

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

**Date:** Tuesday, March 28, 2017  
**Time:** 7:00 pm  
**Location:** Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1 Opening Prayer (J. M. Rowe)	
<b>2. Approvals</b>	
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5.8.1	I-29 School Boundary Review Process	
5.8.2	I-34 Reimbursement of Board Business Expenses	
5.8.3	I-42 Out of Province Staff Travel	
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5.8.5	II-20 Child Abuse	
5.8.6	II-29 Inclusion and Range of Placement Options for Identified Students	
5.8.7	II-40 Bullying Prevention and Intervention	

6. **Miscellaneous Information**
7. **Correspondence**
8. **In Camera**
9. **New Business**
10. **Motion to Excuse Absent Committee Members**
11. **Motion to Adjourn / Closing Prayer (S. Trites)**

## MINUTES OF THE POLICY COMMITTEE MEETING

Date: February 14, 2017  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present: A. Danko  
A. Iantomasi  
H. Karabela  
P. Marai  
J. Michael  
A. Quinn  
D. Rabenda  
J. M. Rowe  
S. Trites

Staff Present: P. Dawson, Director of Education  
T. Overholt, Superintendent of Education, School Services  
A. Swinden, Administrator, Strategic Communications  
C. Cipriano, Superintendent of Education, School Services  
G. Corbacio, Superintendent, Facility Management Services  
R. Negoj, Superintendent, Business Services  
J. O'Hara, Executive Officer, Human Resources  
A. Lofts, Senior Administrator, Financial Services  
D. Tkalcic, Manager, Purchasing Services

Recording Secretary: J. Neuman

### 1. Call to Order

#### 1.1 Opening Prayer (A. Quinn)

The meeting began at 7:03 p.m. with a prayer led by S. Trites.

### 2. Approvals

#### 2.1 Approval of Agenda

**P#18/17**

**Moved by:** Arlene Iantomasi

**Seconded by:** P. Marai

**That,** the agenda be approved.

**CARRIED**

#### 2.2 Approval of Minutes

**P#19/17**

**Moved by:** J. Michael

**Seconded by:** H. Karabela

**That,** the minutes of the Policy Committee Meeting held on January 10, 2017 be approved, as amended.

**CARRIED**

### 3. Action Items

#### 3.1 I-21 Corporate Investment in Education (R. Negoj)

R. Negoj shared information regarding the changes to the policy and introduced the new administrative procedure that was created as a result of the amendments in the policy.

**P#20/17**

**Moved by:** P. Marai

**Seconded by:** A. Iantomasi

**THAT,** the Policy Committee recommends that Policy I-21 Corporate And Community Investment In Education, be forwarded, along with amendments to the February 21, 2017 Regular Board Meeting for approval.

Discussion followed. Clarification was given regarding gifts in kind and income tax receipts. It was noted that tax receipts are issued from the Board as outlined in another procedure, and that appraisals are arranged and given by donator. Further clarification was given regarding terms in the policy.

The following amendment to the Policy was presented:

**P#20/17 (amendment)**

**Moved by:** H. Karabela

**Seconded by:** J.M. Rowe

**THAT,** the statement: Corporate and Community Donations and/or Sponsorships with the value of \$10,000.00 or greater must receive the approval of the Board, be included in the policy.

The Chair called for a vote. Recommendation **P#20/17 (amendment) UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
D. Rabenda		
J.M. Rowe		
S. Trites		

The Chair returned to the main motion of the policy, with the amended statement included.

The Chair called for a vote. Recommendation **P#20/17 UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
D. Rabenda		
J.M. Rowe		
S. Trites		

**3.2 I-25 Purchasing Policy (R. Negoj)**

**P#21/17**

**Moved by:** S. Trites

**Seconded by:** D. Rabenda

**THAT,** the Policy Committee recommends that Policy I-25 Purchasing Policy name be changed to Policy I-25 Purchasing and along with amendments, be forwarded to the February 21, 2017 Regular Board Meeting for approval.

R. Negoj shared that amendments in the Policy were made for clarification as it is now better aligned with delivery of education and the value of competitive bids. It was noted that the accompanying procedure is currently under review and will be returned to Policy committee meeting, as information, once revisions are complete.

Clarification was given regarding trustee involvement under the Application and Scope area of the policy.

The Chair reminded the Policy Committee that they should be reviewing Administrative Procedures to ensure they maintain the spirit of the policies they are attached to.

The following amendment to the Policy was presented:

**P#21/17 (amendment)**

**Moved by:** P. Marai

**Seconded by:** H. Karabela



**THAT**, the Policy Committee defer Policy I-25 Purchasing Policy to the next Policy Committee Meeting in order to review the updated procedure at the same time.

The Chair called for a vote. Recommendation **P#21/17 (amendment) UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
D. Rabenda		
J.M. Rowe		
S. Trites		

**3.3 III-13 Corporate Purchasing Card Distribution Usage (R. Negoj)**

**P#22/17**

**Moved by:** A. Iantomasi

**Seconded by:** D. Rabenda

**THAT**, the Policy Committee recommends that Policy III-13 Corporate Purchasing Card Distribution And Usage, be forwarded, with amendments to the February 21, 2017 Regular Board Meeting for approval.

R. Negoj shared information regarding the changes in the Policy.

Discussion ensued. P. Marai asked for clarification regarding persons with access to cards. R. Negoj responded that a review was completed two years ago. It was noted that School Site purchasing cards have been increased, and that Department purchasing cards have been decreased. Clarification of process regarding scrutinizing Visa purchases was also given.

A. Quinn arrived at 7:25 pm

J.M. Rowe asked if cash reimbursements for receipts from staff have been eliminated, or decreased, by increasing the number of purchasing cards at school. It was noted that on an exception basis, staff are reimbursed through payroll; and that requests for reimbursements have been significantly reduced.

T. Overholt reminded Trustees of the rationale for increasing card numbers at schools.

The Chair called for a vote. Recommendation **P#22/17 UNANIMOUSLY CARRIED**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

**3.4 I-20 Integrated Accessibility Standards (J. O'Hara)**

**P#23/17**

**Moved by:** J. Michael

**Seconded by:** S. Trites

**THAT**, the Policy Committee recommends that the amended Policy I-20 Integrated Accessibility Standards be forwarded for stakeholder input and returned to the March 28, 2017 Policy Committee meeting for further review.

J. O'Hara introduced S. Arya as the new Administrator of Employee Relations, Human Resources Services.

J. O'Hara introduced the changes in Policy I-20 Integrated Accessibility Standards; and noted that the Accessibility for Ontarians with Disabilities Act (AODA) has undergone several changes. Effective July 1, 2016 the Customer Service Standards became part of the Integrated Accessibility Standards of the AODA. It was noted that Policy I-20 Integrated Accessibility Standards has been updated and Policy I-18 has been incorporated into Policy I-20. It was suggested that Policy I-18 be rescinded once amendments to Policy I-20 Integrated Accessibility Standards are approved.

A. Quinn asked for clarification regarding any funding provided by the Ministry to ensure compliance with the Act. J. O'Hara noted that there is no special funding for AODA requirements, and that the Board must ensure accommodations are being made within the budget we have.

H. Karabela requested that hyperlinks in the policy be activated for reference.

Discussion followed regarding the Equity and Inclusion Policy. J. O'Hara noted that this Policy encompasses much more than just physical accessibility, in order to be AODA compliant. P. Dawson clarified the inclusion of the Equity and Inclusion Policy.

T. Overholt noted that the reference to the Equity and Inclusive Education Policy (2010) is to a Government of Ontario Document not the HCDSB Procedure for Equity and Inclusive Education.

The Chair called for a vote. Recommendation **P#23/17 UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

### 3.5 I-06 Delegation to the Board (T. Overholt, P. Dawson)

**P#24/17**

**Moved by:** A. Quinn

**Seconded by:** J. Michael

**THAT,** the Policy Committee recommends that Policy I-06 Delegation to the Board, be forwarded, along with amendments to the February 21, 2017 Regular Board Meeting for approval.

T. Overholt introduced Policy I-06 Delegation to the Board and recommended changes due to policy committee suggestions and stakeholder input.

Discussion ensued. H. Karabela asked for clarification of the use of the word "will" in the statement in the Requirements section regarding persons under 18 wishing to delegate. T. Overholt responded that Board meetings are posted on YouTube; therefore, the use of the word "will" is necessary. Questions were raised regarding restriction of participants by including this bullet, and regarding number of participants. It was noted that the Chair of the Board determines the number of delegations, and may put groups with similar delegations together, so there is really no need to increase the number in the policy. P. Dawson noted that in her experience the Chair of the Board has allowed most, or all, of the delegations, unless they have missed the submission deadline, and further clarified the process.

