

POLICY COMMITTEE MEETING
AGENDA

Date: October 12, 2021
Time: 7:00 pm
Location: Microsoft Teams

		Pages
1.	Call to Order	
1.1.	Land Acknowledgement and Opening Prayer (M. Duarte)	
2.	Approval of Agenda	
3.	Declarations of Conflict of Interest	
4.	Delegations	
5.	Approval of Minutes - September 14, 2021	1 - 8
6.	Action Items	
6.1.	Policy II-07 The School Day (Daily Sessions) - Elementary & Secondary (J. Crowell)	9 - 12
6.2.	Policy II-11 Daily Teacher Plans (J. Crowell)	13 - 15
7.	Discussion Items	
7.1.	Policy I-26 Student Trustees on the Halton Catholic District School Board (B. Agnew)	16 - 19
8.	Information Items	
8.1.	Administrative Procedure VI-39 Inclement Weather Safety (E. Bakaic)	20 - 24
8.2.	Administrative Procedure VI-54 Equity and Inclusive Education (S. Jayaraman)	25 - 35
8.3.	Upcoming Agenda Items (November 9, 2021)	
8.3.1.	Policy I-14 Smoking/Vaping Ban (E. Bakaic)	
8.3.2.	Policy II-28 Alcohol, Tobacco/Vaping and Drug Education and Abuse in Schools (E. Bakaic)	
8.3.3.	Policy II-23 Child Care Facilities (R. Merrick)	
8.3.4.	Policy II-44 Student Mental Health and Well-Being (S. Balogh)	
8.3.5.	Information Items	
8.3.5.1.	Administrative Procedure VI-78 Community Planning & Facility Partnerships (R. Merrick)	

9. **Miscellaneous Information**
10. **Correspondence**
11. **In Camera**
12. **Motion to Excuse Absent Committee Members**
13. **Motion to Adjourn/ Closing Prayer (N. Guzzo)**

POLICY COMMITTEE MEETING MINUTES

Date: September 14, 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)
H. Karabela (Electronically)
P. Murphy (Electronically)
T. O'Brien (Electronically)
J. O'Hearn-Czarnota (Electronically)

Regrets: V. Iantomasi

Staff Present: E. Bakaic, Superintendent of Education, School Services (Electronically)
A. Cordeiro, Superintendent of Education, School Services (Electronically)
P. Daly, Director of Education (Electronically)
N. Dinolfo, Superintendent of Education, School Services (Electronically)
S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically)
A. Lofts, Superintendent of Education (Electronically)
L. Naar, Superintendent of Education School Services (Electronically)
A. Swinden, Manager, Strategic Communications (Electronically)
L. Frees, Senior Manager, Human Resources Services (Electronically)
K. George, Health and Safety Officer, Human Resource Services (Electronically)
S. Saevil, Indigenous Education Advisor (Electronically)

Recording Secretary: M. Zammit (Electronically)

1. Call to Order

1.1 Opening Prayer (B. Agnew)

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

2. Approvals

2.1 Approval of Agenda

P# 63/21

Moved by: M. Duarte

Seconded by: B. Agnew

That, the agenda be approved as presented.

The Chair called for a vote. Recommendation **P#63/21 CARRIED**

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

2.2 Approval of Minutes (June 08, 2021)

P#64/21

Moved by: B. Agnew

Seconded by: T. O'Brien

That, the minutes of the June 08, 2021 Policy Committee be approved.

The Chair called for a vote. Recommendation **P#64/21 CARRIED**

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

3. Declarations of Conflict of Interest

There were no Conflicts of Interest.

4. Action Items

4.1 Policy I-19 Occupational Health and Safety (E. Bakaic)

P#65/21

Moved by: M. Duarte

Seconded by: B. Agnew

That, the Policy Committee recommends that Policy I-19 Occupational Health and Safety be forwarded, to the September 21, 2021, Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#65/21 CARRIED**

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

**4.2 Policy III-15 Workplace Violence (E. Bakaic)
P#66/21**

Moved by: J. O’Hearn-Czarnota

Seconded by: T. O’Brien

That, the Policy Committee recommends that Policy III-15 Workplace Violence be forwarded, to the September 21, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#66/21 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			

**4.3 Policy III-16 Workplace Discrimination and Harassment (E. Bakaic)
P#67/21**

Moved by: M. Duarte

Seconded by: T. O’Brien

That, the Policy Committee recommends that Policy III-16 Workplace Discrimination and Harassment be forwarded, to the September 21, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#67/21 CARRIED**

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

**4.4 Policy I-06 Delegation to the Board (B. Agnew)
P#68/21**

Moved by: B. Agnew

Seconded by: T. O’Brien

That, the Policy Committee recommends that Policy I-06 Delegation to the Board be forwarded, to the September 21, 2021 Regular Board Meeting for approval as amended

Trustees discussed and agreed via consensus on various amendments.

The Chair called for a vote. Recommendation **P#68/21 CARRIED**

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

4.5 Policy I-46 Correspondence to the Board (B. Agnew)

P#69/21

Moved by: H. Karabela

Seconded by: B. Agnew

That, the Policy Committee recommends that Policy I-46 Correspondence to the Board be forwarded, to the September 21, 2021 Regular Board Meeting for approval at 2nd & 3rd reading as amended.

Trustees discussed and agreed via consensus on various amendments.

