

**POLICY COMMITTEE MEETING  
AGENDA**

Date: Tuesday, February 9, 2021  
 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 (B. Agnew)	
<b>2. Approvals</b>	
2.1. Approval of Agenda	
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<b>3. Declarations of Conflict of Interest</b>	
<b>4. Action Items</b>	
4.1. Policy II-05 Reporting Student Achievement to Parents/Guardians (J. Crowell)	7 - 10
4.2. Policy II-31 Risk Management - First Aid (E. Bakaic, J. O'Hara)	11 - 14
4.3. Policy IV-04 Loss or Damage to Personal Items (A. Lofts)	15 - 16
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4.5. Policy II-45 Equity and Inclusive Education (S. Jayaraman)	22 - 33
<b>5. Discussion Items</b>	
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- 6.5. Administrative Procedure VI-74 Risk Management - First Aid (E. Bakaic, J. O'Hara) 71 - 74
- 6.6. ~Rescind~ Administrative Procedure VI-26 Cheque Requisition (A. Lofts) 75 - 77
- 6.7. Upcoming Agenda Items (April 13, 2021)
  - 6.7.1. Policy I-40 Performance Appraisal of Director of Education (P. Daly)
  - 6.7.2. Policy II-26 Managing Student Risk in Interschool Sports (E. Bakaic, J. Crowell)
  - 6.7.3. Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students (S. Balogh)
  - 6.7.4. Policy II-33 Safe Arrival at School Program (E. Bakaic)
  - 6.7.5. Policy II-43 Voluntary Confidential Self-Identification of First Nations Metis and Inuit Students (J. Crowell)
  - 6.7.6. Information Items
    - 6.7.6.1. Administrative Procedure VI-18 Safe Arrival at School Program (E. Bakaic)

- 7. **Miscellaneous Information**
- 8. **In Camera**
- 9. **Motion to Excuse Absent Committee Members**
- 10. **Motion to Adjourn/ Closing Prayer (P. DeRosa)**

## POLICY COMMITTEE MEETING MINUTES

Date: January 12, 2021  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Trustee Present: B. Agnew (Electronically)  
P. DeRosa (Electronically)  
M. Duarte (Electronically)  
N. Guzzo (Electronically)  
V. Iantomasi (Electronically)  
P. Murphy (Electronically)  
T. O'Brien (Electronically)  
J. O'Hearn-Czarnota (Electronically)

Student Trustees Present: N. Gubert (Electronically)

Trustees Absent: H. Karabela

Staff Present: P. Daly, Director of Education (Electronically)  
E. Bakaic, Superintendent of Education, School Services (Electronically)  
N. Dinolfo, Superintendent of Education, School Services (Electronically)  
A. Cordeiro, Superintendent of Education, School Services (Electronically)  
J. O'Hara, Executive Officer, Human Resources Services (Electronically)  
A. Swinden, Manager, Strategic Communications (Electronically)  
M. Grysiuk Manager, Privacy and Records Information Mgmt (Electronically)

Recording Secretary: M. Zammit

### 1. Call to Order

#### 1.1 Opening Prayer (T. O'Brien)

The meeting opened at 7:00 p.m. with a prayer led by Trustee O'Brien.

### 2. Approvals

#### 2.1 Approval of Agenda

**P# 9/21**

**Moved by:** M. Duarte

**Seconded by:** T. O'Brien

**That, the agenda be approved as amended.**

The Chair called for a vote. **P#9/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			

## 2.2 Approval of Minutes (December 8, 2020)

**P#10/21**

**Moved by:** M. Duarte

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

**That,** the minutes of the December 8, 2020 Policy Committee be approved.

The Chair called for a vote. **P#10/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			

## 3. Declarations of Conflict of Interest

There were no Conflicts of Interest.

## 4. Action Items

### 4.1 Policy I-02 Records Information Management (M. Grysiuk)

**P#11/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy I-02 Records Information be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#11/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			P. Murphy
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			



**4.2 Policy II-48 Violent Threat Risk Assessment (A. Cordeiro)  
P#12/21**

**Moved by:** J. O’Hearn-Czarnota

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy II-48 Violent Threat Risk Assessment be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#12/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
P. Murphy			
T. O’Brien			
J. O’Hearn-Czarnota			
N. Gubert (non-binding)			

**4.3 Policy III-01 Grievance Procedures Non-Unionized Group Members (J. O’Hara)  
P#13/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy III-01 Grievance Procedures Non-Unionized Group Members be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

Following discussion, the following was agreed upon by consensus:

- Title changed to: Complaint/Grievance Process Non-Unionized Employee Group Members
- Addition to bullet under requirements: Where the complaint involves the direct supervisor, it shall be appropriate for the complainant to bring such concerns forward directly to the Superintendent and/or the Director.

The Chair called for a vote. Recommendation **P#13/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	J. O’Hearn-Czarnota		V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
P. Murphy			
T. O’Brien			
N. Gubert (non-binding)			

**4.4 Policy III-03 Teacher Performance Appraisal (J. O’Hara)  
P#14/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy III-03 Teacher Performance Appraisal be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#14/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			

**4.5 Policy I-20 Integrated Accessibility Standards (J. O'Hara)  
P#15/21**

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

**Seconded by:** B. Agnew

**That,** the Policy Committee recommends that Policy I-20 Integrated Accessibility Standards be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

The Chair called a five-minute recess.

The Chair called for a vote. Recommendation **P#15/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	V. Iantomasi		H. Karabela
P. DeRosa			
M. Duarte			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			

**4.6 Policy II-41 School Uniform Dress Code/School Dress Code (N. Dinolfo, E. Bakaic)  
P#16/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy II-41 School Uniform Dress Code/School Dress Code be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

Trustees in agreement to add an additional bullet for families of virtual learning to read: The Principal will acknowledge receipt of the ballot by return email to the parent.

The Chair called for a vote. Recommendation **P#16/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	V. Iantomasi		H. Karabela
P. DeRosa	J. O'Hearn-Czarnota		
M. Duarte			
P. Murphy			
T. O'Brien			
N. Gubert (non-binding)			

## 5. Discussion Items

There were no discussion items.

## 6. Information Items

- 6.1 Administrative Procedure VI-37 Issuing and De-Commissioning of Forms (M. Grysiuk)
- 6.2 Administrative Procedure VI-82 Records and Information Management (M. Grysiuk)
- 6.3 Administrative Procedure VI- 83 Video Surveillance (M. Grysiuk)
- 6.4 Administrative Procedure VI-46 (a) Use of Assistive Devices by the General Public (E. Bakaic)
- 6.5 Administrative Procedure VI-46 (b) Use of Service Animals by the General Public (E. Bakaic)
- 6.6 Administrative Procedure VI-46 (c) Use of Support Person by the General Public (E. Bakaic)
- 6.7 Administrative Procedure VI-46 (d) Accessibility Standards - Notification of Disruption Service (E. Bakaic)
- 6.8 Administrative Procedure VI-46 (e) Monitoring and Feedback on Accessible Customer Service (E. Bakaic)
- 6.9 Upcoming Agenda Items (February 9, 2021)
  - 6.9.1 Policy II-05 Reporting Student Achievement to Parents Guardians (J. Crowell)
  - 6.9.2 Policy IV-04 Loss or Damage to Personal Items (A. Lofts)
  - 6.9.3 Policy V-05 School Accidents - Prevention and Safety (E. Bakaic/A. Lofts)
  - 6.9.4 Policy II-31 Risk Management/First Aid (E. Bakaic/J. O'Hara)
  - 6.9.5 New Policy Stakeholder Correspondence (B. Agnew)
  - 6.9.6 Policy II-45 Equity and Inclusive Education (S. Jayaraman)
  - 6.9.7 Information Items
    - 6.9.7.1 Administrative Procedure VI-22 Break-in Damage and Theft (A. Lofts)
    - 6.9.7.2 Administrative Procedure VI- 21OSBIE Online Incident Reporting (A. Lofts)
    - 6.9.7.3 Administrative Procedure VI-74 Risk Management - First Aid (E. Bakaic/J. O'Hara)
    - 6.9.7.4 Administrative Procedure VI-16 Student Retreat Funds (A. Lofts)
    - 6.9.7.5 Administrative Procedure VI-45 Mobile Cellular Device Operating Procedure (A. Lofts)

Updates to procedures, and list of upcoming policies and procedures was provided as information.

## 7. Miscellaneous Information

There was no miscellaneous information.

## 8. In-Camera

There were no in camera items.

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

For personal reasons, Trustee Karabela was excused from the meeting.

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

**P#17/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the meeting adjourn.

The Chair called for a vote. **P#17/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			H. Karabela
P. DeRosa			
M. Duarte			
V. Iantomasi			
P. Murphy			
T. O’Brien			
J. O’Hearn-Czarnota			
N. Gubert (non-binding)			

J. O’Hearn-Czarnota closed the meeting with prayer at 8:33 p.m.

Policy II-05 Reporting Student Achievement to Parents/Guardians	Item 4.1
Tuesday, February 9, 2021	

**Purpose**

To provide for the consideration of the Policy Committee Revisions to *Policy II-05 Reporting Student Achievement to Parents/Guardians*.

**Commentary**

Policy II-05 Reporting Student Achievement to Parents/Guardians was reviewed as part of the regular Policy review cycle.

Changes have been made to the policy to include the following updates:

- *References* updated to include current Ministry of Education documents, and remove those no longer in use
- *Principles* updated to include a Catholic view of the purpose of Assessment and Evaluation, and to reflect most current language
- *Requirements* updated to reflect most current language

*Policy II-05 Reporting Student Achievement to Parents/Guardians* is attached for review and consideration by the Policy Committee.

**Recommendation**

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

*Moved by:*

*Seconded by:*

***That***, the Policy Committee recommends that *Policy II-05 Reporting Student Achievement to Parents/Guardians*, be forwarded, along with amendments, to the February 16, 2021 Regular Board Meeting for approval.

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

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

<b>Reporting Student Achievement to Parents/Guardians</b>	
<b>Adopted:</b> October 23, 1973	<b>Last Reviewed/Revised:</b> <del>February 6, 2018</del> <u>February 9, 2021</u>
<b>Next Scheduled Review:</b> 20 <del>23</del> <u>20</u> -202 <del>4</del> <u>1</u>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-46 Assessment and Evaluation</a> <a href="#">VI-55 Assessment and Evaluation: Academic Dishonest and Plagiarism</a> <a href="#">VI-56 Assessment and Evaluation: Late and Missed Assignments</a>	

## Purpose

To ensure teachers report on the academic achievement and learning skills of their students in accordance with Ministry and Board evaluation policy and reporting periods and in the prescribed formats.

## Application and Scope

This policy applies to all Halton Catholic District School Board ([HCDSB](#)), Administrators, Teachers and Designated Early Childhood Educators (DECE)(s).

## References

[Education Act of Ontario](#)

[Learning for All - 2013](#)

[Growing Success - 2010](#)

[Growing Success – The Kindergarten Addendum – 2018](#)

[Growing Success – The Mathematics Addendum - 2020](#)

[Reporting Student Learning – Guidelines For Effective Teacher-Parent-Student Communication 2010](#)

[Guide to the Provincial Report Card, Grades 1-8 - 1998](#)

[Guide to the Provincial Report Card, Grades 9-12 - 1998](#)

## Principles

- The Halton Catholic District School Board recognizes that “assessment fosters a desire for our students to achieve their full academic, personal and spiritual potential within a safe and caring environment that responds to the unique needs and talents of each student” (Planting Seeds for Success, EOCCC).
- The Halton Catholic District School Board and the Ministry of Education recognizes that report cards support assessment for learning, assessment as learning, and assessment ~~of~~ learning and provides an opportunity to:
  - improve student learning
  - establish a positive relationship between teachers, parents/guardians, and students;
  - involve parents/guardians as partners in a conversation about learning and assessment, and what they can do to support their child’s learning;
  - identify concerns about student progress early in the school year and develop strategies to improve student learning.

## Requirements

Parent-teacher interviews shall be offered to all parents/guardians in accordance with the time-lines established by HCDSB Senior Staff. Other periodic interviews and discussions may be arranged by mutual consent of teachers and parents/guardians, or as convened by the school principal.

