



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

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

**Policy Committee
Monday, January 21, 2013 ♦ 7:00 p.m.
Boardroom**

Members: Dennis Blake (Chair), Cliff Casey, Dan Dignard, Bonnie McKinnon, Rick Petrella,
Chris N. Roehrig, June Szeman

1. Opening Business

- 1.1 Opening Prayer – Dennis Blake
- 1.2 Attendance
- 1.3 Approval of the Agenda
- 1.4 Approval of Minutes from the Policy Committee Meeting – October 10, 2012 Pages 3-5

2. Committee and Staff Reports

- 2.1 Integrated Accessibility Plan 2013-2017 – Policy 200.32 Pages 6-8
Presenter: Bill Chopp, Superintendent of Education
 - Integrated Accessibility Plan 2013-2017 (PGS. 9-28)
- 2.2 Accessibility Standards Policy 200.33 Page 29
 - Integrated Accessibility Standards Regulation – Customer Service AP 200.34 (PGS. 30-40)
 - Integrated Accessibility Standards Regulation – Employment Administration AP 200.35 (PGS. 41-44)
 - Integrated Accessibility Standards Regulation – Information & Communications AP 200.36 (PGS. 45-47)
 - Integrated Accessibility Standards Regulation – Transportation AP 200.37 (PGS. 48-49)
- 2.3 Nutrition 200.01 (revised) Pages 50-58
Presenter: Bill Chopp, Superintendent of Education
- 2.4 Board Governance 100.01 (revised) Pages 59-60
Presenter: Chris N. Roehrig, Director of Education & Secretary
- 2.5 Policy Development 100.03 (revised) Pages 61-67
Presenter: Chris N. Roehrig, Director of Education & Secretary
- 2.6 Copyright-Protected Works 400.03 Pages 68-72
Presenter: Chris N. Roehrig, Director of Education & Secretary
- 2.7 School Beautification Projects 400.14 (rescinding) Pages 73-75
Presenter: Chris N. Roehrig, Director of Education & Secretary



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3. Information Items

3.1 Board By-Laws (revised) Pages 76-101
Presenter: Chris N. Roehrig, Director of Education & Secretary

3.2 Trustees' Code of Conduct (Draft) 100.04 (revised) Pages 102-113
Presenter: Chris N. Roehrig, Director of Education & Secretary

4. Scheduling February 2013 Meeting Date

5. Adjournment

Next meeting: TBD



Policy Committee
Wednesday, October 10, 2012 4:00 p.m.
Haldimand Room

Trustees:

Present: June Szeman (Chair), Dennis Blake, Cliff Casey, Bonnie McKinnon, Rick Petrella

Absent: Dan Dignard

Senior Administration:

Chris N. Roehrig (Director of Education & Secretary), Tom Grice (Superintendent of Business & Treasurer), Jamie McKinnon and Leslie Telfer (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting opened with a prayer led by June Szeman.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Dennis Blake

Seconded by: Rick Petrella

THAT the Policy Committee approves the agenda of the October 10, 2012 meeting.

Carried

1.4 Approval of the Policy Committee Meeting Minutes – April 23, 2012

Moved by: Bonnie McKinnon

Seconded by: Cliff Casey

THAT the Policy Committee approves the minutes of the April 23, 2012 meeting.

Carried

2. Committee and Staff Reports

2.1 Admission of Students 200.14 (revised)

Director Roehrig presented a proposed revision to the Admission of Students policy that includes an adjudication process for applications from non-Catholic families. A number of pre-determined criteria would need to be met, the most important being the motivation to obtain a Catholic education and to participate in the Religion & Family Life program, as well as school-based religious activities and celebrations. Revisions were made to ensure that Superintendents make the final decision on the applications after a consultation with school principals.



Moved by: Rick Petrella
Seconded by: Dennis Blake

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

Carried

2.2 Fundraising 700.05 (revised)

Superintendent Grice explained that the Fundraising in Elementary Schools Policy 700.05 and Fundraising in Secondary Schools Policy 700.06 have been merged into one policy and amended to comply with the Ministry of Education's Fundraising Guidelines, issued in May 2012. The revised Fundraising policy supports fundraising activities that are complementary to Catholic education, voluntary, safe, accountable and transparent.

Moved by: Rick Petrella
Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Committee of the Whole refers the rescinding of the Fundraising in Secondary Schools Policy 700.06 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

THAT the Policy Committee recommends that the Committee of the Whole refers the Fundraising Policy 700.05 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Supervised Alternative Learning 200.06

Director Roehrig informed trustees that the Supervised Alternative Learning Policy is consistent with the Ontario Regulation 374/10 of the Education Act, which came into effect in 2011. The policy supports the implementation of programs to re-engage young people (ages 14-17) who are not attending school regularly. Supervised Alternative Learning is a method that can help at risk students obtain a secondary school diploma or reach other educational/life goals, and is consistent with Catholic social teaching.

Moved by: Bonnie McKinnon
Seconded by: Dennis Blake

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

Carried

2.4 Information and Communication Technology Use 600.02 (revised)

Superintendent Grice reviewed the primary revisions made to the Information and Communication Technology Use policy (formerly known as the Use of Computers and Computer Systems policy) that address the significant changes in technology, clarify the expectations regarding privacy, and better define the responsibility of the end user based on their role within the organization. Minor revisions were made to clarify some of the language.



Moved by: Dennis Blake

Seconded by: Cliff Casey

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

Carried

2.5 Religious Accommodation 200.04

Superintendent Telfer reviewed the key areas of the Religious Accommodation policy, which is in compliance with the Ministry's Equity and Inclusive Education guidelines, Policy/Program Memorandum No. 119, and the Ontario Human Rights Code. The policy takes all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

Moved by: Rick Petrella

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Religious Accommodation Policy 200.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

3. Discussion Items - Nil

4. Adjournment

Moved by:

Seconded by:

THAT the Policy Committee adjourns the meeting of October 10, 2012.

Carried

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Bill Chopp, Superintendent of Education
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

ACCESSIBILITY STANDARDS & INTEGRATED PLAN

Public Session

BACKGROUND INFORMATION:

The *Ontarians with Disabilities Act* (ODA) 2001 and the *Accessibility for Ontarians with Disabilities Act* (AODA) 2005 set the goal of creating an accessible Ontario by 2025. These Acts require all Ontario public and private sector organizations to provide persons with disabilities with the same opportunity of access to services in the same manner and a similar way as these services are available to all others, if possible. Further requirements were outlined in the Integrated Accessibility Standards Regulation (IASR) which came into effect in 2011. The legislation and regulations cover the areas of Customer Service, Information and Communications, Employment and Transportation. Additional requirements direct school boards to create and implement an integrated five-year accessibility plan and an annual accessibility report. The multi-year integrated plan is to incorporate the measures the board will take to identify, remove and prevent barriers to persons who work, learn in and/or use board facilities. The annual report is to provide an update on the board's progress in operationalizing the integrated accessibility plan over the previous school year.

DEVELOPMENTS:

The Integrated Accessibility Standards Regulation (IASR), developed pursuant to the *Accessibility for Ontarians with Disabilities Act* (AODA), addresses standards related to Customer Service, Information and Communication, Employment, and Transportation. Compliance with the requirements under this Regulation will occur in stages from the present time through to 2021.

The following summarizes Brant Haldimand Norfolk Catholic District School Board's compliance commencing January 2013 (copies attached):

- A new Integrated Accessibility Plan 2013-2017 Policy 200.32 and Integrated Accessibility Plan 2013-2017 document.
- A new Accessibility Standards Policy 200.33.
- Related Accessibility Standards Regulations Administrative Procedures, as follows:
 - Integrated Accessibility Standards Regulation – Customer Service AP 200.34
 - Integrated Accessibility Standards Regulation – Employment AP 200.35
 - Integrated Accessibility Standards Regulation – Information and Communication AP 200.36
 - Integrated Accessibility Standards Regulation – Transportation AP 200.37

Over the past several months, the Brant Haldimand Norfolk Catholic District School Board Accessibility Committee met several times to develop the multi-year Integrated Accessibility Plan which meets the requirements of legislation. Representatives from the following groups served on the committee:

- Board of Trustees
- OSSTF
- OECTA
- Senior Administration
- Principals
- Facilities
- Information Technology
- Orientation and Mobility support staff
- Communications
- Special Education Services
- Human Resources

The Integrated Accessibility Plan 2013-2017 was vetted by principals, OECTA, OSSTF and school councils. Once approved by the Board of Trustees, the integrated Plan will be posted on the Board's website.

In light of the new Accessibility Standards Policy 200.33, the existing *Accessibility – Customer Service Standards Policy 200.32* needs to be rescinded. The related Accessibility – Customer Service Standards Administrative Procedure will be added to the Accessibility Standards Policy 200.33.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Integrated Accessibility Plan 2012-2017 Policy 200.32.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Integrated Accessibility Plan 2012-2017.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Accessibility Standards Policy 200.33.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the former Accessibility – Customer Service Standards Policy 200.32.



Policy: Integrated Accessibility Plan 2013-2017

| | | | |
|---------------------------------|-----|------------------------------|----------|
| | | Policy Number: | 200.32 |
| Adopted: | TBD | Former Policy Number: | n/a |
| Revised: | N/A | Policy Category: | Students |
| Subsequent Review Dates: | N/A | Pages: | 1 |

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board is committed to improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the Catholic community.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board will establish an integrated multi-year Accessibility Plan, commencing January 1, 2013. This plan will:

- Document for a five-year period the Board’s strategy to prevent and remove barriers related to Information and Communications, Employment and School Transportation, and address any other barriers the Board has identified;
- Be posted on the Board’s website;
- Be made available in an accessible format upon request.

In establishing, reviewing and updating its Integrated Accessibility Plan, the Board will:

- Consult with persons with disabilities;
- Consult with the Board’s Accessibility Advisory Committee.

The Board will prepare an annual status report on the progress of measures taken to implement strategies documented in the Integrated Accessibility Plan. This status report will:

- Be posted on the Board’s website;
- Be made available in an accessible format, upon request.

Glossary of Key Policy Terms: N/A

References

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Accessibility Standard for Customer Service, Ontario Regulation 429/07
- Integrated Accessibility Standard, Ontario Regulation 191/11
- Ontario Human Rights Code
- Equity and Inclusive Education Policy 200.23
- Integrated Accessibility Plan 2013-2017
- Accessibility Standards Policy 200.33
- Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
- Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35
- Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
- Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

INTEGRATED ACCESSIBILITY PLAN

2013-2017



INTEGRATED ACCESSIBILITY PLAN 2013-2017

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by

Accessibility Planning Committee

December, 2012

This publication is available through the Brant Haldimand Norfolk Catholic District School Board's

- website (www.bhncdsb.ca → BOARD → Reports & More)
- Catholic Education Centre
- In accessible formats upon request*

*To request this document in an alternate format contact
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AT-A GLANCE REQUIREMENTS OF THE INTEGRATED ACCESSIBILITY REGULATION – All School Boards

| July 1, 2011 | January 1, 2012 | January 1, 2013 | January 1, 2014 | January 1, 2014 | January 1, 2020-2025 |
|---|--|---|---|--|---|
| <p>Transportation</p> <ul style="list-style-type: none"> • School boards to provide accessible transportation services for students with disabilities. | <p>Information & Communications</p> <ul style="list-style-type: none"> • Emergency procedure, plans and public safety information to be available in accessible formats. <p>Employment</p> <ul style="list-style-type: none"> • Individualized workplace emergency response information for employees with disabilities. | <p>General</p> <ul style="list-style-type: none"> • Develop policies and organizational commitment on achieving accessibility. • Review/update Accessibility Plans in consultation with persons with disabilities. • Accessibility criteria for acquiring goods, services, facilities. <p>Information & Communications</p> <ul style="list-style-type: none"> • School boards to provide: educational resources/ materials, student records, and program information in accessible formats. • School boards to provide all educators with accessibility awareness training re accessible program, course delivery, instruction. | <p>General</p> <ul style="list-style-type: none"> • Training of employees and volunteers on accessibility standards and Human Rights Code • Self-Service Kiosks to be accessible. <p>Information & Communications</p> <ul style="list-style-type: none"> • Feedback processes to be accessible. • New internet websites and web content to conform with WCAG 2.0, Level A <p>Employment</p> <ul style="list-style-type: none"> • Accommodation in recruitment • Job information in accessible formats and communication supports • Individual employee accommodation plans • Accessibility in performance management, career development and redeployment <p>Transportation</p> <ul style="list-style-type: none"> • School boards develop individual student transportation plans. | <p>Information & Communications</p> <ul style="list-style-type: none"> • Provide accessible formats and communication supports • Producers of textbooks to provide accessible or conversion-ready versions • School libraries to provide accessible or conversion-ready versions of print materials | <p>Information & Communications</p> <ul style="list-style-type: none"> • School libraries to provide digital and multimedia resources in accessible format (by 2020) • Producers of print-based education supplementary learning resources to provide accessible or conversion-ready versions • All internet websites and web content to conform with WCAG 2.0, Level AA (By 2021) |

1. **Aim**

This Integrated Accessibility Plan (the Plan) is developed in accordance with the Integrated Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (ODA), 2001*. The Plan describes the measures that the Brant Haldimand Norfolk Catholic District School Board (the Board) will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Plan will be guided by the Board's Accessibility Policies and Procedures.

2. **Objectives**

This Plan:

- a. Describes the process by which the Board will identify, remove and prevent barriers;
- b. Reviews recent efforts of the Board to remove and prevent barriers;
- c. Describes the measures the Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- d. Makes a commitment to provide an annual status report on the Board's implementation of the Integrated Accessibility Plan;
- e. Makes a commitment to review and update the Plan at least once every 5 years;
- f. Describes how the Board will make this Accessibility Plan available to the public.

3. **Commitment to Accessibility Planning**

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee (SEAC), and the Accessibility Committee. It is the Board's role to consider and approve the Plan.

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

- a. Maintaining an Accessibility Planning Committee;
- b. Continuing the process of consulting with the Special Education Advisory Committee and people with disabilities;
- c. Ensuring Board policies and procedures are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, to new policies and procedures and to those under review;
- d. Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Ongoing identification of barriers must be brought to the Accessibility Committee for due consideration and incorporation into the multi-year plan. Removal and prevention of barriers must not be made in isolation but should consider various implications. **

The Director of Education has authorized the Accessibility Planning Committee to review and update the Integrated Accessibility Plan that will enable the Board to meet these commitments.

4. Description of the Brant Haldimand Norfolk Catholic District School Board

In January 1998, the Brant Haldimand Norfolk Catholic District School Board was found through the amalgamation of two former school boards: The Brant County Catholic Board of Education and the Haldimand Norfolk Catholic District School Board.

The Brant Haldimand Norfolk Catholic District School Board currently serves approximately 10,000 students and their parents in three counties (Brant, Haldimand and Norfolk), providing elementary education in 30 schools and secondary education in 3 schools. Supporting student achievement of all students is the goal of the teaching and support staff. In addition, there are numerous volunteers and community partners who assist in providing the opportunity for all students regardless of talents and needs to have the opportunity to achieve success while attending schools within the district. There are 6 Trustees in the Board and 1 student Trustee.

Board Mission

As a Catholic Learning Community, we provide faith formation and academic excellence, which enables our graduates to live a life of love and service in Christ.

Board Strategic Commitments

Catholicity

We want to contribute meaningfully to the strength of our Catholic faith in our schools.

Student Achievement

We want all students to be the best they can be.

Leadership

We want to ensure dynamic and progressive leadership in the years ahead.

Communication

We want to share our Catholic education stories, activities and successes with our internal and external communities.

Board Core Values

As a Catholic Learning Community, we believe:

- In a publicly funded Catholic Education System
- Actions are guided by the teachings of our Catholic faith
- In excellence through a commitment to continuous improvement for all staff and students
- Students achieve high standards given sufficient time and support
- We provide safe and nurturing environments for learning and working
- We build positive relationships and partnerships with our parishes, parents and the broader Catholic Christian community
- Stewardship of God's gifts is a responsibility of all
- That through teamwork and cooperation, all staff provide leadership which allows our system to excel

5. Accessibility Planning Committee Members

| Member | Position | Contact |
|-----------------------|---|--|
| Bill Chopp | Superintendent of Education | bchopp@bhncdsb.ca |
| Fatima DeJesus-Malloy | Elementary School Secretary/President OSSTF Support | fmalloy@bhncdsb.ca |
| Tom Grice | Superintendent of Business | tgrice@bhncdsb.ca |
| Philip Kuckyt | Manager of Transportation Services | Philip.kuckyt@granderie.ca |
| Tom Laracy Jr. | Teacher/OECTA Elementary Bargaining Unit President | tclaracy@bhncdsb.ca |
| John McDermid | Elementary School Principal | jmcdermid@bhncdsb.ca |
| Len McDonald | Teacher/OECTA President | lmcdonald@bhncdsb.ca |
| Rachel Nardone | Orientation & Mobility Instructor | rnardone@bhncdsb.ca |
| Len Plant | Custodian/President, OSSTF Plan | lplant@bhncdsb.ca |
| Terre Slaght | Principal of Continuing Education | tslaght@bhncsb.ca |
| June Szeman | Trustee | jszeman@bhncdsb.ca |
| Dianne Wdowczyk | Chairperson of SEAC/Program Manager, Woodview Mental Health & Autism Services | dwdowczyk@woodview.ca |
| Guo Wu | Teacher of Hearing Impaired | gwu@bhncdsb.ca |
| Don Zelem | Manager of Facilities | dzelem@bhncdsb.ca |
| Carmen McDermid | Student Achievement Lead, Special Education | cmcdermid@bhncdsb.ca |
| Joshua O'Connor | Human Resources Coordinator | joconnor@bhncsb.ca |
| Tracey Austin | Manager, Communications & Public Relations | taustin@bhncsdb.ca |
| Norm Cicci | Manager, Information Technology | ncicci@bhncdsb.ca |

6. Strategy for Prevention and Removal of Barriers

Beginning in September 1, 2001, the principles of inclusionary practice, freedom from barriers and accessible environments have informed all Brant Haldimand Norfolk Catholic District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the Brant Haldimand Norfolk Catholic District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of an Integrated Accessibility Plan which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment and School Transportation.