The Chair called for a vote. **P#69/21 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			

P#70/21

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the Policy Committee approves to extend the Policy Committee Meeting beyond 10:00 p.m.

The Chair called for a vote. **P#70/21 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			

4.6 Policy II-09 Opening and Closing Exercises (N. Guzzo)

P#71/21

Moved by: P. DeRosa

Seconded by: T. O'Brien

That, the Policy Committee recommends that Policy II-09 Opening and Closing Exercises be forwarded, to the September 21, 2021 Regular Board Meeting for approval.

Trustees discussed adding the Our Father prayer as an amendment, however there was no consensus.

The Chair called for a vote. Recommendation **P#71/21 CARRIED**

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

4.7 Rescind Policy IV-07 Alternative Arrangements for School Facilities (A. Lofts)

P#72/21

Moved by: T. O'Brien

Seconded by: P. Murphy

That, the Policy Committee recommends that Policy IV-07 Alternative Arrangements for School Facilities be forwarded, to the September 21, 2021 Regular Board Meeting to be rescinded.

The Chair called for a vote. Recommendation **P#72/21 CARRIED**

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

4.8 Rescind Policy IV-08 School Sites and Operating Budget (A. Lofts)

P#73/21

Moved by: B. Agnew

Seconded by: T. O'Brien

That, the Policy Committee recommends that Policy IV-08 School Sites and Operating Budget be forwarded, to the September 21, 2021 Regular Board Meeting to be rescinded.

The Chair called for a vote. Recommendation **P#73/21 CARRIED**

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

4.9 HCDSB Procedural By-Laws (E. Bakaic)

P#74/21

Moved by: M. Duarte

Seconded by: B. Agnew

That, the Policy Committee recommends that HCDSB Procedural By-Laws be forwarded, to the September 21, 2021 Regular Board Meeting for approval.

On a point of order, the chair ruled that the HCDSB Procedural By-laws can be amended.

P#75/21

Moved by: T. O'Brien

Resolved that the Trustees appeal the ruling of the chair

The Chair called for a vote. Recommendation **P#75/21 DEFEATED**

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

The Chair called for a vote. Recommendation **P#74/21 CARRIED**

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

P#76/21

Moved by: B. Agnew

Seconded by: M. Duarte

That, the Policy Committee approves to extend the Policy Committee Meeting beyond 10:30 p.m.

The Chair called for a vote. **P#76/21 CARRIED**

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

5. Discussion Items
There were no Discussion items.

6. Information Items
- 6.1 Administrative Procedure VI—04 Complaints Resolution Process: Workplace Discrimination/Harassment/Violence (E. Bakaic)
 - 6.2 2021-2022 Policy Committee Work Plan (E. Bakaic)
 - 6.3 Upcoming Agenda Items

7. Miscellaneous Information
There were no Miscellaneous Items.

8. In-Camera
There were no in-camera items.

9. **Motion to Excuse Absent Committee Members**
P#77/21
Moved by: H. Karabela
Seconded by: P. DeRosa

That Trustee V. lantomasi be excused.

The Chair called for a vote. **P#77/21 CARRIED**

In favour	Opposed	Abstain	Absent
P. DeRosa	B. Agnew		V. lantomasi
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			

J. O'Hearn - Czarnota			
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**10. Motion to Adjourn/ Closing Prayer (P. DeRosa)
P#78/19**

Moved by: P. DeRosa

Seconded by: T. O'Brien

That the meeting adjourn.

The Chair called for a vote. **P#78/21 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			

Trustee DeRosa closed the meeting with prayer at 10:45 p.m.

Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary	Item 6.1
October 12, 2021	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary* as recommended by staff.

Commentary

The revised *Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary* was reviewed as part of the regular Policy review cycle.

References have been updated and minor edits have been made to the Requirements for clarity.

Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary is attached for review and consideration by the Policy Committee.

Recommendation

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

<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p>
<p><i>That, the Policy Committee recommends that Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary, be forwarded, along with amendments, to the October 19, 2021 Regular Board Meeting for approval.</i></p>

Report Prepared by: J. Crowell
Superintendent – Curriculum Services

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

The School Day (Daily Sessions) – Elementary & Secondary	
Adopted: October 23, 1973	Last Reviewed/Revised: <u>October 12, 2021</u> May 7, 2019
Next Scheduled Review: <u>2024-2025</u> 2021-2022	
Associated Policies & Procedures: VI-39 Inclement Weather Safety VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures	

Purpose

It shall be the policy of the Halton Catholic District School Board to establish the school day to be consistent with the Education Act, in compliance with the Regulations of the Province of Ontario.

Application and Scope

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

References

[Education Act](#)

[Ontario Regulation 298](#)

Principles

The School Day (Daily Sessions) – Elementary and Secondary:

- The school office shall be accessible to the students and parents thirty minutes before the commencement of instruction for the day, and ending fifteen minutes after classes end for the day.
- Teachers shall be present in the classroom or teaching area and ensure that the classroom or teaching area is ready for the reception of pupils at least fifteen minutes before the commencement of classes in the school in the morning and, where applicable, five minutes before the commencement of classes in the school in the afternoon.
- The length of the instructional program of each school day for pupils of compulsory school age and pupils in full day junior kindergarten or kindergarten shall be not less than five hours a day excluding recesses or scheduled intervals between classes.