### ELEMENTARY:

- Schools will use the Elementary Provincial Report Card twice a year. The first provincial report card will be sent home between January 20 and February 20 of the school year, and the second will be sent home towards the end of June.
- Schools will use the Elementary Progress Report Card between October 20 and November 20 of the school year.
- Although there are three formal reporting periods, communication with parents/guardians and students about student achievement should be continuous throughout the year, by means such as, but not limited to, parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents/guardians in supporting learning at home.
- The achievement of students identified with special education needs who do not access the Ontario Curriculum, either in whole or in part, will be reported on through an alternative report card.

**SECONDARY:**

- In addition to a progress report - semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians, or students who ~~has~~ have withdrawn from parental control, two times a semester. Non-semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians a minimum of three times a year. The first report must be issued during the fall. Schools that offer a combination of semestered and non-semestered courses should develop a combined reporting schedule that provides for two written reports for semestered courses and three written reports for non-semestered courses.
- Although there are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course, communication with parents/guardians and students about student achievement should be continuous throughout the course, by means such as, but not limited to, parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents/guardians in supporting learning at home.
- The achievement of students identified with special education needs who do not access the Ontario Curriculum, either in whole or in part, will be reported on through an alternative report card.

APPROVED: Regular Meeting of the Board

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



Policy II-31 Risk Management – First Aid	<b>Item 4.2</b>
Tuesday, February 9, 2021	

**Purpose**

To provide for the consideration of the Policy Committee revisions to *Policy II-31 Risk Management – First Aid* as recommended by staff.

**Commentary**

Policy II-31 Risk Management – First Aid was reviewed as part of the regular Policy review cycle. Staff have reviewed the policy and apart from minor housekeeping changes, no changes to the policy are required. The Policy II-31 Risk Management – First Aid 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: right;"><i>Moved by:</i></p> <p style="text-align: right;"><i>Seconded by:</i></p> <p><b><i>That, the Policy Committee recommends that Policy II-31 Risk Management – First Aid be forwarded to the February 16, 2021, Regular Board Meeting for approval.</i></b></p>
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**Report Prepared by:** E. Bakaic  
Superintendent of Education, School Services

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

<b>Risk Management – First Aid</b>	
<b>Adopted:</b> June 24, 1997	<b>Last Reviewed/Revised:</b> <del>May 1, 2018</del> <u>February 9, 2021</u>
<b>Next Scheduled Review:</b> <del>2023-2024</del> <del>2020-2021</del>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-74 Risk Management – First Aid</a> <a href="#">II-26 Managing Student Risk in Interscholar Sports</a> <a href="#">II-42 Medical Conditions</a> <a href="#">V-05 School Accidents – Prevention &amp; Safety</a> <a href="#">VI-21 OSBIE Online Incident Reporting (Ontario School Board Insurance Exchange)</a> <a href="#">VI-71 Concussion Safety Protocol</a>	

## Purpose

To provide assiduous attention to the first aid of all employees and students within the Halton Catholic District School Board’s jurisdiction.

## Application and Scope

This policy shall apply to all Board sites within the jurisdiction of the Halton Catholic District School Board and where employees and students are on Board related business and/or activities.

## References

[Education Act](#)

[Occupational Health and Safety Act](#)

[Workplace Safety and Insurance Act](#)

[WSIB Regulation 1101](#)

## Principles

The Halton Catholic District School Board will give assiduous attention to the first aid of students and employees in compliance with the Education Act, Occupational Health and Safety Act (OHSA), Workplace Safety and Insurance Act (WSIA), Policies, Procedures and Protocols, as well as all other

legal obligations.

## Requirements

- The Halton Catholic District School Board encourages, supports and shall provide opportunities for employees to actively participate in Workplace Safety and Insurance Board (WSIB) recognized Standard First Aid certification.
- The Halton Catholic District School Board will sponsor the following number of employees for each site to receive Standard First Aid and CPR/AED with Administrator approval:
  - Elementary Schools - 2 employees
  - Elementary Schools over 700 staff and students - 3 employees
  - Elementary Schools over 900 staff and students - 4 employees
  - Secondary Schools - 4 employees
  - Central Office Sites - 2 employees
- Each school site will meet the requirements of WSIB First Aid Regulation 1101 relating to first aid equipment, facilities and trained personnel:
  - employees holding a valid St. John Ambulance Standard First Aid certificate or equivalent, shall be identified as First Aid providers for the site.
  - a First Aid Station shall be located on site and valid First Aid certificates will be posted.
  - the Board shall require the Pprincipal/Ssupervisor to ensure that the first aid kits and their contents are inspected by an individual certified with first aid, or designated Board vendor, at not less than quarter-yearly intervals; and shall mark the inspection card for each box with the date of the most recent inspection and the signature of the person making the inspection.
  - a WSIB poster entitled “In Case of Injury” Poster (form 82), shall be displayed in every workplace where all workers can see it.
  - procedures for record keeping of all injuries shall be in place, as per the Board’s First Aid Protocol.
  - procedures shall be in place for periodic review of accident reports to provide corrective actions to help eliminate causes of injuries.
- Each First Aid Kit/Room shall be equipped with disposable non-latex gloves and a pocket mask or shield.
- The Director of Education shall establish administrative procedures consistent with Board policy to implement this policy.
- The Pprincipal/Ssite Aadministrator shall be responsible for implementing Board policies,

establishing and implementing site procedures, which will safeguard the health and welfare of staff, and students who have been injured, or taken ill, while on Board premises, or on school-sponsored field trips.

APPROVED: Regular Meeting of the Board

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

Policy IV-04 Loss or Damage to Personal Items	<b>Item 4.3</b>
Tuesday, February 9, 2021	

### Purpose

To provide for the consideration of the Policy Committee revisions to *Policy IV-04 Loss or Damage to Personal Items* as recommended by staff.

### Commentary

*Policy IV-04 Loss or Damage to Personal Items* was reviewed as part of the regular Policy review cycle.

*Policy IV-04 Loss or Damage to Personal Items* has been reviewed by Business Services staff and the Board’s insurer, the Ontario School Board Insurance Exchange (OSBIE).

Minor changes have been made to the policy to include clarification to the Purpose, Application & Scope and Principles.

The *Policy IV-04 Loss or Damage to Personal Items* is attached for review and consideration by the Policy Committee.

### Recommendation

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

<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p> <p><b><i>That, the Policy Committee recommends that Policy IV-04 Loss or Damage to Personal Items be forwarded to the February 16, 2021, Regular Board Meeting for approval.</i></b></p>
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**Report Prepared by:** A. Lofts  
Superintendent of Business Services and Treasurer of the Board

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

<b>Loss or Damage to Personal Items</b>	
<b>Adopted:</b> February 28, 1984	<b>Last Reviewed/Revised:</b> <del>February 9, 2021</del> <del>June 19, 2018</del>
<b>Next Scheduled Review:</b> <del>2023-2024</del> <del>2020-2021</del>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-22 Break-in Damage and Theft</a> <a href="#">I-43 Use of Technology and Digital Citizenship</a> <a href="#">VI-62 Use of Technology and Digital Citizenship</a>	

## Purpose

The purpose of this policy is to clarify the liability for personal property located in or on Halton Catholic District School Board buildings, ~~or grounds,~~ ~~or off-site.~~

## Application and Scope

This policy applies to the personal property of students, employees, parents, volunteers, visitors, ~~T~~rustees, and/or the general public on Board premises, ~~or if using a personal device to work off-site.~~

## Principles

The property liability for a school board with respect to loss or damage by way of fire, theft, vandalism or other causes is limited to Board buildings and to Board property items located within its building relative to administration, instruction and maintenance programs.

Accordingly, the Halton Catholic District School Board will not be liable for ~~any~~the loss or damage by way of fire, theft, or other causes, ~~of~~ any personal property left on Board premises, ~~or if using a personal device to work off-site,~~ by students, employees, parents or the general public.

APPROVED: Regular Meeting of the Board

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

Policy V-05 School Accidents – Prevention & Safety	<b>Item 4.4</b>
Tuesday, February 9, 2021	

**Purpose**

To provide for the consideration of the Policy Committee revisions to *Policy V-05 School Accidents – Prevention & Safety* as recommended by staff.

**Commentary**

Policy V-05 School Accidents – Prevention & Safety was reviewed as part of the regular Policy review cycle.

Policy V-05 School Accidents – Prevention & Safety has been reviewed by Business Services staff and the Board’s insurer, the Ontario School Board Insurance Exchange (OSBIE).

Minor changes have been made to include updating the References, updating Definitions, clarification of procedures in the Requirements, and minor housekeeping changes.

The *Policy V-05 School Accidents – Prevention & Safety* 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 V-05 School Accidents – Prevention & Safety Items be forwarded to the February 16, 2021, Regular Board Meeting for approval.***

**Report Prepared by:**

A. Lofts  
Superintendent of Business Services and Treasurer of the Board

E. Bakaic  
Superintendent of Education, School Services

**Report Submitted by:**

P. Daly  
Director of Education and Secretary of the Board

<b>School Accidents – Prevention &amp; Safety</b>	
<b>Adopted:</b> September 24, 1974	<b>Last Reviewed/Revised:</b> <del>February 6, 2018</del> February 9, 2021
<b>Next Scheduled Review:</b> <del>2020-2021</del> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-31 Risk Management – First Aid</a> <a href="#">VI-74 Risk Management – First Aid</a> <a href="#">II-26 Managing Student Risk in Interschool Sports</a> <a href="#">VI-21 OSBIE Online Incident Reporting (Ontario School Board Insurance Exchange)</a> <a href="#">VI-71 Concussion Safety</a>	

## Purpose

To ensure that processes are established to safeguard the health and wellbeing of students, staff members, volunteers, and visitors and to provide the appropriate response in the event of accident or injury while on Halton Catholic District School Board premises or on school-sponsored field trips or excursions.

## Application and Scope

This policy applies to all Board sites, within the jurisdiction of the Halton Catholic District School Board and where employees, students, volunteers and visitors are on Board related business and/or activities.

## References

[Education Act](#)

[OSIP – Ontario Student Injury Prevention](#)

[Workplace Hazardous Materials Information System \(WHMIS\) - 2015](#)

[OSBIE - Ontario School Boards' Insurance Exchange](#)



## Definitions

**Critical Injury** is defined by the Occupational Health & Safety Act, Ministry of Labour as an injury that:

(a) Places life in jeopardy, (b) Produces unconsciousness, (c) Results in substantial blood loss, (d) involves the fracture of a leg or arm, but not a finger or toe, (e) involves the amputation of a leg, arm, hand or foot, but not a finger or toe, (f) Consists of burns to a major portion of the body, or (g) Causes the loss of sight in an eye.

## Principles

- The Halton Catholic District School Board recognizes the health and well-being of students, and staff members, volunteers and visitors as a priority; and recognizes that proactive strategies, guidelines and training are essential to minimize injuries/accidents.
- In accordance with the Education Act, the School Administrator, or designate and teacher has the right and responsibility of a judicious parent and will act in accordance with the expectations of a parent.
- All partners in education have important roles to play in promoting student and staff health and safety and in fostering and maintaining healthy and safe environments in which students learn.
- The Halton Catholic District School Board recognizes that timely and appropriate communication with all stakeholders is required to effectively address accidents.

## Requirements

- School Administrators will annually review required policies and procedures with staff members, visitors and volunteers, related to health, safety and wellness.
- School Administrators will make available the appropriate safety guidelines, protocols, resources and training each year related to safety and well-being so staff members are aware and knowledgeable.
- Staff members will acknowledge receipt and understanding of High Priority Policies and Procedures, and protocols and sign off.
- School Administrators and appropriate Board Staff, or approved agencies, will ensure that regular inspections and maintenance of facilities and equipment are documented.

