

POLICY COMMITTEE MEETING
AGENDA

Date: Tuesday, October 8, 2019
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

	Pages
1. Call to Order	
1.1 Opening Prayer (M. Duarte)	
2. Approvals	
2.1 Approval of Agenda	
2.2 Approval of Minutes (September 10, 2019)	1 - 8
3. Declarations of Conflict of Interest	
4. Action Items	
4.1 Policy I-33 Classroom Observations by External Third Party Professionals (C. Cipriano)	9 - 17
4.2 Policy II-02 Educational Assistants (C. Cipriano)	18 - 20
4.3 Policy II-12 Management of Aggressive Student Behaviours Within Our Schools (C. Cipriano)	21 - 24
4.4 Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel (J. O' Hara)	25 - 29
4.5 Policy II-09 Opening and Closing Exercises (B. Agnew, J. O'Hearn-Czarnota)	30 - 33
4.6 ~NEW~ Policy II-53 Exemption From Instruction Related To The Human Development and Sexual Health Expectations (A. Prkacin)	34 - 38
5. Discussion Items	
5.1 Policy II-41 School Uniform Dress Code - School Dress Code and Policy I-31 Apparel Purchases and Fair Labour Practices (J. Crowell, A. Lofts, D. Tkalcic)	39 - 48
5.2 Student Code of Conduct while in Uniform off School Property (P. Murphy)	
6. Information Items	
6.1 Administrative Procedure VI-48 Protocol with External Agencies (PPM 149) (C. Cipriano)	49 - 61

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| 6.2 | ~ New ~ Administrative Procedure VI-95 Procedure for Receiving Information from Regulated Health Professionals, Social Service Professionals, and Paraprofessionals (C. Cipriano) | 62 - 64 |
| 6.3 | Administrative Procedure VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities (J. O' Hara) | 65 - 69 |
| 6.4 | ~New~ Administrative Procedure VI-97 Student Use of Service Animals in Schools (C. Cipriano, S. Balogh) | 70 - 79 |
| 6.5 | Upcoming Agenda Items (November 12, 2019) | |
| 6.5.1 | Policy I-31 Apparel Purchases and Fair Labour Practices (A. Lofts, D. Tkalcic, J. Crowell) | |
| 6.5.2 | Policy II-41 School Uniform Dress Code-School Dress Code (J. Crowell) | |
| 6.5.3 | Policy II-10 Releasing Pupils from School (S. Balogh) | |
| 6.5.4 | Policy II-19 Educational Field Trips (S. Balogh, J. Crowell, A. Lofts) | |
| 6.5.5 | Policy II-51 Optional French Programming (French Immersion - Extended French) (A. Prkacin) | |
| 6.5.6 | ~ New ~ Policy II-53 Exemption From Instruction Related To The Human Development and Sexual Health Expectations (A. Prkacin) | |
| 6.5.7 | Information Items | |
| 6.5.7.1 | Administrative Procedure VI-70 Educational Field Trips (S. Balogh, J. Crowell, A. Lofts) | |
| 6.5.7.2 | Administrative Procedure VI-07 Transportation of Students in Private Vehicles Driven by Other Students (S. Balogh, J. Crowell, A. Lofts) | |
| 6.5.7.3 | Administrative Procedure VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers (S. Balogh, J. Crowell, A. Lofts) | |

7. Miscellaneous Information

- 7.1 Policy Review Cycle Flow Chart (S. Balogh)

8. In Camera

9. Motion to Excuse Absent Committee Members

10. Motion to Adjourn/ Closing Prayer

POLICY COMMITTEE MEETING MINUTES

Date: September 10, 2019
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present P. De Rosa H. Karabela
M. Duarte P. Murphy
N. Guzzo T. O'Brien
V. Iantomasi J. O'Hearn-Czarnota

Staff Present P. Daly, Director of Education
S. Balogh, Superintendent of Education, School Services
C. Cipriano, Superintendent of Education, Special Education Services
J. O' Hara, Executive Officer, Human Resources Services
A. Prkacin, Superintendent, Curriculum Services
A. Swinden, Manager, Strategic Communications

Regrets B. Agnew
Recording Secretary J. Neuman

1. Call to Order

1.1 Opening Prayer (B. Agnew)

The meeting began at 7:05 p.m. with a prayer led by P. Daly.

2. Approvals

2.1 Approval of Agenda

P#53/19

Moved by: P. Murphy

Seconded by: H. Karabela

That, the agenda be approved.

CARRIED

2.2 Approval of Minutes (June 11, 2019)

P#54/19

Moved by: P. De Rosa

Seconded by: M. Duarte

That, the minutes of the Policy Committee Meeting held on June 11, 2019 be approved, as submitted.

CARRIED

3. Declarations of Conflict of Interest

There were no Conflicts of Interest declared.

4. Action Items

4.1 Policy I-19 Occupational Health and Safety (J. O' Hara)

P#54/19

Moved by: T. O'Brien

Seconded by: P. Murphy

That, the Policy Committee recommends that Policy I-19, Occupational Health and Safety be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval.

J. O'Hara noted that Policy I-19 Occupational Health and Safety is to be reviewed annually, and shared the amendments to the policy.

Questions for clarification were asked and answered. Ontario Health and Safety Act (OHSA) definitions were noted.

The chair called for a vote. Recommendation **P#54/19 Unanimously Carried.**

In favour	Opposed	Abstain	Absent
T. O'Brien			B. Agnew
V. Iantomasi			
H. Karabela			
P. Murphy			
P. De Rosa			
M. Duarte			
J. O'Hearn-Czarnota			

4.2 Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel (J. O' Hara) P#55/19

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the Policy Committee recommends that Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel be forwarded to the September 17, 2019 Regular Board Meeting for approval.

J. O'Hara shared the information regarding the amendments to the policy.

H. Karabela recommended a change to the policy. In the Principles bullet 5: "...All authority of the Board to hire senior staff and the system chaplain is delegated through the Director of Education with final approval of the Board of Trustees, in camera."

Discussion ensued and it was determined to postpone the item to the next policy meeting.

P#55/19 (Amendment)

Moved by: V. Iantomasi

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel be postponed to the October 8, 2019 Policy Committee Meeting for further discussion.

The Chair called for a vote. **P#55/19 (Amendment) Carried.**

In favour	Opposed	Abstain	Absent
V. Iantomasi	T. O'Brien		B. Agnew
H. Karabela	J. O'Hearn-Czarnota		
P. Murphy			
P. De Rosa			
M. Duarte			

4.3 Policy III-15 Workplace Violence (J. O' Hara)

P#56/19

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy III-15 Workplace Violence, be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval.

J. O'Hara noted that Policy III-15 Workplace Violence is to be reviewed annually and shared the amendments to the policy.

The was no discussion

The Chair called for a vote. **P#56/19 Unanimously Carried.**

In favour	Opposed	Abstain	Absent
T. O'Brien			B. Agnew
V. Iantomasi			
H. Karabela			
P. Murphy			
P. De Rosa			
M. Duarte			
J. O'Hearn-Czarnota			

4.4 Policy III-16 Workplace Harassment (J. O' Hara)

P#57/19

Moved by: V. Iantomasi

Seconded by: J. O'Hearn-Czarnota

That, the Policy Committee recommends that Policy III-16 Workplace Harassment, name be changed to Policy III-16 Workplace Discrimination and Harassment and be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval.

J. O'Hara noted changes to the policy and the addition of the word Discrimination to the title to better reflect the content of the policy. It was also noted that historically, Policy III-16 Workplace Harassment Policy was written as an addition to Policy III-06 Harassment. Both policies were reviewed by legal counsel and it was recommended that the two policies should be combined, updated, and that Policy III-06 Harassment be rescinded.

Questions for clarification were asked and answered.

The Chair called for a vote. **P#57/19 Unanimously Carried**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota			B. Agnew
M. Duarte			
P. De Rosa			
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O'Brien			

4.5 ~Rescind~ Policy III-06 Harassment (J. O' Hara)

P#58/19

Moved by: V. Iantomasi

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy III-06 Harassment be forwarded to the September 17, 2019 Regular Meeting of the Board to be rescinded.

The Chair called for a vote. **P#58/19 Unanimously Carried**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota			B. Agnew
M. Duarte			
P. De Rosa			
P. Murphy			

In favour	Opposed	Abstain	Absent
H. Karabela			
V. Iantomasi			
T. O'Brien			

4.6 -New- Policy II-51 Optional Programs - Early French Immersion - Extended French (A. Prkacin) P#59/19

Moved by: J. O'Hearn-Czarnota

Seconded by: T. O'Brien

That, the Policy Committee recommends that Policy II-51 Optional French Programming (Early French Immersion and Extended French), name be changed to II-51 Optional French Programming (French Immersion and Extended French) and be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval at second and third reading.

H. Karabela proposed an addition to the policy.

P#60/19

Moved by: H. Karabela

Seconded by: T. O'Brien

That, Requirement 1.5.4: When deciding to eliminate an Optional French Program from the Halton Catholic District School Board (either French Immersion or Extended French), a report will be brought to the trustees for review, and a vote for final approval

Questions for clarification were asked and answered.

Discussion ensued

The Chair called for a vote. **P#60/19 Carried**

In favour	Opposed	Abstain	Absent
T. O'Brien	P. Murphy	N. Guzzo	B. Agnew
V. Iantomasi	P. De Rosa		
H. Karabela	J. O'Hearn-Czarnota		
M. Duarte			

T. O'Brien proposed an amendment to the policy.

P#61/19

Moved by: T. O'Brien

Seconded by: J. O'Hearn-Czarnota

That, Requirement 1.1 - that the words "be considered" be changed to "will occur"

Discussion ensued. Questions for clarification regarding financial implications were asked and answered.

The Chair called for a vote. **P#61/19 Carried**

In favour	Opposed	Abstain	Absent
M. Duarte	J. O'Hearn-Czarnota	N. Guzzo	B. Agnew
H. Karabela	P. Murphy		
V. Iantomasi	P. De Rosa		
T. O'Brien			

Stakeholder feedback was noted. Discussion ensued regarding spaces for siblings of French Program students. It was determined that the policy will be forwarded to the Board meeting for second reading only to allow staff to compile the information and return it to the next policy meeting for further review and discussion.

P#62/19

Moved by: H. Karabela

Seconded by: V. Iantomasi

That, the Policy Committee recommends that Policy II-51 Optional French Programming (Early French Immersion and Extended French), name be changed to II-51 Optional French Programming (French Immersion and Extended French) and be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval at second reading.

The Chair called for a vote. **P#62/19 Unanimously Carried.**

In favour	Opposed	Abstain	Absent
J. O’Hearn-Czarnota			B. Agnew
M. Duarte			
P. De Rosa			
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O’Brien			

P#63/19

Moved by: H. Karabela

Seconded by: T. O’Brien

That, a staff report describing the effects and ramifications of potential sibling acceptance into a school offering Optional French Programs (French Immersion and Extended French) be brought to the October 8, 2019 Policy Committee Meeting for review, prior to third reading of the Policy.

The Chair called for a vote. **P#63/19 Unanimously Carried**

In favour	Opposed	Abstain	Absent
J. O’Hearn-Czarnota			B. Agnew
M. Duarte			
P. De Rosa			
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O’Brien			

The Chair returned to the main motion

P#59/19 (Amendment)

Moved by: J. O’Hearn-Czarnota

Seconded by: T. O’Brien

That, the Policy Committee recommends that Policy II-51 Optional French Programming (Early French Immersion and Extended French), name be changed to II-51 Optional French Programming (French Immersion and Extended French) and be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval at second reading.

The Chair called for a vote. **P#59/19 (Amendment) Carried.**

In favour	Opposed	Abstain	Absent
T. O’Brien	P. Murphy		B. Agnew
V. Iantomasi	P. De Rosa		
H. Karabela			
M. Duarte			
J. O’Hearn-Czarnota			

**4.7 -New- Policy II-52 Student Use of Service Animals in Schools (C. Cipriano, S. Balogh)
P#64/19**

Moved by: V. Iantomasi

Seconded by: J. O’Hearn-Czarnota

That, the Policy Committee recommends that Policy II-52 Student Use of Service Animals in Schools be forwarded to the September 17, 2019 Regular Board Meeting for approval at second and third reading.

C. Cipriano presented the policy with minor amendments. Stakeholder feedback was noted.

There was no discussion.

The Chair called for a vote. **P#64/19 Unanimously Carried**

In favour	Opposed	Abstain	Absent
J. O’Hearn-Czarnota			B. Agnew
M. Duarte			
P. De Rosa			
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O’Brien			

5. Discussion Items

5.1 Policy II-09 Opening and Closing Exercises (B. Agnew)

J. O’Hearn-Czarnota requested that the Policy II-09 Opening and closing Exercises be brought to the October 8, 2019 policy committee meeting as an action item with amendments.

Discussion ensued, and trustees agreed with the request.

5.2 PPM 162 - Discussion Item - PPM 162 Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019 (A. Prkacin, S. Balogh, P. Daly)

A. Prkacin shared the information regarding the recently released PPM 162. It was noted that HCDSB has had an informal process in place since 2016. Historical and current withdrawal data was shared.

P#65/19

Moved by: H. Karabela

Seconded by: V. Iantomasi

That, staff will create a policy and return it to the October 8, 2019 Policy Committee meeting as an action item.