- The instructional program on a school day shall begin not earlier than 8 a.m. and end not later than 5 p.m. except with the approval of the Minister.
- A board may reduce the length of the instructional program on each school day to less than five hours a day for an exceptional pupil in a special education program.
- Each pupil and each teacher shall have a scheduled interval for a lunch break.
- A pupil's interval for a lunch break shall be not less than forty consecutive minutes and need not coincide with the scheduled interval for the lunch break of any other pupil or any teacher.
- A teacher's interval for a lunch break shall be not less than forty consecutive minutes and need not coincide with the scheduled interval for the lunch break of any other teacher or any pupil.
- In the intermediate and the senior divisions, a principal may, subject to the approval of the board, provide for recesses or intervals for pupils between periods.
- The buildings and the playgrounds shall be open to pupils during the period beginning fifteen minutes before classes begin for the day and ending fifteen minutes after classes end for the day.
- In elementary schools, there shall be a morning recess and an afternoon recess, each of which shall be not less than ten minutes and not more than fifteen minutes in length, for pupils in the primary and junior divisions.
- The school shall be opened to the students during inclement weather (i.e. rain).
- When inclement weather results in bus cancellation, schools and the school office will remain open.
- When inclement weather results in school closure, schools and the school office will remain closed.

Requirements

The School Day (Daily Sessions) – Secondary Only:

~~In the event of significant change to the school day organization, Each secondary school the~~ Principal will develop, ~~annually,~~ a ~~secondary school day organization~~ proposal for the subsequent school year in accordance with the established guideline procedures. It is understood that the principal will have consulted staff members, Catholic School Council, and with their Family of Schools Superintendent. The proposal shall also include a response to the following criteria:

- The safety of the students and staff.
- The efficiency and quality of the educational programs to be provided.
- The co-curricular activities of the school.
- The needs of the school community.

- The maximum and efficient utilization of available instructional space.
- System bus scheduling requirements.
- Each secondary school Principal will meet and review with their Family of Schools Superintendent the school day organization proposal for the subsequent school year for his/her school.
- Each secondary school day organizational proposal is subject to the review and approval of the Director of Education prior to its implementation. Such review and approval will be given by April 30.
- The Director will advise the Board accordingly, of any changes that have been incorporated relative to the secondary school day, for each secondary school for the subsequent school year.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Policy II-11 Daily Teacher Plans	Item 6.2
October 12, 2021	

Purpose

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

Commentary

The revised *Policy II-11 Daily Teacher Plans* was reviewed as part of the regular Policy review cycle. Only minor housekeeping changes were made.

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

Recommendation

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

<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p> <p><i>That, the Policy Committee recommends that Policy II-11 Daily Teacher Plans, be forwarded, along with amendments, to the October 19, 2021 Regular Board Meeting for approval.</i></p>

Report Prepared by: J. Crowell
Superintendent – Curriculum Services

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

Daily Teacher Plans	
Adopted: October 23, 1973	Last Reviewed/Revised: <u>October 12, 2021</u> November 20, 2018
Next Scheduled Review: <u>2024-2025</u> 2021-2022	
Associated Policies & Procedures: N/A	

Purpose

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

Application and Scope

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

References

[Education Act](#)

[Ontario Regulation 298](#)

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

Principles

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

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



Requirements

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

1. Teaching plans, records and outlines shall be available during the course of each school day during the school year.
2. In addition to his/her duties under the *Education Act* and the *Ontario Regulations*, the principal of a school shall supervise the instruction in the school, and advise and assist teachers in the performance of their teaching duties.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Student Trustees on the Halton Catholic District School Board	
Adopted: September 15, 1998	Last Reviewed/Revised: June 9, 2020
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: VI-15 Student Trustees on the Halton Catholic District School Board	

Purpose

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

Application and Scope

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

References

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

[Municipal Conflict of Interest Act 1997](#)

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

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

Principles

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

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

Requirements

- This policy and the associated *Administrative Procedure VI-15 Student Trustees of the Halton Catholic District School Board* shall be in accordance with provisions of the Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) of the Education Act.
- Qualified student nominees will hold qualifications and endorsements as stated below:
 - active Parish membership and regular mass attendance; a letter of endorsement from the school principal;
 - a letter of endorsement from their parish priest;
 - a letter of endorsement from the school Student Council;
 - full-time Catholic student, in good standing, and must be at least a senior in Grade 11 by September 1st of the subsequent year;
 - a history of leadership interest as exhibited through work on the student senate, the student council, social justice groups, parish youth organizations, liturgical programming and/or music ministry; community youth organizations; and
 - beginning knowledge of current key issues affecting Catholic education.
- A person is qualified to act as a student trustee if he or she is enrolled in the senior division of a school of the board and is:
 - a. a full-time pupil; or
 - b. an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil of the program had not been reduced.
- Each secondary school is expected to elect a qualified senior student nominee to the group of prospective student trustees who will be interviewed and voted into office by the Student Senate. Schools not advancing a nominee shall provide a written rationale to the Superintendent of Education.
- Three student trustees shall be elected to the Board. No two students shall be from the same municipality.