T. Overholt responded to a question regarding the inclusion of wording regarding informing Trustees of any declined delegates.

The following amendment to the Policy was presented:

**P#24/17 (amendment)**

**Moved by:** A. Quinn

**Seconded by:** P. Marai

**THAT,** the statement: any delegations that are not approved by the Chair will be brought to the attention of the trustees within 24 hours, be included in the policy.

A. Iantomasi suggested that if a delegate is declined the reason should be included.

J. Michael noted that a timeline for bringing information to the attention of the Trustees within 24 hours may be too tight and recommended that a more reasonable amount of time be granted. P. Dawson further clarified the delegate submission process.

Following the discussion A. Quinn offered to change the amendment.

The following amendment to the Policy was presented:

**P#24/17 (amendment)**

**Moved by:** A. Quinn

**Seconded by:** P. Marai

**THAT,** the statement: delegations not approved by the Chair, be included in the board package.

D. Rabenda shared concerns regarding sharing this type of information publically. A. Quinn indicated that the topic need not be shared; but that the group and the reason the Chair has declined the delegation should be indicated and shared with the Trustees.

A. Iantomasi questioned if the Board would have to get permission from the delegates to publish the decision.

T. Overholt asked for clarification regarding publishing the reason the delegation was declined.

The Chair called for a vote. Recommendation **P#24/17 (amendment) UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

The Chair returned to the main motion of the policy, with the amended statement included.

The Chair called for a vote. Recommendation **P#24/17 UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

**3.6 I-23 Catholic School Councils and Catholic Parent Involvement Committee (T. Overholt)**

**P#25/17**

**Moved by:** S. Trites

**Seconded by:** A. Quinn

**THAT**, the Policy Committee recommends that Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee, be forwarded to the February 21, 2017 Regular Board Meeting for approval.

T. Overholt reviewed several amendments in the policy, along with the new Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee following stakeholder input specifically from School Councils and CPIC.

Discussion ensued regarding stakeholder input regarding school purchasing cards. References were made to Policy I-34(b) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees, as clarification. It was noted that all purchasing guidelines are given to School Councils at the beginning of each school year. Concerns were raised regarding volunteer participation. C. Cipriano referenced the previous discussion regarding the Purchasing Card Policy. Constraints involved with School Generated Funds was referenced.

A. Quinn read the stakeholder’s input from St. Bernadette CES verbatim for the record. In response, A. Danko indicated that parent volunteers can be reimbursed, following Board policy.

Questions were raised regarding clarification of the consultation process as written in the Administrative Procedure. T. Overholt noted that the paragraph is taken from Ministry documents, and that it is difficult to prescribe to School Council how to consult – examples are given in the document. A. Quinn suggested that if parents are feeling they are not being consulted with, that information should come to the Trustees.

Concerns regarding notification to the parent community of CPIC representation on Board committees were addressed.

T. Overholt indicated that recommendations made by the Policy committee for inclusion in the Administrative Procedure will be forwarded to Senior Staff for approval. It was noted that an addition will be made that will include that the parent community will be informed of CPIC representation on Board committees.

The Chair called for a vote. Recommendation **P#25/17 CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi	H. Karabela	
P. Marai	A. Quinn	
J. Michael		
D. Rabenda		
J.M. Rowe		
S. Trites		

**3.7 IV-02 Outdoor Facility Maintenance and Security (T. Overholt)**

**P#26/17**

**Moved by:** J.M. Rowe

**Seconded by** J. Michael

**THAT**, the Policy Committee recommends that Policy IV-02 Outdoor Facility Enhancements, Maintenance, and Security be forwarded to the February 21, 2017 Regular Board Meeting for approval at first reading.

T. Overholt presented the new policy and noted that if approved certain policies could be converted to Administrative Procedures and be rescinded as policies.

Questions regarding inclusion of information pertaining to geography, school site purchasing criteria and goals of policies currently in place. T. Overholt and G. Corbacio responded.

The Chair called for a vote. Recommendation **P#26/17 UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		

J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

**3.8 IV-01 Fencing at School Sites - Second Reading (T. Overholt)**

**P#27/17**

**Moved by:** P. Marai

**Seconded by:** A. Quinn

*THAT, the Policy Committee recommends that Policy IV-01 Fencing at School Sites, be stopped at the current stage of establishing a new policy as a result of approving Policy IV-02 Outdoor Facility Enhancements, Maintenance and Security at first reading at the February 21, 2017 Regular Board Meeting.*

Discussion followed. Stakeholder comments were noted. T. Overholt responded that while the Board can never guarantee safety, having this in place as an Administrative Procedure will enhance security in some areas.

The Chair called for a vote. Recommendation **P#27/17 UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

**4. Discussion Items**

**5. Information Items**

**5.1 Information Items**

T. Overholt noted that the Administrative Procedures were addressed in the above discussions.

**5.1.1 Administrative Procedure VI-85 - Corporate and Community Investment In Education (R. Negoi)**

**5.1.2 I-18 Accessibility Standards for Customer Services (J. O'Hara)**

**5.1.3 Administrative Procedures - Accessibility Standards (J. O'Hara)**

**5.1.3.1 VI-46b Use of Service Animals by the General Public (J. O'Hara)**

**5.1.3.2 VI-46c Use of Support Person by the General Public (J. O'Hara)**

**5.1.3.3 VI-46e Monitoring and Feedback on Accessible Customer Service (J. O'Hara)**

**5.1.3.4 Accessibility Standards Customer Service Form (J. O'Hara)**

**5.1.4 Administrative Procedure VI-84 - Catholic School Councils and Catholic Parent Involvement Committee (T. Overholt)**

Further discussion followed regarding information in the procedure for clarification.

**5.2 Upcoming Agenda Items (T. Overholt)**

**5.2.1 I-04 Cross Boundary School Attendance**

**5.2.2 I-26 Student Trustees on the Halton Catholic District School Board**

**5.2.3 I-29 School Boundary Review Process**

**5.2.4 II-25 Selection of Learning and Library Materials**

**5.2.5 III-03 Employee Assistance Program (J. O'Hara)**

**5.2.6 Administrative Procedure VI-54 and Policy II-45 - Equity and Inclusive Education**

**5.3 Policy Review Working Plan (T. Overholt)**

**5.3.1 Policy Review Year 1 - Cycle 3 (T. Overholt)**

T. Overholt indicated that there is no policy meeting in April and the policy review schedule has been revised.

**6. MISCELLANEOUS INFORMATION**

There was no miscellaneous information.

**7. CORRESPONDENCE**

There was no correspondence.

**8. IN CAMERA**

There was no in-camera session.

**9. NEW BUSINESS**

There was no new business.

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

There were no Trustees absent.

**11. Motion to Adjourn/ Closing Prayer (D. Rabenda)**

***P#26/17***

***Moved by:*** A. Quinn

***Seconded by:*** J.M. Rowe

***That the meeting adjourn.***

D. Rabenda closed meeting with prayer at 8:35 p.m.

**ACTION REPORT**

**ITEM 3.1**

**POLICY I-04 – CROSS BOUNDARY SCHOOL ATTENDANCE**

**PURPOSE:**

To provide for the consideration of the Policy Committee revisions to *Policy I-04 – Cross Boundary School Attendance*.

**COMMENTARY:**

Policy I-04 was created to provide direction for when parents/guardians of students make a request for their child(ren) to attend another school other than their home school, which is determined by their home address. The policy was last amended in 2014, and was scheduled for review this school year, in accordance with the current three-year review cycle.

Staff have revised *Policy I-04 Cross Boundary School Attendance*, making the following amendments:

- Additional definition related to specialized programming.
- Requirement of forms to be submitted and to whom.
- A change in the date for requests for the following school year. Specifically, submitting no earlier than January of the preceding year as opposed to the current language that gives a deadline of receiving them by February 15<sup>th</sup>. Current practise has Cross Boundary and Non-Resident requests being received throughout the year and often received after the February 15<sup>th</sup> deadline. Information on preliminary enrolment projections would not be available prior to registrations in January.
- Clarification of transportation of these students being the responsibility of their parent/guardian for both to and from the school.
- The clarification of Non-Resident Requests being a part of this policy was made clear through the additional wording throughout the policy.
- Eliminating the need for the Administrator of Planning Services to be consulted for approval or denials of Cross Boundary requests and Non-Resident requests.

The revised Policy I-04, Cross Boundary School Attendance is attached for review and consideration by the Policy Committee.

**RECOMMENDATION:**

*Moved by:*

*Seconded by:*

***That,*** the Policy Committee recommends that the amended *Policy I-04 Cross Boundary School Attendance*, be forwarded to the April 4, 2017 Regular Board Meeting for approval.

