behalf.

The Discipline Committee may grant a person with daily care authority to make submissions on behalf of the pupil.

An adult pupil or pupil's parent/guardian may bring legal council, an advocate or support person with them to the expulsion hearing.



The hearing will be conducted in accordance with the Rules of the Discipline Committee and the Guideline for Expulsion Hearings:

- The Discipline Committee shall consider oral and written submissions, if any, of all Parties.
- The Discipline Committee shall consider whether or not the Human Rights Code should be applied in the circumstances to mitigate the discipline if any.
- The Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion.
- The Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn; and
- Such other matters as the Discipline Committee considers appropriate.

In determining whether to impose an expulsion, the Discipline Committee shall consider the mitigating and other factors:

- Whether the pupil has the ability to control his or her behaviour;
- Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour;
- Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;
- The pupil's academic, discipline and personal history;
- Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or any other immutable characteristic or harassment for any other reason;
- The impact of the discipline on the pupil's prospects for further education;
- The pupil's age;
- Where the pupil has an Individual Education Plan or disability related needs;
 - Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - Whether appropriate individualized accommodation has been provided to the point of undue hardship; and,
 - Whether an expulsion is likely to result in aggravating or worsening the greater likelihood of further inappropriate conduct; and,
 - Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
- The application of the Ontario *Human Rights Code*.
- The submission and views of the parties.
- Any written response to the principal's report provided before the completion of the hearing.
- Whether or not the expulsion might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the pupils disadvantaged position in society, and whether or not accommodation is required in the circumstances.
- Such matters as the Discipline Committee considers appropriate.



Where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Discipline Committee may request further evidence as set out in the Expulsion Hearing rules, subject to the requirement that the hearing take place within **twenty (20) school days**, or the Discipline Committee may assess the evidence and determine whether, on a balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.

11.1 No Expulsion

If the Discipline Committee decides not to expel the pupil, the Discipline Committee shall take the submissions of the parties into account, including mitigating and other factors, in determining whether to:

- Consider whether alternative discipline is appropriate in the circumstances;
- Uphold the suspension and its duration;
- Uphold the suspension and shorten its duration and amend the record accordingly;
- Quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record; or,
- Make such other orders as the Discipline Committee considers appropriate.

The Discipline Committee shall give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension. The Discipline Committee's decision with respect to the suspension is final.

12 Expulsion

In the event the Discipline Committee decides to impose an expulsion on the pupil, the Discipline Committee must decide whether to impose a Board expulsion or a school expulsion.

In determining the type of the expulsion, the Discipline Committee shall consider the following factors:

- The mitigating and other factors:
 - Whether the pupil has the ability to control his or her behaviour;
 - Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour;
 - Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any individual;
 - The pupil's academic, discipline and personal history;
 - Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
 - Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or any other immutable characteristic to related harassment for any other reason.
 - The impact of the discipline on the pupil's prospects for further education;
 - The pupil's age;
 - Where the pupil has an Individual Education Plan or disability related needs:
 - Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - Whether appropriate individualized accommodation has been provided to the point of undue hardship; and,
 - Whether a school or Board expulsion is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether it is likely to result in a greater likelihood of further inappropriate conduct; and,



- Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
- The application of the Ontario *Human Rights Code*.
- All submissions and views of the parties.
- Any written response to the principal's report provided before the completion of the hearing.
- Whether or not the type of expulsion might have a disproportionate impact on a pupil by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society, and or not accommodation is required in the circumstances.
- Such other matters as the Discipline Committee considers appropriate.

13 Board Decision

Where the Discipline Committee decides to impose a school expulsion, then the Discipline Committee must assign the pupil to another school.

Where the Discipline Committee decides to impose a Board expulsion, then the Discipline Committee must assign the pupil to a program for expelled pupils.

The Discipline Committee must promptly provide written notice of the decision to expel the pupil to all parties, and the pupil, if he or she was not a party.

The written notice shall include:

- The reason for the expulsion;
- A statement indicating whether the expulsion is a school expulsion or a Board expulsion;
- Information about the school or program to which the pupil has been assigned; and,
- Information about the right to appeal the expulsion, including the steps to be taken.

Once the principal of alternative programs has received notice that a pupil has been expelled, s/he must create a Student Action Plan in a manner consistent with the Board's policy and procedures for programs for expelled pupils.

An expelled pupil is a pupil of the Board, even when s/he attends a program for expelled pupils at another school Board, unless s/he does not attend the program or registers at another school Board.

