

POLICY COMMITTEE MEETING
AGENDA

Date: Tuesday, May 9, 2017
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

	Pages
1. Call to Order	
1.1 Opening Prayer (A. Danko)	
2. Approvals	
2.1 Approval of Agenda	
2.2 Approval of Minutes (March 28, 2017)	1 - 7
3. Action Items	
3.1 I-26 Student Trustees of the Halton Catholic District School Board (C. McGillicuddy)	8 - 16
3.2 I-29 School Boundary Review Process (R. Negoj, T. Overholt)	17 - 23
3.3 I-42 Out of Province Staff Travel (T. Overholt)	24 - 26
3.4 II-13 Psycho-Education/Psychological Testing of Individual Students (B. Browne)	27 - 29
3.5 II-29 Inclusion and Range of Placement Options for Identified Students (B. Browne)	30 - 33
3.6 II-20 Child Abuse and Protection of Students (B. Browne, T. Overholt)	34 - 38
3.7 II-40 Bullying Prevention and Intervention (T. Pinelli)	39 - 43
4. Discussion Items	
5. Information Items	
5.1 VI-88 School Boundary Review Process (R. Negoj, T. Overholt)	44 - 49
5.2 VI-89 Psycho-Educational - Psychological Assessment of Individual Students (B. Browne)	50 - 52
5.3 VI-32 Child Abuse and Protection of Students (B. Browne, T. Overholt)	53 - 56
5.4 VI-42 School Staff Meetings (T. Overholt)	57 - 58
5.5 Upcoming Agenda Items (T. Overholt)	
5.5.1 I-10 Banking	
5.5.2 I-15 School Name Selection	

- 5.5.3 I-28 Electronic Meetings
- 5.5.4 I-38 School Board Trustee Elections Guidelines (as Discussion)
- 5.5.5 II-08 Teacher Supervision
- 5.5.6 II-21 Cross Panel Sharing of Student Information
- 5.5.7 V-14 Alcohol at Board School Sanctioned Events - Off Premises
- 5.5.8 I-34A Reimbursement of Board Business Expenses for Employees
- 5.5.9 I-34B Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees
- 5.5.10 III-04 Employee Assistance Program
- 5.5.11 Strategic Plan Policy (as Discussion)

- 6. Miscellaneous Information**
- 7. Correspondence**
- 8. In Camera**
- 9. New Business**
- 10. Motion to Excuse Absent Committee Members**
- 11. Motion to Adjourn / Closing Prayer (A. Iantomasi)**

MINUTES OF THE POLICY COMMITTEE MEETING

Date: March 28, 2017
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present A. Danko A. Quinn
 A. Iantomasi D. Rabenda
 H. Karabela J. M. Rowe
 P. Marai S. Trites
 J. Michael

Staff Present P. Dawson, Director of Education
 T. Overholt, Superintendent of Education, School Services
 G. Corbacio, Superintendent, Facilities Management Services
 C. McGillicuddy, Superintendent of Education, Student Success
 R. Negroi, Superintendent, Business Services
 J. O'Hara, Executive Officer, Human Resources
 A. Prkacin, Superintendent of Education, Curriculum Services
 A. Swinden, Administrator, Strategic Communications
 L. Frees, Senior Administrator, Human Resources
 S. Arya, Administrator, Employee Relations, Human Resources
 T. McKinnon, Manager, Privacy and Records Information Management
 A. Lofts, Senior Administrator Financial Services
 D. Tkalcic, Manager, Purchasing Services

Guest M. Lourenco
Recording Secretary J. Neuman

1. Call to Order

1.1 Opening Prayer (J. M. Rowe)

The meeting began at 7:00 p.m. with a prayer led by J. M. Rowe.

2. Approvals

2.1 Approval of Agenda

P#27/17

Moved by: J. Michael

Seconded by: P. Marai

THAT, the agenda be approved

A. Quinn asked that item 4.3 be added to Discussion regarding Opening Exercises Policy and the Safe Arrivals Policy

P#27/17 (AMENDMENT)

THAT, the agenda be approved as amended

CARRIED

2.2 Approval of Minutes (February 14, 2017)

P#28/17

Moved by: A. Iantomasi

Seconded by: P. Marai

THAT, the minutes of the Policy Committee Meeting held on February 14, 2017 be approved, as submitted.

A. Quinn asked for a review of the vote for item 3.3 regarding his participation in the vote. The Chair of the Policy Committee indicated that the Recording Secretary would review the video and audio recording of the meeting, and amend the minutes, as appropriate.

**POST-NOTE: the audio and video recordings of the February 14, 2017 Policy Committee Meeting were reviewed, and it was verified that A. Quinn voted in favour of Policy III-1.3 Corporate Purchasing Card Distribution Usage*

CARRIED

3. Action Items

3.1 I-04 Cross Boundary School Attendance (T. Overholt)

P#29/17

Moved by: A. Iantomasi

Seconded by: D. Rabenda

THAT, the Policy Committee recommends that the amended Policy I-04 Cross Boundary School Attendance, be forwarded to the April 4, 2017 Regular Board Meeting for approval.

T. Overholt introduced the policy. Changes made include additions of definition(s), clarification of requirements, and deadline date for requests to be submitted.

Discussion ensued. Questions for clarification were asked and answered.

D. Rabenda recommended that the title should include the word "Non-Resident".

The Chair called for a vote. Recommendation **P#29/17 UNANIMOUSLY CARRIED.**

3.2 I-06 Delegation to the Board (T. Overholt, P. Dawson)

P#30/17

Moved by: S. Trites

Seconded by: D. Rabenda

THAT, the Policy Committee recommends that Policy I-06 Delegation to the Board, be forwarded, along with amendments to the April 4, 2017 Regular Board Meeting for approval.

T. Overholt noted that Policy I-06 has been returned to the Policy Committee for further review regarding notification to Trustees of decline delegations.

The HCDSB Privacy Officer was present to respond to questions. Discussion ensued regarding MFIPPA legislation and notification to Trustees.

P#30/17 (AMENDMENT)

Moved by: A. Iantomasi

Seconded by: J. M. Rowe

THAT, the words "Any delegation declined by the Chair of the Board will be brought to the attention of the Trustees and be included in the board package" be removed from the Policy.

Further discussion ensued regarding MFIPPA legislation, and clarification of purpose of notice and the Board's process to apply as a delegate.

P. Marai suggested that the bullet include the number of delegations declined will be made public – with no mention of names; and that the Secretary of the Board provide notice to the declined delegations that they can provide any information they wish to provide as correspondence to the Secretary of the board.

The Chair called for a vote.

In Favor	Opposed
A. Iantomasi	A. Quinn
P. Marai	
J. Michael	
D. Rabenda	
J. M. Rowe	
S. Trites	

Recommendation **P#30/17 (amendment) CARRIED.**

The Chair returned to the mail motion.

P#30/17 (AMENDMENT)

Moved by: P. Marai

Seconded by: A. Quinn

THAT, the number of delegations declined will be made public in the board package; and that the Secretary of the Board provide notice to declined delegations so that they can provide any information they wish to share through correspondence addressed to the Secretary of the Board, be included in the policy.

The Chair called for a vote. Recommendation **P#30/17 (AMENDMENT) UNANIMOUSLY CARRIED.**

The Chair returned to the main motion.

The Chair called for a vote. Recommendation **P#30/17 UNANIMOUSLY CARRIED.**

3.3 I-20 Integrated Accessibility Standards (J. O'Hara)

P#31/17

Moved by: S. Trites

Seconded by: J. M. Rowe

THAT, the Policy Committee recommends that Policy I-20 Integrated Accessibility Standards be forwarded to the April 4, 2017 Regular Meeting of the Board for approval.

J. O'Hara introduced Policy I-20 Integrated Accessibility Standards. Stakeholder feedback was noted. He reiterated that information from Policy I-18 Accessibility Standards for Customer Service has been included.

In response to a question, J. O'Hara noted that the Board is under obligation to fulfill the AODA (Accessibility for Ontarians with Disabilities Act) requirements.

The Chair called for a vote. Recommendation **P#31/17 UNANIMOUSLY CARRIED.**

3.4 I-18 Accessibility Standards for Customer Service - Rescind (J. O'Hara)

P#32/17

Moved by: P Marai

Seconded by: J. Michael

THAT, the Policy Committee recommends that Policy I-18 Accessibility Standards for Customer Services, be forwarded to the April 4, 2017 Regular Board Meeting to be rescinded.

J. O'Hara noted that Policy I-18 Accessibility Standards for Customer Services has been integrated into Policy I-20 as mentioned in the previous item and is now redundant, and can be eliminated.

The Chair called for a vote. Recommendation **P#32/17 UNANIMOUSLY CARRIED.**

3.5 I-25 Purchasing Policy (R. Negoj)

P#33/17

Moved by: A. Iantomasi

Seconded by: S. Trites

THAT, the Policy Committee recommends that Policy I-25 Purchasing Policy name be changed to Policy I-25 Purchasing and along with amendments, be forwarded to the April 4, 2017 Regular Board Meeting for approval.

R. Negoj noted that Policy I-25 – Purchasing Policy aligns with procurement directive; and that Administrative Procedure VI-11 Purchasing in Information Item 5.2 has been updated.

Discussion ensued. Questions for clarification were asked and answered.

A. Quinn moved that the policy be amended to abide by fair labour practices. There was no seconder; the motion was lost.

A. Quinn requested that it go on record that Policy I-31 Apparel Purchases and Fair Labour Practices follows fair labour practices and Policy I-25 Purchasing Policy does not. J. M. Rowe noted that it is implied under the Principles in the Policy.

Discussion ensued regarding competitive quotes, contractors and vendors already in place with the Board.

The Chair called for a vote.

In Favor	Opposed
A. Iantomasi	A. Quinn
P. Marai	
J. Michael	
D. Rabenda	
J. M. Rowe	
S. Trites	

Recommendation **P#33/17 CARRIED.**

3.6 III-13 Corporate Purchasing Card Distribution and Usage (R. Negoj)

P#34/17

Moved by: J. M. Rowe

Seconded by: S. Trites

THAT, the Policy Committee recommends that Policy III-13 Corporate Purchasing Card Distribution and Usage with amendments, be forwarded to the April 4, 2017 Regular Board Meeting for approval.

R. Negoj noted that Policy III-13 Corporate Purchasing Card Distribution and Usage was approved at the February 21, 2017 Board meeting; and had brought it back to the Policy Committee to include a new procedure in the references, which is noted in Item 5.3, below.

Discussion ensued regarding credit scores and credit card balances.

The Chair called for vote. Recommendation **P#34/17 UNANIMOUSLY CARRIED.**

3.7 I-26 Student Trustees on the Halton Catholic District School Board (T. Overholt, C. McGillicuddy)

P#35/17

Moved by: A. Iantomasi

Seconded by: P. Marai

THAT, the Policy Committee recommends that Policy I-26, Student Trustees on the Halton Catholic District School Board name be changed to Policy I-26, Student Trustees of the Halton Catholic District School Board, and along with amendments be forwarded to the April 4, 2017 Regular Board Meeting for approval.

C. McGillicuddy shared amendments to Policy I-26 Student Trustees on the Halton Catholic District School Board. It was noted that the specific honoraria information is included in the Academic Procedure.

