

**POLICY COMMITTEE MEETING**  
**AGENDA**

Date: Tuesday, May 12, 2020  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1 Opening Prayer (T. O'Brien)	
<b>2. Approvals</b>	
2.1 Approval of Agenda	
2.2 Approval of Minutes (April 14, 2020)	1 - 6
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Action Items</b>	
4.1 Policy I-15 School Name Selection (H. Karabela)	7 - 13
4.2 Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee (J. Crowell)	14 - 19
4.3 Policy I-42 Out of Province Staff Travel (T. Pinelli)	20 - 22
4.4 Policy II-13 Psycho-Education Psychological Assessment of Individual Students (C. Cipriano)	23 - 26
4.5 Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety (S. Balogh)	27 - 29
4.6 Policy III-12 Academic Promotion (J. O'Hara)	30 - 32
<b>5. Discussion Items</b>	
5.1 Policy II-40 Bullying Prevention and Intervention and Policy II-45 Equity and Inclusive Education (N. Guzzo)	33 - 53
5.2 Policy I-26 Student Trustees on the Halton Catholic District School Board (P. Murphy, D. Caratao)	54 - 58
<b>6. Information Items</b>	
6.1 Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee (J. Crowell)	59 - 64

6.2 Administrative Procedure VI-89 Psycho-Educational Psychological Assessment of Individual Students (C. Cipriano)

65 - 68

6.3 Upcoming Policy Agenda Items (June 9, 2020)

6.3.1 Procedural By-Laws (Trustees)

6.3.2 Policy I-06 Delegations to the Board (P. Daly)

6.3.3 Policy II-25 Selection of Learning and Library Materials (A. Prkacin)

6.3.4 Policy IV-02 Outdoor Facility Maintenance and Security (R. Merrick)

6.3.5 Policy V-16 Copyright, Visual Identity and Intellectual Property Protection (A. Swinden)

6.3.6 Upcoming Information Items

6.3.6.1 Administrative Procedure VI-34 Fencing at Board Sites (R. Merrick)

6.3.6.2 Administrative Procedure VI-87 Playground Installations (R. Merrick)

**7. Miscellaneous Information**

**8. In Camera**

8.1 Approval of In-Camera Meeting Minutes (April 14, 2020)

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

**10. Motion to Adjourn/ Closing Prayer (J. O'Hearn-Czarnota)**

**POLICY COMMITTEE MEETING MINUTES**

Date: April 14, 2020  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

Board Room Attendance: N. Guzzo, Chair  
 B. Agnew, Trustee  
 P. Daly, Director of Education  
 A. Lofts, Superintendent, Business Services  
 B. Cripps, Senior Manager, IT Services

Trustees Present (Electronically): P. DeRosa, M. Duarte, V. Iantomasi, H. Karabela, P. Murphy, T. O'Brien, J. O'Hearn-Czarnota, D. Suan (Student Trustee)

Staff Present (Electronically): S. Balogh, Superintendent of Education, School Services  
 J. Crowell, Superintendent of Education, School Services  
 A. Swinden, Manager, Strategic Communications  
 D. Tkalcic, Manager, Purchasing Services  
 R. DiPietro, Executive Assistant, Director of Education

Recording Secretary: J. Neuman

**1. Call to Order**

**1.1 Opening Prayer (H. Karabela)**

The meeting began at 7:10 p.m. with a prayer led by H. Karabela.

**2. Approvals**

**2.1 Approval of Agenda**

**P#39/20**

**Moved by:** M. Duarte

**Seconded by:** B. Agnew

**That,** the agenda be approved.

**CARRIED**

**2.2 Approval of Minutes (February 25, 2020)**

**P#40/20**

**Moved by:** J. O'Hearn Czarnota

**Seconded by:** B. Agnew

**That,** the minutes of the Policy Committee Meeting held on February 25, 2020 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-15 School Name Selection (H. Karabela)**

H. Karabela shared the recommended changes to the policy.

**P#41/20**

**Moved by:** H. Karabela

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy I-15 School Name Selection, be forwarded, along with amendments, to the April 21, 2020 Regular Board Meeting for approval.

Discussion ensued. It was determined that an addition should be included in the policy so that the criteria reads “There is a Diocese opinion that schools should be named after divine persons of the Trinity, members of the Holy Family, recognized/verifiable Saints, divine Catholic symbols of faith, or Popes.”

Questions for clarification were asked and answered.

The Chair called for a vote. Recommendation **P#41/20 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			
P. DeRosa			
M. Duarte			
V. Iantomasi			
H. Karabela			
P. Murphy			
T. O'Brien			
	J. O'Hearn-Czarnota		
D. Suan (Non-Binding)			

**4.2 Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee (J. Crowell)**

**P#42/20**

**Moved by:** J. O'Hearn-Czarnota

**Seconded by:** B. Agnew

**That,** the Policy Committee recommends that I-23 Catholic School Councils and Catholic Parent Involvement Committee, be forwarded, along with amendments, to the April 21, 2020 Regular Board Meeting for approval.

J. Crowell shared the changes to the policy. It was noted that minor changes were made. Discussion ensued regarding changes to the Procedure.

Questions regarding the changes to the procedure were asked and answered. Discussion ensued regarding collecting data from school councils and reading of CSC by-laws annually.

Trustees recommended that staff forward the proposed changes to the Policy and the Procedure to CPIC for review.

**P#42/20 Amendment**

**That,** I-23 Catholic School Councils and Catholic Parent Involvement Committee and Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee be forwarded to CPIC for review and returned to the May 12, 2020 Policy Committee Meeting for further consideration.

**Moved by:** H. Karabela

**Seconded by:** V. Iantomasi

The Chair called for a vote. **P#42/20 Amendment CARRIED.**

In favour	Opposed	Abstain	Absent
B. Agnew			
P. DeRosa			
M. Duarte			
V. Iantomasi			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
D. Suan (Non-Binding)			

**4.3 Policy II-03 Principal Designate in Schools (S. Balogh)**

**P#43/20**

**Moved by:** M. Duarte

**Seconded by:** V. Iantomasi

**That,** the Policy Committee recommends that Policy II-03 Principal Designate in Schools, be forwarded, along with amendments, to the April 21, 2020 Regular Board Meeting for approval.

S. Balogh shared the minor revisions to the policy.

Questions were asked and answered regarding Principal Designate. It was noted that the Assistant to the Principal position is in the elementary panel only.

The Chair called for a vote. Recommendation **P#43/20 CARRIED.**

In favour	Opposed	Abstain	Absent
B. Agnew			
P. DeRosa			
M. Duarte			
	V. Iantomasi		
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
D. Suan (Non-Binding)			

**4.4 Policy II-41 School Uniform Dress Code/School Dress Code (J. Crowell, A. Lofts, D. Tkalcic)**

**P#44/20**

**Moved by:** J. O'Hearn-Czarnota

**Seconded by:** B. Agnew

**That,** the Policy Committee recommends that Policy II-41 School Uniform Dress Code/School Dress Code, be forwarded, along with amendments, to the April 21, 2020 Regular Board meeting for approval.

J. Crowell shared the changes to the policy following feedback.

Discussion ensued. Questions regarding definition of bottoms, the addition to equity and inclusion considerations, Secondary Schools and the RFI results were asked and answered.

Data was requested to be shared with trustees. The information was shared in camera at Item 8.1, below.

Following the in-camera session, D. Tkalcic read the three scenarios that were included in the RFI.

1. Single vendor without guarantee of Elementary School bottoms.

2. Multiple vendors with guarantee of Elementary School bottoms.
3. Multiple vendors without guarantee of Elementary School bottoms.

Staff recommended scenario one which allows for the option to purchase bottoms elsewhere. Trustees on the RFI committee agreed with staff recommendation.

The chair returned to main motion Recommendation **P#44/20 CARRIED.**

In favour	Opposed	Abstain	Absent
B. Agnew			
P. DeRosa			
M. Duarte			
V. Iantomasi			
H. Karabela			
P. Murphy			
	T. O'Brien		
J. O'Hearn-Czarnota			
D. Suan (Non-Binding)			
D. Caratao (Non-Binding)			

**5. Discussion Items**

**5.1 Policy I-44 Strategic Planning Process (V. Iantomasi)**

V. Iantomasi asked trustees to consider changes to the policy prior to working on the Strategic Plan and perhaps to change the names of the pillars.

D. Caratao joined the meeting at 8:59 pm

Discussion ensued. It was suggested that any recommended changes be brought to an upcoming policy committee meeting for review.

**P#45/20**

**Moved by:** P. DeRosa

**Seconded by:** P. Murphy

**That,** the Director of Education initiate Phase 1 of the Strategic Planning process to review and validate the Board's Mission, Vision and Values and establish a Strategic Planning Steering Committee.

V. Iantomasi stated that the policy was brought to the committee as a discussion item, not an action item.

Discussion ensued, regarding clarification of the steering committee and the strategic planning process.

The chair called for a consensus to determine if the policy required changes, in order to proceed with the Strategic plan. Trustees confirmed verbally, as follows

No changes	Abstain
J. O'Hearn-Czarnota	V. Iantomasi
B. Agnew	
M. Duarte	
P. Murphy	
H. Karabela	
T. O'Brien	
D. Suan (Non-Binding)	
D. Caratao (Non-Binding)	
P. DeRosa	

The Chair returned to the motion. Recommendation **P#45/20 CARRIED.**

In favour	Opposed	Abstain	Absent
J. O’Hearn-Czarnota	V. Iantomasi		
B. Agnew			
M. Duarte			
P. Murphy			
H. Karabela			
T. O’Brien			
D. Suan (Non-Binding)			
D. Caratao (Non-Binding)			
P. DeRosa			

The Chair called a recess at 9:35 pm.