14 Re-Entry Requirements Following an Expulsion

A pupil who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once s/he has successfully completed a program for expelled pupils and has satisfied the objectives required for completion of the program, as determined by the person who provides the program.

The Board shall re-admit the pupil and inform the pupil in writing of the re-admission.

A pupil who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which s/he was expelled.



At that time:

1. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victim, where applicable.
2. The pupil will be required to demonstrate that s/he has learned from the incident and has sought counseling, where appropriate.
3. The pupil will be required to sign a Declaration of Performance Form provided by the Board.
4. Following consideration the principals of equity and inclusion, the Board, in its sole discretion, may determine that a different school than the one from which the pupil was expelled is a more appropriate placement for the pupil.

15 Appeal of Board Decision to Expel

The adult pupil or the pupil's parent/guardian may appeal a Board decision to expel the pupil to the child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of School Board decisions to expel pupils.

The decision of the Child and Family Services Review Board is final.

16 Exclusion

A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the Education Act as a disciplinary measure, or as an alternative to discipline.

An exclusion from the school pursuant to section 265(1)(m) of the Education Act shall be effected only in accordance with the Education Act, the Board's Exclusion Policy and Exclusion procedures and consistent with the Human Rights Code.

A pupil is NOT excluded from a class or from the school pursuant to section 265(1)(m) of the Education Act in circumstances where the parent/guardian and the principal, in consultation with the superintendent, AGREE that, as an accommodation and in the best interests of the pupil, the pupil's educational program should be modified such that the pupil is not participating in one or more specific class(es) or is excused from attending school for part or all of the school day during a specific period of time and/or during a specific school event or series of school events.

A pupil is NOT excluded from a class pursuant to section 265(2)(m) of the Education Act by virtue of serving a detention or in-school suspension in another part of the school as part of progressive discipline that has been imposed by the principal or designate.



Definitions

Administrator

A superintendent, principal or vice-principal with responsibility for the school in question.

Board Employees

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

Board Expulsion

Expulsion from all schools of the Board.

Disproportionate Impact

Created when discipline impacts a pupil to a greater degree in comparison to his or her peers as a result of factors related to grounds protected by the Human Rights Code.

Emergency Administrator

A superintendent or principal identified by the principal of the school to which a teacher-in-charge is assigned, as the emergency contact should the administrators of the school not be available in emergency circumstances.

Harassment

Words, conduct or action that is directed at an individual and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s) touching or other behaviour that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the Human Rights Code.

Immutable Characteristics

Characteristics that an individual cannot change or that an individual cannot alter about themselves, such as height.

Primacy of the Code

A circumstance in which there is a conflict between provincial law, such as the Education Act, regulations, Policy Program Memoranda, school board policies and procedures, and the Human Rights Code of Ontario, the Human Rights Code is deemed to be more important and the inferior law must be applied in a manner consistent with the Human Rights Code (unless there is an explicit exception contained within the other law for such a circumstance). The principle of primacy of the Human Rights Code also requires school board policies and procedures to be interpreted and applied in a manner consistent with the Human Rights Code.

Progressive Discipline

A non-punitive, whole-school approach that uses a continuum of preventative, corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.



Racialized

A student who experiences social inequities on the basis of race, colour, and/or ethnicity.

School Expulsion

Expulsion from the school of the Board that the pupil was attending at the time of the incident.

Teacher-In-Charge

A teacher delegated authority by the principal to undertake specified duties with respect to pupil discipline in the absence of administration.

Undue Hardship

The standard for the provision of accommodation, or point to which accommodation must be provided, for a specific pupil by the Board.

Weapon

Any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

References

O.Reg. 472/07 Behaviour, Discipline and Safety of Pupils

Board Policy

Student Discipline Administrative Procedure 200.26

Links

<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>



Policy: Bullying Prevention and Intervention

		Policy Number:	200.27
Adopted:	25/03/08	Former Policy Number:	n/a
Revised:	22/06/10	Policy Category:	Students
Subsequent Review Dates:		Pages:	2

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board is committed to supporting safe learning and teaching environments in which every pupil can reach his or her full potential. As bullying disrupts the learning, teaching, social and spiritual environment in a school community, it will not be tolerated.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board’s policy on Bullying Prevention and Intervention will ensure that:

