

**POLICY COMMITTEE MEETING
AGENDA**

Date: Tuesday, November 13, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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1. Call to Order	
1.1 Opening Prayer (J. Michael)	
2. Approvals	
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5.5.1	Policy I-14 Smoking Ban (S. Balogh)	
5.5.2	Policy I-26 Student Trustees of the Halton Catholic District School Board (C. McGillicuddy)	
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5.5.4	Policy II-20 Child Abuse and Protection of Students (C. Cipriano)	
5.5.5	Policy V-01 Use of School Grounds and Community Use of School Facilities (R. Merrick)	
5.5.6	Policy V-09 Public Concerns Complaints Process (P. Daly, S. Balogh)	
5.5.7	Information Items	
5.5.7.1	Procedure VI-15 Student Trustees (C. McGillicuddy)	
5.5.7.2	Procedure VI-70 Educational Field Trips (S. Balogh)	
5.5.7.3	Procedure VI-07 Transportation of Students in Private Vehicles Driven by Other Students (S. Balogh, R. Negoï)	
5.5.7.4	Procedure VI-07 (a) School Bus Accident Procedure (S. Balogh, R. Negoï)	
5.5.7.5	Procedure VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers (S. Balogh, R. Negoï)	
5.5.7.6	Procedure VI-32 Child Abuse and Protection of Students (C. Cipriano)	
5.5.7.7	Procedure VI-49 Use of School Facilities Election Day (R. Merrick)	

6. **Miscellaneous Information**

6.1	Policy Committee Work Plan 2018-2019 (S. Balogh)	85 - 87
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7. **Correspondence**

8. **In Camera**

9. **New Business**

10. **Motion to Excuse Absent Committee Members**

11. Motion to Adjourn/ Closing Prayer (A. Quinn)

POLICY COMMITTEE MEETING MINUTES

Date: October 9, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Staff Present

- P. Daly, Director of Education
- S. Balogh, Superintendent of Education, School Services
- R. Merrick, Superintendent, Facility Management Services
- C. McGillicuddy, Superintendent of Education, Student Success
- R. Negoj, Superintendent, Business Services
- A. Prkacin, Superintendent of Education, Curriculum Services
- F. Thibeault, Senior Manager, Planning Services
- R. DiPietro, Executive Assistant, Director's Office

Others Present K. Boyd, OECTA Halton Secondary, President
 N. March, OECTA Halton Elementary, President
 Guests

Recording Secretary J. Neuman

1. Call to Order

1.1 Opening Prayer (A. Danko)

The meeting began at 7:00 p.m. with a prayer led by A. Danko.

2. Approvals

2.1 Approval of Agenda

P#61/18

Moved by: A. lantomasi

Seconded by: D. Rabenda

Addition to agenda Information Item 5.9 Oct. 4, 2018 The Catholic Register Article

That, the agenda be approved, as amended

CARRIED

The Chair called for a Declaration of Conflict of Interest. There were none.

2.2 Approval of Minutes (Sept. 11, 2018)

P#62/18

Moved by: J. Michael

Seconded by: J. M. Rowe

That, the minutes of the Policy Committee Meeting held on September 11, 2018 be approved, as submitted.
CARRIED

3. Action Items

3.1 Policy I-24 Fraud Management (R. Negoj)

R. Negoj shared the changes to the policy.

P#63/18

Moved by: A. Iantomasi

Seconded by: J. M. Rowe

That, the Policy Committee recommends that Policy I-24 Fraud Management, be forwarded, along with amendments, to the October 16, 2018 Regular Board Meeting for approval.

There was no discussion.

The chair called for a vote. Recommendation **P#63/18 CARRIED.**

3.2 Policy I-35 Trustee Honoraria (R. Negoj)

R. Negoj shared the changes to the policy; and noted that the amendments have been made in the spirit of the ministry information released in the spring. It was noted that the amended regulation has not been released, and any changes required will be brought back to a future policy committee meeting.

P#64/18

Moved by: A. Quinn

Seconded by: D. Rabenda

That, the Policy Committee recommends that Policy I-35 Trustee Honoraria, be forwarded, along with amendments, to the October 16, 2018 Regular Board Meeting for approval.

There was no discussion.

The chair called for a vote. Recommendation **P#64/18 CARRIED**

3.3 Policy II-49 English as a Second Language and English Literacy Development Programs and Services (A. Prkacin, S. Balogh)

P#65/18

Moved by: J. M. Rowe

Seconded by: D. Rabenda

That, the Policy Committee recommends that Policy II-49 English as a Second Language (ESL) & English Literacy Development (ELD) Programs and Services, be forwarded, be forwarded, along with amendments, to the October 16, 2018 Regular Board Meeting for approval.

A. Prkacin noted that minor changes were made to the policy

There was no discussion.

The chair called for a vote. Recommendation **P#65/18 CARRIED**

3.4 Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students (C. McGillicuddy, S. Balogh)

P#66/18

Moved by: D. Rabenda

Seconded by: A. Danko

That, the Policy Committee recommends that Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students, be forwarded to the October 16, 2018 Regular Board Meeting for approval.

C. McGillicuddy noted that minor changes were made to the policy

There was no discussion.

The chair called for a vote and Recommendation **P#66/18 CARRIED**

3.5 Policy V-04 School Fundraising Activities (P. Marai)

P#67/18

Moved by: A. Iantomasi

Seconded by: J. M. Rowe

That, the Board accept, with thanks, the community feedback and make no change to V-04 School Fundraising Activities.

P#67/18 (Amendment)

Moved by: A. Danko

Seconded by: A. Quinn

That, "the policy will be moved to the Regular Board Meeting on October 16, 2018, for approval" be added to the motion.

The Chair called for a vote and **P#67/18 (Amendment) FAILED.**

In Favour	Opposed
H. Karabela	A. Iantomasi
S. Tristes	J. Michael
A. Danko	D. Rabenda
A. Quinn	J. M. Rowe

The Chair returned to the main motion.

Discussion ensued. Stakeholder feedback results were noted. An article from The Catholic Register was presented and discussed. Questions regarding moral principals, tools and resources and reference to other school board policies were asked and answered.

A. Danko asked for an amendment to the policy to include standard language in reference to church teaching that appears in other policies.

The chair disallowed the amendment until the first motion was voted on.
A point of order was raised that the policy was open for discussion.

A. Danko appealed the Point of Order.

The Chair ruled the point of order not well taken as a main motion was already on the floor, but Mr. Danko could revisit the amendment once main motion being discussed was voted on.

Following Trustees further voicing their positions, the Chair called for a vote. Recommendation **P#67/18 CARRIED**

In Favour	Opposed
A. Iantomasi	H. Karabela
J. Michael	S. Tristes
D. Rabenda	A. Danko
J. M. Rowe	A. Quinn
P. Marai (Chair)	

Discussion ensued regarding forwarding the Policy to the upcoming Board Meeting for approval. P. Marai noted that only legislated annually reviewed policies go to Board for approval without changes.

4. Discussion Items

4.1 Cannabis Legislation (P. Marai)

4.1.1 Policy I-14 Smoking Ban

4.1.2 Policy II-28 Alcohol Tobacco and Drug Education and Abuse in Schools

4.1.3 Policy II-39 Progressive Discipline and Safety In Schools

4.1.4 Procedure VI-44 Progressive Discipline and Safety in Schools

A. Quinn directed questions to P. Daly and S. Balogh regarding the upcoming Cannabis Legislation.

S. Balogh noted that pertinent policies and procedures are in the 2018-2019 review cycle and some have been moved forward to be reviewed sooner. Policy II-28 Alcohol, Tobacco and Drug Education and Abuse in Schools was reviewed in March 2018, but will be reviewed to ensure it encompasses the legislation.

Questions regarding discipline, illegal possession, and vaping were asked and answered.

A. Quinn suggested there would be value to increase the budget for education regarding programming for vaping/cannabis. P. Daly noted the Board is waiting to receive word if funding is coming from the Ministry.

5. Information Items

5.1 Procedure VI-24 Fraud Management (R. Nego)

5.2 Procedure VI-72 Election Audit Compliance Committee (R. Nego, P. Daly)

5.3 Procedure VI-77 Procedure for ESL Student Reception, Orientation, Placement and Programming (A. Prkacin, S. Balogh)

5.4 Procedure VI-80 Prior Learning Assessment and Recognition (PLAR) For Day School Students (C. McGillicuddy, S. Balogh)

5.5 Procedure VI-59 School Fundraising Activities (P. Daly, S. Balogh)

5.6 Procedure VI-08 School Security (R. Merrick, S. Balogh)

5.7 Procedure VI-53 Optional French Programs (Extended, Mid-Extended) (A. Prkacin, S. Balogh)

5.8 Upcoming Policy Agenda Items November 13, 2018 (S. Balogh)

5.8.1 Policy II-11 Daily Teacher Plans (S. Balogh)

5.8.2 Policy II-20 Child Abuse (C. Cipriano)

5.8.3 Policy II-23 Child Care Facilities (R. Merrick)

5.8.4 Policy II-37 Volunteers in Catholic Schools (S. Balogh)

5.8.5 Policy II-44 Student Mental Health (C. Cipriano)

5.8.6 Policy II-46 Assessment and Evaluation (A. Prkacin)

5.8.7 Procedure VI-32 Child Abuse and Protection of Students (C. Cipriano)

5.8.8 Procedure VI-78 Community Planning and Facilities Partnerships (R. Merrick)

5.8.9 Procedure VI-55 Assessment and Evaluation - Academic Dishonesty and Plagiarism (A. Prkacin)

5.8.10 Procedure VI-56 Assessment and Evaluation - Late and Missed Assignments (A. Prkacin)

5.8.11 Procedure VI-29 Supervised Alternative Learning (A. Prkacin, C. McGillicuddy)

5.8.12 Procedure VI-43 Home Instruction (A. Prkacin, S. Balogh)

5.9 Article from the Catholic Register – A. Danko

The article was mentioned in the discussion above.

The above items were presented as information.

6. Miscellaneous Information

6.1 Special Policy Committee Meeting - October 11, 2018 (P. Marai)

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

All trustees were present

11. Motion to Adjourn/ Closing Prayer (A. Iantomasi)

P#68/18

Moved by: D. Rabenda

Seconded by: J. M. Rowe

That the meeting adjourn.

A. Iantomasi closed meeting with prayer at 8:08 p.m.

SPECIAL POLICY COMMITTEE MEETING MINUTES

Date: October 11, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present A. Iantomasi – by phone D. Rabenda
 H. Karabela – by phone J. M. Rowe – by phone
 P. Marai S. Trites – by phone
 J. Michael – by phone

Staff Present P. Daly, Director of Education
 S. Balogh, Superintendent of Education, School Services
 R. Merrick, Superintendent, Facility Management Services
 C. McGillicuddy, Superintendent of Education, Student Success
 R. Negoï, Superintendent, Business Services
 A. Prkacin, Superintendent of Education, Curriculum Services

Members Absent A. Danko
 A. Quinn

Recording Secretary J. Neuman

1. Call to Order

1.1 Opening Prayer (H. Karabela)

Meeting to was called to order at 7:05 prayer led by H. Karabela

2. Approvals

2.1 Approval of Agenda

P#69/18

Moved by: D. Rabenda

Seconded by: J. M. Rowe

That, the agenda be approved

CARRIED

3. Action Items

3.1 Policy I-45 Transparency and Accountability in Executive Compensation (P. Marai)

P#70/18

Moved by: D. Rabenda

Seconded by: S. Trites

That, the Policy Committee recommends that Policy I45 Transparency and Accountability in Executive Compensation, be forwarded, along with amendments, to the October 16, 2018 Regular Board Meeting for approval at second reading.

P. Marai stated that the policy has been reviewed several times and was passed at first reading in September, to be forwarded for stakeholder consultation. It was noted that the stakeholder feedback has been compiled and attached.

P. Marai responded specifically to the letter sent from the Halton Catholic Supervisory Officers' Association (HCSOA). Questions were asked and answered.

It was noted that legal council will be sought regarding concerns raised in the HCSOA letter.

A. Iantomasi disconnected from the conference call.

The chair called for a vote. Recommendation **P#70/18 CARRIED.**

In favour	Opposed
J. Michael	
H. Karabela	
S. Trites	
J.M. Rowe	
D. Rabenda	
P. Marai (Chair)	

4. Motion to Adjourn/Closing Prayer (P. Marai)

P#71/18

Moved by: S. Trites

Seconded by: D. Rabenda

That the meeting adjourn.

P. Marai closed meeting with prayer at 7:27 pm

SPECIAL POLICY COMMITTEE MEETING MINUTES

Date: October 30, 2018
Time: 7:00 p.m.
Location: Catholic Education Centre, Board Room
802 Drury Lane, Burlington, ON

Members Present A. Iantomasi (via phone) A. Quinn (via phone)
 H. Karabela D. Rabenda
 P. Marai J.M. Rowe (via phone)
 J. Michael

Members Absent A. Danko
 S. Trites

Staff Present P. Daly, Director of Education
 S. Balogh, Superintendent of Education, School Services

Recording Secretary R. Di Pietro

1. Call to Order

1.1 Opening Prayer (P. Marai)

The meeting opened with a prayer led by P. Marai.

2. Approval

2.1 Approval of the Agenda

#72/18

Moved by: D. Rabenda

Seconded by: J. Michael

That, the agenda be approved.

CARRIED

3. Action Items

3.1 Policy I-45 Transparency and Accountability in Executive Compensation (P. Marai)

#73/18

Moved by: A. Quinn

Seconded by: H. Karabela

That, the Policy Committee recommends that Policy I-45 Transparency and Accountability in Executive Compensation, be forwarded, along with amendments, to the November 6, 2018 Regular Board Meeting for approval at third reading.

Discussion ensued and the following additional amendments were made to the policy:

- To be consistent, “the Board” will be added throughout. For example, under *Performance Appraisal*...This will come to “Trustees” will be replaced with....This will come to “the Board”...
- Under *Ineligible Types of Compensation* the bracket portion under section vi. will be removed

- Under *Annual Objectives* replace “for” with “with” in both paragraphs. For example, The Director will draft objectives “with”The Board will draft objectives “with”

The Chair called for a vote. Recommendation **P#73/18 UNANIMOUSLY CARRIED.**

**4. Motion to Excuse Absent Committee Members
#74/18**

Moved by: H. Karabela

Seconded by: J. Michael

That, A. Danko and S. Trites be excused from the meeting.

The Chair called for a vote on **#74/18** and it **UNANIMOUSLY CARRIED.**

**5. Motion to Adjourn/Closing Prayer (P. Marai)
#75/18**

Moved by: D. Rabenda

Seconded by: J. Michael

That, the meeting adjourn.

UNANIMOUSLY CARRIED

The meeting adjourned at 7:20 p.m. with a prayer led by P. Marai.

Policy II-11 Daily Teacher Plans	Item 3.1
November 13, 2018	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-11 Daily Teacher Plans*, as recommended by staff.

Commentary

The policy was reviewed, and the *Application and Scope* was clarified. *Principles* were added to include the duty of teachers as it pertains to planning. The *Requirements* were revised to specify the *Education Act and the Ontario Regulations*.