The meeting resumed at 9:49 pm.

**6. Information Items**

**6.1 Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee (J. Crowell)**

Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee was discussed above at Item 4.2

**6.2 Upcoming Agenda Items (May 12, 2020)**

**6.2.1 Policy I-42 Out of Province Staff Travel (T. Pinelli, S. Balogh)**

**6.2.2 Policy II-13 Psycho-Education/Psychological Assessment of Individual Students (C. Cipriano)**

**6.2.3 Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety (S. Balogh)**

**6.2.4 Policy III-12 Academic Promotion (J. O’Hara; P. Daly)**

**6.2.5 Policy III-14 Employee Code of Conduct (J. O’Hara)**

**6.2.6 Upcoming Information Items**

**6.2.6.1 Administrative Procedure VI-89 Psycho-Educational - Psychological Assessment of Individual Students (C. Cipriano)**

The upcoming agenda for the May 12, 2020 Policy Committee Meeting was noted.

**7. Miscellaneous Information**

**7.1 2019-2020 Policy Committee Work Plan (S. Balogh)**

S. Balogh shared the current Policy Committee Work Plan.

**8. In Camera**

**P#46/20**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

That the meeting move to in camera

**CARRIED**

The meeting moved in camera at 9:54 pm

The public meeting resumed at 10:40 pm.

The chair returned to Item 4.4.

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

There were absent Trustees

**10. Motion to Adjourn/ Closing Prayer (P. Murphy)**

***P#48/20***

***Moved by:*** B. Agnew

***Seconded by:*** P. DeRosa

***That the meeting adjourn.***

**CARRIED**

P. Murphy closed meeting with prayer at 10:45 pm.



Policy I-15 School Name Selection	<b>Item 4.1</b>
Tuesday, May 12, 2020	

### Purpose

To provide for the consideration of the Policy Committee revisions to *Policy I-15 School Name Selection*.

### Commentary

In February 2020, very sadly, credible evidence was brought to light internationally that Jean Vanier had abused several women. This very understandably caused great upset throughout the community of believers and non-believers alike, especially the school community of Jean Vanier Catholic Secondary School (JVCSS) in Milton and all the HCDSB community.

Concern from the JVCSS community was brought forward to trustees by way of correspondence to rename the school.

At the March 3<sup>rd</sup> Board meeting, the following motion was brought forward:

*Motion #64/20*

**RESOLVED**, that the Halton Catholic District School Board direct the Director of Education to begin immediately the process to rename Jean Vanier Catholic Secondary School in Milton, in accordance with the requirements set out in *Policy I-15 School Name Selection*.

The motion passed unanimously, including the non-binding vote of all the student trustees.

Discussion was clear that Jean Vanier could no longer be held up as a role model of Christian living as the integrity of his character was severely compromised, even amid the good work that he had accomplished with L'Arche.

Another significant consequence in renaming a school is the cost involved to change uniforms, banners, gym floors / outdoor fields, and to remove logos throughout.

The Catholic Church has a very strong vetting process, the process of canonization, which determines after extensive study and research and even prudently the passage of time after death, and with verified miracles attributed to the person since death. It was suggested that this would be best practice and prudent going forward to keep the naming of a school when a person to a declared saint to ensure the integrity of process, lasting example of faith and virtue and thus be an excellent role model for students and community alike. A summary of the email communication with the Vicar of Education and Bishop Crosby regarding verified miracles, prior to the April 21<sup>st</sup> Board meeting, is attached as **Appendix A**.

## Item 4.1 | Policy I-15 School Name Selection

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The revised policy was brought to the April 21<sup>st</sup> Board meeting where discussion ensued and another phrasing was brought forward that encompassed, in a more succinct yet broader way, suggestions for naming schools.

As any phrasing change would need to go to the Bishop's office for consideration, as the policy reflects a diocesan opinion, the policy was voted to go back to the policy meeting of May 12<sup>th</sup> with the new phrasing and then be submitted to the Bishop's office for confirmation.

Both versions of the revised *Policy I-15 School Name Selection* are 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 I-15 School Name Selection, be forwarded, along with amendments, to the May 19, 2020 Regular Board Meeting for approval.***

Report Prepared  
And Submitted by:

H. Karabela  
Trustee

## Appendix A

At the April 14, 2020 Policy Committee meeting, proposed amendments were made to *Policy I-15 School Name Selection*. Prior to the April 21, 2020 Board meeting, Superintendent Balogh consulted with Fr. Con. O'Mahony, on behalf of the Chair of the Policy Committee Trustee Guzzo and Director Daly, requesting that the Action Report and proposed amendments to Policy I-14 School Name Selection to be reviewed.

On April 17, 2020 the response from Bishop Crosby, through Fr. Con. O'Mahony, was returned to Superintendent Balogh indicating that the documents were found to be in order. Below is the email from Bishop Crosby, dated April 16, 2020:

*I have reviewed the documents you have sent. I find everything to be in order. The reference to “3 miracles” is unnecessary. It is not always the case. I think one miracle is required for Beatification and one miracle is required for Canonization – and it happens that a Pope can dispense from that. So ... if the Trustees want the background information to be correct the text might refer more simply to “verified miracles and other verified qualities” or something like that. The reference to the Bishop varies from Board to Board. This is how the Halton Board has done it in previous instances. Thanks for checking with me.*

Furthermore, according to Fr. Con. O'Mahony, the point regarding the required miracles is very important as it better reflects the practice that has become the norm in Rome under both Pope Benedict and Pope Francis.

<b>School Name Selection</b>	
<b>Adopted:</b> January 30, 1991	<b>Last Reviewed/Revised:</b> June 20, 2017
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-09 School Accommodation Review – Consolidation/Closure</a> <a href="#">VI-35 School Accommodation Review – Consolidation/Closure</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a>	

## Purpose

To develop a policy for the selection of names for elementary and secondary schools within the Halton Catholic District School Board.

## Application and Scope

This policy applies to all new schools in the Halton Catholic District School Board and existing schools involved in consolidation.

## Principles

The Board recognizes that the selection of the name of each school should:

- serve to express our Catholic heritage both local and universal;
- provide our youngsters with an exemplar for their appropriate development; and
- be appropriate to various uses commonly required in a school operation.

There is a Diocese opinion that schools should be named after divine persons of the Trinity, members of the Holy Family, and recognized/verifiable Saints, ~~or local (Ontario/Canadian) exemplary Catholics, now deceased, divine Catholic symbols of faith, or Popes.~~

**Commented [NJ1]:** Proposed change presented at April 21, 2020 Board Meeting Meeting

## Requirements

### Consolidation Process:

The Transition Committee established through Policy I-09 will determine whether a name change is recommended for the consolidated school.



**Policy No. I-15** | School Name Selection

If a new name is not recommended, the existing name of the building in which the consolidation will take place will remain.

If a new name is recommended by the Committee, the established process outlined in the New School Process will be followed.

**New School Process:**

The Board will establish a Committee comprised of trustees and student trustees, including but not necessarily exclusive to local area representative; Family of Schools Superintendent, principal of the naming school (if appointed); Pastor(s) of the associated Parish(es); and parent representative(s) from the naming school.

The Committee:

- will invite submissions of suggested names based on diocesan criteria
- will review possible names and develop a priority list of at least two (2) names for consideration
- shall survey local public comment including parents and students who will attend the naming school community

The Board will review and approve a list of two (2) names: a preferred name and an alternate. This list will be forwarded to the Bishop of the Diocese for review and consideration.

The Bishop is requested to advise the Board if:

- The preferred name is acceptable;
- In the event the preferred name does not meet diocesan criteria, or, is for any reason not acceptable to the Bishop. The Bishop is requested to advise the Board if the alternate name is acceptable.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

<b>School Name Selection</b>	
<b>Adopted:</b> January 30, 1991	<b>Last Reviewed/Revised:</b> June 20, 2017
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-09 School Accommodation Review – Consolidation/Closure</a> <a href="#">VI-35 School Accommodation Review – Consolidation/Closure</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a>	

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The Board recognizes that the selection of the name of each school should:

- serve to express our Catholic heritage both local and universal;
- provide our youngsters with an exemplar for their appropriate development; and
- be appropriate to various uses commonly required in a school operation.

There is a Diocese opinion that schools should be named after ~~divine persons of the Trinity, members of the Holy Family, recognized/verifiable Saints, or local (Ontario/Canadian) exemplary Catholics, now deceased. Persons and Mysteries celebrated as feasts in the church's liturgical calendar, recognized blesseds and saints, or Popes.~~

**Commented [NJ1]:** Phrasing change to be presented at May 12, 2020 policy committee meeting

## Requirements

### Consolidation Process:



The Transition Committee established through Policy I09 will determine whether a name change is recommended for the consolidated school.

If a new name is not recommended, the existing name of the building in which the consolidation will take place will remain.

If a new name is recommended by the Committee, the established process outlined in the New School Process will be followed.

**New School Process:**

The Board will establish a Committee comprised of trustees and student trustees, including but not necessarily exclusive to local area representative; Family of Schools Superintendent, principal of the naming school (if appointed); Pastor(s) of the associated Parish(es); and parent representative(s) from the naming school.