Discussion ensued regarding rationale for removing the items.

P#35/17 (AMENDMENT)

Moved by: P. Marai

Seconded by: A. Quinn

THAT, the following bullets remain in the policy

- each individual will be provided with a letter of commendation signed by the Chair of the Board; and
- each individual will be awarded an honorarium/scholarship of \$2,500.00 and other such forms of recognition or support as may be determined by the Board

The Chair called for a vote. Recommendation **P#35/17 (AMENDMENT) UNANIMOUSLY CARRIED.**

The Chair returned to the main motion.

The Chair called for a vote. Recommendation **P#35/17 UNANIMOUSLY CARRIED.**

3.8 II-25 Selection of Learning and Library Materials (T. Overholt, A. Prkacin)

P#36/17

Moved by: J. M. Rowe

Seconded by: A. Quinn

That, the Policy Committee recommends that Policy II-25 Selection of Learning and Library Materials, be forwarded, along with amendments to the April 4, 2017 Regular Board Meeting for approval.

A. Prkacin noted the amendments that have been made in Policy II-25 Selection of Learning and Library Materials.

P#36/17 (AMENDED)

Moved by: D. Rabenda

Seconded by: A. Quinn

THAT, the word "other" be removed in the paragraphs that indicated committee members. In reference to staff.

The Chair called for a vote. Recommendation **P#36/17 (AMENDED) UNANIMOUSLY CARRIED.**

The Chair returned to the main motion.

Discussion ensued regarding student voice being represented, electronic resources and the process for beginning a library in a new school.

The Chair called for a vote. Recommendation **P#36/17 UNANIMOUSLY CARRIED.**

3.9 IV-02 Outdoor Facility Maintenance and Security - Second and Third Reading (T. Overholt, G. Corbacio)

P#37/17

Moved by: A. Iantomasi

Seconded by: J. Michael

THAT, the Policy Committee recommends that Policy IV-02 Outdoor Facility Enhancements, Maintenance, and Security be forwarded to the April 4, 2017 Regular Board Meeting for approval at second and third reading.

T. Overholt indicated that stakeholder feedback was noted and there are no recommendations for change.

The Chair called for a vote.

In Favor	Opposed
A. Iantomasi	A. Quinn
P. Marai	
J. Michael	
D. Rabenda	
J. M. Rowe	
S. Trites	

Recommendation **P#37/17 CARRIED.**

3.10 IV-03 Playground Equipment - Rescind (T. Overholt, G. Corbacio)

P#38/17

Moved by: A. Quinn

Seconded by: J. M. Rowe

THAT, the Policy Committee recommends that Policy IV-03 Playground Equipment be forwarded to the April 4, 2017 Regular Meeting of the Board to be rescinded.

G. Corbacio noted that Policy IV-03 Playground Equipment has been brought to the Policy Committee as a housekeeping matter in order to rescind the policy.

A question for clarification regarding insurance was asked. T. Overholt responded that OSBIE has been consulted and the Board will meet the requirements if the information is included in an Administrative Procedure.

The Chair called for a vote. Recommendation **P#38/17 UNANIMOUSLY CARRIED.**

4. Discussion Items

4.1 III-04 Employee Assistance Program (J. O'Hara)

J. O'Hara – provided information of the results from the RFI that was sent out, and reviewed the background and value of the Employee Assistance Program (EAP); and recommended that Policy III-04 Employee Assistance Program be modified to include the RFP process.

Discussion ensued regarding next steps, budget concerns, and implementation.

The Chair declared that Policy III-04 Employee Assistance Program will be an action item at the May 9, 2017 meeting.

4.2 Strategic Planning (A. Danko)

A. Danko indicated he will be bringing a Notice of Motion to a future board meeting to create a Strategic Planning Policy.

The timeline for implementation was noted.

4.3 Opening Exercises And Safe School Arrival (A. Quinn)

A. Quinn noted that it has come to his attention that some students are tardy to school and are missing opening exercises, but are not too late for safe arrival actions to be taken.

Board staff indicated that this would come under the Principals' parameters covering operational concerns at schools. It was recommended that concerned parents could submit a delegation to the Board.

5. Information Items

5.1 Policy II-45 and Administrative Procedure VI-54 Equity and Inclusive Education (T. Overholt)

5.2 Administrative Procedure VI-11 Purchasing (R. Negoj)

5.3 Administrative Procedure VI-86 Corporate Purchasing Card (R. Negoj)

5.4 Administrative Procedure VI-33 Redistribution and Disposal of Surplus Furniture and Equipment (R. Negoj)

Questions for clarification were asked and answered regarding inventory, budgets and process.

5.5 Administrative Procedure VI-15 Student Trustees (T. Overholt, C. McGillicuddy)

5.6 Administrative Procedure VI-34 Fencing At Board Sites (T. Overholt, G. Corbacio)

5.7 Administrative Procedure VI-87 Playground Installations (T. Overholt, G. Corbacio)

5.8 Upcoming Agenda Items (T. Overholt)

5.8.1 I-29 School Boundary Review Process

5.8.2 I-34 Reimbursement of Board Business Expenses

5.8.3 I-42 Out of Province Staff Travel

5.8.4 II-13 Psycho-Education-Psychological Testing of Individual Students

5.8.5 II-20 Child Abuse

5.8.6 II-29 Inclusion and Range of Placement Options for Identified Students

5.8.7 II-40 Bullying Prevention and Intervention

5.8.8.III-04 Employee Assistance Program

The Items above were reviewed and discussed.

6. MISCELLANEOUS INFORMATION

There was no miscellaneous information.

7. CORRESPONDENCE

There was no correspondence.

8. IN CAMERA

There was no in-camera session.

9. NEW BUSINESS

There was no new business.

10. Motion to Excuse Absent Committee Members

THAT *Trustee H. Karabela be excused.*

P#39/17

Moved by: A. Quinn

Seconded by: P. Marai

CARRIED

11. Motion to Adjourn/Closing Prayer (S. Trites)

P#40/17

Moved by: J. Michael

Seconded by: J. M. Rowe

That *the meeting adjourn.*

CARRIED

S. Trites closed meeting with prayer at 9:35 p.m.

ACTION REPORT

ITEM 3.1

POLICY I-26 STUDENT TRUSTEES ON THE HALTON CATHOLIC DISTRICT SCHOOL BOARD

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy I-26, Student Trustees on the Halton Catholic District School Board*.

COMMENTARY:

Revisions were made to clarify the process for filling a vacancy during a Student Trustee term; and to direct schools to report to their Family of Schools Superintendent if they do not have a candidate for the Student Trustee Elections.

Further input from Student Trustees is attached for discussion and consideration

It is also recommended that the policy name be changed to *Policy I-26, Student Trustees of the Halton Catholic District School Board*.

RECOMMENDATION:

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy I-26, Student Trustees on the Halton Catholic District School Board* name be changed to *Policy I-26, Student Trustees of the Halton Catholic District School Board*, and along with amendments be forwarded to the May 16, 2017 Regular Board Meeting for approval.

REPORT PREPARED BY:

C. MCGILLICUDDY

SUPERINTENDENT OF EDUCATION, STUDENT SUCCESS LEAD

REPORT SUBMITTED BY:

P. DAWSON

DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

POLICY No.: I-26
DATE : SEPTEMBER 15, 1998
AMENDED: APRIL 25, 2000
AMENDED: MARCH 20, 2001
AMENDED: MARCH 5, 2002
AMENDED: NOVEMBER 2, 2004
AMENDED: MARCH 6, 2007
AMENDED: MARCH 24, 2009
AMENDED: JUNE 21, 2011
AMENDED: APRIL 4, 2017

PURPOSE

This policy provides for the direct representation of the interests of students of the Halton Catholic District School Board through the role of Student Trustee(s).

APPLICATION & SCOPE

This policy applies to the process of electing Student Trustees to the Board.

REFERENCES

This policy works in accordance with Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) and . Subsection 5(5) of the Education Act.

[Administrative Procedure VI-15](#)

PRINCIPLES

- The education of students in the Board’s Catholic schools is a shared responsibility involving home, school, parish and the extended Catholic educational community.
- The Board endorses the principle of providing for the direct representation of the interests of students as part of the Board of Trustees.
- The Board endorses a process whereby student representation is determined in an open and democratic manner.
- The Board endorses student representation as a means of fostering the development of future Catholic community leaders.
- A student trustee of the Halton Catholic District School Board is a model of servant leadership for the Catholic educational community in Halton and the wider Catholic community.
- A student trustee will be excluded from any matters where they have a conflict of interest in accordance with the Municipal Conflict of Interest Act 1997, as amended.

**STUDENT TRUSTEES OF THE
HALTON CATHOLIC DISTRICT SCHOOL BOARD**

POLICY No.:	1 - 26
DATE:	SEPTEMBER 15, 1998
AMENDED:	APRIL 25, 2000
AMENDED:	MARCH 20, 2001
AMENDED:	MARCH 5, 2002
AMENDED:	NOVEMBER 2, 2004
AMENDED:	MARCH 6, 2007
AMENDED:	MARCH 24, 2009
AMENDED:	JUNE 21, 2011

REQUIREMENTS

- This policy and the associated Administrative Procedure VI-15 shall be in accordance with provisions of the Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) of the Education Act.
- Qualified student nominees will hold qualifications and endorsements as stated below:
 - active Parish membership and regular mass attendance;
 - a letter of endorsement from the school principal;
 - a letter of endorsement from their parish priest;
 - a letter of endorsement from the school Student Council;
 - full-time Catholic student, in good standing, and must be at least a senior in Grade 11 by September 1st of the subsequent year;
 - a history of leadership interest as exhibited through work on (but not limited to) the student senate, the student council, ambassadors/prefects, social justice groups, parish youth organizations, liturgical programming and/or music ministry; community youth organizations; and,
 - beginning knowledge of current key issues affecting Catholic education.
- A person is qualified to act as a student trustee if he or she is enrolled in the senior division of a school of the board and is,
 - a) a full-time pupil; or
 - b) an exceptional pupil in a special education program for whom the board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil of the program had not been reduced.
- Each secondary school is expected to elect a qualified senior student nominee to the group of prospective student trustees who will be interviewed and voted into office by the Student Senate. Schools not advancing a nominee shall provide a written rationale to the Family of Schools Superintendent of Education.
- Up to three (3) student trustees may be elected to the Board. No two (2) students shall be from the same municipality.
- The student trustee(s) shall be elected by the Student Senate no later than April 30th in each school year, with the understanding that each will begin their term of one school year from the first day of school in the subsequent school year.
- A student trustee(s) of the Board will participate at meetings of the Board and at meetings of Committees of the Board in accordance with Ontario Regulation 07/07 made under the Education Act. Subsection 5(5) of the Act provides that a student trustee(s) may attend all closed (*in camera*) meetings,

**STUDENT TRUSTEES OF THE
HALTON CATHOLIC DISTRICT SCHOOL BOARD**

POLICY No.:	I - 26
DATE:	SEPTEMBER 15, 1998
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AMENDED:	MARCH 6, 2007
AMENDED:	MARCH 24, 2009
AMENDED:	JUNE 21, 2011

with the exception of those “when the subject matter under consideration involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a student or his or her parent or guardian.”