**REPORT PREPARED BY:** T. OVERHOLT  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

**REPORT SUBMITTED BY:** P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## CROSS BOUNDARY SCHOOL ATTENDANCE

POLICY NO:	I-04
DATE:	JULY 30, 1991
AMENDED:	NOVEMBER 26, 1996
AMENDED:	SEPTEMBER 5, 2006
AMENDED:	DECEMBER 15, 2009
AMENDED:	MAY 3, 2011
AMENDED:	JUNE 19, 2012
AMENDED:	DECEMBER 18, 2012
AMENDED:	OCTOBER 21, 2014
SCHEDULED FOR REVIEW:	OCTOBER 2017

**PURPOSE**

To provide direction in the management of cross boundary school attendance requests.

**APPLICATION AND SCOPE**

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

**Definitions**

- Ministry Rated Capacity (MRC): The capacity for that particular building that is determined by the Ministry of Education.
- Function Related Capacity (FRC): The capacity of a school facility as determined by the Board.
- Under Capacity: A school that has an enrolment that is below its Ministry Rated Capacity (MRC), Function Rated Capacity (FRC) and availability of resources.
- At Capacity: A school that has an enrolment that is at the threshold of its Ministry Rated Capacity (MRC), Function Rated Capacity (FRC) and availability of resources.
- Over Capacity: A school that has an enrolment that is above its Ministry Rated Capacity (MRC), Function Rated Capacity (FRC) and availability of resources.
- Specialized programs are programs where students leave their home school to attend programs not offered at their home school. These programs/classes may include, but not limited to: Special Education Placements, Specialized High Skills Major, ~~IB (International Baccalaureate) / AP (Advanced Placement)~~, French Immersion and Early French Immersion.
- ~~IB (International Baccalaureate) / AP (Advanced Placement).~~

**PRINCIPLES**

- ~~The Halton Catholic District School Board (HCDSB) recognizes its legislated right and its responsibility for the establishment of school boundaries for attendance purposes.~~
- ~~The Board acknowledges that, periodically situations may arise whereby a parent/guardian/adult student supporter may request a change of school attendance for his/her child or for the adult student resulting in a crossing of established school boundaries without a change of residence.~~

**DEFINITIONS**

- ~~Ministry Rated Capacity (MRC): The capacity for that particular building that is determined by the Ministry of Education.~~
- ~~Function Related Capacity (FRC): The capacity of a school facility as determined by the Board.~~



## CROSS BOUNDARY SCHOOL ATTENDANCE

POLICY NO:	I-04
DATE:	JULY 30, 1991
AMENDED:	NOVEMBER 26, 1996
AMENDED:	SEPTEMBER 5, 2006
AMENDED:	DECEMBER 15, 2009
AMENDED:	MAY 3, 2011
AMENDED:	JUNE 19, 2012
AMENDED:	DECEMBER 18, 2012
AMENDED:	OCTOBER 21, 2014
SCHEDULED FOR REVIEW:	OCTOBER 2017

- ~~Under Capacity: A school that has an enrolment that is below its Ministry Rated Capacity (MRC), Function Rated Capacity (FRC) and availability of resources.~~
- ~~At Capacity: A school that has an enrolment that is at the threshold of its Ministry Rated Capacity (MRC), Function Rated Capacity (FRC) and availability of resources.~~
- ~~Over Capacity: A school that has an enrolment that is above its Ministry Rated Capacity (MRC), Function Rated Capacity (FRC) and availability of resources.~~

<b>REQUIREMENTS</b>
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- A parent(s)/guardian(s) of students or adult students requesting admission into a Catholic School outside their designated school attendance area but within the boundaries of the HCDSB, must complete the HCDSB Cross Boundary Annual Application for School Attendance form. This form must be submitted to the Superintendent of Education for the Family of Schools (for new requests) or to the School Principal (for annual renewals).
- A parent(s)/guardian(s) of students or adult students requesting admission into a Catholic School who are non-residents of the Halton Region, must complete the HCDSB Annual Application for Admission of Catholic Non-Resident Students form. This form must be submitted to the Superintendent of Education for the Family of Schools (for new requests) or to the School Principal (for annual renewals).
- ~~Each request shall be judged on its own merits.~~
- ~~All new or renewal cross-boundary/non-resident requests for the following school year will be received no earlier than January of the preceding school year must be received by the appropriate Family of School Superintendent of Education for the Family of Schools or School Principal by February 15th. Requests received after this date may be reviewed based on exceptional circumstances.~~
- ~~The Director of Education, after consultation with the Principal, the Superintendent of Education for the Family of Schools~~Family of Schools Superintendent~~, and the Administrator of Planning Services, shall declare, as required, certain schools to be "at/over capacity".~~
- ~~Similarly, the Superintendent of Education for the Family of Schools~~Family of Schools Superintendent~~, in consultation with the Principal, shall designate, as required, certain programs classes to be declared "at/over capacity".~~
- ~~School Superintendent may, subject to the conditions listed below, approve the request and forward a written response to the parent/guardian/adult student using the following criteria:~~
  - i. ~~approval is subject to the receiving school having sufficient space, (i.e. under capacity) to support the request;~~
  - ii. ~~placement of all students within a school is subject to the principal's organization of the school;~~
  - iii. ~~transportation to and from the receiving school is a parental/guardian or adult student responsibility. will be the responsibility of the parent/guardian/adult student.~~

## CROSS BOUNDARY SCHOOL ATTENDANCE

POLICY NO:	I-04
DATE:	JULY 30, 1991
AMENDED:	NOVEMBER 26, 1996
AMENDED:	SEPTEMBER 5, 2006
AMENDED:	DECEMBER 15, 2009
AMENDED:	MAY 3, 2011
AMENDED:	JUNE 19, 2012
AMENDED:	DECEMBER 18, 2012
AMENDED:	OCTOBER 21, 2014
SCHEDULED FOR REVIEW:	OCTOBER 2017

- The notification date to parents/guardians/adult student on the status of their cross boundary application (accepted or denied) is at the discretion of the Superintendent of Education for the Family of Schools or School Principal and will vary from school to school depending on local enrolment trends. For instance, schools in declining enrolment areas will may be in a position to notify parents much sooner than schools where enrolment is growing and increasing.
- Notification to parents/guardians/adult students regarding the acceptance or denial of the cross boundary/non-resident application will be by letter (samples attached).
- Permission to attend the receiving cross boundary school is subject to annual review using the criteria outlined under the Requirements in this policy.

**A. CROSS BOUNDARY/Non-Resident REQUESTS THAT MAY BE APPROVED BY THE SCHOOL PRINCIPAL:**

**A.**

- i. ~~Cross Boundary/Non-Resident Requests for students who currently attend the school, but are moving, or have moved, outside the school's prescribed boundaries during the current school year and wish to complete the balance of the academic year at the school.~~
- ii. ~~Cross Boundary/Non-Resident Annual Requests for renewals at the current school for the next academic year.~~
- iii. ~~Cross Boundary requests for students wishing to attend the school must provide written documentation (i.e. purchase and/or lease agreement), to the principal indicating that they will be moving to an address within the school's prescribed boundaries during that school year.~~
- iv. ii. ~~All Cross Boundary approvals and/or denials must be made in consultation with the Administrator of Planning Services and School Services Superintendents.~~
- v. ~~Cross Boundary/Non-Resident Requests for students who will be moving to an address within the school's prescribed boundaries during that school year. The parent/guardian/adult student must provide documentation (i.e. purchase and/or lease agreement) to the principal.~~

**B. CROSS BOUNDARY/Non-Residents REQUESTS APPROVED BY THE FAMILY OF SCHOOL SUPERINTENDENT OF EDUCATION FOR THE FAMILY OF SCHOOLS:**

**B.**

- i. Cross boundary/Non-Resident requests that are new/NEW requests, (i.e. students who wish to transfer to a school outside of their prescribed school boundaries), ~~in consultation with the Administrator of Planning Services~~

**C. SPECIALIZED PROGRAMS:**

~~Specialized programs are defined as those programs where students leave their home school to attend programs not offered at their home school but at Regional or Board-wide sites on a full time basis.~~

CROSS BOUNDARY SCHOOL ATTENDANCE

POLICY NO:	I-04
DATE:	JULY 30, 1991
AMENDED:	NOVEMBER 26, 1996
AMENDED:	SEPTEMBER 5, 2006
AMENDED:	DECEMBER 15, 2009
AMENDED:	MAY 3, 2011
AMENDED:	JUNE 19, 2012
AMENDED:	DECEMBER 18, 2012
AMENDED:	OCTOBER 21, 2014
SCHEDULED FOR REVIEW:	OCTOBER 2017

~~These programs/classes may include, but not limited to the following:~~

- ~~• Special Education Placements~~
- ~~• Specialized High Skills Major~~
- ~~• IB (International Baccalaureate) / AP (Advanced Placement)~~

C.