7. Barrier Identification

The Accessibility Committee uses the following barrier-identification methods:

| Group | Methods |
|------------|--|
| Students | Barriers to accessibility are identified by students, parents and school staff. Facilities, Special Education and Transportation departments work with stakeholders to develop accommodation plans. |
| Staff | Staff and Human Resources identify restrictions and limitations and develop accommodation plans. |
| Public | Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, school board satellite offices, the education centre or may use the Board website. Barriers identified by members of the public are referred to the Board's Accessibility Committee. Development of the Integrated Accessibility Plan and the ongoing feedback opportunities are additional important methods to identify barriers to accessibility. |
| Board Wide | Barriers to accessibility may be identified through regulation, quasi-judicial proceedings or through the courts. Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC, OCSOA, ODA, AODA, IASR, and the Customer Service Regulation are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and plans to remove/prevent such barriers. |

8. Barriers Identified

As required by the Ontarians with Disability Act (ODA), the Accessibility Planning Committee first identified barriers which can be grouped into the following nine types:

Architectural; Attitudinal; Built Environment; Informational; Learning; Physical; Policy/Practice; Technological; Transportation.

The AODA, 2005 identified specific additional barriers to accessibility through the Accessibility Standards for Customer Service, Ontario Regulation 429/07 and the Integrated Accessibility Standards Regulation 191/11. Policies and procedures were developed to meet the board's requirements under the Accessible Customer Service Regulation and further policies and procedures have been developed to address the requirements of accessibility standards in the areas of Information and Communications, Employment and School Transportation as set out in the Integrated Accessibility Standards Regulation. The multi-year plan will reference such policies and procedures including:

| Policy/Procedure | Policy Date |
|--|-----------------|
| Accessibility Policy Statement | January 1, 2013 |
| Policy re Integrated Accessibility Plan | January 1, 2013 |
| Administrative Procedure re Accessible Information and Communication | January 1, 2013 |
| Administrative Procedure re Accessibility in Employment | January 1, 2013 |
| Administrative Procedure re Individual Student Transportation Plan | January 1, 2014 |

The Accessibility Committee addressed six barrier groupings for the school year 2011-12. It is the intent of the committee to expand its focus by including more opportunities to collaborate with people with disabilities in the review of the plan.

In addition, the committee will review and integrate new regulations made under the Accessibility for Ontarians with Disabilities Act 2005. The attached is a summary of priorities for 2011-12 recommended by the Accessibility Committee.

| ARCHITECTURAL | | STATUS |
|----------------------|--|---|
| Goal #1 | All major renovations to schools and work sites as well as new construction will be designed to meet the accessible needs of those with disabilities as required by code. | |
| Action Plan | Plans will provide accessible practices ensuring all renovations and building projects meet code requirements. A member of the Accessibility Committee will be invited to new construction planning meetings to provide input on behalf of the committee. Renovation and reconstruction of front counters at CEC and each secondary school to make accessible to all persons. | <ul style="list-style-type: none"> · Catholic Education Centre reception area completed · Remaining areas ongoing |
| Responsibility | Manager of Facilities | |

| ATTITUDINAL | | |
|--------------------|---|---|
| Goal #1 | To promote inclusionary practices for all students, staff and community partners. | |
| Action Plan | Invitation for feedback from employee groups and community partners Focus group; to provide input into the plan; use of Board website for feedback | <ul style="list-style-type: none"> · Ongoing |
| Responsibility | Accessibility Committee Manager of Communications and Community Relations | |
| Goal #2 | To inservice all new employees about accessibility topics to increase awareness and sensitivity towards people with disabilities. | |
| Action Plan | To have face-to-face inservice as well as online training for new employees before employment in schools. | <ul style="list-style-type: none"> · Training is on-line |
| Responsibility | Accessibility Committee Manager of Human Resources | |
| Goal #3 | Increase Board staff's understanding of mental health disabilities. | |
| Action Plan | To provide professional development activities for all staff on mental health disabilities and barriers to participation Participation in Mental Health Week and professional activity day inservice | <ul style="list-style-type: none"> · Ongoing training · Completed |
| Responsibility | Curriculum/Special Education Staff Wellness Committee | |

| INFORMATION / COMMUNICATION | | |
|------------------------------------|---|-------------|
| Goal #1 | To improve the Board's website accessibility for people with disabilities. | · Ongoing |
| Action Plan | Re-design the website and computer accessibility focusing on an increased awareness of accessibility issues. For example: Implement Google translator High contrast colours Descriptive links Image Design of web page considers accessibility features | |
| Responsibility | Manger of Information Technology Manager of Communications and Community Relations | |
| Goal #2 | Develop a process to address public awareness of Ontarians with Disabilities Act (ODA) and the Board's requirements. | · Ongoing |
| Action Plan | Information to schools, for inclusion in newsletters. Provision of action poster displays in schools and work sites. Development of Board brochure on accessibility | |
| Responsibility | Manager of Communications and Community Relations Accessibility Committee | |
| PHYSICAL | | |
| Goal #1 | Establishment of a plan to improve accessibility of school facilities and Board work sites. | · Ongoing |
| Action Plan | Evaluate accessibility at schools and work sites and incorporate recommendations into the capital plan for school renewal. Develop standard evaluation tool to be used by school administrators. | |
| Responsibility | Manager of Facilities | |
| Goal #2 | To review snow removal plans for each school and work site. | · Completed |
| Action Plan | Initiate a review of site plans in the Boards contract documentation for snow removal in consultation with school administrators to ensure accessibility for all students. Identify schools with accessibility needs. | |
| Responsibility | Superintendent of Business Manager of Facilities | |

| | | |
|----------------|---|--|
| Goal #3 | To review accessible transportation for all students in all areas of the Board. | |
| Action Plan | <p>Review list of available transportation resources for all students.</p> <p>Develop strategy for supporting all students attending school trips and Board activities.</p> <p>Provide schools with specialized transportation forms.</p> <p>Provide for training of rider aides.</p> <p>Provide specialized transportation lists to transportation department by May 31.</p> | <ul style="list-style-type: none"> · Ongoing – reviewed annually · _____ process for access of vehicles available · Planning for 2013 |
| Responsibility | <p>Superintendent of Business Manager of Transportation Principal of Program Continuing Education Student Achievement Lead: Special Education</p> | |

| SYSTEMIC | | |
|-----------------|---|---|
| Goal #1 | Emergency response plans require provisions for students, staff, parents and community persons with disabilities. | <ul style="list-style-type: none"> · Completed |
| Action Plan | <p>Update emergency response plans to provide safe evacuation and protection of persons with disabilities.</p> <p>Work in partnership with local fire department and community agencies.</p> <p>Develop seizure action plan/safety template</p> <p>Review Board anaphylactic policy</p> <p>Provide schools with template of safety plans for students</p> <p>Fire evacuation plans for all schools with second and third floors</p> | |
| Responsibility | <p>Special Education Services School Principals</p> | |

| | | |
|----------------|---|-----------|
| Goal #2 | To ensure all policies and administrative procedures are inclusive and address accessibility issues. | · Ongoing |
| Action Plan | Develop a checklist for the revision of school policies and administrative procedures to ensure they address accessibility. | |
| Responsibility | Policy Committee Senior Administration | |

| TECHNOLOGICAL | | |
|----------------------|--|-------------|
| Goal #1 | Training of staff and students to improve the process for present and future access to information. | · Completed |
| Action Plan | Provide direct training to teachers, support staff and students in the use of assistive technology. Provision of support by System SERT to ensure that IEPs are developed within accessibility standards. Continue to provide support to training the teachers of Grades 3 and 6 with the use of assistive technology for students preparing for EQAO tests. | |
| Responsibility | Special Education Services / Curriculum Department Manager of Information Technology | |

9. Barriers Identified 2011-2017

The Integrated Accessibility Standards Regulation 101/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Through this 2012-2017 Integrated Accessibility Plan, the Brant Haldimand Norfolk Catholic District School Board intends to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

ACTION PLAN FOR 2012-2013

| Barrier | Objective | Means to remove or prevent barriers | Timing | Responsibility |
|---|---|---|---|--|
| <p>Policy and Practices</p> | <p>Engage in long-range accessibility planning as required by the Integrated Accessibility Standard (O. Reg. 191/11)</p> <p>Training to Educators: provide all employees who are involved in program or course design, delivery and instruction – must provide all educators with accessibility awareness training related to accessible program, course delivery of instruction.</p> | <p>Continue the implementation of IASR requirements for 2013</p> <p>TeachAble project website to support teacher development of accessibility awareness and resources for students available at http://www.oesc-ocseo.org/english/TeachAble.html</p> <p>Staff training records, including a record of training provided and the number of individuals trained.</p> | <p>Jan. 1, 2013</p> <p>2012-13 collection period</p> <p>Jan. 2013</p> | <p>Accessibility Working Group</p> <p>Accessibility Working Group (OESC is preparing these materials for all boards – available Fall 2012)</p> <p>OESC provides mandatory training materials for compliance with IASR</p> <p>Accessibility Working Group</p> |
| <p>Communication and Information</p> <p>Strategy to keep members of the community updated with regard to programs and services for people with disabilities in BHNCD SB.</p> | <p>Community groups, staff and agencies have the opportunity to showcase programs and services for people with disabilities in Brant, Haldimand and Norfolk.</p> | <p>Organize and implement an Accessibility Showcase featuring displays by community groups addressing accessibility services and support programs.</p> | <p>Fall of 2013</p> | <p>Accessibility Working Group to organize with BHNCD SB Special Education Services and GEDSB Special Education Services with support from community agencies providing programs and services for people with disabilities.</p> |

| Barrier | Objective | Means to remove or prevent barriers | Timing | Responsibility |
|--|---|--|-------------------------------|---|
| <p>Physical</p> <p>Long range planning required to bring all BHNCDSB facilities up to accessible standards.</p> | <p>Continued upgrading of facilities to accommodate students and staff with accessibility needs.</p> | <p>Facilities Checklist database updated as physical plan accommodations made.</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Student Services</p> <p>Facility Services</p> |
| <p>Attitude</p> <p>Importance of continually educating our employees about people with disabilities and inclusive practices that remove barriers.</p> | <p>All new board employees must be in-services about accessibility topics to increase awareness and sensitivity towards people with disabilities.</p> <p>Accessibility Standards for Customer Service (Reg. 429/07 training online)</p> | <p>All new employees to receive Customer Services Training as a condition of employment.</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Every employee group</p> <p>Department Managers and Principals</p> |
| <p>Architectural</p> | <p>Continue to update BHNCDSB Building Manual to reflect best practice in accessible building design</p> | <p>BHNCDSB Building Manual is continuously updated with input from SEAC</p> | <p>Ongoing</p> | <p>Facility Services</p> |

2013-2014

| Type of Barrier | Location | Action | Effective Date |
|---|---|---|---|
| Systemic – Attitudinal | Board-wide | Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training | Ongoing 2013-2014 |
| Information and Communications | Board Offices | Review process for receiving/ responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above. | January 1, 2014 |
| Information and Communications | Board-wide | Review Board and school websites to assess level of accessibility. Ensure that new sites and web content meet Web Content Accessibility Guidelines (WCAG) 2.0, Level A standards. | January 1, 2014 |
| Systemic – Employment | Board-wide | Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance management, career or professional development, redeployment. | January 1, 2014 |
| Information and Communications – Student Transportation | Board-wide (Student Transportation and Special Education) | Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities. | January 1, 2014 |
| Information and Communications | School Libraries | Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request. | Ongoing 2013-2014 in anticipation of the 2015 compliance date |
| Physical | Various Sites | Install accessibility features | Ongoing 2013-2014 |

2014-2015

| Type of Barrier | Location | Action | Effective Date |
|--------------------------------|------------------|---|---------------------------------------|
| Information and Communications | Board-wide | Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events) | January 1, 2015 |
| Information and Communications | School Libraries | Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request | January 1, 2015 |
| Information and Communications | Board-wide | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards | Ongoing preparation for 2021 deadline |
| Physical | Various Sites | Install accessibility features | Ongoing 2014-2015 |

2015-2016

| Type of Barrier | Location | Action | Effective Date |
|--------------------------------|------------------|--|---------------------------------------|
| Systemic | Board-wide | Review status of accessibility awareness training to ensure new staff have been trained | Ongoing |
| Information and Communications | School Libraries | Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline | Ongoing preparation for 2020 deadline |
| Information and Communications | Board-wide | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards | Ongoing preparation for 2021 deadline |
| Physical | Various Sites | Install accessibility features | Ongoing 2015-2016 |

2016-2017

| Type of Barrier | Location | Action | Effective Date |
|--------------------------------|------------------|--|---------------------------------------|
| Systemic | Board-wide | Review status of accessibility awareness training to ensure new staff have been trained | Ongoing 2016-2017 |
| Systemic | Board-wide | Review status of Board accessibility policies and procedures and update as required | Ongoing 2016-2017 |
| Information and Communications | School Libraries | Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request | Ongoing preparation for 2020 deadline |
| Information and Communications | Board-wide | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards | Ongoing preparation for 2021 deadline |
| Physical | Various Sites | Install accessibility features | Ongoing 2015-2016 |

10. Review and Monitoring Process

The Accessibility Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Integrated Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.

11. Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 2, the Brant Haldimand Norfolk Catholic District School Board will post an annual status report on the progress of the Integrated Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Chair
Accessibility Committee
Brant Haldimand Norfolk Catholic District School Board
322 Fairview Drive
Brantford, ON N3T 5M8
webmaster@bhncdsb.ca



Policy: Accessibility Standards

| | | | |
|---------------------------------|-----|------------------------------|----------|
| | | Policy Number: | 200.33 |
| Adopted: | TBD | Former Policy Number: | n/a |
| Revised: | N/A | Policy Category: | Students |
| Subsequent Review Dates: | N/A | Pages: | 1 |

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board, as followers of Jesus, is a Catholic learning community committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Brant Haldimand Norfolk Catholic District School Board strives to ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our Catholic learning and working environments. Our conduct will demonstrate our Catholic belief in the strength that diversity brings to our communities.

Policy Statement:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to provide an environment in all of its facilities that fosters independence, dignity and respect for our students, parents/guardians, the public and our staff. We are committed to ensuring that people with disabilities have the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve. We are committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to customer service, information and communications, employment and transportation.

Glossary of Key Policy Terms: N/A

References

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Accessibility Standard for Customer Service, Ontario Regulation 429/07
Integrated Accessibility Standard, Ontario Regulation 191/11
Ontario Human Rights Code
Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35
Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37
Integrated Accessibility Plan 2013-17 Policy 200.32
Integrated Accessibility Plan 2013-207



Integrated Accessibility Standards Regulation – Customer Service AP 200.34

| | | | |
|-----------------------|--|-----------------|------------------|
| Procedure for: | All Board Employees | Adopted: | December 8, 2009 |
| Submitted by: | Superintendent of Education, Special Education | Revised: | N/A |
| Category: | Students | | |

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Brant Haldimand Norfolk Catholic District School Board strives to ensure that key principles of equal opportunity is reflected and valued in our Catholic learning and work environments. Our actions will demonstrate our belief in the strength diversity brings to our communities.

The Brant Haldimand Norfolk Catholic District School Board is also committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to customer service.

Responsibilities

Supervisory Officers, Principals and Managers will ensure that all staff, volunteers and others providing customer service on behalf of the Board are trained in and adhere to the requirements of this Administrative Procedure.

Procedures

1.0 Monitoring and Feedback on Accessible Customer Service

- 1.1 The Director of Education and/or designate will implement a process for feedback on Accessible Customer Service that has the following components:
 - 1.1.1 Information on the Board and school websites inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities.
 - 1.1.2 Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats.
 - 1.1.3 Information on how the Board will respond to feedback.

The Director of Education and/or designate will create a process for reviewing the implementation of the policy on Accessibility Standards for Customer Service that includes consultation with various constituency groups including Special Education Advisory Committee (SEAC), Federations, unions and citizens' groups.



1.2 Methods of feedback:

1.2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities. Feedback methods could include e-mail, verbal input, suggestion box or feedback card.

1.2.2 The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known. (Appendix A)

1.3 Proactive measures for accessible customer service:

1.3.1 To ensure ongoing efficient and effective adherence to the Board's policy on Accessibility Standards for Customer Service, its school-based administrators and its managers including those representing the Board in multi-board consortia, will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

2.0 Use of a Service Animal by the General Public

2.1 Recognizing service animals:

2.1.1 A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a designated health professional. Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities. It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, a sign that identifies it as a service animal or has a certificate or identification card from a service animal training school or and identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

2.2. Responsibilities:

2.2.1 Supervisory Officers, Principals and Departmental Managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

2.2.2 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises unless otherwise restricted (2.3). Access will be in accordance with normal security procedures.

2.2.3 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.

2.2.4 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.



1.3 Exclusion of service animal:

- 2.3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits services animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- 2.3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 2.3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.
- 2.3.4 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

2.4 Confirming the status of a service animal:

- 2.4.1 At times it may be necessary to confirm that an animal is a service animal. Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or Board staff member may ask the person using the animal for a letter from a designated health professional confirming that the animal is needed because of the disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 2.4.2 Where the person using the service animal regularly attends at the school or Board facility, the principal or departmental manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal or departmental manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

3.0 Use of Support Persons by the General Public

- 3.1 A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply. A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure. The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.



3.2 Supervisory Officers, Principals and Departmental Managers will ensure that staff members receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.

3.3 Access to Board premises and school events:

- 3.3.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.
- 3.3.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
- 3.3.3 Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or Board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.
- 3.3.4 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

NOTE: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the board's obligations to protect the health or safety of the person with a disability or of others on the premises. It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability, It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.

3.4 Confidentiality

- 3.4.1 Where a support person is accompanying a person with a disability, who is not the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the superintendent, principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.
- 3.4.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing. (See Appendix B)
- 3.4.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 3.4.4 A copy of the signed consent document will be retained in the school/Board office.
- 3.4.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.



4.0 Use of Assistive Devices by the General Public

- 4.1 Supervisory Officers, Principals and Departmental Managers will ensure that staff are trained to support parents and the general public who may use assistive devices while accessing Board services.
- 4.2 Staff training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices. (See Appendix C.)
- 4.3 Special Note: Special needs students and staff have separate and specific procedures related to their personal use of assistive devices.
- 4.4 Communication re: use of assistive devices:
 - 4.4.1 The Board website and each school website will indicate that all Board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
 - 4.4.2 Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.
 - 4.4.3 The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the Board* or school to assist in provision of services to people with disabilities.
 - 4.4.4 Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

*Note – these could include but are not exclusive to:

Assistive devices: TTY service, telephones with large numbers, amplifiers, lifts.

