

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

Date: Tuesday, May 11, 2021  
 Time: 7:00 pm  
 Location: Microsoft Teams

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1. Opening Prayer (V. Iantomasi)	
<b>2. Approvals</b>	
2.1. Approval of Agenda	
2.2. Approval of Minutes - April 13, 2021	1 - 8
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Action Items</b>	
4.1. Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel (J. O'Hara)	9 - 14
4.2. Policy I-46 Correspondence to the Board of Trustees (B. Agnew, H. Karabela)	15 - 20
4.3. Policy I-06 Delegation to the Board (B. Agnew)	21 - 25
4.4. Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students (S. Balogh)	26 - 30
4.5. Policy II-40 Bullying Prevention and Intervention (A. Cordeiro)	31 - 38
<b>5. Discussion Items</b>	
5.1. Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee (N. Dinolfo)	39 - 41
<b>6. Information Items</b>	
6.1. Upcoming Agenda Items (June 8, 2021)	
6.1.1. Policy I-11 International Student Admission Requirements (Fee Paying Students) (A. Lofts, A. Cordeiro)	
6.1.2. Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee (N. Dinolfo)	
6.1.3. Policy I-26 Student Trustees on the Halton Catholic District School Board (N. Guzzo, B. Agnew)	
6.1.4. Policy II-09 Opening and Closing Exercises (N. Guzzo, K. Kelly)	

- 6.1.5. Policy V-08 School Anniversary Celebration (L. Naar, A. Swinden)
- 6.1.6. Policy V-12 Blessing and Official Opening of a New School (L. Naar, A. Swinden)
- 6.1.7. Policy V-13 Blessing and Rededication of a Major Addition to a School (L. Naar, A. Swinden)
- 6.1.8. Rescind Policy I-08 School Sites and Operating Budget (A. Lofts)
- 6.1.9. Rescind Policy IV-07 Alternative Arrangements for School Facilities (A. Lofts)
- 6.1.10. Information Items (June 8, 2021)
  - 6.1.10.1. Administrative Procedure VI-17 International Student Admission Requirements (Non-Resident) (A. Lofts, A. Cordeiro)
  - 6.1.10.2. Administrative Procedure VI-61 Recognition and Acknowledgement of Dignitaries, Board Officials at Board and School Events (L. Naar, A. Swinden)
  - 6.1.10.3. Administrative Procedure VI-83 Video Surveillance (M. Grysiuk)
  - 6.1.10.4. Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee (N. Dinolfo)
  - 6.1.10.5. Administrative Procedure VI-94 International Student Program - Agents of Fee Paying Students (A. Lofts, A. Cordeiro)

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

## POLICY COMMITTEE MEETING MINUTES

Date: April 13, 2021  
Time: 7:00 pm  
Location: Catholic Education Centre  
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)  
H. Karabela (Electronically)  
N. Guzzo (Electronically)

Student Trustees: N. Gubert (Electronically)  
K. Kelly (Electronically)

Staff Present: P. Daly, Director of Education (Electronically)  
E. Bakaic, Superintendent of Education, School Services (Electronically)  
J. Crowell, Superintendent of Education, School Services (Electronically)  
J. O'Hara, Executive Officer, Human Resources Services (Electronically)  
A. Swinden, Manager, Strategic Communications (Electronically)  
N. Dinolfo, Superintendent of Education, School Services (Electronically)  
A. Cordeiro, Superintendent of Education, School Services (Electronically)  
A. Lofts, Superintendent, Business Services and Treasurer of the Board  
S. Jayaraman, Senior Manager Human Rights and Equity (Electronically)  
S. Saevil, Indigenous Education Advisor (Electronically)  
R. DiPietro, Executive Assistant, Office of the Director (Electronically)

Recording Secretary: A. Boyle (Electronically)

### **1. Call to Order**

#### **1.1 Opening Prayer (M. Duarte)**

The meeting opened at 7:00 pm with a prayer led by Trustee Duarte.

## 2. Approvals

### 2.1 Approval of Agenda

**P#29/21**

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

**Seconded by:** M. Duarte

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

The Chair called for a vote. **P#29/21 CARRIED**

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

### 2.2 Approval of Minutes (February 9, 2021)

**P#30/21**

**Moved by:** M. Duarte

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

**That,** the minutes of the February 9, 2021 Policy Committee be approved.

The Chair called for a vote. **P#30/21 CARRIED**

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

## 3. Declarations of Conflict of Interest

There were no Conflicts of Interest

**4. Action Items**

**4.1 Policy II-26 Managing Student Risk in Interschool Sports- Elementary and Secondary Schools (J. Crowell)**

**P#31/21**

**Moved by:** B. Agnew

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

**That,** the Policy Committee recommends that Policy II-26 Managing Student Risk in Interschool Sports- Elementary and Secondary Schools be forwarded to the April 20, 2021 Regular Board Meeting for approval.

The Chair overruled a point of order regarding information being incomplete.

**P#32/21**

**Moved by:** V. Iantomasi

**RESOLVED,** that the ruling of the Chair be appealed.

The Chair called for a vote. **P#32/21** the appeal was **DEFEATED**.

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

The Chair called for a vote. **P#31/21 CARRIED**

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

**4.2 Policy II-33 Safe Arrival at School Program (E. Bakaic)**

**P#33/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy II-33 Safe Arrival at School Program be forwarded to the April 20, 2021 Regular Board Meeting for approval.

The Chair called for a vote. **P#33/21 CARRIED**

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

**4.3 Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees (A. Lofts)**

**P#34/21**

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

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

**That,** the Policy Committee recommends that Policy I-34(B) Reimbursement of Board Expenses for Trustees and External Members of Board Committees be forwarded to the April 20, 2021 Regular Board Meeting for approval.

The Chair overruled a point of order regarding number of votes not able to be included in a policy.

**P#35/21**

**Moved by:** V. Iantomasi

**RESOLVED,** that the ruling of the Chair be appealed.

The Chair called for a vote. **P#35/21** the appeal was **DEFEATED**.