The Chair called for a vote. **P#65/19 Unanimously Carried**

In favour	Opposed	Abstain	Absent
T. O’Brien			B. Agnew
V. Iantomasi			
H. Karabela			
P. Murphy			
P. De Rosa			
M. Duarte			
J. O’Hearn-Czarnota			

6. Information Items

6.1 Administrative Procedure VI-04 Complaints Resolution Process - Workplace Discrimination/Harassment/ Violence (J. O’ Hara)

6.2 Administrative Procedure VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities (J. O’ Hara)

6.3 Administrative Procedure VI-53 Optional French Programming (A. Prkacin)

The procedures were provided as information. It was noted that Procedure VI-28 will be deferred, with Policy III-11, to the next Policy Committee Meeting

Changes to Procedure VI-53 were noted to update the policy and removed the word “early”, throughout.

6.4 Upcoming Agenda Items (October 8, 2019)**6.4.1 Policy I-33 Classroom Observations by External Third Party Professionals (C. Cipriano)****6.4.2 Policy II-12 Management of Aggressive Student Behaviours Within Our Schools (C. Cipriano)****6.4.3 Policy II-02 Educational Assistants (C. Cipriano)****6.4.4 Policy II-28 Alcohol, Tobacco, Vaping and Drug Education and Abuse in Schools (J. Crowell)****6.4.5 Policy II-39 Progressive Discipline and Safety in Schools (J. Crowell)****6.4.6 Discussion Items****6.4.6.1 Policy I-31 Apparel Purchases and Fair Labour Practices (A. Lofts, D. Tkalcic)****6.4.6.2 Policy II-41 School Uniform Dress Code - School Dress Code (J. Crowell)****6.4.7 Information Items****6.4.7.1 Administrative Procedure VI-48 Protocol with External Agencies (PPM 149) (C. Cipriano)****6.4.7.2 ~New~ Administrative Procedure - Student Use of Service Animals in Schools (C. Cipriano, S. Balogh)****6.4.7.3 Administrative Procedure VI-44 Progressive Discipline and Safety in Schools (J. Crowell)****6.5 2019-2020 Work Plan (S. Balogh)**

The chart was presented to trustees as information, and will be updated to reflect the rescheduling of the policies noted in this meeting.

6.6 2019-2020 Policy Working Group Committee Members (S. Balogh)

Provided for information

P. Daly recommended that the date of the staff report regarding the French Policy be deferred until November 12, 2019. Trustees were in agreement.

7. Miscellaneous Information

There were no miscellaneous items.

8. In Camera

There were no in camera items.

9. Motion to Excuse Absent Committee Members

P#66/19

Moved by: V. Iantomasi

Seconded by: P. De Rosa

That Trustee B. Agnew be excused.

CARRIED

10. Motion to Adjourn/ Closing Prayer (P. De Rosa)

P#67/19

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

That the meeting adjourn.

UNANIMOUSLY CARRIED

P. De Rosa closed meeting with prayer at 9:41 pm.

I-33 Classroom Observations by External Third Party Professionals	Item 4.1
Tuesday, October 8, 2019	

Purpose

To provide for the consideration of the Policy Committee revisions made to Policy *I-33 Classroom Observations by External Third Party Professionals* as recommended by staff.

Commentary

This policy describes the process by which a parent may obtain approval for a third party professional to attend a school for the sole purpose of observing the parent’s child. This revision serves to ensure that services in schools are keeping all students safe and that best quality of care is being provided by outside professionals.

The proposed changes of the policy include the following amendments:

- An updated list of professionals that reflects current titles as defined by regulations, the broadening of regulatory bodies beyond the Ontario College of Teachers, as well as the requirement for observations by unregulated providers and their reporting to be supervised by a member of a recognized professional body.
- The updated policy includes the provision of having appropriate Board Staff present at the observation and the receiving of any recommendations as per the new procedure VI-95 Procedure for Receiving Information from Regulated Health Professionals, Social Service Professionals, and Paraprofessionals – External Providers.
- Specification of the required documentation (i.e. Criminal Record Check with Vulnerable Sector Screening) and specification of the regulatory framework.
- Updating of language to reflect custody arrangements, and revision of timelines to reflect realistic expectations for reports.

The revised Policy *I-33 Classroom Observations by External Third Party Professionals* is attached for review and consideration by the Policy Committee

Recommendation

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

<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p> <p><i>That, the Policy Committee recommends that Policy I-33 Classroom Observations by External Third Party Professionals, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.</i></p>

Report Prepared by: C. Cipriano
Superintendent, Special Education Services

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

Classroom Observations by External Third Party Professionals	
Adopted: September 20, 2005	Last Reviewed/Revised: May 17, 2016
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: VI-48 Protocol With External Agencies For The Provision Of Services By Regulated Health Professionals, Social Service Professionals, And Paraprofessionals (PPM 149) II-35 Access to School Premises VI-30 Access to School Premises	

Purpose

The purpose of this policy is to establish a process by which a parent may obtain approval for a third party professional (defined below), retained by the parent or on behalf of the parent, to attend at a Board school for the sole purpose of observing the parent's student. Further, this policy establishes the terms and conditions which will apply where permission is granted by the Principal for the third party's attendance. **This is to ensure that all services provided within the school are keeping all students safe and to ensure best quality of care from professionals and associated staff.**

Application and Scope

This policy and associated procedures apply to any third party as defined under this policy who is seeking access to any classroom or Board site for the purpose of observing a specified student as part of an assessment, diagnostic or program design protocol recognized and approved of by the professional governing body, professional college, or licensing /accreditation body of which the third party is a member in good standing.

References

[Ontario Regulation 521/01](#)

[Ontario Regulation 298, S3\(1\)](#)

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

Definitions

For the purposes of this policy, “third party” may be characterized as:

- A party whose services are paid for by parents or by another (or others) on behalf of parents, or who may be providing “pro bono” service and who are working with parents for the purpose of supporting the special needs of a student regarding the student’s ability to benefit from the regular curriculum in the same way as other students not identified for special education services and/or for the purpose of assessing and remediating behavioural patterns in students.
- Including but not limited to: physiotherapists, occupational therapists, ~~IBL~~ABA / behaviour consultants therapists/experts, psychologists, psychological associates and supervised psychometrists, social workers, psychotherapists, persons with qualifications as educators, speech ~~and~~ language pathologists, child and youth counsellors supervised by a professional, psychiatric nurses, and the like*.
- *belong to a regulated body or are supervised by a member of a recognized professional body (college) and hold undergraduate and/or post graduate education degree(s)

Principles

- The Board is committed to working in cooperation with community, health and social service professionals for the general health, well-being and development of students.
- The Board recognizes and properly discharges its responsibilities to insure that anyone coming into the direct company of students at any school site is properly qualified and satisfies the criminal reference check with vulnerable sector screening in compliance with O.Reg.521/01.
- The Board acknowledges a responsibility to protect the instructional environment from too frequent or unnecessary disruptions thereby satisfying the requirements of the Ontario Regulation 298,S3(1) pertaining to the instructional day.
- The Board assumes responsibility under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) for the protection of the privacy rights of all students, staff and volunteers when on Board property.
- The Board asserts that the purpose of the classroom or instructional setting is to serve the best educational interests of all students in the classroom. The corollary of this principle is that the observation of individuals for the purpose of assessment may not impose upon nor hamper the instruction of other students in the instructional setting.
- The properties and schools of the Board are the publicly funded teaching and learning venue for Board-registered students and Board-employed instructional and support staff.
- Board employees remain under the direction and supervision of appropriately designated Board personnel.

Requirements

Process for Making a Request:

- A parental request that a third party be permitted to attend at a school or classroom for the purpose of conducting an observation of their student or for the purpose of determining or supporting the educational needs of the student, shall be made in writing to the Principal.
- The written request shall include an outline from the third party which sets out:
 - the purpose of the desired visit to the school. It must be clear that the observation is a required component of a professional activity approved by the professional governing body, professional college, licensing or accreditation body of which the third party or their supervisor is a member;
 - any proposed uses of image or sound recording technology. Any proposed use of any form of such technologies requires discussion with and approval from the principal. The use of the technologies will be measured against the expectations of privacy of the staff and students.
 - the nature of the activities which the third party wishes to observe (e.g. behaviour in the classroom, interaction with peers, playground activity etc.); and
 - the proposed timing of the visit.
- In addition, the third party will provide:
 - his/her professional accreditation (and/or name and professional accreditation of the supervisor, if applicable)
 - a certificate of a criminal reference check with vulnerable sector screening which is no more than one (1) year old. Such certificate must set out any record of offences which the Third Party has (excepting only an offence for which the Third Party has received a pardon unless such offence relates to children).
- In deciding whether to grant the parents' request, the Principal shall consult with the Superintendent of Special Education or designate.
- In considering the parent's request, the following factors will be taken into account:
 - the number of third parties and the frequency of visits proposed from all the parents of students in the classroom;
 - that the education of students is not disrupted by the visit of the third party;
 - student safety;
 - that the privacy of information rights of students and staff are maintained;
 - that staff are not placed in the position of being intimidated or of being unfairly dealt with as a result of any visit by a third party;

- that appropriate signed releases of information are provided in those cases where staff are asked to share information pertaining to the student or requested or instructed to perform tasks and duties not in keeping with their job description and their responsibilities.
- Availability of Board professional (e.g. Behaviour Analyst, Speech Language Pathologist, Psychologist) to be present for observations

Terms and Conditions:

Where permission for a visit by a third party is granted, the conditions of the permission will include the following:

- The parents/custodians (and where parents are separated the parent(s) who have custody and the third party must agree that the third party, must make every reasonable effort to ensure that the visit does not disrupt any student or any staff member in carrying out his/her duties;
- An observation period is limited to 1 (one) hour at a time. However, if two or more observations are required, these are scheduled in cooperation with the teacher.
- Board staff counterpart appropriate to purpose of the visit (e.g. Speech Language Pathologist, Behaviour Analyst, Psychologist) must be present for the observation
- The third party must agree in writing to respect the privacy rights of every person at the school, whether student or staff;
- The third party must agree to report to the Principal or designate when entering and leaving the school (refer to Policy II-35 Access to School Premises).
- Video taping or recording of the class and/or students is not permitted without the expressed permission of the principal as outlined in #2 of the Requirements.
- Permission to observe does not carry with it approval to provide casual, or on-the-spot consultation, advice, or recommendations to the school staff. Discussion with staff and the consideration of recommendations for academic program changes, classroom and/or behaviour management may be discussed in the setting of a case conference by agreement with the school principal in consultation with the Superintendent of Special Education Services.
- The parent and the third party must agree in writing that any visit by the third party is without prejudice to any litigation, existing or future, between the parent and the Board and that the visit will not be used in any way to obtain “evidence” which to be used against the Board or any of its staff;
- The parent and the third party will be informed that:
 - The ~~school principal~~Board is open to receiving the resulting observation reports and recommendations and will consider possible implementation of the contents in good faith.
 - Reports/recommendations will be forwarded to the appropriate Board professional for review and consideration of implementation;

- Written reports proposed for inclusion in a student's Ontario Student Record must be free of references to other students in the school or class and statements which could be taken as evaluation of staff.
- Reports written by Third Party Professionals who are supervised by regulated professionals must be co-signed by the regulated supervising professional.
- The Board is not bound to honour and is not financially obligated to provide any form of material resource, equipment, furniture or personnel recommended in a third party report.
- A completed and signed agreement (attached) is required proof that the parent and third party subscribe to the terms and conditions.
- In the event the Third Party fails to comply with the terms of the agreement, the Principal shall withdraw permission for the third party to be on the school premises and the Third Party shall be asked to leave the School immediately.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

**AGREEMENT TO PERMIT THIRD PARTY ACTIVITY
ON TO SCHOOL PREMISES**

This agreement is between the following parties:

Halton Catholic District School Board (hereafter “Board”)

and

Parents: _____ (hereafter “Agent”)
[fill in names of parents or custodian]

and

Third Party: _____ (hereafter “Third Party”)
[fill in names of third party]

PREAMBLE:

The purpose of this agreement is to set out in writing the terms and conditions based on which the Third Party is being permitted to enter the premises of _____ School (hereafter “the School”) to make observations of the Parents’ child, _____, and to record the agreement of the Parents and the Third Party to these terms and conditions.

TERMS AND CONDITIONS:

The Board agrees to permit the Third Party to attend on the premises of the School on the following terms and Conditions:

1. The purpose of the visit by the Third Party to the school is for the following purpose of observation.
2. The Third Party will attend at the school only on the date (or dates) and at that time (or times) specifically agreed to by the Principal of the School. *[set out dates and times]*
3. The Third Party has provided a certificate verifying that a Criminal Records/Vulnerable Sector search has been done by a Canadian police authority within the past year. Such certificate must set out any record of offences which the Third Party has (excepting only any offence for which the Third Party has received a pardon unless such offence relates to children).
4. The Parents/Custodian and the Third Party agree that the Third Party will make every reasonable effort to ensure that the visit does not disrupt any student or any staff member in carrying out his/her duties.
5. The Third Party agrees to respect the privacy rights of every person at the school, whether student or staff. And applicable laws and regulations (MFIPPA); for example, the Third Party shall not record any observation relating to any other student and will not include the name of any other student in any written observations and/or report.