- The student trustee(s) shall be elected by the Student Senate no later than February 28 in each school year, with the understanding that each will begin their term of one school year from August 1st in the year they are elected.
- A student trustee(s) of the Board will participate at meetings of the Board and at meetings of Committees of the Board in accordance with Ontario Regulation 07/07 made under the Education Act. Subsection 5(5) of the Act provides that a student trustee(s) may attend all closed (*in camera*) meetings, with the exception of those “*when the subject matter under consideration involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a student or his or her parent or guardian.*”
- Student trustees are not considered elected members of the Board and therefore not entitled to a binding vote – that is, their vote is not included in the official vote count; however, a student trustee does have the right to have their vote recorded in the Board minutes if they request it. In addition, a student trustee may request that a matter before a Board, or any of its committees, be put to a vote, in which case there must be two votes:
 - 1) a non-binding vote that includes the student trustee’s vote; and
 - 2) a recorded binding vote that does not include the student trustee’s vote.

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

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

APPROVED: Regular Meeting of the Board



AUTHORIZED BY: _____

Chair of the Board

Inclement Weather Safety	
Adopted: November 28, 2005	Last Reviewed/Revised: October 4, 2021 December 17, 2018
Next Scheduled Review: 2024-2025 2021-2022	
Associated Policies & Procedures: VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures II-07 The School Day (Daily Sessions) - Elementary and Secondary II-26 Managing Student Risk in Interschool Sports II-33 Safe Arrival at School Program	

Purpose

To provide personnel in the Halton Catholic District School Board with information and guidelines regarding the safety of students and staff during various inclement weather situations and to ensure consistency among schools when school personnel are making decisions regarding student and staff safety during various inclement weather situations.

Application and Scope

This Administrative Procedure is meant to ensure the safety of all students and staff and applies to all schools and related events during various inclement weather situations that occur during the school day.

References

- [Education Act](#)
- [Occupational Health and Safety Act](#)
- [OPHEA Lightning Protocol](#)
- [OPHEA Sample Air Quality Health Index Preparedness Guide](#)
- [OPHEA Sample Temperature \(Hot/Cold\) Preparedness Guide](#)
- [OPHEA Sample Tornado Preparedness Guide](#)
- [OPHEA Sample UV Index Preparedness Guide](#)
- [OPHEA Sample Wind Velocity Preparedness Guide](#)

Principles

- The HCDSB is committed to taking every responsible precaution for the protection of all of its employees and students.
- The Education Act, S265, states that it is the duty of the Principal of a school to “give assiduous attention to the health and comfort of all pupils under their care”.
- The Occupational Health and Safety Act, S25(2) (h) states that employers have a duty to take every precaution reasonable in the circumstances for the protection of the worker.
- For the purposes of this administrative procedure, the following organizations have served as a resource and reference for various inclement weather situations regarding the safety of students and staff:
 - Environment Canada
 - ~~HCDSB Risk Management checklist – temperature~~
 - Halton Regional Health Unit
 - The Ontario Ministry of the Environment and Energy
 - Halton Partners for Clean Air
 - Halton Conservation Authority
 - Health and Safety Ontario (HSO)
 - OPHEA

The range and types of inclement weather situations listed under the Requirements section of this administrative procedure do not supersede the duty and power of the Principal or designate of each school to make local decisions about the safety of students and staff regarding various inclement weather conditions.

It is recommended that where Principals or designates choose to make local decisions regarding the safety of students and staff during inclement weather conditions, that they err on the side of caution regarding each situation.

For the purpose of this administrative procedure, the following websites will be considered the primary sources of official information for all temperature related facts, i.e., heat, cold, humidex, wind-chill, etc. when determining the need to make a decision regarding the safety of students and staff during a specific inclement weather situation: <https://weather.gc.ca/> or www.weathernetwork.ca.

Requirements

1. **EXTREME COLD: TEMPERATURE WITH OR WITHOUT WINDCHILL (Cold Weather Action Plan)**
 - a) warmer than -15°C: students may remain outside for all regular outside activities
 - b) between -15° and -20°C: students may remain outside for no longer than 20 minute intervals at a time
 - c) colder than -20°C: students must remain inside

- d) when the temperature or wind-chill reaches -20C (twenty degrees below zero, Celsius), students will be granted immediate entry to school upon arrival, and students will remain indoors during nutrition breaks. When temperatures thresholds are in effect, students are required to keep their outdoor coats/jackets with them throughout the instructional day, in case of a need to evacuate the school.

***Warnings and advisories issued by Halton Health Department at -20°C.*

2. EXTREME HEAT: TEMPERATURE WITH OR WITHOUT HUMIDEX (Hot Weather Action Plan)

- a) cooler than 35°C: students may remain outside for all regular outside activities
- b) between 35° and 40°C: students may remain outside for no longer than 20 minute intervals at a time
- c) hotter than 40°C: students must remain inside

***Warnings and advisories issued by Halton Health Department at +35°.*

3. HEAT STRESS:

Definition of Heat Stress: Working or playing where it is hot puts stress on your body’s cooling system. When heat is combined with other stresses such as hard physical work, loss of fluids, fatigue or some medical conditions as well as humidity, it may lead to heat-related illness, disability and even death.

Environment Canada will issue “Humidex Advisories” when the maximum daily humidex is expected to be 40° or higher. If a humidex advisory is issued for our region, then the Halton Region Health Department will issue a “Heat Alert”

(<http://www.halton.ca/cms/One.aspx?portalId=8310&pageId=13692>).

When warnings have been issued by Environment Canada, the principal or designate must take the necessary precautions to protect staff and students including precautions to prevent heat-stress related illnesses.