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

Following discussion, the following was agreed upon:

- 1. Technology: A date to be added for the return of Technology to the Board
- 16. Summary Report: To include Legal Expenses
- Wording to be changed to "every expense attributed to a Trustee".

The Chair called for a vote. **P#34/21 CARRIED**

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

**4.4 Policy I-40 Performance Appraisal of Director of Education (P. Daly)  
P#36/21**

**Moved by:** P. Murphy

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

**That,** the Policy Committee recommends that Policy I-40 Performance Appraisal of Director of Education be forwarded to the April 20, 2021 Regular Board Meeting for approval.

Following discussion, the following was agreed upon

- Changes to criteria at this stage would be unfair
- Changes to be put forward to improve next year's evaluation
- Schedule P.D. session/guidance to work on the existing framework

The Chair called for a vote. **P#36/21 CARRIED**

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

**4.5 Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Metis and Inuit Students (J. Crowell)**

**P#37/21**

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

**Seconded by:** B. Agnew

**That,** the Policy Committee recommends that Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Metis and Inuit Students be forwarded to the April 20, 2021 Regular Board Meeting for approval.

The Chair called for a vote. **P#37/21 UNANIMOUSLY CARRIED**

**P#38/21**

**Moved by:** P. DeRosa

**Seconded by:** M. Duarte

**That,** the meeting move past 10:00 p.m.

The Chair called for a vote. **P#38/21 CARRIED**

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

**4.6 Policy II-45 Equity and Inclusive Education (S. Jayaraman)**

**P#39/21**

**Moved by:** M. Duarte

**Seconded by:** B. Agnew

**That,** the Policy Committee recommends that Policy II-45 Equity and Inclusive Education be forwarded to the April 20, 2021 Regular Board Meeting for approval.

**P#39 (AMENDMENT 1)**

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

**Seconded by:** H. Karabela

**That,** the Policy Committee recommends that Policy II-45 Equity and Inclusive Education be forwarded to the April 20, 2021 Regular Board Meeting for approval *and that anti-black racism be replaced with anti-racism.*

The Chair called for a vote. **P#39/21 (AMENDMENT 1)** was **DEFEATED.**

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



**P#39/21 (AMENDMENT 2)**

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

**Seconded by:** H. Karabela

**That,** the Policy Committee recommends that Policy II-45 Equity and Inclusive Education be forwarded to the April 20, 2021 Regular Board Meeting for approval *and that under Section 4 Inclusive Curriculum and Assessment Practices, the word fundamental be replaced with the word needed.*

The Chair called for a vote. **P#39/21 (AMENDMENT 2)** was **DEFEATED**.

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

**P#40/21**

**Moved by:** M. Duarte

**Seconded by:** P. Murphy

**That,** the meeting move past 10:30 p.m.

The Chair called for a vote. The vote was not unanimous therefore **P#40/21** was **DEFEATED**. The meeting to adjourn once motion on the table completed.

**P#41/21**

**Moved by:** P. DeRosa

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

**WHEREAS,** Policy II-45 Equity and Inclusive Education remains to be vetted legally and a more fulsome polling of all stakeholders and ratepayers of the Halton Catholic District School Board;

**BE IT RESOLVED** that the motion be postponed until the June 8, 2021 Policy Committee meeting in order to receive the results of a legal opinion on compliance with the relative legislation, and until our entire ratepayer population can be polled on this policy.

The Chair called for a vote. **P#41/21** was **DEFEATED**

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

The Chair called for a vote. **P#39/21 CARRIED**

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

The meeting adjourned at 11:03 p.m. with a prayer led by Chair Guzzo.

<p>Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel</p>	<p><b>Item 4.1</b></p>
<p>May 11, 2021</p>	

### Purpose

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

### Commentary

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

The revocation of Ont. Reg 274 and the introduction of Ministry PPM 165 has necessitated both a review and modifications to the Hiring and Promotion Policy. P. Daly, Director of Education presented a report at the November 10, 2020 Policy Committee meeting wherein he advised of the forthcoming changes to hiring practices as prescribed by the Ministry of Education. School Boards are expected to have their own hiring policies that meet the expectations and are consistent with Policy/Program Memorandum (PPM) No. 165 which became effective March 31, 2021.

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

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

## Recommendation

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

*Moved by:*  
*Seconded by:*

***That***, the Policy Committee recommends that Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel be forwarded to the May 18, 2021 Regular Board Meeting for approval.

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

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

Hiring and Promotion Policy, Academic and Non-Academic Personnel

**Adopted:**  
February 14, 1985

**Last Reviewed/Revised:** May 11, 2021  
~~December 17, 2019~~

**Next Scheduled Review:** ~~2022-2023~~ 2023-2024

**Associated Policies & Procedures:**

[VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities](#)

[I-02 Records and Management Information Policy](#)

~~I-16 Records Management Under MFIPPA~~

[VI-82 Records and Information Management Procedure](#)

[VI-99 Hiring Practices for Teachers and Occasional Teachers](#)

## Purpose

To provide a fair, consistent and transparent hiring policy that ensures equal opportunity for all qualified employees and applicants for employment with the Halton Catholic District School Board, in accordance with the Human Rights Code, and where possible by virtue of the availability of qualified candidates, give preferential consideration to qualified Roman Catholic applicants as indicated in the Human Resources Procedures and in accordance with the Human Rights Code, Section 24(1)(a), and the historical right under the Constitution Act, 1982, ~~and~~ the Education Act and Policy/Program Memorandum (PPM) 165.

This policy further serves to support the development of a strong and diverse workforce to best serve the needs of students and communities within the Halton Catholic District School Board (HCDSB).

## Application and Scope

This policy applies to all employees and applicants for any position of employment with the Halton Catholic District School Board and is consistent with PPM 165.