- School Administrators will address the student body on a bi-annual basis to review the school code of conduct, and policies and procedures pertinent to health, safety and wellness.
- School Administrators will ensure that parents/guardians are aware of the student code of conduct.
- Upon knowledge of an injury that occurs at a Board site or board/school sponsored activity, standard first aid treatment shall be given immediately.
- If the accident or illness appears to be of a serious nature, including any injury to the head and/or the loss of consciousness, which may require diagnosis and/or treatment by a qualified medical practitioner, the following procedures shall apply in the following order:
  - an ambulance shall be called immediately (using the emergency number 911) to transport the accident victim to a hospital.
  - The parent/guardian or emergency contact shall be informed.
  - Should an ambulance not be available, follow the direction given by the 911 dispatcher.
- A staff member, teacher, or employee shall report any accident or injury to the School Administrator, or designate, as soon as possible. In the case of head injuries, it is mandatory to report it to administration, and to follow the Halton Catholic District School Board's Concussion Protocol as appropriate.
- If a concussion is suspected or diagnosed after receiving medical attention, the proper concussion forms must be provided to the parents and followed according to Administrative Procedure VI-71 Concussion Safety Protocol.
  - The parents/or guardians (or, in the case of a staff member, the next of kin) shall be notified as soon as possible.
- If the School Administrator or his/her designate believes that the injury or illness may not be of a serious nature, the parents/guardians (or next of kin) should be informed and their instructions acted upon. Basic first aid measures should be applied in order to ensure the health, safety, and comfort of the victim. Under no circumstances, in an accident considered serious, should the victim be moved.
- The OSBIE Online Incident Report shall be completed on for any incident/injury that occurs to a student, volunteer, or visitor to the school, and it is believed that medical attention is required, or where damage has been caused to property owned by the School Board.
  - Online reporting is available from OSBIE at [www.osbie.on.ca](http://www.osbie.on.ca).
- An Accident/Incident Report is to be completed by the Supervisor/Administrator (or designate) if an incident/injury occurs to a staff member requiring more than minor first aid, or a Critical Injury of any person (including students) on Board property or while performing Board duties.

- Critical injury to any person, including student, staff member, volunteer or visitor, occurring on Board property, while performing Board duties, or on school-sponsored field trips/excursions must be reported to the Health and Safety Officer immediately.
- Each school should have at least one staff member who has qualified for an approved First Aid Certificate. The number of designated First Aid Providers is dependent on the number of staff and students at each work site. The ratio of First Aid Providers in each school is indicated in ~~Operating~~ Policy II-31 Risk Management – First Aid.
- If an injury to a student, volunteer, or visitor has occurred while at school, but has not been discovered until a later time, the School Administrator, when informed of such injury, shall complete an OSBIE Online Incident Report once they have been made aware of the injury.

APPROVED: Regular Meeting of the Board

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

Policy II-45 Equity and Inclusive Education	<b>Item 4.5</b>
February 9, 2021	

### Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II- 45 Equity and Inclusive Education* as recommended by staff.

### Commentary

Policy II-45 Equity and Inclusive Education was last reviewed and approved at the June 2019 Policy Committee meeting. The motion to approve the Policy failed at the subsequent Board meeting.

The Halton Catholic District School Board recognizes that all people are created equal, in the image of God and deserving of dignity. The Equity and Inclusive Education policy was first developed in 2011 in accordance with the Church’s teachings, denominational rights and PPM 119 (2009) to provide in all its operations an educational environment which fosters equity and inclusion and commits to the elimination of discrimination.

Significant directives and updates from the Ministry of Education have occurred since the policy was first developed in 2011. Proposed revisions to the policy incorporate the directives and updates that have occurred to date, which include:

- PPM 119 (2013) Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
- Ontario’s Education Equity Action Plan (2017) articulates priorities for boards to achieve equity for all students.
- The Anti-Racism Act 2017 has implications for all school boards regarding student data collection and analysis of disparities in outcomes for students.
- Ontario’s Action Plan to Address Systemic Racism in Schools 2020
- Update on Teacher Hiring Practices: Interim Provincial Hiring Policy 2020

References have been added to include current and relevant resources. Definitions, Requirements and Responsibility have been added which apply to the policy.

Based on the above directives/updates, global events and the policy’s relevance for a number of Board priorities, including mental health and safe and accepting schools, the Equity and Inclusive Education Policy requires revision.

The revised *Policy II-45 Equity and Inclusive Education* is attached for review and consideration by the Policy Committee.

## Recommendation

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

Moved by:

Seconded by:

***That***, the Policy Committee recommends that Policy II-45 Equity and Inclusive Education, be forwarded, along with amendments, to the February 16, 2021 Regular Board Meeting for approval.

Report Prepared by:

S. Jayaraman  
Senior Manager, Human Rights and Equity

Report Submitted by:

P. Daly  
Director of Education and Secretary of the Board

<b>Equity and Inclusive Education</b>	
<b>Adopted:</b> January 18, 2011	<b>Last Reviewed/Revised:</b> <del>February 9, 2021</del> <del>June 11, 2019</del>
<b>Next Scheduled Review:</b> <del>2023-2024</del> <del>2021-2022</del>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-54 Equity and Inclusive Education</a> <a href="#">VI-60 Student Groups in Catholic Schools</a> <a href="#">I-43 Use of Technology and Digital Citizenship</a> <a href="#">VI-62 Use of Technology and Digital Citizenship</a> <a href="#">II-34 Participation in Programs and Courses of Study in Catholic Religious Education</a> <a href="#">II-39 Progressive Discipline and Safety in Schools Code of conduct – Suspensions and Expulsions</a> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a> <a href="#">II-40 Bullying Prevention and Intervention</a> <a href="#">II-43 Voluntary Confidential Self-Identification of First Nation Metis and Inuit Students</a> <a href="#">V-01 Use of School Grounds and Community Use of School Facilities</a> <a href="#">VI-64 Community Use of School Facilities</a> <a href="#">V-03 Photography, Advertising and Sales Representatives</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a>	

## Purpose

The Halton Catholic District School Board (~~the “Board” HCDSB~~) 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 HCDSB~~ to provide in all its operations an educational environment which supports and ~~enables~~ fosters diversity, equity and inclusion within its Catholic community.

~~The Board HCDSB~~ 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 HCDSB~~ recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent consistent 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 HCDSB~~ and its staff are committed to the elimination of discrimination systemic barriers as outlined in Ontario’s Education Equity and Inclusive Education Strategy Action Plan (2017) 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~~[HCDSB'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

[The Equity and Inclusive Education Policy applies to all students, staff, volunteers and stakeholders of HCDSB.](#)

*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~~[2013](#)) "*Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools*" identifies eight areas of focus for implementing equity and inclusive education. [Ontario's Education Equity Action Plan \(2017\) builds on previous strategies to articulate the following priority action areas for boards: School and Classroom Practices, Leadership, Governance and Human Resources and Data Collection, Integration and Reporting.](#) 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~~[HCDSB's](#) mission statement. This will serve to guide the actions of ~~the Board~~[HCDSB](#) 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.~~

## References

### [Education Act](#)

[Constitution Act, 1982: Canadian Charter of Rights and Freedoms](#)

[Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy \(2009\)](#)

[Ontario's Equity and Inclusive Education Strategy, 2009 – Reflective Tool](#)

[PPM 119 \(2013\) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"](#)

[Ontario's Education Equity Action Plan \(2017\)](#)

[Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation \(2014\)](#)

[Bill 13, Accepting Schools Act \(2012\) Subsection 169.1](#)

[Ontario Human Rights Code](#)

[Ontario Human Rights Code: Gender Identity and Gender Expression](#)

[Anti-Racism Act 2017](#)

[Ministry Policy/Program Memorandum No. 108](#)

[Canadian Conference of Catholic Bishops: Discovering the Unity of Life and Love: A reflection on the Foundations for a Theology of Human Love](#)

## Definitions

**Creed** - is interpreted as “religious creed” or “religion”. It is defined as a professed system and confession of faith, including both beliefs and observances of worship. Creed refers to the beliefs and practices that are sincerely held and/or observed. (Ontario Human Rights Commission’s Policy on Creed and the Accommodation of Religious Observances)

**Denominational Rights** - public funding of Ontario's Roman Catholic school system was agreed to at the time of Confederation and was part of the Constitution Act, 1867, Section 93. (Ontario’s Ministry of Education).

**Diversity** - the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status. (Equity and Inclusive Education in Ontario Schools, 2014)

**Equity** - a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. (Equity and Inclusive Education in Ontario Schools, 2014)

**Inclusive Education** - education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. (Ontario’s Equity and Inclusive Education Strategy, 2009)

**Ontario Human Rights Code** - the Code prohibits actions that discriminate against people based on a protected ground in a protected social area. Some of the protected grounds include ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, sex and sexual orientation. (Ontario Human Rights Commission, 2018)

**Religious Accommodation** - is a duty corresponding to the right to be free from discrimination. The Code refers to the obligation to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith (Ontario Human Rights Commission’s Policy on Creed and the Accommodation of Religious Observances)

**Stakeholder** - any individual or group who can affect or is affected by decisions made by HCDSB.



**Systemic Barriers** - institutional and instructional practices that negatively impact the achievement and well-being of students and lead to inequitable outcomes. Systemic barriers are caused by embedded biases in policies, practices and processes, and may result in differential treatment. (Ontario's Equity Action Plan, 2017)

## Principles

In accordance with the Church's teachings and Ontario's Equity and Inclusive Education Strategy, the following principles of equity and inclusive education will be upheld in all Halton Catholic District Board operations. Equity and inclusion:

- \_\_\_\_\_ is a foundation of excellence;
- \_\_\_\_\_ meets individual needs;
- \_\_\_\_\_ identifies and eliminates barriers;
- \_\_\_\_\_ promotes a sense of belonging and acceptance
- \_\_\_\_\_ involves the broad community;
- \_\_\_\_\_ builds on and enhances previous and existing initiatives;
- \_\_\_\_\_ is demonstrated throughout the system.

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

#### Preamble:

The Board HCDSB recognizes the importance of anti-racism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which upholds human rights, equity and inclusion. fosters racial and ethno-cultural understanding as well as a policy which accepts and celebrates all types of diversity.

The Board HCDSB will ensure that its policy review cycle will result in the alignment and integration of *The Strategy* and Accepting Schools Act with all HCDSB 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 HCDSB will embed positive principles of Equity and Inclusion in all of its policies and procedures.

#### Mission Statement:

The Board HCDSB 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~~HCDSB 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 ~~fostercultivate~~ equity and inclusion.

HCDSB recognizes the critical role of all leaders including trustees, superintendents, principals, teachers, Designated Early Childhood Educators, Early Childhood Educators, Child and Youth Counsellors, Social Workers, in fostering inclusive, safe and welcoming learning environments and upholding human rights

~~The Board~~HCDSB 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~~HCDSB 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.

HCDSB recognizes that having a diverse teaching workforce is vital to serve the needs of all students and communities within the board. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in the educational experience and outcomes for excluded or marginalized students.

### Mission Statement:

~~The Board~~HCDSB 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 HCDSB~~ 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 HCDSB~~ further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy.

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

HCDSB acknowledges the importance of increasing parent engagement in equity and inclusive education with a focus on reaching out to parents/guardians who may be disengaged from the education system.

~~The Board HCDSB~~ 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 HCDSB~~ 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/guardians, 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.

HCDSB recognizes that strengthening inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources is essential to promoting student achievement and wellbeing and commits to advance culturally responsive and relevant pedagogy.

HCDSB is committed to ensuring that all students achieve their potential and are supported in choosing appropriate pathways that meet their aspirations.

**Mission Statement:**

~~The Board~~HCDSB 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~~HCDSB 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~~HCDSB's denominational rights, in recognition of this diversity, ~~the Board~~HCDSB 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~~HCDSB 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~~HCDSB recognizes that a safe and welcoming environment is most conducive to learning. ~~The Board~~HCDSB will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. ~~The Board~~HCDSB 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).

HCDSB is committed to providing an educational environment that is respectful of the human rights of staff, students and families. HCDSB recognizes the need for building a culture of respect for human rights by establishing and reviewing human rights policies and procedures, consistent with the Ontario Human Rights Code and consistent with the exercise of HCDSB's denominational rights as outlined in section 93 of the Constitution Act, 1982.

HCDSB recognizes the need for regular, ongoing training and accessible information on human rights, indigeneity, anti-racism, anti-Black racism, and anti-oppression for staff and students to identify and eliminate systemic barriers and uphold a safe, inclusive and welcoming environment for all stakeholders.

### **Mission Statement:**

The Board HCDSB 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 staff of the Board HCDSB 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 HCDSB, 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 equity and Inclusion 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 HCDSB 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 HCDSB acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the Board HCDSB, 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 HCDSB will survey parents, staff and students once every two (2) years to assess the effectiveness of the related Equity equity and Inclusions inclusion policies, procedures and programs.

### Mission Statement:

The Board HCDSB 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.

### Data Collection, Integration and Reporting

HCDSB supports the need for collecting and analyzing voluntary student demographic data and perceptual data to address barriers to student success.

As mandated by the Anti-Racism Act 2017, HCDSB commits to student demographic data collection to identify and eliminate disproportionalities and disparities in student achievement and wellbeing (e.g. graduation, suspensions and expulsions, program enrolment).