The revised *Policy II-11 Daily Teacher Plans* is attached for review and consideration by the Policy Committee.

Recommendation

The following recommendation is presented for the consideration of the Board:

Moved by:
Seconded by:
<i>That</i> , the Policy Committee recommends that <i>Policy II-11 Daily Teacher Plans</i> , be forwarded, along with amendments, to the November 20 th , 2018 Regular Board Meeting for approval.

Report Prepared by:

A. Prkacin
Superintendent of Education, Curriculum Services

Report Submitted by:

P. Daly
Director of Education and Secretary of the Board

Daily Teacher Plans	
Adopted: October 23, 1973	Last Reviewed/Revised: May 17, 2016
Next Scheduled Review: October 2018	
Associated Policies & Procedures: N/A	

Purpose

It is the policy of the Halton Catholic District School Board (HCDSB) to outline the expectation for ~~educators~~ teachers to establish daily teaching plans to be consistent with the Education Act, Regulations of the province of Ontario and all other directives by the province of Ontario.

Application and Scope

This policy applies to all ~~Halton Catholic District School Board~~ HCDSB ~~educators~~ teachers. The policy ~~applies to all schools within the jurisdiction of the Halton Catholic District School Board.~~

References

Education Act

Ontario Regulation 298

Growing Success – Assessment, Evaluation and Reporting in Ontario Schools

Principles

The HCDSB acknowledges that planning is a duty of teachers under the Education Act and is part of effective instruction.

Growing Success identifies that ‘teachers use practices and procedures that are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students’

Requirements

A teacher shall, in addition to the duties assigned to the teacher under the *Education Act* and by the board, prepare for use in the teacher's class or classes such teaching plans and outlines as required by the principal and the appropriate supervisory office and submit the plans and outlines to the principal or the appropriate supervisory officer, as the case may be, on request.

1. ~~Such~~ Teaching plans, records and outlines shall be available ~~in the classroom~~ during the course of each school day during the school year.
2. ~~In addition to his/her duties under the Education Act and the Ontario Regulations, the~~ principal ~~of a school~~ shall supervise the ~~classroom~~ instruction in ~~his/her the~~ school and shall advise and assist teachers in the performance of their teaching duties, ~~which include the development and maintenance of the teachers' teaching plans, records, and outlines as required by board policy.~~

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Policy II-23 Child Care Facilities	Item 3.2
November 13, 2018	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-23 Child Care Facilities* as recommended by staff.

Commentary

Staff reviewed *Policy II-23 Child Care Facilities*, last updated in November 2015, as part of this review cycle. Minor changes have been made to the policy to adhere to Board formatting standards, update relevant references and reflect current industry best practices. The purpose, application and requirements of Policy remain valid.

The revised *Policy II-23 Child Care Facilities* is attached for review and consideration by the Policy Committee.

Recommendation

The following recommendation is presented for the consideration of the Board:

Moved by:
Seconded by:
<i>That</i> , the Policy Committee recommends that <i>Policy II-23 Child Care Facilities</i> , be forwarded, along with amendments, to the November 20, 2018, Regular Board Meeting for approval.

Report Prepared by:

R. Merrick
Superintendent, Facility Management Services

Report Submitted by:

P. Daly
Director of Education and Secretary of the Board

Child Care Facilities	
Adopted: January 19, 1988	Last Reviewed/Revised: November 17, 2015
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: VI-78 Community Planning & Facility Partnerships	

Purpose

The ~~Halton Catholic District School Board (HCDSB), in cooperation with Ontario Government initiatives, especially through Ontario Ministry of Education policies,~~ recognizes the need for appropriate ~~c~~Child ~~c~~Care opportunities for children from 0 to 3.8 years of age.

To that end, subject to appropriate Ministry of Education regulations, the Board will build ~~c~~Child ~~c~~Care facilities in conjunction with ~~the construction of each of its~~ new schools, based on a needs assessment appropriate to each school community. This practice will be entirely dependent upon the provision of appropriate Ministry of Education grants to fund ~~completely~~ the construction of such facility.

Application and Scope

This policy applies to external licensed child care facility operators using HCDSB facilities.

~~The Board will award the use of its ~~c~~Child ~~c~~Care facilities through a joint agreement to a responsible operator ~~after subsequent to~~ a review of submissions from interested parties, subject to the following general conditions:~~

- ~~• the operator must be a not for profit organization;~~
- ~~• the operator must obtain an appropriate Ministry of Education ~~facility~~ license prior to ~~ratification of a joint agreement for~~ facility use;~~
- ~~• the operator must ensure participation by Board designated persons on the facility management team ~~and Board of Directors~~;~~
- ~~• the operator must submit for Board review and approval its client selection criteria;~~
- ~~• the operator must ensure appropriate Co-operative Education student placements for system secondary school students;~~

- ~~the operator must assume all financial responsibility including operational costs (staff and custodial, salaries and/or benefits, plant maintenance, liability insurance, WSIB certificate, etc.); and~~
- ~~the operator must agree to Ministry of Education funding conditions and operational guidelines.~~

References

[Child Care and Early Years Act 2014 \(CCEYA\)](#)

[Child Care Modernization Act 2014](#)

[Capital Funding Policy for New Construction of Child Care Projects \(Ministry of Education, 2015\)](#)

Requirements

The Board will award the use of its ~~c~~Child ~~c~~Care facilities through a joint agreement to a responsible operator ~~after subsequent to~~ a review of submissions from interested parties, subject to the following general conditions:

- the operator must be a not-for profit organization;
- the operator must obtain an appropriate Ministry of Education ~~facility~~ license prior to ~~ratification of a joint agreement for~~ facility use;
- the operator must ensure participation by Board designated persons on the facility management team ~~and Board of Directors~~;
- the operator must submit for Board review and approval its client selection criteria;
- ~~the operator must ensure appropriate Co-operative Education student placements for system secondary school students;~~
- the operator must assume all financial responsibility including operational costs (staff and custodial, salaries and/or benefits, plant maintenance, liability insurance, WSIB certificate, etc.); and
- the operator must agree to Ministry of Education funding conditions and operational guidelines.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Policy II-37 Volunteers in Catholic Schools	Item 3.3
November 13, 2018	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-37 Volunteers in Catholic Schools* as recommended by staff.

Commentary

Policy II-37 Volunteers in Catholic Schools was last amended in June 2007. This policy provides direction that volunteers must follow when participating in school community activities. The Policy Working Group has recommended the following changes to the policy:

- References were added to match the new template
- Principles now include a more fulsome explanation of volunteer supports in schools
- Requirements were updated to match current practices.
- A procedure will not be developed for this policy as the *Volunteers in Schools* document has been revised for School Administrators to use to implement this policy.

The revised *Policy II-37 Volunteers in Catholic Schools* is attached for review and consideration by the Policy Committee.

Recommendation

The following recommendation is presented for the consideration of the Board:

Moved by:
Seconded by:
<i>That, the Policy Committee recommends that Policy II-37 Volunteers in Catholic Schools, be forwarded, along with amendments, to the November 20, 2018 Regular Board Meeting for approval.</i>

Report Prepared by:

S. Balogh
Superintendent of Education, School Services

Report Submitted by:

P. Daly
Director of Education and Secretary of the Board

Volunteers in Catholic Schools	
Adopted: October 2, 2001	Last Reviewed/Revised: June 5, 2007
Next Scheduled Review: November 2018	
Associated Policies & Procedures: II-19 Educational Field Trips VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers	

Purpose

To provide consistent application of ~~a-volunteers program~~ in our schools.

Application and Scope

This policy applies to all schools within the jurisdiction of the Halton Catholic District School Board.

References

[Education Act](#)

[Renewing the Promise - Institute for Catholic Education](#)

Principles

- The work of Catholic schools involves initiating, facilitating and maintaining trusting relationships with and among the Catholic educational and community partners.
- Parents, guardians and community members are welcome in all schools. Their valued support helps staff provide better learning opportunities for children and assists staff in the daily operations of our schools. Volunteers work with the school community to help children realize the gifts they have been given by our Creator God.
- Volunteers are valued partners who help to foster positive relationships and cooperation amongst the school, parents/guardians, the pParish and the school community for the benefit of our students.
- ~~In addition, volunteers~~Volunteers are encouraged to contribute to the extra-curricular program of the school in order to offer a wide range of activities.

- ~~• Volunteers are valued partners who help to foster positive relationships and cooperation amongst the school, parents/guardians, the Parish and the school community for the benefit of our students.~~
- The personal interests, background, and commitment of volunteers enhance the programs, services and education opportunities for our students.
- Each volunteer will model caring and cooperative relationships, promote ~~our~~ Catholic values and encourage a safe and secure learning and working environment.

Requirements

- Each elementary and secondary school shall be encouraged to establish a volunteer program that allows for opportunities for volunteers to participate in school community events.
- The Principal is authorized by the Board “to assign to a person who volunteers to serve without remuneration such duties in respect of the school as are approved by the Board, and to terminate such assignment”~~”~~. (Safe Schools Act, 2000). Ed Act Part VI, Reg. 171.(1), par.4
- The Principal is responsible, subject to guidelines ~~established found~~ in the Handbook Volunteers in Your Schools document, (Halton Catholic District School Board and Halton District School Board, revised February 2007),(revised 2018) for:
 - a) determining the volunteering needs for your the school;
 - b) the recruitment, selection and screening of volunteers;
 - c) approving and delineating the task and the assignment of the volunteers;
 - d) the training and orientation of the volunteers;
 - e) the supervision and evaluation of the volunteers;
 - f) the evaluation of the volunteer program; and,
 - g) the recognition of the volunteers.
- Each Principal shall maintain a current list of regular and occasional volunteers.
- Each Principal shall establish this list ~~by October 31st of~~ at the beginning of each school year. The list shall be regularly updated ~~on a monthly basis~~.
- A volunteer must be at least 18 years of age, unless they are in an HCDSB Secondary School program (e.g. Co-op; Sports Leadership; Community Service Hours).
- ~~It is understood that a volunteer is a person who serves without remuneration.~~
- A volunteer must be under the direction and supervision of the Principal or Principal designate.

- A volunteer must adhere to the confidentiality rules as outlined by the Principal.
- A volunteer, over the age of 18, will be subject to a Criminal Reference Check and a Vulnerable Sector Screening. ~~criminal reference check. (Refer to Handbook, Volunteers in Your School, Revised February 2007, Section 2.2 Recruitment, Selection and Screening).~~
- A volunteer must complete a “Volunteer Criminal Offence Declaration Form” annually ~~(See StaffNet).~~
- Each Principal shall adhere to the section pertaining to volunteer drivers in Policy II-19: the Educational Field Trips ~~Policy and Procedure VI-14: Transportation of Students in Private Vehicles Driven by Volunteer Drivers,....~~
- ~~An Administrative Procedure will be developed in order to implement this policy.~~

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Policy II-44 Student Mental Health	Item 3.4
Tuesday, November 13, 2018	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-44 Student Mental Health* as recommended by staff.

Commentary

The Halton Catholic District School Board recognizes the critical importance of positive mental health and wellbeing to school success. As such, the Halton Catholic District School Board is committed to building awareness of this issue through mental health literacy and the development of board and school wide programmes and practices that actively engage students and staff in promoting positive mental health and wellbeing while addressing mental health issues. Also imperative is to assist our school communities in helping to identify students in need of early intervention and developing integrated pathways of care in our Halton community for children and youth affected by mental health concerns. While much of this policy reflects current best practices and remains relevant today, changes reflect our current understanding of Mental Health as a state of wellbeing. The addition of a number of seminal guiding documents have been added to reference current, relevant literature pertaining to Student Mental Health and Wellbeing.

In light of these changes, *Policy II-44 Student Mental Health* should also reflect a name change to *Policy II-44 Student Mental Health and Wellbeing*. The Policy is attached for review and consideration by the Policy Committee.

Recommendation

The following recommendation is presented for the consideration of the Board:

<p>Moved by:</p> <p>Seconded by:</p> <p><i>That</i>, the Policy Committee recommends that <i>Policy II-44 Student Mental Health</i> name be changed to <i>Policy II-44 Student Mental Health and Wellbeing</i>, and be forwarded, along with amendments, to the November 20, 2018 Regular Board Meeting for approval.</p>
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Report Prepared by:

T. Melykuty
Chief of Mental Health Programming

C. Cipriano
Superintendent of Education, Special Education Services

Report Submitted by:

P. Daly
Director of Education and Secretary of the Board

Student Mental Health and Well-being

Adopted:

October 18, 2011

Last Reviewed/Revised:

May 21, 2013

Next Scheduled Review: November 2018

Associated Policies & Procedures: N/A

Purpose

To ensure that the Halton Catholic District School Board recognizes the critical importance of positive mental health and well-being to school success. Further, the Halton Catholic District School Board is committed to building awareness of this issue through mental health literacy and the development of board and school wide programmes and practices that actively engage students and staff in promoting positive mental health and wellbeing while addressing mental health problemsissues. To assist our school communities in helping to identify students in need of early intervention and developing integrated pathways of care in our Halton community for children and youth affected by mental health disordersconcerns.

Application and Scope

This policy applies to all operations and procedures in all facilities within the Halton Catholic District School Board.

References

[School Mental Health Assist](#)

[Open Minds, Healthy Minds](#)

[Education Act](#)

[Changing Directions, Changing Lives: The Mental Health Strategy for Canada, Mental Health Commission of Canada, 2012](#)

[Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Wellbeing, 2013](#)

[Leading Mentally Healthy schools: A Vision for Student Mental Health and Well-being in Ontario Schools, 2013](#)

[Ontario's Well-being Strategy for Education in Ontario](#)

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Principles

The Halton Catholic District School is committed to:

- responding to the teachings of Jesus Christ to “Love one another, as I have loved you” (John 13:33-35)
- student mental health and well-being is the collective responsibility of our Catholic communities
- supporting the promotion of positive mental health for all students
- building the capacity and conditions to create caring, mentally healthy schools and classrooms acknowledging this as foundational to positive mental health and well-being in school settings.
- acknowledging the need to respond adequately and appropriately to the mental health needs of students and schools
- support students and others when dealing with mental health problems and illnesses of family members
- promoting a positive image of mental health while reducing stigma
- ~~student mental health and well-being is the collective responsibility of our Catholic communities~~

Requirements

~~1.~~ The Halton Catholic District School Board, under the direction of the Director of Education, in conjunction with the Mental Health Lead (in collaboration with the Chief Social Worker and the Chief of Psychological Services), will guide the Mental Health Leadership Team, made up of applicable Board employees, students and members of the community in order to facilitate the directives of this policy.

~~2.~~ Focus Area A: Strategy for Mental Health Engagement

Directive:

Continue to Make positive mental health in school settings a priority, ~~and update and maintain and update our existing~~ board-wide Mental Health engagement strategy.