## References

[Constitution Act, 1982](#)

[Education Act](#)

[Human Rights Code](#)

[Ontario Regulation 298, Operation of Schools - General](#)

[PPM 165](#)

## Principles

- The Halton Catholic District School Board recognizes that our school community exists to foster and exemplify Catholic values centred on the person of Jesus Christ.
- The Halton Catholic District School Board believes that every person has a right to employment without discrimination. [The Halton Catholic District School Board shall promote the hiring of staff from under-represented groups.](#)
- The Halton Catholic District School Board considers witness to our faith as a key premise in recruiting, hiring and promoting teachers or any other employee whose position includes dealing with students in situations involving instruction, counselling, ~~or~~ providing guidance or imparting curriculum. The Board will exercise preference to favour committed and practising Catholics in recruiting, hiring and promoting such employees.
- The Halton Catholic District School Board recognizes the interdependent components of qualifications and merit, diversity, equity and Human Rights, employment mobility, fairness and transparency, monitoring and evaluation, and conflict of interest in teacher hiring requirements.
- The Halton Catholic District School Board recognizes that teachers and the quality of their teaching is the single most important factor in the improvement of student achievement.

## Requirements

- This policy will work in conjunction with the provisions of the applicable collective agreements, the Human Rights Code and applicable laws. In the event of a conflict between this policy and the terms within a collective agreement, the collective agreement prevails.
- This policy will maintain due regard for the provision of the best possible program, safety and well-being of students as mandated in Ontario Regulation 298, Operation of Schools – General.
- It is understood that teaching positions and other positions involving interaction with students within the Halton Catholic District School Board, require a significant degree of participation in the religious life of the Catholic school community. This would include participation in liturgical celebrations for students and staff; liaison with pastors and families for sacramental preparation programs and providing staff members with adult faith opportunities.
- The Director of Education is the employee of the elected Board of Trustees, and reports directly to the Board.
- The Board of Trustees through a hiring committee composed of three Trustees; the Secretary/Director; the Executive Officer of Human Resources and a Senior Staff member will perform the function of selecting the candidate for Supervisory Officer and Executive Officer. The final candidate in each hiring situation will be presented to the Board for approval, in camera.
- Trustees of the [Halton Catholic District School](#) Board shall entrust the day to day management

of the Board to its staff through the Board's Director of Education or designate.

~~• The Director of Education or designate ensures effective systems are in place for the selection, supervision, development and performance review of all staff.~~

• Criteria and qualifications for positions will be established in a fair and objective manner.

Recruitment for positions will be done as widely as is appropriate to ensure that all qualified applicants have the opportunity to apply.

- All employees and prospective employees shall have access and opportunity to positions within the Board subject to foregoing principles.
- Promotion will be based on demonstrated ability, skill, knowledge and the expertise required to perform the duties of the position and, in the case of employees assigned to positions involving interaction with students, the spiritual commitment to promote the Catholic education system and its Gospel values. The Board recognizes that the needs and priorities of the system must be the primary criteria for decisions with respect to hiring and promotion.
- Within the context of the denominational rights of Catholic school boards, every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit an individual's candidacy for hiring or promotion.
- The Halton Catholic District School Board will not discriminate in its hiring and promotion practices. ~~on the basis that the~~ qualified applicant who is related to a current or former employee. ~~An individual~~ may be hired, upon consideration of potential, apparent and actual conflicts of interest, notwithstanding the applicant's relationship to current or former employees and provided tThe following issues will be considered prior to selecting a candidate:
 
  - That the employee shall not be in a direct supervisory reporting relationship to a relative;
  - That staff who are related to the candidates must disclose such information to the Executive Officer, Human Resources Services;
  - That staff who are related do not partake in interviews or any part of the hiring process;
  - That staff who are involved in the hiring procedures and who have more than a professional relationship with the candidate disclose such information to the Executive Officer, Human Resources Services.
- Applications and documentation of all candidates and employees of the Halton Catholic District School Board will be maintained in a confidential file in the Human Resources Services in accordance with Board Policy ~~I-16 Records Management Under MFIPPA and Policy I-02 Records and Management Information Policy.~~
- The Director of Education will report to the Board, on an ongoing basis, or as required, on the implementation of this policy.

## Responsibilities



- The Director of Education or designate ensures effective systems are in place for the selection, supervision, development and performance review of all staff.
- The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and administrative procedures.

APPROVED: Regular Meeting of the Board

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



Policy I-46 Correspondence to the Board of Trustees	<b>Item 4.2</b>
Tuesday, May 11, 2021	

### Purpose

To provide for the consideration of the Policy Committee the newly drafted *Policy I-46 Correspondence to the Board of Trustees*.

### Commentary

At the February 9, 2021 Policy Committee meeting, the newly drafted policy *Correspondence to the Board of Trustees* was presented as a discussion item. The purpose of the policy is 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 agenda package.

Staff reviewed the newly drafted policy and made recommendations for minor edits (e.g., reference to Board Meeting agenda package instead of board report).

The newly drafted *Policy I-46 Correspondence to the Board of Trustees* is attached for review and consideration by the Policy Committee.

### Recommendation

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

<p style="text-align: center;">Moved by:</p> <p style="text-align: center;">Seconded by:</p> <p><b><i>That, the Policy Committee recommends that the newly drafted Policy I-46 Correspondence to the Board of Trustees be forwarded to the May 18, 2021, Regular Board Meeting for first reading.</i></b></p>
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Report Prepared and  
Submitted by:

B. Agnew  
Burlington Trustee

H. Karabela  
Oakville Trustee

<b>Correspondence to the Board of Trustees</b>	
<b>Adopted:</b>	<b>Last Reviewed/Revised:</b>
<b>Next Scheduled Review:</b>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">HCDSB 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="#">I-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 Agenda package.