- All members of the school community, including staff, students, parents/guardians, and visitors are respectful to one another and are responsible for helping to create safe, caring, and inclusive environments free from bullying.
- All schools have a Bullying Prevention and Intervention Program which empowers all pupils and the entire school community to create schools free from bullying.
- All Board employees take all allegations of gender based violence, homophobia, sexual harassment, and inappropriate sexual behaviour and bullying seriously and act in a timely manner.
- Disciplinary action is consistently taken to address bullying behaviours.
- Board employees working directly with pupils will support all pupils, including those who disclose/report such incidents by providing contact information about professional supports.
- All Board employees are provided with training strategies on bullying prevention and interventions. The training includes: principals, teachers, and non-teaching staff including staff in social work, child and youth work, psychology, as well as related areas, such as transportation providers.
- Policies and procedures on bullying prevention and intervention be actively communicated to pupils, parents, teachers and other school staff, the Special Education Advisory Council, school councils, and school bus operators and drivers.
- Consideration is given to separate pupils to preserve or protect the safety of a pupil. It is preferable that the victim not be moved in these situations. The principal will co-ordinate a transition meeting with the administration of the new school to support the pupil who is being moved.

Key Policy Terms

Board Employee

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

Bullying

Bullying is typically a form of repeated, persistent, aggressive behaviour that is directed at an individual/s that is intended to cause (or should be known to cause) fear, distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is real or perceived power imbalance.



Brant Haldimand Norfolk Catholic District School Board

Pupils may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of email, cell phones, text messaging, Internet websites, or other technology).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.

References

- O.Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- R.S.O. 1990, c. T.21 Trespass to Property Act
- O.Reg. 47/4/00 Access to School Premises
- Bill 212 Safe Schools Strategy and Bill 212: Education Amendment Act (Progressive Discipline and School Safety), 2007
- Bill 157 Keeping our Kids Safe at School Act
- PPM 128 The Provincial Code of Conduct and School Board Codes of Contact
- PPM 141 School Board Programs for Students on Long-Term Suspension
- PPM 142 School Board Programs for Expelled Students
- PPM 144 Bullying Prevention and Intervention
- PPM 145 Progressive Discipline and Promoting Positive Student Behaviour
- PPM 119 Developing and implementing equity and inclusive Education policies in Ontario schools

Board Policy

- Safe Schools 200.25
- Student Discipline 200.26
- Bullying Prevention and Intervention 200.27
- Student Attendance 200.29
- Transportation of Students – Expectations and Responsibilities 400.10

Links

<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>



Administrative Procedure - Bullying Prevention and Intervention AP 200.27

Procedure for:	Principals/Vice-principals	Adopted:	March 25, 2008
Submitted by:	Trish Kings, Superintendent of Education	Revised:	June 22, 2010
Category:	Safe Schools		

Purpose

To provide direction for principals/vice-principals regarding bullying prevention and intervention.

Responsibilities

Superintendents of Education will:

- monitor and advise principals and vice-principals regarding bullying prevention and intervention procedures.

Principals/Vice-principals will:

- implement procedures regarding bullying and intervention.

Information

School boards in Ontario are required to have and implement policies on bullying and intervention. All employees of the board must take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.

Procedures

1.0 Responsibilities of the Principal/Vice-Principal

Each school principal is responsible for the development and implementation of a Bullying Prevention and Implementation Program.

The Principal/Vice-principal will ensure:

- the program is based on the Ontario Catholic Graduate Expectations, the Religion and Family Life programs, Virtues Education as well as the Ontario Curriculum Documents;
- the school level program is part of the School Improvement Plan, assessed and updated on a yearly basis.

2.0 Incidents of Bullying

2.1 Respond to the Incident(s) of Bullying

All Board employees who work directly with pupils – including administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants, and staff who are contracted to provide services to the Board) must take seriously all allegations of bullying behaviour and act in a timely, sensitive and supportive manner when responding to pupils who disclose or report bullying incidents, and respond to any pupil behaviour that is likely to have a negative impact on the school climate.



Respond to incidents of bullying by:

- asking the pupil to stop the behaviour;
- identifying the behaviour as inappropriate and disrespectful;
- explaining the impact of the behaviour on others and the school climate;
- modeling appropriate communication;
- asking the pupil for a correction of his/her behaviour by restating or rephrasing their comments;
- asking the pupil to apologize for his/her behaviour;
- asking the pupil to promise not to repeat his/her behaviour;
- asking the pupil to explain why and how a different choice with respect to his/her behaviour would have been more appropriate and respectful; and,
- where applicable, identifying the application of the Human Rights Code.