Services: Sign language interpretation, oral interpretation, real-time captioning.

Alternate service methods: Assistance of a staff person to complete a transaction, e.g., school registration.

5.0 Notice of Disruption of Service:

- 5.1 As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or Board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required. Generally, disruptions to any of the Board's services, such as a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.
- 5.2 Supervisory Officers, Principals, Departmental Managers, Co-ordinator of Communications and Community Relations will ensure that the users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.
- 5.3 Notice may be given by posting the information at a conspicuous place at or in the school or at or in Board facilities. Other options that may be used include: posting on the Board and/or school website; through direct communication with users of the services in accordance with school practices. (See Appendix D).



- 5.4 Consideration should be given to providing notice in multiple formats.
- 5.5 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.
- 5.6 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

Definitions – N/A

References

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Integrated Accessibility Standard, Ontario Regulation 191/11
Ontario Human Rights Code
Accessibility Standards Policy 200.33
Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35
Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37
Integrated Accessibility Plan 2013-2017 Policy 200.32
Integrated Accessibility Plan 2013-2017



APPENDIX A

Sample Notice for Feedback

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way the Brant Haldimand Norfolk Catholic District School Board provides services to people with disabilities can be made by emailing **TBD** or by calling your local school or the Brant Haldimand Norfolk Catholic District School Board head office (519-756-) or by writing to the Brant Haldimand Norfolk Catholic District School Board (Box 217, 322 Fairview Drive, Brantford, Ontario, N3T 5M8) or by completing the survey posted online at _____.

All feedback will be directed to **TBD**

Responses to signed feedback will be provided in writing if a return postal or email address is given. Unsigned correspondence will not be answered.



APPENDIX B

Sample Consent Form for Support Persons

I, (parent/guardian) consent to the sharing of confidential information by (name of principal/teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) consents to safeguarding the confidentiality of the information shared.

Affirmation of consent:

Parent/Guardian

Signature _____ Date _____

Printed Name of Parent/Guardian _____

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person:

Support Person

Signature _____ Date _____

Printed Name of Support Person _____

Signature of Witness (Principal/Staff Member)

Signature _____ Date _____

Printed Name of Staff Person _____

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 (519-756-6505, Ext. 234).



APPENDIX C

Information on Interacting with People Using Assistive Devices

Many users of Board services and facilities who have disabilities will have their own personal assistive device. Examples of personal assistive devices include:

- Wheelchairs
- Scooter
- Walker
- Amplification device that boost sound for listeners who are hard-of-hearing without reducing background noise
- Hearing aid
- Oxygen tank
- Electronic notebooks or laptop computer
- Personal data manager
- Communication board used to communicate using symbols, words or pictures
- Speech-generating device that “speak” when a symbol, word or picture pressed
- Assistive technology devices – software for use with a computer

Key Point to Remember: One should not touch or handle an assistive device without permission.

Moving personal assistive devices

If you have permission to move a person in a wheelchair remember to:

- Wait for and follow the person’s instructions
- Confirm that the person is ready to move
- Describe what you are going to do before you do it
- Avoid uneven ground and objects that create bumpy and unsafe ride
- Practice consideration and safety – do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors
- Do not move items or equipment, such as canes and walkers, out of the user’s reach
- Respect for personal space. Do not lean over a person with a disability or lean on their assistive device
- Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.)

(Copyright for the above resource is Queen’s Printer. The resource is excerpted from the e-learning course developed by the Accessibility Directorate of Ontario and modified for this use.)

How to use TTY and Canada Relay Services

How to make a call with TTY:

- Push the ON switch
- Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on screen and in print
- Place the telephone receiver on the TTY’s rubber receptacles. Make sure that the receiver is firmly in place and that the telephone’s receiver cord is on the LEFT side of the TTY
- Check the telephone indicator light; if it is lit, you have the line
- Dial the number and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing
- When the person you are calling answers, you will see a phrase appear on the screen such as: “Hello, Richard Smith here, GA.” The “GA” stands for “Go Ahead”. Don’t forget to use it whenever you have finished speaking, so the other person will know it’s his or her turn to speak. The person who receives the call is always the one who starts typing first



- When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means Stop Keying. The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call.

How to make a call using the Relay System

- Phone the number (1-800-855-0511) and tell the operator your name, the name of the person you are calling and the number you wish to reach.
- The operator will make the call for you and you speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, how are you doing?" Do not say: "Tell him I said hello." Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is his or her turn to speak.
- If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
- Operators will not betray confidences.



APPENDIX D

Sample Notices of Disruption of Service

Sample 1 – Access to School Building

To: Parents, Guardians and Community Users of our School

Maintenance work will make the main door of the school and the access ramp inaccessible from May 1 to May 8. A temporary ramp has been set up that gives access to the door at the east of the school building. We regret this inconvenience. If you have questions or concerns, please contact _____ at (phone number).

Thank you.
Principal

Sample 2 – Accessible Washroom

To: Visitors to the Education Centre

Our accessible washroom is out of service due to a broken pipe. Repairs are underway and the washroom is expected to be usable again by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at 123 Main Street, which is located next door to our premises. We apologize for this inconvenience.

Thank you.
Manager of Facility Services



Integrated Accessibility Standards Regulation – Employment AP 200.35

| | | | |
|-----------------------|--|-----------------|------------------------|
| Procedure for: | Permission Level (i.e., principals, all staff) | Adopted: | Month, dd, yyyy |
| Submitted by: | Position Title (Senior Administrator only) | Revised: | Month, dd. yyyy or N/A |
| Category: | Category Name | | |

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

Responsibilities

1. Supervisory Officers, Principals, Departmental Managers and all other staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will ensure that the provisions in this procedure are implemented.
2. The Board's Human Resources department will ensure that the provisions of this procedure are incorporated in their practices.
3. Unless otherwise stated, the provisions of this procedures will be in place by January 1, 2014.

Procedures

1.0 Recruitment

The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.

Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.

When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about ~~the necessary~~ **suitable** accommodations that take into account their accessibility needs due to disability.

When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

2.0 Supports for Employees

2.1 The Board will inform employees of the Board's ~~policy of supporting~~ **policies used to support** employees with disabilities ~~and~~ **including** procedures that provide for job accommodations **that take into account an employee's accessibility needs due to disability.**

2.2 The Board will make this information available as soon as practicable to new employees and will provide updated information as **policies and procedures on the provision of job accommodation** are revised.



3.0 Accessible Formats and Communication Supports

- 3.1 Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.
- 3.2 The Board, in determining the suitability of an accessible format or communication as required in 3.1, will consult with the employee.

4.0 Workplace Emergency Response Information

- 4.1 The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability, provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.
- 4.2 If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person(s) designated to provide assistance to the employee.
- 4.3 The Board will review individualized workplace emergency response information:
 - a. when the employee moves to a different location in the Board;
 - b. when the employee's overall accommodation needs or plans are reviewed; and
 - c. when the Board reviews its general emergency response procedures.
- 4.4 The Board will ensure that the requirements of this section are in place as of January 1, 2012.

5.0 Supports for Employees

- 5.1 The Board will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.
- 5.2 The Board's written process will address:
 - a. how the employee requesting accommodation can participate in the development of the individual accommodation plan.
 - b. The means by which the employee is assessed on an individual basis.
 - c. How the Board can request an evaluation by an outside medical or other expert, at the Board's expense, to assist **the employer** in determining if accommodation can be achieved and, if so, how it can be achieved.
 - d. How the employee can request to have a representative of his/her bargaining **unit agent**, or another workplace representative if the employee is not a member of a bargaining **unit agent**, participate in the development of the individual accommodation plan.
 - e. The steps taken to protect the privacy of the employee's personal information.
 - f. The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done.
 - g. How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied.
 - h. How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.



5.3 The Board will provide individual accommodation plans that:

- a. Include, if requested, any information regarding accessible formats and accommodation supports provided;
- b. Include, if required, individualized workplace emergency response information; and
- c. Identify any other accommodation to be provided.

6.0 Return to Work Process

This return-to-work process does not replace or override any other return-to-work process created as a result of any other ~~statutory compliance~~ **statutes**, e.g., under the Workplace Safety and Insurance Act.

6.1 The Board will develop, put in place and document a return-to-work process for its employees who have been absent from work due to disability and require disability-related accommodations in order to return to work.

6.2 The return-to-work process will:

- a. Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work;
- b. Use documented individual accommodation plans (as in 6.0) as part of the process; and
- c. Ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

7.0 Performance Management

In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

8.0 Career Development

Where the Board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

9.0 Redeployment

Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

Definitions

Performance Management

Performance management means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

Career Development and Advancement

Career development and advancement includes providing additional responsibilities within an employee's current position and the movement of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement, this is usually based on merit or seniority or a combination of these.

Redeployment

Redeployment means the reassignment of employees to other departments or jobs as an alternative to lay-off, when a particular job or department has been eliminated.



Information

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communication

Communication means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

Accessible Formats

Accessible formats include, but are not limited to, options such as large print, screen readers, braille, audio format, or captioning.

Conversion-Ready

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

Legal Framework

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Integrated Accessibility Standard, Ontario Regulation 191/11
Ontario Human Rights Code

Related Policies/Procedures

Accessibility Standards Policy 200.33
Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37

Modified Work Policy



**Integrated Accessibility Standards Regulation –
Information & Communications
AP 200.36**

| | | | |
|-----------------------|---|-----------------|-----|
| Procedure for: | Senior Administrators, Principals/Vice-Principals, Managers | Adopted: | TBD |
| Submitted by: | Superintendent of Education, Special Education | Revised: | N/A |
| Category: | Students | | |

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

Responsibilities

1. Supervisory Officers, Principals, and Department Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the Board have received training in the requirements of the Integrated Accessibility Standards, including the Standards related to Information and Communications.
2. The initial training will be completed by January 1, 2014.

Procedures

1.0 Procurement

- 1.1 The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning new initiatives that are related to provision of information and communication services.
- 1.2 The above (1.1) will be in place by January 1, 2013.

2.0 Provision of Information and Communications in Accessible Formats

- 2.1 Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- 2.2 Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs and a cost no greater than the regular cost charged to other persons.
- 2.3 The Board will determine the suitability of an accessible format or communications support and, in so doing, will consult with the person making the request.
- 2.4 The Board will notify the public, through websites, general publications and other relevant means, about the availability of accessible formats and communications supports.
- 2.5 The Board will ensure that the provisions of 2.0 are in place by January 1, 2014.



3.0 Accessible Websites

- 3.1 The Board will ensure that, as of January 1, 2014, all new websites and web content on these sites will conform with the Web Content Accessibility Guidelines (WCAG) 2.0 at Level A.
- 3.2 The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with WCAG 2.0 at Level AA.
- 3.3 These requirements do not include live captions or pre-recorded audio descriptions.
- 3.4 These requirements apply to:
 - a. websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product; and
 - b. web content published on a website after January 1, 2012.
- 3.5 Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:
 - a. the availability of commercial software or tools or both; and
 - b. significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

4.0 Educational and Training Resources and Materials

- 4.1 The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 4.2 To do so, the Board will procure through purchase, or obtain by other means, an accessible or conversion-ready electronic format, where available.
- 4.3 If the resources cannot be procured or converted into an accessible format, the Board will arrange for the provision of comparable resources.
- 4.4 The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- 4.5 The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 4.6 The Board will ensure these services are in place as of January 1, 2013.

5.0 Training for Program/Classroom Staff

- 5.1 The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 5.2 The Board will keep a record of the training provided, including the dates on which training was provided and the number of individuals to whom training was provided.
- 5.3 The effective date for provision of this training is January 1, 2013.

6.0 School Libraries

- 6.1 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of print resources upon request by a person with a disability.
- 6.2 The effective date of the provision of 6.1 is January 1, 2015.



- 6.3 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of digital or multi-media resource materials upon request by a person with a disability.
- 6.4 The effective date of the provision in 6.3 is January 1, 2020.

7.0 Feedback

- 7.1 The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.
- 7.2 Upon request, the Board will provide or arrange for the provision of accessible formats and/or communications supports to facilitate feedback.
- 7.3 The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.
- 7.4 The above provisions will be in place by January 1, 2014.

Definitions

Information

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communication

Communication means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

Accessible Formats

Accessible formats include, but are not limited to, options such as large print, screen readers, braille, audio format, or captioning.

Conversion-Ready

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

References

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Integrated Accessibility Standard, Ontario Regulation 191/11
- Ontario Human Rights Code
- Accessibility Standards Policy 200.32
- Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
- Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35
- Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37
- Integrated Accessibility Plan 2013-2017 Policy 200.32
- Integrated Accessibility Plan 2013-2017



Integrated Accessibility Standards Regulation – Transportation AP 200.37

| | | | |
|-----------------------|---|-----------------|------------------------|
| Procedure for: | Senior Administrators, Principals/Vice-Principals, Managers | Adopted: | TBD |
| Submitted by: | Superintendent of Education, Special Education | Revised: | Month, dd. yyyy or N/A |
| Category: | Students | | |

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to transportation.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects his/her transportation to and from school. The plan will be developed in consultation with the student's parents or guardians.

Responsibilities

1. The Board will ensure that the provisions of this Administrative Procedure are in place by January 1, 2014.
2. The Superintendent of Education responsible for Special Education and the Manager of Transportation Services will ensure that the provisions of this Administrative Procedure are implemented.

Procedures

1.0 Individual School Transportation Plans

- 1.1 The Student Achievement Lead for Special Education will, in consultation with school staff, parents or guardians, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.
- 1.2 Following consultation with school principal or designate, the Student Achievement Lead for Special Education will provide to the Manager of Transportation Services, or his/her designate, an individual student transportation plan for each student with a disability who requires specific transportation services.

2.0 Content of Individual School Transportation Plans

- 2.1 An individual transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following:
 - a. details of the student's assistance needs with respect to transportation to and from school
 - b. provisions for the boarding, securement and debarking of the student, as applicable.

3.0 Communication of Responsibilities re Individual School Transportation Plans

- 3.1 The Student Achievement Lead for Special Education and, where appropriate, the Manager of Transportation Services, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:



- a. the transportation provider
- b. the parents or guardians of the student with the disability
- c. the operator (driver) of the student transportation vehicle
- d. the appropriate members of the school staff (e.g., principal, teacher, educational assistant)
- e. the student with the disability, when applicable.

Definitions

Individual School Transportation Plan

Individual school transportation plan is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

Operator

Operator means the driver of the school transportation vehicle.

Transportation Provider

Transportation provider is an entity or person who has entered into an agreement with the Board for the transportation of students in accordance with the *Education Act*.

Transportation Services

Transportation services means transportation that a Board provides for students in accordance with the *Education Act*.

References

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Integrated Accessibility Standard, Ontario Regulation 191/11

Ontario Human Rights Code

Education Act

Accessibility Standards Policy 200.33

Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34

Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35

Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36

Integrated Accessibility Plan 2013-2017 Policy 200.32

Integrated Accessibility Plan 2013-2017

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

Prepared by: Bill Chopp, Superintendent of Education
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

NUTRITION – CREATING A HEALTHY ENVIRONMENT

Public Session

BACKGROUND INFORMATION:

The Ontario government is committed to making schools healthier places for students in order to establish the conditions needed to realize the potential of all students. A healthy school environment enhances student learning and success, and enhances students' social and emotional well-being. Schools have an important role to play in helping students lead healthier lives, including teaching students the skills to make healthy choices and reinforcing those lessons through school practices.

The Ontario government introduced its School Food and Beverage Policy in January 2010, which includes nutrition standards for food and beverages sold in schools. The policy will apply to food and beverages sold:

- in all venues on school property such as cafeterias, vending machines and tuck shops;
- through all programs, including catered lunch programs; and
- at all events on school property, including bake sales and sport events.

The nutrition standards do not apply to lunches or snacks that are brought from home.

In order to comply with PPM 150 School Food and Beverage Policy as mandated by the Ministry of Education in January 2010, the Brant Haldimand Norfolk Catholic District School Board was required to have in place by September 1, 2011 a nutrition policy and administrative procedures. The Board approved an Interim Policy on May 24, 2011 for one year to allow schools an implementation period.

DEVELOPMENTS:

The Board Nutrition Committee developed and sent out a nutrition survey to staff, parents and school councils. The purpose of the survey was to receive responses to the following intended outcomes of the Interim Nutrition Policy:

- The Brant Haldimand Norfolk Catholic District School Board schools and worksites will foster healthy nutrition environments and implement food practices to support the wellness of students and staff in line with the current edition of Eating Well with Canada's Food Guide.

- All schools and worksites will comply with provincial legislation relating to nutrition, such as Policy/Program Memorandum (P/PM) 150 (School Food and Beverage Policy), Policy/Program Memorandum (P/PM) 135 (Healthy Foods and Beverages in Elementary School Vending Machines), the Healthy Food for Healthy Schools Act and any other pertinent legislation.
- Schools with nutrition programs will follow the Board Interim Policy.
- Food is not used as an individual reward or an incentive for good behaviour, achievement or participation in classrooms. This does not preclude teachers from providing students with food or beverages that comply with the nutrition standards in P/PM 150 and the Interim Nutrition Policy for nutrition snacks or celebrations.
- Non-food items or events were to be selected for fundraising purposes within schools.

As a result of the survey and feedback received, the Board Nutrition Committee has proposed an amendment to the Interim Administrative Procedure. The amendment is to allow for community organizations that provide breakfast and snack nutrition programs to follow the Student Nutrition Program Guidelines developed by the Ministry of Child and Youth Services.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Nutrition – Creating a Healthy Environment Policy 200.01.



Policy: Nutrition – Creating a Healthy Environment (Interim)

| | | | |
|---------------------------------|--------------|------------------------------|----------|
| | | Policy Number: | 200.01 |
| Adopted: | May 24, 2011 | Former Policy Number: | n/a |
| Revised: | N/A | Policy Category: | Students |
| Subsequent Review Dates: | TBD | Pages: | 3 |

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that as a Catholic learning community, healthy school nutrition based environments for students and staff need to be developed and maintained. The Board shall provide food services that feature nutritious foods and nutrition education programs and activities.