## 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 the Halton Catholic District School Board (HCDSB) and/or the Director of Education and Secretary of the Board and/or the Chair of the Board 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 \(MFIPPA\)](#)

## 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

## Principles

- The Halton Catholic District School Board (HCDSB) values relationships and partnerships and is committed to providing meaningful feedback mechanisms for all stakeholders in an open and equitable fashion.
- The HCDSB 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.
- The 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 Policy I07, Protection of Privacy, and Policy I-36 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 HCDSB's students or staff.

## 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 of Education, Chair of the Board or Trustees that is not of a confidential nature shall be published in the Board Meeting agenda package.

## 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 Director of Education and Secretary of the Board, may be added to the Board Meeting agenda package.
- No correspondence shall be added to a public Board agenda package without the request or expressed consent of the sender.
- Correspondence containing any inappropriate, derogatory, inflammatory or disparaging statements about another individual shall not be part of any Board Meeting agenda package. When this occurs, the Chair of the Board or Director of Education and Secretary of the Board shall provide a response to the sender to indicate that the request to have the correspondence included in the agenda package has been denied. The sender shall be provided with an opportunity to adjust the correspondence to remove any inappropriate, derogatory, inflammatory or disparaging statements and resubmit the request.
- Correspondence must be received no later than 3:00 p.m. on the day before the Board Meeting. Correspondence received after this time may be added to the next Board Meeting agenda package at the request of the sender.
- Correspondence that meets the above requirements shall be placed under item #12 of the requested Board Meeting agenda. If a specific date is not requested, the correspondence will appear in the next scheduled Board Meeting agenda package.



### 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 Board Meeting agenda package. Individuals who wish to vocally express their concerns may submit a request to [delegate](#) to the Board of Trustees.

APPROVED: Regular Meeting of the Board

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

I-06 Delegations to the Board	<b>Item 4.3</b>
May 11 <sup>th</sup> , 2021	

### Purpose

To provide for the consideration of the Policy Committee revisions to *Policy I-06 Delegations to the Board*.

### Commentary

Changes are being proposed regarding the length of delegations and the maximum number of delegations to be given per meeting. Consideration is also being given to add, delete and amend some current requirements.

*Policy I-06 Delegations to the Board* is attached for review and consideration by the Policy Committee.

### Recommendation

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

<p style="text-align: center;"><i>Moved by:</i></p> <p style="text-align: center;"><i>Seconded by:</i></p> <p><b><i>That</i></b>, the Policy Committee recommends that <i>Policy I-06 Delegations to the Board</i> be forwarded, along with amendments, to the May 18, 2021 Regular Board Meeting for approval.</p>
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Report Prepared and submitted by:

B. Agnew  
Burlington Trustee

<b>Delegation to the Board</b>	
<b>Adopted:</b> February 28, 1995	<b>Last Reviewed/Revised:</b> <del>June 16, 2020</del> <u>May 11, 2021</u>
<b>Next Scheduled Review:</b> <del>2022-2023</del> <u>2023-2024</u>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">HCDSB Procedural Bylaws</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a>	

## Purpose

To provide an opportunity for individuals or groups to delegate or make a presentation to the Board of Trustees on matters relating to educational issues and/or other matters within the Board’s jurisdiction.

## Application and Scope

### I. Standard Delegations

This policy applies to any individual or group wishing to delegate or make a presentation to the Board of Trustees on an ad hoc matter that falls within the Board’s jurisdiction.

### II. Process Review Delegations

This policy applies to delegations on matters pertaining to a review process (e.g. School Boundary Review, School Accommodation Review).

## References

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

## Principles

- The Halton Catholic District School Board values relationships and partnerships and is committed to providing meaningful feedback mechanisms that encourage and support two-way communications.
- The Board recognizes 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.



- All requests to delegate to the Board will be subject to the approval of the Chair, which will not be unreasonably withheld.

## Requirements

- An individual or group wishing to delegate to the Board, shall submit the request in writing to the office of the Director of Education and Secretary of the Board no later than (7) days prior to the meeting of the Board.
- A person under 18 years of age, who wishes to make a delegation to the Board must have written consent of his or her parent/guardian with the understanding that the person's image (photograph and/or video) will be posted on the Board's website, social media channels and/or by the media.
- Any one delegation or individual shall be permitted to make only one presentation to the Board on an issue. Any additional presentation on the same issue is permitted provided that the significant difference(s) are outlined and presented in writing to the Chair of the Board and/Secretary of the Board seven (7) days prior to the Board meeting.
- The regional Trustee(s) will be notified if a delegate registers to make a deputation on a subject matter that is region specific.
- The Chair of the Board, in consultation with the Secretary of the Board, shall determine whether there are significant differences in the written request for an additional presentation and grant or deny the request to delegate to the Board. The Chair of the Board will share the denied delegation request with all trustees. Appeals to this decision must be made by a trustee and shall come before the Board for decision. Should the appeal be successful, the delegation or individual will be allowed to appear at the request of meeting.
- Delegates may be heard at public Committees of the Board on an item on the agenda or concerning matters within the Committee's terms of reference. The Chair of the Committee in consultation with the Secretary of the Board or Superintendent assigned to the committee will review delegation requests to determine eligibility.
- When a request to delegate is denied, the Secretary of the Board shall provide written notice to the individual, or group, with a copy to all trustees and offer to include their concerns as correspondence in the Board Meeting agenda package.
- The number of declined individuals, or groups, who requested to delegate will be made public in the Board package.
- ~~Employees of the Board or representatives of employee groups shall not delegate to the Board to express their views relative to their employment or professional interests.~~
- Commercial enterprises are prohibited from appearing before the Board as a delegation for purposes of promoting their products/services.
- Delegations from individuals or groups who are not HCDSB rate payers or who are not directly impacted by the decision or matter before the Board will not be accepted.