~~a. A cross boundary request is not required for a~~ student attending a specialized program ~~(as listed above) in a school~~ which is not offered in their home school. ~~not required.~~

a.

~~b. A non-resident request form is required for a student who resides outside the Halton Region and who wishes~~ to attend a specialized program within the HCDSB. ~~who resides outside the Halton Region (e.g. Hamilton-Wentworth, Dufferin Peel, etc.) — a Non-Resident request form is required and submitted to the school Superintendent who will consult with the Administrator of Planning Services.~~

b.

~~c.~~ A student in a specialized program who opts out of the program will be required to return to their home school.

c.

Under extenuating circumstances, some consideration may be given for the student to continue attending the school where the specialized program is located using the criteria under the requirements in this policy. A cross boundary form is required for approval by the school superintendent and in consultation with the Administrator of Planning Services.

d. Siblings of students attending specialized programs may be granted cross boundary status in the school where the specialized program is located using the criteria outlined under rRequirements in this policy.

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

Authorized by: \_\_\_\_\_  
Chair of the Board

## ON SCHOOL LETTERHEAD

DATE

Parent/Guardian  
Address

Dear Parent/Guardian:

This is to acknowledge receipt of your *Annual Application for Cross Boundary School Attendance* request form.

This is to confirm that permission is granted for your child/ren to attend **(Name of School, City)** for the [20\_\_-20\_\_] year.

I would like to remind you of our Board's general policy with respect to cross boundary applications.

"Cross Boundary applications may be approved where:

- the school is considered "under capacity";
- the parent agrees to provide transportation;
- and is
- **\*\*\*\*subject to annual review** using the criteria outlined under the *Requirements in Policy I-04.* "

Sincerely,

Principal

# ON SCHOOL LETTERHEAD

DATE

Parent/Guardian  
Address

Dear Parent/Guardian

## Re: Annual Application for Cross Boundary Attendance

This acknowledges receipt of the “Annual Application for Cross Boundary School Attendance” form you completed for your child/ren (NAME/s) to attend **(School Name, City)** for the [appropriate] school year.

Approval to attend across school boundaries is contingent upon a number of factors:

- First among these, is that the receiving school must be defined as “under capacity”, as indicated in the Definitions section of Policy I-04. Schools that are over capacity are considered closed to new requests for cross boundary attendance. The capacity of schools is reviewed annually in accordance with Board Policy I-04;
- Approval is subject to the Principal’s organization of the school;
- Parents accept sole responsibility for the transportation of a student where approval is granted;
- Enrolment projections for the school over the next 3-5 or more years;
- The current number of cross boundary students already attending the school.

After ~~consideration of the pertinent factors~~ reviewing your application, I regret to inform you that I am unable to approve your cross boundary application for (NAME OF SCHOOL) for the [20\_\_ - 20\_\_] school year due to the fact that the school is [considered at/over capacity, and closed to new cross boundaries, and /or (state other reason(s) if applicable, (i.e. class size)]

Respectfully,

Principal

*cc. Family of School Superintendent*

**ACTION REPORT**

**ITEM 3.2**

**POLICY I-06 DELEGATION TO THE BOARD**

**PURPOSE:**

To provide for the consideration of the Policy Committee revisions to *Policy I-06 Delegation to the Board* as recommended by staff, and after stakeholder feedback.

**COMMENTARY:**

Policy I-06 Delegation to the Board, first established in 1995, was created to guide the process whereby individuals, or groups may present, or delegate, to the Board of Trustees on matters related to education that fall within the Board’s jurisdiction. The policy was last amended in 2013, and was scheduled for review this school year, in accordance with the current three-year review cycle.

Staff have revised *Policy I-06 Delegation to the Board*, making modest modifications throughout the policy for clarity and ease of understanding. In addition to these modifications, the following amendments were made:

- Language was added to articulate that the names and content of delegation submissions are subject to disclosure by way of publication of the agenda on the Board’s website, and through video and audio recording of Board Meetings. This revision was made in light of legislated requirements within the *Municipal Freedom of Information of Privacy Act (MFIPPA)*, the *Education Act* and the *Municipal Act*.
- Following stakeholder feedback (Appendix A) the previous amendments that were made to identify two distinct categories for delegations: *Ad Hoc Delegations*, and *Process Review Delegations* have been modified to change ‘Ad-Hoc’ to ‘Standard’ so as to not confuse the term as per our board by-laws; and in reference to the accurate definition of Ad-Hoc. The revised policy now stipulates timelines for consideration and response to Process Review Delegations. The intent is to allow sufficient time for Trustee consideration of delegations that are connected to process reviews (e.g. Boundary Reviews, Pupil Accommodation Reviews).
- Criteria was included to allow students to delegate to the Board of Trustees. Delegations by minors was not previously addressed within Policy I-06. Additional requirements related to these delegations were clarified.
- Notification to Trustees of declined delegations was added.

The revised Policy I-06, Delegation to the Board, is attached for review and consideration by the Policy Committee.

**RECOMMENDATION:**

Moved by:  
Secoded by:

**THAT**, the Policy Committee recommends that *Policy I-06 Delegation to the Board*, be forwarded, along with amendments to the April 4, 2017 Regular Board Meeting for approval.

**REPORT PREPARED BY:** T. OVERHOLT  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

**REPORT SUBMITTED BY:** P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**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).

**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 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. 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.
- Any delegation declined by the Chair of the Board will be brought to the attention of the Trustees and be included 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.
- The request shall outline in some detail the subject matter(s) to be presented and indicate who the presenters(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 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 (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 questions for clarification purposes.
- The complete presentation by any delegation shall not exceed 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.
- 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

**ACTION REPORT**

**ITEM 3.3**

**POLICY I- 20 INTEGRATED ACCESSIBILITY STANDARDS**

**PURPOSE:**

To provide for the consideration of the Policy Committee, a recommendation to approve Policy I-20 Integrated Accessibility Standards.

**COMMENTS:**

The Integrated Accessibility Standards Policy I-20 has been revised due to new requirements under *Accessibility for Ontarians with Disabilities Act*, (AODA). Effective July 1, 2016, the Customer Service requirements became part of the Integrated Accessibility Standards. Information from Policy 1-18 Accessibility Standards for Customer Service has been combined into Policy I-20 Integrated Accessibility Standards.

In addition, the Integrated Accessibility Standards Policy is reviewed and updated on an on-going basis. Staff have reviewed revised Policy I-20 – Integrated Accessibility Standards. At the February 14, 2017, it was recommended that Policy 1-20 Integrated Accessibility Standards be forwarded for stakeholder input. Staff have reviewed the stakeholder feedback which was submitted and do not feel that any changes to the policy are necessary. Stakeholder feedback is attached to this report, as Appendix A.

**RECOMMENDATION:**

*Moved by:  
Seconded by:*

***THAT***, the Policy Committee recommends that Policy I-20 Integrated Accessibility Standards be forwarded to the April 4, 2017 Regular Meeting of the Board for approval.

**REPORT PREPARED BY:** T. OVERHOLT  
SUPERINTENDENT OF EDUCATION

**REPORT SUBMITTED BY:** P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## Stakeholder Comments

### Policy I-20 Integrated Accessibility Standards

From: Marian Canney

**COMMENTS/RESPONSE:**

I have read the polices and procedures regarding inter grated accessibility standards and appears to be very fair.

~~~~~

From: R Dore-Anderson

**COMMENTS/RESPONSE:**

The policy's intent is admirable but it raises some questions for its implementation.

Does this policy apply to individuals who might need accommodations due to mental health needs as well as physical disabilities? Will receptionists, switchboard, etc. be receiving training on how they might need to accommodate individuals with these needs both at the board office and on school sites?

~~~~~

From: OECTA, HEU

**COMMENTS/RESPONSE:**

Please clarify what would make procuring or acquiring good, services or facilities impractical?

Who would determine the practicality and what standard would they be using to measure that practicality?

We look forward to your reply.

Thank you.

Nina March

## PURPOSE

To <sup>[AS1]</sup> comply with the Ontario Ministry of Labour and Ministry of Education in the area of Accessibility Standards as provided in the following: to break down barriers and increase accessibility for people with disabilities in the areas of information and communications, employment and transportation.