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.

2.2 Reporting the Incident(s) of Bullying

All Board employees and the transportation providers must report to the principal or designate at the earliest safe opportunity, bullying behaviours that have a negative impact on the victim and the school climate, whether on school property, on buses, or at school-related events or activities.

When reporting incidents of bullying:

- The report must be accompanied in writing using the Safe Schools Incident Report Form I not later than the end of the school day or end of the transportation route.
- The principal or designate must acknowledge the receipt of the form, in writing, using the Safe Schools Incident Form II.

2.3 Notifying the Parent/Guardian

Following an incident for which the principal is considering imposing a suspension or making a recommendation for expulsion, the principal shall provide information to the victim's parent/guardian. Where the victim is an adult pupil, the principal shall inform the parent/guardian only with the victim's consent.

Principal notification information should include:

- The nature of the incident that caused the pupil harm, the nature of the harm to the pupil and its impact on the pupil.
- An outline of the steps being taken by the school to protect the pupil's safety.
- Contact information with respect to professional supports for the victim.
- Any school wide initiatives or preventative progressive discipline measures that have been or will be implemented as a result of the incident and/or other similar incidents.
- Whether or not formal discipline was imposed on the pupil(s).



- The principal may confirm that the pupil(s) disciplined shall no longer be attending the same school as the victim.
- The principal shall provide a written summary of the supports for the pupils, including a copy of a Safety Plan, if appropriate, to the parent/guardian and the School Superintendent.

Principal notification may include:

- The principal may confirm that the pupil(s) disciplined shall no longer be attending the same school as the victim.

Principal notification shall not include:

- The identify or confirmation of the names of the pupil(s) disciplined nor provide other personal information such that his/her identity might be determined or confirmed.
- Disclose the specific disciplinary measures that might have been imposed.

2.4 Not Notifying the Parent/Guardian

If, in the opinion of the principal providing information to the victim's parent/guardian would put the victim at risk of harm and would not be in the best interests of the pupil, then the principal would not notify the parent.

The principal shall:

- Consider, as a result of the victim's disclosure, whether or not the victim is a child in need of protection and, if so, reporting to the Children's Aid Society, and if in doubt, the principal shall consult with the CAS to inquire about the appropriateness of making a report.
- Document in the Student Information System why the parent/guardian was not notified.
- Inform his/her superintendent that the parent/guardian was not informed and why.
- Inform the teacher or other professional or para-professional staff person, if that individual informed the principal or vice principal of the potential for harm, that the parent/guardian was not informed and why.
- Inform other staff working to support the pupil, as appropriate.

3.0 Supports for Students Involved in Bullying Situations

The principal shall inform the victim of the steps being taken by the school to protect his/her safety and may provide contact information about professional supports as appropriate. The principal shall involve the appropriate professional supports for the bully.

4.0 Record Keeping

The principal must ensure that incidents of bullying are recorded and filed as outlined in the Student Discipline Procedures.



Definitions

Administrator

A superintendent, principal or vice-principal with responsibility for the school in question.

Board Employees

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

Board Expulsion

Expulsion from all schools of the Board.

Disproportionate Impact

Created when discipline impacts a pupil to a greater degree in comparison to his or her peers as a result of factors related to grounds protected by the Human Rights Code.

Emergency Administrator

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Harassment

Words, conduct or action that is directed at an individual and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s) touching or other behaviour that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the Human Rights Code.

Immutable Characteristics

Characteristics that an individual cannot change or that an individual cannot alter about themselves, such as height.

Primacy of the Code

A circumstance in which there is a conflict between provincial law, such as the Education Act, regulations, Policy Program Memoranda, school board policies and procedures, and the Human Rights Code of Ontario, the Human Rights Code is deemed to be more important and the inferior law must be applied in a manner consistent with the Human Rights Code (unless there is an explicit exception contained within the other law for such a circumstance). The principle of primacy of the Human Rights Code also requires school board policies and procedures to be interpreted and applied in a manner consistent with the Human Rights Code.

Progressive Discipline

A non-punitive, whole-school approach that uses a continuum of preventative, corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

Racialized

A student who experiences social inequities on the basis of race, colour, and/or ethnicity.

School Expulsion

Expulsion from the school of the Board that the pupil was attending at the time of the incident.