- Student trustees are not considered elected members of the Board and therefore not entitled to a binding vote – that is, their vote is not included in the official vote count; however, a student trustee does have the right to have their vote recorded in the Board minutes if they request it. In addition, a student trustee may request that a matter before a board or any of its committees be put to a vote, in which case there must be two votes:
 - a) a non-binding vote that includes the student trustee’s vote; and
 - b) a recorded binding vote that does not include the student trustee’s vote.
- A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or of one of its committees on which the student trustee sits. If no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.
- In the event a student trustee does not complete the term of appointment, the Student Senate will:
 - a) hold a by-election for the vacant geographic area, for the remainder of the term.
- Upon completion of their respective terms of appointment, each student trustee(s) shall, subject to Board approval, be acknowledged for service to the Board.
 - each individual will be provided with a letter of commendation signed by the Chair of the Board; and
 - each individual will be awarded an honorarium/scholarship of \$2,500.00 and other such forms of recognition or support as may be determined by the Board.
- The student trustee(s) shall remain in good standing at a Halton Catholic District School Board secondary school for the entire school year of their appointment(s).
- To support implementation of this policy, the Director of Education shall ensure:
 - a) Administrative Procedures are in accordance with Ontario Regulation 67; and
 - b) maintenance of qualifying criteria pertaining to a prospective candidate’s record of service to, and leadership in, the Catholic secondary school and the broader parish and Catholic community.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY:

Chair of the Board

PURPOSE

This policy provides for the direct representation of the interests of students of the Halton Catholic District School Board through the role of Student Trustee(s).

APPLICATION & SCOPE

This policy applies to the process of electing Student Trustees to the Board.

REFERENCES

This policy works in accordance with Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) and . Subsection 5(5) of the Education Act. Administrative Procedure VI-15

PRINCIPLES

- * The education of students in the Board's Catholic schools is a shared responsibility involving home, school, parish and the extended Catholic educational community.
- * The Board endorses the principle of providing for the direct representation of the interests of students as part of the Board of Trustees.
- * The Board endorses a process whereby student representation is determined in an open and democratic manner.
- * The Board endorses student representation as a means of fostering the development of future Catholic community leaders.
- * A student trustee of the Halton Catholic District School Board is a model of servant leadership for the Catholic educational community in Halton and the wider Catholic community.

* A student trustee will be excluded from any matters where they have a conflict of interest in accordance with the Municipal Conflict of Interest Act 1997, as amended.

REQUIREMENTS

* This policy and the associated Administrative Procedure VI-15 shall be in accordance with provisions of the Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) of the Education Act.

* Qualified student nominees will hold qualifications and endorsements as stated below:

* active Parish membership and regular mass attendance;

* a letter of endorsement from the school principal;

* a letter of endorsement from their parish priest;

* a letter of endorsement from the school Student Council;

* full-time Catholic student, in good standing, and must be at least a senior in Grade 11 by September 1st of the subsequent year;

* a history of leadership interest as exhibited through work on (but not limited to) the student senate, the student council, ambassadors/prefects, social justice groups, parish youth organizations, liturgical programming and/or music ministry; community youth organizations; and,

* beginning knowledge of current key issues affecting Catholic education.

* A person is qualified to act as a student trustee if he or she is enrolled in the senior division of a school of the board and is,

a) a full-time pupil; or

b) an exceptional pupil in a special education program for whom the board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298

of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil of the program had not been reduced.

* Each secondary school is expected to ~~elect~~ **nominate** a qualified ~~senior~~ **Grade 10** student nominee to the group of prospective student trustee who will be interviewed and voted into office by the Student Senate. Schools not advancing a nominee shall provide a written rationale to the Family of Schools Superintendent of Education.

* Up to ~~three (3)~~ **two (2)** student trustees may be elected to the Board. ~~No two (2) students shall be from the same municipality.~~

*

* ~~The~~ **One new** student trustee(s) shall be elected by the Student Senate no later than April 30th in each school year, with the understanding that each will begin their term of one school year from **[August 1st of the same year.]** ~~the first day of school in the subsequent school year.~~

***Given the complexity of the role of Student Trustee and the steep learning curve required, the Board and Student Senate support the position of “senior transitional” Student Trustee. This Student Trustee will be elected by Student Senate during their spring meeting each year prior to April 30th and must have at least one year of experience as a Student Trustee when they take office the following school year.**

* A student trustee(s) of the Board ~~will~~ **[MUST]** participate at meetings of the Board **and at meetings of Committees of the Board** in accordance with Ontario Regulation 07/07 made under the Education Act. Subsection 5(5) of the Act provides that a student trustee(s) may attend all closed (in camera) meetings, with the exception of those “when the subject matter under consideration involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a student or his or her parent or guardian.”

* Student trustees are not considered elected members of the Board and therefore not entitled to a binding vote – that is, their vote is not included in the official vote count; ~~however, a student trustee does have the right to have their vote recorded in the Board minutes if they request it.~~

However, a student trustee will have their vote recorded in the Board minutes. In addition, a student trustee may request that a matter before a board or any of its committees be put to a vote, in which case there must be two votes:

a) a non-binding vote that includes the student trustee's vote; and

b) a recorded binding vote that does not include the student trustee's vote.

* A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or of one of its committees on which the student trustee sits. If no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

* In the event a student trustee does not complete the term of appointment, the Student Senate will:

a) hold a by-election for the vacant geographic area, for the remainder of the term.

* Upon completion of their respective terms of appointment, each student trustee(s) shall, subject to Board approval, be acknowledged for service to the Board.

* each individual will be provided with a letter of recommendation signed by the Chair of the Board; and

* each individual will be awarded an honorarium/scholarship of \$2,500.00 and other such forms of recognition or support as may be determined by the Board.

* The student trustee(s) shall remain in good standing at a Halton Catholic District School Board secondary school for the entire school year of their appointment(s).

* To support implementation of this policy, the Director of Education shall ensure:

- a) Administrative Procedures are in accordance with Ontario Regulation 67; and
- b) maintenance of qualifying criteria pertaining to a prospective candidate's record of service to, and leadership in, the Catholic secondary school and the broader parish and Catholic community.

ACTION REPORT

ITEM 3.2

POLICY I-29 SCHOOL BOUNDARY REVIEW PROCESS

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy I-29 School Boundary Review Process*.

COMMENTARY:

Last updated on May 20, 2003, Board staff conducted a comprehensive review of the principles and approach to enacting the requirements under *Policy I-29 School Boundary Review Process*.

The global approach taken in reviewing and updating the policy sought to reduce the amount of procedural information contained within the policy, and focus more prominently on the *purpose & principles* of the school boundary review process. This was accomplished by introducing Administrative Procedure VI-88, which provides detailed instructions and requirements of the process.

The proposed updated policy and newly created procedure, as presented, now follow the correct template currently in place.

Accordingly, there are significant changes made to the current version of Operating Policy I-29, as sections of the policy were either: newly introduced; expanded upon for greater clarity; moved for flow and clarity; re-located to the procedure (as they were procedural); and some removed entirely.

As there were a significant number of changes, a clean version of the policy is provided along with a coloured schedule key of the types of change made to *Policy I-29 School Boundary Review Process*, for the consideration of the Policy Committee.

RECOMMENDATION:

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy I-29 School Boundary Review Process*, be forwarded for stakeholder input and returned to the June 13, 2017 Policy Committee meeting for further review.

REPORT PREPARED BY:

F. THIBEAULT
ADMINISTRATOR, PLANNING SERVICES

R. NEGOI
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

T. OVERHOLT
SUPERINTENDENT OF EDUCATION

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Key:
Edited for clarification
New

PURPOSE

To provide direction in the establishment of School Boundaries for schools within the jurisdiction of the Halton Catholic District School Board (**"the Board"**).

APPLICATION AND SCOPE

This policy applies to the review process for the creation and/or alteration of school boundaries for the schools under the jurisdiction of the Board.

This Policy applies to schools of the Board offering elementary and/or secondary programs. Wherever possible, schools should only be subject to a School Boundary Review process that has the effect of re-directing student enrolment only once in a five-year period, unless high rates of growth in developing areas or other circumstances that necessitate a review, as determined by the Board.

REFERENCES

Administrative Procedure VI-88: School Boundary Review Process.

DEFINITIONS

Boundary Review Committee (BRC): The Boundary Review Committee is an advisory committee established by the Director of Education, or designate, that represents the affected school(s) of a boundary review. The Committee will act as the official conduit for information shared between the Board and the affected school communities.

School Boundary/Attendance Boundary: A delineated geographical area/boundary that represents the official attendance boundary for a particular school and/or program identifying where students are to receive their educational instruction based on their home address.

PRINCIPLES

1. The Halton Catholic District School Board (the Board):

- 1.1. Has the authority under Section 171 (1), s.7 of the Education Act to determine the number and type of schools to accommodate its student enrolment and to delineate the attendance boundary (“school boundaries”) for each school, as well as those boundaries specific to academic programs offered by the Board
- 1.2. The Board of Trustees is responsible for making the final decision regarding the establishment and modification of school boundaries. In making their decision, the Board of Trustees is tasked in:
 - 1.2.1. Deciding the most appropriate pupil accommodation arrangements for the delivery of elementary and secondary programs.
 - 1.2.2. Uphold their primary responsibility of fostering student academic achievement and well-being, and ensuring effective stewardship of Board resources and the Board’s financial viability and sustainability.
 - 1.2.3. Have regard to the principles and option development criteria set out herein.
- 1.3. Is responsible for undertaking School Boundary Reviews where appropriate, to optimize utilization of schools in circumstances of increased enrolment pressures and/or declines.
- 1.4. Endorses and welcomes the input of members of the Catholic school communities into the School Boundary Review Process.
- 1.5. Will share relevant information pertaining to the school boundary review process with those affected by the process.
2. The Boundary Review Committee (BRC) is tasked and committed to actively and equitably review boundary review options with an objective lens, which seeks to benefit Catholic school communities as a whole, and not the individual.
3. In developing and/or amending school boundaries, the Boundary Review Committee (BRC) and Board Staff shall develop school boundary options and/or changes that meet the following criteria:
 - 3.1. Optimizing the use of existing school facilities, while ensuring that pupils are accommodated to the extent possible, in permanent school facilities that are within their enrolment capacities;
 - 3.2. Minimizing the use of portable classrooms whenever possible, except during the establishment phases of new communities and throughout the peak enrolment phases of schools;
 - 3.3. To the extent possible, minimizing school boundary adjustments, thereby ensuring that said boundaries remain stable, over the long-term;

- 3.4. Optimize the cost-effective use of school transportation in accordance with Board policy, and have consideration for maximizing the number of students that can walk-to schools where feasible;**

- 3.5. Ensure that the boundary creates classroom organizations that are sustainably sized according to Ministry loading requirements, and appropriately sized to foster an ideal environment for academic achievement, social diversity, and overall student well-being; and,**

- 3.6. To the extent possible, give due consideration to the concept of a community of associated schools and where feasible, give consideration to a Catholic School Community in which school boundaries will substantially match Catholic Parish boundaries.**

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Key:

[Edited for clarification](#)

[Edited – moved for flow and clarification](#)

Deleted

[Removed from Policy and added to New Procedure](#)

[Kept in Policy and added to New Procedure](#)

PURPOSE

To provide direction in the establishment of School Boundaries for schools within the jurisdiction of the Halton Catholic District School Board.