- ~~— Accessibility for Ontarians with Disabilities Act, 2005 (AODA)~~
- ~~— Integrated Accessibility Standards, Ontario Regulation 191/11 <sup>[AS2]</sup>~~
- ~~— Ontario Human Rights Code~~

~~To comply with Regulation 191/11, “Integrated Accessibility Standards” under the Accessibility for Ontarians with Disabilities Act, 2005. These standards were developed to break down barriers and increase accessibility for people with disabilities in the areas of information and communications, employment and transportation.~~

## APPLICATION & SCOPE

The <sup>[AS3]</sup> Halton Catholic District School Board strives to ensure a fully accessible environment for all persons with disabilities, and will continue to build upon and improve its practices in addition to ensuring that it meets the accessibility needs of persons with disabilities in a timely manner, consistent with the specific requirements of the Act and its regulations.

This <sup>[AS4]</sup> policy applies to all operation policies and procedures in all facilities within the Halton Catholic District School Board

~~The Halton Catholic District School Board is governed by this policy as well as the Accessibility Standards for Customer Service Policy and the Accessibility for Ontarians with Disabilities Act, 2005 in meeting the accessibility needs of persons with disabilities.~~

<sup>[AS5]</sup>

## REFERENCES

- ~~• Accessibility for Ontarians with Disabilities Act, 2005 (AODA)~~
- ~~• Integrated Accessibility Standards, Ontario Regulation 191/11 <sup>[AS6]</sup>~~
- ~~• Equity and Inclusive Education in Ontario Schools Guidelines (2014)~~
- ~~• Ontario Human Rights Code~~

## DEFINITIONS/EXPLANATIONS

1. **Customer** is any person who uses the services of the school board.
2. **Assistive Device** is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

3. Service Animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a regulated <sup>[AS7]</sup> health professional.
4. Support Person is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.
5. Third Party Contractors is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).
6. Barriers to Accessibility means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.
7. Accommodation is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.
8. Interpreter Services are services provided for hearing impaired individuals. <sup>[AS8]</sup>

## PRINCIPLES

~~The Halton Catholic District School Board strives to ensure a fully accessible environment for all persons with disabilities, and will continue to build upon and improve its practices in addition to ensuring that it meets the accessibility needs of persons with disabilities in a timely manner, consistent with the specific requirements of the Act and its regulations.~~

The <sup>[AS9]</sup> Halton Catholic District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Board will ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments. Our conduct demonstrates our belief in the strength diversity brings to our communities as modeled by Jesus Christ.

It is the policy of the Halton Catholic District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Further, we are committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we service in Catholic education.

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusion Strategy in a manner which is consistent with the exercise of the Board's denominational rights under Section 93 of the *Constitutional Act, 1982* and as recognized at Section 19 of the *Ontario Human Rights Code*.

~~This policy will be implemented in accordance with the timeframes established by the Regulation.~~  
<sup>[AS10]</sup>

## REQUIREMENTS

The Halton Catholic District School Board has developed, maintained and documented an Accessibility Plan outlining the Board's strategy to prevent and remove barriers from its workplace and to meet its requirements under the Regulation.

This Accessibility Plan will continue to be reviewed and updated in consultation with persons with disabilities at least every five years and will be posted on the Board's website. Upon request, the Board will provide a copy of the Accessibility Plan in an accessible format.

In addition, the Board will prepare annual status reports on the progress of measures taken to implement the strategy outlined in the Accessibility Plan and will post the status reports on its website. Status reports will also be made available in an accessible format upon request.

### **Procuring or Acquiring Good, Services or Facilities**

The Board will continue to ensure that accessibility criteria and features are incorporated when it procures or acquires goods, services or facilities, except where it is not practical to do so. Where it is not practical to incorporate accessibility criteria and features, the Board will provide an explanation upon request.

### **Training Employees and Volunteers**

The Board will ensure that training is provided on the requirements of the accessibility standards referred to in the Regulation and provide training on the *Human Rights Code* as it pertains to persons with disabilities to all its employees and volunteers.

The training will be appropriate to the duties of the employees, volunteers and other persons. Staff will be trained when **there [AS11] are substantial** changes are made to the accessibility policy. New staff will be trained upon commencement of employment.

The Board will keep a record of the training that it provides.

## **INFORMATION AND COMMUNICATIONS STANDARD**

### **Feedback**

The Board will continue to ensure that its process for receiving and responding to feedback is accessible to persons with disabilities by providing, or arranging for the provision of, accessible formats and communications supports, upon request.

### **Accessible Formats and Communication Supports**

Upon request, the Board will provide, or will arrange for the provision of accessible formats and communication supports for persons with disabilities in a timely manner that takes into account the person's accessibility needs due to disability.

The Board will consult with the person making the request in determining the suitability of an accessible format or communication support.

The Board will also notify the public about the availability of accessible formats and communication

supports.

### **Accessible Websites and Web Content**

The Board will ensure that its Internet and Intranet websites, conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0.

## **EMPLOYMENT STANDARDS**

### **Recruitment**

The Board will notify its employees and the public about the availability of accommodation for applicants with disabilities in its recruitment process.

### **Recruitment, Assessment or Selection Process**

The Board will notify job applicants, when they are individually selected to participate further in an assessment or selection process, that accommodations are available upon request in relation to the materials or processes to be used.

If a selected applicant requests an accommodation, the Board will consult with the applicant and provide, or arrange for the provision of, a suitable accommodation in a manner that takes into account the applicant's accessibility needs due to disability.

### **Notice to Successful Applicants**

When making offers of employment, the Board will notify the successful applicant of its policies for accommodating employees with disabilities.

### **Informing Employees of Supports**

The Board will continue to inform its employees of its policies (and any updates to those policies) used to support employees with disabilities, including policies on the provision of job accommodations that take into account an employee's accessibility needs due to disability. This information will be provided to new employees as soon as practicable after commencing employment.

### **Accessible Formats and Communication Supports for Employees**

Upon the request of an employee with a disability, the Board will consult with the employee to provide, or arrange for the provision of, accessible formats and communication supports for information that is needed to perform his/her job, and information that is generally available to other employees.

In determining the suitability of an accessible format or communication support, the Board will consult with the employee making the request.

### **Workplace Emergency Response Information**

The Board will provide individualized workplace emergency response information to employees who have a disability when required. The Board will provide this information as soon as practicable after becoming aware of the need for accommodation.

Where the employee requires assistance, the Board will, with the consent of the employee, provide the workplace emergency response information to the person designated by the Board to provide assistance to the employee.

The Board will review the individualized workplace emergency response information when the employee moves to a different location in the organization, when the employee's overall accommodations needs or

plans are reviewed and when the Board reviews its general emergency response policies.

### **Documented Individual Accommodation Plans**

The Board will continue to maintain a documented individual accommodation plans for employees with disabilities.

If requested, information regarding accessible formats and communication supports provided will also be included in individual accommodation plans.

In addition, the plans will include individualized workplace emergency response information (where required), and will identify any other accommodation that is to be provided.

### **Return to Work Process**

The Board will maintain a documented return to work process for its employees who have been absent from work due to a disability and who require disability related accommodations in order to return to work.

The return to work process will outline the steps the Board will take to facilitate the return to work and will include documented individual accommodation plans as part of the process.

This return to work process will not replace or override any other return to work process created by or under any other statute (ie. the *Workplace Safety Insurance Act, 1997*).

### **Performance Management, Career Development and Advancement and Redeployment**

The Board will continue to take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans, when conducting performance management, providing career development and advancement to employees, or when redeploying employees.

## CUSTOMER<sup>[AS12]</sup> SERVICE STANDARDS

### The Board will:

- provide<sup>[AS13]</sup> services that respect the independence and dignity of the people with disabilities. Such services incorporate measure that include, but are not limited the use of support persons;
- ensure that a disruption of service notice be posted at the site and on the Board's website when services that are normally provided to a person with a disability are temporarily unavailable, such as access to an elevator. Alternative(s) to disrupted service will also be posted;
- develop a process for receiving and responding to feedback in order to monitor the effectiveness of implementation of the Accessible Customer Service Standard. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods;
- take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative so that adherence to this policy can be achieved efficiently and effectively;
- create a feedback process that will review the implementation of this policy with the Board's various constituency groups;



- establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness;
- ensure that all communications with a person with a disability takes place in a manner that takes into account the person's disability.<sup>[AS14]</sup>

### DEFINITIONS/EXPLANATIONS

- ~~1. **Customer** is any person who uses the services of the school board.~~
- ~~1. **Assistive Device** is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.~~
- ~~1. **Service Animal** is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a regulated<sup>[AS15]</sup> health professional.~~
- ~~1. **Support Person** is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.~~
- ~~1. **Third Party Contractors** is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).~~
- ~~1. **Barriers to Accessibility** means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.~~
- ~~1. **Accommodation** is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.~~
- ~~1. **Interpreter Services** are services provided for hearing impaired individuals.~~<sup>[AS16]</sup>

APPROVED: Regular Meeting of the Board

Authorized by: \_\_\_\_\_  
Chair of the Board

**ACTION REPORT**

**ITEM 3.4**

**POLICY I-18 ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE**

**PURPOSE:**

To provide for the consideration of the Policy Committee a recommendation to rescind *Policy I-18 Accessibility Standards for Customer Service*.