Board Responsibility:

- among the members of the Mental Health Leadership Team, continue with the ~~develop a consensus for the adoption and~~ implementation of a our board-wide strategy of promotion, prevention and early intervention in the school context for mental health issues
- to update coordinate a the Mental Health and Well-being strategy every three years, ~~that is~~ based on current evidence and best practice

Policy No. II-44 | Student Mental Health and Well-being

- to ~~maintain and update~~~~set out~~ guidelines for program selection, development~~and~~, implementation and monitoring
- ensure that within each Family of Schools, there are Board employees who are knowledgeable and compassionate in dealing with mental health issues
- make known any appropriate services provided by either the Board, or community organizations, to all school communities in order to increase the level awareness and communication between the Board and school communities regarding any mental health needs
- continue to create and sustain partnerships and deepen integration initiatives that will assist in the promotion, prevention and intervention related to mental health matters
- continue to create sustainable student engagement in mental health matters

School Responsibility:

- to provide to the Mental Health Leadership Team information regarding school-based programs that address mental health promotion, prevention and intervention
- to engage students in mental health promotion activities that foster sustained galvanization of student voice

3. Focus Area B: Building Mental Health Literacy and Minimizing Stigma

Directive:

~~Create and implement and m~~Maintain and update a board-wide initiative in order to educate and raise awareness within school communities of the importance of mental health.

Board Responsibility:

- ~~c~~Continue ongoing engagement in the design and implementation of a board-wide strategy to promote the de-stigmatization that is associated with mental health
- to work with all staff groups to increase the level of mental health education
- ~~To develop~~To maintain develop a systematic approach to mental health literacy training for students, educators and parents including curricula and training of appropriate staff to respond to mental health issues
- to commit to celebrating and acknowledging Children's Mental Health Week.

School Responsibility:

- to work with students, teachers and board staff to increase the level of mental health education within school communities
- to encourage parents to recognize the importance of the promotion of positive mental health for their children and to assist families in addressing mental health issues as they may arise for their children

4. Focus Area C: Suicide Prevention, Intervention, Postvention

Directive:

~~Continue to Create and~~ implement ~~a~~our board wide strategy to build a common awareness and understanding about suicide, providing prevention, intervention and postvention strategies and provide recommendations for actions at the school level in alignment with School Mental Health Assist training.

Board Responsibility:

- to build a common understanding about suicide amongst board senior staff, administration and school support workers
- to highlight helpful prevention, intervention and postvention strategies
- to identify ongoing system needs in program development and delivery

School Responsibility:

- to build common understanding about suicide amongst staff and school mental health leaders
- to understand when to engage school-based personnel and resources in addressing student needs

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Policy II-46 Assessment and Evaluation	Item 3.5
November 13, 2018	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-46 Assessment and Evaluation*, as recommended by staff.

Commentary

The policy was last reviewed in June 2015. As part of the current review cycle a minor change was made to the References area in keeping with the new template. There were no changes to the intrinsic nature of the policy.

Policy II-46 Assessment and Evaluation is attached for information and consideration by the Policy Committee.

Report Prepared by: A. Prkacin
Superintendent of Education, Curriculum Services

Report Submitted by: P. Daly
Director of Education and Secretary of the Board

Assessment and Evaluation	
Adopted: June 21, 2011	Last Reviewed/Revised: June 16, 2015
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: VI-55 Assessment and Evaluation: Academic Dishonest and Plagiarism VI-56 Assessment and Evaluation: Late and Missed Assignments II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students VI-80 Prior Learning Assessment and Recognition (PLAR) For Day School Students VI-29 Supervised Alternative Learning VI-43 Home Instruction	

Purpose

The primary purpose of Assessment and Evaluation is to improve student learning. The Halton Catholic District School Board (HCDSB) is committed to assessment and evaluation practices that are grounded in the belief that all students should be able to demonstrate their learning in an environment that reflects the Catholic values of fairness, equity and respect for all.

The HCDSB is committed to enabling every student to reach his/her potential and to succeed by maximizing student learning and school effectiveness through continuous assessment and evaluation of programs and student achievement at the classroom, school, family of schools, and board levels.

As outlined in the Ministry of Education's *Growing Success* policy, the HCDSB recognizes that it must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for dishonesty, plagiarizing, not completing work and submitting work late.

Application and Scope

This policy applies to all staff and students of the HCDSB.

References

~~This policy is in accordance with the Ministry of Education's *Growing Success* policy.~~

~~Refer to HCDSB Administrative Procedure VI-55 *Assessment and Evaluation: Academic Dishonesty and Plagiarism* and Administrative Procedure VI-56 *Assessment and Evaluation: Late and Missed Assignments*~~

Growing Success – Assessment, Evaluation and Reporting in Ontario Schools

Definitions

As per the *Growing Success* policy:

Assessment: is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

Principles

The HCDSB expects that the fundamental principles from the *Growing Success* policy will guide assessment and evaluation in all schools. To ensure that assessment, evaluation, and reporting are valid and reliable, and that the process provides for the improvement of learning for all students, teachers use practices and procedures that:

- respect the dignity of all learners;
- provide multiple opportunities for students to demonstrate their learning;
- reflect the holistic nature of assessment which integrates the nature of learning and faith development;
- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French) those with medical conditions, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;

- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Teachers and administrators share the responsibility of implementing the principles within the *Growing Success* policy, while respecting the dignity of all learners, providing multiple opportunities for students to demonstrate their learning, and reflecting the holistic nature of assessment which integrates the nature of learning and faith development.

The professional judgment of our teachers and administrators is crucial to the effective assessment, evaluation and reporting of student achievement.

Schools have the responsibility to:

- implement practices aligned with the Fundamental Principles in the Ministry of Education's *Growing Success* policy;
- ensure that reported grades accurately reflect student achievement of the curriculum overall expectations of the subject or course;
- promote academic honesty;
- ensure that students are responsible for providing evidence of their learning within established timelines;
- ensure that the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency and severity of policy violations; and the individual circumstances of every student;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- ensure the students with special education needs are provided with accommodated, modified and/or alternate programs as outlined in the Individual Education Plan;
- ensure that mark deduction will not result in a report card percentage mark that misrepresents the student actual achievement of the curriculum overall expectations;
- ensure there are appropriate preventative strategies, communication and consequences for cheating, plagiarizing, not completing work, and submitting work late.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Protection of Privacy	
Adopted: December 15, 2015	Last Reviewed/Revised: April 19, 2016
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: VI-81 Privacy Procedure I-02 Records and Information Management Policy VI-82 Records and Information Management Procedure I-30 Video Surveillance VI-83 Video Surveillance Procedure VI-93 Cross Panel Sharing of Student Information	

Purpose

The Halton Catholic District School Board (HCDSB) is committed to the protection of privacy and complies with all pertinent provisions in the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, (MFIPPA), the *Personal Health Information Protection Act* (PHIPA), and any other applicable privacy legislation. HCDSB also complies with the Ministry Guidelines for the Ontario Student Records (OSRs), Privacy by Design (PbD) by the Ontario Information and Privacy Commissioner, as well as, the Privacy and Information Management (PIM) toolkit, by the PIM taskforce, 2008.

POLICY

It is the policy of the HCDSB to collect, use, retain and dispose of personal information in the course of meeting its statutory duties and responsibilities. The Board is committed to the protection of privacy of individuals with respect to personal information that is in its custody and/or under its control.

Personal information collected by the Board will have a specific purpose, will be kept in a secure manner. The Board further commits that personal information will not be used or disclosed for purposes other than those for which it was collected except with the consent of the individual or as required by law and will be disposed of when it is no longer needed and in accordance with, MFIPPA, PHIPA, and the HCDSB Retention Schedule.

Application and Scope

This policy applies to all Halton Catholic District School Board staff who collect, use, retain, and disclose personal information related to students and Board employees, and to operations and procedures in all facilities within the Halton Catholic District School Board.

References

[The Education Act](#)

[The Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[The Personal Health Information Protection Act \(PHIPA\)](#)

[Ontario Student Record Guidelines – Ministry of Education](#)

[Privacy and Information Management toolkit – \(PIM\) – developed by the PIM Taskforce](#)

[Privacy Breach Protocol](#)

Definitions

Act - means the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).

Consistent Purpose – means the individual to whom the information relates might have reasonable expectations regarding the use and disclosure of their personal information.

Control (of a record) – means the power or authority to make a decision about the use or disclosure of a record.

Custody (of a record) – means the keeping, care, watch, preservation or security of records for a legitimate business purpose. While physical possession of a record may not always constitute custody, it is the best evidence of custody.

Destruction is the physical disposal of records by means of shredding, disintegrating or recycling including the electronic disposal of data by means of deletion and overwriting. This also includes the destruction of data residing on computers and electronic devices supplied or paid for by the Corporation.

Head - the individual that is designated by the Board to act as the head for the purposes of the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).

Information and Privacy Commissioner (IPC) means the Information and Privacy Commissioner of Ontario (Commonly referred to as the IPC). The IPC hear appeals of decisions made by the Head of an institution, issues binding orders, conducts privacy investigation and has certain powers relating to the protection of Personal Privacy.

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) means the legislation that governs access to and the privacy of Board records containing personal information.

Personal Health Information Protection Act (PHIPA) means the legislation that governs the access to and the privacy of health records held by the Board.

Personal Health Information means identifying information about an individual in oral or recorded form, if the information:

- Relates to the physical or mental health of the individual, including information that consists of health history of the individual's family;
- Relates to the providing of health care to the individual, including the identification of a person as a provided or health care to the individual;
- Is a plan of service within the meaning of the *Home Care and Community Services Act*, 1994 for the individual;
- Relates to payment or eligibility for health care, or eligibility for coverage for health care, in respect to the individual;
- Relates to the donation by the individual of any body part or bodily substance of the individual or is derived from the testing or examination of any such body part of a bodily substance;
- The individual's health number; or
- Identifies the individual's substitute decision maker(s).

Personal Information - recorded information about an identifiable individual including:

- Information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual;
- Information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved;
- Any identifying number, symbol or other particular assigned to the individual;
- The address, telephone number, fingerprints or blood type of the individual;
- The personal opinions or view of the individual except if they relate to another individual;
- Correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence;
- The views or opinions of another individual about the individual; and
- The individual's name if it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual.

Privacy Breach means an incident involving unauthorized disclosure of personal information, including it being stolen, lost or accessed by unauthorized persons.

Privacy by Design (PbD) is the privacy standard developed by the Information and Privacy Commissioner of Ontario that the Board will utilize to build privacy and data protection, into the design specification and architecture of information and communications systems and technologies at the beginning, in order to facilitate compliance with privacy and data protection principles.

Privacy Impact Assessment (PIA) is the process for identifying, assessing and mitigating the privacy risks of a business process or technology tool. The Board develops and maintains PIAs for all new and/or modified programs that involve the use of personal information or personal health information for an administrative or operational purpose.

Record - any record of information however recorded, whether in printed form, on file, by electronic means or otherwise and includes:

- Correspondence, a memorandum, a book, a plan, a map, a drawing, a diagram, a pictorial, or graphic work, a photograph, a film, a microfilm, a sound recording, a videotape, a machine readable record, any other documentary material, regardless of physical form or characteristics, and any copy thereof; and
- Subject to the regulations, any record that is capable of being produced from a machine-readable record under the control of an institution by means of computer hardware and software or any other information storage equipment and technical expertise normally used by the institution (document).

Retention Period is the period of time during which a specific record or record series must be kept before records in that series may be disposed of.

Retention Schedule - is a list of all the record classifications and their corresponding retention periods. The schedule also identified which records are deemed vital, which are archival, and who is the responsible department or official record holder.

Principles/Requirements

- The Board is committed to the protection of privacy and recognizes that all employees are responsible for the protection of personal, confidential and sensitive information entrusted to them:
 - In accordance with MFIPPA and PHIPA, employees of the Board responsible for collecting personal information on private individuals and other Board employees, will do so in accordance with the applicable Act, and to the best of their abilities and knowledge, ensure the accuracy of that information.
- All records, regardless of their physical form or characteristics are the property of the Board and subject to its control:
 - Control shall be exercised over the creation, distribution, utilization, retention, storage, retrieval, protection, preservation and final disposition, in accordance with the appropriate legislation.

- The public has a right of access to information of a publicly funded institution.
- The Board recognizes its responsibility to raise awareness on matter of public trust and confidence with respect to privacy.
- The Board acknowledges that a privacy culture needs to be embedded into daily practices to support the needs and expectations of parents, students, and staff with respect to information security and the protection of personal information.
- The Board recognizes the importance of establishing a protocol to respond when there has been a potential breach of privacy.
- An individual has the right to personal privacy with respect to records in the custody and/or control of the Board.
- Personal information may only be obtained as authorized under the Act and used for the specific purpose for which it was gathered. The management and safekeeping of such information is the responsibility of each designated employee. Confidentiality must be protected by each employee who is authorized to have access to the information for the purpose for which it was collected including but not limited to personal program management, the provision of personnel services and administrative services to the files.
- Access to an individual's personal information can be gained during normal business hours, upon appointment and is available to:
 - The individual, in the presence of the appropriate manager or supervisory officer;
 - Other parties, such as legal counsel for the individual, with the specific written consent of the individual;
 - An employee's Principal, or in the case of other administrative and support staff, the supervisor, in the presence of the Supervisory Officer or Manager of Human Resources; and/or
 - Supervisory Officers or the Board's legal counsel, subject to approval of the Director, or the appropriate Superintendent.
- Copies of any personal information will only be provided to the individual or his/her agent with the specific written consent of the individual. A record of all such transactions must be kept in the file where the information resides.
- Any specific personal or sensitive information on private individuals or employees shall be provided to the members of the Board **only** through the Director of Education, if required as part of the Trustees' decision making function. Any information provided shall be supplied in accordance with the specified Act.
- Any personal information of a private individual or employee that is no longer required for either administrative, financial, legal or historical purposes and its retention is not regulated by any statute, may be destroyed in a confidential manner.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Privacy Procedure	
Adopted: October 31, 2016	Last Reviewed/Revised: N/A
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: I-07 Protection of Privacy	

Purpose

The purpose of this procedure is to establish the roles, responsibilities and operational requirements for the protection of personal information and personal health information collected, used, disclosed and disposed of the Halton Catholic District School Board, here after known as the Board.

It is also to ensure compliance with the requirements of the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, and the *Personal Health Information Protection Act* by implementing practices that will facilitate open access to public records while protecting the privacy of personal and confidential information.

Application and Scope

This procedure applies to all Halton Catholic District School Board staff who collect, use, retain, and disclose personal information related to students and Board employees, and to operations and procedures in all facilities within the Halton Catholic District School Board.

Principles

- The Board is committed to the protection of privacy and recognizes that all employees are responsible for the protection of personal, confidential and sensitive information entrusted to them.
- All records, regardless of their physical form or characteristics are the property of the Board and subject to its control.
- The public has a right of access to information of a publicly funded institution.
- The Board recognizes its responsibility to raise awareness on matter of public trust and confidence with respect to privacy.