APPLICATION AND SCOPE

This policy applies to the review process for the establishment of all boundaries for the schools under the jurisdiction of the Halton Catholic District School Board.

PRINCIPLES

The HALTON CATHOLIC DISTRICT SCHOOL BOARD:

- Recognizes its legislated right and responsibility for the establishment of school boundaries for all of its schools. 1.1
- Endorses and welcomes the input of members of the individual Catholic school community into the *School Boundary Review Process*. 1.4
- Recognizes and approves of the current *School Boundary Review Process* which meets the criteria for:
 - Optimizing the use of existing school facilities, while ensuring that pupils are accommodated to the extent possible, in permanent school facilities that are within their enrolment capacities; 3.1
 - Minimizing the use of portable classrooms whenever possible, excepting during the establishment phases of new communities and throughout the peak enrolment phases of schools; 3.2
 - To the extent possible, minimizing school boundary adjustments, thereby ensuring that said boundaries remain stable, over a minimal five-year period; 3.3
 - To the extent possible and in accordance with Board policy, optimize the cost-effective use of school transportation; 3.4
 - Ensuring that a cost-effective range of program delivery, responding to pupil needs, is achieved through the optimum distribution of school enrolment; 3.5
 - To the extent possible, give due consideration to the concept of a community of associated schools and where feasible, give consideration to a Catholic School Community in which school boundaries will substantially match Catholic Parish boundaries. 3.6

Key:

Edited for clarification

Edited – moved for flow and clarification

Deleted

Removed from Policy and added to New Procedure

Kept in Policy and added to New Procedure

REQUIREMENTS

- An annual update of enrolment and review of accommodations is to be conducted for every school. AP 1.
- On the basis of the annual review, the Board is presented with a list, for approval, of those schools needing to undertake the appropriate boundary review process. AP 2.
- School communities on the approved Board list are informed, employing the Board’s Website, as well as through community-wide notifications in the local press. A letter from the Board will be released to the school Principal and Council Chair one week prior to any press notice. 1.5
AP 1.2/1.3
- School communities on the approved Board list are provided with details, as well as a flow chart, with respect to the Board’s process for boundary reviews. 1.5
AP 1.2/1.3

Chairs of school councils, whose schools are on the approved Board list, are requested to appoint representatives to join the School Boundary Review Committee. The number of representatives per school is to be made in consultation with the Board and local school council chairs. School community, Board staff and appropriate senior administration officials of the Board are members of the committee. Board staff and appropriate senior administration officials are non-voting members on the committee.

- A public consultation meeting is to be held, allowing for community participation. AP 4 expanded
- **Trustees are invited to attend committee and community consultation session meetings as observers.**
- School Councils and community representatives are full participants in the review and decision-making processes, while liaising with their respective school councils. AP 3.expanded
- Criteria for decision-making on boundary issues is as per this Board policy (see Principles). 2. & 3.
AP 3.expanded
- Prior to the Community Consultation Process, an interim report with recommendations is presented to the Board as information. It will contain all information to be presented at a Public Consultation Meeting. AP 4 new process
- At the Public Consultation Meeting, an open house is held wherein all scenarios and interim recommendations are posted and discussed. AP 4; 4.1.3; 4.2.3; 4.3.4
- The School Boundary Review Committee’s preferred recommendations are presented during the public meeting, following the open house. AP 4; 4.1.3; 4.2.3; 4.3.4
- At the Public Consultation Meeting, the community is invited to provide input to the School Boundary Review Committee via written comments and other electronic means of communication, as appropriate. 1.4

SCHOOL BOUNDARY
REVIEW PROCESS

POLICY NO.: I-29
DATE: June 18, 2002
AMENDED: May 20 2003

Key:

Edited for clarification

Edited – moved for flow and clarification

~~Deleted~~

Removed from Policy and added to New Procedure

Kept in Policy and added to New Procedure

- Following the Public Consultation Meeting, if the School Boundary Review Committee revises its interim recommendations, a public information meeting shall then be held.
- The final report is proposed by the School Boundary Review Committee to the Board. A minority report, if applicable, is to be included with the final recommendations.
- Through the schools, information is forwarded to members of the affected Catholic school community, advising of the School Boundary Review Committee’s final recommendations with a date at which such recommendations will be presented to the Board and advising the community of its right to delegate to the Board. AP 5.
- The report outlining the final recommendations must be presented to the Board at least two weeks previous to the meeting at which a decision is expected. AP 4; 4.1.3; 4.2.3; 4.3.4
- The final recommendations are presented to the Board for approval. AP 4.
- All approved delegations around a particular boundary issue will be heard exclusively at one meeting. AP 4; 4.1.3; 4.2.3; 4.3.4
- The Board reserves the right to accept or reject any or all of the recommendations of the School Boundary Review Committee. The Board has the final decision-making authority on all boundary issues. 1.2
- Board staff informs the affected community of the final Board-approved recommendations. 1.5

AP 5.

AP 4; 4.1.3;
4.2.3; 4.3.4

AP 4.

AP 4; 4.1.3;
4.2.3; 4.3.4

1.2

1.5

AP 5.

~~DISTRIBUTION: Board Members, Administration, Principals, Vice Principals, Staff, School Council Chairs, Clergy~~

AUTHORIZED BY :
Chair of the Board

ACTION REPORT

ITEM 3.3

I-42 OUT OF PROVINCE STAFF TRAVEL

PURPOSE:

To bring forward to the Policy Committee *Policy I-42 Out of Province Staff Travel*.

COMMENTARY:

Policy I-42 Out of Province Staff Travel was reviewed as part of the regular Policy review cycle. No changes are recommended at this time.

RECOMMENDATION:

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy I-42 Out of Province Staff Travel*, be forwarded to the May 16, 2017 Regular Board Meeting for approval.

REPORT PREPARED BY:

REPORT SUBMITTED BY:

P. DAWSON

DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

PURPOSE

To describe the terms and conditions under which staff, while representing the interests of students, the community and the Board and/or carrying out their responsibilities as an agent of the board request travel outside of the Province of Ontario.

APPLICATION AND SCOPE

This operating policy applies to all employees of the Board requesting to travel outside of the Province of Ontario in their capacity as agents of the Board.

PRINCIPLES

- Where appropriate, staff may have the opportunity to take part in professional learning at the national or international level that would be considered valuable to the growth of the entire District.
- The Board recognizes and values professional learning opportunities for all staff, and the potential impact it can make to system priorities and ultimately, student learning.
- Where appropriate, staff may have the opportunity to explore other jurisdictions/Districts outside of the Province of Ontario that may give new awareness to potential advances in current practices within our District.
- The Board recognizes the moral, ethical and monetary value of responsible financial stewardship of the Board's resources as it relates to expenses outside of the regular delivery of programming.
- The Board commits to open, consistent and transparent processes for the approval of travel requests.

REQUIREMENTS

- Staff requesting to travel out of Province, but within Canada and the U.S.A. shall require the approval from the Director of Education.

- Staff requesting to travel out of Canada and the U.S.A. shall require the approval from the Board of Trustees.
- Considerations for approval will be based upon the potential value to the System; including professional development, networking opportunities, professional collaboration and the reciprocal relationship of sharing best practices with other Districts.
- Following the approved conference, an Information Report is to be submitted to the Board regarding the details of the conference and possible future changes to our practices and benefits to our system.
- A request to travel out of Province must be submitted at least 60 Days prior to the date of the departure, when possible, along with the following documentation:
 - i) Details of the conference, convention or seminar/workshop, including cost.
 - ii) Place and Duration of the Conference.
 - iii) Summary of the benefit this program may provide individual and/or board.
- Reimbursement of business-related expenses shall be consistent with Operating Policy I-34 – Reimbursement of Board Business Expenses.

DISTRIBUTION : Board Members, Administration, Principals and Staff

AUTHORIZED BY:.....

Chair of the Board

ACTION REPORT

ITEM 3.4

II-13 PSYCHO-EDUCATION PSYCHOLOGICAL TESTING OF INDIVIDUAL STUDENTS

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy II-13 Psycho-Education Psychological Testing of Individual Students*.

COMMENTARY:

The Halton Catholic District School Board is committed to its responsibility to guarantee to parents adequate care and attention when administering individual psychological/psycho-educational assessments to students, especially in such areas as the protocol of parental involvement, the qualifications of those administering the tests conducting the assessment and the confidentiality of test results.

The process of psychological/psycho-educational assessment has undergone significant evolution since the original development of this policy. Psychological/Psycho-educational assessment plays a crucial part in determining learning, social-emotional and mental health needs of students and informing school programming and support.

Changes in legislation since the inception of this policy include, but are not limited to: the Personal Health Information Protection Act that guides the collection and retention of information collected by Regulated Health Professionals working for school boards; Policy/Program Memorandum No. 8 - Identification of and Program Planning for Students with Learning Disabilities, the Regulated Health Professions Act; and the Psychology Act.

In light of these changes, revisions to Policy II-13 Psychological 'Testing' of Individual Students should also reflect a name change to Psychological 'Assessment' of Individual Students. The policy is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy II-13 Psycho-Education Psychological Testing of Individual Students* name be changed to *Policy II-13 Psycho-Education Psychological Assessment of Individual Students*, and along with amendments be forwarded to the May 16, 2017 Regular Board Meeting for approval.

REPORT PREPARED BY:

O. FOESE
CHIEF PSYCHOLOGIST

B. BROWNE
SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

PURPOSE

The Halton Catholic District School Board recognizes its responsibility to guarantee to parents adequate care and attention when administering individual psychological/psycho-educational ~~tests assessments~~ to students, especially in such areas as the protocol of parental involvement, the qualifications of those ~~administering the tests conducting the assessment~~ and the confidentiality of test results. ~~As outlined under the regulations of the Education Act, written parental request for psycho-educational testing shall be required.~~

APPLICATION AND SCOPE

~~This policy applies to students of the Halton Catholic District School Board and the Administration and Special Education Staff involved in determining the learning profiles and programming needs of students through psychological/psycho-educational assessment.~~

REQUIREMENTS PRINCIPLES

(1) An explanation of the reasons for the ~~testing assessment~~ shall be given to the parents through a personal interview with the school principal/designate** ~~and~~ the parents' permission will be requested in writing ~~and psychology staff will obtain informed consent~~ prior to the administration of the ~~test assessment~~.

(2) The results of the ~~test and assessments and~~ recommendations ~~if any~~ will be provided to the parents ~~by the principal or designate, again by personal interview~~ by psychology staff. ~~The individual who administers the test should be available to present and interpret the results to the parents.~~

(3) ~~Only qualified personnel will be permitted to conduct and to interpret psychological/psycho-educational tests provided their competence to do so has been verified by the senior staff.~~ It is a fundamental consideration to be able to assure those concerned, that ~~tests assessments~~ are conducted competently and only by appropriately qualified personnel.

~~(4) The principal and psychology staff will take necessary precautions to protect the confidentiality and privacy of any test assessment information.~~

(5) Since it is recognized that the ~~testing procedure assessment~~ and results are for the educational benefit of the student, the principal shall inform specific teaching personnel as required and direct appropriate programming.