6. The Board Staff counterpart appropriate to the purpose of the visit must be present for the observation.

Item 6 & 7 added by staff

7. Reports/recommendations will be forwarded to the appropriate Board Professional for review and consideration of implementation.
8. The Third Party will ensure that he/she respects the human rights of every person at the school, whether student or staff.
9. The Third Party will report to the Principal or designate when entering and leaving the school. Should the Third Party be asked to leave the school, he/she shall do so promptly.
10. The Parents/Custodian and the Third Party agree that any visit by the Third Party is without prejudice to any litigation, existing or future, between the Parents/Custodian and the Board or any employee of the Board and that the visit will not be used in any way to obtain "evidence" against the Board or any of its employees, nor will any observation by the Third Party be used as evidence against the Board or any of its employees in any legal proceeding. The Parents/Custodian and Third Party understand that this agreement is a specific condition of the permission being granted.
11. The Parents/Custodian and the Third Party agree that a copy of any written observations, recommendations, or report of any nature concerning the visit arising out of the visit by the Third Party will be provided to the School within 4 to 6 weeks of the completion of such written observations, recommendations, or report.
12. Permission to observe does not carry with it approval to provide consultation, advice, or recommendation to the school staff. Discussion with staff and the consideration of recommendations for academic program changes, classroom and/or behaviour management may be discussed in the setting of a case conference as by agreed to by the school principal in consultation with the Superintendent of Special Education Services.

The parties are confirming their agreement to the terms and conditions set out above by signing in the spaces provided below. It is understood and agreed that while both parents may sign, the signature of one parent will bind both.

for the Board

Date signed

Parent/Custodian

Date signed

Parent/Custodian

Date signed

Third Party

Date signed

II-02 Educational Assistants	Item 4.2
Tuesday, October 8, 2019	

Purpose

To provide for the consideration of the Policy Committee revisions made to Policy *II-02 Educational Assistants* as recommended by staff.

Commentary

This policy provides the job description for Educational Assistants and the terms of reference for their deployment throughout the board. The policy is in alignment with our collective agreements and reflects our current and best practices.

This policy was reviewed by Special Education Services Staff and no changes were made. This policy continues to accurately reflect the job description and deployment of Educational Assistants.

Recommendation

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

Moved by:

Seconded by:

That, the Policy Committee recommends that Policy II-2 Educational Assistants, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.

Report Prepared by: C. Cipriano
Superintendent, Special Education Services

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

Educational Assistants	
Adopted: July 30, 1991	Last Reviewed/Revised: May 17, 2016
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: N/A	

Purpose

To provide in accordance with the job description for Educational Assistants, the terms of reference for the deployment of Educational Assistants within the Halton Catholic District School Board.

Application and Scope

This policy applies to the educational assistants in whatever may be their role functions within the Halton Catholic District School Board.

References

Job Description for Educational Assistants

Principles

The Halton Catholic District School Board fully recognizes the pivotal role that Educational Assistants provide in supporting the students within the system.

Requirements

It is understood that under the authority of the Superintendent of Special Education Services:

- Educational Assistants assigned to schools, shall be responsible to the principal of the school.
- Educational Assistants assigned to system duties, shall be responsible for their assignments and supervision, through the Manager of Educational Assistants.
- The primary role function of an Educational Assistant is to work cooperatively with all concerned in the delivery of the Board's Special Education programs and services by:

At the School Level

- The implementation of programs under the direction of a principal and/or teacher;

At the System Level

- The implementation of programs under the direction of the Manager of Educational Assistants, and/or the appropriate educational team leader.
- As required by the appropriate supervisors, assist in meeting the educational, spiritual, social/emotional and physical needs of the students entrusted into their care.
- The performance of other duties, as outlined in the publication entitled *Job Description for Educational Assistants*.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

<p>II-12 Management of Aggressive Student Behaviour within Our Schools</p>	<p>Item 4.3</p>
<p>Tuesday, October 8, 2019</p>	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-12 Management of Aggressive Student Behaviour within our Schools* as recommended by staff.

Commentary

The policy continues to be relevant, reflecting our current practice and directives. The reference to and definition of corporal punishment used in previous versions was a reflection of the purpose of this policy in its original form and has been removed as inappropriate within the current context.

Responsibility is placed on school administration and school teams to incorporate individual student needs into its application. The development of an administrative procedure may be too restrictive, based on the complexity of students' needs.

The revised *Policy II-12 Management of Aggressive Student Behaviour within our 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:

That, the Policy Committee recommends that Policy II-12 Management of Aggressive Student Behaviour with our Schools, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.

Report Prepared by: C. Cipriano
Superintendent, Special Education Services

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

Management of Aggressive Student Behaviours Within Our Schools	
Adopted: August 25, 1987	Last Reviewed/Revised: June 21, 2016
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: I-19 Occupational Health & Safety II-39 Progressive Discipline & Safety in Schools/Code of Conduct – Suspensions & Expulsions VI-44 Progressive Discipline and Safety in Schools III-05 Employee Assault III-14 Employee Code of Conduct	

Purpose

This policy recognizes the importance of providing a safe school environment through the positive and proactive management of student behaviour that is likely to pose an imminent physical risk to themselves or others, and when least intrusive measures are deemed ineffective. This policy is congruent with Ministry language which promotes support, respect, and physical safety of students. Principals and teachers recognize their responsibility to maintain order and discipline in schools ensuring the safety of all students to include responsibilities in *loco parentis*.

Application and Scope

This policy applies to all individuals of the Board who are in direct contact with students on school property, at school/Board authorized activities, while using school authorized transportation services or in other venues or locations and are called to respond to student's behaviours that pose imminent risk of injury to self or others.

References

[Education Act](#)

[The Safe Schools Act, 2000](#)

[The Mission Statement of the Halton Catholic District School Board](#)

[PPM 145: Progressive Discipline & Promoting Positive Behaviour \(October 2009\)](#)

[PPM 149: Protocol for Partnership with External Agencies](#)

[PPM 156: Supporting Transitions for Students with Special Education Needs \(2013\)](#)

[Bill 157: Keeping Our Kids Safe at School \(2009\)](#)

Definitions

~~**Corporal Punishment:** The intentional use of physical force upon a student outside of the Board approved physical crisis intervention training, for any alleged offence or behaviour, or the use of physical force in an attempt to modify the behaviour or attitude of a student.~~

Restraint: The use of physical intervention to restrict a student's movements against their will.

Physical Intervention Training: It is a condition of employment for all Education Assistants to be trained and certified in an approved physical crisis intervention program. This training will include strategies to de-escalate potentially volatile student behaviours and safely manage these behavioural crises. This Board approved training includes embedded practices outlined in the Ontario Safe School Act.

Indicator Response Plan (IRP): An IRP is a student behaviour plan identifying levels of student escalation continuum and appropriate staff directed responses creating the best opportunity for prevention and de-escalation. These plans are developed when a student's behaviour has previously escalated to a level presenting imminent risk of injury and which may or may not require physical intervention.

Safety Plans: The safety plan is a student behaviour plan outlining the student specific directives to staff related to implementing physical restraint with the focus on safety, crisis response teams, and student de-escalation.

Physical Restrain/Incident Report SE17: This report is completed at the site of the incident and forwarded to the Board to be reviewed and filed. The purpose of the report is to record the details of student behaviour that will, or is likely to, cause injury to self or others, or extreme property damage. These behaviours demonstrate a level of intensity that is unusual and excessive. These reports are monitored to inform programming and supports.

Incident Note to Parent or Guardian SE17b: The Special Education form is completed and distributed to parents to inform the parent of the SE17 incident.

Principles

- This policy recognizes that responding to aggressive student behaviours is never disciplinary in action nor part of implementing consequential outcomes related to those behaviours. Staff will respond to a student's behaviour from a caring, moral, and ethical framework embedding the teachings of Jesus Christ.



- ~~• The use of corporal punishment in any form by persons, including, but not limited to, supervisors, teachers, parent or guardian, is prohibited. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian, or school official.~~

Requirements

- ~~• The Board will develop an Administrative Procedure supporting the directive outlined in this policy and ensure comprehensive communication of the procedures to appropriate stakeholders.~~
- The Board and its Principals will ensure all students have an opportunity to be successful within a safe, caring and accepting school, creating a positive school environment.
- The Board and its Principals will ensure that student behaviour plans are developed to address aggressive student behaviours where there is a history of aggression. These plans will be developed with a goal of prevention, supporting student skill development and an opportunity for increased self-regulation.
- The Board will provide the necessary certification training to all Educational Assistants I the physical crisis intervention training. Trained staff will respond to student behaviour crises that may pose imminent risk to self or others and may require restraint. Staff outside of the role of Educational Assistant may also be trained with the approval of the school Principal and Board Special Education staff.
- Principals will complete all other necessary documents related to the incident.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel	Item 4.4
Tuesday, October 8, 2019	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel* as recommended by staff.

Commentary

Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel was last reviewed in 2012. This policy was developed in order to ensure that the Halton Catholic District School Board provides equal opportunity for all qualified employees and applicants for employment. The Policy also highlights Rights of Catholic School Boards in Ontario with respect to employment under the *Human Rights Code*, the *Constitution Act, 1982* and the *Education Act*.

The Executive Officer of Human Resources, and Human Resources Services Management staff have reviewed the policy and recommend the changes which are highlighted.

The revised *Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel* is attached for review and consideration by the Policy Committee.

Recommendation

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

<p style="text-align: center;"><i>Moved by:</i></p> <p style="text-align: center;"><i>Seconded by:</i></p> <p>That, the Policy Committee recommends that <i>Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel</i> be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.</p>
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Report Prepared by: J. O'Hara
Executive Officer, Human Resources Services

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

Hiring and Promotion Policy, Academic and Non-Academic Personnel

Adopted: February 14, 1985	Last Reviewed/Revised: February 21, 2012
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities I-02 Records and Management Information Policy VI-82 Records and Information Management Procedure	

Purpose

To provide equal opportunity for all qualified employees and applicants for employment with the Halton Catholic District School Board, in accordance with the Human Rights Code, and where possible by virtue of the availability of qualified candidates, give preferential consideration to qualified Roman Catholic applicants as indicated in the Human Resources Procedures ~~Manual~~ and in accordance with the Human Rights Code, Section 24(1)(a), and the historical right under the Constitution Act, 1982 and the Education Act.

Application and Scope

This policy applies to all employees and applicants for any position of employment with the Halton Catholic District School Board.

References

- [Human Rights Code](#)
- [Constitution Act, 1982](#)
- [Education Act](#)

Principles

- The Halton Catholic District School Board recognizes that our school community exists to foster and exemplify Catholic values centred on the person of Jesus Christ.
- The Halton Catholic District School Board believes that every person has a right to



employment without discrimination.

- The Halton Catholic District School Board considers witness to our faith as a key premise in recruiting, hiring and promoting teachers or any other employee whose position includes dealing with students in situations involving instruction, counselling or providing guidance or imparting curriculum. The Board will exercise preference to favour committed and practising Catholics in recruiting, hiring and promoting such employees.
- It is understood that teaching positions and other positions involving interaction with students within the Halton Catholic District School Board, require a significant degree of participation in the religious life of the Catholic school community. This would include participation in liturgical celebrations for students and staff; liaison with pastors and families for sacramental preparation programs and providing staff members with adult faith opportunities.
- The Director of Education is the sole employee of the elected Board of Trustees, and reports directly to the Board. All authority of the Board to hire staff is delegated through the Director of Education. All other hiring decisions, including appointments to positions of responsibility, are operational matters and therefore are the responsibility of the Director or designate.
- Trustees of the Board shall entrust the day to day management of the Board to its staff through the Board's Director of Education or designate.
- The Director of Education or designate ensures effective systems are in place for the selection, supervision, development and performance review of all staff.
- Criteria and qualifications for positions will be established in a fair and objective manner. Recruitment for positions will be done as widely as is appropriate to ensure that all qualified applicants have the opportunity to apply.
- All employees and prospective employees shall have access and opportunity to positions within the Board subject to foregoing principles.
- Promotion will be based on demonstrated ability, skill, knowledge and the expertise required to perform the duties of the position and, in the case of employees assigned to positions involving interaction with students, the spiritual commitment to promote the Catholic education system and its Gospel values. The Board recognizes that the needs and priorities of the system must be the primary criteria for decisions with respect to hiring and promotion.
- Within the context of the denominational rights of Catholic school boards, every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit an individual's candidacy for hiring or promotion.
- The Halton Catholic District School Board will not discriminate in its hiring and promotion practices on the basis that the qualified applicant is related to a current or former employee. An individual may be hired, notwithstanding the applicant's relationship to current or former employees provided the following issues will be considered prior to selecting a candidate:
 - That the employee shall not be in a direct supervisory reporting relationship to a relative;



- That staff who are related to the candidates must disclose such information to the Executive Officer, Human Resources Services;
- That staff who are related do not partake in interviews or any part of the hiring process.
- That staff who are involved in the hiring procedures and who have more than a professional relationship with the candidate disclose such information to the Executive Officer, Human Resources Services.
- Applications and documentation of all candidates and employees of the Halton Catholic District School Board will be maintained in a confidential file in the Human Resources Services in accordance with Board ~~Policy I-16~~, Policy I-02 Records and Management Information Policy.
- The Director of Education will report ~~annually~~ to the Board, on an ongoing basis, or as required, on the implementation of this policy.
- The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and administrative procedures.

Commented [JN1]: Policy I-16 no longer exists – Records Management is now Policy I-02

Commented [JN2]: Reporting occurs more frequently.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Opening and Closing Exercises	Item 4.5
Tuesday, October 8, 2019	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-09 Opening and Closing Exercises* as recommended by Trustees.

Commentary

Policy II-09 Opening and Closing Exercises was established in 1987; and has had several amendments since that time.