The Committee:

- will invite submissions of suggested names based on diocesan criteria
- will review possible names and develop a priority list of at least two (2) names for consideration
- shall survey local public comment including parents and students who will attend the naming school community

The Board will review and approve a list of two (2) names: a preferred name and an alternate. This list will be forwarded to the Bishop of the Diocese for review and consideration.

The Bishop is requested to advise the Board if:

- The preferred name is acceptable;
- In the event the preferred name does not meet diocesan criteria, or, is for any reason not acceptable to the Bishop. The Bishop is requested to advise the Board if the alternate name is acceptable.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

<p>Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee</p>	<p><b>Item 4.2</b></p>
<p>Tuesday, May 12, 2020</p>	

### Purpose

To provide for the consideration of the Policy Committee revisions to *I-23 Catholic School Councils and Catholic Parent Involvement Committee* as recommended by staff.

### Commentary

*Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee* was last reviewed in February 2017. *Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee* complies with the requirements of the Education Act and Ontario Regulation 612/00 and Regulation 330/10. Both Catholic School Councils and the Halton Catholic District School Board's Catholic Parent Involvement Committee allow parents to actively participate and provide input into various aspects of how they can ultimately help students in their achievement and well-being. Staff recommend minor changes to the policy which include grammatical consistency, updating definitions and principles to reflect current practice.

As per the request of the Policy Committee, *Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee* and *Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee* were sent to CPIC for input. Nine members of CPIC provided feedback, including 6 elected parent members. Feedback was positive to the changes with regards to increasing the number of non-Catholic members on both Council and CPIC, with 5 members in favour. Our Diocesan representative did ask questions as to why the changes were proposed to the number of School Council and CPIC members, as he felt that no changes were needed. He was sent this rationale:

- Some schools have had significant interest from parents wanting to be involved in Catholic School Council and have reported that they have more non-Catholic parents wishing to be part of the council than there are positions available; the same goes for CPIC.
- Some schools have also struggled to find enough parents to make a healthy council, and feel that they are sometimes limited by not being able to allow more non-Catholic parents

One member noted that we could look to have additional Christian (non-Catholic) members, and the others did not comment on these changes. There were additional suggestions by individuals to increase the number of members of CPIC representing North Halton from 2 members to 4, as has also been discussed by a CPIC subcommittee reviewing election procedure in the by-laws. One member



agreed with the increase of trustees on CPIC. There was also a suggestion to include the local OAPCE director in the list of community members on CPIC.

At the most recent CPIC meeting, there was further discussion on this issue, without reaching consensus for feedback on the matter of increasing the number of non-Catholic members for school councils and CPIC. One suggestion that was made that received support was changing the language that Catholic School Councils and CPIC should have a majority of members that are Catholic.

Furthermore, an addition was made to *Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee* regarding providing each member a copy of the Catholic School Council by-laws at the first school council meeting of each school year.

The revised *Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee* 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 *I-23 Catholic School Councils and Catholic Parent Involvement Committee*, be forwarded, along with amendments, to the May 19, 2020 Regular Board Meeting for approval.

Report Prepared by: J. Crowell  
Superintendent of Education, School Services

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

Catholic School Councils and Catholic Parent Involvement Committee	
<b>Adopted:</b> June 18, 1996	<b>Last Reviewed/Revised:</b> February 21, 2017
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-84 Catholic School Councils and Catholic Parent Involvement Committee</a> <a href="#">I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees</a>	

## Purpose

To establish and maintain Catholic School Councils and a Catholic Parent Involvement Committee, in accordance with the Education Act and Ontario Regulation 612/00.

## Application and Scope

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

## References

[Education Act](#)

[Ontario Regulation 612/00](#)

[Ontario Regulation 330/10](#)

[Halton Catholic District School Board Operations Manual: School Councils, Strengthening Our Partnerships](#)

[School Councils: A Guide for Members](#)

## Definitions

**Catholic School Council:** Catholic School Councils are legally constituted bodies of elected and appointed representatives of the local school community established for the purposes of developing, encouraging and promoting activities which will enhance the quality of school programs and improve the levels of student achievement.

**Meeting:** in respect of a Catholic ~~s~~School ~~c~~Council or a Catholic ~~p~~Parent ~~i~~nvolve~~m~~ent ~~c~~ommittee, does not include a training session or other event where the council or the committee does not discuss or decide matters that it has authority to decide.

**Parent:**

- in respect of a Catholic ~~s~~School ~~c~~Council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in section 1 of the Act, and
- in respect of a ~~p~~Parent ~~i~~nvolve~~m~~ent ~~c~~ommittee of a ~~b~~oard, a parent of a pupil who is enrolled in a school of the ~~b~~oard, and includes a guardian as defined in section 1 of the Act.

**Parent Member:**

- in respect of a Catholic ~~s~~School ~~c~~Council, a member of the council who is elected to the council in accordance with section 4 or who fills a vacancy created by a parent member ceasing to hold office, and
- in respect of a Catholic ~~p~~Parent ~~i~~nvolve~~m~~ent ~~c~~ommittee, a member of the committee who is appointed or elected to the committee in accordance with section 34, or who fills a vacancy created by a parent member ceasing to hold office.

**Catholic Parent Involvement Committee:** The Catholic Parent Involvement Committee is a group of parents, trustees, ~~and board staff,~~ and community members who actively support, encourage and enhance parent engagement and involvement in the Halton Catholic District School Board in order to improve student achievement and well-being.

## Principles

- The Halton Catholic District School Board believes that parents / guardians are the primary educators of their children.
- The education of children in our Catholic schools is a shared responsibility involving home, school, parish and Catholic community and is achieved through the active participation of parents to inspire pupil achievement and to enhance the accountability of the education system to parents.
- Parents/guardians have the right and a responsibility to participate in the education of their children and can contribute to their children’s development in a wide variety of ways.
- Members of the Catholic community offer a wealth of experiences and expertise that can benefit students.
- The Halton Catholic District School Board values the advice given by its Catholic School Councils and its Catholic Parent Involvement Committee toward better learning opportunities for children and for the improved operations of its schools.

- The Halton Catholic District School Board encourages parents to correspond and communicate with all members of the school board such as: [Teachers](#), Principals, Superintendents, [Director of Education](#) and Trustees.
- The Catholic Parent Involvement Committee provides a regular opportunity for Catholic School Council members to network, share ideas, offer input, and enjoy informative presentations on a number of education related topics throughout the school year. Catholic Parent Involvement Committees make parental engagement a priority by providing support on a system-wide basis and promoting dialogue between Catholic School Councils, the Board, and members of the community.

## Requirements

- Catholic School Councils and the Catholic Parent Involvement Committee are regulated by Regulation 612/00 and Regulation 330/10 (under the Education Act) which came into effect in November 2000 and September 2010. A Catholic School Council may make recommendations, in accordance with the Ontario Regulation, to the Principal of the school or to the Board that established the Council, on any matter.
- Each elementary and secondary school shall have a Catholic School Council.
- Following the first meeting of the Catholic School Council of each school year, the following information will be communicated to each school's parent community:
  - The purpose of each school council as stipulated in Reg. 612/00 Sect. 2.(1).
  - Identification and role of each member.
  - Manner in which parents can communicate with their Catholic School Council.
- Following the first meeting of the Catholic Parent Involvement Committee of each school year, the following information will be communicated to the HCDSB parent community:
  - The purpose of each the Catholic Parent Involvement Committee as stipulated in Reg. 612/00 Sect. 27.(1).
  - Identification and role of each member.
  - Manner in which parents can communicate with the Catholic Parent Involvement Committee.
- The Catholic Parent Involvement Committee and all Catholic School Councils shall create, review and amend By-Laws specific for their committee and council and comply with Regulation 612/00 and Regulation 330/10 - School Councils and Parent Involvement Committees.
- A Catholic Parent Involvement Committee shall develop strategies and initiatives that the Board and the Board's Director of Education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being.



- Every Catholic School Council shall annually submit a written report on its activities to the principal of the school and to the board that established the council, and provide a copy of the report to all parents of pupils enrolled in the school. O. Reg. 612/00, s. 24 (1).
- The Catholic Parent Involvement Committee of a board shall annually submit a written summary of the committee’s activities to the chair of the board and to the board’s director of education. O. Reg. 330/10, s. 6. The Director of Education shall provide the summary of the Catholic Parent Involvement Committee’s activities to all Catholic School Councils of the Board and post them on the website of the Board.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

Policy I-42 Out of Province Staff Travel	<b>Item 4.3</b>
Tuesday, May 12, 2020	

**Purpose**

To provide for the consideration of the Policy Committee revisions to *Policy I-42 Out of Province Staff Travel* as recommended by staff.

**Commentary**

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

*Policy I-42 Out of Province Staff Travel* 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 I-42 Out of Province Staff Travel*, be forwarded, to the May 19, 2020 Regular Board Meeting for approval.