Policy Statement:

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

- Healthy school eating environments that encourage and model healthy living behaviours are created in all schools. These healthy school environments will support all members of the school community to develop and maintain healthy eating practices while consistently providing healthy food choices and healthy eating messages throughout the school and at school-related events and activities.
- Food and beverages served and sold in schools to students and at work sites reinforce the good nutritional practices emphasized in the Ontario Curriculum, the Canada Food Guide, and in educational programs offered in our schools and at work sites. This includes cafeterias, canteens, vending machines, lunch, breakfast and snack programs, and fundraising events. The food choices available are from food and beverages of maximum nutrition and comply with provincial legislation relating to nutrition, such as the Healthy Food for Healthy Schools Act and any other pertinent legislation.
- Fundraising that contributes to educational programs and opportunities for students are complementary to the health of students and the community that supports them (with one allowable exemption per school year).
- Partnerships between schools and businesses are designed with an emphasis on identified health and educational needs before considering commercial motives.
- Hand washing is promoted as a simple and effective way to reduce the spread of food-borne illnesses, as well as colds and flu.
- Foods served and sold in schools adhere to Board policies regarding allergy-safe foods and safe food environments. The Anaphylaxis Policy of the Board will be adhered to when considering foods sold, served, or brought into the school or work sites.
- Food and beverages must be prepared, served, and stored in accordance with Regulation 562, “Food Premises,” as amended under the Health Protection and Promotion Act.
- School councils, community sponsors, etc., will be provided with information to make them aware of Policy and Program Memorandum 150 (P/PM 150) and will be provided with training opportunities to continue to build healthy school environments.

Glossary of Key Policy Terms:

Healthy School Nutrition Environment (from the *Call to Action: Creating a Healthy School Nutrition Environment 2004*)
“A healthy school nutrition environment is made up of nine essential elements. These elements are:

1. Food and nutrition policies to support healthy eating;
2. Nutrition education for students;
3. Nutrition education for staff provided by registered dietitians;
4. Healthy, reasonably priced and culturally appropriate food choices available in schools;



Brant Haldimand Norfolk Catholic District School Board

5. Positive role modeling of healthy eating by school staff;
6. Student, parent and community education about healthy eating;
7. School nourishment programs;
8. Safe food practices and allergy-safe environment; and,
9. Appropriate scheduling of nutrition breaks.”

Nutrition Education

Nutrition education is the process of teaching current nutrition knowledge in ways that promote the development and maintenance of positive attitudes and habits of eating nutritious food.

Healthy Food Choices

A healthy food choice is the process of selecting foods of maximum nutritional value. These foods are:

- § Good or excellent sources of important nutrients (i.e., vitamins, minerals, protein and fibre);
- § Generally low in added fat, sugar and/or salt;
- § Found within one of the four food groups in Eating Well with Canada’s Food Guide;
- § Generally whole grains, vegetables and fruit, low fat milk products, and lean meats and alternatives.

Serve/Sell Most (≥80%)

Products in this category are the healthiest options and generally have higher levels of essential nutrients and lower amounts of fat, sugar, and/or sodium. They must make up at least 80% of all food choices that are available for sale or served in all venues, through all programs, and at all events. See P/PM 150 Appendix Nutrition Standards for Ontario Schools. The same applies to beverage choices.

Serve/Sell Less (≤20%)

Products in this category may have slightly higher amounts of fat, sugar and/or sodium than foods and beverages in the “Serve/Sell Most” category. They must make up no more than 20% of all food choices that are available for sale or served in all venues, through all programs, and at all events. See P/PM 150 Appendix Nutrition Standards for Ontario Schools. The same applies to beverage choices.

Foods Not Permitted to be Served or Sold

Products in this category generally contain few or no essential nutrients and/or contain high amounts of fat, sugar, and/or sodium. Foods and beverages in this category may not be served or sold in schools. See P/PM 150 Appendix Nutrition Standards for Ontario Schools.

Food Borne Illness

Food borne illness (also food borne disease) is any illness resulting from the consumption of food. Food borne illness is commonly called food poisoning, even though most cases are caused by a variety of pathogenic bacteria, viruses, prions or parasites that contaminate food, rather than chemical or natural toxins.

Special Event Days

A day designated by the principal of the school on which food and/or beverages served or sold in schools are exempt from the nutrition standards as outlined in P/PM 150 and this policy.

References

- Bill 8 – “Healthy Foods for Healthy Schools Act, 2008” – An Act to amend the Education Act (www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_2.htm#BK572)
Foundations for a Healthy School document (Ministry of Health/Ministry of Education) (www.edu.gov.on.ca/eng/healthyschools/foundations.pdf)
Education Act, Section 265, Duties of Principals: Care of Pupil
Call to Action: Creating a Healthy School Nutrition Environment, Ontario Society of Nutrition Professionals in Public Health School Nutrition Workgroup Steering Committee, 2004 (www.osnp-ph.on.ca/pdfs/call_to_action.pdf)
Ontario Physical and Health Education Association (OPHEA) – Healthy and Physical Education Curriculum Support binders, Grade 1 to 8



**Brant Haldimand Norfolk
Catholic District School Board**

Eating Well with Canada's Food Guide, Health Canada, 2007

(www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)

Nutrition Tools for Schools resource (contact local health unit) – Classification of foods with maximum, moderate, and minimum nutritional value

~~Brant Haldimand Norfolk Catholic District School Board Policy #700.05, Fundraising in Elementary Schools~~

~~Brant Haldimand Norfolk Catholic District School Board Policy #700.06, Fundraising in Secondary Schools~~

Brant Haldimand Norfolk Catholic District School Board Policy #200.19, Administration of Medication to Students

Administrative Procedures or Health Support Services and Emergency Response

Brant Haldimand Norfolk Catholic District School Board Policy #200.18, Protection of Anaphylactic Pupils

Regulation 562 "Food Premises", as amended under the Health Protection and Promotion Act



Nutrition – Creating a Healthy Environment AP 200.01

| | | | |
|-----------------------|------------------------------|-----------------|--------------|
| Procedure for: | Principals & Vice-Principals | Adopted: | May 24, 2011 |
| Submitted by: | Superintendent of Education | Revised: | N/A |
| Category: | Students | | |

Purpose

The purpose of this procedure is to guide Board personnel and school communities in the development of healthy school environments that support student learning and success by encouraging students, staff and parents/guardians to make nutritious food and beverage choices.

Responsibilities

All Board staff shall follow this administrative procedure. Specific directions are provided for senior administration and principals.

Information

It is the responsibility of all schools and worksites in the Brant Haldimand Norfolk Catholic District School Board to comply with provincial legislation relating to nutrition including the Healthy Food for Healthy Schools Act (Bill 8), the School Food and Beverage Policy (P/PM 150) and other pertinent legislation. This administrative procedure covers food and beverages sold or served to students and staff during the school day, at school or board sponsored special events, at meetings or in-services, at sporting events and at all board sites, including non-instructional sites.

The procedure does not apply to food and beverages that are:

- § For personal consumption, brought from home or purchased off school premises and are not for resale in schools;
- § Available for purchase during field trips off school premises;
- § Sold in schools for non-school purposes after school hours (e.g. sold by an outside organization that is using the gymnasium for a non-school-related event);
- § Sold for fundraising activities that occur off school premises provided these activities occur no more than one (1) time per year in both elementary and secondary schools;
- § **Provided to nutrition programs that follow the Student Nutrition Program (Nutrition Guidelines 2000) developed by the Ministry of Children and Youth Services.**

Notwithstanding the above, the guidelines for food sold, served and brought to school as detailed in the Brant Haldimand Norfolk Catholic District School Board Anaphylaxis Policy apply to all schools and board sites, including non-instructional sites.

Procedures

The following procedures shall be followed:

1.0 Senior Administration

The Senior Administration will encourage and communicate the following consistent healthy eating messages in school and work site environments in order to promote a positive effect on health, growth, and intellectual development.



The Senior Administration will:

- § work with partners to ensure that nutrition and food safety training for food service staff, including volunteers, is available.
- § ensure when food service and beverage contracts are renewed that the contracts are in compliance with the nutrition standards of P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy.
- § collaborate with service providers to provide healthy options, following the Board's nutrition policy guidelines, in school cafeteria and vending machines that are favourably priced, (i.e. Foods in the "Sell Most" category will be offered at an equal or lesser cost than those in the "Sell Less" category).
- § ensure all food and beverages served/sold at Board-sponsored meetings, workshops, special events, Catholic School Council events, will comply with the standards as outlined in P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy.
- § establish a Nutrition Steering Committee that will provide direction to co-ordinate, review, and evaluate the implementation and effectiveness of nutrition programs in the system, and to make changes where necessary. An annual analysis of healthy eating environments will be conducted by the Nutrition Steering Committee and reported to the Director of Education.

2.0 Principals

Principals will ensure:

- § that food and beverages provided to students and staff will be in compliance with the nutrition standards of P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy [refer to the Monitoring Compliance Reports (Appendix A), and the *At-A-Glance Guide to Ontario's School Food and Beverage Policy* (see related link under *References*)].
- § staff do not use food as a reward to promote positive classroom behaviour.
- § school-sponsored fundraising activities will promote either nutritious foods or non-food items. When food is chosen as the fundraiser item, the principal will ensure that food in the "Sell Most" category value be used. Each school is allowed one exemption per school year.
- § the healthy choices are favourably priced, (i.e. Foods in the "Sell Most" category will be offered at an equal or lesser cost than those in the "Sell Less" category).
- § staff members will adhere to policies regarding allergy-safe foods and safe food environments. The Anaphylaxis Policy of the Board will be implemented when considering foods sold, served, or brought into the school or work site.
- § that all food preparation follows provincial food safety practices and applicable regulations. Principals are encouraged to work with their local public health unit to access food safety training [i.e., *How to Have a Safe School Event* (see related link under *References*)].
- § that classroom teaching tools should not display or promote corporate logos or brand names. The use of actual packaged foods to teach label reading, for example, is permissible.
- § that teaching staff continue to consult with the local public health unit on healthy eating.
- § that school staff encourage parents and/or guardians to send nutritious meals and snacks to schools and events for their child(ren). Practical suggestions for school lunches and snacks will be included in school newsletters, through collaboration with the local public health unit [refer to *Packing Healthy School Lunches and Snacks FAQs* (see related link under *References*)].
- § along with Sports Co-ordinators, that sporting events, such as tournaments or meets must serve and sell food and beverages that comply with the standards of P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy.
- § that they work with parents, staff and students to access appropriate resources and nutrition education opportunities such as:
 - § Ontario Curriculum Health and Physical Education, 2008
 - § Health Unit
 - § Ontario Physical and Health Education Association (OPHEA) Healthy Physical Education (HPE) Binders
 - § Eating Well with Canada's Food Guide
 - § Curriculum-based Workshops
 - § School Food and Beverage Policy (www.ontario.ca/healthyschools)



- § work with the local public health unit in their ongoing efforts to educate and encourage students, parents, and the community about Student Nutrition Programs and nutrition education. ~~Schools with nutrition programs follow the Student Nutrition Program Nutrition Guidelines developed by the Ministry of Children and Youth Services.~~
- § Communicate the Ministry Policy (P/PM 150), the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy and Policy Directive annually to parents/guardians, students and the community and provide guidelines and suggestions for foods to be served to students for lunches, snacks and school celebrations.
- § solicit the views of the school council and, where appropriate, students with respect to the designation of special event days for the school. The maximum number of days in the school year that may be designated as special event days for a school is ten (10). School administrators will communicate the dates of special event days to the school community. On such a designated special event day, schools are encouraged to follow the nutrition policy, but may, if they so choose, serve or sell foods or beverages that do not comply with the standards in P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy, e.g. an ice cream sandwich day or birthday treat day.
- § along with school councils, recommend that the sale of non-food items be selected for fundraising purposes.

3.0 Cafeterias

Cafeterias in all schools and Board sites, including non-instructional sites, sell or serve foods that comply with the nutrition standards contained in P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy. When negotiating food service contracts with food service providers for cafeterias or for schools (e.g. hot lunch providers), the Brant Haldimand Norfolk Catholic District School Board will use the Request for Proposal (RFP) process and will include the following:

- § use of locally grown and produced foods wherever possible; given the choice between local and imported, choose local,
- § healthy foods that reflect cultural diversity and provide options for vegetarians and vegans on a regular basis; and,
- § provide access to nutritional information of all foods sold or served.

In addition, the Purchasing Department will provide a copy of the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy to food service providers and review it with them to ensure compliance.

Definitions

Food

Includes both foods and beverages.

School Tuck Shop and Canteens

Small retail operations within a school that sell food, beverages and other items, usually for fundraising purposes.

Food Service Provider

Private, for-profit company or community volunteer group that serves or sells food and/or beverages to students and staff within a school or worksite.

Fundraising

Any voluntary contribution, sale of goods or services, or event, which is organized and conducted for the purpose of generating funds. Fundraising may occur within the school or outside of the school.

School Nutrition Steering Committee

The Board will establish a central Nutrition Steering Committee with membership from employee groups, students, parents/guardians and community members.



References

Bill 8 – “Healthy Foods for Healthy Schools Act, 2008” – An Act to amend the Education Act
(www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_2.htm#BK572)

Foundations for a Healthy School document (Ministry of Health/Ministry of Education)
(www.edu.gov.on.ca/eng/healthyschools/foundations.pdf)

Education Act, Section 265, Duties of Principals: Care of Pupil

Ontario Physical and Health Education Association (OPHEA) – Healthy and Physical Education Curriculum Support binders, Graded 1 to 8

Eating Well with Canada’s Food Guide, Health Canada, 2007
(www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)

At-A-Glance Guide to Ontario’s School Food and Beverage Policy
(http://www.nutritionrc.ca/resources/pdfs/nrc_at-a-glance.pdf)

How to Have a Safe School Event (http://www.bchu.org/pdf/School_Function.pdf)

Packing Healthy School Lunches and Snacks FAQs (<http://www.eatrightontario.ca/en/viewdocument.aspx?id=41>)

Brant Haldimand Norfolk Catholic District School Board Policy #700.5, Fundraising in Elementary Schools

Brant Haldimand Norfolk Catholic District School Board Policy #700.6, Fundraising in Secondary Schools

Brant Haldimand Norfolk Catholic District School Board Policy #200.19, Administration of Medication to Students

Administrative Procedures or Health Support Services and Emergency Response

Brant Haldimand Norfolk Catholic District School Board Policy #200.18, Protection of Anaphylactic Pupils

Appendix

Appendix A Monitoring Compliance

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

Prepared by: Chris N. Roehrig, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

BOARD GOVERNANCE

Public Session

BACKGROUND INFORMATION:

The Board Governance Policy was initially approved on April 24, 2001 and has not been revised. The Board Governance Policy provided clarity regarding the role of the school board in setting its own by-laws.

DEVELOPMENTS:

In 2009, the Government of Ontario passed legislation that further articulated the roles of school boards, particularly with respect to Codes of Conduct. Prior to the creation of a trustee code of conduct, Board policy in relation to Board governance should be amended to prepare for the impending code of conduct.

The revised Board Governance policy reflects that addition of language to direct the Board to create a code of conduct consistent with the terms of Bill 177.

The revised policy was vetted by trustees, principals, managers, School Advisory Council Chairs and the Chair of the Regional Catholic Parent Involvement Committee. No feedback was received.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Board Governance Policy 100.01.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Board Governance

| | | | |
|---------------------------------|----------------|------------------------------|------------|
| | | Policy Number: | 100.01 |
| Adopted: | April 24, 2001 | Former Policy Number: | n/a |
| Revised: | N/A | Policy Category: | Governance |
| Subsequent Review Dates: | TBD | Pages: | 1 |

Belief Statement:

The Board of Trustees commits itself to promote gospel values and provide faith-based Catholic education for its students. The Board of Trustees commits itself to an open and transparent governance model, and to respect the distinctive role of the Board, its individual trustee members and staff of the Brant Haldimand Norfolk Catholic District School Board.

Policy Statement:

In accordance with the provisions of the Education Act and the Regulations thereunder, the Brant Haldimand Norfolk Catholic District School Board will ensure that:

- 1) established By-laws and a **Code of Conduct** shall regulate the processes and responsibilities of the Board, its **Officers**, and its Committees.
- 2) the By-Laws shall be used for procedures and dispatch of business at the meetings of the Board and its Committees.
- 3) procedural By-laws and the **Code of Conduct** of the Brant Haldimand Norfolk Catholic District School Board shall be approved by the Board of Trustees and reviewed **every two years or as directed by the Board**.

Glossary of Key Policy Term:

N/A

References:

Education Act
Board By-Laws
~~Procedures for Legal Services~~
~~Procedures for Board News Releases~~
~~Membership of Trustees~~

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

Prepared by: Chris N. Roehrig, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

POLICY DEVELOPMENT
Public Session

BACKGROUND INFORMATION:

The Board policy in relation to Policy Development was adopted in 2003. Since that time, organizational changes in personnel and changes in legislation have required minor changes to the policy governing policy development.

DEVELOPMENTS:

In addition to a provision that points out that the Board ought to adopt policies consistent with the teachings of the Catholic Church, minor changes to vetting groups, titles, review periods and terminology were made in order to update this policy.

The revised policy and administrative procedures was vetted by trustees, principals, managers, Student Achievement Leaders, union Presidents, School Advisory Council Chairs and the Chair of the Regional Catholic Parent Involvement Committee, the Chair of SEAC, and parish priests. Limited feedback was received.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Policy Development Policy 100.03.



Policy: Policy Development

| | | | |
|---------------------------------|------------------|------------------------------|------------|
| | | Policy Number: | 100.03 |
| Adopted: | January 28, 2003 | Former Policy Number: | n/a |
| Revised: | TBD | Policy Category: | Governance |
| Subsequent Review Dates: | TBD | Pages: | 2 |

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that the establishment of clear policies, which are consistent with its Mission and values, current needs and expectations, legally and legislatively compliant, will enable all members of our Catholic learning community to achieve individual and collective goals. **The Board believes that all policies shall be consistent with the teachings of the Catholic Church.**

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board shall adopt a program of policy management and governance which ensures that each policy:

1. Is consistent with the Mission, Vision, and Beliefs of the Brant Haldimand Norfolk Catholic District School Board.
2. Involves timely consultation with individuals and groups as deemed appropriate to a particular policy.
3. Is clearly written, easily understood and in language that is inclusive.
4. Articulates the framework necessary to guide the development of Administrative Procedures for thorough and consistent implementation.
5. Provides adequate definitions of key terms used in the policy.
6. Is readily available and accessible to all.
7. Does not interpret legislation however gives direction for procedures which will implement legislation.
8. Are reviewed and updated ~~every five years~~ or as needed, to reflect legislation or organizational changes.
9. Shall contain corresponding administrative procedures, if applicable.
10. Will have a policy identification number and title.
11. Will show development history.
12. Will have cross references and current legislation noted.