HCDSB recognizes that collection and analysis of staff demographic data at all levels along with identification and removal of systemic barriers consistent with HCDSB's denominational rights, is required for equitable recruitment, hiring, promotion and professional development strategies. Enhanced data collection and outcome measurement support evidence-based decision making.

All data collection, research, surveys and census will be developed, collected and disseminated using an equity and inclusion lens – to ensure participation and representation of individuals from diverse communities.



## Requirements

Information and Instruction with Respect to Equity and Inclusive Education Policy:

HCDSB will provide staff with information and instruction that is appropriate for the employee on the contents of the policy

## Responsibility:

The Director of Education holds primary responsibility for overseeing and implementing this policy.

APPROVED: Regular Meeting of the Board

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



Correspondence to the Board of Trustees	<b>Item 5.1</b>
Tuesday, February 9, 2021	

**Purpose**

To provide for the consideration of the Policy Committee a new *Policy for dealing with stakeholder correspondence to the Board of Trustees* as recommended by stakeholders and Trustees.

**Commentary**

The new draft policy is presented to further serve and provide direction for handling correspondence received by the Office of the Director of Education and/or the Board of Trustees and sets parameters for the correspondence to be published in the Board meeting package.

The new draft *Policy “Correspondence to the Board of Trustees”* is attached and placed before the Policy Committee for further review and deliberation.

**Report Prepared and Submitted by:**

B. Agnew  
Burlington Trustee

H. Karabela  
Oakville Trustee



Correspondence to the Board of Trustees	
Adopted:	Last Reviewed/Revised:
Next Scheduled Review:	
<b>Associated Policies &amp; Procedures:</b> <a href="#">Procedural Bylaws</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a> <a href="#">V-09 Public Concerns/Complaints Process</a> <a href="#">Guidelines for Trustee Communications</a> <a href="#">VI-06 Delegation to the Board</a> <a href="#">I-36 Trustee Code of Conduct</a>	

## Purpose

To provide a process for handling correspondence addressed to individual Trustees and/or the Board of Trustees.

It further serves to provide direction for handling correspondence received by the office of the Director, and sets parameters for the correspondence to be published in the board report.

## Application and Scope

This policy applies to parents, guardians, students, ratepayers, organizations or members of the broader community who wish to share correspondence with the Board of Trustees.

- This also applies to correspondence received by HCDSB and/or the Director and/or the Chair that would be of interest to HCDSB stakeholders.
- Ministry memorandums are also included.
- Correspondence from any organization that requests that their letter be shared with the Board of Trustees and the greater HCDSB community.
- Does not apply to correspondence received related to individual students or staff, or that is of a confidential matter.
- Does not apply to employees or representatives of employee groups who wish to address employment or professional interests.
- Does not apply to correspondence of a promotional nature or intended to solicit the purchase of goods and/or services.

## References

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

Halton Catholic District School Board bylaws.

## Definitions

**Correspondence** – communication exchanged by written means (letter or email).

**Stakeholder** – any individual or group who can affect or is affected by decisions made by HCDSB.

**Secretary of the Board** -refers to the Director of Education in his role at the table of the Board of Trustees.

**A board report** - is the report accompanying the agenda that is posted on the Board website in advance of Regularly Scheduled Board meetings.

## Principles

- The Halton Catholic District School Board values relationships and partnerships and is committed to providing meaningful feedback mechanisms for all stakeholders in an open and equitable fashion.
- The Board recognizes that individuals or groups affected by a decision of the Board should have the opportunity to present their position or concern to the Board of Trustees.
- HCDSB believes that effective communication is reciprocal and that all correspondence to individual Trustees or to the Board of Trustees as a whole, shall be addressed.

## Requirements

### I. Correspondence Addressed to Individual Trustees

- Trustees may wish to use Board-issued Trustee letterhead for the purposes of formal written communication with parents, students, staff, and/or constituents.
- Any response to communication prepared by an individual Trustee must only reflect the personal expression of opinion of the individual Trustee and should not speak on behalf of the Board or other Trustees.

- Trustees shall on all matters abide by the Board's Operating Policy I-7, Protection of Privacy, and the Trustee Code of Conduct.
- In accordance with the Municipal Freedom of Information and Protection of Privacy Act, Trustees shall not divulge, either in their written or verbal communications, personal information related to the Board's students or staff.
- Recognizing that email is not a secure vehicle of communication, Trustees shall never use email to communicate sensitive or confidential information.

## **II. Correspondence Addressed to All Trustees**

- When correspondence is addressed to all Trustees, the Chair of the Board shall respond to the correspondence, providing a copy of the response to the other Trustees.
- All correspondence requiring the collective decision of the Board and which has yet to be decided by the Board shall be put before the Board of Trustees for consideration and direction. The Board shall provide direction as to how either the Chair or Secretary of the Board shall respond.

## **III. Correspondence Addressed to Staff and Trustees**

- When correspondence is addressed to a member of staff, and copied to one or more Trustees, staff shall respond to the correspondence, and provide a copy of the response to each Trustee copied in the correspondence.
- All Ministry of Education memorandums or communications addressed to the Director, Chair or Trustees that is not of a confidential nature shall automatically be published in the board report.

## **Criteria for Adding Correspondence to a Board Meeting Agenda**

- At the request of the sender, correspondence that is addressed to the Board of Trustees and/or the Secretary of the Board, may be added to the Board Meeting Agenda.
- No correspondence shall be added to a public board agenda without the request or expressed consent of the sender.
- Correspondence that is addressed to both the Secretary of the Board and Chair of the Board shall automatically be published in the Board report.
- The board shall direct the Director of Education, Secretary of the Board and /or Chair of the Board as to how to respond to each piece of correspondence received.

- Correspondence containing inappropriate language or derogatory, inflammatory or disparaging statements about another individual shall not be placed on the Regular Board Meeting Agenda. When this occurs, the Chair of the Board or Director of Education shall provide a response to the sender to indicate that the request to have the correspondence included on the agenda has been denied. The sender shall be provided with an opportunity to adjust the correspondence to remove the inappropriate language or derogatory, inflammatory or disparaging and resubmit the request.
- Correspondence must be received no later than 11:59 p.m. on the evening before the Board Meeting. Correspondence received after this time will be placed on the next scheduled Regular Board Meeting agenda.
- Correspondence that meets the above requirements shall be placed under item # of the requested Regular Board Meeting agenda. If a specific date is not requested, the correspondence will appear on the next scheduled Regular Board Meeting agenda.

### **Dealing with Correspondence Items During a Board Meeting**

- Correspondence shall not be read aloud as it will have been presented in written format in the posted agenda. Individuals who wish to vocally express their concerns may submit a request to delegate to the Board of Trustees.
- Correspondence may also be requested to be published in the Board Report. Trustees may refer to correspondence published in the report during board meetings, however requests to be read out loud will not be granted, as a venue of delegation is available for this. Stakeholders wishing to present an oral submission shall be directed to the Board's Delegation Policy (<https://www.hcdsb.org/wp-content/uploads/2020/12/1-06-Delegation-to-the-Board.pdf>).
- Correspondence in response to a Board inquiry (e.g. letters from the Ministry of Education) shall be included on the appropriate Board agenda.

APPROVED: \_\_\_\_\_  
Regular Meeting of the Board

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

Policy I-40 Performance Appraisal of Director of Education	Item 5.2
February 9, 2021	

### Purpose

To provide an opportunity for discussion regarding Policy I-40 Performance Appraisal of Director of Education.

### Commentary

The Halton Catholic District School believes that a performance appraisal process for the Director of Education provides a forum for constructive dialogue and exchange of information between the Director and the Board of Trustees. Further, the process is an opportunity for both the Board and the Director to clarify expectations, goals, review past accomplishments, and to provide clear recommendations for the coming year.

The performance appraisal of the Director of Education is due to commence in April 2021 and to be completed by May 31, 2021. The purpose of this report is to provide information and recommendations regarding specific concerns for components of Appendix A of the policy.

1. The current rating structure for the evaluation criteria is as follows:

- (1) Does not meet expectations
- (2) Meets expectations
- (3) Exceeds expectations
- (X) Unknown

It has been observed in past reviews that the rating structure for the evaluation criteria is limiting in scope as it does not permit Trustees to provide mid-point scoring (i.e., a rating that falls between levels, for example, 2.5), and thus, has resulted in the rating being applied inconsistently. Additionally, the current rating of *X-Unknown* has been interpreted in past reviews as a value of 0 (zero), thereby skewing the overall tabulation.

2. As a next step, it is recommended that the current rating of *X-Unknown* not be considered at all in the tabulation process in any of the evaluation areas.

3. Further, it is recommended that an update to the current rating structure include broader evaluation criteria from 1 to 5 as follows:

- 1-Unacceptable
- 2-Below expectations
- 3-Meets expectations

- 4-Exceeds expectations
  - 5-Outstanding
  - Only values of 1 to 5 shall be considered in the overall tabulations
4. Further, it is recommended that a Committee be formed to review and update Policy I-40, including Appendix A, and a third-party agency be invited to assist with recommendations as part of the policy review process. It is recognized that this process may take some time. Therefore, it is recommended that the above changes proposed in #2 or #3 be made to Appendix A in the interim and for the current performance appraisal review year.

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

**Report Prepared and  
Submitted by:**

P. Murphy  
Chair of the Board and Milton Trustee

M. Duarte  
Vice-Chair of the Board and Milton Trustee

<b>Performance Appraisal of Director of Education</b>	
<b>Adopted:</b> October 15, 2013	<b>Last Reviewed/Revised:</b> June 19, 2018
<b>Next Scheduled Review:</b> 2020-2021	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

The Halton Catholic District School Board believes that a performance appraisal process for the Director of Education, provides a forum for constructive dialogue and exchange of information between the Director and the Board of Trustees, further that such process is an opportunity for both the Board and the Director to clarify expectations and goals, to review past accomplishments, and to agree on needs and priorities of the system. The end result provides clear objectives for the coming year.

## Application and Scope

This policy applies to the Director of Education and the elected trustees at the Halton Catholic District School Board, and sets a process to be undertaken on an annual basis.

## Principles

The Halton Catholic District School Board shall adopt a program of performance appraisal which:

- Is consistent with the Mission and beliefs of the Halton Catholic District School Board.
- Builds upon and improves the Director of Education’s performance by establishing a formal process and mechanism by which to provide feedback and to discuss and monitor expectations and standards of performance.
- Sets measurable goals, objectives and directions for the Director that directly relate to the Board’s Mission and Multi-Year Strategic Plan.
- Ensures that the Halton Catholic District School Board’s expectations and priorities are being effectively addressed by the Director.
- Is completed annually by the Board of Trustees with all trustees participating in the evaluation process.
- Provides for professional growth of the Director and ensures accountability.

- Shall be based on duties as assigned in provincial statutes, regulations, policies and guidelines for the position of Director of Education.
- Is led by the Chair of the Board.

## Requirements

- The annual performance review for the Director of Education shall be initiated by the Chair of the Board in April.
- The Director will submit a report which reviews activities and accomplishments for the year, to the Chair of the Board who will forward it to the trustees.
- The Chair will meet with the Director to review the appraisal process for the coming year, including a review of previous years' goals and identify goals for the next year.
- The Executive Assistant will circulate, to trustees, all forms, the Director's Report and a summary of the process. Trustees will be asked to complete the survey (*Appendix A*) and return it to the Chair at the April Board Meeting.
- The Chair and Vice-Chair of the Board shall review the data collected and the Chair and the Vice-Chair shall prepare a written appraisal report based on the data collected. This appraisal report will be reviewed by the trustees and then submitted to the Director of Education by May 31 each year.
- The Director of Education shall then respond and the appraisal report and Director's response shall be received by the Board for review, approval and disposition by the final Board meeting in June.
- The Director shall file an annual report identifying progress toward strategic priorities and goals outlined in the Multi-Year Strategic Plan, and areas of focus for attention for the upcoming school year at the September Board meeting. The report shall consider any recommendations arising out of the appraisal report and the Director's response from the previous school year.
- The appraisal report and response of the Director shall be filed in the office of the Chair, with a copy provided to the Director of Education.

APPROVED: Regular Meeting of the Board

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



**Performance Appraisal  
 Director of Education**

**Time Period:**

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This form is designed to obtain your perceptions of the performance of our Director for the above mentioned time period. Your personal opinions and observations are important, so please respond candidly to each item. Your responses will remain anonymous. A summary of all the responses will be compiled for all the trustees.