**Report Prepared by:**

T. Pinelli  
Superintendent of Education, School Services

**Report Submitted by:**

P. Daly  
Director of Education and Secretary of the Board

<b>Out of Province Staff Travel</b>	
<b>Adopted:</b> May 6, 2014	<b>Last Reviewed/Revised:</b> <del>May 16, 2017</del> <u>May 2020</u>
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-24 Fraud Management</a> <a href="#">VI-24 Fraud Management</a> <a href="#">I-34 (A) Reimbursement of Board Business Expenses for Employees</a> <a href="#">VI-90 Reimbursement of Board Business Expenses for Employees</a> <a href="#">III-13 Corporate Purchasing Card Distribution and Usage</a> <a href="#">VI-86 Corporate Purchasing Card Distribution and Usage Procedure</a> <a href="#">VI-73 Meal and Hospitality Expenses for Employees at Board Sanctioned Events Procedure</a>	

## Purpose

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

## Application and Scope

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

## Principles

- Where appropriate, staff may have the opportunity to take part in professional learning at the national or international level that would be considered valuable to the growth of the entire District.
- The Board recognizes and values professional learning opportunities for all staff, and the potential impact it can make to system priorities and ultimately, student learning.
- Where appropriate, staff may have the opportunity to explore other jurisdictions/Districts outside of the Province of Ontario that may give new awareness to potential advances in current practices within our District.

- The Board recognizes the moral, ethical and monetary value of responsible financial stewardship of the Board’s resources as it relates to expenses outside of the regular delivery of programming.
- The Board commits to open, consistent and transparent processes for the approval of travel requests.

## Requirements

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

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*



<p>Policy II-13 Psycho-Educational/Psychological Assessment of Individual Students</p>	<p><b>Item 4.4</b></p>
<p>Tuesday, May 12, 2020</p>	

### Purpose

To provide for the consideration of the Policy Committee revisions made to Policy *II-13 Psycho-Educational/Psychological Assessment of Individual Students* as recommended by staff.

### Commentary

*Policy II-13 Psycho-Educational/Psychological Assessment of Individual Students* applies to students of HCDSB and the Administration and Special Education Services Staff involved in determining the learning profiles and programming needs of students through psychological/psycho-educational assessment.

The proposed changes of the policy include the following amendments:

1. Updating of language in the Purpose Statement.
2. Updating of language regarding the reason for the assessment through a personal interview with the school Principal.
3. As recommended and agreed by SEAC, the following was added to the Principles section of the policy: Board staff is committed to conscientious wait-time monitoring and management, with the consideration of equitable and well timed access to psycho-educational/psychological assessments across the board.

The revised *Policy II-13 Psycho-Educational/Psychological Assessment of Individual Students* 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><b><i>That</i></b>, the Policy Committee recommends that <i>Policy II-13 Psycho-Educational/Psychological Assessment of Individual Students</i>, be forwarded, along with amendments, to the May 19, 2020 Regular Board Meeting for approval.</p>
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Report Prepared by: C. Cipriano  
Superintendent, Special Education Services

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

**Psycho-Educational/Psychological Assessment of Individual Students**

<b>Adopted:</b> April 21, 1987	<b>Last Reviewed/Revised:</b> May 16, 2017
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-89 Psycho-Educational/Psychological Assessment of Individual Students</a> <a href="#">VI-48 Protocol with External Agencies For The Provision Of Services By Regulated Health Professionals, Social Service Professionals, And Paraprofessionals (PPM 149)</a>	

**Purpose**

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

**Application and Scope**

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

**References**

- [Education Act](#)
- [Psychology Act](#)
- [Personal Health Information Protection Act \(PHIPA\)](#)
- [Standards of Professional Conduct](#)
- [Regulated Health Professions Act](#)
- [PPM No. 8 – Identification of and Program Planning for Students with Learning Disabilities](#)
- [HCDSB Special Education Annual Plan](#)

**Commented [NJ1]:** Added references to match procedure.



## Principles

- ~~An explanation of the reasons for the assessment shall be given to the parents through a personal interview with the school principal/designate\*\* , the parents' permission will be requested in writing and psychology staff will obtain informed consent prior to the administration of the assessment.~~
- ~~Board staff is committed to conscientious wait-time monitoring and management, with the consideration of equitable and well-timed access to psycho-educational/psychological assessments across the board~~
- ~~Assessments require explanation of the reasons to parents through the principal/designate\*\* and permission in writing, followed by Informed Consent through Psychology Staff.~~
- The results of the assessments and recommendations will be provided to the parents by psychology staff.
- It is a fundamental consideration to be able to assure those concerned, that assessments are conducted competently and only by appropriately qualified personnel.
- The principal and psychology staff will take necessary precautions to protect the confidentiality and privacy of any assessment information.
- Since it is recognized that the assessment and results are for the educational benefit of the student, the principal shall inform specific teaching personnel as required and direct appropriate programming.
- Psychological reports may be placed, with parental consent, in the Ontario Student Record folder and psychological files are being stored and retained in accordance with the Personal Health Information Protection Act, Standards of Professional Conduct and HCDSB Retention Schedule.

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

**Commented [J2]:** Statement revised and moved to third bullet ... "Assessments require explanation ..."

**Commented [NJ3]:** Added following SEAC recommendation

**Commented [NJ4]:** Added for clarification of secondary school department head – and expanded "Education" similar to SERT

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board

Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety	<b>Item 4.5</b>
Tuesday, May 12, 2020	

**Purpose**

To provide for the consideration of the Policy Committee revisions to *Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety* as recommended by staff.

**Commentary**

*Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety* was reviewed as part of the regular Policy review cycle. A link to the Ontario Ministry of Transportation was added to the References.

*Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety* 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><b>That</b>, the Policy Committee recommends that <i>Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety</i>, be forwarded, to the May 19, 2020 Regular Board Meeting for approval.</p>
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**Report Prepared by:** S. Balogh  
Superintendent of Education, School Services

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

<b>Non-Motorized and Non-Licensed Motorized Transportation Safety</b>	
<b>Adopted:</b> August 30, 1983	<b>Last Reviewed/Revised:</b> <del>November 15, 2016</del> <u>May 2020</u>
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

To promote an awareness of non-motorized and non-licensed motorized transportation modes safety, and to establish rules and expectations for various personalized transportation equipment while on school property for all pupils enrolled in 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](#)

[Ontario Regulation 298](#)

[Ontario Ministry of Transportation](#)

## Definitions

**Non-Motorized Transportation Mode** – Any mode of transportation that includes walking, bicycling, and variants such as small-wheeled transports (e.g. skates, skateboards, push scooters, etc.).

**Non-Licensed Motorized Transportation Mode** – A mode of transportation that requires the use of a motor to propel the equipment, but does not require an individual to obtain a license through the Ministry of Transportation in order to operate such equipment (e.g. hover board, Vespa, e-Bike, etc.).

## Principles



- The primary responsibility for the development of pupil safety awareness and for ensuring the suitability of the pupil's non-motorized and/or non-licensed motorized transportation modes concerning size, maintenance and proper equipment (e.g., bell or horn, reflector or lights, helmet use etc.) rests with the parents of such pupils.
- The Board further recognizes that prior to allowing their children to use non-motorized and/or non-licensed motorized transportation modes, parents should ensure that their children understand safety rules, the rules of the road in relation to these modes of transportation and, most importantly, that their children are physically capable of operating such transportation modes in a safe manner, and are legally permitted to operate one.
- The schools of the Halton Catholic District School Board partner with parents to ensure the safe use of these non-motorized and/or non-licensed motorized transportation modes while on school property.
- The Board and school are not responsible for the storage, loss, theft or damage to the non-motorized and/or non-licensed motorized transportation equipment.

## Requirements

- The Principal shall communicate rules and expectations around the use of non-motorized and/or non-licensed motorized equipment while on school property through a variety of school sources (e.g. website, school newsletter, announcements, assemblies, student agenda, emails, etc.).
- The Principal may consider adopting safety programs related to these modes (e.g. Bicycle Safety Awareness Week, Helmet Safety workshops etc.).

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

Policy III-12 Academic Promotion	<b>Item 4.6</b>
Tuesday, May 12, 2020	

**Purpose**

To provide for the consideration of the Policy Committee revisions to *Policy III-12 Academic Promotion* as recommended by staff.

**Commentary**

*Policy III-12 Academic Promotion* is due to be reviewed during the 2019-2020 school year, as part of the regular three-year review cycle.

The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy and recommends that apart from minor housekeeping, no changes to the policy are required.

The revised *Policy III-12 Academic Promotion* 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 III-12 Academic Promotion be forwarded, to the May 19, 2020 Regular Board Meeting for approval.***

**Report Prepared by:** J. O'Hara  
Executive Officer, Human Resources Services

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



<b>Academic Promotion</b>	
<b>Adopted:</b> March 17, 1998	<b>Last Reviewed/Revised:</b> <del>January 17, 2017</del> <u>May 2020</u>
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities</a>	

## Purpose

To provide equal opportunity for all qualified Catholic applicants for positions of academic responsibility with the Halton Catholic District School Board.

## Application and Scope

This policy applies to all employees and applicants who apply for positions of academic responsibility with the Halton Catholic District School Board. It is understood that academic positions of responsibility include: Superintendent, Principal, Coordinator, Vice-Principal, Consultant, Department Head, and any other position of responsibility, either permanent or on an acting basis that is created from time to time.

## 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 will appoint qualified Catholic candidates to positions of responsibility who have demonstrated a commitment to promoting Catholic education as outlined in the Board's Mission Statement and Goals.
- Promotion will be based on demonstrated ability, skill, knowledge and the expertise required to perform the duties of the position, and recognized system needs and priorities.
- 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 promotion.