Glossary of Key Policy Terms:

Policy

A position adopted by the Board that provides the framework for the development of a course of action.

Belief Statement

Reflects the intent, scope and purpose of the policy.

Policy Statement

Sets the standard and framework that guide the Administrative Procedures to be followed by staff.

Administrative Procedures

A specific or prescribed course of action, emanating from Board policy, that must be taken by staff in a given situation and be standard practice.

Policy Identification

The title, number and policy section.



Brant Haldimand Norfolk Catholic District School Board

Policy Development History

Records when the policy was first approved, revision dates and suggested review dates.

References – N/A



Policy Development AP 100.03

| | | | |
|-----------------------|--|-----------------|------------------|
| Procedure for: | Supervisory Officers | Adopted: | January 28, 2003 |
| Submitted by: | Chris N. Roehrig (Director of Education) | Revised: | TBD |
| Category: | Governance | | |

Purpose

The purpose of this procedure is to provide direction to supervisory officers regarding the development of Board Policies and Administrative Procedures.

Responsibilities

It is the responsibility of the Board of Trustees and the Director of Education to guide the development of policies for the Board. Direction related to the development of Board policies are given to supervisory officers and all those responsible for vetting drafts of Board policy.

Procedures

1. The development and review of all policies shall be initiated by the Board, the Director of Education or a supervisory officer.
2. The Director of Education may designate the development or revision of a policy and/or administrative procedures to appropriate staff.
3. The designated staff or project leader may convene a task group, as appropriate, to develop a proposed policy. The attached forms shall may be used as tools to guide the development of the policy and to provide feedback to ~~Administrative Council~~ senior administration.
4. The proposed policy shall be reviewed by ~~Administrative Council~~ senior administration and, if appropriate, shall be vetted to various stakeholder groups. The vetting process will begin with Trustees who will receive the draft policy at least ~~seven (7)~~ two (2) days prior to the general vetting.

A draft policy may be vetted with all or any of the following individuals or groups:

- | | |
|--|---|
| Trustees | Director of Education |
| Supervisory Officers | The Brant Haldimand Norfolk Catholic Principals' Council |
| Managers and/or Supervisors | The Board Solicitor |
| The Bishops | Pastors |
| Select Non-Union Staff | Student Achievement Leaders |
| The Chair of the Regional Parent Involvement Council | Catholic School Advisory Council Chairs |
| The Presidents of the OSSTF Units (ESS / PSS) | The President of the OECTA |
| The Student Senate | Select members of the Special Education Advisory Committee (SEAC) |
| Any person or group the Director deems necessary | |

5. Following appropriate vetting and review by ~~Administrative Council~~ senior administration, the draft policy will be presented to the Policy Committee for recommendation to the Board for its approval.
6. Upon Board approval, the policy shall become official.
7. The Director of Education shall issue Administrative Procedures or Guidelines, if necessary, to support the policy and will distribute the policy to the system.
8. The policy shall be appropriately numbered and categorized and published on the Board's website.



9. Staff will be assigned to implement the policy.
10. Board policies will be reviewed on a regular basis to ensure relevance and effective implementation. The attached form may be used to track the process.

Definitions – N/A

References – N/A



POLICY / ADMINISTRATIVE PROCEDURES
CONSULTATION FORM

The Brant Haldimand Norfolk Catholic District School Board welcomes your suggestion(s)/input to improve on this draft policy/administrative procedure (if applicable). Your ideas will be taken into account and may be incorporated into the final version. Thank you in advance for your valued input.

Please return this completed form to: (email address)
by: (date)

| | |
|--------------------------------|------------------|
| Name/Group: | |
| Contact Telephone No. : | Email Address. : |
| Name of Policy Being Reviewed: | |

POLICY

| |
|--|
| Belief Statement – clear and understandable? |
| Policy Statement – clear and understandable? |

ADMINISTRATIVE PROCEDURE

| |
|-------------------------------------|
| Purpose – clear and understandable? |
|-------------------------------------|



Responsibilities – are the responsibilities sufficiently inclusive to meet the expectations of the Administrative Procedure?

Procedure – are they understandable? Implementable? Do they give appropriate direction?

Definitions – are the definitions sufficient both in number and detail? Are they clear?

References – are there other references that should be included?

Other comments/suggestions – please attach an additional page, if required.

Signature

Date



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

Prepared by: Chris N. Roehrig, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

COPYRIGHT PROTECTED WORKS

Public Session

BACKGROUND INFORMATION:

As a recap of the developments over the past months that have led to this policy, two significant occurrences took place over the summer months that reset the parameters for using copyright-protected materials in an educational setting: passage of updated copyright legislation, and a landmark Supreme Court decision.

Updated Copyright Legislation

The updated Copyright Act now contains a clause which clarifies that teachers and students may use publicly-available internet materials for their learning and educational pursuits. They can use such materials for routine classroom activities such as downloading, saving, and sharing. Of course, any such materials must still be credited (e.g., in bibliographies) in the same way using print-sourced materials would be.

The updated Copyright Act adds “education” as an allowable purpose within the fair-dealing provision.

Supreme Court Ruling – July 2012

The CMEC Copyright Consortium disputed the 2005-2009 Educational Tariff set by the Copyright Board, and this dispute formed the basis of a Supreme Court hearing that occurred in December of 2011. The Supreme Court issued an important decision that interprets what “fair dealing” means in an education setting.

School boards must implement the *Fair Dealing Guidelines* in order to claim the full benefit of fair dealing. These Guidelines were to be incorporated into school board policies and communicated to all schools prior to December 31, 2012 in order for a school board to ensure that it has fulfilled its obligations and can opt out of paying the current certified Access Copyright Tariff. These requirements were met with the approval of the interim Copyright-Protected Works policy, which was consistent with the terms outlined in the Fair Dealings Guidelines, and direction was provided to all administrators at a December 7, 2012 Principals’ meeting.

DEVELOPMENTS:

At the November 27, 2012 Board meeting, trustees approved an interim Copyright-Protected Works Policy. This interim policy has since been vetted by administrators, managers, student achievement leaders, union presidents and executive members of the Regional Catholic Parent Involvement Committee. No revisions were suggested by those that reviewed the policy.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Copyright-Protected Works Policy 400.03.



Policy: Copyright-Protected Works **(Interim)**

| | | | |
|---------------------------------|-------------------|------------------------------|------------|
| | | Policy Number: | 400.03 |
| Adopted: | November 27, 2012 | Former Policy Number: | n/a |
| Revised: | N/A | Policy Category: | Operations |
| Subsequent Review Dates: | TBD | Pages: | 1 |

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board is committed to excellence in learning and living in Christ. Our schools endeavour to provide the best quality and most relevant learning materials to our students as part of their learning experience. The Board endeavours to ensure that copyright protected works that are used in our schools follow the Canadian *Copyright Act*.

Policy Statement:

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

1. ensure that all employees responsible for providing educational resources to our students follow the applicable provisions of the *Copyright Act*; and
2. implement and monitor procedures that are consistent with the "Fair Dealing" provisions of the *Copyright Act*.

Glossary of Key Policy Terms: N/A

References

The Copyright Act: <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>



**COPYRIGHT- PROTECTED WORKS (Interim)
AP 400.03**

| | | | |
|-----------------------|--|-----------------|-------------------|
| Procedure for: | All Academic Staff | Adopted: | November 27, 2012 |
| Submitted by: | Chris N. Roehrig (Director of Education & Secretary) | Revised: | N/A |
| Category: | Operations | | |

Purpose

The purpose of this Administrative Procedure is to provide direction to Board staff and schools regarding the copying, communicating, distribution and citation of copyright-protected works.

Responsibilities

Specific direction is provided for any employees that provide educational resources to colleagues and students for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.

Information

The Canadian *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties insofar as the use falls within the 'Fair Dealing' provisions of the Act. To qualify for fair dealing, two tests must be passed. First, the "dealing" must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test. The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions. This procedure clarifies what qualifies as 'Fair Dealing'.

Procedures

1. Principals shall include these procedures into school-based staff handbooks and review the procedures with staff on an annual basis.
2. Principals shall post Appendix A or other approved posters at all photocopiers in the school. The Director of Education (or designate) shall post Appendix A at all photocopiers that are on Board property that staff use for providing resources for staff and/or students.
3. Staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
4. Copying or communicating short excerpts from a copyright-protected work under these procedures for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
5. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
 - a) as a class handout
 - b) as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution
 - c) as part of a course pack



6. A short excerpt means:
- a) up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
 - b) one chapter from a book
 - c) a single article from a periodical
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
 - e) an entire newspaper article or page
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
 - g) an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work
7. Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.
8. Copying or communicating that exceeds the limits in this procedure may be referred to the school principal for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
9. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

Definitions – N/A

References

The Copyright Act: <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

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

Prepared by: Thomas R. Grice, Superintendent of Business & Treasurer
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

SCHOOL BEAUTIFICATION PROJECTS POLICY
Public Session

BACKGROUND INFORMATION:

The School Beautification Projects policy was developed to provide assistance to schools for landscaping and school ground enhancement projects, i.e., the planting of flowers, trees and shrubs, which were outside the Facilities Department budget. An aggregate amount of \$12,000 was allocated per year for these projects.

DEVELOPMENTS:

With the adoption of Public Sector Accounting Board (PSAB) accounting principles, these projects can no longer be supported by the Board's budget.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the rescinding of the School Beautification Projects Policy 400.14 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Brant Haldimand Norfolk Catholic District School Board

POLICY: SCHOOL BEAUTIFICATION PROJECTS

| | | | |
|-----------------|----------|-------------------------|------------|
| Adopted: | 26/05/98 | Policy No: | 400.14 |
| Revised: | 03/28/06 | Policy Category: | Operations |

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board will provide assistance to its schools for landscaping and beautification projects which are outside the Facilities Department Budget.

Policy Criteria:

- \$ Schools must apply for funds for school beautification projects to their Superintendent of Education by November 30th of each year.
- \$ The school's Beautification Project submission will include a detailed description of the project, drawings and costs, as applicable, as well as student participation in the project.
- \$ The maximum Board contribution will be \$500, which must be matched by the School.
- \$ A school may apply for school beautification funds only once every three (3) years.
- \$ A list of beautification projects will be provided to trustees at the December Board meeting.
- \$ The aggregate amount to be provided for in the Board budget is \$12,000 per year.
- \$ If the total requests exceed the budget, Senior Administration will select those projects to be funded.

Glossary of Key Policy Terms:

Beautification Project - any project that enhances the exterior of a school, i.e., landscaping, planting of flowers, trees or shrubs, etc.

Statutory / Regulatory / Related
Board Policy Linkages:

n/a



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: SCHOOL BEAUTIFICATION PROJECTS

| | | | |
|-----------------|-----------------|-------------------------|-------------------|
| Adopted: | 26/05/98 | Policy No: | 400.14 |
| Revised: | 03/28/06 | Policy Category: | Operations |

1. The Superintendent of Education for the school has seen a detailed description of the project which outlines the nature of the project, drawings (if applicable), costs and student participation in the project.
2. The Superintendent of Education has verified that the school is eligible to receive funding for the project (eligible once every three years).
3. Approval has been received from the Facilities Department regarding the project.

I have seen the detailed description of the project and approval has been granted to proceed with the project.

Manager of Facilities

Date

1. The Superintendent of Education has verified that receipts and/or invoices have been received (copies attached) to verify that the school has matched the \$500 contribution made by the Board.
2. The Superintendent of Education has given approval to the school to obtain the funds.
3. The Superintendent of Education submits a cheque requisition to the Accounts Payable Department to requisition the funds for the school.

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

Prepared by: Chris N. Roehrig, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

BOARD BY-LAWS

Public Session

BACKGROUND INFORMATION:

As per Board Policy, the Brant Haldimand Norfolk Catholic District School Board developed By-Laws in relation to the conduct, operational and procedural affairs of the Board. The By-Laws were enacted in 1998 and were amended in 2003, 2005, 2007, 2008, 2009 and 2010.

The Board By-laws were last revised on May 25, 2010. Over the course of several Policy Committee meetings during 2011-12 (October 13, February 29, April 10 and April 23), the by-laws were reviewed by trustees.

DEVELOPMENTS:

The proposed changes to the Board By-Laws are largely due to requirements for Boards to create local codes of conduct for trustees, create local audit committees, and to deal with other changes in statutes and regulations (such as Supervised Alternative Learning and Board Electronic Meetings). The revisions align the By-Laws with the legislation in terms of the duties of the Chair of the Board, as well as address committee membership.

Lastly, there were a number of minor changes made (such as changes to supervisory personnel and current practice for the composition of the Board meeting/Committee of the Whole agendas). Additions are noted in red font and deletions as strike-outs.

The draft Board By-Laws are presented to the Policy Committee at this time as information to allow trustees sufficient time to review the changes prior to being presented for approval at the February Policy Committee.

References:

Education Act, R.S.O. 1990, c. E.2
Education Act – O. Reg. 381/10
Education Act – O. Reg. 134/12
Municipal Conflict of Interest Act

RECOMMENDATION:

THAT the Policy Committee receives the revised Board By-Laws report.

Brant Haldimand Norfolk Catholic District School Board

BOARD BY-LAWS

Relating generally to the conduct of the
operational and procedural affairs
of the Board

Enacted: June 8, 1998
Amended: June 10, 2003
January 25, 2005
October 23, 2007
February 26, 2008
April 29, 2009
May 25, 2010
January ____, 2013

Chair of the Board: June Szeman

Secretary of the Board: Chris N. Roehrig

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NOTES:

Conflict of Interest – included in Board Policy 100.04

Trustees’ Code of Conduct – see Board Policy 100.04

1.0 PREAMBLE

- 1.1 Pursuant to the provisions of the Education Act and regulations thereunder, the By-laws of the Brant Haldimand Norfolk Catholic District School Board shall regulate the powers and responsibilities of the Board, its officers and committees, and shall be observed for the procedure and dispatch of business at the meetings of the Board and its committees.
- 1.2 Procedural By-Laws of the Brant Haldimand Norfolk Catholic District School Board shall be approved by the Board and reviewed from time to time as directed by the Board or recommended by the Director of Education and Secretary.

2.0 INTERPRETATION

2.1 Definitions and Meaning of Terms

For this By-Law and all other By-Laws of the Board, unless the context otherwise requires:

- 2.1.1 the singular includes the plural;
- 2.1.2 “ACT” means the Education Act as amended from time to time;
- 2.1.3 “ANNUAL MEETING” means the first meeting held in December of each year, which is not a municipal election year;
- 2.1.4 “BOARD” means the Brant Haldimand Norfolk Catholic District School Board which, in accordance with the Education Act, is a Roman Catholic School Board in union with the See of Rome;
- 2.1.5 “CHAIR” means the Chair of the Board, any Committee or Subcommittee established by the Board;
- 2.1.6 “COMMITTEE” means Committee of the Whole, any special or ad hoc Committee established by the Board;
- 2.1.7 “DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD” means the Chief Executive Officer of the school Board;
- 2.1.8 “EX-OFFICIO” means by “virtue of office”. The Chair of the Board, when acting as “Ex-Officio” to a committee, is counted in the quorum of any committees and has the right to make motions, discuss motions and vote on all questions;
- 2.1.9 “INAUGURAL MEETING” means the first meeting of a newly elected board to be held following a municipal election and the commencement of the term of office;
- 2.1.10 “IN-CAMERA MEETING” means a private meeting of the whole board or a committee from which the public is excluded, as per the Education Act, Section 207 (2);
- 2.1.11 “MEETING” includes a meeting of the Board and of Committees;

- 2.1.12 “OFFICERS” means the Chair of the Board, the Vice Chair of the Board, the Secretary of the Board, and the Treasurer of the Board.
- 2.1.13 “STATUTORY COMMITTEE” means any committee that, by statute, the Board is required to appoint;
- 2.1.14 “STUDENT TRUSTEE” means the person designated as a non-voting trustee of the Board, representing the interests of pupils within the Board on any matters before the Board of Trustees, including but not limited to government legislation and policies or operational practices.
- 2.1.15 “TREASURER” means the person appointed within the Act to fulfill the responsibility of the Treasurer to the Board;
- 2.1.16 “TRUSTEE” means a person elected, acclaimed or appointed to the office of Trustee of the Board pursuant to the provisions of the Municipal Elections Act;
- 2.1.17 “VICE CHAIR” means the Vice Chair of the Board; any Committee or Sub-committee established by the Board;
- 2.1.18 “YEAR” means, unless qualified by word “calendar” or “school year”, the period commencing on the first day of December, and ending on the last day of November next following.

2.2 Calculation of Majorities

Whenever in the By-laws of the Board there is provision for a majority of Trustees present or a majority of all Trustees, such majorities shall be calculated as the simple majority, unless otherwise specified.

3.0 NAME AND JURISDICTION OF THE BOARD

The name of the Board shall be the “Brant Haldimand Norfolk Catholic District School Board” and it shall have jurisdiction as is provided by the Education Act and Regulations.

4.0 STRUCTURE OF THE BOARD

The structure of the Board and its committees will be structured according to the descriptions that follow:

4.1 Board of Trustees

- 4.1.1 Composed of six (6) Trustees.
- 4.1.2 Performs duties according to the Education Act and Regulations.
- 4.1.3 All Trustees shall be entitled to notice of, to attend and to speak at all Meetings of all Committees composed only of Trustees, except:
- meetings of salary negotiating committees;
 - meetings of any committee required by any collective agreement; and
 - meetings of the Executive Council.

4.2 Executive Council

- 4.2.1 Composed of
- the Chair of the Board;
 - the Vice Chair of the Board;
 - the Director of Education and Secretary of the Board; and
 - the ~~Association Director, Corporate Services~~ **Superintendent of Business** and Treasurer.
- 4.2.2 Functions include reviewing and assisting with the preparation of agendas for Board and Committee of the Whole meetings and system planning, coordination and communication.

4.3 Statutory Committees

4.3.1 Special Education Advisory Committee (S.E.A.C.)

4.3.1.1 Composed of

- one Trustee of the Board;
- Superintendent of Education (responsible for Special Education); and
- Community Representatives (The composition of Special Education Advisory Committee is outlined in Reg. 464/97, Section 2)

4.3.1.2 Functions include examining, reviewing and making recommendations, as appropriate, relative to the provision of special education programs and services.