- The request shall outline in some detail the subject matter(s) to be presented and indicate who the presenter(s) will be for the group or organization. A maximum of three (3) presenters and no other person may address the Board unless approval is given by the Chair of the Board. At the discretion of the Chair, delegations with similar rationales will be grouped together (for a total of a ~~5-10~~ minute presentation).
- A complete script and presentation must be delivered or sent electronically to the Office of the Director of Education and Secretary of the Board at least four (4) business days prior to the Regular Board meeting (by 1:00 pm).
- At the Board Meeting, the presenter(s) will use the script that they provided in their package.
- Personal information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. The name and the contents of the submission are subject to disclosure by way of publication of the agenda on the Board's website. As well, all Board Meetings are video and audio recorded.
- There may be up to a maximum of ~~five~~ ten ~~(5)~~ delegations at any one meeting. At the discretion of the Chair of the Board, additional delegations may be added as deemed appropriate.
- Trustees may ask two (2) questions for clarification purposes.
- Trustees will have three (3) minutes in total to ask their clarification questions.
- The complete presentation by any delegation shall not exceed ~~five~~ (5) ~~ten (10)~~ minutes, exclusive of Trustee questions.
- To allow for equitable time allocated to each delegation, the Chair shall act as the moderator for each delegation presentation and will govern the questions from The Board of Trustees, preserving the intent of the questions to be strictly for clarification purposes.
- The Chair of the meeting may expel or exclude a delegate from the meeting should they engage in conduct contrary to the HCDSB Code of Conduct or fail to comply with this policy.
- Presenters and guests in the gallery are expected to maintain a level of decorum, which will allow meetings to proceed without interruptions, and free of abusive or derogatory language at all times. Individuals and delegations are advised that placards and disruptive demonstrations are not permitted at the Board's Catholic Education Centre or at any other location where a Board meeting is held. The Chair may expel or exclude from the meeting any person(s) who engages in this or any other form of improper conduct.

## Response to Delegation(s)

### I. Standard Delegations

The Board's agenda shall include, an action item, entitled Board Response to the Delegation(s) at the same meeting. Trustees in attendance may move and approve a motion for:

- a decision on the matter at the same meeting;

- referral of the matter to a future meeting;
- a staff report on the matter to be considered at a future meeting;
- to receive for information.

## **II. Process Review Delegations**

For delegations on matters under review by a committee of the Board with recommendation(s) for action, the Board of Trustees shall make a decision on the matter no fewer than ten (10) business days from the public delegation(s).

Once the Board makes a decision on a presentation, the Secretary of the Board shall communicate the Board's decision in writing to the spokesperson for the group or organization.

The Director of Education shall develop administrative procedures to support the implementation, compliance and enforcement of this Policy.

APPROVED:                      Regular Meeting of the Board

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

<p>II-29 Inclusion and Range of Placement Options for Identified Exceptional Students</p>	<p>Item 4.4</p>
<p>May 11, 2021</p>	

### Purpose

To provide for the consideration of the Policy Committee revisions made to Policy *II-29 Inclusion and Range of Placement Options for Identified Exceptional Students* as recommended by staff and in consultation with the Special Education Advisory Committee (SEAC).

### Commentary

Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students was last reviewed in May 2017 and is in keeping with the policy review cycle. The policy was reviewed by staff and in consultation with SEAC members at the March 22, 2021 and April 19, 2021 Special Education Advisory Committee (SEAC) meetings.

The Associated Policies and Procedures have been updated with the addition of II-13 Psycho-Education Psychological Assessment of Individual Students and II-45 Equity and Inclusive Education. The References have been revised, with several additions, including the Halton Catholic District School Board Special Education Annual Plan. To align with the current policy template, a Definitions section was added. Minor edits throughout the policy were made to provide consistency and updated terms.

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

### Recommendation

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

<p style="text-align: center;"><i>Moved by:</i></p> <p style="text-align: center;"><i>Seconded by:</i></p>
<p><b><i>That, the Policy Committee recommends that Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students, be forwarded, along with amendments, to the May 18, 2021 Regular Board Meeting for approval.</i></b></p>

**Report Prepared by:** S. Balogh  
Superintendent, Special Education Services

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

## Inclusion and Range of Placement Options for Identified Exceptional Students

**Adopted:**

September 26, 1995

**Last Reviewed/Revised:**

~~May 16, 2017~~ May 11, 2021

**Next Scheduled Review:** ~~2019-2020~~ 2023-2024

**Associated Policies & Procedures:**

II-13 Psycho-Education Psychological Assessment of Individual Students

II-45 Equity and Inclusive Education N/A

### Purpose

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

### Application and Scope

This policy applies to all students ~~children~~ registered with and attending schools in the Board.

The responsibility for implementation of this policy applies to the Board's senior administration, school administrators, teachers and academic support staff employed by the Board to support the needs of students identified as exceptional under the Education Act.

### References

Education Act 1(1)

Halton Catholic District School Board Special Education Annual Plan

Ont. Reg. 181/98, S.17. (1)

Ont. Reg. 181/98, S.18. (2)(c)

PPM 140 - Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)

PPM 149 - Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para-Professionals

PPM 156 - Supporting Transitions for Students with Special Education Needs

Regulation 298, Section 31

[Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide](#)

[Supreme Court of Canada Ruling \(1997\)](#)

## Definitions

**Exceptional Pupil:** The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

## Principles

- The Halton Catholic District School Board is a welcoming, inclusive Catholic faith community.
- The Halton Catholic District School Board recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional pupils.
- The Board is committed to the principle that all qualified, registered students shall be welcomed into their neighbourhood/regional school.
- The ‘appropriateness’ of a student’s placement is determined through an examination of a detailed student needs assessment resulting from a collaborative sharing of relevant information about the student among the child’s parents, school/Board staff, and the providers of the professional services received by the student.
- In keeping with Supreme Court of Canada rulings (Eaton, [Feb. 6 Oct. 9, 1997](#)) and with direction from the Ministry of Education for Ontario (June 9, 1994 Memo), the integration of exceptional pupils is the normal practice, when such a placement meets the student’s needs (i.e. is in “the best interest of the student”). Consequently, as per Regulation 181/98 S.17 (1-2), the regular classroom, with appropriate support, in a student’s community school is the first placement option considered for all students the default placement for students, regardless of identified exceptionality, ~~shall be the regular classroom with appropriate support~~ unless otherwise determined by a duly constituted Identification, Placement and Review Committee of the Board informed by parental wishes and relevant professional opinion.
- The Identification, Placement and Review Committees of the Board (IPRC):
  - Before considering the option of placement in a special education class, will consider whether placement in a regular class, with appropriate special education services, would meet the child’s needs and be consistent with parental preferences; [Ont. Reg. 181/98, S.17. (1)]
  - Having decided that the pupil should be placed in a special education class, [it must] state the reasons for that decision. [Ont. Reg. 181/98, S.18. (2)(c)]
  - The school and Board bear responsibility for informing parents and students of the range of available placement options and associated support services stipulated

under the Education Act and provided by the Board.