As you read through the following list, circle the appropriate number, and submit any additional comments in the space provided:

- (1) Does not meet expectations
- (2) Meets expectations
- (3) Exceeds expectations
- (X) Unknown

**1. Catholic Leadership**

- Promotes and integrates Gospel values throughout the system
- Leads prayer and liturgy at meetings
- Articulates Catholic values to community
- Demonstrates a strong understanding of and maintains a positive working relationship with the deanery and related parishes

- (1) Does not meet expectations
- (2) Meets expectations
- (3) Exceeds expectations
- (X) Unknown

Comments:

**2. Cultural Leadership**

- Builds commitment to Board's Mission, beliefs and strategic priorities
- Maintains culture of respect through the system
- Creates a focus on faith, education excellence and student well-being

- (1) Does not meet expectations
- (2) Meets expectations
- (3) Exceeds expectations
- (X) Unknown

Comments:

**3. Communications**

- Provides written and verbal reports to the Board of Trustees
- Regularly corresponds to the system

- Responds to media/general correspondence
- Responds to inquiries in a timely fashion
- Provides timely information on Ministry initiatives that may affect the system
- Interprets and communicates policy, procedures, legislation and regulations to others (staff and trustees) to increase understanding
- Maintains open and meaningful communication with the Board

- (1) Does not meet expectations  
 (2) Meets expectations  
 (3) Exceeds expectations  
 (X) Unknown

Comments:

**4. Staff Relations**

- Builds respectful relationships with all employee groups
- Creates an atmosphere of trust and collaboration
- Takes a problem-solving approach to issues
- Promotes a culture of learning that allows staff to engage in continuous learning Handles tough situations well and manages difficult personnel issues successfully

- (1) Does not meet expectations  
 (2) Meets expectations  
 (3) Exceeds expectations  
 (X) Unknown

Comments:

**5. Community and Public Relations**

- Represents the Board in a positive and professional manner
- Strengthens inter-board cooperation
- Enhances the system profile locally and provincially

- (1) Does not meet expectations  
 (2) Meets expectations  
 (3) Exceeds expectations  
 (X) Unknown

Comments:

**6. Vision of System: Present and Future**

- Articulates and promotes Mission and values of the system
- Understands system design and change management process
- Articulates how system and school planning align and reflect the Board's strategic priorities

(1) Does not meet expectations

(2) Meets expectations

(3) Exceeds expectations

(X) Unknown

Comments:

**7. Organizational Leadership**

- Leads by example - is seen as instructional leader
- Takes forward thinking approach to anticipate change
- Inspires confidence in the system
- Maintains a clear and consistent sense of direction
- Deals directly with difficult issues
- Provides clear roles and high expectations for senior staff
- Integrates feedback from trustees, staff and the community into positive action

(1) Does not meet expectations

(2) Meets expectations

(3) Exceeds expectations

(X) Unknown

Comments:

**8. Fiscal Leadership**

- Ensures the budget process reflects accountability in planning for economic and political realities
  - Ensures budget allocations reflect articulated goals of system in the department planning process
- Ensures financial management of the Board is consistent with legal and Ministry requirements

(1) Does not meet expectations

(2) Meets expectations

(3) Exceeds expectations

(X) Unknown

Comments:

**9. Personal and Professional Attributes**

- Participates in professional peer organizations
- Contributes to provincial initiatives, projects and/or committees
- Demonstrates ethical principles in management activities
- Is recognized as a professional leader

(1) Does not meet expectations

(2) Meets expectations

(3) Exceeds expectations

(X) Unknown

Comments:

**SUMMARY OF BOARD RESPONSE:**

After Board members have reviewed and discussed the Director of Education's report, the Chair and Vice Chair will summarize the points by completing this form.

The Director of Education does a competent job in these areas:

The Director of Education could develop in these areas:

Summary Statement:

Comments from the Director of Education:

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Signature of Chair

Date:

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Signature of Director of Education

Date:

***The Director of Education's signature merely indicates that the completed form has been read and does not necessarily imply agreement with the performance evaluation.***

***A copy of this document will be placed in the Director of Education's personnel file.***

<b>Student Retreat Funds</b>	
<b>Adopted:</b> January 13, 1999	<b>Last Reviewed/Revised:</b> <u>February 1, 2021</u> <del>September 26, 2016</del>
<b>Next Scheduled Review:</b> <u>2023-2024</u> <del>2019-2020</del>	
<b>Associated Policies &amp; Procedures:</b> <del>VI-26</del> <u>Cheque Requisition</u>	

## Purpose

To allocate funds for schools to access for the purpose of student retreats that provide opportunities for discernment, prayer, and communion with God outside of the academic environment.

## Application and Scope

The procedure applies to all elementary and secondary schools.

## Principles

- The funds shall only be used for transporting students to the retreat site and/or for directly related expenditures, such as, accommodations for students and fees for guest speakers.
- Schools will be allocated ~~an amount of~~ \$7.00 per pupil in Grade 7 **only** for elementary schools, and \$3.00 per pupil for secondary schools.
- Retreat funds will be calculated based on October 31<sup>st</sup> and March 31<sup>st</sup> average daily enrolment (ADE) once the numbers are finalized and signed off in OnSIS. The funds will be distributed to schools as part of the overall October 31<sup>st</sup> and March 31<sup>st</sup> enrolment adjustment calculations approximately two months after each count date.
- Expenditures incurred in excess of the allocations shall be disbursed from the remainder of the School's Board allocation or School Generated Funds.

## Requirements

- For retreat expenditures, schools should makecreate a payment requestSchools should create a payment request for retreat expenditures through the Board's financial information

system for processing by Accounting Services. Supporting documentation, such as receipts or invoices, shall be attached to the electronic payment request.

- ~~• the cheque requisition form shall be forwarded to Business Services – Accounting Services for payment.~~
- ~~• School principals will requisition funds from the allocation by completing a cheque requisition form. Supporting documentation, such as receipts or invoices, shall be attached.~~
- ~~• Accounting Services will process a cheque and forward it to the School requesting the funds, or directly to the Vendor.~~
- ~~• Schools are Business Services is responsible for maintaining adequate records to in support of Rretreat Ffunds received and to ensure that the expenses are in compliance comply with this procedure.~~
- Business Services is responsible for maintaining adequate records for the distribution and calculation of the amount of retreat funds disbursed to schools.

APPROVED: Regular Meeting of the Administrative Council

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

OSBIE Online Incident Reporting (Ontario School Board Insurance Exchange)	
<b>Adopted:</b> December 11, 2000	<b>Last Reviewed/Revised:</b> <del>February 1, 2021</del> <del>January 15, 2018</del>
<b>Next Scheduled Review:</b> <del>2023-2024</del> <del>2020-2021</del>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-26 Managing Student Risk in Interschool Sports</a> <a href="#">II-31 Risk Management – First Aid</a> <a href="#">VI-74 Risk Management – First Aid</a> <a href="#">V-05 School Accidents – Prevention &amp; Safety</a> <a href="#">VI-71 Concussion Safety Protocol</a>	

## Purpose

To provide a standard procedure for the completion of the Ontario School Board Insurance Exchange (OSBIE) Online Incident Report used to record student, volunteer and visitor accidents.

The purpose of this procedure is to provide guidelines to clarify when the OSBIE Online Incident Report is to be completed.

## Application and Scope

The completion of the OSBIE Online Incident Report applies to all accidents involving a student, volunteer and visitor accidents (all non-Board staff).

## References

~~Ontario School Board Insurance Exchange (OSBIE) Online Incident Reports~~ [Ontario School Board Insurance Exchange \(OSBIE\) Online Incident Reports](#)

## Definitions

**Critical Injury** is defined by the Occupational Health & Safety Act, as an injury that: (a) places life in jeopardy, (b) produces unconsciousness, (c) results in substantial blood loss, (d) involves the fracture of a leg or arm but not a finger or toe, (e) involves the amputation of a leg, arm, hand or foot but not a finger or toe, (f) consists of burns to a major portion of the body, or (g) causes the loss of sight in an eye.



**Serious Injury:** when the injured party requires hospital admission (excluding minor outpatient treatment).

**Minor Injury:** includes minor cuts, scrapes, bruises, bumps or sprains that may require first aid but not medical treatment.

**Moderate Injury:** includes any injury outside the “critical” definition that includes any broken bones: e.g. collarbone, toes, ankles, wrists, torn ligament or dental injuries etc., and usually requires medical treatment.

**Critical Injury:** is defined by the Ministry of Labour as an injury that: (a) places life in jeopardy, (b) produces unconsciousness, (c) results in substantial blood loss, (d) involves the fracture of a leg or arm but not a finger or toe, (e) involves the amputation of a leg, arm, hand or foot but not a finger or toe, (f) consists of burns to a major portion of the body, or (g) causes the loss of sight in an eye.

**Serious Injury:** when the injured party requires hospital admission (excluding minor outpatient treatment).

**School Board Contacts:** this is the main contacts for OSBIE and the Board are. For HCDSB, it is the Business Officer, Business Services and the Superintendent of Business Services.

## Principles

- The OSBIE Online Incident Report should be broader than the reporting of only those cases where hospitalization and/or serious medical attention is required (see “When to Complete an OSBIE Online Incident Report” below).
- The OSBIE Online Incident Report provides a factual record of what took place and who was involved. It should also establish who was responsible for the student at the time of the incident, what process was in place to supervise the student(s) and what was done to assist the injured student, volunteer or visitor.

## Requirements

### Incident Reporting

- The OSBIE Incident Report is available at [www.osbie.ca](http://www.osbie.ca)
- School Principals must ensure that an OSBIE Online Incident Report is completed on any matter that gives rise to ~~injury-injury~~ requiring medical attention to a student, volunteer or visitor to the school site or where damage has been caused to property not owned by the School Board.
- ~~Injuries to employees are reported using the online Accident/Incident Reporting form.~~
- ~~Critical injuries to any person at the workplace, including employees, must be reported to the Health and Safety Officer immediately.~~
- ~~The information on the Online Incident Report form is collected to create province-wide statistics on high-risk activities or locations. It is also used by OSBIE.~~ OSBIE also uses it to assist in the investigation of a claim on behalf of a School Board. Even if an accident does not appear to be serious, it is still important to complete an Online Incident Report form.

### Reporting of a Serious Injury, Critical Injury or Fatality

~~In the event that~~ a serious injury, critical ~~injury-injury~~ or fatality occurs on school premises or during an off-site school activity, the school Principal must: ~~follow the procedures under “Immediate Reporting” below.~~

#### Immediate Reporting

- ~~Immediately call the Family of Schools Superintendent, the Health and Safety Officer and the Business Officer, Business Services and/or the Superintendent of Business Services.~~
- ~~In addition to placing a call to Immediately call OSBIE (1-800-668-6724). when an incident meets the criteria under “When to Call OSBIE” in Appendix A, you must also immediately place a call to your school superintendent, the Health and Safety Officer and the Superintendent of Business Services at the Education Centre. In each of these circumstances, the school Principal should ensure that an OSBIE Online Incident Report has been fully and properly completed~~
- Based on the details provided during the telephone call, the Claims Examiner will determine an appropriate course of action. If the incident has the potential to develop into a serious claim, an Adjuster will be appointed promptly.
- The Claims Examiner will advise the Principal, and the School Board contacts of ~~(Superintendent of Business Services)~~ the name of the adjusting firm who will investigate the



accident on behalf of OSBIE and the School Board. ~~It is important that all School Board personnel~~All School Board personnel must cooperate with OSBIE and its representatives during the investigation and refrain from providing information to any other parties (except police) not acting on behalf of OSBIE.

- The school Principal should ensure that an OSBIE Online Incident Report has been fully and properly completed.

### When to Complete the OSBIE Online Incident Report

- There will be a variety of incidents that do not involve "formal" medical attention but should still be documented with an OSBIE Online Incident Report.
- If the teacher in charge or the first-aid provider has applied ice to reduce the potential of serious bruising or has treated a deep cut or large abrasion.
- Whenever there is even a potential for a concussion, torn ligaments or tendons, broken limbs, broken or damaged teeth or an indication that sutures could be needed.
- Whenever it is deemed appropriate to call the parent to advise that an incident has occurred.
- ~~If there is the possibility of cosmetic scarring, some parents are especially concerned about this, and it this should also be taken into consideration when deciding whether to complete an Online Incident Report.~~
- When someone receives medical/dental attention.
- "When in doubt, fill it out".
- When possible, submit online within 24 hours of the incident taking place.
- If an injury to a student has occurred while at school, but has not been discovered until ~~a later time~~later, the Principal, when informed of such ~~injury~~injury, shall complete an OSBIE Incident Report.
- If an injured person has been treated with First Aid, and the ~~injury~~injury has later been deemed as more serious, an OSBIE form must be completed as soon as possible.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- Once submitted, the incident report cannot be changed, but an update can be made. The update -should be submitted when:
  - a. there is a major change to the seriousness or description of the #injury (i.e. possible concussion has been now diagnosed as a concussion);

- b. if you need to change the description of what happened or new information is discovered;
- c. a data entry error was made to the name or date of birth.
- Details of an accident/incident should only be discussed with the Board contact or OSBIE representatives.