In April 2001, some of the changes to *Policy II-09 Opening and Closing Exercises* included the addition that the “Pledge of Citizenship” be included in the opening and closing exercises at the discretion of the Principal with notification to the school council.

In December 2015, The Pledge of Citizenship was added to *Policy II-09 Opening and Closing Exercises*; indicating that the Pledge of Citizenship was a required activity in the opening exercises.

In January 2016, *Policy II-09 Opening and Closing Exercises* underwent further revisions at which time the name “Pledge of Citizenship” was changed to the name the “Oath of Citizenship” in the policy.

In February 2016, *Policy II-09 Opening and Closing Exercises* was further amended to include the requirement that students and staff shall participate in the Oath of Citizenship.

In October 2017, *Policy II-09 Opening and Closing Exercises* was revised to remove staff participation in the recitation of the Oath of Citizenship.

Trustees introduced *Policy II-09 Opening and Closing Exercises* at the September 10, 2019 Policy Committee Meeting as a discussion item, with the recommendation to remove the requirement that students recite the Oath of Citizenship as part of the opening exercise.

The revised *Policy II-09 Opening and Closing Exercises* is attached for review and consideration by the Policy Committee.

Recommendation

The following recommendation is presented for the consideration of the Policy Committee:

Item 4.6 | Policy II-09 Opening and Closing Exercises

Moved by:

Seconded by:

That, the Policy Committee recommends that Policy II-09 Opening and Closing Exercises, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.

Report Prepared:
And submitted by:

B. Agnew
Trustee

J. O'Hearn Czarnota
Trustee

S. Balogh
Superintendent of Education, School Services

Opening and Closing Exercises	
Adopted: February 20, 1987	Last Reviewed/Revised: October 17, 2017
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: N/A	

Purpose

To provide direction to all members of schools under the Board's jurisdiction with respect to requirements on opening or closing exercises as stated in the *Education Act*, the *Safe Schools Act, 2000*, Ontario Regulation 298, and attendant regulations, and to promote the distinctiveness, values, and mission of the Halton Catholic District School Board.

Application and Scope

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

References

[Education Act](#)

[Safe Schools Act, 2000](#)

[Ontario Regulation 298](#)

Attendant Regulations

HCDSB Mission Statement

Principles

- The religious environment and climate of the Catholic School System permeates throughout the whole of school life.
- Catholic schools endorse and promote the mandate, values, traditions, and distinctiveness of the Catholic School System.
- Catholic schools instill in students respect, loyalty, allegiance, and pride in their country.

Requirements

- Formal prayer shall form part of every opening or closing exercise.
- Scriptural/spiritual readings may form part of every opening or closing exercise.
- Secular readings or recitations may form part of every opening or closing exercise but may not replace scriptural/spiritual readings.
- The singing of *O Canada* shall form part of every opening or closing exercise. Students and staff shall participate in the singing of *O Canada*.
- ~~• The Oath of Citizenship shall form part of every opening exercise. Students shall participate in the Oath of Citizenship.~~
- ~~• The following is the Oath of Citizenship:~~
 - ~~○ I affirm that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, and to her heirs and successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.~~
- A student is not required to sing *O Canada* ~~or recite the Oath of Citizenship in the following circumstances:~~
 - In the case of a student who is less than 18 years old, if the student's parent or guardian applies to the principal to be exempted from doing so.
 - In the case of a student who is at least 18 years old, if the student applies to the principal to be exempted from doing so.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

<p><i>Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019</i></p>	<p>Item 4.6</p>
<p>Tuesday, October 8, 2019</p>	

Purpose

To provide for the consideration of the Policy Committee the newly developed *Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019* as recommended by staff.

Commentary

The purpose of the Religion and Family Life Curriculum, as developed by the Institute for Catholic Education (ICE) under the guidance and in the name of the Assembly of Catholic Bishops of Ontario, is to foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education.

According to PPM 162 (issued August 21, 2019), this policy allows for students to be exempted from instruction related to the Human Development and Sexual Health expectations found in strand D of the *Ontario Curriculum: Health and Physical Education Grades 1-8, 2019* in tandem with the related unit in the *Fully Alive Catholic Family Life program*.

School boards must implement their exemption policy/procedure and make it publicly available on their website before the period of instruction related to Human Development and Sexual Health in the 2019-2020 school year, and no later than November 30, 2019.

The policy will include all the requirements of PPM 162 and a corresponding procedure will be developed which will further outline the communication and notice, process, and supervision of students who receive an exemption.

Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019 includes communication plans and the process for schools as well as parents/students to follow when making exemption requests.

Item 4.1| Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019 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:

That, the Policy Committee recommends the Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019 be forwarded, to the October 15, 2019 Regular Board Meeting for approval at first reading.

Report Prepared by:

A. Prkacin
Superintendent of Education, Curriculum Services

Report Submitted by:

Patrick Daly
Director of Education and Secretary of the Board

<i>Exemption from Instruction in the Family Life Program Fully Alive Related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019</i>	
Adopted: Date	Last Reviewed/Revised: Date
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures:	

Purpose

The purpose of the Religion and Family Life Curriculum as developed by the Institute for Catholic Education (ICE) under the guidance and in the name of the Assembly of Catholic Bishops of Ontario, is to foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education.

As per PPM 162 (August 21, 2019), this policy allows for students to be exempted on an individual basis at the request of their parents, from instruction related to the Human Development and Sexual Health expectations found in strand D of the *Ontario Curriculum: Health and Physical Education Grades 1-8, 2019* in tandem with the related unit in the *Fully Alive Catholic Family Life program*.

Application and Scope

This policy pertains to pupils enrolled in elementary schools, in Grades 1 to 8, and all individuals who may be involved in the exemption, including parents/guardians, principals, teachers and Board personnel who may have duties and/or responsibilities under this policy.

References

[Education Act](#)

[Policy/Program Memorandum \(PPM\) 162, Exemption from Instruction related to the Human Development and Sexual Health Expectations, Grades 1-8, 2019](#)

Principles

- The Religious Education and Family Life Curriculum supports the mandate, values, traditions and distinctiveness of the Catholic School System
- The Home, the Church and the School are partners in the education of children in faith and morals
- The religious environment and climate of the Catholic School System with the clear understanding that Religious Education and the many complementary elements, which contribute to maturity in Faith, are the central reason for the existence of Catholic schools.
- In the Catholic School System, Religious Education is a fulsome curriculum intended to be taught in its entirety. With the expectations outlined in PPM 162, students in Grades 1 to 8 in the HCDSB may be exempted from instruction related to the Human Development and Sexual Health expectations in strand D of the *Ontario Curriculum: Health and Physical Education, 2019* as well as the related unit in the *Fully Alive Catholic Family Life* program.
- Exemptions are limited to instruction related to the Human Development and Sexual Health expectations in both the *Ontario Curriculum: Health and Physical Education* as well as the *Fully Alive Catholic Family Life* program.
- Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects. Exemptions will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectations.
- References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption policy/procedure.
- There will be no academic penalty for an exemption.
- There will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

Requirements

The policy will require all HCDSB elementary schools every school year to:

Policy No. II-53 | Exemption from Instruction related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019 (PPM 162) and the Fully Alive Catholic Family Life Program

- provide parents with a list of all Human Development and Sexual Health expectations by grade. The Institute for Catholic Education has prepared letters for every grade pertaining to the related unit in the Fully Alive Catholic Family Life program outlining the same.
- inform parents that they can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations in both the *Ontario Curriculum: Physical and Health Education* document as well as the Fully Alive Catholic Family Life program by completing and returning an exemption form for each child.
- make a standard exemption form available to parents every school year, accommodating the timelines specified below. Schools may also choose to accept separate written requests for an exemption.
- notify all parents at least twenty school days before the start of the “period of instruction” related to the Human Development and Sexual Health expectations. Inform parents the deadline for the submission of the completed exemption form or written request must not be more than five school days before the start of the period of instruction.
- make clear that, in the case of an unforeseen event, school boards and schools have the authority to move the period of instruction to a later date in the school year and must give notice of the change to parents as soon as reasonably possible.
- Furthermore, the Board will develop an Administrative Procedure, which will support the directive and requirements of this policy, and will include further particulars regarding Notice and Communications, Process and Supervision of Exempted Students.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

II-41 School Uniform Dress Code/School Dress Code	Item 5.1
Tuesday, October 8, 2019	

Purpose

To provide an opportunity for discussion on the current *Policy II-41 School Uniform Dress Code/School Dress Code*.

Commentary

The Halton Catholic District School Board currently has a policy which outlines two current options for a School Dress Code:

School Uniform Dress Code - defined as the standard of prescribed student dress, developed in consultation with the school community, specifying clothing that must be purchased from approved uniform suppliers, and may include guidelines as to when and how particular items can be worn.

Student Dress Code - defined as the standard of student dress established in consultation with the school community, consistent with the Board Policy and the Education Act and Regulations, required of students in elementary schools that have chosen not to implement a school uniform dress code.

Currently, 32 of 45 HCDSB Elementary Schools have a School Uniform Dress Code, and all 9 HCDSB Secondary Schools have a School Uniform Dress Code. The Thomas Merton Catholic Secondary School/Adult Learning Centre has a Student Dress Code.

Policy II-41 School Uniform Dress Code/School Dress Code was created in 2009, reviewed in 2011 after extensive community consultation and has since undergone minor revisions. It was most recently updated in 2018.

At the April 2019 Policy Meeting, Trustees presented *Policy II-41 School Uniform Dress Code/School Dress Code*, as a discussion item. Staff were asked to investigate options for parents to purchase uniforms for their students.

The following items are being presented for discussion at this meeting:

- Vendors and RFI/RFP Process
- School Uniform Dress Code and Student Dress Code
- Parent Concerns
- Community Consultation Plan

The matter is now placed before the Policy Committee for further discussion.

Report Prepared by:

Jeff Crowell
Superintendent of Education, School Services

Aaron Lofts
Superintendent, Business Services

Dan Tkalcic
Manager, Purchasing Services

Report Submitted by:

Patrick Daly
Director of Education and Secretary of the Board

School Uniform Dress Code/School Dress Code	
Adopted: April 14, 2009	Last Reviewed/Revised: February 6, 2018
Next Scheduled Review: 2020-2021	
Associated Policies & Procedures: I-31 Apparel Purchases and Fair Labour Practices; II-39 Progressive Discipline and Safety in Schools Code of Conduct – Suspensions and Expulsions VI-44 Progressive Discipline and Safety in Schools V-18 Community Engagement and Public Consultation Policy	

Purpose

To promote, through the implementation of a school uniform dress code or a school dress code, a safe and positive learning environment consistent with the mission and governing values of the Halton Catholic District School Board.

Application and Scope

This policy applies to all students under the jurisdiction of the Halton Catholic District School Board.

References

[Education Act of Ontario, Regulation 298](#)

[Human Rights Code](#)

Definitions

A **school uniform dress code** is defined as the standard of prescribed student dress, developed in consultation with the school community, specifying clothing that must be purchased from approved uniform suppliers, and may include guidelines as to when and how particular items can be worn.

Student dress code is defined as the standard of student dress established in consultation with the school community, consistent with the Board Policy and the Education Act and Regulations, required of students in elementary schools that have chosen not to implement a school uniform dress code.

Principles

- A school uniform dress code or a student dress code reflects the distinctively Catholic character of our schools and supports the development of attitudes consistent with Catholic teaching.
- The Board is committed to providing a learning and working environment that is safe and respectful of the needs and well-being of all individuals, and believes that a school uniform dress code supports such environments.
- The Board endorses and encourages the adoption of a school uniform dress code in our elementary schools, consistent with the values, traditions and distinctiveness of Catholic schools as an effective strategy to build inclusive Catholic communities and encourage a sense of belonging for all students.
- The Board affirms a role for parents to determine, through democratic vote conducted in accordance with this policy, whether or not to adopt and implement a school uniform dress code for elementary school communities.
- The Board requires the adoption of a student dress code, consistent with the values, traditions, distinctiveness of Catholic schools, and the requirements of this policy, in each elementary school community that votes not to adopt and implement a school uniform dress code.
- The Board requires the adoption and implementation of a school uniform dress code in each secondary school, consistent with the values, traditions and distinctiveness of Catholic schools.
- The Board recognizes there is a shared responsibility for meeting the expectations of the School uniform dress code or student dress code.
- The primary responsibility for the consistent enforcement of the School uniform dress code or student dress code is that of the principal, and school staff are expected to support the consistent implementation of such uniform dress codes.
- The Board recognizes that circumstances may require schools to access assistance for individual families with the purchase of uniforms.
- The Board recognizes the necessity of a school dress code for those times when students are not in uniform (i.e. civvies day, elementary physical educational classes). Any action taken to implement the requirements of this policy, including the application of supports and consequences to students must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools (2012).
- The policy shall be in accordance with provisions of the Education Act, Regulation 298, the Human Rights Code, Board Operating Policy I-31 Apparel Purchases and Fair Labour Practices and the governing values of the Halton Catholic District School Board.

Requirements

General:

All elementary schools shall adopt either a School Uniform Dress Code or a School Dress Code for students in keeping with the Board's Mission Statement, governing values and Catholic social teaching.

All secondary schools shall adopt a School Uniform Dress Code.

A school uniform assistance program shall be in place, in each school, to ensure that access to discreet and confidential assistance, through the School Principal, is available for families that have difficulty purchasing the uniform due to financial hardship.