Teacher-In-Charge

A teacher delegated authority by the principal to undertake specified duties with respect to pupil discipline in the absence of administration.

Undue Hardship

The standard for the provision of accommodation, or point to which accommodation must be provided, for a specific pupil by the Board.

Weapon

Any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

References

- O.Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- R.S.O. 1990, c. T.21 Trespass to Property Act
- O.Reg. 47/4/00 Access to School Premises
- Bill 212 Safe Schools Strategy and Bill 212: Education Amendment Act (Progressive Discipline and School Safety), 2007
- Bill 157 Keeping our Kids Safe at School Act
- PPM 119 Developing and implementing equity and inclusive Education policies in Ontario schools
- PPM 128 The Provincial Code of Conduct and School Board Codes of Contact
- PPM 141 School Board Programs for Students on Long-Term Suspension
- PPM 142 School Board Programs for Expelled Students
- PPM 144 Bullying Prevention and Intervention
- PPM 145 Progressive Discipline and Promoting Positive Student Behaviour

Board Policy

- Student Discipline Administrative Procedure 200.26
- Bullying Prevention and Intervention Administrative Procedure 200.27
- Student Attendance Policy 200.29

Links

<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>



Brant Haldimand Norfolk Catholic District School Board

POLICY: EQUITY AND INCLUSIVE EDUCATION (Interim)

Adopted:	Interim	Policy No:	
Revised:		Former Policy #:	
Subsequent Review Dates:		Policy Category:	
		Pages:	

Belief Statement:

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

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

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

Policy Statement:

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

Based on the eight areas of focus, and in accordance with the above policy documents, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to the Guiding Principles of the Equity and Inclusive Education Strategy, and consistent with the Code, the Board will:

1.0 Board Policies, Programs, Procedures and Practices:

- Ensure that principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, guidelines, operations, practices, and Board Improvement Plans.
- Ensure all persons with disabilities are accommodated appropriately and in a manner consistent with the Code.
- Provide opportunities for the diverse school community, including students, staff, parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.
- Ensure that staff will investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the Code.

- Extend, develop, and implement strategies to actively engage students, parents, families and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.

2.0 Shared and Committed Leadership:

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

3.0 School-Community Relationships:

- Collaborate with students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.
- Examine and remove any barriers that exist, that are part of systemic discrimination under the Code, and that prevent full participatory school-community relations.
- Establish and maintain partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized.
- Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to Board initiatives.
- Identify under-represented communities and facilitate their participation and involvement in Board activities.

4.0 Inclusive Curriculum and Assessment Practices:

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

5.0 Religious Accommodation:

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

6.0 School Climate and the Prevention of Discrimination and Harassment:

- Create a climate in which excellence is continually strived for and respect for all permeates the environment.
- Ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment.
- Ensure the use of progressive discipline.

7.0 Professional Learning:

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

8.0 Accountability and Transparency:

- Embed the principles of equity and inclusive education into all Board policies, programs, guidelines and practices.
- Communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers and post it on the Board's website.
- Seek and use feedback to improve the Equity and Inclusive Education Policy, in the spirit of continuous improvement.
- Engage Board and school teams in school improvement planning.
- Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
- Report on the progress of implementation of the Strategy and its impact on student achievement using specific criteria.
- Ensure the transparency of the Identification, Placement and Review committee (IPRC) process, inform, and support parents through this process.

Glossary of Key Policy Terms:

Equity

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

Inclusive Education

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

Ontario Human Rights Code (“the Code”)

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

Religious Accommodation

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

References:

Statutory/Regulatory

Canadian Charter of Rights and Freedoms [http://laws.justice.gc.ca/en/charter/Constitution Act, 1982](http://laws.justice.gc.ca/en/charter/Constitution%20Act,%201982) http://www.solon.org/Constitutions/Canada/English/ca_1982.html

Ontario Human Rights Code

http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.ht

Ontario's Equity and Inclusive Education Strategy

Policy/Program Memorandum No. 119 (2009) - *Developing and implementing equity and inclusive education policies in Ontario schools*

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

Related Board Policy

Opening and Closing Exercises 200.11

Safe Schools 200.25

Student Discipline 200.26

Bullying Prevention and Intervention 200.27



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Faith Advisory Committee Meeting November 11, 2010 1:30 p.m. Haldimand Room

Present: June Szeman (Chair), Father Al Dufraimont, Kathleen Evans, Marissa Evans, Annette Finnie, Cathy Horgan, Trish Kings, Derek McEachen, Deanne Smith, Joyce Young

Absent: Sharon Boase, Mary Theresa Coene (LOA), Monsignor Murray Kroetsch, Joe McPherson

1. Opening Prayer

Father Al Dufraimont led the opening prayer.