## Requirements

- Candidates must have the necessary qualifications as determined by the Board.
- Candidates will be required to submit a Pastoral Letter of Reference, dated within the last year.
- The Director of Education shall establish administrative procedures to implement this policy.
- The Director of Education shall have the discretion to waive or amend the qualifications and requirements, in individual situations, in order to ensure that only the best candidates are appointed.
- The Director of Education will adhere to Administrative Procedure VI-28 *Selection and Appointment of Positions of Academic Administrative Responsibilities* to implement this policy and will make regular reports regarding the implementation of this policy including any instances where qualifications and requirements have been waived or amended.
- The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and administrative procedures.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

Policy II- 40 Bullying Prevention and Intervention	<b>Item 5.1</b>
Tuesday, May 12, 2020	

**Purpose**

To provide an opportunity for discussion regarding *Policy II-40 Bullying Prevention and Intervention*.

**Commentary**

The Halton Catholic District School believes that every student shall have the right to a safe environment at school.

The following policy has been brought to policy based on discussions and feedback from the parents and students that have had an experience with some type of bullying, or perceived bullying in their school environment. The current policy should be reviewed and using real examples, utilize their situation to help improve for future challenges.

There is a desire to be able to resolve situations where the alleged victim is not made to feel at fault and the alleged bully is given the opportunity to change their behaviors.

That the policy allows for feedback and involves community support where needed to address any concerns. This will allow for future incidents to be supported not only by the school staff but by parents.

The matter is now placed before the Policy Committee for further review and deliberation.

**Report Prepared and Submitted by:**

Nancy Guzzo  
Oakville Trustee

<b>Bullying Prevention and Intervention</b>	
<b>Adopted:</b> April 15, 2008	<b>Last Reviewed/Revised:</b> May 16, 2017
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-43 Use of Technology and Digital Citizenship</a> <a href="#">VI-62 Use of Technology and Digital Citizenship</a> <a href="#">VI-63 Social Media</a> <a href="#">II-39 Progressive Discipline and Safety in School Code of Conduct – Suspensions and Expulsions</a> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a> <a href="#">II-45 Equity and Inclusive Education</a> <a href="#">VI-54 Equity and Inclusive Education</a> <a href="#">VI-60 Student Groups in Catholic Schools</a>	

## Purpose

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

This policy authorizes the creation of procedures for implementation, specifically for Bullying Prevention and Intervention and which shall be considered guidelines pursuant to the *Education Act*, as amended.

## Application and Scope

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

## References

[Education Act](#)

[Ontario School Code of Conduct – Standards of Behaviour](#)

[PPM 128 Provincial Code of Conduct and School Board Codes of Conduct](#)

[PPM 144 Bullying Prevention and Intervention](#)

## Definitions

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

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

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

*Bullying* includes bullying by electronic means (commonly known as Cyber-Bullying), including:

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

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

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

**Positive School Climate:** Is the sum total of all the personal relationships and the learning environment found within the school and is a critical component of bullying prevention. A positive

school climate is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, religion, family status or disability. A positive school climate also includes the engagement of the school community, including parents, as well as the broader community. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promote positive behaviour and interactions.

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

## Principles

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

The Board acknowledges that an open and ongoing dialogue among the principal, school staff, parents and students is an important component in creating a positive school climate in which everyone is safe and respected.

## Requirements

- The Board shall establish a bullying prevention and intervention plan for schools based on the model bullying prevention and intervention plan developed by the Ministry and all schools shall implement the Board's plan in accordance with the *Education Act* and Board policies and procedures.

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

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

<b>Equity and Inclusive Education</b>	
<b>Adopted:</b> January 18, 2011	<b>Last Reviewed/Revised:</b> June 11, 2019
<b>Next Scheduled Review:</b> 2021-2022	
<p><b>Associated Policies &amp; Procedures:</b></p> <p><a href="#">VI-54 Equity and Inclusive Education</a></p> <p><a href="#">VI-60 Student Groups in Catholic Schools</a></p> <p><a href="#">I-43 Use of Technology and Digital Citizenship</a></p> <p><a href="#">VI-62 Use of Technology and Digital Citizenship</a></p> <p><a href="#">II-34 Participation in Programs and Courses of Study in Catholic Religious Education</a></p> <p><a href="#">II-39 Progressive Discipline and Safety in Schools Code of conduct – Suspensions and Expulsions</a></p> <p><a href="#">VI-44 Progressive Discipline and Safety in Schools</a></p> <p><a href="#">II-40 Bullying Prevention and Intervention</a></p> <p><a href="#">II-43 Voluntary Confidential Self-Identification of First Nation Metis and Inuit Students</a></p> <p><a href="#">V-01 Use of School Grounds and Community Use of School Facilities</a></p> <p><a href="#">VI-64 Community Use of School Facilities</a></p> <p><a href="#">V-03 Photography, Advertising and Sales Representatives</a></p> <p><a href="#">V-18 Community Engagement and Public Consultation Policy</a></p>	

## Purpose

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

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

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario’s Equity and Inclusive Education Strategy and the Ontario Ministry of Education (the “Ministry”), and Accepting Schools Act in a manner which is consistent with the exercise of the Board’s denominational rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the Ontario *Human Rights Code*.



## Application and Scope

*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario's Equity and Inclusive Education Strategy and Policy/Program Memorandum No. 119 (2009) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"* identifies eight areas of focus for implementing equity and inclusive education. Accepting School Act legislated elements of the Equity and Inclusive strategy and added to previous legislation regarding creating positive school climates that prevent bullying and associated disciplinary and supports protocols.

In accordance with the above policy documents, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to the *Guiding Principles of the Equity and Inclusive Education Strategy*, and consistent with the Human Rights Code, each area of focus will be introduced and anchored by a preamble and the Board's mission statement. This will serve to guide the actions of the Board and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.

Procedures associated with the implementation of this policy can be found in Administrative Procedure VI-54, Equity and Inclusive Education.

## Principles

### 1. Board Policies, Programs, Procedures and Practices:

#### **Preamble:**

The Board recognizes the importance of antiracism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which fosters racial and ethno-cultural understanding as well as a policy which accepts and celebrates all types of diversity.

The Board will ensure that its policy review cycle will result in the alignment and integration of *The Strategy* and Accepting Schools Act with all Board policies, programs, procedures, and practices. The perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards. In addition, the Board will embed positive principles of Equity and Inclusion in all of its policies and procedures.

#### **Mission Statement:**

The Board is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights.

## 2. Shared and Committed Leadership:

### Preamble:

The Board subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that cultivate equity and inclusion.

The Board is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

The Board recognizes the critical connection between student leadership and improved student achievement and will strive to include the student voice in all aspects of the implementation of equity and inclusive education.

In accordance with the Ministry's Ontario Leadership Strategy, effective Board and school leaders will encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of students, parents, unions, colleges and universities, service organizations and other community partners.

### Mission Statement:

The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.

## 3. School Community Relationships:

### Preamble:

The Board recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community. The Board further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy.

The Board will seek collaboration with and active engagement from students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.

The Board will identify, examine, and remove any barriers that exist, preventing full participatory school-community relations including obstacles associated with any systemic discrimination.

### Mission Statement:

The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized. These practices will include surveying the parents, students and staff at least once every two (2) years to monitor and evaluate the effectiveness of the related Equity and Inclusion programs and policies.

#### 4. Inclusive Curriculum and Assessment Practices:

##### **Preamble:**

Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

Effective evaluation includes researched best practices that truly reflect the current level of achievement of the student. Multiple opportunities for assessment allow for student learning and accuracy of assessment and instruction.

Students must be represented in the curriculum and heard in the assessment and evaluation. Students' voice is fundamental in the planning for instruction and the accuracy of assessment.

##### **Mission Statement:**

The Board is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

#### 5. Religious Accommodation:

##### **Preamble:**

Committed to the mission of the Church, the Board provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability, in accordance with the Ontario *Human Rights Code* and Ministry Policy/Program Memorandum No. 108.

Within the framework of gospel values, traditions, and the Board's denominational rights, in recognition of this diversity, the Board will take reasonable steps to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights. (See Religious Accommodation Appendix "A" and "B" attached)

##### **Mission Statement:**

The Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

#### 6. School Climate and the Prevention of Discrimination and Harassment:

##### **Preamble:**

The Board recognizes that a safe and welcoming environment is most conducive to learning. The Board will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. The Board acknowledges that a Christ-centered, positive

school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors (Please see Policy II-40 Bullying Prevention and Intervention, Policy II-39 Progressive Discipline and Promoting Positive Student Behaviour and Administrative Procedure VI-44 Progressive Discipline for the operating policies that direct preventing and handling situations of bullying, discrimination and harassment).

**Mission Statement:**

The Board is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.

**7. Professional Learning:**

**Preamble:**

The Staff of the Board is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. The Board, therefore, recognizes the importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices that promote Equity and Inclusion.

Professional learning increases the knowledge and skills that teachers bring to the craft and science of teaching, and, thus, engages the student with increasing complexity and precision teaching. Perpetual professional learning is the groundwork for positive changes in our schools. Professional learning must include knowledge creation and knowledge sharing (Earl and Katz, 2005) to ensure that all voices are represented and that we recognize that there is no essential knowledge but rather a continued quest towards deeper representation of all with our knowledge base.