Refer to HSO – Health and Safety Guidelines – Heat Stress for further information [Managing heat stress at work | ontario.ca](http://www.labour.gov.on.ca/english/hs/pdf/gl_heat.pdf) (http://www.labour.gov.on.ca/english/hs/pdf/gl_heat.pdf Appendix 1).

Annually, during the spring, each school’s Health and Safety Committee will review the HSO – Health and Safety Guidelines – Heat Stress.

4. UV INDEX AND SUN PROTECTION:

Parents/[guardians](#) are encouraged to take precautions with their children, i.e. protective clothing, eyewear, sunscreen, etc. when the UV Index is greater than 8

Limit the amount of time in the sun

UV INDEX Exposure Category:

- Low = 0-2 • Moderate = 3-5 • High = 6-7 • Very High = 8-10 • Extreme = 11+

5. AIR QUALITY HEALTH INDEX:

For an Air Quality Health Index higher than 7, strenuous outdoor activities should be reduced or rescheduled for students considered “At Risk”. Consider reducing strenuous outdoor activities for the general population of students. For an Air Quality Health Index above 10, avoid strenuous outdoor activities for students considered “At Risk”. Strenuous activities should be reduced or rescheduled for the general population of students. Consideration should be made for students and staff with asthma, diabetes, heart and lung disease, etc.

6. THUNDERSTORM WATCH/WARNING/LIGHTNING STRIKES:

When warnings are issued by Environment Canada, the principal or designate must take the necessary precautions to protect staff and students.

When lightning is seen, thunder is heard, immediately suspend the activity/practice/game and direct student athletes and spectators (where applicable) to a safe shelter (any building normally occupied or frequently used by people. Sheds, tents, open shelters on athletic fields and parks are designed to protect from rain and sun but NOT lightning. Any vehicle with a hard metal roof (not a convertible or golf cart) and rolled up windows can provide a measure of safety.). Avoid: open fields, the highest point in an open area, tall objects e.g. trees, poles, metal objects e.g. football standards, light poles, metal bleachers, fences, objects that conduct electricity e.g. golf clubs, bicycles. Take shelter in a low-lying area such as ditches, depressions, valleys (be aware of flooding). In a forest, seek shelter in a low-lying area under a thick growth of small trees or bushes. Remove metal objects (that is, anything conductive) and jewellery from body and pockets. Minimize body surface area in contact with the ground. (Do NOT lie flat on the ground.) Assume safest body position: crouch down, place feet close together, with only the balls of feet touching the ground, lower head and wrap arms around knees. In a group in an open area, spread out to be several meters from others.

This may also mean the cancellation of recess periods and/or delays in dismissals. The variable nature of these local weather conditions requires principals to use their discretion in protecting students and assigning supervisory staff when needed.

Wait a minimum of 30 minutes from the last visual observation of lightning or sound of thunder before going back outside or resuming activity. Even if the sun is shining and the sky is blue.

At all times the above Board’s lightning procedures (above) are the mandatory minimum standards. In situations where a higher standard of care is presented (e.g. trip guides, facility/program coordinators) the higher standard of care is to be followed.

The persons filling the roles of teacher/coach/staff supervisor in charge at specific events or on field trips are responsible for making the decision to stopping the activity, directing the participants to safe shelter and determining when/if it is safe to resume the activity.

7. HIGH WATER WARNING/FLOOD ADVISORY:

When issued by the Halton Conservation Authority, inform the students and staff via the public address system the period of time the advisory is issued for.

8. WIND VELOCITY



Wind Warning: Parameters Environment Canada uses for issuing a wind warning.

Threshold criteria: 70 km/h or more sustained wind and/or gusts to 90 km/hr or more. A wind warning can be issued but no wind watch alert will be issued by Environment Canada. Wind speed is included in forecast when speed is greater or equal to 20 km/h.

Wind Speed / Precautions to be Taken

40 - 49 km/h - teacher/staff supervisor to take into consideration activity surroundings e.g. trees, unsecure objects ground cover (sand), and equipment being used. Secure appropriate items. **Activity is to stop and/or moved indoors when effect of wind poses a risk to participants.**

50 - 59 km/h – avoid outside activities

WIND WARNING

60 km/h or gusts of 90 km/h – no outdoor activities

9. TORNADO WARNING:

Refer to the individual school’s Emergency Response Plan. (Site based safety plan put in place at the discretion of the principal.)

Actions to be Taken at School:

Know the Tornado Safe Areas and communicate to students:

MAIN SCHOOL BUILDING – INSIDE HALLWAYS – AT LOWEST LEVEL OF THE BUILDING. Avoid areas that are not protected by overhead floors and rooms that may have a wide span roof without supports in the middle, making it more likely to collapse if struck by a tornado. For example: Gymnasiums, arenas, auditoriums, libraries, portables, outside walls, windows, glass doorways, and outside areas (for example, during physical activities, recess).

10. PRECIPITATION (rain, snow, freezing rain, etc.)

At the discretion of each Principal and related to local safety issues.