2. Approval of the Agenda

Item 5.1, ICE update, was added to the agenda.

Moved by: Trish Kings

Seconded by: Annette Finnie

THAT the agenda be approved as amended.

Carried

3. Approval of the Minutes

Moved by: Father Al Dufraimont

Seconded by: Derek McEachen

THAT the Faith Advisory Committee approves the minutes from the September 23, 2010 meeting.

Carried

4. Discussion Items:

4.1 BHNCD SB Foundational Document

Following some discussion, it was decided that the BHNCD SB Foundational Document will be used to inform staff, parents and the broader community. A brochure format would be most feasible. The document will not be printed until the Board "branding" is complete, but the groundwork can begin. Joyce Young will form a subcommittee to review documents from other Boards and to develop the content for the BHNCD SB publication.

4.2 Equity and Inclusion Policy Review

Trish Kings presented the draft document to the committee. After explaining the history behind the development of the policy, Trish walked the committee through the document. The committee then divided into groups to collaborate and provide input on Sections 2, 3, and 4 of the Administrative Procedures. The feedback was as follows:

Section 2: Shared and Committed Leadership

- What does the word "informed" mean?
- What type of inservicing will take place to accomplish this?
- How will the student voice be heard?



- Seems somewhat overwhelming.
- Very explicitly laid out.

Section 3: School-Community Relationships

- Need to clarify “the Code” (Human Rights Code)
- 3.1 How will the database be used?
- 3.4 How do you deepen the partnerships?
- 3.11 What format will be used to engage community? through School Councils?
- 3.12 To what does the phrase “approaches described above” refer?

Section 4: Inclusive Curriculum and Assessment Practices

- Content is good.
- Viewpoint sometimes makes a difference when reviewing curricula, practices.
- Inclusion already takes place.

Cathy Horgan explained that changes will be made to the document so that it aligns with the Board template. She also clarified the difference between Policy (Board of Trustees’ direction to the staff) and Procedures (directions from Senior Administration) as to how staff will carry out the policy.

4.3 Review needs assessment and professional development plans for teachers regarding Religion and Family Life

Joyce Young provided the committee with examples of questions that will comprise a needs assessment survey to teachers. It will cover three areas of Professional Development: content, catechetical process, and specific instructional strategies.

5. Information Items:

5.1 ICE Update

Joyce Young reported that the Elementary Religion Curriculum Document (K-8) will be revised then sent to the Bishops for approval in the Fall of 2011. Once approval is received from Rome, the document will be used to “refresh” the Religion texts. A new Family Life Policy document will also be written.

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

Prepared by: Alyna Poremba, Student Trustee
Presented to: Board of Trustees
Submitted on: November 23, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

STUDENT TRUSTEE REPORT

Public Session

BACKGROUND INFORMATION:

The last meeting of the Student Senate was held on Tuesday, October 19, 2010.

DEVELOPMENTS:

The Student Senate drafted a list of potential speakers for the Student Leadership Symposium in May 2011. Students discussed strategies to promote increased cooperation between the student councils of all three secondary schools. Senators also traveled to Holy Trinity on October 19 to volunteer with their canned food drive, sorting hundreds of cans to be distributed to needy families.

Student Trustee Poremba had the rare opportunity to attend the installation of the Most Reverend Douglas Crosby as Bishop of Hamilton. The ceremony was moving and religiously enriching.

From November 11-14, Student Trustee Poremba attended the Ontario Student Trustees Association (OSTA AECO) Fall General Meeting. With over 60 student trustees from across the province, she heard speakers from People for Education, the Canadian Education Association, and the Ministry of Education's Student Success branch. Discussion took place on issues important to students today such as student fees, student councils, and Aboriginal education. Student Trustee Poremba provided input on a social justice report that the association's Catholic Board Council will be releasing later this year. As well, the Alumni Association held a 10 Year Anniversary Gala to celebrate ten years of OSTA AECO, "A Student Vision, A United Voice."

SCHOOL NEWS:

Assumption College held two dress down days in support of the United Way. They are also having a food drive, which includes a competition between them and Branford Collegiate Institute to see which school can donate the most goods. ACS held a Halloween dance with a Time Warp Retro theme and their student council ran other Halloween related activities. Both their junior and senior football teams defeated St. John's College for the title of BCSSA champions.