Distributed, deep and sustained changes in practice and structures in school are key elements of professional learning and have impact on student learning, engagement and success in a knowledge society (Earl and Katz, 2005). Professional Learning works to engage all learners and strives for student success and includes the following:

- a) Changes in thinking and practices of teachers
- b) Collaborative inquiry at various levels within the school
- c) Pursuit of innovation (Katz, Earl and Jaafar, 2009)

**Mission Statement:**

The Board is committed to providing the school community, including students, with ongoing opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the Code, and strategies for promoting positive school climates.



## 8. Accountability and Transparency

### Preamble:

The Board acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the Board, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of *The Strategy*. In accordance with Accepting School Act, the Board will survey parents, staff and students once every two (2) years to assess the effectiveness of the related Equity and Inclusions policies, procedures and programs.

### Mission Statement:

The Board is committed to assessing and monitoring its progress in implementing *The Strategy*; to embedding the principles of Equity and Inclusive Education into all Board policies, programs, guidelines and practices; and to communicating these results to the community.

The Director of Education will develop procedures required to implement this policy and provide an annual report to the Board of Trustees on the efficacy of the related policies, procedures and programs. Board multi-year plans will include the goals set out in Accepting Schools Act around positive school climate and bullying prevention as it relates to Equity and inclusion along with supports for students and awareness opportunities for parents.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

### MISSION STATEMENT

The Halton Catholic District School Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system. Such accommodations will be provided to staff, students and their families.

### INTRODUCTION

The Halton Catholic District School Board (the Board) believes in the dignity of all people and their equality as children of God. The Board recognizes the importance of freedom of religion and strives to recognize value and honour the many customs, traditions and beliefs that make up the Catholic community.

Freedom of religion is an individual right and a collective responsibility. The Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion.

In accordance with the Catholic Church’s teachings, it is the policy of the Board to provide, in all its operations, an educational environment which promotes and supports diversity within its Catholic community as well as the equal attainment of life opportunities for all students, staff, parents and other members of that community.

### I. Legislative and Policy Context

All school boards exist within a broader context of law and public policy that protect and defend human rights. At the Board, a number of policy statements have been developed that reinforce both federal and provincial legislation, and also help ensure that the freedoms they set out are protected within the school system.

The *Canadian Charter of Rights and Freedoms* (Section 15) guarantees freedom of religion. The *Ontario Human Rights Code* (The Code) protects an individual’s freedom from discriminatory or harassing behaviours based on religion. Consistent with this legislation is *The Education Act*, its Regulations and policies governing Equity and Inclusion in Schools:

PPM No 108, “Opening or Closing Exercises in Public Elementary and Secondary Schools”,

R.R.O. 1990, Regulation 298, “Operation of School-General” s. 27-29, under the heading “Religion in Schools”

PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”.

The Board and its staff are committed to the elimination of discrimination as outlined in this Federal and Provincial legislation in a manner which is consistent with the exercise of its denominational rights under section 93 of the *Constitution Act, 1982* and as recognized in section 19 of the *Ontario Human Rights Code* (“the Code”).

The Board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion through its human rights policy, equity and inclusive education policy, the safe schools policy and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of the Code.

This Policy reflects the Board's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church's teachings.

## **II. Definitions**

### **1. Accommodation:**

The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination.

The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

(Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5)

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

### **2. Creed:**

Creed is interpreted by the Ontario Human Rights Commission's 1996 Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship.

The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

Creed does not include secular, moral, or ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).

### **3. Undue Hardship:**

Accommodation will be provided to the point of undue hardship, as defined by the OHRC (for example in the *Policy and Guidelines on Disability and the Duty to Accommodate*). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence. For more information about the evidence needed to prove undue hardship, see *Human Rights at Work*, p. 133-134 and accompanying Appendix E.

A determination that an accommodation will create undue hardship carries with it significant liability for the Board. It should be made only with the approval of the appropriate Supervisory Officer or where appropriate the Board of Trustees.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario *Human Rights Code*.

Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

### **III. Accommodation Guidelines**

The purpose of this guideline is to ensure that all Board staff, students, parents and other members of the school community are aware of their rights and responsibilities under the *Code* with respect to religious accommodation. It also sets out the Board's procedures for accommodation and the responsibilities of each of the parties to the accommodation process. In accordance with the Equity Strategy, the *Code* and OHRC's *Guidelines on Developing Human Rights Policies and Procedures*, it is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of accommodation seekers.

The Board is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

#### **1. Accommodation Based on Request:**

The Board will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

The Board will base its decision to accommodate by applying the *Code's* criteria of undue hardship, the Board's ability to fulfill its duties under Board policies and the Education Act

When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, e.g. wearing a head covering is not the responsibility of the school or the Board.

#### **2. General Procedures for Religious Accommodation:**

##### **a. Staff**

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this policy and the appropriate collective agreement.



## **b. Students**

Students must present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days. Such procedures shall be easy for staff, students and parents to understand.

### **3. Unresolved Requests:**

Despite the Board's commitment to accommodate, an individual may feel that discrimination based on religion has occurred. The Board will take reasonable and timely steps to address the unresolved issues raised by the affected person which could include dispute resolution mechanism.

### **4. Areas of Accommodation:**

For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

- i. School opening and closing exercises;
- ii. Leave of Absence for Religious Holy Days;
- iii. Prayer;
- iv. Dietary requirements;
- v. Fasting;
- vi. Religious dress;
- vii. Modesty requirements in physical education; and
- viii. Participation in daily activities and curriculum.

## **IV. General Guidelines and Procedures**

This policy will consider each (of the above stated) area of accommodation in turn.

### **1. School Opening and Closing Ceremonies:**

Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 ("Memorandum No. 108"), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

#### **Memorandum No. 108 states the following:**

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.

3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
  - a. One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
  - b. A period of silence.
4. Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right.

These requirements will be interpreted in accordance with the Code and the Board will consider other requests for accommodation as may be made.

## 2. Absence for Religious Holy Days:

The Board affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a “holy day by the Church or religious denomination to which he/she belongs.”

All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from attendance, subject to the particular request for religious leave process.

The Board will encourage members of diverse groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their Catholic community when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these significant faith days:

<b>(Examples of) Significant Holy Days:</b>	
<b><i>Baha'i</i></b>	Ridvan
<b><i>Buddhist</i></b>	Lunar New Year/Chinese
<b><i>Western Christian</i></b>	Good Friday
<b><i>Eastern Christian</i></b>	Christmas Holy Friday
<b><i>Hindu</i></b>	Diwali
<b><i>Jewish</i></b>	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
<b><i>Muslim</i></b>	Eid-ul-Fitr Eid-ul-Adha
<b><i>Sikh</i></b>	Baisakhi

(A multi-faith calendar will help schools make appropriate accommodations.)

### **Guidelines for Administrators:**

All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.

Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.

Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.

All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.

For consultation or further clarification of questions, administrators and managers should contact the Board's Equity Officer.

#### **Unresolved Requests:**

a. Employee

In the event that, after an employee's consultation with the Superintendent of Education, unresolved issues remain, then the matter will be referred to the Executive Officer of Human Resources Services.

b. Students

In the event that a student maintains that his or her rights under the Board's religious accommodation policy have been compromised, then the matter will be referred to the appropriate Superintendent of Education.

### **3. Prayer:**

The Board recognizes the significance of prayer in religious practice. Board schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Adult presence should be for supervision purposes only.

### **4. Dietary Restrictions:**

The Board is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

## **5. Fasting:**

The Board is sensitive to religious periods of fasting. Board schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes and Board schools should make reasonable efforts to provide appropriate accommodations.

## **6. Religious Dress:**

“Dress Code” is the appropriate dress policy established by a school, and may include a school uniform.

The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school’s Dress Code. Board schools will reasonably accommodate students with regard to religious attire. Religious attire is not cultural dress; it is a requirement of religious observation.

Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:

- o Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs
- o Crucifixes, Stars of David, etc.
- o Items of ceremonial dress

Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females); however, there may be religious requirements of colour that cannot be modified.

Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports. Where possible, these should be incorporated into Board policies as part of an inclusive design process.

The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. The Board and its schools will not tolerate any teasing directed at, or inappropriate actions taken against, an individual’s religious attire and there will be appropriate consequences for individuals who violate this rule.

There are religious communities that require specific items of ceremonial dress which may be commonly perceived as contravening Board policies, for example the use of the Kirpan by Khalsa Sikh students. For specific guidelines on the accommodation of Khalsa Sikh students wishing to carry a Kirpan, please see Appendix “B”.

## **7. Modesty Requirements for Dress in Physical Education Classes:**

The Board recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Such policies should be designed inclusively, taking into account common religious needs that may exist.

If a family has concerns that cannot be addressed through inclusive design, the school should discuss the modesty requirements with them, and, taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum, provide reasonable accommodation. The curriculum requirements should be explained to the family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

### **8. Participation in Daily Activities and Curriculum:**

The Board will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians to understand the nature and extent of the conflict.

The school should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where these conflict with the school routines, activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs that clearly conflict with mandated Ministry of Education and Board policies.

It is important to note that when an individual requests an accommodation related to the curriculum, the accommodation applies to the individual in question and not to the whole class or to classroom practices in general.

The Ministry of Education recommends substitutions when there are exemptions requested related to specific curriculum (Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements).

In general, the Board recommends an informed, common-sense approach to questions of religion and curriculum. Hopefully, these questions can be solved by an open discussion between the teacher, the student and his/her family.