### Incidents Away from School

The OSBIE Online Incident Report must still be completed if the ~~injury~~ Injury to the student occurred away from the school on a field trip or while visiting another school, and notification must be made to the Principal and/or designate at the school. The OSBIE Online Incident Report is to be completed by the staff member in charge of the student at the time of the occurrence upon his/her return to the school.

### Further Action to be Taken

- ~~Please note that in~~ in some instances, further action beyond the completion of the incident form is required. ~~The requirements for further action are described under the heading Further Action to be Taken on the directions – Appendix A, Completion of OSBIE Online Incident Report Form.~~
  1. Pictures of the incident location should be taken by school personnel when:
    - i. Physical evidence of the location could change, i.e. snow and ice could melt, bare cement could be covered by snow the next day, equipment set up could change, etc.
    - ii. When the injury sustained is a serious one, such as a broken limb, severed fingers, loss of consciousness, situations where an ambulance is called to attend to the injured person. People who suffer severe injuries are more likely to present a claim for their damages.
  2. Preserve physical evidence, i.e. broken glass, push sticks, the stock being worked on, permission forms, attendance records, etc.

### Legal Notices

- Should a Principal, teacher or staff member receive, or anticipate, any legal communication/action, the Principal/Designate must call the School Superintendent and Superintendent, Business Services, immediately to advise of the situation. ~~Where the communication is in the form of a lawyer's letter, Statement of Claim, or other legal document, a~~ If the communication is in the form of a lawyer's letter, Statement of Claim, or other legal documents, a copy of the original document should be forwarded to the Superintendent of

Business Services immediately who will forward it to OSBIE's Claims Manager. The original document should be sent to the Superintendent of Business Services as soon as possible. The Superintendent of Business Services will forward the original to OSBIE. OSBIE will act to protect the interests of the School Board, its employees and of OSBIE itself.

- ~~It is imperative that the document~~The document must be forwarded immediately in these cases. ~~Speed is important in these cases~~ as there is a limited time period for OSBIE to respond to these documents.
- ~~Where the communication is a telephone call or personal visit from a lawyer representative of the ng a person's~~ who has sustained ~~injury-injury~~ or property damage, the Principal, teacher or staff member should refrain from discussing details of the incident with the claimant's lawyer. Discussion may jeopardize OSBIE's ~~defense-defence~~ of the liability claim. Refer the lawyer to the OSBIE School Board contact (Superintendent, Business Services) or ~~to~~ the OSBIE Claims Department.
- ~~Should you receive a request for a copy of the OSBIE Online Incident Report, please do not provide one. Refer the person to OSBIE. If a copy of a completed incident report has been requested by an injured party or their representative, do not provide one. The school should contact the Business Officer, Business Services, who will promptly advise OSBIE. This type of request is an indication that a claim may be made against the school board.~~
- ~~\_\_\_\_\_~~
- If you are in doubt as to how to proceed in such cases, Speak to the Business Officer, Business Services, or call OSBIE and ask for the Claims Manager at 1 (800) 668-6724.

~~For further information, refer to OSBIE's website [www.osbie.on.ca](http://www.osbie.on.ca).~~

### Communication

- ~~Where the OSBIE Claims Manager determines that an incident requires an investigation, the School Board contact and the s~~School will be notified of the intention to investigate the incident and will be requested to assist as appropriate. **No information regarding the incident is to be provided to anyone other than an OSBIE representative or Police.**
- A letter or e-mail will be sent to the School Board contact and Principal advising which adjusting firm has been assigned to investigate the loss on behalf of the Board and OSBIE.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_

Director of Education and Secretary of the Board

## Appendix A

### ~~Completion of OSBIE Online Incident Report Form~~

~~The information on the Online Incident Report form is collected to create province-wide statistics on high risk activities or locations. It is also used by OSBIE to assist in the investigation a claim on behalf of a School Board. Even if an accident does not appear to be serious, it is still important to complete an Online Incident Report form.~~

#### ~~When to be Completed:~~

~~When someone receives medical/dental attention. All OSBIE forms must be competed and submitted online within 24 hours of the incident taking place.~~

#### ~~Who is to Complete:~~

~~To be completed by **SCHOOL/BOARD PERSONNEL ONLY.**~~

~~**NOT** to be completed by injured party or parent.~~

~~This is **NOT** a Student Accident Insurance form nor a Workers Compensation form.~~

#### ~~How to Complete:~~

~~Ensure ALL information is included.~~

~~All forms are to be completed online and submitted using the Board's sign in credentials. Sign in credentials can be found on StaffNet under the main webpage for Business Services, or through the office of the Superintendent of Business Services.~~

#### ~~Details of Incident:~~

~~The date and time is imperative. If you are unsure about the exact time, provide an estimate. Also obtain any witness details including address and phone number.~~

#### ~~Nature of the Injury:~~

~~Describe the severity of the injury or damage. Indicate what part of the body was injured and provide a detailed description of the injury—be specific. If you describe the victim as sustaining a head injury, when the student scraped his/her forehead, it creates an inaccurate description of the seriousness of the injury—**BE AS CLEAR AS POSSIBLE.**~~

#### ~~Nature of Incident:~~

~~If the incident was a result of a SPORT INJURY, please identify the name of the sport (i.e. baseball). If the incident does not fit in the suggested categories, indicate the OTHER field and specify briefly (i.e. collision or playing).~~

**~~How/Where Incident Occurred:~~**

~~It is also very important to fully describe how the incident happened. Here are some suggestions:~~

~~Describe how the accident happened.~~

~~Was any first aid applied?~~

~~Were the parents or guardian informed of the accident?~~

~~Do not express personal opinions about the lack of Board procedures or improper policies. This can be interpreted as an admission of liability. Leave all conclusions up to the investigators. Just the facts please.~~

~~Example: "Billy was walking in the back of the playground and slipped on the snow that had accumulated after a recent snowfall. He landed on his elbow causing a scrape and bruising. Teacher in charge took Billy to the office where ice was applied. Informed mom of incident. Parent took Billy to doctor."~~

**~~When to Call OSBIE:~~**

~~Upon death or critical injury.~~

~~When the injured party has been admitted (not treated and released) to hospital.~~

~~When parents are upset or angry with the school staff.~~

~~Any mention of the injured party obtaining a lawyer.~~

~~Any mention of the injured party looking for compensation.~~

~~When someone, other than a parent, an OSBIE or Board representative, asks questions about the incident or attends the school to take pictures after the incident/accident has occurred.~~

~~If anyone asks for a copy of the Online Incident Report.~~

~~If any form of assistance is required by school staff.~~

**~~Further Action to be Taken:~~**

~~Pictures of the incident location should be taken by school personnel when:~~

~~Physical evidence of the location could change; change, i.e. snow and ice could melt, bare cement could be covered by snow the next day, equipment set up could change, etc.~~

~~When the injury sustained is a serious one, such as broken limb, severed fingers, loss of consciousness, situations where an ambulance is called to attend to the injured person. People who suffer severe injuries are more likely to present a claim for their damages.~~

~~Details of an accident/incident should only be discussed with Board or OSBIE representatives.  
Preserve physical evidence, i.e. broken glass, push sticks, stock being worked on, permission forms, attendance records, etc.~~



<b>Break-In Damage and Theft</b>	
<b>Adopted:</b> December 21, 2000	<b>Last Reviewed/Revised:</b> <u>February 1, 2021</u> <del>N/A</del>
<b>Next Scheduled Review:</b> <u>2023-2024</u> <del>2018-2019</del>	
<b>Associated Policies &amp; Procedures:</b> <u><a href="#">IV-04 Loss or Damage to Personal Items</a></u>	

## Purpose

This Administrative Procedure outlines the reporting and response process to be followed by school and board staff when a break-in or theft is discovered or when there is serious vandalism or damage to a facility.

## Application and Scope

This procedure applies to all sites and facilities under the jurisdiction of the Halton Catholic District School Board.

## References

[Parental Responsibility Act](#)

## Requirements

### Responsibility for a Facility

- Principals and all supervisors are to ensure that all staff members are well informed of their obligation to when a break-in or theft is discovered or when there is serious vandalism or damage to a facility.
- ~~these procedures for reporting and dealing with a break-in.~~
- The person or staff member who first discovers a break-in or evidence of a ~~break-in~~ break-in or theft ~~s to immediately inform~~ immediately informs the person in charge of the facility (Principal or ~~S~~ supervisor) ~~in charge of the facility.~~ If a break-in has occurred after hours or on a holiday, it may be necessary to inform an alternative “person in charge” of the incident.
- When the person in charge (Principal/~~S~~ supervisor) learns of the incident, they ~~are to~~ gather as much information as possible and then complete a Break-in & Damage Report.

- Full completion of the report will ensure that the pertinent details are properly recorded.
- ~~The Break-in & Damage Report should be forwarded to: FOS Superintendent; Superintendent of Business Services; Business Officer responsible for insurance claims; and Senior Manager, Operations.~~
- A purchase requisition ~~Note 1 for the replacement of replacing damaged or “lost” items or equipment may be initiated, is to be attached to the Break-In & Damage Report in order to initiate the replacement of such items, and the “Break-in & Damage Report” should be uploaded to the Board’s financial information system.~~
- Incidents involving repairs or clean-up are to be called ~~in-in~~ to the ~~Facility Manager~~ Plant Supervisor in charge of the facility ~~so that arrangements can be made to make arrangements~~ for the work to be completed. Depending on the scope of the work, the Facility Manager may contact the Board’s Claims Adjuster (as assigned by the Board’s insurer), to facilitate clean-up and/or repairs and to assess the need for an insurance claim.
- ~~The copy of the purchase requisition is to be forwarded to both the Manager, Purchasing Services, and to the Senior Manager, Administrator, Plant Operations.~~
- Any misdemeanour, break-in or other damage to the building or contents must be reported to the police. If possible, a police report should be obtained ~~and for~~ forwarded to the Board’s insurer. ~~Police involvement has become more important since the August 15<sup>th</sup>, 2000, Police involvement has become more important~~ as the *Parental Responsibility Act (Bill 55)* now makes it possible to recover losses from parents related to intentional damage caused by children under 18.
- Serious incidents and those involving extensive damage must also immediately be reported to ~~a~~ a Superintendent and the Director.

### Central Administration

- ~~When the Break-in & Damage Report is submitted to the Education Centre the Senior Manager, Administrator, Plant Operations, will take over the co-ordination of any necessary restorations, repairs, cleanup and replacement of missing and damaged items.~~
- ~~If necessary the Senior Manager, Administrator, Plant Operations, in consultation with the Superintendent of Business, will report the incident as an insurance claim and arrange for an insurance adjuster to assess the loss and authorize restoration. At current of May 2000, the minimum insurance deductible for any single incident is \$105,000 and, therefore, losses of less than this value cannot be claimed from the Board’s insurer.~~
- ~~Where feasible, Board staff will work with the insurer, legal counsel and the police to implement a recovery of any loss under the terms of the Parental Responsibility Act.~~

### Finalization of a Claim

- ~~If necessary, the Senior Manager, Operations~~ Manager, Operations, in consultation with the Superintendent of Business, will report the incident as an insurance claim and arrange for an

~~insurance adjuster to assess the loss and authorize restoration. At current, the minimum insurance deductible for any single incident is \$10,000, and, therefore, losses of less than this value cannot be claimed from the Board's insurer.~~

~~—Where feasible, Board staff will work with the insurer, legal counsel, and the police to implement a recovery of any loss under the terms of the Parental Responsibility Act.~~

- Once all restoration work and replacement of lost items ~~has~~ have been completed, the ~~Senior Manager, Administrator, Plant~~ Operations, in consultation with the Principal and/or ~~F~~facility ~~Managers~~supervisor, will finalize the report detailing the total cost of all restorations and replacements authorized and undertaken. This will then be submitted to the Superintendent of Business Services, who will arrange for ~~the finalization of~~finalizing the claim and cost recovery from the insurer and/or claim recovery under the *Parental Responsibility Act*.