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

## Requirements

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

peers. Students in a full time Special Education class placement deemed ready to benefit from integration will require an IPRC to place ~~her/him~~ the student in a part time Special Education class placement before integration transitions may begin.

- Placement-specific programs and services are exclusively available to students assigned to the placement by a properly constituted IPRC.
- Access to full or part time special education class placement will be subject to the availability of space in the receiving class(es). Waitlisted students will be ranked according to the date of the IPRC, which placed the student in the Special Education class.
- Within the established funds received for Special Education from the Ontario Ministry of Education, the Board will provide those placement settings within the range of placements\* as defined by the Ministry, and across exceptionalities, that are required to fulfil IPRC decisions.

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

***A regular class with indirect support:***

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

***A regular class with resource assistance:***

The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

***A regular class with withdrawal assistance:***

The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified Special Education teacher.

***A Special Education class with partial integration:***

The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, Section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

***A Special Education class full-time:***

The student is placed by the IPRC in a special education class for the entire school day, where the student-teacher ratio conforms to Regulation 298, Section 31.

APPROVED: Regular Meeting of the Board

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



II-40 Bullying Prevention and Intervention	<b>Item 4.5</b>
May 11, 2021	

**Purpose**

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

**Commentary**

Policy II-40 Bullying Prevention and Intervention was reviewed as part of the regular Policy review cycle. The policy was reviewed by staff and in consultation with the policy working sub-group which consisted of staff, CPIC and SEAC representatives, students, and trustees.

Clarifying language has been added to the Purpose, Application & Scope. Updates have been made to the Definitions and Requirements to provide additional and current language from the Education Act and relevant Ministry documents. Minor changes have been made to improve readability and remove redundant language.

*Policy II-40 Bullying Prevention and Intervention* 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-40 Bullying Prevention and Intervention* be forwarded, along with amendments, to the May 18, 2021 Regular Board Meeting for approval.

**Report Prepared by:** A. Cordeiro  
Superintendent of Education, School Services

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

<b>Bullying Prevention and Intervention</b>	
<b>Adopted:</b> April 15, 2008	<b>Last Reviewed/Revised:</b> <u>May 11, 2021</u> <u>May 16, 2017</u>
<b>Next Scheduled Review:</b> <u>2019-2020</u> <u>2023-2024</u>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-43 Use of Technology and Digital Citizenship</a> <a href="#">VI-62 Use of Technology and Digital Citizenship</a> <a href="#">VI-63 Social Media</a> <a href="#">II-39 Progressive Discipline and Safety in School Code of Conduct – Suspensions and Expulsions</a> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a> <a href="#">II-45 Equity and Inclusive Education</a> <a href="#">VI-54 Equity and Inclusive Education</a> <a href="#">VI-60 Student Groups in Catholic Schools</a>	

## Purpose

To establish and promote a healthy, safe and inclusive learning environment where all students feel a positive sense of self, spirit and belonging, accepted. These are ~~is a~~ necessary conditions for student achievement, success and well-being and faith formation. Therefore, ~~t~~his policy supports and promotes a safe, welcoming, inclusive and accepting school environment through appropriate prevention and intervention practices. This is reinforced by ~~through~~ the application of progressive discipline, ~~intervention and consequences for student actions not~~ in compliance with the Education Act, ~~as amended, the Board's Code of Conduct and the Standards of Behaviour described in the Ontario School Code of Conduct. (Revised 2007) PPM 128: Provincial Code of Conduct and School Board Codes of Conduct (2019), PPM 144: Bullying Prevention and Intervention (2018), the Parent's Guide to the Provincial Code of Conduct (2019) and PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013).~~

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

## Application and Scope

This policy applies to all students and staff of the Halton Catholic District School Board (HCDSB) on school property, at school ~~or HCDSB~~ authorized activities, while using school authorized transportation services or in other venues or locations, including virtual spaces, ~~where an~~ This policy

applies to inappropriate acts, ~~as~~ related to the definitions of bullying as described in this policy, ~~and is~~ considered by the principal to be detrimental to the moral tone, physical or mental well-being of the school.

## References

Caring and Safe Schools in Ontario: Supporting Students with Special Needs through Progressive Discipline, Kindergarten to Grade 12

Education Act

Municipal Freedom Information Protection and Privacy Act

Ontario's Education Equity Action Plan (2017)

Ontario First Nation, Metis and Inuit Education Policy Framework (2007)

Ontario Human Rights Code

Ontario School Code of Conduct – Standards of Behaviour

The Parent's Guide to the Provincial Code of Conduct (2019)

PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013)

PPM 128 Provincial Code of Conduct and School Board Codes of Conduct (2019)

PPM 144 Bullying Prevention and Intervention (2018)

PPM 145 Progressive Discipline and Promoting Positive Student Behaviour (2018)

Youth Criminal Justice Act

## Definitions

**Bullying** - Bullying is defined as a form of (typically) repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

A power imbalance may occur between a pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or receipt of special education. Bullying usually happens when one or more students tease, threaten, spread rumours about, exclude, hit, shove, or hurt another person.