- The Board acknowledges that a privacy culture needs to be embedded into daily practices to support the needs and expectations of parents, students, and staff with respect to information security and the protection of personal information.
- The Board recognizes the importance of establishing a protocol to respond when there has been a potential breach of privacy.
- An individual has the right to personal privacy with respect to records in the custody and/or control of the Board.
- Personal information may only be obtained as authorized under the Act and used for the specific purpose for which it was gathered. The management and safekeeping of such information is the responsibility of each designated employee. Confidentiality must be protected by each employee who is authorized to have access to the information for the purpose for which it was collected including but not limited to personal program management, the provision of personnel services and administrative services to the files.
- Access to an individual's personal information can be gained during normal business hours, upon appointment.
- Copies of any personal information will only be provided to the individual or his/her agent with the specific written consent of the individual. A record of all such transactions must be kept in the file where the information resides.
- Any specific personal or sensitive information on private individuals or employees shall be provided to the members of the Board **only** through the Director of Education, if required as part of the Trustees' decision making function. Any information provided shall be supplied in accordance with the specified Act.
- Any personal information of a private individual or employee that is no longer required for either administrative, financial, legal or historical purposes and its retention is not regulated by any statute, may be destroyed in a confidential manner.

Requirements

COLLECTION OF PERSONAL INFORMATION

MFIPPA and PHIPA govern the circumstances under which personal information and personal health information may be collected by the Board. The Board has adopted the following practices to standardize how it collects personal information and personal health information:

- Personal information and personal health information collected by the Board shall be done in accordance with the provisions of the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) and the *Personal Health Information Protection Act* (PHIPA) as well as any other applicable privacy legislation, and Ministry guidelines.

- Personal information and personal health information collected by Board staff shall be limited to only that information which is required in order to administer programs and services of the Board.
- In addition to the above requirements and subject to certain exceptions stipulated under MFIPPA and PHIPA, the Board, when collecting personal information and personal health information should:
 - Whenever possible, collect personal information directly from the individual to whom it relates. If using an indirect or alternative manner of collection, staff must adhere to the specific provisions stipulated in MFIPPA and PHIPA;
 - Make every attempt to ensure the accuracy and integrity of personal information and personal health information collected;
 - Obtain, prior to collection, the necessary consents as prescribed by the relevant legislation;
 - Inform individual(s) of the legal authority by which the information is being collected which may include citing the applicable section(s) of the legislation(s). This information is to be included on all Board forms where personal information is being collected;
 - State the principle purpose(s) for which the personal information is to be used; and
 - Provide the contact information of the appropriate staff position that will be able to answer questions regarding the collection.
- A notice of collection may be in writing, orally or other manner which adequately informs the individual about the collection.

USE AND PROTECTION OF PERSONAL INFORMATION AND PERSONAL HEALTH INFORMATION

Use of Information

The Board is committed to protecting the privacy of individuals and any personal information and/or personal health information which is collected and used by the Board.

Pursuant to MFIPPA and PHIPA, personal information collected by the Board will be used for the purpose or activity for which it was originally collected or for a “consistent purpose”. The use of personal information and/or personal health information for any other purpose shall only be permitted with the consent of the individual to whom the information relates, or in accordance with the provisions of MFIPPA and PHIPA as they relate to use of personal information.

Consent

The Board will seek consent, if required, for the use or disclosure of personal information and/or personal health information at the time of collection.

- In certain circumstances, consent with respect to the use or disclosure will be sought after the information has been collected but before use;

- For example, when the Board wants to use information for a purpose not previously identified and not consistent with the purpose the information was originally collected.
- The Board collects personal information for reasonable purposes and will not require an individual to consent to the collection, use, or disclosure of personal information and/or personal health information beyond what is necessary for the Board to carry out its mandate, duties and obligations;
- Individuals can give consent in many ways, but the type or form of consent is dependent upon the circumstances; for example:
 - Explicit, Written Consent, where a form is used to seek consent, inform the individual of the use that will be made of the information, and collected the information to be used. By completing and signing the form, the individual is giving consent to the collection and the specified uses.
 - Implicit Consent will be used to allow individuals to request that their names and addresses not be given to organizations. Individuals who do not check the box are assumed to consent to the transfer of this information to third party service providers.
 - Oral Consent in limited circumstances, consent will be accepted orally when information is collected over the telephone and is:
 - Subject to legal or contractual restrictions and reasonable notice, an individual may withdraw consent at any time
 - The Board will inform the individual of the implications of such a withdrawal;
 - If an individual withdraws his/her consent the Board will stop collecting, using, disclosing or retaining information upon receipt of the withdrawal of consent, or abiding by the directions of the individual in the case of variation of consent.
 - The Board will collect, use, disclose or retain personal information about an individual without consent of that individual as provided in MFIPPA.

Protection of Information

To protect the personal information and the personal health information within the custody and/or control of the Board the following standards shall apply:

- Access to personal information and personal health information shall be restricted to only those employees requiring access in order to carry out their duties;
- Personal information and personal health information shall not be disclosed to member of the public, the Board, Trustees, or other staff without the consent of the individual to whom the information relates, or in accordance with legislation;
- Personal information and personal health information should not be discussed in public areas where it may be overheard by others who are not otherwise authorized to have such information;

- Personal information and personal health information should not be left exposed or visible on desks or on computer screens. Staff should lock computer screens and put physical records containing personal information and/or personal health information away in a secure location when it is not in use;
- Records and files containing personal information and/or personal health information should not be removed from Board worksites, unless required to complete duties and responsibilities of the position, for example, the marking of tests;
- If documents are opened or reviewed in public places, the personal information and/or personal health information contained in the records should be protected;
- System, software and email passwords allowing access to personal information and/or personal health information should not be shared or disclosed to others;
- Confidentiality and privacy statements are to be included on all email and fax transmissions;
- Cabinets or storage locations containing personal information and/or personal health information should be secured at the end of each day or when not in use.

Limiting Collection

- The Board will only collect information necessary for the purposes that have been identified;
- The Board will monitor the implementation of the collection procedures by employees and third party service providers by conducting periodic checks and other measures.

LIMITING USE, RETENTION AND DISCLOSURE

The Board will comply with Privacy legislation that restricts the use of personal information and/or personal health information to the purpose for which it was collected, a consistent purpose, purposes to which the individual consents and other limited circumstance:

1. The Board will only retain records containing personal information in accordance with the Board's Retention Schedule and for the period stated in the appropriate privacy legislation;
2. Disclosure of information means the release of information in a record to those other than employees in the program/service area of the Board's record, except where otherwise limited by the law. MFIPPA permits the disclosure of personal information only under certain circumstances;
3. The Board will make an informed decision considering all relevant circumstances before disclosing the personal information;
 - a. These considerations will include whether the disclosure is in the interest of the individual(s) and whether the disclosure is absolutely necessary for providing for the education of students or administering the employment of Board employees. Consequently, disclosure of personal information is only provided to employees and third party service providers who require this information to perform their duties.

- b. When the Board receives requests for personal information from the Ministry of Education, other ministries, other Ontario school boards/authorities or private agencies, they will verify the legal authority for the disclosure;
- c. The Board will monitor the implementation of their procedures limiting use, retention and disclosure by employees and third party service providers by conducting periodic checks and measures.

DISCLOSURE OF INFORMATION

The disclosure of personal information and personal health information shall be administered in accordance with MFIPPA and PHIPA, and any other relevant privacy legislation and/or Ministry guidelines.

Accuracy

1. The Board will not routinely update personal information but only in the context of its use:
 - a. Record correction requests as they are made;
 - b. Identify and transfer misdirected requests in a timely manner; and
 - c. Communicate corrections to affected individuals.
2. When an individual successfully demonstrates the inaccuracy or incompleteness of personal information or personal health information, the Board will amend the information as required.
3. Depending upon the nature of the information challenged, amendment involves the correction, deletion, or addition of information.
 - a. Where appropriate, the amended information will be transmitted to third party service providers having access to the information in question.
4. The Board will monitor the implementation of accurate recording of personal information and personal health information by employees and third party service providers by conducting periodic checks, random checks, and other measures. Any inconsistencies will be addressed.

Security Safeguards

The Board will protect personal information and personal health information regardless of format in which it is held. The security safeguards will protect personal information against loss or theft, as well as unauthorized access, disclosure, copying, use and modification.

1. The Board will limit access to personal information to authorized employees based upon their assigned roles and responsibilities. Users will be authenticated, by user name and password.
2. Methods of protection will include but are not limited to:
 - a. Physical measures;
 - i. locked filing cabinets

- ii. restricted access to offices
 - iii. sign-in logs
 - iv. limited distribution of reports containing personal information and/or personal health information
 - v. securely disposing of confidential information (shredding)
 - vi. protecting personal information sent by courier or mail
 - b. Organizational measures;
 - i. Security clearances
 - ii. Limiting access to
 - iii. The ability to change personal information in hard copy and in electronic form
 - c. Technology measures;
 - i. Passwords
 - ii. Firewalls
 - iii. Level of encryption
 - iv. Controls are ensured for remote access and when transmitting data/information via the internet
 - v. Restricted access to system configuration
 - vi. Super User functionality
 - vii. Master passwords
 - viii. Other security measures – that may be put in place depending on the technology
 - d. Disaster recovery plans in case of destruction, accidental loss of personal information, for example a natural disaster;
 - e. Measures applicable to the use of personal information off-site;
 - f. Upon resignation from the Board or transfer to another location, all files containing personal information on employees in paper or electronic format will be forwarded to the Human Resources Department, for storage in their personal file;
 - g. All parent personal information provided to a Catholic School Council for purposes of supporting parent engagement will be returned to the principal at the end of the school year and destroyed as per the Board's records retention schedule.
3. The Board will monitor the implementation of security safeguards and privacy risk management by employees and third party service providers by conducting periodic checks and other measures.

4. Identifiable threats to safeguarding personal information and personal health information will be addressed and alternate practices put in place.

Social Media Requirement

1. Any information shared via the Board's social media accounts are subject to the provisions of MFIPPA and PHIPA. This means that social media information may be accessed and disclosed in response to a request under MFIPPA, PHIPA or a legal proceeding.
2. To protect their own privacy and privacy of others, employees should not include personal information in comments or any other content posted within a Social Media account registered to the Board. Personal information includes home addresses and telephone numbers, photographs containing images of identifiable individuals, and any other information consisting of personal information as defined in the Act.

ACCOUNTABILITY**Trustees – General Information**

Trustees may have a right of access to certain types of information that would not be available to the general public if they require that information in their capacities as Trustees in order to carry out duties of that function. Trustees seeking access to information that is not ordinarily available to the public should direct their request to the Director of Education. The Director of Education, along with the appropriate Superintendent will review the information to ensure the disclosure of information to the Trustee is in accordance with the legislative requirements.

There may be circumstances in which a Trustee, who is not acting within his/her official capacity as a member of the Board, requests access to information. In this case, the Trustee may submit a formal request under MFIPPA and the Trustee has the same status as any member of the public when requesting this information. Staff will apply MFIPPA in the normal manner to determine where access may be granted.

Trustees – Personal Information

Where a Trustee seeks access to personal information of a third party, (for example, an employee or a constituent), he/she may only obtain the personal information or personal health information if disclosure is specifically authorized under section 32 of MFIPPA:

1. With the consent of the individual;
2. In compelling circumstances affecting the health or safety of an individual;
3. In compassionate circumstances, to facilitate contact with the next of kin or friend of an individual who is injured, ill or deceased; or
4. Where disclosure to the Board as a whole (for example in a Board meeting) or the individual Trustee is required to fulfill a duty as an officer under the *Education Act* or other legislation.

Trustee(s) who have received access to personal information or personal health information in the performance of their duties have a responsibility to protect this information while it is in their possession. Trustee(s) must, therefore, ensure that the privacy of the individual to whom the information relates is protected at all times, and must keep the information physically secure to avoid unauthorized disclosure or destruction.

Trustee(s) Own Records

The provisions of MFIPPA and PHIPA cover records that are in the custody or under the control of the Board. This includes information created by a third party that has been provided to, or obtained by the Board. Trustee(s) records are considered personal records and are not subject to MFIPPA if they are not related to the discharge of the Trustee(s) responsibilities as a member of the Board and they are not in the custody and/or control of the Board.

Director of Education

The Director of Education is accountable for the action taken and decisions made under MFIPPA and PHIPA. The Director of Education will also ensure there is oversight of and compliance with the privacy policy and procedure. The Director of Education may appoint a staff designate who shall, pursuant to applicable legislation be responsible for:

1. Administering and ensuring compliance with respect to the collection, use, disclosure and retention of personal information and personal health information in accordance with MFIPPA and PHIPA;
2. Ensuring that procedures are in place regarding third party service providers who have custody of personal information and personal health information on behalf of the Board whom are held accountable under MFIPPA and PHIPA.

Superintendents, Administrators, Managers and Supervisors

Superintendents, Administrators, Managers and Supervisors shall be responsible for overseeing the collection, use, and routine disclosure of information and records associated within their area of responsibility. This includes:

1. Administer all requests for access to **general non-confidential** information in accordance with MFIPPA and PHIPA;
2. Ensuring all personal information is managed and protected in accordance with the privacy policy and procedure and all applicable privacy legislation and Ministry guidelines;
3. Administer and ensure communication of the privacy policy and procedure to all staff;
4. Ensure programs and services within their service area integrate protection of personal privacy and personal health information privacy requirement into the development, implementation, evaluation and reporting activities;
5. Promote a culture and business practices that ensures Board information is shared and accessible to the greatest extent possible while respecting the security and privacy requirements of personal information and personal health information.

Manager, Privacy, Records and Information Management Services

The Manager, Privacy, Records and Information Management Services will be designated by the Director of Education, as the individual to oversee compliance of MFIPPA and PHIPA legislation.

1. Develop and implement policies, programs and services for the management and protection of personal information and personal health information based on MFIPPA, PHIPA, Ministry Ontario Student Record (OSR) guidelines, Privacy and Information Management (PIM) toolkit, and Privacy by Design (PbD) principles;
2. In partnership with Superintendent, Administrators, Managers and Supervisors of Departments and programs, ensure implementation of this policy and review practices for collecting and managing personal information and personal health information holdings at the Board;
3. Consult with staff to meet privacy requirements as identified in the privacy policy and procedures, applicable legislation, and privacy standards;
4. Ensure proper notice is given and the required level of consent is obtained (as required) prior to the collection of all personal information and personal health information;
5. Coordinate the response to complaints regarding the misuse of personal information and/or personal health information;
6. Investigate reports of privacy breaches;
7. Sign-off and execute recommendations of any Privacy Impact Assessment (PIA) report prior to implementation of technology, system, program or service involving the collection or use of personal information or personal health information;
8. Develop guidelines, training material and other tools as required to assist Trustees, the Administrative Team, staff and the public on matters pertaining to the collection, use and disclosure of information;
9. Ensure that legislative updates are incorporated into the Board's collection, use and disclosure processes;
10. Ensure that adequate disposal processes for personal information are in place and adhered to;
11. Be responsible for the receipt, coordination and formulation of responses for all formal access requests received pursuant to MFIPPA and PHIPA in collaboration with all Departments and Program Areas;
 - a. Official requests for access to information will be directed to the FOI Officer, for registration, documentation and receipt acknowledgement;
 - b. A copy of all requests will be directed to the Director of Education or designate for information and to the appropriate supervisory officer for response;
 - c. All responses will be forwarded to the FOI Officer for review, final documentation and dispatch to the requestor;

- d. Any delay in preparing a response within thirty (30) calendar day limit, as noted in MFIPPA, will be promptly forwarded to the FOI Officer, to ensure appropriate notice is given to the requestor and in accordance with MFIPPA;
- e. Where permissible request processing fees are estimated to exceed \$25.00, a cost estimate will be sent to the FOI Officer, for the appropriate action.