A. Elementary School Uniform Dress Code Implementation Process:

1. A prescribed process for local decision making shall ensure that parents/guardians of students in each elementary school may determine whether an elementary school community adopts and implements a school uniform dress code. In accordance with this policy, each elementary school shall conduct a vote on whether to adopt a school uniform dress code at least once.
2. The principal of each school shall be responsible for ensuring that a community vote is conducted, in accordance with this policy, to consider the adoption and implementation of a school uniform dress code. Approval to proceed with implementation requires a simple majority (50% plus one) of those ballots cast have been marked indicating a "YES" vote.
3. Upon achieving the required approval as described above (50% plus one), all students registered in the elementary school shall wear the school uniform dress code. Any action taken to implement the requirements of this policy, including the application of supports or consequences to students must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools.
4. Should a school uniform dress code not be adopted after the voting process, no renewed process will be initiated for at least three (3) years. A Student Dress Code shall be established, and implemented in accordance with this policy.
5. At least once annually, at a Catholic School Council meeting, the Principal shall review the school uniform dress code and school dress code. This review may include approval of uniform pieces, the monitoring and enforcement of the school uniform dress code and school dress code, stakeholder consultation (i.e. student, staff, greater school community), approved civvies days/spirit days.
6. In schools that have chosen not to implement a school uniform, the school dress code committee will be established to monitor and review the implementation of the school dress code, and consider the interest in school uniforms.
7. The review may include a process for consultation with students, teachers and staff working in schools, parents and guardians, and school councils.

8. Following the review process outlined above, and upon the requirements of the Catholic School Council, an elementary school community may choose to conduct a vote in accordance to this policy, to adopt a school uniform if they have not yet done so.
9. Similarly, an elementary school that has previously chosen to adopt a school uniform may follow the same review process, and upon the recommendation of the Catholic School Council, may choose to conduct a vote in accordance with this policy to discontinue the implementation of a school uniform.
10. The principal of an elementary school, together with the Catholic School Council will oversee the process of voting on the adoption of a school uniform dress code. Elementary schools considering the adoption of a school uniform dress code shall:
 - a. inform the appropriate Superintendent;
 - b. establish a representative committee including parents, staff and students to explore the implication of introducing a school uniform dress code. The committee must prepare an Action Plan to be distributed prior to a community information night.
 - c. the following components of the Action Plan will be consistent from school to school:

Communication Plan – includes methods of communicating the Action Plan and subsequent community information meeting, notice of vote, voting results, implementation timelines and data collection through newsletters, school websites, and other means as appropriate. The School Uniform Dress Code Policy must be communicated.

The Uniform Supplier:

- Elementary schools must use the Board's authorized uniform supplier.
- The method of selecting a provider through the RFP process will take place every three (3) years and will include participation by Board staff, as appointed by the Director of Education. At least three (3) members of CPIC (Catholic Parent Involvement Committee) will be involved in establishing the criteria for the RFP process.
- The selection criteria to determine the authorized uniform suppliers must include affordability, accessibility and convenience, quality, support for equity and availability of subsidies/family assistance, and compliance with Board Policy I-31 Apparel Purchases and Fair Labour Practices.

The Uniform:

- The uniform colours at all elementary schools will consist of a combination of navy blue and white only. To supplement the base uniform, individual schools may choose to add additional items of uniform apparel (sweaters, vests, etc.) that may also reflect a school's colour (one colour).
- Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind on school uniforms is prohibited.
- Any clothing item worn under uniform pieces, but still visible must be in compliance with

school dress codes, and generally, will be in the school uniform colours or white (i.e. undershirts, tights or socks).

- No student will be denied access to school as a result of inability to afford appropriate clothing required by a school's uniform dress code policy. A process must be in place to address this issue.
- A school's approved uniform pieces shall be reviewed/monitored every year by the principal and Catholic School Council members.
- The following components will be up to the discretion of the principal and the Catholic School Council:
 - Type and styles of clothing from the chosen uniform provider;
 - A strategy for Non Uniform Days or Civvies Days.

Community Information Meeting:

- The principal shall ensure the distribution of the Action Plan to parents prior to the community information meeting, and the information meeting will take place prior to the voting process.

Elementary Voting Procedures/Ballot Question:

- **SCHOOL VOTES SHOULD BE CONDUCTED IN FEBRUARY OR MARCH.**
- Every registered family with children in JK – 6 of the current school year is eligible to vote, and receives one (1) vote (ballot).
- Every family with children confirmed as pre-registered for the next school year (JK/Early Learning/French Immersion, etc.) is eligible to vote, and receives one (1) vote (ballot).
- Families of students with Children only in grade 7 or 8 in the current year are not eligible to vote. In the event that a School Uniform Dress Code is adopted for the following school year, grade eight students in the initial year of implementation are encouraged to wear the school uniform, but compliance is not compulsory.
- The ballot sample is provided in Appendix A. The ballots shall be numbered to ensure that there is one ballot provided for each family in the school community.
- Members of the School Uniform Dress Code Committee may initiate calls/reminders to families to remind them of the ballot due dates only.
- Only original ballots will be accepted (no telephone or verbal voting). A ballot signed solely by a student will be considered a void ballot.
- No proxy voting.
- It is recommended that the voting process be completed by March 30th in order for successful implementation in the following school year and include all families registered at the school for September of the next school year.
- The voting process must not exceed two (2) calendar weeks but cannot be completed sooner than one (1) week following the community information night.

- The Principal, in collaboration with the Catholic School Council shall communicate the ballot results to the school community no later than one (1) week after the vote occurs. Ballots will be stored at the school for a minimum of three (3) years.

School Consolidation/Closure:

- Elementary schools involved in school consolidation/closure where all, or some, of the schools have previously implemented a school uniform will be required to go through the following process **during the transition year (year prior to consolidating)**:
 - A community information meeting
 - Voting procedures followed as above for all families in the boundaries of the new consolidated school
 - If vote determines that the new consolidated school shall implement a uniform, grandfathering of the previous uniform pieces will occur for three (3) years
 - **IN THE INITIAL YEAR, GRADE 8 STUDENTS WILL HAVE THE OPTION OF WEARING THE SCHOOL UNIFORM**
 - An appropriate logo for the new consolidated school will be determined after the school name is decided

New School:

- A new Elementary School will initiate the school uniform implementation process in their first year of existence
- If the vote determines that a school uniform shall be implemented, grandfathering of uniforms that existed at schools that created the boundaries of the new school will occur for three (3) years

B. Elementary School Dress Code:

- All elementary schools must adopt an elementary school dress code even if they have implemented an Elementary School Uniform Dress Code.
- An elementary school's student dress code shall be in keeping with our Catholic teachings and beliefs, and reflect principals of modesty. Criteria to be used in developing the student dress codes includes:
 - safety conditions
 - maintenance of proper decorum
 - modesty
 - cleanliness
 - neatness
 - appropriateness in relation to the activity in keeping with Catholic values

Non-compliance to a Student Dress Code may include but is not limited to logos, sayings and pictures that address/display:

- sexual content
 - substance abuse
 - violence
 - profanity
 - inappropriate references to nationality, race or gender
- Parents are encouraged to be involved and active in the decision-making process through their Catholic School Councils in consultation with the principal and school staff.
 - Each school will annually review the school's dress code. This review process shall include consultation with students, school staff, parents and other stakeholders as appropriate.
 - A copy of the school's dress code will be included annually in the school's School Agenda Book, September newsletter and on the school's website.
 - Students will be expected to observe all aspects of the dress code. School staff and parents will be expected to support its consistent implementation.
 - Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of Policy II-39 Progressive Discipline and Safety in Schools.
 - The principal of each school has the discretion to determine whether a student is in violation of the School Uniform Dress Code or the School Dress Code, has responsibility to enforce the school uniform dress code/school dress code policy, and has the authority to implement the requirements of this policy, including any supports or consequences to students.
 - School staff are expected to support the consistent implementation of a school uniform dress code, or school dress code, in accordance with the local school code of conduct.

C. Secondary School Uniform Dress Code:

- A secondary school's uniform shall be in keeping with our Catholic teaching.
- Each school will review the present uniform policy in accordance with the Appropriate Dress Guidelines from the Ministry. This review process shall include consultation with students, school staff, parents and guardians. Once established, the policy will be reviewed annually or as needed at the discretion of the school community.
- Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind on school uniforms are prohibited.
- Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of Operating Policy II-39 Progressive Discipline and Safety in Schools.

- The Board recognizes the necessity of a school dress code for those times when students are not in uniform (i.e. civvies day). Any action taken to implement the requirements of this policy, including the application of supports and consequences to students must be consistent with the Requirements of Operating Policy II-39 Progressive Discipline and Safety in Schools (2012).
- On days when students are not in uniform (i.e. civvies day), Principals will ensure that a school dress code is communicated and applied to all students.
- A copy of the school's uniform dress code will be included annually in the school's School Agenda Book or on the school's website.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Protocol with External Agencies for the Provision of Services by Regulated Health Professionals, Social Service Professionals, and Paraprofessionals (PPM 149)	
Adopted: September 7, 2010	Last Reviewed/Revised: September 30, 2019
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: I-33 Classroom Observations by External Third Party Professionals II-13 Psycho-Education Psychological Assessment of Individual Students VI-89 Psycho-Educational - Psychological Assessment of Individual Students II-35 Access to School Premises VI-30 Access to School Premises VI-36 Police Record Check Goods and Services Providers	

Purpose

To provide schools in the Halton Catholic District School Board with a framework to form collaborative relationships with external agencies in the areas of regulated health professionals, regulated social service professionals and/or paraprofessionals.

The Halton Catholic District School Board supports collaborative relationships that are consistent with its Vision and Mission Statements and existing policies and procedures in our Catholic context. Service agreements are recognized as mutually beneficial and supportive arrangements between a school and an external mental health, physical health or social service agency, professional or paraprofessional. The intent of these collaborative relationships is to enhance or expand opportunities for student success and student wellbeing.

Application and Scope

This procedure applies to all groups described within the Definitions section of this procedure.

References

[PPM 149 - Protocol with External Agencies for the Provision of Services by Regulated Health Professionals, Social Service Professionals, and Paraprofessionals](#)

Definitions

External Agency - An organization, external to the Board, that employs regulated health professionals, regulated social services, professionals and paraprofessionals.

Board Staff - Board employed professional student services personnel (APSSP) and/or paraprofessionals that are represented by a bargaining agent recognized under the Labour Relations Act.

Professional Student Services Personnel and Paraprofessionals -

- Psychologists and Psychological Associates as defined by the Psychology Act, 1991;
- Audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- Speech-Language Pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- Occupational Therapists, as defined by the Occupational Therapy Act, 1991;
- Physiotherapists, as defined by the Physiotherapy Act, 1991;
- Social Workers, as defined by the Social Work and Social Service Act, 1998;
- Behaviour Analysts, currently defined by certification (BACB)
- Paraprofessionals are defined as individuals with relevant post-secondary or on-the-job training e.g. Child and Youth Counsellors, Occupational Therapy Assistants, or Physiotherapy Assistants, and Communication Disorder Assistants;
- Other required professionals and/or paraprofessionals who are deemed by the Board to be essential for the delivery of programs and services for students with special needs, and
- Any future regulated categories will be covered by this protocol.

Professional Services Agreement - A formal, written document which outlines the terms and conditions of an external service agreement that is signed prior to the implementation of the partnership activities. External agencies must complete:

- all attached appendices (A through C)

Requirements

A. PROCESS COMPONENTS

1. Responsibility:

The Superintendent of Special Education Services shall be responsible to oversee this procedure.

2. Halton Catholic District School Board Level Committee:

The Board will convene a committee three (3) times a year per school year to review Service Agreements, both current and proposed. This committee will be chaired by the Superintendent of Special Education Services or designate. The committee will consist of Board management staff i.e. The Chiefs of Psychology, Social Work, Speech-Language and Mental Health programming, three (3) members of APSSP and at least one (1) school administrator (elementary or secondary).

3. Expectations of Service Agreements:

The expectation of all service agreements shall be to enhance the quality and effectiveness of education for students. Agreements must enhance and supplement but not duplicate the delivery of services of professional student support staff and/or paraprofessional staff and not violate collective agreements. Any space requirements of the external agency must not infringe on the ability of Board-employed staff to complete their duties. In addition, any service provided must both reflect and respect our Catholic values and teaching.

4. Programs and Services Eligibility:

Service agreements may be considered for approval for interventions that involve groups of students, classroom programs or school wide initiatives and for which an appropriate HCDSB employee is present. HCDSB Staff presence is mutually beneficial as it will assist community practitioners in the delivery of the program and will increase Board staff's capacity in delivering supports.

5. Programs and Services Currently being delivered by HCDSB/APSSP Staff:

- *Psycho-Educational Consultants* offer the following:
 - Comprehensive assessment and consultation services to ~~teachers~~ school personnel, students and families with respect to the cognitive ,and academic functioning, and social/emotional well being, and mental health of students.
 - Psychological assessment findings are used to develop program modifications/accommodations and strategies, and to recommend appropriate Board and community resources/support services.
- Speech and Language Pathologists are responsible for the following:
 - ~~assessing students based on a referral from school personnel.~~ The Speech and Language Pathologist will provide assessment and consultation services to school personnel, students, and families with respect to speech and language, and communication, alternative and augmentative communication, and social communication disorders, skills.
 - SLPs ~~They~~ establish an intervention, treatment program when deemed appropriate and work collaboratively with the Communicative Disorders Assistant (CDA) ~~to oversee and~~

school personnel to implement the program. This includes developing program modifications/accommodations, and recommending community resources/support services.