**COMMENTS:**

The Policy I-20 Integrated Accessibility Standards has been revised due to new requirements under *Accessibility for Ontarians with Disabilities Act*, (AODA). Effective July 1, 2016, the Customer Service requirements became part of the integrated accessibility Standards. In addition, the Integrated Accessibility Standards Policy is reviewed and updated on an on-going basis.

Information from *Policy I-18 Accessibility Standards for Customer Service* has been combined into *Policy I-20 Integrated Accessibility Standards*.

It is recommended that *Policy I-18 Accessibility Standards for Customer Service* be rescinded.

**RECOMMENDATION:**

Moved by:

Seconded by:

**THAT**, the Policy Committee recommends that *Policy I-18 Accessibility Standards for Customer Services*, be forwarded to the April 4, 2017 Regular Board Meeting to be rescinded.

**REPORT PREPARED BY:**

T. OVERHOLT  
SUPERINTENDENT OF EDUCATION

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## PURPOSE

To comply with legislation as recently revised or developed by the Ontario Ministry of Labour and Ministry of Education in the area of Accessibility Standards as provided in the following:

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Accessibility Standards for Customer Service, Ontario Regulation 429/07
- Equity and Inclusive Education Policy (2010)
- Ontario Human Rights Code

## APPLICATION & SCOPE

This policy applies to all operation policies and procedures in all facilities within the Halton Catholic District School Board.

## PRINCIPLES

The Halton Catholic District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Board will ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments. Our conduct demonstrates our belief in the strength diversity brings to our communities as modeled by Jesus Christ.

It is the policy of the Halton Catholic District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Further, we are committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we service in Catholic education.

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusion Strategy in a manner which is consistent with the exercise of the Board's denominational rights under *Section 93* of the *Constitutional Act, 1982* and as recognized at *Section 19* of the *Ontario Human Rights Code*.

## REQUIREMENTS

The Board will:

- make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities;
- welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities;

- ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board will provide appropriate training for all staff who deal with the public or other third parties on behalf of the Board;
- provide training to all staff, and when appropriate, to volunteers. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe;
- ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability;
- ensure that a disruption of service notice be posted at the site and on the Board's website when services that are normally provided to a person with a disability are temporarily unavailable, such as access to an elevator. Alternative(s) to disrupted service will also be posted;
- develop a process for receiving and responding to feedback in order to monitor the effectiveness of implementation of the Accessible Customer Service Standard. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods;
- take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative so that adherence to this policy can be achieved efficiently and effectively;
- create a feedback process that will review the implementation of this policy with the Board's various constituency groups;
- establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness;
- ensure that all communications with a person with a disability takes place in a manner that takes into account the person's disability.

#### DEFINITIONS/EXPLANATIONS

1. **Customer** is any person who uses the services of the school board.
2. **Assistive Device** is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
3. **Service Animal** is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a medical practitioner.
4. **Support Person** is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.
5. **Third Party Contractors** is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).
6. **Barriers to Accessibility** means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.

7. **Accommodation** is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.
8. **Interpreter Services** are services provided for hearing impaired individuals.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY : .....  
*Chair of the Board*

Rescinded

**ACTION REPORT**

**ITEM 3.5**

**POLICY I-25 – PURCHASING POLICY**

**PURPOSE:**

To provide for the consideration of the Policy Committee revisions to *Policy I-25 Purchasing Policy*.

**COMMENTARY:**

Board staff conducted a review of *Policy I-25 Purchasing*.

There were changes made in regards to wording, focusing on delivery of education, the competitive bid process and support of the Broader Public Sector Supply Chain Code of Ethics.

It is recommended that the word “policy” be deleted from the title.

**RECOMMENDATION:**

*Moved by:*  
*Seconded by:*

***THAT***, the Policy Committee recommends that *Policy I-25 Purchasing Policy* name be changed to *Policy I-25 Purchasing* and along with amendments, be forwarded to the April 4, 2017 Regular Board Meeting for approval.

**REPORT PREPARED BY:**

D. TKALCIC  
MANAGER, PURCHASING SERVICES

A. LOFTS  
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

R. NEGOTI  
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## PURPOSE

To ~~ensure direct~~ the procurement of goods and services ~~is achieved at the lowest possible cost with the greatest value~~ through a process that ensures efficiency, transparency, financial control, quality and best value in order to ~~achieve~~ contribute to excellence in education at The Halton Catholic District School Board's ~~mission of providing excellence in education.~~

## APPLICATION & SCOPE

This policy applies to all Board staff and Trustees involved in the procurement of goods and services.

## REFERENCES

Administrative Procedure VI-11 – Purchasing Procedures.

## PRINCIPLES

- ~~■~~ ~~The Board commits to obtaining goods and services at the lowest available cost using competitive purchasing procedures. The Board will use appropriate price comparison practices to ensure achievement of best values. The Board recognizes a commitment to purchasing goods and services essential to the delivery of education; recognizes that the selection of these goods and services be undertaken through a well-managed well-managed and controlled purchasing process; and recognizes that competitive bidding yields best value for these goods and services.~~
- ~~■~~ ~~As a means to mitigate risk, the Board supports the Broader Public Sector Supply Chain Code of Ethics and The Board commits to compliance with federal Federal, provincial Provincial and municipal Municipal legislation Acts and regulations and all other laws without qualification or evasion.~~
- ~~The Board commits to practices that will ensure that authorized Board staff have the information required to perform the procurement function on behalf of their school/department. When possible, The Board supports the concept of centralized purchasing as a means of obtaining maximum value for each dollar spent.~~<sup>[NR1]</sup>
- ~~The Board supports consistent processes and expectations for working with suppliers, enhancing relationships.~~

- The Board will maintain a competitive purchasing process by requiring compliance with the practices established in the *Purchasing Administrative Procedures VI-11*.
- All Board staff and Trustees will ensure that the procurement of all goods and services are in compliance with all applicable Board policies and procedures, and all applicable Federal, Provincial and Municipal Acts and regulations pertaining to public procurement.

[NR2]

**REQUIREMENTS**

~~■ The Board will maintain a competitive purchasing process by requiring compliance with the practices established in the *Purchasing Administrative Procedures VI-11*.~~

~~■ The *Purchasing Administrative Procedures*, approved by Administrative Council, will be maintained by the Purchasing Department to provide detailed direction on practices to be followed.~~

~~■~~

~~All Board staff and trustees Trustees will ensure that the acquisition procurement of all goods and services are in compliance with this Policy and the *Purchasing Administrative Procedures*.all applicable Board policies and procedures, and all applicable Federal, Provincial and Municipal Acts and regulations pertaining to public procurement.~~

~~■ The *Purchasing Administrative Procedures* will be compliant with the Broader Public Sector Supply Chain Guideline published by the Ministry of Finance.~~

**APPROVED:** Regular Meeting of the Board

**DISTRIBUTION:** Board Members, Administration, Principals & Staff

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



**ACTION REPORT**

**ITEM 3.6**

**POLICY III – 13 CORPORATE PURCHASING CARD DISTRIBUTION AND USAGE**

**PURPOSE:**

To provide for the consideration of the Policy Committee housekeeping revisions to *Policy III-13 Corporate Purchasing Card Distribution and Usage*.

**COMMENTARY:**

On February 21, 2017, the Board approved revisions to *Policy III-13 Corporate Purchasing Card Distribution and Usage*. The policy made reference to Administrative Procedure VI-11 Purchasing. Since that time, a thorough review of Administrative Procedure VI-11 Purchasing occurred and it was determined that a separate Administrative Procedure was required for Corporate Purchasing Card Distribution and Usage.

*Policy III-13 Corporate Purchasing Card Distribution and Usage*, now references the new *Administrative Procedure VI-86 Corporate Purchasing Card Distribution and Usage*.

Therefore, *Policy III-13 Corporate Purchasing Card Distribution and Usage*, is being brought back to the Policy Committee for approval of this housekeeping change.

**RECOMMENDATION:**

Moved by:  
Seconded by:

***THAT***, the Policy Committee recommends that *Policy III-13 Corporate Purchasing Card Distribution and Usage with amendments*, be forwarded to the April 4, 2017 Regular Board Meeting for approval.