12. Assist the public with requests for access to information as required.

Senior Administrator Information Technology

The Senior Administrator, Information Technology shall be responsible for:

1. In collaboration with the Manager, Privacy, Records and Information Management Services, implement Privacy by Design principles in Enterprise Architecture, Information Technology policies, standards, procedures and technologies where appropriate;
2. Create personal information privacy and security standards for technologies that will ensure adequate safeguards and compliance for those technologies or technological processes that collect, use, disclose or retain personal information and/or personal health information;
3. Conduct Risk Assessments (such as Privacy Impact Assessments Threat Risk Assessments and Vulnerability Assessments) on technological systems involving the collection or use of personal information or personal health information to implement or deployment.

Staff

Staff shall be responsible to:

1. Understand their responsibilities to protect privacy in executing their operational duties;
2. Ensure responsibility for the privacy of the Halton Catholic District School Board business information regardless of the technology used to manage the information;
3. Be aware of and adhere to their privacy responsibilities noted in the Board's Acceptable Use Policy;
4. Be aware and adhere to their privacy responsibilities noted in the Video Surveillance Policy;
5. Make every reasonable attempt to ensure that all personal information and personal health information collected is accurate, complete and up-to-date;
6. Assist the public with requests for access to information and disclosure of routine records and information (where appropriate) that are within their scope of responsibility;
7. Adhere to the disposal requirements contained in this and other records management policies and procedures of the Board.

IMPLEMENTATION

Privacy Protection

Any concerns or questions regarding the protection of privacy should be referred to the Manager, Privacy, Records and Information Management Services.

Access Requests

Processing of requests for information under MFIPPA and PHIPA shall be administered by the Privacy, Records and Information Management Services, under the direction of the Manager.

As part of the regular process for completing requests under MFIPPA and PHIPA, Privacy, Records and Information Management Services will be contacted and the applicable information requested.

Upon the Director of Education or his/her designate being satisfied that the principles and intent of the legislation have been met, a decision letter shall be issued to the requestor containing the following information:

1. The access decision;
2. If refused, specific provisions of the Act under which the information was refused and the reason;
3. The name and position of the person responsible for the decision; and
4. That the requestor may appeal the decision to the Privacy Commissioner of Ontario (IPC), along with a brief description of the appeal process and the contact information for the Commissioner.

Access and Security

Personal information should, at all times, be protected against unauthorized access, loss, theft, and inadvertent destruction or damage. Security measures should include administrative, technical and physical safeguards.

Records should be stored in a manner that prevents loss through misplacement, deterioration, accidental destruction, theft, and unauthorized or inappropriate access.

Security provisions shall be included in contracts with outside providers of storage and disposal services.

Privacy Breach

A privacy breach occurs when personal information is collected, used, disclosed, retained, or destroyed in a manner inconsistent with MFIPPA, PHIPA, and Board policy. Potential privacy breaches can occur when personal information is lost, stolen, or inadvertently disclosed due to human error, or a system malfunction. Some examples a privacy include:

1. Lost/stolen flash drive containing student or staff information;
2. Unlocked shredding bins;
3. Correspondence being mailed or emailed to the wrong person.

A separate Privacy Breach Protocol will be developed for the Board to use, investigate and respond to breach or possible breach of privacy.

APPENDIX A

PRIVACY BREACH CHECKLIST

Definition of a Privacy Breach

A privacy breach occurs when personal information is compromised, that is, when it is collected, used, disclosed, retained or destroyed in a manner inconsistent with MFIPPA or PHIPA. Personal information can be compromised in many ways. Most privacy breaches are caused by human error, I left my laptop on the train and it wasn't password protected, I have all my records on a memory stick, which I lost, and it wasn't encrypted, I left my paper files on the desk and when I came back some students were looking at them, I sent an email to someone, however, when I responded I selected respond to all, etc. Sometimes a privacy breach can be on a large scale; those financial records were supposed to be shredded but somehow they ended up in the garbage, a computer program that has student information is installed improperly and causes the confidential information to be compromised.

Samples of examples of privacy breaches:

Breach	Student Records	Employee Records	Business Records
Inappropriate disclosure/use of personal information	<p>Two teachers discussing (and identifying) a student in a local grocery store.</p> <p>Student's report card mailed to the wrong address</p> <p>Digital images of individuals taken and displayed without consent.</p> <p>Hard copy psychological assessments kept in openly accessible file cabinets that are not secured or controlled.</p> <p>Confidential student health records inadvertently blown out of a car trunk and scattered over a busy street.</p>	<p>Employee files containing social insurance numbers left in unlocked boxes near the open shipping/receiving area.</p> <p>Budget reports (containing employee numbers and names) found in the recycle bins and garbage bins.</p> <p>Theft from car of a briefcase containing a list of home addresses of teaching staff</p>	<p>A list of names, including credit card numbers, left on the photocopier.</p> <p>Personal information disclosed to Trustees who did not need it to effectively decide on a matter.</p>

Technology/computer error	<p>Lost memory stick containing student data.</p> <p>Theft from teacher's car of a laptop containing Special Education student records on the hard drive.</p>	<p>Sending very sensitive personal information to an unattended, open-area printer.</p> <p>Password written on a sticky note and stuck to a monitor.</p> <p>Resumes faxed or emailed to a wrong destination or person</p>	<p>Stolen laptop containing names and addresses of permit holders.</p> <p>Tender information scanned and not cleared for multi-functional office machine.</p> <p>Disposal of equipment with memory capabilities (for example memory sticks, CD/DVDs, laptops, photocopiers, or cell phones) without secure destruction of the personal information that may be on them.</p>
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Roles and Responsibilities when Responding to a Privacy Breach

The following personnel may need to be involved when the Board responds to a privacy breach. Some of the following roles may be undertaken concurrently.

Individuals	Roles	Responsibilities
Employees	<p>All Board employees need to be alert to the potential for personal information to be compromised, and therefore potentially play a role in identifying notifying and containing a privacy breach.</p> <p>Employees dealing with student, employee and/or business records need to be particularly aware of how to identify and address a breach.</p>	<p>All Board employees have the responsibility to:</p> <ol style="list-style-type: none"> 1. Notify their supervisor immediately, or in his/her absence their School/Board, SO and the Manager, Privacy, Records and Information Management when they become aware of a breach or suspect a breach has occurred; 2. Contain (if possible) the suspected breach by suspending the process or activities that caused the breach.
Senior Administration, Managers, Principals	<p>Senior administration, managers and principals are responsible for alerting the Manager, Privacy, Records and Information Management of the</p>	<p>Senior Administrators, Managers, and Principals have the responsibility of:</p> <ol style="list-style-type: none"> 1. Obtaining all available information about the nature of the breach (or

	breach or suspected breach and will work with the Manager to implement the response and reporting of the breach.	<p>suspected breach) and determine what happened;</p> <ol style="list-style-type: none"> Alert the Manager, Privacy, Records and Information Management and provide as much detail as possible about the breach; Work with the Manager, Privacy, Records and Information Management, to undertake all appropriate actions to contain the breach; Ensure details of the breach and the corrective measures taken are well documented.
Manager, Privacy, Records and Information Management	The Manager, Privacy, Records and Information Management plays a central role in the response to the breach by ensuring that the response protocol and the breach reporting are implemented and documented.	<p>The Manager, Privacy, Records and Information Management will follow:</p> <ol style="list-style-type: none"> Respond Contain Investigate Notify Implement Change
Accountable Decision Maker (Supervisory Officer and/or Director)	The responsibility for protection of personal information affected by a privacy breach is assigned to the identified position who is the accountable decision maker in responded to privacy breaches and therefore need to be familiar with the Board's roles, responsibilities, and the response plan.	<p>The accountable decision maker has the responsibility of:</p> <ol style="list-style-type: none"> Brief Senior Management and Trustees as necessary and appropriate; Review internal investigation reports and approve required remedial action plan; Monitor implementation of remedial action plan; Ensure that those whose personal information has been compromised are informed as required.
Third Party Service Providers	<p>The Board may have third party providers for either manage or deliver some of our programs and services.</p> <p>Third party providers are commercial school photographers, bus companies, external data warehouses, outsourced administrative services for example,</p>	<p>Third party providers have the responsible for:</p> <ol style="list-style-type: none"> Inform the Board contact as soon as the privacy breach or suspected breach is discovered; Take all the necessary actions to contain the breach as directed by the Board;

	<p>Children's Aid Societies (CAS), Public Health Units (PHU), and external researcher and consultants.</p> <p>However, the Board retains the responsibility for protecting the personal information in accordance with privacy legislation.</p> <p>Third party providers must take reasonable steps to monitor and enforce their compliance with the privacy and security requirements defined in the contracts or service agreements and are required to inform the Board of all actual and suspected privacy breaches.</p>	<ol style="list-style-type: none"> 3. Document how the breach was discovered, what corrective actions were taken and report back to the Board; 4. Undertake a full assessment of the breach in accordance with third party contractual obligations; 5. Take all necessary remedial action to decrease the risk of future breaches; 6. Fulfill contractual obligations to comply with privacy legislation.
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The following checklist will assist in the initial response to a privacy breach

1. Take immediate action to contain the privacy breach.

Note: Use this information to populate the containment section of the Privacy Breach Report

- a. Contain the privacy breach (i.e. recover the information, shut down the system, locks changed, access removed)
- b. Ensure privacy is protected during the containment (NB: don't further breach privacy)

2. Immediately contact the Manager, Privacy, Records and Information Management. If there is a security breach (i.e. theft, unauthorized access) contact IT.

- a. Be prepared to provide a brief assessment of the breach?
 - i. What personal information do the records contain?
 - ii. To whom do the records relate?
 - iii. What is the format of the records (paper or electronic or both)?
 - iv. How many individuals does the breach affect?
 - v. What is the immediate vulnerability to the affected individuals?
 - vi. What is the immediate vulnerability to the Board?

3. Assess and document the incident.

- a. What happened? Please provide as much detail as possible.
- b. Where did it happen?
- c. When did it happen?
- d. When and how was it discovered?
- e. Who or what group of individuals were affected (no names, students, employees, Trustees, etc.)

4. Begin the full assessment. To understand the magnitude of the breach and assess the risk involved.
 - a. What personal information was involved?
 - i. What personal information was involved (name, contact info, financial, medical?)
 - ii. What form was it (paper, electronic, others or a combination of?)
 - iii. What physical or technical security measures were in place (i.e. locks, encryption)?
 - b. What was the cause and extent of the breach?
 - i. Has the breach been contained?
 - ii. Is the threat over or is it continuing?
 - iii. How did it happen?
 - iv. How broadly has the personal information been disclosed?
 - c. Who are the parties at risk?
 - i. Whose information is it (students, employees, contractors, trustees, etc?)
 - ii. How many individuals have been affected by the breach?
 - d. What is the foreseeable harm from the breach?
 - i. What harm to the affected individuals could result from the breach (i.e. identity theft, injury to the person, their reputation or financial standing)
 - ii. Do you know who received the information and what is the risk of a further breach or access, use & disclosure?
 - iii. What harm could come to the public as a result of the breach? (i.e. risk to public health or safety?)
 - iv. What harm to the Board could result from the breach (loss of trust, assets, legal proceedings)?
 - v. What harm to other parties could result from the breach (other organizations or third parties)?
 - e. Are there any other investigations related to the breach?
 - i. Security, criminal?
 1. If yes, please provide details if appropriate
 - ii. At what point is it at?
 - iii. Who is in charge of the investigation?
 - f. What is being done to prevent future privacy breaches?
 - i. To determine what short and long-term steps need to be taken to correct the situation (i.e. staff training, policy review or development, audit)
 - ii. Mitigate the risks identified during the breach assessment.
5. Notification (use this information to complete the notification of affected parties in the Report appendix "A")
 - a. In consultation with Manager, Privacy, Records and Information Management notify the following:
 - i. Affected individuals and/or
 - ii. Internal Senior Official(s) and/or
 - iii. External Stakeholder Official, for example OSBIE.
6. Notification to the Information and Privacy Commissioner
 - a. The Manager, Privacy, Records and Information Services, in consultation with the Director of Education and the Superintendent responsible for the affected Division will determine if a report to the Information and Privacy Commissioner is required.

Appendix B

Privacy Breach Report

Date of Incident

Name of Organization

Contact information (include contact name, title, facility address and work number/email)

Sector (Board Office/Service Area, School, Other Facility)

Third Party reporting the Breach

Coordinates of other contacts if applicable

Identification of Third Party (include contact name, title, facility address and work number/email)

Details of the Incident:

1. Description of the breach (include the cause, any technological issues involved, location and discovery).
2. Description of the type of personal information involved (name(s) of individuals, contact information, financial, medical, etc.). **Do not include the personal information in your response, stick to the types of information that was breached)
3. If the breach involved the loss or theft of a computer, tablet, USB stick, was it password protected or encrypted and if so, what is the procedure for implementing the protection?
4. How many individuals are affected?
5. What is the status of the individuals affected? Are they student, employees, trustees, others?
6. Do the parties know each other? (Co-workers, ex-spouses?)
7. Does the breach involve paper or electronic records?
8. How broadly has the personal information been disclosed?
9. Has any other organization (such as law enforcement) been notified of the breach? If so, when were they notified?
10. Is there any other investigation related to this breach? (Security, criminal, insurance, other?)
11. Describe the measures taken to contain the breach.
12. Has the information been recovered? If not, please explain the steps you have or will be taking to obtain the records?
13. Have the affected individuals been notified of the breach and of their right to complain to the Information and Privacy Commission of Ontario? (Was it my letter, email, telephone, other?)

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14. Describe the measures contemplated or being taken to prevent a recurrence of this incident? Please include details of the training, new policies or procedures, other actions you will be taking?
15. Submit report to the Director of Education, cc appropriate Supervisory Officer.

Use of Technology and Digital Citizenship	
Adopted: November 18, 2014	Last Reviewed/Revised: June 16, 2015
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: I-24 Fraud Management VI-24 Fraud Management I-36 Trustee Code of Conduct II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspensions & Expulsions VI-44 Progressive Discipline and Safety in Schools II-40 Bullying Prevention and Intervention II-45 Equity and Inclusive Education VI-54 Equity and Inclusive Education III-16 Workplace Harassment	

Purpose

The Halton Catholic District School Board (the “Board”) is committed to providing and maintaining safe and appropriate environments conducive to learning and working for all. To improve student success and achievement, we must ensure that all students feel safe, welcomed, respected and included.

We want our students to be well-prepared to be successful in an evolving society. Fundamental to such success is the ability to use technology responsibly to gather, evaluate, construct and share knowledge in a 21st Century world. It is imperative that we support our students as 21st Century learners to help them become collaborative contributors, responsible citizens, and self-directed, responsible, lifelong learners.

Digital citizenship is defined as the norms of legal, ethical and responsible behaviour related to the appropriate use of technology. These norms and responsibilities are an expectation in all Halton Catholic District School Board (HCDSB) locations and are clearly outlined in each school’s Code of Conduct. As individuals, we live and work in a world where many people are connected to their devices at all times so we need to use technology effectively and respectfully. Digital citizenship is an important part of what the Board helps students learn in school.