- *Communicative Disorders Assistants* are responsible for the following:
 - Provide Provide communication intervention to students identified by the Speech and Language Pathologist
 - Support school personnel in implementing recommendations of Speech Language Pathologist.
 - ~~Implement program designed by the Speech and Language Pathologist.~~
- *Child and Youth Counsellors* offer the following:
 - Design, prepare and implement programs to assist ~~identified~~ students.
 - Supprt student Ddevelopment of appropriate social/~~academic learning~~ skills.
 - Provide individual support and, deliver small group, class wide and universal programs to support the ~~learning social emotional development, mental health, and well-being~~ of students.
 - Supporting school personnel in implementing strategies to support student wellbeing
 - Liaise between home, school and community.
 - Crisis Intervention.
- *Social Workers* are mandated Attendance Counsellors for students of compulsory school age. They offer other services including:
 - Assessment and counselling for individual students and their families.
 - Crisis Intervention.
 - Student Advocacy.
 - Consultation to teachers and school personnel in identifying and removing obstacles which interfere with a student's ability to benefit from an educational experience particularly in the areas of mental health, social/emotional and family needs.
- *Behaviour Analysts* are responsible for the following:
 - Consultation/capacity building for teachers and school personnel regarding use of ABA strategies in an educational setting
 - Functional Behaviour Assessment and functional analyses as needed to determine function of interfering behaviours
 - Support successful transition of students from an alternative program or environment

6. Programs and Services Currently being delivered by External Agencies:



Procedure No. VI-48 | Protocol with External Agencies for the Provision of Services by Regulated Health Professionals, Social Service Professionals, and Paraprofessionals (PPM 149)

Programs and Services being delivered by External Agencies are listed on the public board website under [Community – Collaborative Relationship Agreements with External Agencies \(PPM 149\)](#) once the proposed service has been approved by the committee and the Service Agreement has been signed by all parties.

B. PROCEDURES FOR ESTABLISHING A SERVICE AGREEMENT

A service agreement is a mutually supportive, reciprocal arrangement between a school or a school board and a community service provider. Collaborative relationships are most pertinent when developed as a coordinated effort between the school staff, student services personnel (APSSP) and community providers.

As such, the starting point for the development of a service agreement should be collaboration between external agency personnel and the school principal, student services professional and other relevant school staff. The agreement should be a “fit” between the school and program, designed to meet an identified need within a school community. Note, a single service agreement could involve a series of HCDSB schools. For example, Homework Clubs through Big Brothers/Big Sisters.

From time to time, it may be appropriate for an external agency to approach the Board Level Committee directly regarding the appropriateness of a program to be delivered in a school community.

Following agreement by the school and upon completion of the required documentation (*Appendix A*), the request for approval is sent to the Chair of the Advisory Committee. The service request will be reviewed by a Central Board Level Committee which meets three (3) times per school year. Approval by the committee must be obtained prior to any implementation. Renewal of a service agreement will be completed on an annual basis by submitting in writing that information regarding the program is consistent with the original request and there continues to be a need for the service within the school board.

Upon approval of the proposed service by the committee, a service agreement will be signed by all parties (*Appendix C*). Copies will be held by the agency, the school and the Central Board Level Committee.

APPROVED: Regular Meeting of the Administrative Council

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

Appendix A

Professional Services Request

Procedure No. VI-48 | Protocol with External Agencies for the Provision of Services
by Regulated Health Professionals, Social Service Professionals,
and Paraprofessionals (PPM 149)

Complete the following:

- Professional Services Agreement Request Form
- Submit all required documents on the Required Documentation Checklist

Submit the completed forms to: Superintendent of Education, Special Education Services or designate
Halton Catholic District School Board
802 Drury Lane, P. O. Box 5308
Burlington, ON L7R 2Y2
Fax: (905) 632-9516

The Halton Catholic District School Board supports evidence-based practice and emphasizes effective evaluation of programs to ensure that we are meeting the needs of our students. Evidence of an evaluative practice that is available to the Board for annual review must be provided.

The Service Agreement Review Committee (SARC) meets three (3) times annually to review requests for delivery of services in the Halton Catholic District School Board's schools. The deadline for submissions occurs three (3) times annually and will be accepted in October, February and April. This procedure must be completed prior to the delivery of the service.

Required Documentation of Professional Services Agreement

Description of External Agency:

Provide name, address, history and funding base of external agency.

Description of Program:

A description of program title, program goals and expected outcomes. Include information on the following:

- format of intervention (i.e. group, classroom or school wide)
- specific grades
- resources required (space, materials, etc.)
- program timelines
- contact person

Given the lack of space and material resources, any needs for space and material resources by the external provider must be clearly articulated and approved. Space for Board staff to execute their duties will be ensured prior to offering space to external providers.

☐ Informed Consent:

In cases where a student is withdrawn from the classroom for service, informed consent is required. The agency will provide a blank copy of the agency consent form or documentation. In cases of class-wide service, a letter informing the parent/legal guardian and students is required. The letter must outline a description of the service and the time frame for service delivery.

☐ Sharing of Information:

External providers are required to share relevant student information and complete appropriate student referral procedures should the student require further interventions following the completion of the program with the external provider.

☐ Police Reference Check – Vulnerable Sector Screening:

In accordance with the *Education Act*, the service provider shall collect, on the Board's behalf, a current Vulnerable Sector Screening Criminal Reference Check in respect of an individual before the individual first becomes a service provider at a school site of the Board and an Offence Declaration from the individual by September 1st of each school year in which the individual is a service provider at a school site of the Board after that day.

☐ Proof of Insurance:

External providers must carry their own insurance which includes professional malpractice coverage (minimum \$2,000,000.00) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/legal guardians. The external provider is required to provide assurances that their staff is covered while working on Board property.

☐ Qualifications/Supervisory Relationships:

External agency staff who are members of a regulated professional college must include:

- current qualifications as relevant to the services to be provided
- current membership in the relevant regulated college and declaration of delivery of services in accordance with professional standards of practice

External agency staff who are paraprofessionals must include:

Procedure No. VI-48 | Protocol with External Agencies for the Provision of Services
by Regulated Health Professionals, Social Service Professionals,
and Paraprofessionals (PPM 149)

- evidence of work under a clinical supervision of staff from the external agency who currently holds membership in the relevant regulated college and details of the paraprofessional's role, responsibilities
- name of immediate supervisor
- supervision plan with time supervisor's qualification

❑ Evaluation:

School boards, external agencies and APSSP and paraprofessionals must collaborate on the evaluation of programs and services provided for yearly review. Proposed method of evaluation along with proposed tools should be included with the Service Agreement.

❑ Finances:

Statement of fees or payment is required prior to the approval of the Agreement.

❑ Termination Agreement:

The terms of termination should be specified in each Service Agreement. It will be understood that the Principal or Board may terminate access to the school premises of the external Professional/Paraprofessional/Supervisor at any time. It will also be agreed that the external agency, the school or the Board may terminate the service agreement on the giving of thirty (30) days notice.

❑ Research:

The Halton Catholic District School Board will cooperate with institutions, agencies and individuals in the conduct of research which will be of benefit to the pupils and employees of the Board as well as the community at large. Research requests shall be made in writing to the Chief Officer, Research and Development giving details of the proposal as outlined in the Research Application Form.



Appendix B

Professional Services Request Form: Description of Program or Service

School Name:		Name of External Provider:	
Program Title:		Connection to School Effectiveness Plan:	
Program Description:			
Program activities include:		Space/Materials Requirements (if any):	
Anticipated Outcomes:		Evaluation of the program will include:	
Program Timelines:			
The program will operate on _____ Days(s) of the week from _____ Month(s) of the school year with the following times: _____			
Resources Committed:			
School:	External Provider:	HCDSB Involvement:	
Contact Representatives:			
Principal's Name and Signature:			
Name: _____		Signature: _____	
Agency Supervisor's Name and Signature:			
Name: _____		Signature: _____	



Appendix C

**Professional Services Agreement
Between**

_____, **HCDSB**

(Name of School)

AND

(Name of External Provider)

This external partnership is a mutually beneficial, ongoing and supportive arrangement between the parties, to provide expanded opportunities to enhance student success.

The parties agree to collaborate on activities for a _____ period, starting in _____, 20____. It is intended that the activities will continue, subject to annual review and modification and to either party's right to withdraw upon mutual consent or upon thirty days' written notification by either party.

TERMS OF THE AGREEMENT:

As outlined in the *Protocol for with External Professional Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals*, all required documentation will be attached to this agreement.

_____(Name of school), HCDSB agrees to involve school administrative staff, professional support services personnel and other applicable school staff to:

1. Participate in the collaborative development of programs and/or review program goals, outcomes and methods to be consistent with the School Improvement Plan.
2. Monitor the progress of the program and set priorities based on needs identified in the School Improvement Plan.
3. Review program outcomes, recommend modifications, and provide advice to the external agency program.

(Include all other school responsibilities not outlined in the Description of Program or Service form)

_____(Name of External Agency) agrees to:

1. Collaborate with HCDSB's Communication Services regarding any promotional activities.
2. Operate within the context of all HCDSB's Catholic Mission and Vision Statements, policies and procedures including, but not limited to: External Partnerships, Abuse and Neglect of Students, Equity and Human Rights, Safe Schools, Liability Insurance and Criminal Reference Checks with Vulnerable Sector Screening. It is understood that the Education Act, privacy legislation, and collective agreements govern HCDSB operations.
3. Ensure that any participant who experiences trauma or a crisis during the course of a partnership activity is referred for assistance to the _____ (External Provider's) supervisory staff and that the appropriate Board staff (e.g., Principal, Supervisory Officer, school Social Worker) are informed.

(Include all other partner responsibilities not outlined in the Description of Program or Service form)

I. Accountability:

Staff of _____ (External Agency) must either be members of a regulated professional College in Ontario or their service must be supervised by a member of the relevant regulated College in Ontario. Evidence of current qualification of staff and/or supervisors must be provided.

II. Legal Issues:

_____ (External Agency) must carry their own insurance which includes professional malpractice coverage (minimum \$2,000,000) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/legal guardians. Assurance is also required that staff are covered while working on Board property.

The External Agency declares that its employees (being any members of its staff who may come into direct contact with students on a regular basis at a school site of the Board in order to provide services hereunder) have no convictions under the *Criminal Code of Canada* up to and including the date of this declaration for which a pardon has not been issued or granted under the *Criminal Records Act (Canada)*.

The External Agency covenants and agrees that it will not engage any individual as an employee where such individual has been charged with or convicted of an offence the nature of which may be construed as jeopardizing the safety and well-being of the students of the Board as determined in the Board's discretion, to be exercised reasonably.

The External Agency covenants and agrees to retain on file at its head office a criminal background check covering convictions, charges and occurrences under the Criminal Code, the Narcotics Control Act, and any other convictions, charges and occurrences which would be revealed by the long version

Vulnerable Persons search of the automated Criminal Records Retrieval System maintained by the RCMP at the Canadian Police Information Centre (“Criminal Background Check”) obtained prior to commencement of employment, together with an Offence Declaration in a Board approved form obtained on or before September 1st of each year during the term of this Agreement, for each of its employees.

The External Agency agrees to indemnify and save harmless the Board from all claims, liabilities, expenses and penalties to which it may be subjected on account of the External Agency engaging any individual as an employee in contravention of Section II, or the External Agency’s failure to retain a Criminal Background Check or an Offence Declaration on file, as aforesaid. This indemnity shall survive the expiration or sooner termination of this Agreement. In addition to and notwithstanding anything else herein contained, if the External Agency engages any individual as an employee in contravention of Section II, or fails to retain a Criminal Background Check and an Offence Declaration for an employee, then the Board will have the right to immediately terminate this Agreement without prejudice to any other rights which it may have in this Agreement, in law or in equity.

The External Agency agrees to provide to the Board a copy of the criminal background documentation where there is a positive search result on a Criminal Background Check, or a positive identification of one or more offences in an Offence Declaration unless the Agency immediately prohibits the employee from providing services to the Board.

The External Agency agrees to provide the Board with physical viewing access to the Criminal Background Check and/or Offence Declaration of any employee upon the Board’s request in appropriate circumstances in connection with ensuring the safety and well-being of the students of the Board.

Where the Board requests viewing access to a Criminal Background Check and/or Offence Declaration, the parties will facilitate providing such access to a Board Superintendent, the Director of Education, Human Resource personnel or a legal adviser (“Designated Board Representatives”) in a controlled, private setting and in the presence of a representative(s) of the External Agency, and the confidentiality of such information will be preserved, except to the extent required to implement this Agreement and further to the Board’s legal obligations.

Where copies of criminal background documentation are provided to the Board, the Board agrees to preserve the confidentiality of such documentation and access to such documentation would only be permitted as required to implement this Agreement and further to the Board’s legal obligations. It is understood that in the general course, such access would be limited to Designated Board Representatives; however, this does not preclude further sharing of the documentation as required to implement this Agreement and further to the Board’s legal obligations.

In the event that either the Criminal Background Check or an Offence Declaration reveals a charge or a criminal conviction which is not acceptable to the Board in the circumstances and in its discretion, not to be unreasonably exercised, then the Board will have the right to request that the External Agency prohibit the employee of the External Agency from providing services to the Board hereunder, where the record in question is relevant to the employee’s provision of services to the Board. Upon such



Procedure No. VI-48 | Protocol with External Agencies for the Provision of Services
by Regulated Health Professionals, Social Service Professionals,
and Paraprofessionals (PPM 149)

request, the External Agency will forthwith effect such removal, without prejudice to any other rights which the Board may have in this Agreement, in law or in equity.