4.3.2 Supervised Alternative Learning (**S.A.L.) Committee** ~~for Excused Pupils (S.A.L.E.P.)~~

4.3.2.1 Composed of **at least**

- one (1) Trustee of the Board;
- **one (1) Supervisory Officer or designate**; and
- **one (1) Community Representative** (non-employee) appointed by the ~~Chair of the Board~~ **Supervisory Officer**

4.3.2.2 In accordance with Ontario Regulation 374/10, the function of the S.A.L. Committee is to make decisions at meetings regarding Supervised Alternative Learning by pupils of the Board.

4.3.3 Discipline Committee

4.3.3.1 Composed of three (3) trustees.

4.3.3.2 Established annually and meets monthly or as necessary.

4.3.3.3 Functions include hearing suspension appeals and expulsion requests.

4.3.4 Audit Committee

4.3.4.1 Composed of

- 4.3.4.1.1 two (2) trustees
- 4.3.4.1.2 Superintendent of Business & Treasurer
- 4.3.4.1.3 two external members (3-year term)

4.3.4.2 Established as per Section 253.1(1) of the Education Act and Regulation 361/10

4.3.4.3 Meets three times annually, at a minimum.

4.3.4.4 Functions include assisting the Board of Trustees in fulfilling its duties related to governance and oversight. Duties fall under the following key areas: 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.

4.4 **Standing Committees:**

4.4.1 Committee of the Whole

4.4.1.1 Composed of

- Trustees of the Board
- Director of Education; and
- ~~· Associate Director; and~~
- Superintendents of Education, as required

4.4.1.2 Chair of this Committee will be the Vice Chair of the Board

4.4.2 Functions include reviewing educational, operational, policy and financial issues and making recommendations, as necessary, to the Board for approval, unless there are strict timelines that will inherently cost the Board money by delaying passage, or said motion needs to meet Provincial timelines.

4.5 **Ad-Hoc Committees**

4.5.1 The Board may establish ad-hoc committees as deemed appropriate.

4.5.2 The establishing motion shall indicate the mandate of the committee, the membership of the committee, and the due date of the final report.

5.0 OFFICERS OF THE BOARD

5.1 The Officers of the Board shall consist of:

- the Chair;
- the Vice Chair;
- the Director of Education and Secretary of the Board; and
- the ~~Associate Director, Corporate Services~~ Superintendent of Business and Treasurer.

5.2 Election of Chair

- 5.2.1 Appointment of Scrutineers
The presiding officer shall name two (2) scrutineers for the election of officers.
- 5.2.2 Nomination and Election of Chair
The Presiding Officer shall conduct the election for the office of the Chair of the Board, which shall be as follows:
- 5.2.3 Nomination shall be by secret ballot.
- 5.2.4 The Presiding Officer shall announce the result of the nominations by declaring the names of those nominated. The nominees will declare their intention. The count shall not be declared.
- 5.2.5 Voting shall be conducted by secret ballot.
- 5.2.6 The Trustee receiving a clear majority of the votes cast by all Trustees present shall be declared elected.
- 5.2.7 Should no candidate receive a clear majority of the votes cast, the name of the candidate receiving the smallest number of votes shall be dropped and the Board shall proceed to vote anew and so continue until the Chair is elected.
- 5.2.8 In case of equality of votes (with only two candidates remaining), one more vote shall be taken. If after this vote there is still a tie, the candidates shall draw lots to fill the position as per Section 208(8) of the Education Act.
- 5.2.9 The Presiding Officer shall announce the result of the ballot by declaring the name of the Trustee who has received a clear majority of the votes cast and shall not declare the count.

5.3 Election of Vice Chair

- 5.3.1 The Chair shall then take the Chair and shall conduct the election for the office of Vice Chair using the same procedures as set out for the election of the office of the Chair.
- 5.3.2 At the first meeting after a vacancy occurs in the office of Vice Chair, the vacancy shall be filled by the same method used for the election at the inaugural meeting.

5.4 Officers' Duties and Rights

- 5.4.1 **Duties of the Chair (as per Education Act 218.4, 2009, c. 25, s. 25)**
~~The Chair, in addition to those duties assigned under provincial legislation and these By-laws, shall:~~
- ~~— preside at all meetings of the Board and conduct them according to the By-laws;~~
 - ~~— be a signing officer of the Board as prescribed in the By-laws;~~
 - ~~— assists in the preparation of the final agenda for Board meetings with the Director of Education and may:~~

- ~~— establish committees and appoint the members thereof;~~
- ~~— call special meetings of the Board; and~~
- ~~— issue statements to the public media on behalf of the Board.~~

- (a) preside over meetings of the board;
- (b) conduct the meetings in accordance with the board's procedures and practices for the conduct of board meetings;
- (c) establish agendas for board meetings, in consultation with the board's director of education or the supervisory officer acting as the board's director of education;
- (d) ensure that members of the board have the information needed for informed discussion of the agenda items;
- (e) act as spokesperson to the public on behalf of the board, unless otherwise determined by the board;
- (f) convey the decisions of the board to the board's director of education or the supervisory officer acting as the board's director of education;
- (g) provide leadership to the board in maintaining the board's focus on the multi-year plan;
- (h) provide leadership to the board in maintaining the board's focus on the board's mission and vision; and
- (i) assume such other responsibilities as may be specified by the board.

In addition to the duties assigned under provincial legislation, and these By-Laws, the Chair shall:

- (j) be a signing officer of the Board as prescribed in the By-Laws; and
- (k) call special meetings of the Board.

5.4.2 Rights of the Chair

If eligible by law to vote on a matter, the Chair of the Board, when present, shall:

- be an ex-officio member of all Committees;
- be counted in determining the quorum; and
- have the right to vote at all Committee Meetings; however, the intention to vote must be declared when the item is first on the floor.

5.4.3 Duties of the Vice Chair

The Vice Chair, in addition to those duties assigned under provincial legislation and the By-laws, shall:

- in the absence of the Chair, or in the event of the inability of the Chair to act, assume any or all of the duties of the Chair, except those that are precluded by law, By-law, or regulation;
- ~~— serve as Chair of the Committee of the Whole;~~
- be a signing officer of the Board as prescribed by the By-laws; and
- perform duties as outlined from time to time by the Chairperson.

5.4.4 Rights of the Vice Chair

The Vice Chair, when delegated by or in the absence of the Chair, shall have all powers of the Chair, including the right to vote, if eligible by law to vote on a matter, provided that whenever the Vice Chair exercises any of the powers of the Chair, the absence of, or the delegation by, the Chair shall be presumed.

5.4.5 Duties of the Secretary of the Board

The Secretary of the Board, in person or by designate, in addition to those duties assigned under the provincial legislation and the By-laws, shall:

- attend all meetings of the Board and meetings of Committees;
- prepare minutes of all meetings;
- keep records as required by law and subject to the directions of the Board;
- conduct the official correspondence of the Board;
- receive and pass on to the Board, Committee of the Whole, or the relevant Committee, all correspondence, petition and reports of other officials;
- prepare, in consultation with Executive Council, the draft agenda of all Board, Committee of the Whole, and Committee meetings;
- maintain an up-to-date policy register;
- maintain charge of all correspondence, reports, and other documents;
- promulgate all orders, policies and other directions of the Board and other matters in accordance with requirements of the law;
- bring to the attention of the Board any matter in respect of which, in the opinion of the Secretary, it may be necessary or useful for the Board to be aware; and
- issue verbal or written statements on administrative matters coming under his/her duties and responsibilities; press releases may be issued.

5.4.6 Duties of the Treasurer of the Board

The Treasurer of the Board, in addition to those duties assigned under provincial legislation and the By-laws, shall:

- submit to the Board annually a statement of estimated revenue and expenditures;
- have prepared for submission to the Board the annual financial statements and the auditor's report;
- report annually to the Board particulars of existing insurance bonds expiring during such year with recommendations for renewal; and
- report to the Board from time to time and as required by the Board on all financial matters.

6.0 MEETINGS OF THE BOARD

6.1 Inaugural and Annual Meetings

6.1.1 Presiding Officer

The Presiding Officer at the Inaugural Meeting and Annual Meeting shall be the Director of Education and Secretary of the Board or designate until the Chair is elected.

6.1.2 Meeting Proceedings

6.1.2.1 Inaugural Meeting

- The Inaugural Meeting to be held in the calendar year in which all Trustees are elected or acclaimed at the regular Municipal Election under the Municipal Elections Act shall be held in accordance with the Act.

- The Inaugural Meeting shall include an Inaugural Liturgy.
- At the Inaugural Meeting of the Board, the Chief Executive Officer shall read the returns of the election as certified by the Municipal Clerks.
- At the Inaugural Meeting of the Board, every Trustee elected to the Board shall make and sign the Declaration of Office and Oath of Allegiance before the Secretary of the Board or before such person authorized to administer an oath.

6.1.2.3 Annual Meeting

- The Annual Meeting of the Board, to be convened in the years between Municipal Elections, shall be held in accordance with the Act.
- The Annual Meeting shall include a Liturgy.

6.1.3 Additional Business

The Inaugural and Annual meetings shall include further business as follows:

6.1.3.1 the appointment of the Auditors for the Board;

6.1.3.2 the passing of a resolution authorizing the Director of Education and Secretary or ~~Associate Director, Corporate Services~~ **Superintendent of Business** and Treasurer and the Chair or Vice Chair to borrow from time to time by way of promissory note, such sums as the Board considers necessary to meet current expenditures of the Board until the current revenue has been received; and

6.1.3.3 any urgent business of the Board.

6.2 Regular Meetings of the Board

6.2.1 Board Meeting

6.2.1.1 Schedule and Location of Meetings

Unless otherwise ordered by special motion, the Brant Haldimand Norfolk Catholic District School Board will conduct regular meetings of the Board at 7:00 p.m. on the fourth Tuesday of each month at 322 Fairview Drive, in the City of Brantford.

6.2.1.2 School Holidays

During the months of March and December, school holidays impact on the regularly scheduled meeting dates. In December, there will be two meetings: the Inaugural or Annual Meeting as legislated, and a Board Meeting on the second Tuesday of the month. In March, both the Committee of the Whole Meeting and the Board Meeting will be scheduled after the planned March Break.

6.2.1.3 Summer Meetings

The Board will recess from its regular meeting schedule from July 1st to August 31st of each year. The Chair of the Board is authorized to schedule any meetings during July and August as required.

6.2.2 Committee of the Whole Meeting

6.2.2.1 The Committee of the Whole shall be composed of all six trustees and will meet at 7:00 p.m. on the third Tuesday of each month at 322 Fairview Drive, in the City of Brantford.

~~6.2.2.2 The Vice Chair of the Board shall be the Chair of the Committee of the Whole.~~

6.2.2.2 The Committee of the Whole will report directly to the Board on a monthly basis.

6.3 Special Meetings of the Board

6.3.1 Special meetings of the Board shall be held by order of the Board, on the written request of ~~four (4)~~ **three (3)** Trustees to the Chair or the Director; on the call of the Chair; or at the request of the Director of Education.

6.3.2 The Trustees shall be given a 24-hour notice for special meetings, except in emergency situations.

6.3.3 Such meetings shall be called for specific reasons. Such subjects shall be stated in the notice calling the meeting. Notwithstanding any other provisions to the Board's By-laws, no other business shall be considered.

6.4 Electronic Meetings

(as per Education Act s.208.1, O. Reg. 463/97, O. Reg. 268/06, O. Reg. 234/04)

6.4.1 The Board may hold a meeting of the board or committee meetings (including Committee of the Whole) using electronic means.

6.4.2 The public will be notified about electronic meetings at Board designated sites through postings on the Board's website.

6.4.3 The electronic means by which the meeting will be held may be one of teleconference, videoconference or webconference. The electronic means must provide for a manner to verify that a trustee has left the meeting in the case that the trustee declares a conflict of interest.

6.4.4 At the request of any board member or student trustee, the board shall provide the member or student trustee with electronic means for participating in meetings of the board or of a committee of the board. The electronic means shall permit the member or student trustee to hear and be heard by all other participants in the meeting.

6.4.5 Subject to any conditions or limitations provided for under the Education Act or under Regulations, a member of a board who participates in a meeting through electronic means shall be deemed to be present at the meeting.

- 6.4.6 Roll call for all electronic meetings will be taken verbally and duly recorded to ensure Board members and the student trustee are recognized as in attendance.
- 6.4.7 Board members or the student trustee participating in an electronic meeting will notify the Chair of their departure (either temporary or permanent) from the meeting before absenting themselves in order to ensure a quorum is maintained.
- 6.4.8 Whatever the electronic means, where a trustee declares a conflict of interest, the trustee shall excuse himself from the meeting and follow the procedures noted in the Trustees' Code of Conduct policy 100.04 by leaving the electronic conference.
- 6.4.9 At every meeting of the board or of a committee of the whole board (including electronic meetings), the following persons be physically present in the meeting room of the board:
- a) The chair of the board or his or her designate.
 - b) At least one additional member of the board.
 - c) The director of education of the board or his or her designate.
- 6.4.10 At every meeting of a committee of the board, except a committee of the whole board, the following persons are to be physically present in the meeting room of the committee:
- a) The chair of the committee or his or her designate.
 - b) The director of education of the board or his or her designate.
- 6.4.11 The meeting room of the board or of a committee of the board, as the case may be, shall be open to permit physical attendance by members of the public at every meeting of the board or of the committee of the board.
- 6.4.12 The chair of the board, in consultation with the director of education, shall determine whether electronic means should be provided at one or more locations within the area of jurisdiction of the board, to permit participation by members of the public in meetings.
- 6.4.13 Where the board determines that electronic means should be provided under this section, the board shall:
- a) provide for the extent and manner of participation by members of the public through electronic means; and
 - b) ensure that members of the public who are participating through electronic means do not participate in any proceedings that are closed to the public in accordance with the Act.
- 6.4.14 Should the board refuse to provide a member with electronic means of participation in a meeting of the board, a meeting of a committee of the whole board or a meeting of any other committee of the board, where to do so is necessary to ensure compliance with this section, the member will be notified in writing by the chair of the board at least 24 hours prior to the start of the meeting along with a rationale for not being able to provide the member with the electronic means to participate.
- 6.4.15 Should there be technical difficulties and the electronic portion of the meeting is interrupted, the meeting shall be recessed for a period not exceeding thirty (30) minutes as determined by the chair of the meeting.

6.4.16 Should there be technical difficulties and the electronic portion of the meeting cannot be reconvened before the end of the recess provided in subsection 6.4.15:

6.4.16.1 Subsection 6.5.3 shall apply if there is no quorum;

6.4.16.2 The minutes of the meeting shall indicate the time of any electronic disruption and the recess determined by the chair of the meeting, and the name of any trustee who thereby ceases to be present.

6.5 Quorum for Meetings

6.5.1 Subject to the Municipal Conflict of Interest Act, a majority of the Trustees of the Board shall constitute a quorum for meetings of the Board and of the Committee of the Whole Board.

6.5.2 A majority of Trustees eligible to vote who are members of the Committee shall constitute a quorum for Meetings of the Committee when a committee is composed of only Trustees.

6.5.3 If a quorum is not present within fifteen (15) minutes after the time appointed for any Meeting (or such longer time as may be agreed upon by the Trustees eligible to vote then present), the person assigned as Recording Secretary shall record the names of the persons present and the meeting shall stand adjourned, to be reconvened within seven (7) days at the call of the Chair.

6.6 Notice of Meetings

6.6.1 Written notices of all meetings of the Board and ~~Statutory Committees~~ shall be transmitted, along with the Agenda of the Meeting, at least forty-eight hours before the time of meeting. The agenda may be amended at the opening of a meeting with the consent of the majority of Trustees present at the meeting.

6.6.2 Agendas for the regular meetings shall be made available on the board website and also provided to the following:

- Supervisory Officers of the Board;
- Principals;
- President or Chairs of the local employee groups who have requested the public agenda;
- members of the local news media; and
- public in attendance (if requested).

6.6.3 Portions of the agenda dealing with in-camera shall be distributed only to Trustees and, if applicable, to senior staff and the student trustee.

6.6.4 A Trustee who cannot attend a Board meeting shall inform the Director of Education before the meeting.

6.6.5 The Education Act states – “If a member of a Board absents himself/herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the Board, he/she thereby vacates his/her seat and the provisions of the Act with respect to the filling of vacancies apply.”

6.7 Maximum Length of Meetings

No meeting shall continue in session for more than three and one-half (3½) hours. A meeting may be extended beyond the limits established with consent of two-thirds of Trustees present.

6.8 Seating Arrangements

As far as practicable, at all Board and Committee of the Whole Meetings, the Chair thereof shall be seated at the mid-point of the Boardroom table with the Director of Education and Secretary to the left of the Chair, ~~the Recording Secretary to the left of the Director, the Associate Director, Corporate Services~~ **Superintendent of Business** and Treasurer to the right of the Chair, and the remaining Trustees seated across alphabetically by surname.

6.9 Access to Meetings

6.9.1 In accordance with the Education Act, Section 207(2), a meeting of the Board may be closed to the public (in camera) when the subject matter under consideration involves:

- the security of the property of the Board;
- the disclosure of intimate, personal or financial information in respect of:
 - a member of the Board,
 - an employee or prospective employee of the Board,
 - a pupil or his or her parent or guardian;
- the acquisition or disposal of a school site;
- decisions in respect of negotiations with employees of the Board; or
- litigation affecting the Board.

6.9.2 The Presiding Officer may expel or exclude from any meeting any person who ~~has been guilty of~~, **at the determination of the Presiding Officer, has exhibited** improper conduct at the meeting.

6.10 Delegations

6.10.1 Any Catholic School elector or group may request to address the Board as a delegation.

6.10.2 The delegation must provide the request in writing to the Director of Education or the Chair of the Board, at least five (5) days prior to the next regular meeting of the Board or Committee at which the Delegation wishes to be heard.

6.10.2.1 The request shall contain the topic to be discussed and the identity of the Spokesperson(s).

6.10.2.2 The person(s) wishing to address the Board or Committee shall be notified of the date, time and location of the meeting at which the presentation will be made.

6.10.2.3 Delegations will, upon notification, have these regulations shared with them prior to their presentation.

6.10.2.4 Copies of the presentation shall be shared with the Board or Committee at the same time that the agenda is distributed or at such time as the presentation is made.