Bullying can take different forms. These include:

- **Physical:** unwanted sexual touching, hitting, shoving, stealing or damaging property
- **Verbal:** inappropriate epithets, remarks, jokes or innuendos, name calling, mocking, making sexist, sexualized, racist, homophobic, transphobic, and/or derogatory or profane comments
- **Social:** excluding others from a group or spreading gossip or rumours about them
- **Electronic** (commonly known as cyberbullying): spreading rumours, innuendos, hurtful comments, inappropriate images, cartoons or jokes, using cellphones, e-mail, text messaging, gaming platforms and/or through social media

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

~~the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,~~

~~causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or~~

~~creating a negative environment at a school for another individual, and~~

~~the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or receipt of special education; ("intimidation")~~

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

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

~~creating a web page or a blog in which the creator assumes the identity of another person;~~

~~impersonating another person as the author of content or messages posted on the internet; and~~

~~communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.~~

**Bullying Prevention:** Is a whole school approach that heightens expectations for a safe, caring, equitable, and inclusive and accepting school climate learning environment. It includes a shared

understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the school community.

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

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

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

The Safe Schools Team is responsible to develop a school-based Bullying Prevention and Intervention Plan to guide the practices of the school staff and administration. This team is encouraged to plan activities and launch initiatives that heighten awareness of bullying and its impact on the learning environment. By organizing bullying prevention and intervention activities throughout the year, schools will affect positive change in student achievement and sense of belonging.

## Principles

- The Halton Catholic District School Board recognizes that student, staff and community member conduct within our schools shall be rooted in the Gospel values and teachings of Jesus Christ, the Ontario Catholic Graduate Expectations, and the Board's Mission Statement and Governing Values.
- The HCDSB recognizes the importance of providing a caring, inclusive, and safe environment in which responses to behaviour issues are shaped by informed consideration of the individual needs and circumstances in each situation.
- The ~~HCDSB~~Board recognizes that student, staff and community members have a responsibility to resolve conflict and differences in a respectful and civil ~~and non-violent~~ manner with an equity and inclusion lens.

- The HCSB recognizes that bullying of any type:
  - ~~may~~ adversely affects students' ability to learn;
  - ~~may~~ adversely affects healthy relationships and the school climate learning environment for students, staff and community members;
  - ~~may~~ adversely affects a school's ability to educate its students, and provide an equitable and inclusive learning environment; and
  - will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online/virtual space, and off school property, or outside the regular school day) where engaging in bullying will have a negative impact on the school climate learning environment.

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

## Requirements

### Notifying Parents (as per PPM 145, s. 6)

- Section 300.3 of the Education Act specifies when principals are required to notify the parents of students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:
  - the nature of the activity that resulted in harm to the student;
  - the nature of the harm to the student;
  - the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity; and,
  - the supports that will be provided for the student in response to the harm that resulted from the activity.
- This section of the act also specifies that principals are required to notify the parents of students who have engaged in serious student incidents. Principals shall disclose the following information:
  - the nature of the activity that resulted in harm to the other student;
  - the nature of the harm to the other student;
  - the nature of any disciplinary measures taken in response to the activity; and,
  - the supports that will be provided for the student in response to engaging in -the activity.
- When notifying parents of these incidents, the principal must invite parents to have a discussion with them about the supports that will be provided for their child.
- Under the authority of the Education Act and the Youth Criminal Justice Act, and protected in accordance with the Municipal Freedom Information Protection and Privacy Act, the Halton

Catholic District School Board or any of its employees will not disclose or provide access to information about a bullying incident unless authorized to do so by written consent or as required by law.

### **Establishing a Bullying Prevention and Intervention Plan**

The Halton Catholic District School Board shall establish a Bullying Prevention and Intervention Plan for schools based on the model Bullying Prevention and Intervention Plan developed by the Ministry of Education. ~~and a~~ All schools shall implement the Board's plan in accordance with the Education Act and HCDSB Board policies and procedures.

When establishing the plan, the Board will solicit the views of ~~the students~~ pupils, educators teachers and staff of the Board, ~~the~~ volunteers working in the schools, the parents and/guardians of the pupils, Catholic School Councils, Safe Schools Teams, Special Education Advisory Committee (SEAC), Catholic Parent Involvement Committee (CPIC), the Indigenous Education Advisory Council, community based organizations and partners.

The plan shall include but not be limited to:

- A comprehensive prevention and awareness-raising strategy that includes expectations for appropriate student, staff and community member behaviour;:-
  - Utilizing evidence-based strategies to support school-wide bullying prevention. This will focus on developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom teaching and/or school activities;:-
  - Procedures to allow students, parents/guardians, and staff and community members to report bullying incidents safely and in a way that will minimize the possibility of discourages ensures there is no reprisal and threat thereof. These procedures will also define the rights, responsibilities, and roles of the principals, educator teachers, staff, students and community members parents/guardians;:-
  - A comprehensive intervention strategy for principals and staff to address incidents of bullying, including appropriate and timely responses;
  - Providing support for students who have been bullied, interventions for students who have bullied others, and for students who have been affected by witnessing observing bullying.
- 
- The HCDSB Board will establish and provide annual professional development programs to educate ~~teachers and other~~ staff of the Board about bullying prevention and strategies for promoting positive school climates learning environments.