(6) ~~Test Psychological~~ reports may be placed, with parental consent, approval, in the Ontario Student Record folder and p-sychological files are being stored and retained in accordance with the Personal Health Information Protection Act, Standards of Professional Conduct and HCDSB Retention Schedule.

** designate under this policy refers to the Vice-Principal, ~~Head of Student Services,~~ Head of Special Ed. ~~or Assistant Head of Special Ed., or Special Education Resource Teacher~~

APPROVED: Regular Meeting of the Board,

~~DISTRIBUTION: Board Members, Administration Staff, Principals and Teachers~~

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 3.5

II-29 INCLUSION AND RANGE OF PLACEMENTS FOR IDENTIFIED EXCEPTIONAL STUDENTS

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy 11-29 Inclusion and Range of Placement Options for Identified Exceptional Students*.

COMMENTARY:

Halton Catholic District School Board is a welcoming, inclusive Catholic faith community that recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional pupils.

This policy also recognizes that while the local school is the primary consideration for placement, some students' needs may be most appropriately met in specialized programs, which are located in regional locations throughout the board. Determination of placement continues to be made through the Identification, Placement, Review Committee (IPRC) process in compliance with Ministry regulation 181/98. The identification process for exceptional students, community partnerships and supports, and the board model of support through itinerant staff is provided in this policy as foundational to the delivery of services and programming in Special Education in Halton Catholic. This policy also outlines the five placement options available to students in the board through the IPRC process. Decisions continue to be made in consultation and partnership with parents, with the most accurate and up to date information, with the student's best interests in mind.

This policy continues to encapsulate the Halton Catholic District School Board's approach to the identification, placement, and support for students identified as exceptional, and the range of placements provided by the board and as such, is submitted with minimal changes to the existing policy. The only addition of note is the inclusion of an additional reference to PPM 156 – Supporting Transitions for Students with Special Education Needs to provide support for the expectation of appropriate transition planning noted in the bullet.

The revised *Policy 11-29 Inclusion and Range of Placement Options for Identified Exceptional Students* is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy 11-29 Inclusion and Range of Placement Options for Identified Exceptional Students*, along with amendments, be forwarded to the May 16, 2017 Regular Board Meeting for approval.

REPORT PREPARED BY:

B. BROWNE

SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

REPORT SUBMITTED BY:

P. DAWSON

DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

PURPOSE

To provide students identified as exceptional under the Education Act, with a full range of placements as defined under the Education Act and Regulations for the Province of Ontario.

APPLICATION AND SCOPE

- This policy applies to all children registered with and attending schools in the Board.
- The responsibility for implementation of this policy applies to the Board's senior administration, school administrators, teachers and academic support staff employed by the Board to support the needs of students identified as exceptional under the Education Act. ~~regardless of the identified exceptionality of the student.~~

PRINCIPLES

- The Halton Catholic District School Board is a welcoming, inclusive Catholic faith community.
- The Halton Catholic District School Board recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional pupils.
- The Board is committed to the principle that all qualified, registered students shall be welcomed into their neighbourhood/regional school.
- The 'appropriateness' of a student's placement is determined through an examination of a detailed student needs assessment resulting from a collaborative sharing of relevant information about the student among the child's parents, school/Board staff, and the providers of the professional services received by the student.
- In keeping with Supreme Court of Canada rulings (Eaton, Oct. 9, 1996) and with direction from the Ministry of Education for Ontario (June 9, 1994 Memo), integration of exceptional pupils is the normal practice, when such a placement meets the student's needs (i.e. is in "the best interest of the student."). Consequently, the default placement for students, regardless of identified exceptionality, shall be the regular classroom with appropriate support unless otherwise determined by a duly constituted Identification, Placement and Review Committee of the Board informed by parental wishes and relevant professional opinion.
- The Identification, Placement and Review Committees of the Board (IPRC) :
 1. Before considering the option of placement in a special education class, will consider whether placement in a regular class, with appropriate special education services, would meet the child's needs and be consistent with parental preferences; [Ont. Reg. 181/98, S.17. (1)]
 2. Having decided that the pupil should be placed in a special education class, [it must] state the reasons for that decision. [Ont. Reg. 181/98, S.18. (2)(c)]
- The school and Board bear responsibility for informing parents and students of the range of available placement options and associated support services stipulated under the Education Act and provided by the Board.

INCLUSION AND RANGE OF PLACEMENT
 OPTIONS FOR IDENTIFIED EXCEPTIONAL STUDENTS

POLICY NO.: II-29
APPROVED : September 26, 1995
AMENDED : June 5, 2007
AMENDED : October 2, 2007
AMENDED : February 19, 2013
SCHEDULED FOR REVIEW: February 2016

- The Individual Education Plan (IEP) for each student defines the mandatory professional obligations of the teacher(s) and support staff assigned to the identified student while in a given placement.

REQUIREMENTS

- In a spirit of partnership, parents are encouraged to make the school aware of a child's special needs prior to or at the time of registration.
- The principal of the school receiving students identified as exceptional shall ensure implementation of entry or transition procedures as part of the student's entry plan to school.
- The extent to which changes in placement involve changes between classes, schools, or non-Board agencies and the Board, transition procedures shall be implemented as part of the entry plan to a new placement as outlined in PPM 156 'Supporting Transitions for Students with Special Education Needs'.
- Transition procedures will comply with the direction provided to boards in *PPM 140 'Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)'* and *PPM 156 'Supporting Transitions for Students with Special Education Needs'*.
- Classroom teachers shall include all students regardless of exceptionality, in classroom activities and programs as determined through regular school and/or Board team meetings and parent consultation.
- Support for meeting the needs of identified students and assistance for their teachers shall be provided to the placement by centrally deployed Special Education staff and system itinerant staff.
- Specialized Board-provided transportation is afforded for those students whose placement and special needs meet Board and Ministry criteria.
- Access to schools in support of identified exceptional pupils is granted to those health and social service providers properly engaged by the Halton Community Care Access Centre in response to applications for service having been received from the principal of the school hosting the student's placement. The Board shall ensure that *PPM 149 'Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para- Professionals'* is regularly reviewed.
- The full time Special Education class is the only placement in which a student does not have planned integration opportunities included in her/his Individual Education Program. All other placement options will include, in the identified student's individual program, appropriate (based upon needs) integration experiences with chronological age or grade peers. Students in a full time Special Education class placement deemed ready to benefit from integration will require an IPRC to place her/him in a part time Special Education class placement before integration transitions may begin.
- Placement-specific programs and services are exclusively available to students assigned to the placement by a properly constituted IPRC.
- Access to full or part time special education class placement will be subject to the availability of space in the receiving class(es). Waitlisted students will be ranked according to the date of the IPRC, which placed the student in the Special Education class.
- Within the established funds received for Special Education from the Ontario Ministry of Education, the Board will provide those placement settings within the range of placements* as defined by the Ministry, and across

INCLUSION AND RANGE OF PLACEMENT
OPTIONS FOR IDENTIFIED EXCEPTIONAL STUDENTS

POLICY NO.: II-29
APPROVED : September 26, 1995
AMENDED : June 5, 2007
AMENDED : October 2, 2007
AMENDED : February 19, 2013
SCHEDULED FOR REVIEW: February 2016

exceptionalities, that are required to fulfil IPRC decisions.

*Ministry of Education’s five Placement Options are as follows:

1. *A regular class with indirect support*
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
2. *A regular class with resource assistance:*
The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
3. *A regular class with withdrawal assistance:*
The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified Special Education teacher.
4. *A Special Education class with partial integration:*
The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, Section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.
5. *A Special Education class full-time:*
The student is placed by the IPRC in a special education class for the entire school day, where the student-teacher ratio conforms to Regulation 298, Section 31.

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration, Principals & Staff

Authorized by:
Chair of the Board

ACTION REPORT

ITEM 3.6

II-20 CHILD ABUSE AND PROTECTION OF STUDENTS

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy II-20 Child Abuse and Protection of Students* as recommended by staff.

COMMENTARY:

Halton Catholic District School Board is committed to the safety and well-being of all students. The protection of children in Catholic schools is the primary responsibility of the Board and is shared among employees, volunteer parents, clergy, the Halton Children’s Aid Society as well as related child and family services professionals and the community at large. This policy recognizes the Halton Children’s Aid Society’s legislated mandate in accordance with the Child and Family Services Act (September, 2000) regarding the protection of children in the Region of Halton. The Child and Family Services Act and the Criminal Code of Canada supersede all other acts, existing legislation, or policies that govern Board employees, and volunteers, in matters pertaining to child abuse and the protection of students.

This policy remains current and provides the appropriate mandate for the protection of all students by HCDSB staff.

Minor revisions to *Policy II-20 Child Abuse and Protection of Students* have been made, specifically related to updating document titles and references to Administrative Procedure VI-32 Child Abuse and Protection of Students; and is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

Moved by:
Seconded by:

THAT, the Policy Committee recommends that Policy 11-20 Child Abuse and Protection of Students, along with amendments be forwarded to the May 16, 2017 Regular Board Meeting for approval.

REPORT PREPARED BY:

P. CODNER
CHIEF SOCIAL WORKER

B. BROWNE
SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

PURPOSE

To ensure that employees and volunteers of the Board comply with the requirements of the Child and Family Services Act (September 2000) regarding all students under the age of 16 who are reasonably suspected of needing protection.

APPLICATION AND SCOPE

~~The directives of this policy apply to all employees and volunteers of the Halton Catholic District School Board, in respect of all students of the Board.~~

REFERENCES

[Administrative Procedure VI-32 Child Abuse and Protection of Students](#)

[Child and Family Services Act](#)

[Criminal Code of Canada](#)

[Halton Regional Police School Protocol](#)

[Ontario College of Teachers](#)

[Teaching Profession Act](#)

PRINCIPLES

- The Halton Catholic District School Board believes that all students are entitled to develop, mature and learn in respectful, safe and secure school, family, Church and community settings.

- The Halton Catholic District School Board recognizes the dignity of all students, volunteers and employees as children of a loving God.
- The protection of children in Catholic schools is the primary responsibility of the Board and is shared among adult employees, volunteer parents, clergy, the Halton Children’s Aid Society as well as related child and family services professionals and the community at large.
- The Board recognizes the Halton Children’s Aid Society’s legislated mandate regarding the protection of children in the Region of Halton.
- Board employees act in support of the Mission Statement and Governing Values of the Board when taking appropriate action under the Child and Family Services Act and Criminal Code of Canada in the best interest of students and their protection.
- The prevention of child abuse and the protection of students is motivated by a sense of Catholic social justice.
- All employees and the Administration of the Board at all levels commit to building and maintaining an open, collaborative professional relationship with the Halton Children’s Aid Society.
- The administration of the Halton Catholic District School Board recognizes the Halton Children’s Aid Society and the Ministry of Community and Social Services among the authoritative resources for the in-service of Board employees regarding the protection of children.

REQUIREMENTS

1. The Child and Family Services Act and the Criminal Code of Canada supersede all other Aacts, existing legislation or policies that govern Board employees and volunteers in matters pertaining to child abuse and the protection of students.
2. All elementary and secondary principals shall annually review the reporting requirements of Policy II-20 this policy, and Administrative Procedure VI-32; -in accordance with ~~and~~ the Child and Family Services Act (September, 2000) ~~-with~~ all employees during a staff meeting in September of each new school year.
3. (a) It is the responsibility of Human Resources Services that all newly hired school-based employees whether in full/part time, permanent, probationary, long term occasional and supply positions shall receive information on this policy/procedure and the Child and Family Services Act during new employee orientation activities and/or materials.