6.10.2.5 In any case, the subject matter of the Delegation will not be discussed nor will a decision be made at the meeting at which the presentation is made unless the matter is on the agenda as pre-determined.

6.10.2.6 Delegations will be advised that the Chair will not allow content or language which is not consistent with the values of the Board.

6.10.2.7 Following the presentation by the Delegation, questions of clarification only will be allowed through the Chair.

6.10.3 A delegation's presentation will be limited to 15 minutes. Amendments as to the length of time are at the discretion of the Chair.

6.10.4 In-Camera rules shall apply to Delegations of an In-Camera nature.

6.10.5 Notwithstanding the above, the Board retains discretion to decide all matters concerning delegations.

7.0 CONDUCT OF BUSINESS FOR REGULAR BOARD AND COMMITTEE OF THE WHOLE MEETINGS

7.1 Order of Business

The order of business for meetings of the Board that are open to the public shall appear as follows:

- ~~A. Call to Order~~
 - ~~— Opening Prayer~~
 - ~~— Attendance*~~
- ~~B. Routine Matters~~
 - ~~— Approval of the Agenda~~
 - ~~— Declarations of Conflict of Interest~~
 - ~~— Approval of Minutes of Previous Meeting(s)~~
 - ~~— Business Arising from Minutes~~
- ~~C. Presentations & Delegations~~
- ~~D. Committee and Staff Reports~~
- ~~E. Information Items and Correspondence Items~~
- ~~F. Notices of Motion~~
- ~~G. Trustee Inquiries~~
- ~~H. Business In-Camera~~
- ~~I. Report on the In-Camera Session~~
- ~~J. Future Meetings and Events~~
- ~~K. Moment of Silent Reflection~~
- ~~L. Adjournment~~
 - ~~* late arrival or early departure times of Trustees will be noted by the recording secretary~~

- 1. Opening Business
 - 1.1 Opening Prayer
 - 1.2 Attendance *
 - 1.3 Approval of the Agenda
 - 1.4 Declaration of Conflict of Interest

2. Presentations
3. Delegations
4. Consent Agenda
 - 4.1 Approval of Minutes of Previous Meeting(s)
 - 4.2 Any Reports/Minutes that are information only.
5. Committee and Staff Reports
6. Information and Correspondence
7. Notices of Motion
8. Trustee Inquiries
9. Business In-Camera
10. Report on the In-Camera Session
11. Future Meetings and Events
12. Closing Prayer
13. Adjournment
 - * Late arrivals or early departure times of Trustees will be noted by the recording secretary

7.2 Rules of Order

- 7.2.1 The rules of order to be observed at meetings shall be in accordance with the provisions of these By-laws.
- 7.2.2 In all cases for which no specific provision is made in these By-laws, the rules and practice of Robert's Rules of Order, Newly Revised 10th Edition, (Henry M. Robert III, William J. Evans, Daniel H. Honeymann, Thomas J. Blach, Perseus Publishing 2000) shall govern so far as applicable.
- 7.2.3 The Chair or other Presiding Officer shall preserve order and decorum and decide upon all questions of order.
- 7.2.4 In the absence of the Chair and Vice Chair for any cause, the Board may, from the members present thereof, appoint a Presiding Officer who, during such absence, shall have the powers of the Chair of the Board.
- 7.2.5 The Chair or person presiding may vote on all questions and shall declare this intention after the motion is put to the floor.
- 7.2.6 A tie vote is a lost motion.
- 7.2.7 Should the Chair elect to vacate the chair to take part in any debate or discussion or for any other reason, he/she shall call upon the Vice Chair or in his/her absence, one of the members to fill his/her place until he/she resumes it.
- 7.2.8 Where a question is before the Board, the mover may speak first and the seconder may speak next, and the Chair will make every attempt to allow each person wishing to speak, the opportunity to speak once before any member may speak for a second time. The mover also has the prerogative to be the last speaker before the question is decided and the seconder shall be the second to last speaker.
- 7.2.9 No member shall speak for more than five minutes or more than three times on the same question without the permission of the Chair.

7.2.10 Whenever an adjournment takes place in consequence of there not being a quorum present, the time of adjournment and the names of the members present shall be entered in the records of the Board.

7.3 Motions and Debate

- 7.3.1 All motions shall be recorded in the minutes of the meeting and shall be seconded before being stated by the Chair, whereupon the Chair shall ask if there is any further discussion on the motion before the vote.
- 7.3.2 When a motion has been stated by the Chair, it shall be open to debate and shall be disposed of only by a vote, unless the mover, by permission of the seconder, withdraws it, in which case such motion shall not appear in the minutes of the meeting.
- 7.3.3 Any Trustee of the Board may require the question under discussion to be read at any part of the debate, but not so as to interrupt a speaker.
- 7.3.4 A Trustee, prior to speaking to any question or motion, shall address the Chair. The Trustee shall confine remarks to the question at hand.
- 7.3.5 When two or more Trustees wish to speak at the same time, the Chair shall name the Trustee who is to speak.
- 7.3.6 No Trustee shall be interrupted while speaking, except in a case where the Trustee is called to order by another Trustee for a transgression of rules of the Board, in which case the Trustee shall remain silent until the point of order has been decided by the Chair.
- 7.3.7 Where a Trustee wishes to make a point of order or to seek clarification, he or she should so indicate in addressing the Chair and the Chair will rule on such matters before the next speaker is allowed to speak.
- 7.3.8 When the question under consideration contains two or more distinct propositions, any particular proposition, upon the request of any member, shall be considered and voted upon separately.
- 7.3.9 No question, once decided by the Board at a regular meeting, shall be reconsidered during that meeting unless someone on the affirmative side requests by motion that Trustees reconsider the pass motion, which is seconded and will take a two-thirds majority to reconsider.
- 7.3.10 If it is desired to defer action on a question until a particular time, the proper motion to make is "to postpone it to that time". This motion allows limited debate, which must be confined to the propriety of the postponement to that time; it can be amended by altering the time, and this amendment allows the same debate.
- 7.3.11 Whenever a motion has been made and seconded, it is the duty of the Chair, if the motion is in order, to state the question, so that the members may know what question is before them.

- 7.3.12 In stating the question on an amendment, the Chair should read the passage to be amended; the words to be struck out, if any, the words to be inserted, if any; and the whole passage as it will stand if the amendment is adopted.
- 7.3.13 The motion to adjourn is not debatable, it cannot be amended, or have any other subsidiary motion applied to it, nor can a vote on it be reconsidered.
- 7.3.14 If a Trustee does not put new motions or amendments in writing for the Chair, the motion as stated by the Chair and recorded by the secretary shall be the motion.
- 7.3.15 When a motion is under debate, the only motion in order shall be:
- to adjourn,
 - to lay on the table,
 - to put the previous question,
 - to postpone,
 - to refer,
 - to amend, and
 - to vote on the present motion.

Such motion shall have precedence in the order above named; and the first, second and third shall be decided without debate.

A question having been postponed indefinitely shall not be taken up again at the same meeting without a two-thirds (2/3) vote in favour.

7.4 Amendment(s) to Motion:

7.4.1 An amendment may be in any of the following forms:

- a) to “add” or “insert” certain words or paragraphs;
- b) to “strike out” certain words or paragraphs, and if this fails it does not preclude any other amendment than the identical one that has been rejected;
- c) to “strike out certain words and insert others”, which motion is indivisible, and if lost does not preclude another motion to strike out the same words and insert different ones;
- d) to “substitute” another resolution or paragraph on the same subject for the one pending; or
- e) to “divide the question” into two or more questions as the mover specifies, so as to get a separate vote on any particular point or points; If an amendment is defeated, vote on the motion. If an amendment is carried, vote on the amended motion.

7.4.2 No more than three (3) amendments can be made to a motion.

7.5 Notices of Motion

- 7.5.1 Notices of motion on new matters are required from trustees to give trustees the benefit of advance consideration by themselves and administration before any decision is to be made. No new decisions will be entertained unless a written notice of motion has been provided on new matters at a previous meeting or by way of inclusion in the agenda. Notices of Motion will be given to the Secretary of the Board to include an item in the regular agenda, communicated in writing at a previous meeting, or by notifying the Secretary or Chairperson of the Board prior to the distribution of the agenda.
- 7.5.2 A member of the Board must give notice of motion if he/she wishes to:
- a) repeal or make permanent amendment to any of the Board's By-laws;
 - b) recommend an action, which has not been considered and recommended to the Board by a Committee of the Board;
 - c) consider a matter by the Board without reference to a Committee.
- 7.5.3 Regulations regarding Notice of Motion
- 7.5.3.1 A Notice of Motion shall not be seconded at the meeting at which it is initially presented.
- 7.5.3.2 A Notice of Motion is not debatable.
- 7.5.3.3 Before any discussion shall take place at the meeting at which a Notice of Motion is presented as a Proposed Resolution, a Trustee must second it. The number of Notices of Motion, which are presented as Proposed Resolutions at any single meeting, shall be limited in number at the discretion of the Chair.
- 7.5.3.4 Notices of Motion, which are not presented for discussion as Proposed Resolutions at the meeting, shall be presented at the next regular meeting.
- 7.5.3.5 Notices of Motion, which require reports or information, shall be presented to the Board without any written reports by any of the senior officials. However, such persons may be permitted to make oral statements relating to these Notices of Motion at the time of presentation.
- 7.5.3.6 The officials may make written reports and/or recommendations supporting or opposing Notices of Motion, when they are presented as Motions, and which if carried will require direct action by the Board or its officials.

7.6 Protocol for Debate

- 7.6.1 When, at a meeting, any member wishes to speak in debate, the member shall raise a hand and await recognition by the Chair.

- 7.6.2 Trustees may speak when recognized by the Chair and may not speak to the issue again:
- unless the Chair of the meeting allows further debate; and
 - only after all other Trustees who wish to speak have been recognized by the Chair.
- 7.6.3 After recognition by the Chair, a member shall at all times during debate:
- maintain a courteous tone;
 - avoid personalities;
 - avoid allusion to motives of other members;
 - address all debate, remarks, questions and the like to the Chair;
 - confine all remarks, questions and the like to the motion, which is the subject of debate.
- 7.6.4 No Trustee who does not have the floor shall interrupt a Trustee who does have the floor except:
- on a point of order;
 - on a question of privilege;
 - to request permission to withdraw a motion;
 - to appeal a ruling of the Chair;
 - on a motion to extend the time limit; and
 - in the event that a Trustee interrupts a speaker pursuant to the authority given in this section, the Trustee shall confine all remarks to the particular point.
- 7.6.5 A Trustee may rise on a point of information, that is, a request for information relevant to the matter on the floor but not related to preliminary procedure, only if the member then speaking consents to the interruption, in which case the time consumed in responding to the point of information will be included as part of the speaker's allotted time.
- 7.6.6. Any member of the Board may require the question/motion under discussion to be read at any time in the debate, but not so as to interrupt any member while speaking.

7.7 Voting Procedures

- 7.7.1 Every matter considered by the Board shall be disposed of by a vote of all those present and eligible to vote on the matter in one of the following ways, with preference being given in the following sequence:
- a) By general or unanimous consent, in which the Chair, exercising discretion, states that the motion will be adopted in the absence of objection.
 - b) By show of hands, in which each Trustee present and eligible to vote raises a hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted.

- c) By rising, in which each Trustee present and eligible to vote stands in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted.
- d) By individual recorded vote, in which each Trustee present and eligible to vote raises a hand or stands in place in response to the request of the Chair for the votes in the affirmative and in the negative, as the case may be, until the Chair has called the name of each Trustee as voting, respectively.
- e) By ballot, in which each Trustee eligible to vote shall mark on a ballot provided by the Secretary of the Board, the Trustee's choice from among the available alternatives, the ballots being collected and counted immediately thereafter.

7.7.2 Although the method requested by any Trustee eligible to vote should be used to the extent practicable, the particular method of voting to be used to dispose of any matter shall be governed by the following rules:

- a) Determination by general or unanimous consent will be used only when no trustee eligible to vote objects or requests another method.
- b) Notwithstanding that a show of hands vote has been called for and has been taken, on the request of any Trustee eligible to vote, including the Chair, a rising vote will be taken whenever there is any doubt as to the accuracy of the count on the show of hands; and
- c) Voting by ballot shall be used only when ordered by majority vote or general consent.

7.7.3 Votes Lost on Equality

Any motion on which there is an equality of votes, is lost.

7.7.4 Declaration of Votes

The Chair shall declare the result of all votes.

7.7.5 Recording of Votes

The vote on any question shall be recorded in the minutes as "carried" or "defeated".

8.0 COMMITTEES AND COMMITTEE MEETINGS

8.1 All Committees shall be established by the Board.

8.2 Each of the additional Committees of the Board which require Trustee representation shall be composed of not less than one (1) nor more than three (3) Trustees, unless otherwise provided by resolution of the Board, **with the exception of the Policy Committee. The Policy Committee may be composed of more than (3) Trustees.** The Committee will report, as required, to the Board.

8.3 Sub-Committees may be established by any Committee to consider any matter within the Terms of Reference of the Committee.

- 8.4 Only members of a committee are required to attend that committee's meeting. However, all members of the Board shall receive notice, agenda, and minutes of all committee meetings, if requested. All Board members shall be permitted to attend committee meetings and may take part in discussion, but only members of the committee and the Chair of the Board, if present, shall have voting power.
- 8.5 In dealing with committee reports at the Board meeting, it shall be the prerogative of the Chair to rule on a request by a Trustee to have the recommendations dealt with item by item or as a whole.
- 8.6 Committee reports shall be considered public documents, except reports presented to the In-Camera session.
- 8.7 Committee minutes shall be considered public documents except when the subject matter under consideration involves:
- the security of the property of the Board;
 - the disclosure of intimate, personal or financial information in respect of a member of the Board, an employee or prospective employee of the Board, a pupil or his/her parent or guardian;
 - the acquisition or disposal of a school site;
 - decisions in respect of negotiations with employees of the Board; and
 - litigation affecting the Board.
- 8.8 Meetings of a Committee shall be called by the Chair of the Committee. If the Chair of a Committee neglects to call meetings, it is the duty of the Committee to meet on the call of any two of its members. All meetings shall be called or cancelled through the Office of the Secretary of the Board. In the absence of the Chair, providing there is a quorum, the members present will elect an interim Chair for that meeting.
- 8.9 The Chair of the Board shall be an ex-officio member of all Committees of the Board. The Chair may delegate some of the ex-officio duties to the Vice Chair of the Board.

9.0 ACCESS TO RECORDS

- 9.1 Any person may, at all reasonable hours, at the Catholic Education Centre, inspect the minute book, the audited annual financial report and the current accounts of the Board and, upon written request by any individual or group, a copy of a requested section of minute books, audited financial reports, and the current accounts of the Board will be furnished at a cost as determined under the Freedom of Information and Protection of Privacy Act, 1990.
- 9.2 All other materials made available to the public under the Freedom of Information and Protection of Privacy Act will be made available at a similar fee.

10.0 EXECUTION OF DOCUMENTS

10.1 Signing Authorities

All deeds, conveyances, mortgages, bonds, debentures, agreements, documents, and contracts approved by the Board shall be sealed with the seal of the Board and signed by:

- the Director of Education/Secretary of the Board or delegate

together with one of:

- the Chair of the Board; or
- the Vice Chair of the Board; or
- the ~~Associate Director, Corporate Services~~ Superintendent of Business and Treasurer of the Board.

10.2 **Bank Signing Officers**

10.2.1 The signatures of the ~~Associate Director, Corporate Services~~ Superintendent of Business and Treasurer of the Board, together with one of:

- the Chair of the Board;
- the Vice Chair of the Board; or
- the Director of Education and Secretary of the Board;

are required when:

- making, drawing, accepting, endorsing, negotiating, lodging, depositing or transferring all or any cheques, promissory notes, drafts, acceptances, bills of exchange, order for payment of money, contracts for letters of credit and foreign exchange;
- issuing cheques, drafts or orders for payment drawn on the bank accounts of the Board.

10.2.2 The Treasurer of the Board, by signature or by rubber stamp endorsement, may negotiate or deposit with or transfer to the bankers for the Board, but for the credit only of the account of the Board, all or any cheques, promissory notes, drafts, acceptances, bills of exchange and orders for the payment of money.

10.2.3 Signatures of persons authorized to sign may be printed, lithographed or otherwise mechanically reproduced as provided by the regulations.

10.3 **Board Seal**

The Seal of the Board shall be in custody of the Secretary who shall be responsible for affixing it to such documents as may be required.

10.4 **Seal Register**

The Secretary shall keep a record in a special book of the date and the particulars of each use of the seal.

10.5 **Minutes**

The Chair or other presiding member and the Secretary shall sign the minutes of all Board meetings.

11.0 OTHER PROFESSIONAL SERVICES

The Board will periodically issue calls for proposals for various professional services. The call for proposals will specify the term and specifications of the proposal, which will be presented for approval to the Board.

~~12.0 CONFLICT OF INTEREST GUIDELINES~~

~~According to current Provincial Legislation regarding the Municipal Conflict of Interest Act.~~

12.0 BY-LAW AMENDMENTS

12.1 By-laws of the Board may be amended from time to time at a meeting of the Board (such meeting, hereinafter referred to as the “later meeting”) upon the affirmative vote of a **two-thirds (2/3) majority** of all members of the Board, provided:

- a) written notice of motion proposing the amendment shall have been given at a meeting held prior to the later meeting; and
- b) the text and a brief statement of intended purpose of the amendment shall have been included in the notice of motion.

12.2 At any time the By-laws may be amended without notice upon the unanimous vote of all the members of the Board entitled to vote thereon.

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

Prepared by: Chris N. Roehrig, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

TRUSTEES' CODE OF CONDUCT (DRAFT) Public Session

BACKGROUND INFORMATION:

The Trustees' Code of Conduct Policy 100.04 was initially approved on July 4, 2002 (copy attached). The *Student Achievement and School Board Governance Act (2009)* (Bill 177) amended the Education Act to direct school boards to establish or revise local codes of conduct for trustees.

In the spring of 2011, Trustees and the former Director of Education met to discuss the implications of Bill 177 and related issues at a workshop facilitated by Scott Ferguson of Progress Consulting. Discussion at this workshop provided direction as to what the content of such a code for this Board should include. Draft revised versions of the Trustees' Code of Conduct were reviewed at subsequent Policy Committee meetings.