11. Specific information for each section under Requirements is available from School Services Department.

APPROVED: Regular Meeting of the Administrative Council

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

Equity and Inclusive Education

Adopted:

June 7, 2011

Last Reviewed/Revised:

~~November 20, 2012~~ October 4, 2021

Next Scheduled Review: ~~2018-2019~~ 2024-2025

Associated Policies & Procedures:

[II-45 Equity and Inclusive Education](#)

[VI-60 Student Groups in Catholic Schools](#)

[I-43 Use of Technology and Digital Citizenship](#)

[VI-62 Use of Technology and Digital Citizenship](#)

[II-34 Participation in Programs and Courses of Study in Catholic Religious Education](#)

[II-39 Progressive Discipline and Safety in Schools Code of conduct – Suspensions and Expulsions](#)

[VI-44 Progressive Discipline and Safety in Schools](#)

[II-40 Bullying Prevention and Intervention](#)

[II-43 Voluntary Confidential Self-Identification of First Nation Metis and Inuit Students](#)

[V-01 Use of School Grounds and Community Use of School Facilities](#)

[VI-64 Community Use of School Facilities](#)

[V-03 Photography, Advertising and Sales Representatives](#)

[V-18 Community Engagement and Public Consultation Policy](#)

[III-1.1 Hiring and Promotion – Academic and Non-Academic Personnel](#)

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

Purpose

To meet the requirements of the Ministry of Education's Equity and Inclusive Education *Strategy* (2010), [Ontario's Equity Action Plan \(2017\)](#) and the Ontario *Human Rights Code Accepting School Act* to support and provide direction for the Halton Catholic District School Board's Operating Policy II-45 Equity and Inclusive Education and to support the Board's Strategic Plan 2011 – 2015. As well, this procedure is written in recognition of fundamental rights and freedoms including those set out in the Constitution Act 1867, and the Charter of Rights and Freedoms, Constitution Act 1982.

Application and Scope

This procedure applies to all students, staff and trustees, [volunteers and stakeholders](#) of the Halton Catholic District School Board ([Board](#)). In specific sections, where indicated, there are responsibilities incumbent on various Board level service areas. ~~Some requirements will need annual~~



attention and review, some are ongoing and some are requirements for subsequent years as indicated in the Board's Strategic Plan.

Commented [BE1]: Language is redundant and unclear

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

Nostrae Aetate

PPM 165

Principles

In accordance with the Catholic 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 common good;
- builds on and enhances previous and existing initiatives;



- is demonstrated throughout the system.

Requirements

Requirements in this procedure are organized to correspond to the same sections as outlined in Board Operating Policy II-45 Equity and Inclusive Education. Specifically, requirements for both boards and schools are grouped as follows:

1. Board Policies, Programs, Procedures and Practices
2. Shared and Committed Leadership
3. School Community Relationships
4. Inclusive Curriculum and Assessment Practices
5. Religious Accommodation
6. School Climate and the Prevention of Discrimination and Harassment
7. Professional Learning
8. Accountability and Transparency
- 8-9. Data Collection, Integration and Reporting

1. BOARD POLICIES, PROGRAMS, PROCEDURES AND PRACTICES

THE BOARD WILL:

- Incorporate human rights and equity principles and measurable goals in the Board's Strategic Plan and Board Improvement Plan.
- Create a Board Equity and Inclusive Education Steering ~~Team~~ Committee to include representation from a cross section of the Board to guide the Board's vision for equity and inclusive education, and community members.
- ~~Establish the foundational framework that will inform their review and/or development and implementation of a comprehensive equity and inclusive education policy that recognizes and eliminates biases related to race, class, ethnicity, gender, sexual orientation, disability, family status, religion and linguistic differences as well as socio-economic factors.~~
- ~~Ensure that principles of equity and inclusive education permeate and are explicitly stated in all Board Review existing~~ policies, programs, guidelines, operations, practices, and Board improvement plans to ensure that principles of human rights, equity and inclusive education are explicitly embedded and systemic barriers are identified and addressed.
- Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's ~~e~~Equity and ~~i~~Inclusive ~~e~~Education policy.
- Develop and maintain policies and organizational structures that promote a positive school climate that is inclusive and accepting of all students.

Commented [BE2]: Incorporated into bullet below



- Ensure all persons with disabilities are accommodated appropriately and in a manner consistent with the *Code*.
- Provide training for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario's diverse society and remove barriers to recruitment of underrepresented communities.
- Provide opportunities for the diverse school community, including students, staff, parents, trustees and community members to provide active input into Board policies and improvement plans on a bi-annual basis.
- ~~Investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the *Code* and *Accepting Schools Act* regarding *Bullying Prevention and Intervention* and *Progressive Discipline and Promoting Positive Student Behaviour*.~~
- Review Human Resources Services practices to ensure meeting compliance with equity and inclusive education and human rights requirements.
- Ensure that the Equity and Inclusive Education Policy is widely disseminated among all staff and training is provided on key aspects of the policy and associated procedure to all staff.

Commented [BE3]: Moved to section 6

OUR SCHOOLS WILL:

- Implement Board equity and inclusive education policies, programs and school improvement plans consistent with the *Code* and that reflect the needs of their diverse Catholic school community.
- Ensure that all information about new and revised procedures are communicated to all students, staff and others in the school community.

Commented [BE4]: Moved from section 6

2. SHARED AND COMMITTED LEADERSHIP

THE BOARD WILL:

- Designate human and financial resources to coordinate the implementation of the Equity and Inclusive Education Policy and Procedure.
- Identify and appoint a contact person to liaise with the Ministry and other Boards to share challenges, promising practices and resources.
- Provide extensive and ongoing education and training for students, administrators, ~~teachers (including guidance counsellors), support~~ staff and trustees in implementing equity and inclusive education and leadership initiatives.
- Establish selection criteria for leadership positions that prioritize demonstrated commitment, knowledge and skills related to human rights, equity and inclusive education implementation and inclusive leadership, ~~and consistent with proactive *Code* compliance.~~

OUR SCHOOLS WILL:

- Create an ~~local school and individual~~ Equity and Inclusive Education Team.
- Promote equity minded student leadership related to issues of social justice.