(b) It is the responsibility of the Principal of the school that all volunteers shall receive information on this policy, the associated procedure, the reporting requirements of the Child

and Family Services Act and the ~~Joint Investigative Protocol~~ Halton Regional Police School Protocol during volunteer orientation at —each school.

4. All employees and volunteers shall comply with the reporting provisions of the ~~Joint~~ —Investigative Protocol Halton Regional Police School Protocol which describes a course of action developed in cooperation with the Halton Children's Aid Society and the Halton Regional al Police Service.
5. All employees making a report to the Halton Children's Aid Society must promptly supply verbally to the Principal the information on which the report to Halton Children's Aid Society is being or has been made ~~pending submission of a written summary report and complete the~~ Record of Report to Children's Aid Society and submit as required in Administrative Procedure VI-32-
6. The Board also expects that teachers shall act in accordance with amendments to section 12 of the Teaching Profession Act which stipulate that a member [teacher] need not advise another member [another teacher] when making an adverse report respecting suspected child abuse by another member.
7. The Director of Education or designate shall report to the Ontario College of Teachers, any teacher currently or formerly employed by the Board who:
 - i) has been charged with or convicted of sexual misconduct under the Criminal Code;
 - ii) in addition to i) above, and in the opinion of the Board, poses a risk of harm or injury; or
 - iii) in the opinion of the Board, has engaged in conduct that should be reviewed by the Ontario College of Teachers (E. A. S. 170(1), para. 12.1)
8. The Board, through its supervisory officers, shall monitor any criminal, quasi-criminal, legal, quasi-legal proceedings against any employee to ascertain if the available information arising from the proceedings is relevant to ongoing or pending disciplinary actions.
9. The Board's Chief Social Worker shall establish and biannually review ~~a Guideline~~ the the Administrative Procedure VI-32 for ~~administrators~~, teachers, other school-based staff and volunteers on Child Abuse and Child ~~Abuse~~ Abuse Prevention.
10. On becoming aware that any employee or volunteer having direct contact with students has been charged with or convicted of an offence under the Criminal Code of Canada involving Child Abuse-with any student or any Criminal Code of Canada offence which, in the opinion of the Board indicates that students may be at risk, the Principal shall ensure that the employee or volunteer perform no duties involving contact with pupils, pending withdrawal of the charge, discharge following a preliminary inquiry, stay of the charge or acquittal, as the case may be.

OPERATING POLICY

HALTON CATHOLIC DISTRICT SCHOOL BOARD

CHILD ABUSE AND PROTECTION OF STUDENTS

OPERATING POLICY NO: **II-20**

DATE: APRIL 29, 1986

AMENDED: JULY 30, 1991

AMENDED: OCTOBER 29, 2003

AMENDED: MAY 20, 2014

SCHEDULED REVIEW: MAY 2017

~~DISTRIBUTION: Board Members, Administrative Staff, Principals and Teachers~~

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 3.7

II-40 BULLYING PREVENTION AND INTERVENTION

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy II-40 Bullying Prevention and Intervention*.

COMMENTARY:

The Halton Catholic District School Board is committed to, and recognizes that, a safe, healthy and inclusive learning environment – one that fosters positive peer dynamics and relationship where all students feel accepted – is critical to improved academic achievement and well-being of all students. Research indicates that positive school climate is determined by the quality of relationships among and between staff and students, social norms for behaviour, discipline practices, inclusiveness, and the degree to which feelings of belonging, engagement and pride in the school are experienced by all students and staff.

Following consultation with legal counsel, the revised *Policy II-40 Bullying Prevention* is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy II-40 Bullying Prevention, along with amendments, be forwarded to the May 16, 2017 Regular Board Meeting for approval.*

REPORT PREPARED BY:

T. PINELLI
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

PURPOSE

A healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success and well-being. Therefore, this policy supports and promotes a safe, inclusive and accepting school environment through the application of progressive discipline, intervention and consequences for student actions not in compliance with the *Education Act, as amended, the Board's Code of Conduct and the Standards of Behaviour* described in the *Ontario School Code of Conduct. (Revised 2007)* and *P/PM 128: Provincial Code of Conduct and School Board Codes of Conduct, P/PM 144: Bullying Prevention and Intervention and Accepting Schools Act, 2012.*

This policy authorizes the creation of procedures for implementation, specifically for Bullying Prevention and Intervention and which shall be considered guidelines pursuant to the *Education Act, as amended, Education Amendment Act (Progressive Discipline and School Safety) 2007, and Bill 13, Accepting Schools Act, 2012.*

APPLICATION AND SCOPE

This policy applies to all students and staff of the Halton Catholic District School Board on school property, at school/Board authorized activities, while using school authorized transportation services or in other venues or locations, including virtual space where an inappropriate act, as related to the definitions of bullying as described in this policy, is considered by the principal to be detrimental to the moral tone, physical or mental well-being of the school.

DEFINITIONS/STATEMENTS

Bullying: Aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii) creating a negative environment at a school for another individual, and
- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or receipt of special education; ("intimidation")

Behaviour includes the use of any physical, verbal, electronic, written or other means.

Bullying includes bullying by electronic means (COMMONLY KNOWN AS CYBER-BULLYING), including,

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

Bullying prevention: Is a whole school approach that heightens expectations for a safe, caring and inclusive, accepting school climate. It includes a shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the school community.

Bullying intervention: Is a comprehensive and effective response to the bullying incident that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, intervention for the student who was bullying, and strategies for responding to students who were directly observing the bullying incident.

Positive School Climate: Is the sum total of all the personal relationships and the learning environment found within the school and is a critical component of bullying prevention. A positive school climate is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, religion, family status or disability. A positive school climate also includes the engagement of the school community, including parents, as well as the broader community. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promote positive behaviour and interactions.

Safe Schools Team: Each school must have in place a Safe Schools Team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner and the Principal. The team must have a staff chair. An existing school committee can assume this role.

PRINCIPLES

- The Halton Catholic District School Board recognizes that student, staff and community member conduct within our schools shall be rooted in the Gospel values and teachings of Jesus Christ, the Board's Mission Statement and Governing Values.
- The Board recognizes that student, staff and community members have a responsibility to resolve conflict and differences in a respectful, civil and non-violent manner.
- The Board recognizes that bullying of any type:
 - i. may adversely affect students' ability to learn;
 - ii. may adversely affects healthy relationships and the school climate for students, staff and community members;
 - iii. may adversely affects a school's ability to educate its students; and
 - iv. will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online/virtual space and off school property) where engaging in bullying will have a negative impact on the school climate.
- The Board acknowledges that an open and ongoing dialogue among the principal, school staff, parents and students is an important component in creating a positive school climate in which everyone feels safe and respected.

REQUIREMENTS

1. The Board shall establish a bullying prevention and intervention plan for schools based on the model bullying prevention and intervention plan developed by the Ministry and all schools shall implement the Board's plan in accordance with the Education Act and Board policies and procedures.-
2. When establishing the plan, the Board will solicit the views of the pupils, teachers and staff of the board, the volunteers working in the schools, the parents and guardians of the pupils, school councils and the public.
3. The plan shall include but not be limited to:
 - A comprehensive prevention and awareness-raising strategy that includes expectations for appropriate student, staff and community member behaviour.
 - Utilizing evidence based strategies to support school-wide bullying prevention. This will focus on developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom teaching and/or activities.
 - Procedures to allow students and staff to report bullying incidents safely and in a way that will minimize the possibility of reprisal. These procedures will also define the rights, responsibilities and roles of the principals, teachers, staff, students and community members.
 - A comprehensive intervention strategy to address incidents of bullying, including appropriate and timely responses.
 - Providing support for students who have been bullied, students who have bullied others, and students who have been affected by observing bullying.
4. The Board will establish and provide annual professional development programs to educate teachers and other staff of the board about bullying prevention and strategies for promoting positive school climates.
5. The Board will make the board's bullying prevention and intervention plan available to the public by posting it on the board's website.
6. The principal of a school will make the board's bullying prevention and intervention plan available to the public by posting it on the school's website.
7. The board will periodically review its bullying prevention and intervention plan and shall solicit the views of pupils, teachers and staff of the board, the volunteers working in the schools, the parents and guardians of the pupils, school councils and the public.

APPROVED: Regular Meeting of the Board

Authorized by:
Chair of the Board

PURPOSE

The purpose of this procedure is to outline the process for reviewing and/or changing school attendance boundaries.

APPLICATION AND SCOPE

This administrative procedure applies to the review process for the creation and/or alteration of school boundaries for the schools under the jurisdiction of the Board.

This administrative procedure applies to schools of the Board offering elementary and/or secondary programs. Wherever possible, schools should only be subject to a School Boundary Review process that has the effect of re-directing student enrolment only once in a five-year period, unless high rates of growth in developing areas or other circumstances that necessitate a review, as determined by the Board.

REFERENCES

[Policy I-29 School Boundary Review Process](#)

[Policy I-06 Delegations to the Board](#)

DEFINITIONS

Boundary Review Committee (BRC): The Boundary Review Committee is an advisory committee established by the Director of Education, or designate, that represents the affected school(s) of a boundary review. The Committee will act as the official conduit for information shared between the Board and the affected school communities.

Annual Facility Accommodation Report: An information report prepared by Board staff that provides the community an annual update on pupil accommodations in the Board’s jurisdiction, in accordance with the requirements of Operating Policy I-37: Community Planning & Facility Partnerships. This report summarizes the Board’s Long Term Capital Plan (LTCP), long term enrolment forecasts, future new capital and consolidation projects, and accommodation strategies to be undertaken going forward.

Annual School Accommodation Update Report: An information report that outlines potential projects that Planning Services and Facility Management Services anticipates to undertake following Board of Trustee approval. These potential projects may include, but are not limited to, School Boundary Reviews; Pupil Accommodation Review; new Capital Projects; or School Consolidation and Closure projects.

BRC Working Meeting: A meeting of the BRC members to discuss a School Boundary Review, including the gathering of feedback from the affected school communities of a School Boundary Review process.

Community Open House Meeting: A process to share information and/or gather community feedback on proposed school boundary options

Development Area: a geographic area that is anticipated to receive a significant number of new housing units that is anticipated to generate a significant number of students. No students currently reside in these areas.

Functional Building Capacity (FBC): The capacity of the school as determined by Board staff, by loading all spaces within the facility that are actually used by the school for instructional purposes, to current Ministry standards for class size requirements and room areas. Typically, only classrooms are loaded, as this gives a better estimate of the number of students that can be accommodated within the school at one time.

Holding Area: a development area that has begun generating student enrolment, and continues to be under construction. As such, it acts as a temporary school boundary for communities that are currently under development and where the future Home school has yet to be constructed. These areas are directed to a Holding School in the interim.

Holding School: the school holding students within a designated Holding Area, temporarily, until such time as the permanent Home School in the community is constructed or ready to accommodate the students.