III. Confidentiality:

It is agreed that confidentiality will be maintained in accordance with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act*, the *Personal Health Information Protection Act*, the *Education Act* and the *Child and Family Services Act*.

IV. Dispute Resolution:

It is agreed that a Joint Advisory Committee, which shall consist of no less than three (3) representatives from the Board and no less than three (3) representatives of the _____
_____(External Agency), will be convened in the event that a disagreement or dispute between the parties must be resolved.

V. Resources Committed:

It is agreed that the parties will share their time, resources and expertise, and energy to provide students with success-enhancing experiences. It is recognized that most contributions will be compromised of both in kind and human resources as the parties may agree, however, any fees or payments will be clearly outlined prior to the approval of the Partnership Agreement.

VI. Evaluation:

It is agreed that the program evaluation will be submitted _____(timeframe) and, if warranted, revised from time to time. If research is conducted as part of the program evaluation, a separate research application will be required.

VII. Termination:

This agreement may be terminated by _____(name of school), HCDSB or
_____(External Provider) on the giving of thirty (30) days written notice.

Signed this _____ day of _____ 20____.

Principal

Name of School, HCDSB

Name, Title

Name of External Agency

Approved by Superintendent, Special Education Services

Date

Procedure for Receiving Information from Regulated Health Professionals, Social Service Professionals, and Paraprofessionals – External Providers

Adopted:

September 30, 2019

Last Reviewed/Revised:

Next Scheduled Review: 2022-2023

Associated Policies & Procedures:

[I-33 Classroom Observations by External Third Party Professionals](#)

[II-13 Psycho-Education Psychological Assessment of Individual Students](#)

[VI-89 Psycho-Educational - Psychological Assessment of Individual Students](#)

[II-35 Access to School Premises](#)

[VI-30 Access to School Premises](#)

[VI-48 Protocol with External Agencies for Provision of Services by Regulated Health Professionals, Social Service Professionals, and Paraprofessionals \(PPM149\)](#)

Purpose

The Halton Catholic District School Board supports collaborative relationships that are consistent with its Vision and Mission Statements and existing policies and procedures in our Catholic context. The intent of these collaborative relationships is to enhance student success and student wellbeing. This framework supports the receipt of information about a student to inform school programming and support from regulated health professionals, regulated social service professionals and/or paraprofessionals supporting the student outside of an educational setting.

Application and Scope

The procedure applies to all groups described within the Definitions section of this procedure.

References

[Education Act](#)

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

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

Definitions

Board Staff - Halton Catholic District School Board employed professional student services personnel (APSSP) and/or paraprofessionals that are represented by a bargaining agent recognized under the Labour Relations Act.

External Agency - An organization, external to the Board, that employs regulated health professionals, regulated social services professionals and paraprofessionals.

External Service Provider - A regulated health professional, social service professionals or paraprofessionals employed external to the Board

Regulated Health Professionals -

- Psychologists and Psychological Associates as defined by the Psychology Act, 1991;
- Audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- Speech-Language Pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- Occupational Therapists, as defined by the Occupational Therapy Act, 1991;
- Physiotherapists, as defined by the Physiotherapy Act, 1991;

Social Service Professionals and Paraprofessionals -

- Social Workers, as defined by the Social Work and Social Service Act, 1998;
- Paraprofessionals are defined as individuals with relevant post-secondary or on-the-job training e.g. Child and Youth Counsellors, Occupational Therapy Assistants, or Physiotherapy Assistants, and Communication Disorder Assistants, Behaviour Analysts
- Other required professionals and/or paraprofessionals who are deemed by the Board to be essential for the delivery of programs and services for students with special needs, and
- Any future regulated categories will be covered by this protocol.

Sharing of Information - A formal process ensuring compliance with the Personal Health Information Protection Act and the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

Principles

Sharing information between external service providers and school personnel is of benefit to the student, family, and school community. Information from external service providers can best be used to support learning and well-being in an educational setting when the appropriate school board professional is able to review the information and support school personnel to incorporate relevant recommendations into the student's programming.

An integral role of school board regulated health professionals, social service professionals and paraprofessionals is consultation with school personnel regarding programming recommendations and accommodations for students. As such, external service providers also

providing recommendations directly to school personnel could constitute a duplication of services. The Board recognizes that collaboration between Board staff and external service providers supports the success and well-being of students in an educational setting.

As such, the starting point to receive information is a signed SE13b allowing the most appropriate Board staff to review the information being provided. It is highly recommended that the information be provided within a written format. In the absence of a written report, the information may be received verbally (e.g. telephone conversation, in-person meeting, team meeting).

Requirements

1. Process for Receiving Information

- a) Prior to any exchange of information, parent/guardian will sign an SE13b form specifying the information to be shared as well as the parties to be participating in the exchange of information.
- b) If the information is a written report, the report will then be forwarded to most appropriate Board regulated health professional, social service professional, or paraprofessional assigned to the school. The Board staff will review the report and provide recommendations to the school staff based on the information in the report, the context of an educational setting, and existing Board policies and procedures.
- c) If the information is to be shared verbally, either in a phone call or case conference, the most appropriate Board regulated health professional, social service professional, or paraprofessional assigned to the school will be forwarded the request to attend the case conference or to speak with the external professional
- d) In the absence of consent to share information between Board regulated health professionals, social service professionals, or paraprofessionals and external service providers and/or agencies, school personnel will be unable to utilize that information to inform school programming and support.

APPROVED: Regular Meeting of the Administrative Council

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

Selection and Appointment of Positions of Academic Administrative Responsibilities	
Adopted: December 17, 2002	Last Reviewed/Revised: April 18, 2011 <u>September 3, 2019</u>
Next Scheduled Review: 2018-2019 <u>2022-2023</u>	
Associated Policies & Procedures: III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel I-02 Records and Information Management VI-82 Records and Information Management Procedure III-12 Academic Promotion	

Purpose

To provide a consistent system-wide process for the selection and appointment of Positions of Academic Administrative Responsibilities (PAAR), under the jurisdiction of the Halton Catholic District School Board.

Application and Scope

This administrative procedure is intended for all employees of the Halton Catholic District School Board who participate in the Board’s selection and recommendation process of Positions of Academic Administrative Responsibilities appointments.

The Board expects Superintendents, other Supervisory Officer positions, Assistant Superintendents, Principals, Vice Principals and all those employees in positions of responsibility and leadership to:

- demonstrate a commitment to Gospel Values, to Catholic Education and reflect the characteristics, attributes and competencies described within the *Profile for Effective Catholic Leadership*.
- act as an appropriate role model within the Catholic school community, both in and out of the work environment
- foster and promote the spiritual, religious, intellectual, aesthetic, physical and social growth of all students.

This expectation is enhanced through the appointment of quality personnel who understand and endorse the philosophy of Catholic Education.

Requirements

Job Postings:

The Executive Officer of Human Resources Services shall ensure that advertisements for openings for PAARs shall be posted:

- i. as needed and directed by the Director of Education;
- ii. internally, externally, as appropriate, under the direction of the Director of Education;
- iii. ensuring that closing of the postings must not be less than three (3) weeks (15 school days) from the initial posting date for external postings and one (1) week (5 school days) for internal postings.

Eligibility/Application:

The eligibility of a candidate to be invited to the interview component of the selection process will be determined in accordance with the following screening criteria:

- the candidate has met the requirements outlined in the advertisement(s);
- a letter of support from the applicant's immediate Supervisor;
- the candidate has a positive and current (within the past year) letter of pastoral reference;
- the Director, in consultation with Senior Staff, may determine the number of candidates to be interviewed based on:
 - i. system needs;
 - ii. candidate track record of Catholic leadership experiences based on the Halton Catholic District School Board Profile of an Effective Catholic Leader, as presented in a professional portfolio;
 - iii. Leadership Candidate Profile, and
 - iv. any other criteria, pertinent to the individual position, as indicated by the Director of Education.

Panel Memberships:

The Director of Education has the right to be a member of any of the following panels:

Vice Principal – Elementary:

- Up to three (3) Superintendents of Education as determined by the Director of Education;
- Executive Officer of Human Resources Services, or designate;
- One (1) Principal recommended and approved by the Director of Education from the Elementary Principal/Vice Principal Association.

Vice Principal – Secondary:

- Up to three (3) Superintendents of Education as determined by the Director of Education;
- Executive Officer of Human Resources Services, or designate;
- One (1) Principal recommended and approved by the Director of Education from the Secondary Principal/Vice Principal Association.

Principal – Elementary:

- Up to three (3) Superintendents, as determined by the Director of Education;
- Executive Officer of Human Resources Services, or designate.

Principal – Secondary:

- Up to three (3) Superintendents, as determined by the Director of Education
- Executive Officer of Human Resources Services, or designate.

Assistant Superintendent:

- Director of Education;
- Up to three (3) Superintendents, as appropriate to the type of position appointed by the Director of Education;
- Executive Officer of Human Resources Services, or designate;
- A Trustee representative at the discretion of the Director of Education.

Superintendent:

- Director of Education;
- Up to three (3) Superintendents, as appropriate to the type of position, appointed by the Director of Education;
- Executive Officer of Human Resources Services, or designate;
- A Trustee representative at the discretion of the Director of Education.

Selection Process (effective September 1, 2011):

Stage One – Discernment and Self Identification:

Self Assessment of the strengths and weaknesses and experiences that the candidate has had throughout his/her career by using the Catholic Leadership Self-Assessment Tool and the Portfolio to map out their leadership readiness. The Candidate will seek recommendation from his/her current supervisor. The supervisor will use The Leadership Candidate Profile as a guideline for discussion.

~~Stage Two – Portfolio Presentation:~~

~~The candidate is contacted by Human Resources in order to arrange the Readiness Interview. The candidate is asked to speak about their readiness based on the six competencies of the HCDSB Profile~~

~~of an Effective Catholic Leader: Catholic Faith, Community and Culture; Setting Directions; Building Relationships and Developing People; Developing the Organization; Leading the Instruction Program; Securing Accountability.~~

~~Up to three (3) Superintendents will participate.~~

Stage Three Two – Selection Interview: Panel may include Supervisory Officers, Administrators and other designated staff, at the discretion of the Director of Education.

Superintendents, Assistant Superintendents, Principals and Vice Principals: Questions will be prepared by the Executive Officer of Human Resources Services with input, as appropriate, from superintendents and/or trustees and will be submitted to the Director of Education. The suggested questions should be submitted to the Executive Officer of Human Resources Services for review three (3) days prior to the interview dates. Questions and expected responses should be aligned with the six strands of the Catholic Leadership Framework. The Director of Education will have the final decision regarding the number and type of questions.

Selection Criteria for PAAR Positions:

- a) Interview Score/Result
- b) Profile for Effective Catholic Leadership
- c) Résumé package and portfolio

The panel will come to a consensus on the top candidate or candidates to be recommended to the Director of Education for appointment and are to be communicated to the Board of Trustees for information.

1. The recommendation(s) of the Selection Committee will be submitted by the Executive Officer, Human Resources Services to the Director of Education for approval.
2. The Director of Education may meet with the recommended candidate(s) to discuss the system's expectations for principals and Vice-Principals and to further ascertain each candidate's commitment to those expectations. Where this commitment is not evident or forthcoming, the Selection Committee shall be so notified and the candidate's name removed.
3. The Director will create a pool (list) of qualified Principals and Vice Principal candidates. Persons assigned to the pool(s) will not be ranked.
4. Pools for Principals and Vice Principals established by the Selection Committee will be expanded from time to time, at the discretion of the Director of Education, as a result of interviews conducted by the Selection Committee. Persons not selected for appointment from the pools within a three-year period will be required to re-apply for available openings, with an option to extend for one additional year at the Director's discretion.
5. The frequency of the interview/selection process for any PAAR position will be on an "as-needs" basis as determined by the Director of Education.



Procedure No. VI-28 | Selection and Appointment of Positions of Academic
Administrative Responsibilities

APPROVED: Regular Meeting of the Administrative Council

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

Student Use of Service Animals in Schools	
Adopted: September 30, 2019	Last Reviewed/Revised:
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: II-52 Student Use of Service Animals in Schools	

Purpose

The purpose of this Administrative Memorandum is to provide direction to school administrators regarding the admittance and integration of Certified Service Animals into the school environment for the benefit of a student¹.

A Certified Service Animal is meant to facilitate the independence, dignity, and integration of the Handler.

Application and Scope

This policy applies to all individuals of the Board who may be involved in the integration of a Service Animal into schools, including parents/guardians, Principals, teachers and Board personnel who may have duties and/or responsibilities under this policy.

References

[Education Act](#)

[Accessibility for Ontarians with Disabilities Act \(2005\)](#)

[Human Rights Code \(Ontario\)](#)

[Blind Person's Rights Act](#)

[Special Education in Ontario K-12, Policy & Resource Guide 2017](#)

[PPM 163: School Board Policies on Service Animals](#)

¹ Visitors on board property who require the use of a Certified Service Animal must ensure that the animal wears the distinctive harness/saddlebag or vest, as appropriate. The Certified Service Animal must also be on a leash/tether at all times and accompanied by the Handler. For further information, please see the Board's customer service policy and procedures pursuant to the Accessibility for Ontarians with Disabilities Act (2001).