Application and Scope

The Board provides users with access to appropriate technology to support teaching and learning, and to enable efficient Board administration and communication. Technology, including personally owned devices, must be used appropriately for these intended purposes.

This Use of Technology and Digital Citizenship policy supports the principles and expectations of the Board's Safe Schools policies (II-39, II-40), and the Board's commitment to providing education that is distinctively Catholic, nurturing the call to love and serve by creating positive climates for learning and working.

This Use of Technology and Digital Citizenship policy is aligned with and supports the principles and expectations of the Board's Equity and Inclusive Education policy (II-45). At all times, this policy should be interpreted to be consistent with the Board's other policies and the Ontario *Human Rights Code*.

Students will see teachers incorporate digital resources into their lessons where appropriate and students will use digital resources to demonstrate their learning. Educational online resources will be able to be accessed wirelessly through the Board's networks. As such, students will be encouraged to BYOD (Bring Your Own Device). When relevant to curriculum and instruction, teachers may permit the use of any personal electronic device in a manner that meets the current policy as a classroom learning device. A personal electronic device is any technology device that is brought into a school and owned by a user. A user may include students, a student's family, a staff member, volunteer, visitors, contractors, individuals employed by service providers or a guest.

Students will also be able to access educational resources using their personal electronic devices outside the classroom, in libraries, learning commons, cafeterias and other common areas. By accessing the Internet while on Board property or by logging in with a Board login, students accept all terms and conditions of the Board network and Internet use, as well as the terms outlined in this policy.

This Policy applies to all Board technology and to all personally owned technology, as defined below, and includes:

- the use of all Board-owned technology, such as computers, tablets, phones and mobile devices, networks, applications, and websites regardless of where they are used. This includes the use of Board-owned technology when used off Board property.
- the use of personally owned technology, including personally-owned computers and mobile devices, when used on Board property or when used to access Board resources. Inappropriate use of personally owned technology, while on or off school property, which has a negative impact on school climate will result in a full investigation and necessary action will be taken, where appropriate. Consequences for inappropriate use are outlined both in the Code of Conduct as well in the Board's Safe Schools policies (II-39, II-40).
- any access to Board technology resources regardless of the location and ownership of the device used to access Board resources. Specifically, the Policy applies to home, remote, or wireless access to the Board network, websites and applications.

- the use of third-party information technology services provided to the Board. This includes Internet services provided by the Ministry of Education.

References

[Ontario Human Rights Code](#)

[Criminal Code](#)

[Education Act](#)

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[Copyright Act](#)

Definitions

Technology: Technology resources include, but are not limited to, computers, tablets, phones, cellular/mobile technology, servers, networks, Internet services, computer applications, data, email and collaboration tools, as well as third-party Internet service providers to the Board include E-Learning Ontario and online textbook vendors. The examples of the services they provide are software, virtual learning environments and digital textbooks.

User: A user is any individual granted authorization to access technology, as defined above. Users may include students, students' family, staff, volunteers, visitors, contractors, or individuals employed by service providers or a guest.

Principles

There are five guiding principles for the use of technology, digital citizenship and responsibility:

1. Intended use: Board technology is provided for educational and administrative purposes. Technology should be used for these intended purposes only.
2. Security and safety of Board data: Users should take reasonable precautions to ensure that the data that they use is secure and safe. Data should be used for the intended purposes only.
3. Responsible resource usage: The Board's technology resources are shared and limited. Users should use technology resources responsibly and should not waste resources.
4. Legal compliance and adherence to Board Policies: Users are expected to comply with federal and provincial legislation, as well as Board policies and corresponding Operating Procedures.
5. Ownership and use of data:

- a. Personal materials not relevant to educational and administrative purposes should not be stored on Board servers at any time, for any reason, by a user.
- b. Board technology and all data stored on Board technology by the Board are owned and may be accessed by the Board. In addition, users should have no expectation of privacy in anything they create, store, send or receive using Board technology and any such data may be used, accessed and otherwise shared by the Board in such manner as it may solely determine.

I. Intended Use

Prohibited uses of Board technology and related data include:

- (a) *personal use that is not limited and/or occasional / use that violates federal or provincial laws, including:*
 - use of Board technology for commercial or political purposes.
 - use that contravenes Board Policies and/or Operating Procedures; and
 - theft of resources, including electronic data theft.
- (b) *unauthorized access, disclosure or use of data or Board technology, including:*
 - unauthorized access, alteration, destruction, removal and/or disclosure of data. This includes the unauthorized disclosure of Board email addresses, distribution lists, and user account information;
 - creating, processing, displaying, storing, accessing or distributing fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials;
 - cyberbullying, including but not limited to, sending/receiving defamatory, abusive, obscene, profane, sexually oriented, threatening or racially offensive messages;
 - copying, downloading, transferring, renaming, adding or deleting information protected under copyright law;
 - use that could reasonably be expected to impair, disable or compromise the Board's computing facilities or the security of information contained on the Board's computer systems, or otherwise interfere with others' use of Board technology (e.g. viruses, spam) including the sending of electronic "chain" mail;
 - conducting business activities which are unrelated to the staff member's duties and responsibilities at the Board;
 - attempting to access another person's account or private files or misrepresenting yourself as another person in electronic communications; and
 - agreeing to license or download material for which a fee is charged to the Board without obtaining express written permission from Curriculum Services or the appropriate departmental supervisor. Purchasing of materials and services must comply with all procurement policies and procedures.

II. Security and Safety of Board Data

Users should take reasonable precautions to ensure that data that they use is secure and safe. Each user shall take reasonable precautions to protect the integrity of the Board's computer systems and to prevent unauthorized access to the technology. Staff are given access to data in order to perform their job functions. Data should be used for the purposes intended. Other uses of data are strictly prohibited. Data may include but is not limited to student records, employee records, confidential assessments, and other personal information. Data may be held in more than one format, such as an electronic document (e.g. Word Document) or in a system such as email or the Student Information System. All Board data is included in this Policy.

Users are responsible for managing the accounts and passwords that provide access to data. Users are responsible for applying passwords to any personal electronic device that accesses or holds Board data. Users will not attempt to gain unauthorized access to Board technology or data nor will they attempt to disrupt or destroy data. Users must exercise reasonable care to ensure the safety of the data entrusted to them. All confidential data not held on Board-owned servers must be fully encrypted. This applies to all confidential data stored on Board and personally owned computers. The storage of confidential Board data on the Internet is strictly prohibited.

Users must comply with any security measures implemented by the Board. All files downloaded from the Internet must be scanned with Board-approved virus detection software disabling virus scanning is strictly prohibited. Users are responsible for implementing virus scanning on personally owned devices that hold or access Board technology. Users downloading or placing software or media, including open source software, from the Internet on the Board network must obtain approval in advance by Curriculum Services and must abide by the terms of all license agreements relating to the Board's technology.

Remote or wireless access to Board resources is only permitted through the Board's approved infrastructure. Users will not attempt to by-pass the Board's security.

III. Responsible Resource Usage

The Board's technology resources are shared and limited. Users should use technology resources responsibly and should not waste resources. As such, the Board reserves the right to limit any activity that consumes a high level of resources that may impact Board services or other users. Examples of shared resources include file storage, network bandwidth, and Internet access. Access to Internet websites and services that significantly impact the Board Internet or network performance will be limited. Users are not permitted to circumvent the Internet and network controls put in place.

Personal materials not relevant to educational and administrative purposes should not be stored on Board servers at any time, for any reason, by a user.

With respect to information stored for the intended purposes, the Board may impose retention periods for various information classes, either temporarily or permanently. A user should not download, copy or store files that exceed the user's data storage limit; users that do so will experience data loss.

IV. Legal Compliance and Adherence to Board Policies

Users are expected to comply with all federal and provincial laws and regulations (e.g. Criminal Code, Education Act, Municipal Freedom of Information and Protection of Privacy Act, Copyright Act). The storage of unlawful materials on Board property is strictly prohibited. Board resources may not be used in any manner to create, store, send, display or make available to others material that contravenes federal or provincial laws or regulations.

V. Expectation of Privacy

Board technology resources and all data stored on Board technology by the Board, including hosted and cloud-based, are owned and may be accessed by the Board. In addition, users should have no expectation of privacy in anything they create, store, send or receive using Board technology and any such data stored on Board technology may be used, accessed and otherwise shared by the Board in such manner as it may solely determine. Data is also subject to relevant legislation and may be accessed through Freedom of Information requests.

Users should not expect privacy with respect to any of their activities when using the Board's computer and/or telecommunication property, systems or services. Use of passwords or account numbers by users does not create a reasonable expectation of privacy and confidentiality of information being maintained or transmitted. The Board reserves the right to review, retrieve, read and disclose any files, messages or communications that are created, sent, received or stored on the Board's computer systems and/or equipment. The Board's right to review, also called monitoring, is for the purpose of ensuring the security and protection of business records, preventing unlawful and/or inappropriate conduct, and creating and maintaining a productive work environment. Users will not necessarily be notified when such monitoring is to take place, or whether monitoring has occurred. If policy violations are discovered, this will result in an investigation and necessary action will be taken, where appropriate.

In certain situations, the Board may be compelled to access, read, copy, reproduce, print, retain, move, store, destroy and/or disclose messages, files or documents stored in or sent over its email, Internet or computer systems. These situations may include the following:

- in the course of regular maintenance of the Board's computer system;
- in the event of a request for documents as part of litigation or similar proceedings; or
- where the Board has reason to believe that the Board's computer system is being used in violation of this policy.

Information stored on personally owned devices is the responsibility of the device owner/user. However, personally owned devices which are used for creating, displaying, storing or sending fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials that impact school climate will result in a full investigation and necessary action will be taken, where appropriate.

Requirements

(a) All users are responsible for:

- ensuring that technology is used in accordance with Board policies and procedures;
- complying with the school's Code of Conduct;
- ensuring that technology is used to support teaching and learning in accordance with the Board's teaching and learning expectations;
- using technology in a legal, ethical, safe and responsible manner consistent with the purposes for which it is provided;
- security of their personal network logins and passwords - they should not be shared with anyone other than a parent/guardian (students) or, in some cases, Board personnel, such as but not limited to teachers, administrators, or IT account administrators;
- ensuring that photos, videos or images of an individual/group are not posted online/shared digitally unless consent from the individual(s) – over the age of 18 – or parental consent (for those under the age of 18) has been obtained at the beginning of the school year; and
- that technology is not used for political or union business unless approved by the Board.

(b) Superintendents, principals and managers/supervisors are responsible for:

- ensuring that staff are aware of the Board policy;
- establishing and monitoring digital citizenship and responsibility through the school's Code of Conduct;
- instructing and modeling, for staff and students, digital citizenship and responsibility; and
- ensuring that all communication is in compliance with applicable privacy legislation, and that all records in the custody and control of the Board that contain personal information that pertains to a student or staff member will be maintained in strict confidence.

(c) Teachers are responsible for:

- the supervision of student use of technology within the teacher's assigned teaching area;
- instructing and modeling, for students, digital citizenship, responsibility, and the safe use of technology;
- determining when students are able to access Board technology or their personally owned devices, for educational purposes only; and
- ensuring that all communication is in compliance with applicable privacy legislation, and that all records in the custody and control of the Board that contain personal information that pertains to a student or staff member will be maintained in strict confidence.

(d) Students are responsible for:

- using Board technology for curriculum-related/educational purposes only;

- using personally owned technology for curriculum-related/educational purposes only while on Board property (e.g. classrooms or instructional areas);
- using personally owned technology for personal use only in specific areas of Board property as designated by school administration;
- using personally-owned technology in accordance with the obligations and responsibilities outlined in this policy;
- demonstrating digital citizenship through the appropriate use of technology, as outlined in schools' Codes of Conduct;
- reporting any inappropriate use of email, data or unauthorized technology to a teacher or administrator immediately; and
- the care, maintenance and security of their personal electronic devices – the Board is not responsible for the replacement of lost, stolen or damaged items.

Consequences: Remedial and Disciplinary Action

Individuals who do not comply with this Policy will be subject to appropriate consequences consistent with the school's Code of Conduct, progressive discipline and Part XIII of the Education Act entitled Behaviour, Discipline and Safety.

Consequences may include, but are not limited to, the following, either singularly or in combination depending on the individual circumstances:

- limitations being placed on access privileges to personal and Board technology resources;
- suspension of access privileges to personal and Board technology resources;
- revocation of access privileges to personal and Board technology resources;
- appropriate disciplinary measures (staff), up to and including dismissal;
- appropriate progressive discipline measures (students) within Part XIII of the Education Act entitled Behaviour, Discipline and Safety; or
- legal action and prosecution by the relevant authorities.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

Assessment and Evaluation: Academic Dishonesty and Plagiarism	
Adopted: June 21, 2011	Last Reviewed/Revised: November 5, 2018
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: II-46 Assessment and Evaluation VI-56 Assessment and Evaluation - Late and Missed Assignments VI-29 Supervised Alternative Learning VI-43 Home Instruction II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students VI-80 Prior Learning Assessment and Recognition (PLAR) For Day School Students	

Purpose

The Halton Catholic District School Board (HCDSB) is committed to assessment and evaluation practices that are grounded in the belief that all students should be able to demonstrate their learning in an environment that reflects the Catholic values of fairness, equity and respect for all.

The HCDSB is committed to enabling every student to reach his/her potential and succeed by maximizing student learning and school effectiveness through continuous assessment and evaluation of programs and student achievement at the classroom, school, family of schools, and board levels.

It is the responsibility of students to be academically honest in all aspects of their schoolwork so that the marks they receive are a true reflection of their own achievement. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. Academic dishonesty, therefore, is a serious offence, and, as a result, it is imperative that students understand what academic dishonesty entails and are clear as to consequences. It is the responsibility of school staff to communicate to students that academic honesty is required in all aspects of their school work.

Practicing academic honesty also helps students to fulfill the Ontario Catholic Graduate Expectations by demonstrating that they are:

- Self-directed, responsible, lifelong learners,
- Collaborative contributors, and
- Responsible citizens.

Ultimately, it is a shared responsibility among parents, students and staff to ensure an environment of academic honesty.

Application and Scope

This procedure applies to all HCDSB learning environments.

References

[Growing Success Assessment, Evaluation, and Reporting in Ontario Schools](#)

[Learning For All - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)

Definitions

Academic Dishonesty is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited, to the following:

- Copying from another student or making information available to another student for the purpose of copying during a test/ examination/ quiz or for individual/ group assignments;
- Failing to follow instructions of the presiding teacher during an examination;
- Submitting any written work (electronic or hard copy) in whole or in part which has been written by someone else;
- Using direct quotations or paraphrased material in any assignment without giving the proper acknowledgement.

One form of academic dishonesty is plagiarism. **Plagiarism** is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. Therefore, plagiarism is considered to be presenting someone's words and/or ideas as one's own and can take many forms, including the following:

- Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.
- Submitting an assignment written, in whole or part, by someone else (e.g. buying an essay online, downloading an essay from a website, having someone else complete one's assignment, or copying, or using work done by another student (including homework));
- Piecing together material from one or several sources and adding only linking sentences;
- Quoting or paraphrasing material without citing the source of the material, including books, magazines or print from all electronic sources (videos, podcasts, etc.);
- Not providing quotation marks for direct quotations – even if sources have been cited.