Home School: the ultimate school identified to house the student enrolment generated from Development Areas and Holding Areas.

On-the-Ground Capacity (OTG): The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public Delegations: An individual or group of stakeholders making a presentation to the Board of Trustees at a Regular Meeting of the Board in accordance with Board policies.

Initial Staff/Action Report: A report prepared by Board staff an explanation of the present accommodation issue(s) and the rationale to initiate a school boundary review process. The report also contains a recommendation to Trustees with respect to need to initiate the process, and identify which school or schools that should be subject to a school boundary review process.

Interim Staff Report: A report prepared by Board staff to the Board of Trustees with respect to a school boundary review process that incorporates the results of the BRC working meetings and all the information obtained during community consultations. Staff must present a recommended option as part of this report.

Final Action Report: A report prepared by Board staff that incorporates the same information presented in the Interim Staff Report, and the public delegations (and any staff response to such information) as an addendum.

School Boundary/Attendance Boundary: A delineated geographical area/boundary that represents the official attendance boundary for a particular school and/or program identifying where students are to receive their educational instruction, based on their home address.

Study Area/Attendance Area Boundary: A smaller delineated geographical area/boundary that is meant to subdivide a School Boundary/Attendance Boundary into multiple parts as a means to delineate (among others) neighbourhoods, geographic boundaries, and/or physical boundaries.

PRINCIPLES

This procedure will uphold the principles identified in Operating Policy I-29 School Boundary Review Process.

REQUIREMENTS

1. Annual School Accommodation Update Report & Annual Facility Accommodation Report

- 1.1 An annual update of enrolment and review of accommodations is to be conducted for every school, and the Board is presented with a proposed project list of those schools needing to undertake the appropriate boundary review process. Planning Services in collaboration with Facility Management Services prepare this report annually.
- 1.2 School communities on the approved Board list are informed through Strategic Communications Department.
- 1.3 School communities on the approved Board list are provided with details with respect to the Board's process for boundary reviews.

2. Identification of Holding Areas, Holding Schools, and Development Areas

- 2.1 The Board will annually identify Development Areas; identify Holding Areas for students generated from Development Areas, and temporarily house new student enrolments to a designated Holding School, until the Home School in that community is constructed.
- 2.2 Board staff will provide lists of Holding Areas and New Development areas to the Board as part of the Annual Facility Accommodation Planning Report. Planning Services in collaboration with Facility Management Services prepare this report annually.

3. Boundary Review Committee

- 3.1 The Boundary Review Committee (BRC) holds an advisor role, and is tasked and committed to actively and equitably provide feedback on behalf of the affected school communities and acts as an official conduit for information shared between the Board and the school communities.
- 3.2 The Boundary Review Committee (BRC) shall review potential boundary options with an objective lens, which seeks to benefit Catholic school communities as a whole, and not advocate for one (1) individual community.
- 3.3 Advisory School Boundary Review Committee Membership will be the following:
 - 3.3.1 Chairs of affected Catholic School Councils in collaboration with the affected school Principal will appoint two (2) representatives to join the Boundary Review Committee.
 - 3.3.2 The Director of Education will appoint one (1) of the affected Family of School Superintendents as the Chair of the Boundary Review Committee. The Director also has the discretion to appoint a second Family of School Superintendent as co-chair.
 - 3.3.3 Additional Board staff will participate as members of the committee as required.

4. Criteria Based School Boundary Review Processes

There are three (3) boundary review processes, each based on a specific set of criteria. These include the Minor School Boundary Review Process; the New Development / Holding Area Administrative School Boundary Review Process; and the Standard School Boundary Review Process.

4.1 Minor School Boundary Review Process

- 4.1.1 The *Minor School Boundary Review Process* can be undertaken at the discretion of the Board if the boundary change proposal meets the criteria set out below. The minor process should be pursued in instances where there is a limited number of options, or in the event that the impact does not affect a large number of school communities.
- 4.1.2 Three (3) or more of the following criteria must be met in order to initiate this process:
 - 4.1.2.1 Number of Schools involved is lesser or equal to (\leq) 3
 - 4.1.2.2 Number of Students predicted to be affected by the proposal is lesser or equal to (\leq) 100
 - 4.1.2.3 Rural Study Areas are proposed to be moved to another home school
 - 4.1.2.4 Number of Study Areas/Attendance Area Boundary to be relocated is lesser or equal to (\leq) 2
 - 4.1.2.5 Need for a boundary review is a result of opening a new school
 - 4.1.2.6 Holding area was previously identified to the community, and is now being directed to its designated existing school.
- 4.1.3 The minimum process milestones for the *Minor School Boundary Review Process* are:
 - 4.1.3.1 Initial Staff/Action Report
 - 4.1.3.2 Board Approval + Notification of Process
 - 4.1.3.3 Establish Boundary Review Committee (BRC)
 - 4.1.3.4 Boundary Review Committee Working Meeting #1
 - 4.1.3.5 Community Consultation
 - 4.1.3.6 Boundary Review Committee Working Meeting #2
 - 4.1.3.7 Interim Staff Report
 - 4.1.3.8 Public Delegations
 - 4.1.3.9 Final Action Report
 - 4.1.3.10 Notification to affected community

4.2 *New Development / Holding Area Administrative School Boundary Review Process*

- 4.2.1 The *New Development / Holding Area Administrative School Boundary Review Process* can be undertaken at the discretion of the Board if the boundary change proposal meets the criteria set out below. This process should be pursued in instances where new development areas are being redirected to their home school or where there is minimal to no student impact.
- 4.2.2 The following criteria must be met in order to initiate this process:
 - 4.2.2.1 Number of Schools involved is lesser or equal to (\leq) 2
 - 4.2.2.2 Holding Area or New Development Area was previously identified to the community, and is now being directed to its Home School.

- 4.2.3 The minimum process milestones for the New Development / Holding Area Administrative School Boundary Review Process are:
 - 4.2.3.1 New Development / Holding Area are identified in the Annual School Accommodation Update Report and approved in principle
 - 4.2.3.2 Establish Boundary Review Committee (BRC)
 - 4.2.3.3 Boundary Review Committee Working Meeting #1
 - 4.2.3.4 Community Consultation
 - 4.2.3.5 Interim School Boundary Review Staff Report
 - 4.2.3.6 Public Delegations
 - 4.2.3.7 Final School Boundary Review Action Report
 - 4.2.3.8 Notification to affected community

4.3 Standard School Boundary Review Process

- 4.3.1 The *Standard School Boundary Review Process* can be undertaken at the discretion of the Board if the boundary change proposals do not meet the criteria expressed in the alternate processes listed in Section 4.1 and Section 4.2, or if the Board determines that circumstance warrant a standard process.
- 4.3.2 The minimum process milestones for the Standard School Boundary Review Process are:
 - 4.3.2.1 Initial Staff/Action Report
 - 4.3.2.2 Board Approval + Notification of Process
 - 4.3.2.3 Establish Boundary Review Committee (BRC)
 - 4.3.2.4 Boundary Review Committee Working Meeting #1
 - 4.3.2.5 Boundary Review Committee Working Meeting #2
 - 4.3.2.6 Community Consultation
 - 4.3.2.7 Boundary Review Committee Working Meeting #3
 - 4.3.2.8 Community Consultation (optional)
 - 4.3.2.9 Interim Staff Report
 - 4.3.2.10 Public Delegations
 - 4.3.2.11 Final Action Report
 - 4.3.2.12 Notification to affected community

5. Notification Requirements

- 5.1 The interim Staff Report shall be posted on the Board's public website, in accordance with Board By-Laws.

- 5.2 Information will be shared with the affected school community(ies) via email to include the following:
- 5.2.1 A link to the Interim Staff Report which includes the Boundary Review Committee's final recommendations
 - 5.2.2 the date at which such recommendations will be presented to the Board;
 - 5.2.3 information around the Delegation Process;
 - 5.2.4 The scheduled date the Board of Trustees will render its final decision; and,
- 5.3 The final decision of the Board of Trustees will be posted and shared with the affected school community(ies) via email.

Approved: Regular Meeting of the Administrative Council

Authorized By: _____

Director of Education and Secretary of the Board

PURPOSE

The Halton Catholic District School Board recognizes its responsibility to guarantee to parents adequate care and attention when administering individual psychological/psycho-educational tests assessments to students, especially in such areas as the protocol of parental involvement, the qualifications of those administering the tests conducting the assessment and the confidentiality of test results. As outlined under the regulations of the Education Act, written parental request for psycho-educational testing assessment shall be required. Informed Consent is required under the Regulations of the Psychology Act.

SCOPE AND OBJECTIVE

This policy applies to students of the Halton Catholic District School Board and the Administration and Special Education Staff involved in determining the learning profiles and programming needs of students through psychological/psycho-educational assessment.

PRINCIPLES

- 1) An explanation of the reasons for the testing assessment shall be given to the parents through a personal interview with the school principal/designate, the parents' permission will be requested in writing and psychology staff will obtain informed consent prior to the assessment.
- 2) The results of the test and assessments and recommendations if any will be provided to the parents by psychology staff.
- 3) Only qualified personnel will be permitted to conduct and to interpret psychological/psycho-educational tests provided their competence to do so has been verified by the senior staff. It is a fundamental consideration to be able to assure those concerned, that assessments are conducted competently and only by appropriately qualified personnel.
- 4) The principal and psychology staff will take necessary precautions to protect the confidentiality and privacy of any assessment information.
- 5) Since it is recognized that the testing procedure assessment and results are for the educational benefit of the student, the principal shall inform specific teaching personnel as required and direct appropriate programming.
- 6) Psychological reports may be placed, with parental consent, approval, in the Ontario Student Record folder and psychological files are being stored and retained in accordance with the Personal Health Information Protection Act, Standards of Professional Conduct and HCDSB Retention Schedule.

** designate under this policy refers to the Vice-Principal, Head of Student Services, Head of Special Ed. or Assistant Head of Special Ed., or Special Education Resource Teacher

REQUIREMENTS

- 1) An explanation of the reasons for the assessment shall be given to the parents through a personal interview with the school principal/designate** and the parents' permission will be requested in writing prior to the administration of the assessment. The Psychology staff member conducting the assessment will obtain informed consent from the parent prior to the assessment in accordance with Standards of Professional Conduct and Regulations under the Psychology Act.
- 2) The results of the assessments and recommendations will be provided to the parents by psychology staff.
- 3) All psycho-educational and psychological assessments must be performed by or under the supervision of a member of the College of Psychologists of Ontario. It is a fundamental consideration to be able to assure those concerned, that assessments are conducted competently. The communication of a diagnosis is a Controlled Act and can only be provided by a member of the College of Psychologists of Ontario or other qualified professions under the Regulated Health Professions Act.

The psychology group are either members of, or supervised by members of the College of Psychologists of Ontario and are subject to the Professional Standards of the College. Psychological staff assist schools, students and parents through the use of specialized tests and procedures to assess a student's academic, intellectual, perceptual, and behavioural or social-emotional functioning. The psychological staff works as a collaborative partner with the school personnel and parents in the gathering of information and making suggestions and recommendations about instructional strategies and interventions.