**REPORT PREPARED BY:**

D. TKALCIC  
MANAGER, PURCHASING SERVICES  
  
A. LOFTS  
SENIOR ADMINISTRATOR, FINANCIAL SERVICES  
  
R. NEGOI  
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**PURPOSE**

The Halton Catholic District School Board (“the Board”) provides to designated staff and trustees the availability of a Corporate Purchasing Card in order to offset approved Board-related travel and business expenses.

**APPLICATION AND SCOPE**

A Corporate Purchasing Card is available to the following elected Board representatives and employees:

- Elected Trustees
- Senior Staff, Administrators, and other authorized personnel
- School Principals and Vice Principals
- Curriculum and Special Education Consultants
- School staff under the supervision of the Principal

A Corporate Purchasing Card shall only be issued upon the approval of the Superintendent of Business Services and Treasurer for newly issued purchasing cards and of the Senior Administrator, Financial Services, for re-issued purchasing cards. A Corporate Purchasing Card Authorization Form must be submitted by any employee applying for a corporate purchasing card.

**REFERENCES**

[Operating Policy I-25 Purchasing](#)  
[Operating Policy I-34\(a\) Reimbursement of Board Business Expenses for Employees](#)  
[Operating Policy I-34\(b\) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees](#)  
[Administrative Procedure VI-11 Purchasing Administrative Procedure](#)  
*(including purchasing card regulations; operational guidelines; reconciliation, payment and records retention; and lost or stolen cards)*  
[Administrative Procedure VI-86 Corporate Purchasing Card Distribution and Usage](#)

**DEFINITIONS**

Corporate Purchasing Card (P-Card): a commercial card that allows organizations to procure goods and services in lieu of a traditional purchasing process.

**OPERATING POLICY**  
**CORPORATE PURCHASING CARD DISTRIBUTION AND**  
**USAGE**

**HALTON CATHOLIC DISTRICT SCHOOL BOARD**  
**POLICY No.:** III-13  
**DATE :** APRIL 2003  
**AMENDED:** DECEMBER 6, 2005  
**AMENDED:** FEBRUARY 21, 2017

**PRINCIPLES**

- A Corporate Purchasing Card may be cancelled at any time by the cardholder and/or the Board.
- A Corporate Purchasing Card shall not be used for personal use, cash advances or for use in any cash dispensing machine.
- Accumulation of any benefits from the use of a Corporate Purchasing Card shall not accrue to the individual cardholder.
- Authorized employees who employ a Corporate Purchasing Card in accordance with the Board's Purchasing Policy and Administrative Procedures, should use it to pay for approved business expenses whenever possible.
- Authorized employees who employ a Corporate Purchasing Card shall state the business purpose, and if applicable, provide the names and business relationships of any individuals or groups associated with the potential usage of the card.
- As Corporate Purchasing Card expenses are subject to Board and Canada Revenue Agency audits, it is required that all expenses be related to Board business only.
- It is intended that the corporate cardholder is the only individual permitted to use the card.

**APPROVED:** Regular Meeting of the Board

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

**ACTION REPORT**

**ITEM 3.7**

**POLICY I-26 STUDENT TRUSTEES ON THE HALTON CATHOLIC DISTRICT SCHOOL BOARD**

**PURPOSE:**

To provide for the consideration of the Policy Committee revisions to *Policy I-26, Student Trustees on the Halton Catholic District School Board*.

**COMMENTARY:**

Revisions were made to clarify the process for filling a vacancy during a Student Trustee term; and to direct schools to report to their Family of Schools Superintendent if they do not have a candidate for the Student Trustee Elections.

It is also recommended that the policy name be changed to *Policy I-26, Student Trustees of the Halton Catholic District School Board*.

**RECOMMENDATION:**

*Moved by:*

*Seconded by:*

***THAT***, the Policy Committee recommends that *Policy I-26, Student Trustees on the Halton Catholic District School Board* name be changed to *Policy I-26, Student Trustees of the Halton Catholic District School Board*, and along with amendments be forwarded to the April 4, 2017 Regular Board Meeting for approval.

**REPORT PREPARED BY:**

C. MCGILLICUDDY

SUPERINTENDENT OF EDUCATION, STUDENT SUCCESS LEAD

**REPORT SUBMITTED BY:**

P. DAWSON

DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**STUDENT TRUSTEES ~~ON-OF~~ THE  
HALTON CATHOLIC DISTRICT SCHOOL BOARD**

**POLICY No.:** I - 26  
**DATE:** SEPTEMBER 15, 1998  
**AMENDED:** APRIL 25, 2000  
**AMENDED:** MARCH 20, 2001  
**AMENDED:** MARCH 5, 2002  
**AMENDED:** NOVEMBER 2, 2004  
**AMENDED:** MARCH 6, 2007  
**AMENDED:** MARCH 24, 2009  
**AMENDED:** JUNE 21, 2011

## PURPOSE

This policy provides for the direct representation of the interests of students ~~on-of~~ the Halton Catholic District School Board through the role of Student Trustee(s). 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 & SCOPE

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

## REFERENCES

This policy works in accordance with Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) and . Subsection 5(5) of the Education Act.

Administrative Procedure VI-15

## 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-as~~ part of the Board of Trustees.
- The Board endorses a process whereby student representation is determined in an open and democratic manner.
- The Board endorses student representation ~~as a means on the Board as 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 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.

**STUDENT TRUSTEES ~~ON-OF~~ THE  
HALTON CATHOLIC DISTRICT SCHOOL BOARD**

<b>POLICY No.:</b>	<b>I - 26</b>
<b>DATE:</b>	<b>SEPTEMBER 15, 1998</b>
<b>AMENDED:</b>	<b>APRIL 25, 2000</b>
<b>AMENDED:</b>	<b>MARCH 20, 2001</b>
<b>AMENDED:</b>	<b>MARCH 5, 2002</b>
<b>AMENDED:</b>	<b>NOVEMBER 2, 2004</b>
<b>AMENDED:</b>	<b>MARCH 6, 2007</b>
<b>AMENDED:</b>	<b>MARCH 24, 2009</b>
<b>AMENDED:</b>	<b>JUNE 21, 2011</b>

- 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 1<sup>st</sup> of the subsequent year;
  - a history of leadership interest as exhibited through work on (but not limited to) the student senate, the student council, ambassadors/prefects, 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 Family of Schools Superintendent of Education.
- Up to three (3) student trustees may be elected to the Board. No two (2) students shall be from the same municipality.
- The student trustee(s) shall be elected by the Student Senate no later than April 30<sup>th</sup> in each school year, with the understanding that each will begin their term of one school year from the first day of school in the subsequent school year.
- 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 either~~ Student Senate will:

**STUDENT TRUSTEES ~~ON-OF~~ THE  
HALTON CATHOLIC DISTRICT SCHOOL BOARD**

**POLICY No.:** I - 26  
**DATE:** SEPTEMBER 15, 1998  
**AMENDED:** APRIL 25, 2000  
**AMENDED:** MARCH 20, 2001  
**AMENDED:** MARCH 5, 2002  
**AMENDED:** NOVEMBER 2, 2004  
**AMENDED:** MARCH 6, 2007  
**AMENDED:** MARCH 24, 2009  
**AMENDED:** JUNE 21, 2011

- ~~a) invite schools in the geographic area to advance nominees from which a new student representative will be selected; or  
 b) a) hold a by-election for the vacant geographic area, for the remainder of the term.; or  
 c) b) a student trustee will be appointed by the Student Senate for that geographic area.~~

- 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.~~
- 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).
- To support implementation of this policy, the Director of Education shall ensure:
  1. ~~Establish A~~administrative ~~P~~procedures are in accordance with Ontario Regulation 67; and
  2. ~~Establish maintenance of~~ qualifying criteria pertaining to a prospective candidate's record of service to, and leadership in, the Catholic secondary school and the broader parish and Catholic community.

APPROVED : Regular Meeting of the Board

AUTHORIZED BY : \_\_\_\_\_  
*A. A. LeMay, Chair of the Board*

**ACTION REPORT**

**ITEM 3.8**

**POLICY II-25 – SELECTION OF LEARNING AND LIBRARY MATERIALS**

**PURPOSE:**

To provide for the consideration of the Policy Committee revisions to *Policy II-25 – Selection of Learning and Library Materials*.

**COMMENTARY:**

Policy II-25 was created to guide appropriate personnel in the selection of learning materials to enhance student learning in all areas of growth. The policy was last amended in 2012, and was scheduled for review this school year, in accordance with the current three-year review cycle.

Staff have revised *Policy II-25, Selection of Learning and Library Materials*, making the following amendments:

- Addition of References.
- The inclusion of student voice in the recommendation of library material.
- Clarification of the current practise when the need to review Elementary library books is required.

The revised Policy II-25, Selection of Learning and Library Materials is attached for review and consideration by the Policy Committee.