## **V. Limitations to Religious Accommodation**

1. The Board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
2. The Board, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.
3. As for chapels in Catholic schools, they are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open to all people for individual silent prayer or meditation. However, it is not appropriate that non-Catholic liturgies or group prayers be held in this setting.
4. It is therefore recommended:

- i. that school administrators designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions, and
- ii. that Catholic school boards consult with their respective local Ordinary on such accommodations.

**GUIDELINE FOR KIRPAN ACCOMMODATION**

A Kirpan is a ceremonial sword that must be worn by all baptized Khalsa Sikhs. The Board seeks to accommodate Khalsa Sikhs who wear a Kirpan under the following conditions as follows:

- At the beginning of the school year or upon registration, the student and parents/guardians must report to their respective school administration that they are Khalsa Sikhs and wear the five articles of faith, including a Kirpan.

The principal, in consultation with the student and his/her parents/guardians, will develop appropriate accommodations to allow the student to wear the Kirpan while ensuring the safety of others. These may include the following conditions:

- The Kirpan is six inches or less.
- The Kirpan will be sufficiently secured with a stitched flap so it is not easily removed from its sheath.
- The Kirpan will not be worn visibly, but under the wearer’s clothing.
- There is notification in writing to the principal by the parents/guardians and student and, where possible, from the Gurdwara (place of worship), confirming that the student requesting accommodation is a Khalsa Sikh.
- Students under the age of eighteen must be accompanied by parents/guardians when discussing the rules regarding the wearing of a Kirpan.

Policy I-26 Student Trustees on the Halton Catholic District School Board	<b>Item 5.2</b>
Tuesday, May 12, 2020	

**Purpose**

To provide an opportunity for discussion on the proposed changes to *Policy I-26 Student Trustees on the Halton Catholic District School Board*.

**Commentary**

Amendments to *Policy I-26 Student Trustees on the Halton Catholic District School Board* have been drafted based on discussions and recommendations from the Student Senate and the general Student body regarding the current election process and requirements for eligibility.

The changes reflect a process that differs from the current practise and is modelled similarly to the Board of Trustees Municipal election. These changes will allow all students to participate in the election of the Student Trustees as they are to represent the student population. The additional goal is to increase Student participation and create more involvement from all schools.

The matter is now placed before the Policy Committee for further review and deliberation.

**Report Prepared  
and Submitted by:**

D. Caratao  
Student Trustee

P. Murphy  
Trustee



<b>Student Trustees on the Halton Catholic District School Board</b>	
<b>Adopted:</b> September 15, 1998	<b>Last Reviewed/Revised:</b> December 18, 2018
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-15 Student Trustees on the Halton Catholic District School Board</a>	

## Purpose

This policy provides for the direct representation of the interests of students on the Board in accordance with the provisions of the Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) of the Education Act.

## Application and Scope

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

## References

[Education Act, Ontario Regulation 07/07](#)

[Municipal Conflict of Interest Act 1997](#)

[Education Act s8\(1\)](#)

[Ontario Regulation 298 \(Operation of Schools – General\)](#)

## Principles

- The education of students in the Board’s Catholic schools is a shared responsibility involving home, school, parish and the extended Catholic educational community.
- The Board endorses the principle of providing for the direct representation of the interests of students on the Board.
- The Board endorses a process whereby student representation is determined in an open and democratic manner.
- The Board endorses student representation on the Board as a means of fostering the development of future Catholic community leaders.

- A student trustee of the Halton Catholic District School Board is a model of servant leadership for the Catholic educational community in Halton and the wider Catholic community.
- A student trustee will be excluded from any matters where they have a conflict of interest in accordance with the Municipal Conflict of Interest Act 1997, as amended.

## Requirements

- This policy and the associated *Administrative Procedure VI-15 Student Trustees of the Halton Catholic District School Board* shall be in accordance with provisions of the Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) of the Education Act.
  - Qualified student nominees will hold qualifications and endorsements as stated below:
    - active Parish membership and regular mass attendance;
    - a letter of endorsement from any of the following attesting to the above:
      - their parish priest
      - school or system chaplain
    - a letter of endorsement from the school principal;
    - ~~a letter of endorsement from their parish priest;~~
    - a letter of endorsement from the school Student Council;
    - full-time Catholic student, in good standing, and must be at least a senior in Grade 11 by September 1<sup>st</sup> of the subsequent year;
    - a history of leadership interest as exhibited through work on any of the following:
      - the student senate;
      - the student council;
      - social justice groups;
      - parish youth organizations;
      - liturgical programming and/or music ministry;
      - community youth organizations.
- and
- beginning knowledge of current key issues affecting Catholic education.
- A person is qualified to act as a student trustee if he or she is enrolled in the senior division of a school of the board and is:
    - a. a full-time pupil; or

b. an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil of the program had not been reduced: or-

- ~~Each secondary school is expected to elect a qualified senior student nominee to the group of prospective student trustees who will be interviewed and voted into office by the Student Senate. Each secondary school is expected to have at least one nominee for student trustee but may have more.~~ Schools not advancing a nominee shall provide a written rationale to the Superintendent of Education.
- ~~Three student trustees shall be elected to the Board. No two students shall be from the same municipality. One shall be elected from each of the following divisions of Halton Region: Burlington, North Halton, and Oakville.~~
- ~~The student trustee(s) shall be elected by popular election, where all secondary school students, as well as Grade 8 students, are eligible to vote. The election of each student trustee shall be held using Instant-Runoff Voting.~~
- ~~The student trustee(s) shall be elected by the Student Senate. The election shall take place on a date~~ no later than February 28 in each school year, with the understanding that each will begin their term of one school year from August 1<sup>st</sup> in the year they are elected.
- ~~Current student trustee(s) of the Board will work to train the incoming student trustee(s) and ready them for their term of office.~~
- A student trustee(s) of the Board will participate at meetings of the Board and at meetings of Committees of the Board in accordance with Ontario Regulation 07/07 made under the Education Act. Subsection 5(5) of the Act provides that a student trustee(s) may attend all closed (*in camera*) meetings, with the exception of those “*when the subject matter under consideration involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a student or his or her parent or guardian.*”
- Student trustees are not considered elected members of the Board and therefore not entitled to a binding vote – that is, their vote is not included in the official vote count; however, a student trustee does have the right to have their vote recorded in the Board minutes if they request it. In addition, a student trustee may request that a matter before a Board, or any of its committees, be put to a vote, in which case there must be two votes:
  - 1) a non-binding vote that includes the student trustee’s vote; and
  - 2) a recorded binding vote that does not include the student trustee’s vote.

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

- In the event a student trustee does not complete the term of appointment, the Board will hold a by-election.
- Upon completion of their respective terms of appointment, each student trustee(s) shall, subject to Board approval, be acknowledged for service to the Board in the following manner:
  - each individual will be provided with a letter of commendation signed by the Chair of the Board; and
  - each individual will be awarded an honorarium/scholarship of \$2,500.00 and other such forms of recognition or support as may be determined by the Board. If a student holds office for a portion of a year, \$2500 pro-rated according to the portion of the year the student holds office
- The student trustee(s) shall remain in good standing at a Halton Catholic District School Board secondary school for the entire school year of their appointment(s).

APPROVED:                      Regular Meeting of the Board

AUTHORIZED BY:              \_\_\_\_\_  
*Chair of the Board*

<b>Catholic School Councils and Catholic Parent Involvement Committee</b>	
<b>Adopted:</b> February 6, 2017	<b>Last Reviewed/Revised:</b> N/A
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-23 Catholic School Councils and Catholic Parent Involvement Committee</a> <a href="#">I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees</a>	

## Purpose

To provide information and guidelines regarding the establishment and administration of Catholic School Councils and a Catholic Parent Involvement Committee, of the Halton Catholic District School Board in accordance with the Education Act and Ontario Regulation 612/00 and Ontario Regulation 330/10.

## Application and Scope

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

## References

[Education Act](#)

[Ontario Regulation 612/00](#)

[Ontario Regulation 330/10](#)

[Halton Catholic District School Board Operations Manual: School Councils, Strengthening Our Partnerships](#)

[School Councils: A Guide for Members](#)

## Principles

- The Halton Catholic District School Board believes that parents/guardians are the primary educators of their children.

- The education of children in our Catholic schools is a shared responsibility involving home, school, parish and Catholic community and is achieved through the active participation of parents to inspire pupil achievement and to enhance the accountability of the education system to parents.
- Parents/guardians have the right and a responsibility to participate in the education of their children and can contribute to their children's development in a wide variety of ways.
- Members of the Catholic community offer a wealth of experiences and expertise that can benefit students.
- The Halton Catholic District School Board values the advice given by its Catholic School Councils and its Catholic Parent Involvement Committee toward better learning opportunities for children and for the improved operations of its schools.
- The Halton Catholic District School Board encourages all parents to correspond and communicate with all members of the school board such as: Teachers, Principals, Superintendents, [Director of Education](#), and Trustees.
- The Catholic Parent Involvement Committee provides a regular opportunity for Catholic School Council members to network, share ideas, offer input, and enjoy informative presentations on a number of education related topics throughout the school year. Catholic Parent Involvement Committees make parental engagement a priority by providing support on a system-wide basis and promoting dialogue between Catholic School Councils, the Board, and members of the community.