Holy Trinity held Thankful Thursday throughout October where they collected change to donate to local charities. They also held a very successful food drive, collecting hundreds of canned goods to donate to the Society of St. Vincent de Paul. The winning class donated over 400 cans and received a piñata full of candy as a prize.

St. John's College students participated in Halloween for Hunger, going door to door on Halloween and collecting canned goods rather than candy. They hosted a well-attended Halloween dance and held a pumpkin carving competition between homeroom classes. The school also hosted a regional debating tournament on the topic of social media.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Student Trustee Report for November 2010.



2010-11 Trustee Meetings and Events

Date	Time	Meeting/Event
November 23, 2010	7:00 pm	Board Meeting
December 1, 2010	1:30 pm	Catholicity Committee Mtg.
December 7, 2010	6:30 pm 7:00 pm	Mass with Father Al Dufrainmont Inaugural Board Meeting
December 8, 2010	7:00 pm	SEAC Meeting @ FRC
December 14, 2010	7:00 pm	Board Meeting
December 20 – 31, 2010		CHRISTMAS BREAK
January 3, 2011		Classes resume
January 10, 2011		PA Day (elementary only)
January 12, 2011	7:00 pm	SEAC Meeting @ FRC
January 14-15, 2011	2 days	OCSTA Trustees' Professional Development Seminar
January 18, 2011	7:00 pm	Committee of the Whole
January 25, 2011	7:00 pm	Board Meeting
February 3, 2011		PA Day (system-wide; not St. Cecilia's)
February 9, 2011	7:00 pm	SEAC Meeting @ FRC
February 15, 2011	7:00 pm	Committee of the Whole
February 15, 2011	1:00 pm	STSBHN Governance Mtg.
February 22, 2011	7:00 pm	Board Meeting
February 24, 2011	1:30 pm	Faith Advisory Committee Mtg.
March 2, 2011	1:30 pm	Catholicity Committee Mtg.
March 9, 2011	7:00 pm	SEAC Meeting @ FRC
March 14 – 18, 2011		MARCH BREAK
March 22, 2011	7:00 pm	Committee of the Whole
March 29, 2011	7:00 pm	Board Meeting
April 7, 2011	5:00 pm	Catholic Leadership Awards (ACS; with Bishop Fabbro)
April 8, 2011		PA Day (secondary only)
April 13, 2011	7:00 pm	SEAC Meeting @ FRC
April 19, 2011	7:00 pm	Committee of the Whole
April 26, 2011	7:00 pm	Board Meeting
April 28 – May 1, 2011		OCSTA AGM (Royal York, Toronto)
May 1 – 6, 2011		Catholic Education Week
May 3, 2011	5:30 pm 6:30 pm	Celebration of the Arts (Sanderson Centre) – art viewing Celebration of the Arts - performances
May 4, 2011	TBD (eve)	St. Bernard (B) 50 th Anniversary
May 5, 2011	1:30 pm	Faith Advisory Committee Mtg.
May 11, 2011	7:00 pm	SEAC Meeting @ FRC
May 13, 2011		PA Day (St. Cecilia's only)
May 17, 2011	7:00 pm	Committee of the Whole
May 17, 2011	1:00 pm	STSBHN Governance Mtg.
May 24, 2011	7:00 pm	Board Meeting
May 25, 2011	1:30 pm	Catholicity Committee Mtg.
May 26, 2011	6:00 pm	OECTA Retirement Dinner (Brantford Golf & Country Club)
June 2-5, 2011		CCSTA Convention (Regina)
June 6, 2011		PA Day (elementary only)

Date	Time	Meeting/Event
June 8, 2011	7:00 pm	SEAC Meeting @ FRC
June 21, 2011	7:00 pm	Committee of the Whole
June 27, 2011	4:45 pm	Assumption College Graduation
June 28, 2011	7:00 pm	Board Meeting
June 29, 2011		Last Day of Classes
June 29, 2011	7:00 pm	St. John's College Graduation – Sanderson Centre
June 29, 2011	7:00 pm	Holy Trinity Graduation
June 30, 2011		PA Day (system-wide)

TO BE SCHEDULED:

Executive Council Meetings – January to June, 2011

Policy Committee Meetings – January to June, 2011

Budget Committee Meetings - at the call of the Chair