HCDSB Learning Environments include all schools and Alternative Specialized Programs [e.g. International Baccalaureate (IB) and Advanced Placement (AP)], adult education, continuing education

(con-ed), alternative education, home instruction, e-learning, Supervised Alternative Learning (SAL), Prior Learning Assessment and Recognition (PLAR) For Day School Students. Courses offered through other school boards, or Independent Learning Centre (ILC), may be subject to alternate policies and procedures.

Principles

The Board expects that every school will model and implement academic honesty strategies to support and utilize preventive and responsive practices for cheating and plagiarism. Successful implementation of these practices depends on the professional judgement of educators. When responding to incidents of cheating and/or plagiarism, schools will:

- implement practices aligned with the Ontario Catholic Graduate Expectations and our mission and vision as a Catholic school board;
- implement practices aligned with the Fundamental Principles articulated in the Ministry of Education's *Growing Success* policy;
- ensure that reported grades accurately reflect student achievement of the overall curriculum expectations of the subject or course;
- ensure that mark deduction will not result in a report card percentage mark that misrepresents the student's actual achievement of the curriculum overall expectations;
- promote academic honesty;
- ensure that students are responsible for providing evidence of their learning within established timelines;
- ensure there are appropriate consequences for cheating or plagiarizing;
- ensure that the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency and severity of policy violations; and the individual circumstances of all students;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of all students;
- ensure that students with special education needs are provided with accommodated, modified or alternate programs as outlined in the Individual Education Plan;
- ensure that English language learners (ELL) students are provided with accommodated, modified or alternate programs, as required.

Requirements

1. Prevention of Academic Dishonesty and Plagiarism

Schools will:

- explain the Board Policy on Academic Dishonesty and Plagiarism to all students;
- communicate board and school practices to all stakeholders and all appropriate board staff e.g. student agendas, school webpage, info evenings.

Teachers will:

- define and explain plagiarism and academic dishonesty to ensure students are aware of what academic dishonesty entails using subject and grade specific examples;
- discuss the ethical dilemmas presented by plagiarism with the students;
- instruct students on appropriate research and citation practices;
- monitor students' work and provide ongoing feedback throughout the assignment process;
- ensure all assignments are clearly defined, at the student's developmental level, and accompanied by success criteria;
- structure assignments when possible in a way that discourages plagiarism;
- ensure that student work completed within a group project is evaluated individually;
- ensure that assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

Students will:

To ensure academic honesty and avoid instances of plagiarism students are expected to:

- seek clarification from teachers about what constitutes plagiarism;
- seek remediation when their research skills are deficient;
- ensure that all their work is original and that they cite sources accurately and consistently.

2. Detection of Academic Dishonesty and Plagiarism

When plagiarism or academic dishonesty is suspected teachers will:

- gather evidence of the plagiarism or academic dishonesty

3. Response to Academic Dishonesty and Plagiarism

When a student has not met the Board's expectation of academic honesty, a consequence will be applied which will ensure the student's understanding of the vital importance of academic honesty and the gravity of dishonest behaviour. The consequence will reflect a continuum of behavioural

and academic responses that take into account the grade level of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances and human dignity of the student.

Schools will:

- record incidents of academic dishonesty

Teachers will:

- discuss the matter with the student(s) involved;
- define and explain the evidence of academic dishonesty and plagiarism in the student's work to ensure the student understands why his/her academic honesty is being questioned;
- inform Administration of repeated minor incidents of academic dishonesty by a student;
- in the event of a serious incident that may have an impact on a student's success inform Administration;
- in the event of repeated minor incidents and/or a serious incident that may have an impact on a student's success inform a student's parents/guardian.

Teachers may:

- require the student to do supplementary or alternative work;
- in consultation with Administration assign a grade penalty up to the full value of the assignment.

Administration may:

- meet with the student, parent/guardian and teacher;
- assign consequences for the behaviour;
- limit a student's eligibility for school awards;
- suspend the student.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____

Director of Education and Secretary of the Board

Assessment and Evaluation: Late and Missed Assignments	
Adopted: June 21, 2011	Last Reviewed/Revised: November 5, 2018
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: II-46 Assessment and Evaluation VI-55 Assessment and Evaluation - Academic Dishonesty and Plagiarism VI-29 Supervised Alternative Learning VI-43 Home Instruction II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students VI-80 Prior Learning Assessment and Recognition (PLAR) For Day School Students	

Purpose

The Halton Catholic District School Board (HCDSB) is committed to assessment and evaluation practices that are grounded in the belief that all students should be able to demonstrate their learning in an environment that reflects the Catholic values of fairness, equity and respect for all.

The HCDSB is committed to enabling every student to reach his/her potential and succeed by maximizing student learning and school effectiveness through continuous assessment and evaluation of programs and student achievement at the classroom, school, family of schools, and board levels.

It is the responsibility of students to provide evidence of their learning within established timelines. The Board expects that every school will implement strategies to ensure students submit evidence of their learning within appropriate and well-communicated timelines. Ultimately, it is a shared responsibility among parents, students and staff to ensure students provide evidence of their learning.

Submitting assignments in a timely manner in accordance with teacher expectations also helps students to fulfill the Ontario Catholic Graduate Expectations by demonstrating that they are:

- Self-directed, responsible, lifelong learners,
- Collaborative contributors, and
- Responsible citizens.

Application and Scope

This procedure applies to all HCDSB learning environments.

References

[Growing Success Assessment, Evaluation, and Reporting in Ontario Schools](#)

[Learning For All - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)

Definitions

HCDSB Learning Environments include all schools and Alternative Specialized Programs [e.g. International Baccalaureate (IB) and Advanced Placement (AP)], adult education, continuing education (con-ed), alternative education, home instruction, e-learning, Supervised Alternative Learning (SAL), Prior Learning Assessment and Recognition (PLAR) For Day School Students. Courses offered through other school boards, or Independent Learning Centre (ILC), may be subject to alternate policies and procedures.

Principles

- Timelines for submission of assignments are established to encourage students to manage their time effectively and take responsibility for completion of assigned work. Deadlines are also used to allow teachers to effectively deliver curriculum and manage the assessment of the assignments. The ability to meet deadlines is highly valued as both an employability skill and a general life skill. Therefore, teaching students to respect timelines is extremely important.
- Teachers must not lose sight of the primary purpose of assessment, which is to improve student learning and to indicate the level of achievement it demonstrates, not to reward or punish unrelated behaviours. A student who hands in work late does demonstrate poor learning skills; however, the late submission by itself is not related to the student's demonstration of learning based on the curriculum expectations.
- The teacher's goal is to modify the unsatisfactory behaviour of late assignment submission which may involve a variety of strategies and considerations. If a mark penalty is imposed as one of these strategies, it should not alter the mark to the extent that it distorts the level of achievement that the work actually demonstrates.
- Assessment and evaluation consistent with the Catholic philosophy of education will help students to recognize and develop their God-given talents and to apply them to noble pursuits. The ultimate purpose of assessment is to develop in students the ability to use constructive self-reflection and other cognitive processes to evaluate themselves and their world using the Gospel message as a benchmark.
- When a grade must be determined for reporting purposes, teachers decide if sufficient evidence has been submitted to make a professional judgement and determine a grade. In a secondary school, a pattern of incomplete work jeopardizes the granting of a credit if the

teacher decides a student has not demonstrated mastery of critical course expectations as they are outlined to students/parents at the beginning of the course.

- Teachers must judge student achievement based on evidence provided by the students. Circumstances in students' lives may arise that interfere with their ability to complete some tasks. Late or missed assignments can be due to faulty judgement of completion times when students are involved in a large volume of work. Teachers should recognize these situations and always make considerations that are in the best interest of the student.
- Schools have the responsibility to:
 - implement practices aligned with the Fundamental Principles enumerated in the Ministry of Education's *Growing Success* policy;
 - ensure that reported grades accurately reflect student achievement of the overall curriculum expectations of the subject or course;
 - ensure that mark deduction will not result in a report card percentage mark that misrepresents the student's actual achievement of the curriculum overall expectations;
 - promote academic honesty;
 - ensure that students are responsible for providing evidence of their learning within established timelines;
 - ensure there are appropriate consequences for not completing work, and submitting work late;
 - ensure that the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency and severity of policy violations; and the individual circumstances of all students;
 - assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success;
 - ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of all students;
 - ensure that students with special education needs are provided with accommodated, modified or alternate program as outlined in the Individual Education Plan;
 - ensure that English language learners (ELL) students are provided with accommodated, modified or alternate program, as required;
 - ensure that students with medical conditions are provided with accommodated, modified or alternate program, as required.
- Students have the responsibility to:
 - provide evidence of their learning within the established timelines.

Requirements

Prevention of Late and Missed Assignments

School Administrators should understand that:

- they have a responsibility to ensure that late procedures are written in the context of a general school procedure on Assessment and Evaluation which are compliant with Ministry of Education and HCDSB policies and procedures.

Students should understand that:

- all assessment and evaluation activities are due on the assigned date or within the time frame specified by the teacher;
- teachers have an obligation to evaluate work in a timely fashion. To do this, teachers need multiple sources of evidence upon which to base their judgments for evaluation. Choosing not to complete or submit work jeopardizes whether a teacher can make a valid and reliable judgment about the student's achievement;
- deadlines are established and some cannot be adjusted because of professional responsibilities and timelines...., (i.e., the teacher needs to submit grades for reporting by a given date and cannot reasonably be expected to score a large amount of students' late work the night before). Therefore, lateness may result in no mark. In some cases, lateness may require students to demonstrate knowledge and skills within alternate settings;
- good time management is important to successful achievement;
- they have a responsibility to work in conjunction with their teacher regarding extenuating circumstances;
- assistance is available to them when they are not confident about concepts or skills;
- it is unacceptable to hand in work late unless the teacher has agreed to an alternative date;
- a record of lateness will be kept and reported as part of the Student's Learning Skills and this will become part of the student's permanent record.

Teachers should understand that:

- the due date of an Assessment/Evaluation activity is set at the discretion of the teacher in consultation, where appropriate, with the students. Teachers should ensure that the timeline is fair and allows for a process for students to demonstrate/improve their learning;
- they have an obligation to discuss fully with students, late and missed assignment procedures;
- clear guidelines must be provided to students to help them pace their work assignments appropriately;
- they must work with students to create a culture of responsibility and redemption, where students assume increased responsibility and management of their school assignments;

- the return of a student assessment and evaluation needs to be timely in order to provide the students with feedback to promote growth and learning;
- there may be consequences for a late or missed assignment; however, as per *Growing Success*, mark deductions will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

Parents should understand that:

- open communication between parents, teachers and students is a key factor in developing a culture of responsibility for assessment and evaluation;
- the due date of an assessment or evaluation activity is set at the discretion of the teacher;
- it is unacceptable to hand in work late, unless, in consultation with the teacher, an alternate date has been set;
- clear guidelines are provided to students to help them pace their work assignments appropriately;
- where age appropriate, students must assume responsibility for communicating with the teacher in regard to timelines and submissions;
- student assessment and evaluation activities will be returned in a timely fashion in order to provide the student with feedback to promote growth and learning;
- there may be consequences for late or missed assignments; however, as per *Growing Success*, mark deductions will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement;
- assistance is available to students when they are not confident about concepts or skills;
- deadlines are established and some cannot be adjusted because of professional responsibilities and timelines because of professional responsibilities and timelines;
- a record of lateness will be kept and reported as part of the student's learning skills and that this will become part of the student's permanent record.

Schools will:

- communicate to students and parents through course outlines, agenda books, and links to board website, the possible responses and consequences for late and missed assignments and final evaluations.

Teachers will:

- establish and communicate due dates for the submission of assignments for evaluation, preferably in collaboration with students;
- collaborate to coordinate major evaluation dates to provide a reasonable work load for students;
- clearly communicate due dates to students;

- for grades 9 to 12 clearly communicate the requirements of the evaluations to students and the possible consequences for missing these evaluations;
- support student development of learning skills and work habits required to meet due dates to provide evidence of their learning;
- monitor, conference with and provide ongoing feedback to students on assignments for evaluation completed outside of class time;
- ensure that all tasks to be used for evaluation of learning (i.e., assignments, tests, exams, etc.) are completed, whenever possible, under the supervision of a teacher;
- appropriately implement a student's Individual Education Plan.

Response to Late and Missed Assignments

a) In the event of late or missing work prior to the final 30% for grades 9 through 12:

Teachers will:

- ask the student to clarify the reason for not completing the assignment;
- take into consideration extenuating circumstances for missed deadlines;
- help students to develop better time-management skills;
- collaborate with other staff to prepare a part-or full-year calendar of major assignment dates;
- plan for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- conference with the student to ensure the completion of late or missed assignments;
- review the need for extra support for English language learners;
- review whether students require special education services;
- set up a student contract (oral or written) which includes an appropriate closure date for submission of the missing evidence of learning;
- ensure students and parents/guardians are kept informed of incomplete, late, and non-submitted assignments that are having a significant impact on a student's reported grade;
- work with students to help them remediate the learning skills and work habits required to meet due dates and provide evidence of their learning;
- provide alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- in the event of a lack of evidence of student achievement that is having a significant impact on a student's success, refer the student to the Student Success Team/teacher or School Resource Team to collaboratively problem solve and create a plan of action;

Procedure No. VI-56 | Assessment and Evaluation: Late and Missed Assignments

- be aware that deducting marks for late assignments should be addressed in the Learning Skills section of the provincial report card.

APPROVED: Regular Meeting of the Administrative Council

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

Supervised Alternative Learning (SAL)	
Adopted: March 31, 2003	Last Reviewed/Revised: November 5, 2018
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: II-46 Assessment and Evaluation VI-55 Assessment and Evaluation - Academic Dishonesty and Plagiarism VI-56 Assessment and Evaluation - Late and Missed Assignments VI-43 Home Instruction	

Purpose

In 2006, the age of compulsory school attendance for a student in Ontario was raised from sixteen (16) to eighteen (18) years, or until the student earns the Ontario Secondary School Diploma (OSSD).

Although most students will attend and complete our secondary schools, a small number of students are at risk of leaving early for a variety of reasons. If the various engagement and retention strategies have not been successful, Ontario Regulation 374/10, "Supervised Alternative Learning and other Excusals from Attendance at School (SAL)", may be applied to meet the needs of these students.

Ontario Regulation 374/10 replaces Regulation 308 "Supervised Alternative Learning for Excused Pupils (SALEP)" and came into effect February 2011.

The purpose of Supervised Alternative Learning is to provide students who have significant difficulties with regular attendance at school with an alternative learning experience and individualized plan to enable the student to progress towards a graduation diploma or achieving his or her other education and life goals. Some students may need help addressing "barriers to learning" (e.g. drug abuse, mental health problems, anger, etc.) before they can be fully engaged in learning. SAL provides connections for students with the appropriate services and community agencies.