~~**Note**<sup>1</sup> The purchase requisition form is available on the forms section of the Board Intranet site or by request from the Purchasing Services Department.~~

APPROVED: Regular Meeting of the Administrative Council

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

<u>Mobile Cellular Device Operating Procedure</u>	
<b>Adopted:</b> October 19, 2009	<b>Last Reviewed/Revised:</b> <u>August 28, 2017</u> <u>February 1, 2021</u>
<b>Next Scheduled Review:</b> <del>202320</del> - <del>202421</del>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-25 Purchasing</a> <a href="#">VI-11 Purchasing</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="#">I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees</a>	

## Purpose

The Halton Catholic District School Board ([HCDSB](#)) regularly issues mobile cellular devices to those staff members who require them to conduct Board business while away from their office or place of business. This document explains the process concerning the issuance and the acceptable use governing Board-issued devices.

## Application and Scope

This procedure applies to the purchase of a mobile cellular device (herein termed the “device”), which for the purpose of this document includes Blackberry, iPhone and other mobile devices requiring a monthly service contract. This includes ~~the negotiation and acquisition of~~ negotiating and acquiring a monthly service plan, ~~and on-going account and device maintenance~~ for all staff eligible to receive such a device.

### Eligibility

Senior staff recognizes that many schools and/or departmental staff have one or more [mobile] devices. A device can be an important tool in an overall successful communication plan at many school and Board sites. They are often used when an administrator is off-site or a teacher is off-site with pupils for the purpose of an educational field trip, or to perform business functions while outside of regular working hours or away from the office.

Further, the use of a device is warranted where the employee is expected to maintain ~~in~~ email communications but whose job function regularly prevents them from access to a desktop computer with email access; or where significant amounts of travel prevent regular access throughout the business day.

The steps in acquiring a mobile device are:

1. The employee's immediate supervisor will review the job function of the potential eligible employee ~~and if the situation warrants a device, the supervisor will contact the Board's cellular device administrator within Information Technology Services (herein referred to as the "administrator") who.~~ If the situation warrants a device, the supervisor will contact the Board's cellular device administrator within Information Technology Services (herein referred to as the "administrator"). ~~At this point, the latter will work directly with the employee to procure a Board-funded device that at this point will work directly with the employee to procure a Board-funded device which~~ is adequate for the required job function.
2. The immediate supervisor for the employee is responsible to regularly monitor the employee's use of the device as outlined in this procedure.

Without exception, devices will be purchased ~~in accordance with~~per the Board's Purchasing Policy governing these items.

## Requirements

### A. Procurement

1. The procurement of a device is a standardized process based on the Board's current contract with its cellular provider (herein called the "Carrier Agreement") and is under a rate contract shared with the Government of Ontario. This rate contract is regularly reviewed to account for current market conditions and requirements.
2. The Board establishes the standard issued device, which is regularly reviewed and adjusted based on market conditions and dealer pricing options. All employees will be assigned the current standard issue device, ~~unless a workplace accommodation plan provides for special requirements,~~ or the nature of work requires a specific device or functionality. Employees are provided with the option of upgrading their device, with the cost differential paid for directly by the employee. —Please note the following:
  - The device model and type chosen will take into consideration initial and ongoing costs, current job function, device functionality, durability and integration with existing systems.
  - The devices available for employees change over time. As such, the introduction of a newer model does not discount existing models circulating in the Board.
3. The purchase of additional equipment for the device, which does not come as part of the base device package, is the ~~sole responsibility of the cellular user~~cellular user's sole responsibility. The Board will not take any responsibility for the installation, instruction or direct/indirect costs of the device unless approved by the employee's immediate supervisor under the ~~guidance of the administrator~~administrator's guidance. Reimbursement of approved additional equipment follows *Operating Policy I-34A Reimbursement of Board*

*Business Expenses for Employees and Administrative Procedure VI-90 Reimbursement of Board Business Expenses for Employees.*

These include but are not limited to:

- i. Car chargers, mounting brackets or other car adapters;
  - ii. Bluetooth headsets or other devices ~~which that~~ enable the phone to operate wirelessly or in a hands-free mode (please see “Usage of Cellular Devices” for more information);
  - iii. Cases, holsters or other carrying and/or protection devices;
  - iv. Additional or replacement parts for the phone due to loss or breakdown.
4. The device will be assigned to the user with a standardized monthly plan as included in the Board’s Carrier Agreement:
- i. The Board’s Carrier Agreement will provide adequate services and will be consistent with the individual’s job requirements and industry standards.
  - ii. Modification to the individual service plans are available and will be reviewed on a per-case basis. Any modifications to a plan resulting in a higher month-to-month cost ~~which are not directly required for the day-to-day job requirements of the employee that is not directly required for the employee’s day-to-day job requirements~~ will be billed ~~back~~ to the employee for remittance.
  - iii. An employee may be enrolled in additional long distance or data packages based on the employee’s regular monthly usage. If such a package is provisioned, the maximum Board coverages still apply, and the differential will be billed ~~back~~ to the employee for remittance.
- ~~iii.~~ —
5. The device will be added to the appropriate account for the site in which the employee primarily works. It is the ~~responsibility of the site administrators~~ site administrator’s responsibility or cost centre administrator to ensure adequate funding ~~is set up~~ to cover the ~~monthly costs of the services~~ service’s monthly costs and occasional hardware costs associated with supporting the device.
6. When provisioning devices for new staff, devices will only be issued on or after the employee’s official start date of the job in which the employee is eligible for such a device.
- ~~5.7.~~ Employees who require a mobile device ~~who~~ who are temporarily employed on a contract for one (1) year or less may not be eligible for a Board-issued mobile device but may be offered stipend payments in lieu of a Board-issued phone. Once a stipend is issued, HCDSB is not responsible for additional costs or liabilities associated with the mobile device or its service.



~~6.8.~~ In the case of a smartphone device, the device will be provisioned to, and under the control of, a Mobile Device Management System (herein called an MDM). Under this MDM, the functionality and security of the device will be monitored ~~on a regular basis~~ regularly. Changes to the service and/or security models surrounding the device are made under the ~~direction of the Senior Administrator of Information Technology Services~~ ~~Senior Manager~~ ~~Administrator of Information Technology Services' direction~~ to ensure compliance with local privacy and security laws regarding mobile devices and consistent with industry guidelines. Removal or disabling of the MDM service on the device will result in immediate service suspension.

## B. Responsibilities

### Management:

A key component of the Board's mobile device program is the oversight and management of those individuals using ~~devices for official Board business~~ official board business devices. In addition to approving employee requests to use these devices, the immediate supervisor is also:

1. Responsible for reviewing monthly charges to ensure usage is consistent with the individual's job requirements.
2. Responsible for ensuring the device is not being used for personal use except at the immediate supervisor's discretion, or where said usage imposes no additional costs than what would ~~normally generally~~ be incurred by using other ~~methods of communication~~ communication methods. Please see "Responsibilities: User" for more information.
3. Report any discrepancies, usage changes, transfers, terminations or questions to the Board's cellular device administrator for corrective actions as soon as possible.
4. Responsible for ensuring adequate funding exists in the accounts associated with the devices ~~under their control under the guidelines governing payment of Cellular accounts~~. See "Payment Guidelines," ~~later in this document~~.
5. Responsible for ensuring that the employee(s) are fully aware of any current and future legislations regarding operating a device while operating a vehicle and/or ~~while~~ in other situations requiring the user's full attention.

### User:

Devices obtained using Board or School funds are the Board's property and provided to conduct Board business. Therefore:

1. Devices are the sole property of the Board at all times and are assigned to individuals. As such, users may not transfer the usage of the device to other users.
2. The employee assumes no ownership of any Board-issued device ~~in whole or in part— either in whole or in part~~. Upon contract completion or ~~upon request~~ the request of the cellular administrator ~~cellular administrator's request~~, the device must be returned, with all accessories purchased by the Board, without any further liability on the part of the Board. Users are responsible for unlocking the device from the Apple ID ~~or BlackBerry ID prior~~



~~to before~~ relinquishment. ~~Users will be provided with the option to buy-out their out-of-contract device at a then-current market value. Only devices out of contract and part of a regular renewal are eligible for a buy-out.~~

3. Devices should not be used for personal use except in ~~case of special circumstances or with approval from his or her~~ special circumstances or with approval from their immediate supervisor. Any personal use of the device is subject to additional monthly charges.
4. Any costs associated with emergency calls placed at any time or for any purpose (personal or business) will be fully covered by the Board without exception, including calls to 911, towing assistance, hospitals/emergency health care and police services.
5. Users are responsible for all charges forwarded to them as they relate to personal usage. These charges must be remitted each month via payroll deduction using the forms provided or optionally, via automated payroll deduction for regular monthly payments. These charges may include data overages, long-distance overages, roaming or other premium services.
6. It is ~~illegal/prohibited~~ in the Province of Ontario to use any personal electronic device (PED) ~~including cell phones, iPhones, Blackberries~~ or any other electronic communication devices while operating a motor vehicle. Board employees who choose to perform these duties contrary to this legislation do so at their own cost and peril. In addition, the HCDSB does not endorse or support the use of “~~hands-hands~~-free” devices while operating a motor vehicle in the course of discharging their duties as an employee of the Board.
7. Users should report any mechanical or operating problems with the device to the Board’s cellular device administrator as soon as possible for corrective actions.
8. The use of text-messaging, subscription of premium mobile services and other per-use charged services is strictly prohibited. Any charges incurred via these services are considered personal usage and must be remitted by the user.
9. The use of 411 services ~~for the purpose of looking to look~~ up number information should be avoided as significant charges apply for each use. Apps ~~which that~~ perform the same functionality are available for download, without incurring additional costs.
10. The use of international or premium text-messaging, subscription of mobile services and other per-use charged services are considered personal usage and must be remitted by the user.
11. Users may not place phone calls while outside of the Canadian calling area unless prior approval is given from the immediate supervisor or except in the case of emergency (please remember 9-1-1 services are not universal and may not be available in all areas – contact the local police service where you are travelling to obtain their emergency number(s)). The Board does not warrant or guarantee **any** level of cellular service while outside of North America.
12. Regardless of whether the device is Board-provided or personal, those users who receive email and/or other data to their device from the board understand that:
  - The Board will maintain a security configuration policy at all times ~~on the device~~;



- The Board will require a basic level of password protection and device encryption ~~on the device;~~
- The Board is not responsible for backing up, or providing recovery of lost, corrupt or stolen information (includes both personal and work content) ~~from the device;~~
- The Board reserves the right to revoke ~~any and all~~ access and/or connectivity to Board resources without prior notification to or consent from the user;
- The Board reserves the right to remotely remove any ~~and all~~ data from the device without prior notification to or consent from the user for issues relating to the security of the Board or individual at any time;

The Board securely stores usage and logging information for auditing and security purposes ~~standard consistent~~ with industry ~~guidelines best practices~~. This information may be referred to at any time by the administrator without prior authorization by the employee and may contain personal information such as banking information, passwords, logins or other personally-sensitive data.

### C. Disposition/Turn-in:

It is the ~~responsibility of the user~~ user's responsibility to turn in their device directly to the cell phone administrator(s) within 24 hours of termination, transfer, or ineligibility. Failure to return the device and all associated components provided to the employee ~~originally~~ may result in a cost to the user ~~equal to the current market value of the device~~ device's current market value. The device must ~~be have~~ signed out of ~~personal~~ all cloud device services ~~(such as Apple iCloud/Lost My iPhone or BlackBerry Protect)~~.

### D. Lost / Stolen / Damaged Devices:

~~In the event that a device is lost, stolen or damaged to the point where it is unrepairable cannot be used, it is the responsibility of the user~~ a device is lost, stolen or damaged to the point where it is unrepairable, it is the user's responsibility to notify the administrator immediately. If the device is lost or stolen after-hours, the user should ~~contact the service provider~~ immediately contact the service provider to have the device disabled and/or utilize the phone's tracking utilities to help locate and lock the device – such as Apple's Find My, included on all iOS devices by default, ~~Lost My iPhone or BlackBerry's Protect~~.