- Develop ~~initiatives such as a Student Leadership opportunities Conference~~ in Equity with student facilitators representing diverse voices and experiences under supervision of appropriate staff.

3. SCHOOL COMMUNITY RELATIONSHIPS

THE BOARD WILL:

- ~~Develop a database of information that establishes the diversity of communities based on self-identification.~~
- Review and/or initiate tools, for example, school climate surveys, to determine stakeholders' views on school environment and act upon relevant next steps.
- Expand community efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and various community organizations, including business groups, to ensure inclusion.
- Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to Board initiatives.
- Identify under-represented communities and facilitate their participation and involvement in Board activities.
- Develop an advisory committee of parents/guardians and community stakeholders to guide the Board's work on equity and inclusive education.
- Provide ongoing reports to Catholic School Council Chairs on equity and inclusive education initiatives and training.

Commented [BE5]: Covered in section 9

OUR SCHOOLS WILL:

- Invite and support representation of diverse groups, including students from diverse social identities, on school committees, including school improvement planning.
- Actively encourage engagement of parents/guardians who previously may not have been active in the school community (e.g., engage settlement workers in outreach).
- Ensure that parents/guardians and community members are valued as important resources in creating and maintaining inclusive and equitable school communities.

4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

THE BOARD WILL:

- Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated in order to reduce the achievement gap. The principles of such a review will be consistent with the Code.
- Ensure schools meet the equity and inclusive education requirements in their School Improvement Plans and the Board Improvement Plan.



- ~~Initiate and develop Cultural Proficiency avenues at the Board and school level. Promote culturally responsive and relevant pedagogy as a key strategy for fostering inclusive schools and curriculum.~~
- ~~Review curriculum to include learning about the history of residential schools, treaties and the legacy of colonialism.~~

Commented [BE6]: Updated language

OUR SCHOOLS WILL:

- Promote grade team planning and use of Teaching Learning Critical Pathways; including teacher moderated marking to ensure a collaborative approach to student assessment.
- ~~Promote and encourage enrolment in educational opportunities in Native Studies.~~
- Ensure that assessment and evaluation support growth and learning, with the belief that each and every student can achieve and be successful given the appropriate time and support.
- Use a variety of assessment strategies and instruments to inform short- and long-term planning to reduce gaps in student achievement and improve student learning.
- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and procedures.
- Ensure consistent monitoring of the growth of students who are on Individual Education Plans and/or are English Language Learners to ensure that the specific needs of students are addressed through the accuracy of programming based on best practices in assessment; all needed accommodations and modifications must be in place to assist the student in accessing the curriculum.
- Ensure all students who have English language learning needs receive an education program that closely aligns with their specific needs and that ensures equity of access to the curriculum.
- Ensure access and use of assistive technologies for students who require accommodations to support achievement and success.
- Improve student learning and achievement through the use of differentiated product (e.g. an oral response for a reading comprehension task or a mind map in lieu of an essay or a dramatic performance that demonstrates the student's learning).
- ~~Engage students as active participants in their learning (e.g. students seeing and hearing themselves in the curriculum; gender specific teaching practices; culturally relevant and responsive pedagogy; research based practices in assessment (and evaluation)).~~
- ~~Support teaching, learning and assessment practices that are reflective of and responsive to students' lived experiences and identities.~~
- ~~Make certain~~ Ensure that resources and instructional strategies are in accordance with Catholic teachings and values; are in compliance with the provisions of the Code with respect to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles; encourage

Commented [BE7]: Language updated and expanded in new bullets below



open discussion of the prohibited grounds of discrimination under the *Code* (e.g., race, gender, disability) in society, the community, and the school.

- Support Grade 9 students in achieving their maximum potential in choosing pathways to work, college, apprenticeship or university.

5. RELIGIOUS ACCOMMODATION

THE BOARD WILL:

- ~~Inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.~~
- ~~Prepare-Provide~~ a religious accommodation guideline in keeping with the *Code*, and consistent with its denominational rights, which prohibits discrimination on the grounds of creed, and other *Code* protected grounds, and provides a duty to accommodate.
- Provide in-service for all administrators on Religious Accommodation.
- ~~Designate a Superintendent to receive and respond to requests for Religious Accommodation on an individual basis.~~

Commented [JS8]: Moved below under School will

OUR SCHOOLS WILL:

- ~~Revise/implement~~ their religious accommodation practices to align with the Board's religious accommodation guideline.
- Inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.

6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

THE BOARD WILL:

- Promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status; family status or disability.
- Promote awareness of rights and responsibilities with respect to human rights in order to prevent discrimination and harassment.
- Establish human rights complaints procedures ~~in place~~ that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable the Boards to respond in a timely manner.
- Investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the Code and Safe and Accepting Schools Act, Bullying Prevention and Intervention and Progressive Discipline and Promoting Positive Student Behaviour policies and procedures.
- Use school climate surveys to collect information from its pupils, staff and parents/guardians of its pupils at least once every two (2) years.