DEVELOPMENTS:

Coinciding with the development of the Trustees' Code of Conduct are two changes to Board Policy. The first relates to changes to the Board policy on Governance which provides direction for the Board to establish a local code of conduct for trustees. The second relates to changes to the Board By-Laws which divides the procedural affairs of the Board (embedded in By-Laws) with those that relate to the conduct of trustees (in the proposed Trustees' Code of Conduct).

The proposed Trustees' Code of Conduct, which has been reviewed by our legal team at Borden Ladner Gervais, reflects the best practices of school boards across the province and aligns the Code with all applicable legislation and regulations. In particular, the Trustees' Code of Conduct specifically addresses numerous and important issues:

- Catholic Faith, Community and Culture
- Integrity and Dignity of Office
- Civil Behaviour
- Complying with Legislation
- Upholding Decisions
- Avoidance of Personal Advantage and Conflict of Interest
- Lobbying
- Confidentiality
- Board Resources
- Guidelines for Gifts and Hospitality
- Enforcement of the Code of Conduct and the Municipal Conflict of Interest Act

The draft version of the Trustees' Code of Conduct is presented to the Policy Committee as information until such time as substantial vetting can be undertaken and proposed revisions completed. The vetted policy would then come back to the Policy Committee in February of 2013 prior to a presentation to the Committee of the Whole and to the Board in March of 2013.

RECOMMENDATION:

THAT the Policy Committee receives the Trustees' Code of Conduct (Draft) report.



Policy: Trustees' Code of Conduct

| | | | |
|--------------------------|--------------|-----------------------|-------------------------|
| | | Policy Number: | 100.04 |
| Adopted: | July 4, 2002 | Former Policy Number: | N/A |
| Revised: | TBD | Policy Category: | School Board Governance |
| Subsequent Review Dates: | TBD | Pages: | 8 |

Belief Statement:

As a Catholic Learning Community, we provide faith formation and academic excellence, which enables our graduates to live a life of love and service in Christ. The trustees fulfill this mission by providing strategic vision and stewardship of resources in a manner that reflects the Code of Conduct. In this way, the Board of Trustees model how one lives a life of love and service in Christ.

Policy Statement:

Trustees shall conduct themselves in an ethical and prudent manner. This includes proper use of authority and appropriate decorum in group and individual behaviour. Trustees shall behave in a manner that reflects respect for the dignity and worth of all individuals.

1. Catholic Faith, Community and Culture

Each Brant Haldimand Norfolk Catholic District School Board Trustee shall, within the duties prescribed in the *Education Act*, its Regulations and other applicable legislation and reflecting a ministry within the Church:

- (a) acknowledge that Catholic schools are an expression of the teaching mission of the Church;
- (b) provide an example to the Catholic Community that reflects the teaching of the Church;
- (c) provide the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the Provincial Minister of Education;
- (d) recognize and rigorously defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- (e) respect the confidentiality of the Board;
- (f) ensure the affairs of the Board are conducted with openness, justice and compassion;
- (g) work to improve personal knowledge of current Catholic educational research and practices;
- (h) affirm a strong sense of Christian Catholic Community; and
- (i) provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education in Canada.

2. Integrity and Dignity of Office

Trustees occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities in a professional and ethical manner, consistent with Gospel Values, the teachings of the Catholic church, the *Education Act* and Regulations, the *Municipal Freedom of Information and Protection of Privacy Act* and Regulations, the *Municipal Conflict of Interest Act*, the Board's By-Laws and Policies and any other Act or Regulation that may be applicable to the Trustee's duties.

It is imperative that the Trustees act, and be seen to act, in the best interests of the public they serve. Trustees are elected to represent all stakeholders in the Brant Haldimand Norfolk Catholic District School Board by articulating and supporting a shared commitment to excellence in Catholic education that



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promotes student achievement and well-being through the delivery of effective and appropriate education programs and effective stewardship of the Board's resources.

Trustees are governors, advocates and community leaders. As governors, Trustees provide strategic direction, oversight and evaluation to ensure the development and delivery of quality education programs in order to maximize the achievement and well-being of all students. As advocates, they inform and influence public perceptions and provincial education law and policy. As community leaders, Trustees engage with the public to build understanding, guidance and active support for publicly funded Catholic education.

3. Civil Behaviour

Trustees share in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful. Trustees shall at all times act with decorum and shall be respectful of other Trustees, the Director of Education, staff, all members of the Brant Haldimand Norfolk Catholic community, as well as the public. As stewards of the system, Trustees are held to a high standard of conduct and should serve as role models of exemplary behaviour reflective of the values articulated in the Ontario Catholic School Graduate Expectations.

Trustees must:

- (a) respect and comply with all applicable federal, provincial and municipal laws;
- (b) demonstrate honesty and integrity;
- (c) respect differences in people, their ideas, and their opinions;
- (d) treat one another with dignity and respect at all times, and especially when there is disagreement;
- (e) respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability; and
- (f) respect the rights of others.

Trustees shall be prepared for meetings, avoid disrupting the process and refrain from engaging in conduct or contributing to a tone of sarcasm or denigration during meetings of the Board and at all other times that would discredit or compromise the integrity of the Board.

In performing their duties as Trustees, and in all matters of communication including email, telephone and face-to-face meetings with staff, parents and other stakeholders, appropriate language and professionalism are expected. Trustees are bound to uphold and abide by all Board Policies.

Subject to the duty of a Trustee under subsection 218.1(e) of the *Education Act* to uphold the implementation of any Board resolution after it is passed by the Board, a Trustee may not make disparaging remarks about another Trustee or a group of Trustees in expressing comments, or disagreement or speculate on the motives of a Trustee, a group of Trustees, or Board staff.

Any Trustee who fails or refuses to comply with the rules of the Board, uses offensive language, disobeys the decisions of the Chair or the Board on points of order, or makes any disorderly noise or disturbance may be ordered by the Chair to leave for the remainder of the meeting, and in the case of a refusal to do so, may, on the order of the Chair, be removed from the room where such meeting is taking place and/or the Board office. Such a removal will be recorded in the minutes of the meeting.

Subsection 207(3) of the *Education Act* addresses the exclusion of persons from Board Meetings. It provides: "The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting."



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4. Complying With Legislation

All Trustees will comply with the letter and spirit of all laws of Canada and the Province of Ontario and any contractual obligations of the Board in conducting the business of the Board.

Trustees acknowledge they may only act on behalf of the Board through resolution and may not act individually or purport to represent the interests of the Board without the knowledge and consent of the Board of Trustees shown through resolution.

Trustees shall ensure that all information they communicate in the course of their duties is accurate and complete.

It is every Trustee's responsibility to familiarize themselves with their duties and any requirements of them as prescribed by the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, the *Municipal Conflict of Interest Act* and any other Act or Regulation that may be applicable to the Trustee's duties from time-to-time, and/or Ministry of Education requirements and the Board's By-Laws, Policies and Administrative Guidelines.

All Trustees are expected to comply with the following duties of Board members as set out in Section 218.1 of the *Education Act*:

"A member of a Board shall,

- (a) carry out his or her responsibilities in a manner that assists the Board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the Board's duties under section 169.1, Board By-Laws and Board Policy;
- (b) attend and participate in meetings of the Board, including meetings of Board committees of which he or she is a member;
- (c) consult with parents, students and supporters of the board on the Board's multi-year plan under clause 169.1(1)(f);
- (d) bring concerns of parents, students and supporters of the Board to the attention of Board staff through Policies determined by the Board;
- (e) uphold the implementation of any Board resolution after it is passed by the Board;
- (f) entrust the day-to-day operations and management of the Board to its staff through the Board's Director of Education;
- (g) maintain focus on student achievement and well-being through the development of policies; and
- (h) comply with the Board's Code of Conduct."

5. Upholding Decisions

Trustees must:

- (a) accept that authority rests with the Board and that they have no individual authority other than that delegated by the Board;
- (b) uphold the implementation of any Board resolution after it is passed by the Board;
- (c) comply with Board By-Laws, Policies and Procedures; and
- (d) refrain from speaking on behalf of the Board unless authorized to do so by the Board. The only official spokespersons for the Brant Haldimand Norfolk Catholic District School Board are the Chair of the Board and the Director of Education.



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6. Avoidance of Personal Advantage and Conflict of Interest

All Trustees are expected to comply with the provisions of the *Municipal Conflict of Interest Act*, which requires that Trustees declare and disclose the general nature of the interest for all direct and indirect pecuniary conflicts of interest and abstain from making a decision.

Trustees are not permitted to vote on or discuss matters in which they have a direct or indirect pecuniary interest. The direct or indirect pecuniary interest of a parent, spouse or child is deemed to be the interest of the Trustee. Subsection 3(1) of the Act provides:

“For the purpose of this Act, the pecuniary interest, direct or indirect, of a spouse or any child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member.”

Any direct or indirect financial interest on the part of the Trustee may raise a conflict of interest. A direct conflict of interest will arise where the Trustee himself or herself stands to benefit or suffer financially by a decision of the Board.

Where a Trustee, either on his or her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, or any other conflict of interest in any matter and is present at a meeting of the Board at which the matter is the subject of consideration, the Trustee shall:

- (a) prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;
- (b) not take part in the discussion of, or vote on any question in respect of the matter;
- (c) not discuss the issue with any other person;
- (d) not attempt in any way whether before, during or after the meeting to influence the voting on such question; and
- (e) where the meeting is not open to the public, the Trustee shall, in addition to complying with the requirements outlined above, leave the meeting or the part of the meeting during which the matter is under consideration.

Where the interest of the Trustee has not been disclosed by reason of the Trustee's absence from the meeting, the Trustee shall disclose the interest and otherwise comply with the above requirements of the first meeting of the Board attended by the Trustee after the meeting referred to above.

When the meeting is open to the public, every declaration of interest and the general nature of that interest shall be recorded in the minutes of the Board meeting. When the meeting is not open to the public, every declaration of interest, but not the general nature of that interest, shall be recorded in the minutes of the next meeting of the Board that is open to the public.

It is an expectation of the Board that Trustees will not only comply with the requirements of the *Municipal Conflict of Interest Act*, but also avoid conflicts of interest as defined by this Code of Conduct.

Every Trustee is responsible and accountable for exercising good judgment and avoiding situations that might present a conflict of interest or the appearance of a conflict of interest, and where a conflict of interest might exist, each Trustee has an affirmative duty to disclose such conflict when it becomes apparent.

No Trustee shall use his or her position, authority or influence for personal, financial or material gain or personal business purposes or for the personal, financial or material gain or business purposes of a



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relative, friend and/or business associate. Every Trustee shall uphold and enhance all Board business operations by:

- (a) maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board;
- (b) fostering the highest standard of professional competence amongst those for whom they are responsible;
- (c) complying with and being seen to comply the letter and spirit of:
 - i) The laws of Canada and the Province of Ontario,
 - ii) Contractual obligations applicable to the Board; and
- (d) rejecting and denouncing any business practice that is improper or inappropriate or may appear to be improper or inappropriate.

A Trustee shall not use his or her position, authority or influence to give any person or organization special treatment that might, or might be perceived to, advance the interests of the Trustee, or the interests of a relative, friend and/or business associate of the Trustee.

A Trustee must not participate in any decision or recommendation in which he or she or a relative, friend or business associate may have a financial, commercial or business interest.

When the Board is to decide upon an issue, about which a member has an unavoidable pecuniary conflict of interest, that member shall absent themselves without comment from not only the vote, but also from the deliberation.

6. Lobbying

On occasion, lobbyists may attempt to communicate with Trustees for the purpose of influencing Trustees with respect to the procurement of goods and services and the awarding of contracts. Trustees must report such inquiries to the Director of Education. Trustees must not communicate with a lobbyist during a procurement process and must not use their influence to gain nor advance the interests of any particular party during a procurement process.

7. Confidentiality

All Trustees acknowledge that, as part of their duties to the Board, they may be privy to private, confidential and/or legally privileged financial, business and/or commercial information belonging to the Board that may provide a financial, business, commercial or competitive advantage, and that they may be privy to private and confidential student and personnel information, and/or legal matters and opinions. Such information may include, but is not limited to, information relating to the Board's organizational structure, operations, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the Board.

Except as required by law, all Trustees and former Trustees agree not to use, directly or indirectly, for the Trustee's benefit or the benefit of any person, organization, firm, or other entity, the Board's proprietary or confidential information disclosed or entrusted to that Trustee, and Trustees recognize that such inappropriate use of confidential information for their benefit may constitute a breach of trust contrary to section 122 of the *Criminal Code*.

The confidentiality of personal/educational student and family information received in the course of duties must be respected, protected and kept confidential. Trustees are required to keep all information received, including but not limited to, in-camera discussions and actions in complete confidence.



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Information received should not be discussed or reviewed in public or where another student, parent, employee or member of the school community or public could accidentally overhear or read such information.

Except as required by law, and in accordance with the *Education Act* and *Municipal Freedom of Information and Protection of Privacy Act*, all Trustees agree not to use or disclose the personal and/or educational information of students and their families that may come to the attention of a Trustee.

Except as required by law, and in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, all Trustees agree not to use or disclose the personal and/or employment information of Board employees and their families that may come to the attention of a Trustee.

A Trustee's duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions survives his or her term as Trustee.

8. Board Resources

No Trustee shall use Board resources for personal gain. No Trustee shall permit relatives, friends and/or business associates to use Board resources for personal gain. Trustees recognize that such inappropriate use of Board resources, directly or indirectly, for their benefit may constitute a breach of trust contrary to section 122 of the *Criminal Code*.

All Trustees shall fully comply with all Board Policies, Protocols, Procedures and Administrative Procedures / Guidelines regarding the use of Board resources, including information technology resources.

9. Guidelines for Gifts and Hospitality

Moderate hospitality and gifts are an accepted courtesy of a business relationship; however, the recipients should not allow themselves to reach a position whereby they might be influenced in making a business decision as a consequence of accepting such hospitality.

Trustees should not use their position for improper gain or benefit, nor under any circumstances accept gifts valued at more than \$25.00.

10. Enforcement of the Code of Conduct and the Municipal Conflict of Interest Act

In accordance with the provisions of section 218.3 of the *Education Act*, a breach of this Code of Conduct by a Trustee may be dealt with by the following procedures:

A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board.

If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.

If the Board determines that a Trustee has breached this Code of Conduct, the Board may impose one or more of the following sanctions:



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- (a) Censure of the Trustee.
- (b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
- (c) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.

A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to the members of the public.

In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.

If a Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board.

The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.

The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.

If the Board revokes a determination that a Trustee has breached this Code of Conduct, any sanction imposed by the Board is also revoked.

If the Board confirms a determination that a Trustee has breached this Code of Conduct, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.

If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.

Despite subsection 207(1) of the *Education Act* which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of this Code of Conduct is considered when the breach or alleged breach involves any of the following matters:

- (a) the security of the property of the Board;
- (b) the disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student 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.



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The Board shall take the following actions by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

- (a) Make a determination that a Trustee has breached this Code of Conduct.
- (b) Impose a sanction on a Trustee for a breach of this Code of Conduct.
- (c) Confirm or revoke a determination regarding a Trustee's breach of this Code of Conduct.
- (d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of this Code of Conduct.

A Trustee who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above.

When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting.

The *Statutory Powers Procedure Act* does not apply to any of the enforcement provisions under section 218.3 of the *Education Act*.

Nothing in this Code of Conduct prevents a Trustee's breach of the *Municipal Conflict of Interest Act* from being dealt with in accordance with that Act.

A Trustee who is subject to a Board inquiry to determine whether the trustee has breached the Code of Conduct has a right to retain and be represented by legal counsel throughout the process. Legal expenses will not be paid unless extraordinary circumstances are determined by Board motion.

Glossary of Key Policy Terms: N/A

References:

This Moment in Promise, Assembly of Catholic Bishops of Ontario
Education Act and Regulations
Municipal Freedom of Information and Protection of Privacy Act and Regulations
Municipal Conflict of Interest Act
Statutory Powers Procedure Act
Board's Bylaws and Procedures, including Workplace Violence Prevention, Workplace Harassment



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BOARD POLICY

1. **Policy:** Trustees' Code of Conduct **Reference No. 100.04**
2. **Policy Category:** Board Governance
3. **Statutory / Regulatory / Related**
Board Policy Linkages: Board By-laws – Duties

IT IS AN EXPECTATION OF THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD THAT TRUSTEES WILL PROMOTE AND MODEL THE CATHOLIC VALUES AND BELIEFS OF THE BOARD AND THE CATHOLIC CHURCH.

4. **Policy Intent / Scope / Purpose:**

Trustees are elected to their positions by the Catholic ratepayers and as such should conduct themselves in a manner which is in keeping with generally accepted Catholic societal behaviour and in keeping with their responsibilities to an elected office.

5. **Policy Goals and Objectives:**

To ensure Trustees carry out their elected duties and responsibilities while following a code of behaviour which is in agreement with the traditions of the Catholic teachings, beliefs and values of the Board and the Church.

6. **Guidelines:**

The Trustees' Code of Conduct - A Statement of Board Values and the Responsibilities of Office

The Trustees of the Brant Haldimand Norfolk Catholic District School Board will, at all times,

- i. act in accordance with and in furtherance of the Board's mission statement;
- ii. encourage school communities to foster and exemplify the values of inclusion, integrity, respect, reconciliation, love and justice;

- iii. abide by the statutory declaration made when first becoming a trustee to the effect that:

“I will truly, faithfully, impartially and to the best of my ability execute the office of a board member,...” (Education Act , section 209(1));
- iv. carry out the functions of a trustee in a public manner in meetings of the Board save for in camera sessions authorized by the Education Act and by the by-laws of the Board (Education Act, section 207 (1) and (2); Board by-law June 8, 1998, sections 16.0, 17.4, 18.1 and 18.2);
- v. keep in strict confidence information prepared for, discussed and communicated in any manner which was, is, or will be dealt with in camera as authorized by the Education Act and by the Board’s by-laws;
- vi. comply with all statutes and regulations applicable to the Trustees, the Board, and its operations including the Education Act, the Human Rights Code, the Municipal Conflict of Interest Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Occupational Health and Safety Act;
- vii. conduct themselves in compliance with the Board’s by-laws and with any standards of behaviour the Board adopts respecting the conduct required of its employees;
- viii. accept, as a matter of law, that the Board can only act collectively as a unit and that orders or pronouncements of individual Board members are of no force and effect.

Original Approval Date:
Revision Approval Dates:

07 / 04 / 02
mm/dd/yr