- ~~The HCDSB will review its Bullying Prevention and Intervention Plan according to the Board's regular policy review cycle and shall solicit the views of students, educators, HCDSB staff, volunteers working in the schools, parents/guardians, Catholic School Councils, Safe Schools Teams, SEAC, CPIC, the Indigenous Education Advisory Council, social service agencies, community based organizations and partners.~~
- ~~The HCDSB Board will post make the board's its Bullying Prevention and Intervention Plan available to the public by posting it on the HCDSB website.~~
- ~~The Principal will post HCDSB's Bullying Prevention and Intervention Plan and the school's own Bullying and Intervention Plan on the school's website.~~
- ~~The pPrincipal of a school will post make the board's school's Bullying Prevention and Intervention Plan available to the public by posting it on the school's website.~~
- ~~The Principal will post the member titles of the Safe Schools Team on the school's website.~~
- ~~The board will periodically review its bullying prevention and intervention plan and shall solicit the <sup>[BE1]</sup> views of pupils, teachers and staff of the board, the volunteers working in the schools, the parents and guardians of the pupils, school councils and the public.~~

APPROVED: Regular Meeting of the Board

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



I-23 Catholic School Councils and Catholic Parent Involvement Committee	<b>Item 5.1</b>
May 11, 2021	

**Purpose**

To provide an opportunity for discussion regarding *Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee*, and specifically, *Associated Procedure VI-84 Catholic Schools Councils and Catholic Parent Involvement Committee*.

**Commentary**

At the November 10, 2020 Policy Committee meeting, it was recommended that Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee, and Associated Procedure VI-84 Catholic Schools Councils and Catholic Parent Involvement Committee be deferred for feedback to CPIC members and Catholic School Council members regarding the composition of Catholic and non-Catholic parents on school councils.

Currently in the procedure, a provision may be made for the election of up to two (2) non-Catholic parents/guardians. A summary of the feedback received from 4 secondary schools and 16 elementary schools is provided in Appendix A.

Overall, the results indicate that both secondary and elementary school respondents were in favour of increasing the number of non-Catholic parents to more than two. CPIC members were also in favour of an increase.

Further, each group indicated that a Catholic School Council should be composed of a majority of Catholic parents/guardians; that is 50% plus one. This would also provide an opportunity for more than two (2) non-Catholic parents/guardians to be part of the Catholic School Council.

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

**Report Prepared by:** N. Dinolfo  
Superintendent of Education, School Services

## Summary of responses received from HCDSB School Councils regarding Procedure No. VI-84, Section – Requirements, Sub-section - Membership

### Background

The HCDSB Board of Trustees asked School Councils for their input on the membership requirements as detailed in Procedure No. VI-84, Section - Requirements, Sub-section - Membership.

By way of background, the Board has received the following anecdotal feedback that the Procedure:

- is restrictive in that it limits the number of non-Catholic members and in certain situations/schools makes it difficult to fill all Parent Member positions on a School Council,
- is not reflective of an inclusive environment,
- should maintain a majority of Catholic membership on School Councils, reflective of our Catholic school system.

School Council Chairs were asked to share this information with their School Council, discuss it and summarize their School Council's feedback, including any recommendations for potential changes to the Policy and/or Procedure.

### School Council Responses

Of the 9 secondary schools and 45 elementary schools in the HCDSB, we received responses from 4 secondary schools (44%) and 16 elementary schools (35%)

As an open-ended question was posed to School Councils rather than a specific question, it is difficult to summarize the responses statistically. In addition, some School Councils submitted each member's point of view and others attempted to summarize the School Council's combined view.

It was pointed out in a few responses, that perhaps the procedure regarding School Council membership should be different for elementary and secondary schools. As Baptism of the child or parent is a requirement for entry into a HCDSB elementary school, every elementary school student generally has at least one Catholic parent. Conversely, in secondary schools, because registration is open to anyone, the proportion of students and parents that are not Catholic is significantly higher. As such, we have attempted to analyze the School Council responses for elementary schools and secondary schools separately.

***It is important to note that the responses received varied widely in their thoughts regarding the current procedure.*** However, taking into consideration all the responses, we feel the following themes emerged.

### Elementary School Councils

There was general agreement for allowing the number of non-Catholics on School Council to increase. Some of the reasons that respondents indicated were at play in this decision was a desire to be inclusive and the ability to attract more School Council members. Other reasoning given included the fact that

because at the elementary level one parent is Catholic, and the family has chosen to send their child to a Catholic school, both parents should be able to be involved in the School Council of their child's school.

Those opposed to increasing the number of non-Catholic members on School Council were primarily concerned about preserving Catholicity in our schools. On the contrary, two respondents did point out that School Councils are generally involved in fundraising and community events, so the number of non-Catholics on School Council should not impact the school's ability to ensure that Catholic values are upheld.

Some responses specifically addressed whether the majority of School Council members should be Catholic. Of these responses, the more widely held view was that the majority of School Council members should be Catholic.

Another issue addressed in some of the responses was whether the School Council Chair should be Catholic. Of these responses, the general consensus was that the Chair should be Catholic, however, several responses indicated that, in the case of Co-Chairs, only one Co-Chair needed to be Catholic.

### Secondary School Councils

From the responses received, there were more responses supporting the possibility of increasing the number of non-Catholic members permitted on School Council, than those wishing to maintain the current number of non-Catholic members. Respondents supporting the increase indicated that the following reasons: non-Catholic members bring valuable input to the table, increasing the number of non-Catholic members would be more inclusive, increasing the number of non-Catholic members would more accurately reflect the school community, and that anyone who was willing to contribute their time should be able to.

Those opposing the increase indicated that they felt the current policy was fine, that their School Councils did not have an issue attracting members and that we were already being inclusive in permitting two non-Catholic members.

Also noteworthy was the comment that the non-Catholic School Council membership should be expressed as a percentage rather than a fixed number (i.e. 25% of council members rather than 2 council members)

Several responses indicated that the majority, or a significant majority, of School Council members should be Catholic (i.e. 50% or more) and that the Chair (or one Co-Chair) should be Catholic.

### **Other Findings**

There were multiple respondents that were non-Catholic who indicated that they did not feel valued, or equal, due to their Non-Catholicity.

The responses seemed to indicate that there may be some confusion at some schools regarding whether non-Catholic members can vote. A few responses specifically indicated that they did not permit non-Catholics to vote even if they held a School Council seat. This is not inline with the current policy.

One elementary school also noted that they do not have a limit on the number of School Council members permitted.