- In an effort to alleviate the negative impact of suspensions and exclusions on students, proactive programs will be initiated or expanded to decrease the number of suspensions and expulsions.
- Communicate that administrators are expected to use progressive discipline and professional discretion, ~~and to~~ understand the duty to accommodate students with disabilities and consider the disproportionate impact of discipline on Indigenous, Black and racialized students.
- Support ~~pupils~~ students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including activities or organizations that promote gender equity, anti-racism, awareness and respect for people with disabilities, awareness and respect for people of all sexual orientations and gender identities including organizations with the name gay-straight alliance or another name. (see *Administrative Procedure VI-60 Student Groups in Catholic Schools*)
- Communicate and in-service staff, students, and other individuals, groups in the implementation of the “Respecting Difference” Resource for Catholic Schools in the Province of Ontario, Regarding the Establishment and Running of Activities or Organizations Promoting Equity and Respect for all students.
- Provide ongoing, mandatory training consistent with Catholic teaching for all staff to ensure that all members of the 2SLGBTQ+ community in Catholic education feel welcomed, valued and respected.
- Develop and publish a list of Catholic support agencies and other related support agencies to address equity and inclusive education requirements.

OUR SCHOOLS WILL:

- Ensure the use of progressive discipline including peer mediation and restorative justice.
- Welcome, respect and validate the contributions of all students, parents, and other members of the school community.
- ~~Ensure that the established Board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response in accordance with the requirements of Bill 157.~~
- Investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the Code and Safe and Accepting Schools Act, Bullying Prevention and Intervention and Progressive Discipline and Promoting Positive Student Behaviour policies and procedures.
- Shall support ~~pupils~~ who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including activities or organizations that promote gender equity, anti-racism, awareness and respect for people with disabilities, awareness and respect for people of all sexual orientations and gender identities including

Commented [BE9]: Updated language provided in bullet below



organizations with the name gay-straight alliance or another name. (see *Administrative Procedure VI-60 Student Groups in Catholic Schools*).

- The school will use the Ontario Catholic School Trustees' Association: "Respecting Difference" A Resource for Catholic Schools in the Province of Ontario ~~Document~~ as guidelines for student groups.
- Develop and promote age and stage appropriate resources to ensure that all members of the 2SLGBTQ+ community in Catholic education feel welcomed, valued and respected consistent with Catholic teaching.
- Ensure that all information about the new or revised procedures involving equity and inclusive education is communicated to all students, staff, and others in the school community.

7. PROFESSIONAL LEARNING

THE BOARD WILL:

- Allocate adequate resources to provide ongoing opportunities that promote school-wide equity and inclusive education policies and practices.
- Provide annual and ongoing training on human rights, mandatory anti-racism training, and anti-discrimination training, with a focus on including training in prevention and early intervention strategies.
- Provide resources and professional development supports to educators and system leaders to combat Islamophobia, anti-Semitism, racism, anti-Black racism, homophobia and transphobia consistent with Catholic teaching.
- Ensure that training ~~includes information on cross cultural differences, and~~ promotes a deeper understanding of exceptionalities and ~~on~~ how to mitigate discipline, in light of its effect on students with disabilities.
- Incorporate human rights and equity content in the New Teacher Induction Program (NTIP).
- Provide ongoing opportunities for students, administrators, teachers, support and Board staff, as well as trustees, to participate in equity and inclusive education training and leadership initiatives.
- 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.
- Provide opportunities for staff to increase their knowledge and skills in promoting respect for human rights, diversity, understanding differences in relation to the ~~e~~Catholic faith.

OUR SCHOOLS WILL:

- Promote collaborative teams that learn together through job embedded learning, implement their learning and reflect together on best practices.
- Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.

Commented [BE10]: Deleted to reflect current terminology as noted above



8. ACCOUNTABILITY AND TRANSPARENCY

THE BOARD WILL:

- Seek and use feedback from surveying parents/guardians, staff and students once every two years to improve the Equity and Inclusive Education policy, and in the spirit of continuous improvement.
- Engage Board and school teams in school improvement planning with particular emphasis on using data to identify and remove barriers to student achievement, to raise awareness about discriminatory practices and to encourage conversations and collaborative actions about racism and other equity issues.
- ~~Align aboriginal self-identification strategy, multicultural and community liaison portfolio with this strategy.~~
- ~~Communicate key indicators of progress of the goals identified in this procedure.~~

Commented [BE11]: Captured in Data collection section

OUR SCHOOLS WILL:

- Review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's equity and inclusive education plans and procedures.

9. Data collection

THE BOARD WILL:

- In compliance with the Anti-Racism Act 2017, develop a consistent and comprehensive approach to collection and application of voluntarily provided student identity data (e.g., Indigenous identity, race, ethnicity, religion, disability, full range of options for gender identity and sexual orientation) and analyze data to inform policies.
- Collect data on suspensions, expulsions and exclusions and analyze data to ensure that no particular group of students is overrepresented, and address disparities that may be revealed through data collection.
- Collect and analyze data on student achievement to identify and eliminate disparities in streaming, graduation rates and post-secondary pathways.
- Collect and analyse demographic data related to the workforce to ensure equitable representation of school communities within the framework of the Board's denominational rights.

OUR SCHOOLS WILL:

Analyze and use data in school improvement planning to close achievement gaps and/or address disparities revealed by the data.



APPROVED: Regular Meeting of the Administrative Council

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