Application and Scope

This procedure applies to students who are at least fourteen (14) years old and are of compulsory school age. A student who turns eighteen (18) years old while participating in Supervised Alternative Learning, may if he or she wishes, continue until the plan expires or is terminated.

If a student is at least sixteen (16) years old and has withdrawn from parental control, they will be recognized as an adult with all vested rights.

References

[Ontario Regulation 374/10](#)

[Supervised Alternative Learning: Policy and Implementation. Growing Success Assessment, Evaluation, and Reporting in Ontario Schools](#)

[Learning For All - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)

Requirements

Ontario Regulation 374/10 (under the Education Act) requires Boards to establish a committee to be known as the *Supervised Alternative Learning (SAL) Committee*.

- 1) A board shall establish a committee to be known as the *Supervised Alternative Learning (SAL) Committee* for the purposes of this Regulation and designate the secretary thereof.
- 2) The committee shall be composed of the following persons, not fewer than three (3) as may be appointed by the Board in each year, and a quorum of a committee shall consist of:
 - i. A member of the Board;
 - ii. A supervisory officer qualified as a teacher and is employed by the Board;
 - iii. At least one person who is not an employee of the Board.
- 3) The committee shall designate a member as Chair.
- 4) The SAL Committee will convene on a monthly basis and these dates will be published on the Board calendar.
- 5) The SAL Committee will review the application.

Referral of Student to SAL Committee

- 1) The principal of a school at which a student is enrolled shall refer the student if:
 - i. in the principal’s opinion it would be in the student’s best interest;
 - ii. a parent/guardian of the student applies in writing to the principal of the school at which the school is enrolled; and
 - iii. the principal prepares the Supervised Alternative Learning Plan, and forwards a copy to the SAL Committee and to the Social Worker/Attendance Counselor.

Supervised Alternative Learning Plan

Every student who is in SAL must have a Supervised Alternative Learning Plan (SALP).

- SALP focused on meeting the student’s educational needs as well as incorporating a range of services and activities that they require;

Procedure No. VI-29 | Establishment of the “Supervised Alternative Learning” (SAL) and Other Excusals from Attendance at School

- SALP will be individualized and will include the student’s goal and planned activities;
- SALP will be prepared by the student’s principal in consultation with the parent/guardian, student and pertinent staff;
- The expire date of the SALP shall not be later than June 30th in the school year;
- A primary contact person will be identified and responsible for monitoring the student at least once a month;
- Includes a transition plan for returning to school or for proceeding to a post secondary option.

Activities in a SALP

The SALP shall include one or more of the following activities:

- i. enrolment in a course or class in which a student may earn a credit;
- ii. enrolment in a non-credit life skills course or other non-credit course;
- iii. preparation for employment and development of general employment skills;
- iv. training for a specific job or type of employment;
- v. full-time or part-time employment;
- vi. counselling;
- vii. volunteering; and
- viii. any other activity with the potential to help the student reach their education and/or personal goals.

SAL Committee Meetings

- The SAL Committee must hold a meeting to review the application within twenty (20) school days of receipt of the SAL application. The following are invited to attend the meeting:
 - i. the parent/guardian;
 - ii. the student;
 - iii. relevant school and Board staff; and
 - iv. other relevant community members.
- This timeline may be extended with the agreement of the parent.
- The SAL Committee provides written notification of its decision within five (5) school days.
- The parent does have the right to request a reconsideration of the decision within ten (1) school days of the written decision.

Review, Renewal and Transition Planning

- The primary contact reviews the SALP at least fifteen (15) school days before the plan expires and submitted to the principal/Supervisory Officer for approval.

Procedure No. VI-29 | Establishment of the “Supervised Alternative Learning” (SAL) and Other Excusals from Attendance at School

- The SAL Committee may renew SAL for a maximum of one (1) school year. The committee must make a decision within twenty (20) school days of receiving the recommendation from the principal. If the parent/guardian does not support aspects of the SALP, the SAL Committee must be convened to consider the renewal.
- If the SALP is terminated or not renewed, a transition plan shall be developed by the principal.

APPROVED: Regular Meeting of the Administrative Council

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

Home Instruction	
Adopted: November 19, 2007	Last Reviewed/Revised: November 5, 2018
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: II-46 Assessment and Evaluation VI-55 Assessment and Evaluation - Academic Dishonesty and Plagiarism VI-56 Assessment and Evaluation - Late and Missed Assignments VI-29 Supervised Alternative Learning	

Purpose

To provide a process for instruction in the home when pupils are not in attendance for medical reasons, or other absences as approved by the appropriate Family of Schools' Superintendent, in accordance with the *Education Act* and Board policy.

Application and Scope

Home Instruction is defined as Instructional support at home for students who are registered in school and who are unable to attend school for medical reasons, or other absences approved by the Family of Schools' Superintendent, or under special circumstances* (as defined below).

Eligibility:

a) *Short-term Physical*

Students who have a physical condition, which prevents regular school attendance, are eligible for Home Instruction on the written recommendation of a physician documenting their inability to attend school for a period of 15 school days or more.

b) *Long-term Physical*

Students with a long-term disability or illness (i.e. cancer treatment) that are able to attend school some of the time, but require Home Instruction intermittently. New medical documentation may be required periodically.

c) *Special Circumstances **

In special individual circumstances, and after all other alternatives have been considered by the local school team, students who have social, emotional, behavioural, or legal issues which prevent regular school attendance, may be eligible for Home Instruction on a short-

term basis, on the recommendation of the School Principal, in consultation with the Family of Schools' Superintendent.

Admission:

Referrals for Home Instruction are made by the home School Principal, acting on information provided by parents and staff. Once the need for Home Instruction is known, the principal or designate sends the application for Home Instruction to the appropriate Family of Schools' Superintendent, providing the following information:

- Name and date of birth of student
- Name, address, telephone number of parent(s)
- Current grade/program placement
- Special education status (if any), nature, and anticipated duration of illness
- Doctor's certificate

Before regular Home Instruction is provided the application for Home Instruction must be submitted to the appropriate Family of Schools' Superintendent.

This information permits the Home Instruction teacher to meet with staff, the student and parent(s) to plan the Home Instruction program.

Program Delivery:

Home Instruction is offered by certified (qualified by the Ontario College of Teachers) teachers. The subject(s) in which Home Instruction is offered are selected in consultation with the school and the student and/or parent(s).

References

[Education Act](#)

[Ontario Regulation 298](#)

[Growing Success Assessment, Evaluation, and Reporting in Ontario Schools](#)

[Learning For All - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)

Requirements

Responsibilities:

- a) *Home School Principal or Designate:*
 - Informs parent(s) or eligible students of the availability of home instruction;

- Contacts the appropriate Family of Schools' Superintendent to initiate the application process and determine the hours of instruction;
- Contacts and recommends an appropriate Home Instruction teacher from school staff, if available;
- Facilitates cooperation between the local school and the Home Instruction teacher;
- Provides materials and equipment required by the Home Instruction teacher;
- Provides the Home Instruction teacher with access to relevant information.

Note: Students are marked 'present' on the register during the period they are receiving home instruction.

b) *Family of Schools' Superintendent:*

- Reviews documentation to ensure that a student is eligible for home instruction;
- Signs applications that are approved;
- Signs approval of payroll submissions for instructional compensation of teachers.

c) *Executive Officer, Human Resources Services:*

- Compiles a list each spring of elementary and secondary Home Instruction teachers from the current Board teaching staff and recent retired teachers;
- Assigns students to appropriate Home Instruction teachers;
- Maintains regular communication with Home Instruction teachers.

d) *Home Instruction Teacher:*

- Contacts the Principal or designate to obtain necessary materials, academic information, and other relevant details;
- Contacts the parent(s) once Home Instruction has been approved to explain the program and arrange a date and time for the first visit;
- Maintains contact with the home school teacher(s) and participates in meetings (when necessary) related to the needs of the student;
- Provides assessment data for Principal and Program Coordinator, Guidance, and Student Success Coordinator, as requested;
- Reports educational progress to parent(s) and the home School Principal on a regular basis, including a summary report upon discontinuation of home instruction;
- Informs parent(s) of criteria for discontinuation of Home Instruction (see below);
- Submits to the home School Principal a record of hours of instruction for approval and signature. The home School Principal forwards the record of instructional hours to the appropriate Family of Schools' Superintendent for approval and submission to Business Services;

- Consult with classroom (elementary), subject specific (secondary) teacher, where possible, to acquire direction, resources, assessment tools, etc. The Home Instruction Teacher is responsible for planning and assessment while student is under their academic direction.

e) *Parent/Guardian/Adult Student:*

- Requests Home Instruction and provides required medical authorization;
- Ensures that a responsible adult is at home during the teaching period;
- Provides a quiet, low distraction environment conducive to instruction;
- Ensures that family pets are secured in a location away from the instruction location;
- Informs the Home Instruction teacher of any relevant changes in the student's medical condition;
- Contacts the Home Instruction teacher if the student cannot take instruction on a particular scheduled day;
- Returns borrowed books, supplies, and equipment to the home school when Home Instruction is terminated.

Discontinuation of Home Instruction:

Home Instruction will be discontinued if/when one of the following criteria has been met:

- The student is able to return to school; *or*
- The student no longer benefits from Home Instruction due to deterioration of his/her condition and a physician confirms the assessment; *or*
- The student's residence moves within a different educational jurisdiction.

Temporary suspension of Home Instruction may be necessary when a satisfactory level of instruction cannot be maintained due to a lack of cooperation with the Home Instruction on the part of the student or parent(s).

If a Home Instruction teacher attends at a student's home location at the appointed time and is not received and/or a responsible adult is not in attendance, the following applies:

- The instruction does not take place;
- The Home Instruction teacher is paid for the scheduled appointment hour(s);
- Home Instruction ceases until the parent(s) sign a schedule of future appointments;
- A second failed appointment will result in the termination of Home Instruction.

Procedure No. VI-43 | Home Instruction

APPROVED: Regular Meeting of the Administrative Council

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

Policy Committee Work Plan 2018 -2019

Policies for Consideration by the Policy Committee	Action to be Taken				Referred to Board			Start Date ~ Stakeholder Consultation	End Date ~ Stakeholder Consultation	Follow-up Review by Policy Committee	Approved at 2 nd & 3 rd Reading	Website Updated	Next Review (School Year)
	Establish	Review	Revise	Rescind	Approved at 1 st Reading	Approved/ Approved as Amended	Rescinded						
September 11, 2018													
I-19 Occupational Health and Safety		✓				2018/09/18						2018/09/19	annually
II-42 Medical Conditions		✓	✓			2018/09/18						2018/09/19	2021-2022
III-15 Workplace Violence		✓				2018/09/18						2018/09/19	annually
~NEW POLICY~ I-45 Transparency & Accountability in Executive Compensation	✓				2018/09/18			2018/09/19	2018/10/10	2018/10/11			2021-2022
October 9, 2018													
I-24 Fraud Management		✓	✓			2018/10/16						2018/10/17	2021-2022
I-35 Trustee Honoraria		✓	✓			2018/10/16						2018/10/17	2021-2022
II-49 English as a Second Language & English Literacy Development Programs and Services		✓	✓			2018/10/16						2018/10/17	2021-2022
II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students		✓	✓			2018/10/16						2018/10/17	2021-2022
V-04 School Fundraising Activities		✓ (DEFEATED)											2019-2020
October 11, 2018													
I-45 Transparency & Accountability in Executive Compensation		✓									2 nd Reading 2018/10/16		2021-2022
October 30, 2018													
I-45 Transparency & Accountability in Executive Compensation		✓	✓								3 rd Reading 2018/11/06	2018/11/07	2021-2022
November 13, 2018													
II-11 Daily Teacher Plans		✓	✓										2021-2022
II-20 Child Abuse and Protection of Students		✓	✓										2021-2022
II-23 Child Care Facilities		✓	✓										2021-2022
II-37 Volunteers in Catholic Schools		✓	✓										2021-2022
II-44 Student Mental Health		✓	✓										2021-2022
II-46 Assessment and Evaluation		✓											2021-2022
December 11, 2018 (Inaugural Policy Committee Meeting)													
I-14 Smoking Ban													2021-2022
I-26 Student Trustees on the Halton Catholic District School Board													2021-2022

Policy Committee Work Plan 2018 -2019

Policies for Consideration by the Policy Committee	Action to be Taken				Referred to Board			Start Date ~ Stakeholder Consultation	End Date ~ Stakeholder Consultation	Follow-up Review by Policy Committee	Approved at 2 nd & 3 rd Reading	Website Updated	Next Review (School Year)
	Establish	Review	Revise	Rescind	Approved at 1 st Reading	Approved/ Approved as Amended	Rescinded						
II-19 Educational Field Trips													2021-2022
V-01 Use of School Grounds and Community Use of School Facilities													2021-2022
V-09 Public Concerns Complaints Process													2021-2022
January 8, 2019													
Procedural By-Laws													2021-2022
I-02 Records and Management Information Policy													2021-2022
I-07 Protection of Privacy													2021-2022
II-07 The School Day - Teaching Day - Elementary & Secondary													2021-2022
II-09 Opening and Closing Exercises													2021-2022
II-39 Progressive Discipline and Safety in Schools													2021-2022
V-17 Request for Promotion and Distribution of Program/Activity Related to Materials through Board Schools													2021-2022
February 12, 2019													
I-43 Use of Technology and Digital Citizenship													2021-2022
II-45 Equity and Inclusive Education													2021-2022
IV-06 School Sites and Facilities Criteria													2021-2022
IV-07 Alternative Arrangements for School Facilities													2021-2022
IV-08 School Sites and Operating Budget													2021-2022
V-03 Photographs, Advertising and Sales Representatives													2021-2022
V-15 Environmental Stewardship													2021-2022
April 9, 2019													
I Governance of Policy													2021-2022
I-13 Appointment of Architect													2021-2022
I-30 Video Surveillance													2021-2022
II-12 Management of Aggressive Student Behaviour Within Our Schools													2021-2022
May 14, 2019													
I-33 Classroom Observations by External Third Party Professionals													2021-2022

Policy Committee Work Plan 2018 -2019

Policies for Consideration by the Policy Committee	Action to be Taken				Referred to Board			Start Date ~ Stakeholder Consultation	End Date ~ Stakeholder Consultation	Follow-up Review by Policy Committee	Approved at 2 nd & 3 rd Reading	Website Updated	Next Review (School Year)
	Establish	Review	Revise	Rescind	Approved at 1 st Reading	Approved/ Approved as Amended	Rescinded						
II-02 Educational Assistants													2021-2022
II-10 Releasing Pupils from School													2021-2022
II-35 Access to School Premises													2021-2022
June 11, 2019													
II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities													2021-2022
III-05 Employee Assault													2021-2022
III-06 Harassment													2021-2022
III-11 Hiring and Promotion Policy, Academic and NonAcademic Personnel													2021-2022
III-14 Employee Code of Conduct													2021-2022
III-16 Workplace Harassment													2021-2022
V-16 Copyright, Visual Identity, and Intellectual Property													2021-2022

I-09 School Accommodation Review – Consolidation/Closure

Pending Ministry directive

I-37 Community Planning and Facility Partnership

Pending Ministry directive