When a device is marked as lost or stolen, the account is temporarily blocked ~~so as to prevent~~ permit no unauthorized use of the device. All attempts will be made to ~~locate~~ find the device using the MDM (Mobile Device Management) and/or service provider. If the device is not found ~~in a timely manner~~ promptly, all ~~content (both work and personal) on the device~~ the device content will ~~be removed~~ be wiped remotely as soon as possible ~~from the device~~.

### E. Device Upgrades:

All devices are ~~at the time of procurement considered adequate and fully functional~~ considered adequate and fully functional at the time of procurement with respect

~~to~~concerning the employee's daily job functions. As such, upgrades are considered only for those employees who satisfy **all** of the following conditions:

1. The employee's current device is showing significant signs of wear;~~;~~
2. The Board's current minimum device standard has changed;~~;~~
3. The device is eligible for a hardware upgrade as dictated by the current ~~Agreement~~agreement;~~;~~
- ~~4. The device is eligible for a hardware upgrade as dictated by the Board's "Minimum Commitment" (currently 2two years) uThe user has had the device for 2 years (the "Minimum Commitment").~~
- ~~5.4.~~ Upon approval of the cellular administrator and direct supervisor.

The device is then purchased at a government-subsidised price for a term as indicated in the Board's current Carrier Agreement. For users opting for an upgraded device over and above the current basic device, the user is required to pay the difference in cost (including taxes) payable via personal funds. Using School-Generated Funds for this purpose or for the purpose of reimbursingto reimburse for overage charges is strictly prohibited.

**F. Replacement After Term Completion:**

1. After this two (2) year term ~~(but no longer than three (3) years)~~, the user is eligible for a new device ~~which that~~ may or may not be the same model, and may or may not have additional functionality and will be based on the Board's "currently issued" standard device.
2. It is the ~~responsibility of the user~~user's responsibility to begin the replacement process by contacting their supervisor and completing the appropriate request form. ~~Users will be automatically provided a replacement unit after three years since device issue date.~~

**G. Replacement Before Term Completion:**

1. The replacement of a unit before term completion is not performed as significant costs and fees are associated with breaking a device contract. As such, any user wishing to have their device replaced before the term completion must do so at their own expense under the ~~direction of the cellular administrator~~cellular administrator's direction. The device must meet minimum Board standards and must be currently supported by the Board. The Board will purchase the unit and forward any and all charges to the employee ~~prior to~~before release. Additional charges on top of those for the device, including contract buy-out charges, ~~may~~ will be forwarded to the employee as personal charges.
2. ~~In the event that~~ a device is deamed defective during the term, the device ~~warrantee~~ warranty will be used to cover any replacement or repair costs. If the device is defective and the ~~warrantee warranty~~ warranty period has expired, depending on the nature of the defect or frequency of occurrence, the user may be required to cover replacement or repair costs incurred as per the direction of the administrator. Otherwise, if an in-term replacement is required outside the warreanty period, the cellular administrator will replace the device with

~~the then-current basic model. Upgrades to devices on an early upgrade for the purposes of a defective device replacement are not considered.~~

#### H. Monthly Billing Procedures:

Each month an employee with a Board-issued device will be provided with a detailed report indicating the charges associated with their account. While all attempts are made to ensure the accuracy of each account, it is ultimately the responsibility of the employee to:

1. Ensure the information contained in the report is accurate and up-to-date;
2. There are no charges on the phone account which are not due to actions incurred by the employee and;
3. Ensure that any remittances are made with regards to personal usage.

The following charges are considered to be non-work related and subject to reimbursement unless authorized by management and/or the administrator:

- Roaming charges (either overages, purchased passports or automated roaming plan activation for trips not fully-subsidized by the Board or which no previous arrangements have been made);
- Monthly ~~long-long~~ distance packages;
- Text messaging charges (out of country, messages sent while roaming, or premium text messages);
- Data overage charges (either domestic or roaming);
- Domestic ~~long-long~~ distance charges (in excess of the an allowed amount each month);
- Out-of-country long distance charges (any amount);

Each employee will be provided with the opportunity to dispute the amount due provided their supervisor agrees with the cost, signs off. Once this amount has been finalized and the reimbursement form is returned to the administrator, the cellular administrator will review the charge adjustment. If accepted, the amount owed is deducted from the employees' next pay. All employees are automatically enrolled for automated payroll deductions for amounts owing as they relate to personal usage. Employees are reminded of this and are re-enrolled when signing for a new or upgraded phone. Employees are encouraged to sign up for automated deductions of these charges to save time and ensure accounts are kept up to date.

~~Employees with outstanding personal charges must clear the pending charge prior to any phone upgrades or upon request of his or her supervisor or cell phone administrator.~~



**Procedure No. VI-45** | Mobile Cellular Device Operating Procedure

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APPROVED: Regular Meeting of the Administrative Council

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

<b>Risk Management – First Aid</b>	
<b>Adopted:</b> February 17, 2015	<b>Last Reviewed/Revised:</b> <del>February 1, 2021</del> <del>April 3, 2018</del>
<b>Next Scheduled Review:</b> <del>2023-2024</del> <del>2020-2021</del>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-31 Risk Management – First Aid</a> <a href="#">II-26 Managing Student Risk in Interschool Sports</a> <a href="#">II-42 Medical Health Conditions</a> <a href="#">V-05 School Accidents – Prevention &amp; Safety</a> <a href="#">VI-21 OSBIE Online Incident Reporting</a> <a href="#">VI-71 Concussion Safety</a>	

## Purpose

To provide assiduous attention to the first aid of all employees and students within the Halton Catholic District School Board’s jurisdiction.

## Application and Scope

This administrative procedure shall apply to all Board sites within the jurisdiction of the Halton Catholic District School Board and where employees and students are on Board related business and/or activities.

## References

[Education Act](#)

[Occupational Health and Safety Act](#)

[Workplace Safety and Insurance Act](#)

[WSIB Regulation 1101](#)

## Definitions

**Critical Injury** is defined by the Occupational Health & Safety Act as an injury that: (a) places life in jeopardy, (b) produces unconsciousness, (c) results in substantial blood loss, (d) involves the fracture of a leg or arm but not a finger or toe, (e) involves the amputation of a leg, arm, hand or foot but not a finger or toe, (f) consists of burns to a major portion of the body, or (g) causes the loss of sight in an eye.

## Principles

—The Halton Catholic District School Board will give assiduous attention to the first aid of students and employees in compliance with the Education Act, Occupational Health and Safety Act (OHSA) and Workplace Safety and Insurance Act (WSIA) Policies, Procedures and Protocols, as well as all other legal obligations.

## Requirements

- At the beginning of each school year, the Principal/Site Administrator will review the First Aid Protocol and review with staff the following: sections of the

  - i. First Aid Protocol:
    - the First Aid action plan for the site;
    - the identification of the First Aid providers and their site location(s);
    - the identification of the location of the first aid supplies including devices/medication (AED, EpiPens, etc.);
    - the respective role of the Principal/Site Administrator, the First Aid providers and the employees in cases of accident and/or injury;
    - the universal blood and body fluid precautions;
    - the forms that must be completed in case of injury (i.e. the online Ontario School Boards' Insurance Exchange (OSBIE) Incident Report Form for students, volunteers and visitors; the Board's Online Accident/Incident Report Form for staff);
    - The Board's WSIB Officer will follow WSIB requirements and complete and submit a WSIB Form 7 for employees, if necessary;

- In case of critical injury, the Principal or Site Supervisor will notify the Health and Safety Officer who will ensure compliance with Occupational Health and Safety legislation with regards to Critical Injury and reporting requirements.
- The process whereby staff and students with life threatening allergies, illnesses and medical conditions are identified and the appropriate emergency procedures to be taken.
- In all cases of a suspected head injury and/or concussion, the Board concussion protocol will be followed.
- The Principal will ensure that a First Aid qualified adult (e.g. Trainer) is present at all games/practices for sports designated as high risk [Archery; Cheerleading (Acrobatic); Diving/Springboard/Tower; Dragon Boat Racing; Field Hockey; Football (Tackle); Gaelic Football; Ice Hockey; Inline/Roller Hockey; Lacrosse (Box/Field); Ringette (Ice); Rowing; Rugby (Tackle); Skiing (Alpine/Snowboarding/Snowblading); Track and Field (Discus, High Jump, Javelin, Pole Vault, Shot Put, Steeple Chase); Triathlon - Swim/Run/Cycle; Water Polo; Wrestling]. (See Elementary/Secondary Activity Directory – Staffnet)

### **IN CASES OF INJURY:**

The Principal/Site Administrator shall:

- provide for First Aid to be administered;
- provide for the recording of the First Aid treatment/advice given;
- provide immediate transportation to a hospital, doctor’s office or employee’s home, if needed;
- notify the parents/guardians (or in case of employee, emergency contact) as soon as possible, when appropriate.
- Ensure appropriate notice (critical injury) and forms are submitted to Human Resources Services.

### **For Employees:**

- The Board will arrange and pay for transportation to get medical care, if needed for employees.
- Submit to Human Resources the Board Accident/Incident Report within 24 hours of injury.  
\*Accident/Incident Reports are to be sent to AccidentIncidentReport@hcdsb.org

### **For Students/Volunteers/Visitors:**

- Complete and submit the online “OSBIE Incident Report Form” as soon as possible.

The Employee shall:

**Procedure No. VI-74 | Risk Management – First Aid**

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- promptly obtain First Aid.
- report an injury any injuries to Supervisor and Ppincipal/Ssite Aa administrator as soon as possible.
- Submit the Online Board Accident/Incident Report within 24 hours of injury, if unable to submit contact supervisor/site administrator to submit on your behalf.

APPROVED: Regular Meeting of the Administrative Council

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



<b>Cheque Requisitions</b>	
<b>Adopted:</b> October 15, 2002	<b>Last Reviewed/Revised:</b> <del>Rescinded February 1, 2021</del> <del>September 26, 2016</del>
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-10 Banking, Investment and Borrowing</a> <a href="#">VI-91 Banking, Investment and Borrowing</a> <a href="#">I-25 Purchasing</a> <a href="#">VI-11 Purchasing</a> <a href="#">VI-16 Student Retreat Funds</a>	

## Purpose

To provide a standard procedure for the use of cheque requisitions.

## Application and Scope

This operating procedure is intended for all employees of the Halton Catholic District School Board who have authority to acquire goods and services on behalf of the Board.

It is recognized that there are requirements for the use of a cheque requisition to generate payment to various vendors for goods and services not covered by the purchase order or purchasing card procedures.

The objective is to provide procedures for the proper use of cheque requisitions to comply with the Board's Purchasing and Accounting procedures.

## Principles

Cheque requisitions are to be used only when the standard purchase order process cannot be applied.

A cheque requisition is not normally an acceptable method of payment for any goods/services that are part of the Board's Purchasing Policies and Procedures. Examples are:

- Classroom instructional and consumable supplies
- School/department office supplies

- Capital furniture and equipment
- Service and repair calls.

Cheque requisitions would be used for goods and services such as:

- Honorariums for guest speakers
- Conference and seminar advances for Trustees and staff
- Municipal application fees
- Manual payroll cheques, employee benefits, insurance premiums
- Reimbursement for school transportation services (e.g. team transportation)
- Debenture payments
- Any purchase of goods/services approved by the Director of Education, or a Superintendent or a designate of the Director or Superintendent.

## Requirements

The Cheque Requisition form is available through the Document Database on the Board Intranet site.

- If the expenditure under consideration is not specifically listed in the above examples, authorization for the purchase must be received from a Superintendent or the Director of Education or a designate of the Director or Superintendent.
- Prior to the expenditure being made in the budget area being considered, the requisitioner must ensure sufficient funds are available in the budget area being considered and that it is approved. Any questions regarding budget allocations and/or budget remaining should be directed to the Manager, Budget and Accounting Services. All cheque requisitions must be coded with the appropriate budget code.
- Upon satisfactory receipt of the goods and/or services, the requisitioner shall submit a request detailing the nature of the expenditure on a completed Cheque Requisition form with supporting documentation (preferably an invoice). Payment will be made directly to the supplier.
- Reimbursement of expenditures paid through non-board funds directly by the school is not an acceptable method of payment. Occasionally, there are exceptions for which the Board will reimburse the school directly upon proof of payment.
- All cheque requisitions are to be sent to the Manager, Budget and Accounting Services for payment approval.

**NOTE: Any purchase not specifically outlined in the examples above, or not having pre-authorized approval, is considered an obligation of the person, school or department making the expenditure, and not of the Board.**

APPROVED: Regular Meeting of the Administrative Council

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

RESCINDED