In general, psychological assessments may include four elements: Norm-referenced tests, questionnaires/interviews, observations, and informal assessment procedures. The assessment battery is typically comprised of an intellectual assessment to determine cognitive functioning and the student's ability to learn, an academic assessment to determine a level of academic achievement and what has been learned academically in areas such as reading, writing, mathematics, and possibly tests of information processing, to determine patterns of strengths or weaknesses in the ability to process different types of information.

Rating scales may be completed by parents, guardians, school staff and/or the student, as part of the assessment battery to assess the student's behavioural and/or social/emotional functioning, where deemed appropriate. Alternatively, structured interview formats may be used.

The assessment will also include interviews with parents, teachers and/or other school staff involved with the student, observation of the student in the classroom or throughout other school activities where necessary, and a review of existing information included in the student's Ontario Student Record (OSR).

- 4) The principal and psychology staff will take necessary precautions to protect the confidentiality and privacy of any assessment information.
- 5) Since it is recognized that the assessment and results are for the educational benefit of the student, the principal shall inform specific teaching personnel as required. The results of the assessment must inform the development of the student's Individual Education Plan (IEP) if required, as determined by the principal.

Results are presented in the form of a written report and oral feedback. Test scores are provided as normed scores, i.e. the student's performance is described in comparison to a standardized sample of children that was tested as part of the test publisher's standardization procedures. Canadian norms (as opposed to US norms) are used, if available for the test. Test scores are provided as Percentile Rank scores, and assigned

classification labels (e.g. Extremely Low, Very Low, Low Average, Average, High Average, Very High, Extremely High). Other classification labels may apply to indicate the level of concern on social-emotional or behavioural measures.

Should the referral and the subsequent findings of the assessment indicate the presence of a learning disability, program planning will follow the requirements set out in Policy/Program Memorandum No. 8 – Identification of and Program Planning for Students with Learning Disabilities.

Should the results involve the communication of a Psychological Diagnosis (such as a Learning Disability, an Intellectual Disability, a Mood Disorder, Attention-Deficit/Hyperactivity Disorder or Disruptive Behaviour Disorders) the diagnosis will be communicated by a member of the College of Psychologists as per the Regulated Health Professions Act. The Act states that only regulated professionals within the psychological and medical communities can communicate certain diagnoses legally in Ontario.

- 6) Psychological reports may be placed, with parental consent, in the Ontario Student Record folder. Psychological files are being stored and retained in accordance with the Personal Health Information Protection Act, Standards of Professional Conduct and HDCSB Retention Schedule.

** designate under this policy refers to the Vice-Principal, Head of Special Education, or Special Education Resource Teacher

Approved: Regular Meeting of the Administrative Council

Authorized By: _____
Director of Education and Secretary of the Board

PURPOSE

To describe the actions expected of all Board staff pertaining to the protection of children as defined under the Child and Family Services Act (1999) and to the protection of students under age 16. Specifically, in cases where reasonable suspicion exists that a child may be at risk or is otherwise in need of protection, these actions will cause staff and volunteers to be in compliance with the Child and Family Services Act and Policy II-20 of the Halton Catholic District School Board, the Ontario College of Teachers Act (1996), and the Student Protection Act (2002) and Canadian criminal law.

APPLICATION AND SCOPE

This procedure applies to all staff and volunteers of the Halton Catholic District School Board in respect of all students of the Board. Specific actions are described for those in specific positions of responsibility as appropriate.

REQUIREMENTS

- 1.0** Where, in the course of employment or volunteer activities with the Board, one believes (based on facts, circumstances or disclosure) there are reasonable grounds to suspect that a child **or youth under the age of 16** is, or may be in need of protection, the steps in this procedure must be followed immediately.
- 1.1. Staff members are not expected to assess the severity of the abuse or of the extent of alleged suspected child abuse or neglect of any student.
 - 1.2. When a report has been made to the Halton Children's Aid Society or to the Halton Regional Police Service, all Board employees/volunteers are required to cooperate fully with the Halton Children's Aid Society team and/or investigating police.
 - 1.3. When the Halton Children's Aid Society personnel or Halton Regional Police arrive at the school as part of the investigative process, school office staff are required to request identification proving employment by the Halton Children's Aid Society or for the purpose of acquiring the badge number of the police officer.
 - 1.4. The Principal, designate, teacher, support staff, shall be available to support the child(ren) through the process, if the child(ren) so wish.
 - 1.5. The Child and Family Services Act and the Criminal Code of Canada take precedence over existing legislation and school board policies which may prohibit interactions between the child and Police or other professionals without prior parental consent.
 - 1.6. Initial contact with the parent/guardian is the responsibility of the Halton Children's Aid Society team and/or the Halton Regional Police Service.
 - 1.7. In cases where a Halton Children's Aid Society worker or a Police Officer intends to remove the child temporarily from the school, the Principal is required to allow the child to leave

with that official. Parents shall only be informed on the direction of the Halton Children's Aid Society/Police.

2.0 Reporting Procedure for Students Under 16 Years of Age

- 2.1 Where an employee or volunteer suspects on reasonable grounds that a child or youth is or may be in need of protection, that employee or volunteer shall immediately:
- advise the Principal or designate;
 - with the support of the Principal/Designate, contact the Halton Children's Aid Society (Burlington – 905-333-4441) to **report** the facts and circumstances upon which is based the reasonable suspicion that the child is has, is, or will be in need of protection.
- 2.2 Advising the Principal or designate does not absolve a person of the legal obligation to personally report to the Halton Children's Aid Society. No other person is to report on your behalf.
- 2.3 Advising the Halton Children's Aid Society does not absolve a person of the policy obligation to notify the principal or designate and report to the Halton Children's Aid Society.
- 2.4 After contacting the Halton Children's Aid Society, staff will complete the duty to report form Appendix A, obtain the principal or designate signature, then fax to Halton Children's Aid Society. This form is then send directly to the Superintendent who will submit to the Chief Social Worker to ensure the report is stored in accordance to the board's retention schedule and privacy policy.
- 2.5 In order to minimize interference with any Halton Children's Aid Society investigation and in order to ensure that the rights of all are protected, under no circumstances will the "alleged abuser" be contacted or confronted about the incident. The Halton Children's Aid Society, in the best interests of the child, will provide instructions regarding the care of the child until the Halton Children's Aid Society responds.
- 2.6 The principal/designate signs the report to the Halton Children's Aid Society and will promptly notify the Superintendent or Assistant Superintendent by phone, fax or e-mail that a report has been made to the Halton Children's Aid Society.
- 2.7 The principal will furnish information regarding the report and the reporting process as required by the Superintendent or Assistant Superintendent.
- 2.8 The Superintendent or Assistant Superintendent will promptly inform the Director of Education of any report to the Halton Children's Aid Society which may implicate a Board employee or volunteer.

3.0 Reporting Procedure for Students Over 16 Years of Age to Halton Regional Police

- 3.1 Where an employee or volunteer suspects on reasonable grounds that a student is the victim of assault, sexual assault or misconduct or of an offence under the Criminal Code of Canada, the employee or volunteer will immediately inform the principal of the school and furnish the principal with all relevant information.

- 3.2 The principal or designate will not interview the suspected student victim without the express consent of the Police/Children's Aid Society. However, without discussing the alleged victimization, the principal will inform the student of the intention to call the Halton Regional Police Service.
- 3.3 Having received a report as in 3.1, the principal will contact the secondary school Police community liaison officer or the desk sergeant on duty for consultation on how to proceed or
- 3.4 Having a report as in 3.1, the principal and appropriate selected staff will support the student in reporting the incident(s) to the Halton Regional Police, if the student so wishes.
- 3.5 The principal of the school where a student is making a report to Police regarding their victimization will promptly notify the Superintendent or Assistant Superintendent and the Board Chief Social Worker by phone, fax or e-mail that a report has been made to the Halton Regional Police.
- 3.6 The Superintendent or Assistant Superintendent will promptly inform the Director of Education of any report to the Police which may implicate a Board employee or volunteer.

4.0 Intervention

- 4.1 The principal will remove from contact with students any staff member or volunteer on whom a Police/Halton Children's Aid Society investigation is being conducted into a complaint of inappropriate conduct involving a student (s).
- 4.2 The principal will make it possible for the employee who has been reported to the Children's Aid Society or Police to contact their union president.
- 4.3 Human Resources Services administration will contact an employee reported to the Children's Aid Society or Police and removed from contact with students for the purpose of assigning the employee to alternate work.

5.0 Documentation

- 5.1 To provide accurate information to the Halton Children's Aid Society and to assist in the court process if necessary, staff/volunteers must document their knowledge of and involvement in the situation.
- 5.2 The employee making the report to the Halton Children's Aid Society/ Police is required to fill out the Record of Report including all relevant information.
- 5.3 A copy of the completed formal written report (See Appendix A) must be given to the Principal within 48 hours of the report being made to the Halton Children's Aid Society or Police.
- 5.4 The principal will send the completed Record of Report to the Supervisory Officer for storage at the Board office.

- 5.5 All records relevant to reports to the Halton Children’s Aid Society or Police shall be considered confidential and released only to the appropriate Halton Children’s Aid Society or Police force or appropriate Board administrators on request.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED: _____
Director of Education and Secretary of the Board

PURPOSE

To outline procedures to be followed by school administrative staff in regard to school staff meetings.

APPLICATION AND SCOPE

This procedure applies to school administrative staff, teaching staff, educational assistants, designated early childhood educators (DECE), and other staff as may be applicable in the Halton Catholic District School Board.

PRINCIPLES

The Halton Catholic District School Board supports and encourages meetings where staff and administration have the opportunity to dialogue and discuss issues and receive in-service related to the operation of schools and improved student instruction and performance.

REQUIREMENTS

- A.** Each school principal shall hold staff meetings at least once a month for the purpose of discussing school related topics, providing professional development to improve student achievement and well being.
- B.** The principal shall:
 - give at least a week's notice of the meeting to staff, where possible;
 - prepare an agenda for pre-distribution to staff;
 - the agenda and minutes will be available at the request of the school Superintendent;
 - seek input from staff on agenda items;
 - seek input from staff on suitable days to conduct staff meetings.
 - Make every effort to have a consistent scheduled day for regular monthly staff meetings.
- C.** Staff meetings shall be held at a time which does not interfere with classroom instruction and other major system-wide events, parish events, and/or local community events, that require staff attendance. Principals will consult the system calendar on the Board's StaffNet in order to avoid/mitigate scheduling conflicts.

- D.** Every Teacher, Designated Early Childhood Educator (DECE), and Educational Assistant (EA) shall attend each staff meeting as convened by the principal, unless excused, following discussion with the principal in advance
- E.** Staff meetings should:
- improve the school's programmes, through staff development opportunities;
 - study the effective use of learning materials and resource personnel;
 - deal with administrative details, school safety and discipline and other matters related to the General Operation of Schools as listed in Regulation 298 and S265 of the *Education Act*;
 - any other items as deemed appropriate by the principal or Senior Staff.
- F.** Staff meetings shall not exceed 1½ hours in length.
- G.** It is recognized that appropriate staff may be required to attend other meetings related to program/curriculum specific initiatives and other items at the discretion of the principal. These meetings may include divisional meetings, departmental meetings and meetings affecting the general operation of the school.
- H.** Other non-academic staff may be invited to attend staff meetings by the Principal.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____
Director of Education and Secretary of the Board