Definitions

Certified Service Dogs², for the purpose of the Board’s policy, regulation and administrative procedure, includes all trained and registered service dogs who are handled by a student with a disability who receives the dog’s services to assist with daily living activities and/or access to the Ontario curriculum, which is readily apparent (obvious by the dog’s appearance or what it is doing) or identified as a requirement in a letter from a physician or nurse. A Certified Service Dog is a working dog and does **not** interact with employees or other students.

There are 3 recognized categories of trained **Certified Service Dogs** used to accommodate the special needs of some students. These include:

- a. Guide Dogs: for persons who are visually impaired (*blind/low vision*)
- b. Hearing Dogs: for persons who are hearing impaired (*deaf/hard-of-hearing*)
- c. Service Dogs: for persons with disabilities and/or medical conditions (*students using wheelchairs, students with Autism, students with Multiple Sclerosis, Seizure Disorder or Diabetes*)

Handler (dog handler) for the purpose of the Board’s policy, regulation and administrative procedure is the student with disability related needs for whom the Certified Service Dog is performing services and who is managing and is responsible for the Certified Service Dog’s performance of those services. It is the expectation of the Board that students utilizing a Certified Service Dog will be the dog’s Handler.

Principles

Comments and Guidelines

The Human Rights Code, the Blind Persons’ Rights Act, and the Accessibility for Ontarians with Disabilities Act (the AODA 2005) provide authority for Certified Service Dogs to accompany their Handlers in all public places and spaces accessible by third parties. Certified Service Dogs are recognized as an Accommodation strategy³ that aids the Handler (a student with special needs) to access the Ontario Curriculum or perform daily living activities.

Certified Service Dogs and their Handlers receive specialized training to work together, and consequently they are trained to present minimal risk to and impact on other people and their environment. As a result, access by the Certified Service Dog to the school attended by the Handler may be facilitated pursuant to this procedure.

²Animals, other than dogs, may only be considered as an accommodation for a student when other methods have been unsuccessful and subject to the standard of undue hardship, these service animals must meet the same standards, as listed above, for training and registration.

³Accommodations refer to specialized supports that enable a student to learn and to demonstrate learning (*Special Education in Ontario K-12, Policy & Resource Guide 2017*).

In all other circumstances, the access of dogs or other service animals for the benefit of a student will be considered by the Halton Catholic District School Board in accordance with the duty to accommodate the disability-related needs of that student to the point of undue hardship pursuant to the Human Rights Code.

Training and Registration

Both the Certified Service Dog and the Handler must receive training to ensure that the dog provides the Handler with accommodation services in an appropriate manner irrespective of the environment.

A Certified Service Dog and the dog's Handler must be trained, and the dog must be registered in Canada. The dog will generally have a black leather Special Skills Dog (SSD) harness and leash, and/or saddlebag or vest. Training schools for Certified Service Dogs in Ontario must be members and accredited by either:

- a. The International Guide Dog Federation, whose purpose is to serve the visually impaired and blind people from around the world by training and providing Guide Dogs, or
- b. Assistance Dogs International Inc., which is a coalition of not-for-profit organizations that train and place Assistance Dogs.

Certified Service Dogs are given to students with disabilities, including: Physical, Blind or Low Vision, Deaf/Hearing Impaired, Autism Spectrum Disorder, Post-traumatic Stress Disorder, a Seizure Disorder or Diabetes. When a Certified Service Dog is being considered by a family as an accommodation for their child, the parent/guardian may wish to consider meeting with the school principal, Coordinator of Special Education and the Special Education Consultant, prior to making a commitment to receive the dog.

Service Dogs for Students Who are Not the Handler

When the student is not able to 'handle' the dog, the dog will not be considered a Certified Service Dog for the purposes of these procedures, but the student may still receive a benefit from utilizing a service dog as an accommodation. Where the student is not the handler, an adult must be trained and must provide supervision and handling of the service dog. As a result, requests to permit the service dog to attend and be integrated into the school environment will be considered individually, in accordance with the duty to accommodate to the point of undue hardship pursuant to the Human Rights Code. Factors to be considered include, but are not limited to:

- the student's demonstrated disability/medical related needs;
- the accommodation(s) that may be provided by the service dog to meet the student's disability related needs;
- alternative accommodations available that meet the student's demonstrated disability/medical related needs;
- the impact on the classroom and school.

Service Animals, Companion Dogs and Therapy Dogs

Companion Dogs and **Service Animals** for the purpose of the Board's policy, regulation and administrative procedure, include animals that provide comfort and friendship to students who may have emotional, self-esteem or social challenges. However, their assistance is generally not required to enable a student to access the Ontario Curriculum. While these animals may have training, the student they serve may not be the Handler, and the student and the animal do not have the same training that a Certified Service Dog and its Handler receive. As a result, requests for the use of a Companion Dogs and Service Animals will only be considered as a last resort to accommodate the student's demonstrated disability related needs.

Therapy Dogs do not provide services to students while they are attending school.

Initiating Admittance and Integration of a Certified Service Dog

The parent(s)/guardian(s) must initiate the process by providing a letter to the school requesting permission to have a Certified Service Dog assist their child in school.

The entry of the Certified Service Dog is decided after extensive consultation and is not automatically approved. Decisions regarding the admittance and integration of Certified Service Dogs into the school environment for the benefit of a student are made on a case-by-case basis.

When parent(s)/guardian(s) request that their child use a dog in school, it must be determined if the request is for a Certified Service Dog, and the Principal must review the request with the Special Education Consultant and Coordinator of Special Education. All circumstances of a particular case, including the individual needs of the student being assisted by the dog and the needs of other students and staff will be considered. Where necessary in the decision-making process, rights and needs of one person may have to be balanced against the rights and needs of another.

Upon approval, the Principal will schedule a school case conference meeting. The parent(s)/guardian(s) are expected to attend and provide input to ensure a safe and smooth transition for all.

Where the use of a Certified Service Dog in school has been approved, the animal may still be excluded from access to the school or part of the school, when:

- There is a risk to the health of students/staff or the physical or mental wellbeing of students as a result of the presence of the Certified Service Dog.
- Exclusion is required by another statute. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g. kitchen of school cafeteria or culinary arts classroom) although Certified Service Dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom);
- The Certified Service Dog is a breed that is prohibited by law. An example would be the *Ontario Dog Owners' Liability Act*, which places restrictions on pit bull terriers;
- There has been a material change in the circumstances that led to the original approval of the use of the Certified Service Dogs in school; or
- Exclusion is otherwise required by law.

- Consideration should be given to options available prior to exclusion of the Certified Service Dog.

1. Parental Process

- 1.1. Provide a letter to the school requesting permission for a Certified Service Dog and outlining the purpose and benefits of having a Certified Service Dog attend school with their child, including details of the way the Certified Service Dog will accommodate the student's demonstrated disability/medical related needs, for example providing guidance in hallways.
- 1.2. Provide a letter from a member of the College of Physicians and Surgeons, a member of the College of Psychologists, or nurse qualified in a discipline relevant to the person's disability confirming the recognized disability/medical need and related special needs, including a recommendation for the use of a Certified Service Dog.
- 1.3. Provide a Certificate of Training for the Certified Service Dog and the Handler from the National Service Dogs Training Centre, or from another certified training centre.
- 1.4. Pay for any financial implications regarding the use and care of the Certified Service Dog, which may include training for staff and training from time to time for the Certified Service Dog and Handler.
- 1.5. Provide and annually update the school with proof of up-to-date vaccinations, a municipal Certified Service Dog licence, and confirmation that the Certified Service Dog is in good health.
- 1.6. Arrange for the personal care and physical needs of the Certified Service Dog, including a once a day bio-break procedure, if necessary.

2. Principal Process: The school Principal will be the primary point of contact and will:

- 2.1. Ensure that the dog is a Certified Service Dog and use by the student who is the Handler is consistent with the needs or recommendations of the IPRC and/or IEP process and/or the student plan of care. If the dog is not a Certified Service Dog or the student is not a Handler and the decision is made that alternative accommodations to meet the student's demonstrated disability/medical related needs are available, the school Principal will identify in writing the rationale for the decision.
- 2.2. Consult with the appropriate Family of Schools Superintendent and the Superintendent of Special Education prior to setting a meeting to discuss use of a Certified Service Dog.
- 2.3. Inquire about any potential severe allergies, anxieties or religious objections with respect to dogs and possible accommodation plans to meet competing rights.
- 2.4. Arrange a meeting with parent(s)/guardian(s), classroom teacher(s), Special Education Consultant, Coordinator of Special Education, a representative of the Certified Service Dog provider, the student, as appropriate, and other staff determined necessary, to discuss and develop a plan to determine:
 - 2.4.1. The purpose and function of the Certified Service Dog;

- 2.4.2. Training provided for the Handler (student) and the Certified Service Dog;
- 2.4.3. Personal care and physical needs of the Certified Service Dog, such as:
 - The safest and most environmentally sound place for the Certified Service Dog to relieve itself;
 - Removal and disposal of animal waste;
 - Provision of a suitable container for waste that the Handler can access, and
 - Considerations for seasonal changes and inclement weather
 - Placement of the dog crate and any related equipment
- 2.4.4. Classroom considerations such as seating arrangements;
- 2.4.5. Any necessary changes in routine and procedures, and program changes;
- 2.4.6. Arrangements for the Certified Service Dog to visit the school without students present in order to familiarize it with the school site;
- 2.4.7. A transition plan timeline for the Certified Service Dog and the student;
- 2.4.8. A timetable for the introduction of the Certified Service Dog to the school and class;
- 2.4.9. A timetable for the training of the student's school team (i.e., principal; teacher(s); education assistant(s); etc.)
- 2.4.10. Rules of conduct around the Certified Service Dog for students, staff & the public; and
- 2.4.11. Methods for disseminating and regulating such rules.
- 2.5. Inform all staff and the parent community, as appropriate, regarding the presence of the Certified Service Dog.
- 2.6. Liaise with the appropriate Special Education Consultant, appropriate Teacher to resolve any specific concerns or issues raised regarding the presence of a Certified Service Dog.
- 2.7. Arrange for demonstrations by the Certified Service Dog provider for the student body, staff, and/or the community as deemed necessary to provide education and awareness of the Certified Service Dog in the school.
- 2.8. If applicable, ensure that the Manager: Student Transportation Students of Halton Student Transportation Services is contacted regarding any transportation requirements.
- 2.9. Revise emergency procedures as required to include the Certified Service Dog (e.g. *notification to the Fire Department regarding the existence of the Certified Service Dog*).
- 2.10. Post signs on each entry door of the school to advise visitors of the presence of a working Certified Service Dog.
- 2.11. Inform the Family of Schools Superintendent and the Superintendent of Special Education that a Certified Service Dog is in place at the school and when/if the Certified Service Dog is no longer going to be at the school.

- 2.12. Ensure that requests for a Service Animal are kept in the OSR. In addition, the approval or denial of the request must be communicated to the parents in writing, and a copy of the correspondence must be retained in the OSR.
- 2.13. At the end of each school year, the Special Education Consultant will solicit information regarding the number of requests, approvals and denials for Ministry reporting requirements.

3. Communication

- 3.1. Letters will be distributed as follows to inform:
 - 3.1.1. The school community of the arrival of the Certified Service Dog, its purpose, and rules regarding conduct around the Certified Service Dog, Appendix A;
 - 3.1.2. The families of the students in any of the classes where the Certified Service Dog will be present to elicit information concerning allergies, anxiety, or religious considerations from the students' families, Appendix B;
 - 3.1.3. The families of any students who will be sharing transportation where the Certified Service Dog will be present, where applicable, Appendix C.
- 3.2. All information regarding the Certified Service Dog will be retained in the student's OSR.

Requirements

- The Board must develop a process for data collection and to collect data regularly to help inform the policy and make amendments as appropriate.
- The Board must communicate to Principals and appropriate staff the expectations and directives in both the Policy and Administrative Procedure.
- Parents considering the use of a Service Animal for their child will be directed by school staff to this policy and accompanying administrative procedure for direction.

APPROVED: Regular Meeting of the Administrative Council

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

APPENDIX A

SAMPLE LETTER TO THE SCHOOL COMMUNITY

(School Letterhead)

Date:

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be information sessions at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

Already, the Certified Service Dog has been a benefit to the student, and we look forward to a lot of growth and learning together.

Thank you for your understanding and support.

Sincerely

Principal

C.C.: Family of Schools Superintendent, Superintendent of Special Education, OSR

This information is collected under the authority of the Education Act, and managed in accordance with the Municipal Freedom of Information and Protection of Privacy Act and the Personal Health Information Protection Act. If you have questions regarding the collection, use or disclosure of this information, please speak to your school Principal.

APPENDIX B

SAMPLE LETTER TO THE FAMILIES OF CHILDREN IN THE CLASS(ES)

(School Letterhead)

Date:

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students, and this student and the Certified Service Dog will be a part of your child's class.

This service dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be information sessions at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Certified Service Dog in your child's class, please contact me at the school.

Thank you for your understanding and support.

Sincerely

Principal

C.C.: Family of Schools Superintendent, Superintendent of Special Education, OSR

This information is collected under the authority of the Education Act, and managed in accordance with the Municipal Freedom of Information and Protection of Privacy Act and the Personal Health Information Protection Act. If you have questions regarding the collection, use or disclosure of this information, please speak to your school Principal.



APPENDIX C

SAMPLE LETTER TO THOSE SHARING TRANSPORTATION

(School Letterhead)

Date:

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students, and this student and the Certified Service Dog will be a part of your child's transportation.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be information sessions at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Certified Service Dog on your child's mode of transportation, please contact me at the school.

Thank you for your understanding and support.

Sincerely

Principal

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