## Requirements

### **Catholic School Councils:**

- All (Catholic) School Councils shall establish by-laws for their (Catholic) School Council and comply with Regulation 612/00; specifically, they must include election procedures and the filling of vacancies in the membership of the (Catholic) School Council, rules respecting participation in (Catholic) School Council proceedings in cases of conflict of interest, and a conflict resolution process for internal (Catholic) School Council disputes. O. Reg. 612/00, s. 15 (2).
- Catholic School Council By-Laws should be provided to each member of Catholic School Council at the first school council meeting of the school year.
- The (Catholic) School Council shall be the official advisory group to the school Principal and/or the Board.
- The Principal and/or the Board shall respond to all advice advanced by the local Catholic School Council, under Ontario Regulation 612/00, and be reflected in meeting minutes.

### **Membership**

Membership on the Catholic School Council *must* include the following:

- Parents/guardians (who must constitute a majority of the members of the (Catholic) School Council)
- School Principal
- Teacher representative (selected by teaching staff of the school)
- Non-teaching staff representative (selected by non-teaching staff of the school)
- Parish representative (selected by the Parish)
- Secondary school student representative (secondary schools only)
- Community representative

Membership on the Catholic School Council *may* include the following:

- An elementary pupil (appointed by the Principal after consultation with the (Catholic) School Council), as per Ontario Regulation 612/00.
- An association member, as per Ontario Regulation 612/00.
- All members of the Catholic School Council must be Catholics.
  - Notwithstanding the above, in addition to the membership requirements of Ontario Regulation 612/00, provision may be made by a Catholic School Council for the election of up to ~~two (2)~~ four (4) non-Catholic parents/guardians of Catholic children attending said school.
- The Chair and/or Co-Chair of the Catholic School Council must be Catholic(s).
- The Chair and/or Co-chair of a Catholic School Council cannot be employed by the Halton Catholic District School Board.

The term of office for all Catholic School Council members shall be for one (1) year, in accordance with Ontario Regulation 612/00.

### Meetings

- All meetings of a Catholic School Council shall be open to the public.
- A Catholic School Council is to hold its meetings at a Halton Catholic District School Board site with notice provided to the community.

### Consultation

- Catholic School Councils shall consult with their parent community. The issue before the council will determine when it is appropriate to do so.
- Catholic School Councils may establish a framework that will guide its decisions and strategies about consultation.
- The Halton Catholic District School Board shall solicit the views of the all the Catholic School Councils of the Board with respect to the matters outlined in Regulation 612/00, s. 19.

### **Remuneration/Reimbursement:**

- In accordance with Ontario Regulation 612/00, no remuneration shall be paid to School Council members, or Catholic Parent Involvement Committee members.
- In accordance with Ontario Regulation 612/00, the Halton Catholic District School Board shall reimburse Catholic School Council members and Catholic Parent Involvement Committee members for expenses incurred as members, provided that the expense is pre-approved and is following *Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees*.

### **Record Retention:**

- All Catholic School Council meeting minutes must be retained for 4 years and be available to any person upon request.
- All Catholic School Council financial records must be retained for 4 years and be available to any person upon request.

### **Catholic Parent Involvement Committee:**

- The Catholic Parent Involvement Committee shall establish by-laws and be in compliance with Regulation 612/00 and Regulation 330/10; specifically,
  - the number of parent members to be appointed or elected to the committee, governing the process of appointment or election of parent members and governing the filling of vacancies in parent membership,
  - the number of community representatives, up to three, to be appointed to the committee, governing the process of appointment of community representatives and governing the filling of vacancies in community representative membership,
  - governing the election of members of the committee to the offices of chair or co-chair, and any offices provided for in the by-laws, and governing the filling of vacancies in the offices of the committee,
  - the number of parent members of the parent involvement committee that will hold office for one year and the number of parent members that will hold office for two years,
  - the length of the term of office for the community representative members of the parent involvement committee,
  - establishing rules respecting conflicts of interest of the members of the parent involvement committee, and
  - establishing a process for resolving conflicts internal to the committee, consistent with any conflict resolution policies of the board.

### **Membership**

- The Catholic Parent Involvement Committee shall be comprised of:



- Parent representatives consisting of two (2) members from each geographical area (Oakville, Burlington, and North Halton) as well as four (4) members at large
  - Parent members may be employees of the Halton Catholic District School Board, as long as they make the committee aware of their employment
- 3 community representatives comprised of:
  - A Deanery Representative, appointed by the Dean of Halton
  - The Ontario Association of Parent in Catholic Education (OAPCE) Director for Halton
  - One other community representative as deemed necessary by the CPIC members
- ~~Two~~ One Trustees of the Board (~~+2~~ 1 alternate), appointed by the Board
- The Director of Education (or designate)
- One Principal/Vice Principal, appointed by the Director of Education
- (Optional) Past Chair of CPIC
- All members of the Catholic Parent Involvement Committee must be Catholic. In addition to the members' requirements of Ontario Regulation 612/00 and Regulation 330/10, provision may be made by the Catholic Parent Involvement Committee for the election of up to four (4) ~~two (2)~~ non-Catholic parents/guardians of ~~Catholic~~ children attending the Halton Catholic District School Board.
- The Catholic Parent Involvement Committee will be chaired by a parent member of the committee. Only parents with a two-year term are eligible to be elected to the position of chair. The position of chair is an elected position. Elections will be at the first meeting of the committee in a school year. The chair shall act as spokesperson for the committee in communicating with the Director of Education of the Board and the Board.

### Meetings

- Catholic Parent Involvement Committee meetings will be held a minimum of four times per school year. Additional meetings may be called as required. Meetings will be open to the public and all dates, times, and locations will be posted on the Board website.

### Consultation

- The Halton Catholic District School Board may solicit and take into consideration the advice of the Catholic Parent Involvement Committee concerning matters as it relates to improving student achievement and well-being.
- At times, the Catholic Parent Involvement Committee will represent all parents to provide parental voice, as deemed necessary by the Board and the director of education.

### Remuneration/Reimbursement:

- In accordance with Ontario Regulation 612/00, no remuneration shall be paid to School Council members, or Catholic Parent Involvement Committee members.



**Procedure No. VI-84** | Catholic School Councils and Catholic Parent Involvement Committee

- In accordance with Ontario Regulation 612/00, the Halton Catholic District School Board shall reimburse Catholic School Council members and Catholic Parent Involvement Committee members for expenses incurred as members, provided that the expense is pre-approved and is following *Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees*.

**Record Retention:**

- All Catholic Parent Involvement Committee meeting minutes and financial records must be retained for 4 years and be available to any person upon request at the board's office without charge.

APPROVED: \_\_\_\_\_ Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
*Director of Education and Secretary of the Board*

<b>Psycho-Educational/Psychological Assessment of Individual Students</b>	
<b>Adopted:</b> May 1, 2017	<b>Last Reviewed/Revised:</b> N/A
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-13 Psycho-Education Psychological Assessment of Individual Students</a> <a href="#">VI-48 Protocol with External Agencies</a>	

## Purpose

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

## Application and Scope

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

## References

[Education Act](#)

[Psychology Act](#)

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

[Standards of Professional Conduct](#)

[Regulated Health Professions Act](#)

[PPM No. 8 – Identification of and Program Planning for Students with Learning Disabilities](#)

[HCDSB Special Education Annual Plan](#)

**Commented [NJ1]:** References added to match policy



## Principles

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

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

**Commented [NJ2]:** Statement revised and moved to third bullet ... "Assessments require explanation ... "

**Commented [NJ3]:** Added following SEAC recommendation

**Commented [NJ4]:** Deleted from here as a duplicate – same list is included at the end of the document.

## Requirements

- ~~An explanation of the reasons for the assessment shall be given to the parents through a personal interview with the school principal/designate\*\* and the parents' permission will be requested in writing prior to the administration of the assessment. The principal/designate\*\* shall give an explanation for the reasons of the assessment to the parents in the form of a personal interview and will request permission in writing. Psychology staff will obtain consent prior to the administration of the assessment.~~ The Psychology staff member conducting the

**Commented [NJ5]:** Reworded for clarity.



assessment will obtain informed consent from the parent prior to the assessment in accordance with Standards of Professional Conduct and Regulations under the Psychology Act.

- 2) The results of the assessments and recommendations will be provided to the parents by psychology staff.
- 3) **All psycho-educational and psychological assessments must be performed by, or under, the supervision of a member of the College of Psychologists of Ontario.** It is a fundamental consideration to be able to assure those concerned, that assessments are conducted competently. The communication of a diagnosis is a Controlled Act and can only be provided by a member of the College of Psychologists of Ontario or other qualified professions under the Regulated Health Professions Act.

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

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

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

The assessment will also include interviews with parents, teachers and/or other school staff involved with the student, observation of the student in the classroom or throughout other school activities where necessary, and a review of existing information included in the student's Ontario Student Record (OSR). Assessments are planned and interpreted under special consideration of the cultural, ethnic and linguistic background of the student and their family.

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



Results are presented in the form of a written report and oral feedback. Test scores are provided as normed scores, i.e. the student's performance is described in comparison to a standardized sample of children that was tested as part of the test publisher's standardization procedures. Canadian norms (as opposed to US norms) are used, if available for the test. Test scores are provided as Percentile Rank scores, and assigned classification labels (e.g. Extremely Low, Very Low, Low Average, Average, High Average, Very High, Extremely High). Other classification labels may apply to indicate the level of concern on social-emotional or behavioural measures.

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

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

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

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

**Commented [NJ6]:** Added for clarification of secondary school department head – and expanded “Education” similar to SERT

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
*Director of Education and Secretary of the Board*