**RECOMMENDATION:**

*Moved by:*

*Seconded by:*

***That***, the Policy Committee recommends that *Policy II-25, Selection of Learning and Library Materials*, be forwarded, along with amendments to the April 4, 2017 Regular Board Meeting for approval.

**REPORT PREPARED BY:**

T. OVERHOLT  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



**SELECTION OF LEARNING  
AND LIBRARY MATERIALS****POLICY No.:****II-25**

DATE :	JANUARY 30, 1990
AMENDED :	JUNE 1991
AMENDED :	JUNE 24, 1997
AMENDED :	JUNE 5, 2007
AMENDED :	FEBRUARY 21, 2012

**PURPOSE**

To approve materials that will enhance learning opportunities for the religious, moral, intellectual, physical and social growth of each student in an atmosphere of faith, while recognizing individual skills and abilities.

**APPLICATION & SCOPE**

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

**REFERENCES**

[The Ministry of Education Trillium List  
Guidelines for Approval of Textbooks \(2008\)](#)

**PRINCIPLES**

The Halton Catholic District School Board approves learning and library materials that support a quality education which integrates the Catholic faith and the teachings of the Gospel with the school curriculum.

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

The Board will select appropriate materials that best serve the needs of the students.

This material will be consistent with the directives of the Ministry of Education and meet the requirements of the course or subject guidelines for which they are intended.

**REQUIREMENTS****(a) SELECTION OF LEARNING MATERIALS:**

- In Secondary Schools each Department Head, in consultation with the teachers in the department and other support staff and subject to the approval of the Principal, selects learning resources for the department's courses of study.
- In Elementary Schools the Principal, in consultation with the teachers in each division, and other support staff, selects learning resources for each program area.
- All learning materials for use by schools must be selected under the guidelines set out by the Ministry of Education, *the Trillium list and "Guidelines for Approval of Textbooks"* (~~2002~~2008).

**SELECTION OF LEARNING  
AND LIBRARY MATERIALS****POLICY No.:****II-25**

DATE :	JANUARY 30, 1990
AMENDED :	JUNE 1991
AMENDED :	JUNE 24, 1997
AMENDED :	JUNE 5, 2007
AMENDED :	FEBRUARY 21, 2012

- Learning materials which form a major portion of the classroom program must be submitted for approved by Board Resolution as required by the Education Act.

**REQUIREMENTS ... continued****(b) SELECTION OF LIBRARY MATERIALS:**

- Principals, vice-principals, department heads, teachers, librarians and *library technicians and students* will be responsible for recommending library materials, based on the evaluation criteria as set by the Ministry of Education in "Guidelines for Approval of Textbooks" (2008).
- ~~Elementary library books may be reviewed as needed by the Book Review a Committee comprising of experts in the field along with other library technicians. that will be established, on an annual basis, by the Manager, Library Services.~~
- ~~Secondary library materials may be reviewed by each Subject Councils and/or other support staff as needed. Appropriate materials will be determined and a recommended list will be compiled. Principals will use this list to assist in the selection of materials.~~

**(c) RECONSIDERATION OF LEARNING MATERIALS:**

- ~~It may occur that the selection of a particular learning or library material may be questioned by a parent/guardian, student, staff or community member. It is their right to do so.~~
  - ~~Should a parent/guardian, student, staff or community member question the selection of a particular learning or library material the Principal shall:~~
    - ~~In such a case the principal shall:~~
      - acknowledge the concern and inform the appropriate staff.
      - direct the concerned party to complete a Request for Reconsideration of Selection of Learning and Library Materials form.
      - meet with the concerned party and appropriate staff to discuss the situation in order to arrive at a solution that is acceptable to all parties.

At the school level the parties may decide to provide an alternative selection for an individual student's use. *The principal will inform the Manager/Administrator, Library Services of the issue and any resolution.*

- If the request to reconsider cannot be successfully resolved at the school level the concerned party will be advised by the principal of the right to have the unresolved matter deliberated by the Committee for the Review of Materials. If the concerned party wishes to pursue the matter, the principal will inform the appropriate school staff, the Superintendent of Curriculum Services and the School Superintendent. The concerned party will forward the request form to the Chair of the Committee for the Review of Materials.
- The Committee for the Review of Materials is chaired by the Superintendent of Curriculum Services or another designate *and is struck as needed.*

**SELECTION OF LEARNING  
AND LIBRARY MATERIALS****POLICY No.:****II-25**

DATE :	JANUARY 30, 1990
AMENDED :	JUNE 1991
AMENDED :	JUNE 24, 1997
AMENDED :	JUNE 5, 2007
AMENDED :	FEBRUARY 21, 2012

- The Committee membership for the review of materials shall include
  - Superintendent of Curriculum Services
  - Religion and Family Life Consultant
  - ~~Manager~~Administrator, Library Services
  - a teacher from the appropriate division
  - a pastor
  - a parent representative
  - librarian/library technician
  - a classroom teacher
  - a principal
  - a trustee
  - other support staff (as warranted)

It should be noted that no member of the school from which the concern arises may be a member of the committee.

- The Chair of the Committee may also ask to meet at different times or together with the complainant and the person who selected the materials or with any other person who may act as a resource to the committee.
- The Committee will review the material, deliberate the concern and make a recommendation which will be forwarded to the Board.

The decision regarding the material will be made by the Board and a written notice of the decision will be sent within one month's time to the complainant, the school's superintendent and the school's principal who will forward a copy of the notice to the appropriate staff.

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration Staff, Principals and Staff

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

HALTON CATHOLIC DISTRICT SCHOOL BOARD

~~802 DRURY LANE, P. O. BOX 5308, BURLINGTON, ON L7R 4L3 TELEPHONE (905) 632-6300 FAX (905) 333-4661~~

**REQUEST FOR CONSIDERATION: SELECTION OF LIBRARY AND LEARNING MATERIALS**

You are requesting the review of material presently being used in the Halton Catholic District School Board. Please complete the following form and return it to the principal of your school so that we may adequately respond to your concern.

TITLE: \_\_\_\_\_ AUTHOR: \_\_\_\_\_

PUBLISHER: \_\_\_\_\_

1. What are your specific objections to this material? *(Please refer to specific pages and passages to support your explanation.)*

\_\_\_\_\_  
\_\_\_\_\_

2. What do you feel might be the result of students reading this material?

\_\_\_\_\_  
\_\_\_\_\_

2a. Is there anything about this material of which you approve? *(Please specify.)*

\_\_\_\_\_  
\_\_\_\_\_

3. What action are you recommending for this material?

\_\_\_\_\_  
\_\_\_\_\_

4. Did you read the material in its entirety? Yes \_\_\_\_\_ No \_\_\_\_\_

If not, what parts/pages did you read? \_\_\_\_\_

5. Do you have a recommended alternative for this selection?

\_\_\_\_\_  
\_\_\_\_\_

6. Request initiated by: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work#: \_\_\_\_\_

Cell #: \_\_\_\_\_ Email: \_\_\_\_\_

**Fillable Form Created**

## REQUEST FOR CONSIDERATION: SELECTION OF LIBRARY AND LEARNING MATERIALS

You are requesting the review of material presently being used in the Halton Catholic District School Board. Please complete the following form and return it to the principal of your school so that we may adequately respond to your concern.

TITLE:	
AUTHOR:	
PUBLISHER:	
1. What are your specific objections to this material? <i>(Please refer to specific pages and passages to support your explanation.)</i>	
2. What do you feel might be the result of students reading this material?	
Is there anything about this material of which you approve? <i>(Please specify.)</i>	
3. What action are you recommending for this material?	
4. Did you read the material in its entirety? Yes <input type="checkbox"/> No <input type="checkbox"/>	
If not, what parts/pages did you read?	
5. Do you have a recommended alternative for this selection?	
6. Request initiated by:	
Address:	
Home Telephone:	Work #:
Cell #:	Email:
Date:	

**ACTION REPORT**

**ITEM 3.9**

**POLICY IV-02 OUTDOOR FACILITY ENHANCEMENTS, MAINTENANCE  
AND SECURITY**

**PURPOSE:**

To provide for the consideration of the Policy Committee a new policy, *Policy IV-02, Outdoor Facility Enhancements, Maintenance and Security* as recommended by staff.

**COMMENTARY:**

This policy is being created to provide overall principles and requirements for all board sites as it relates to outdoor facility projects and processes, which our Board Facilities Management Services oversees. Trustees have indicated that certain policies are operational and should therefore be more appropriate as a procedure. As such, creating an over-arching policy would allow specific procedures to be created based on this policy.

Stakeholder Feedback is included as Appendix A as information to the Policy Committee.

**RECOMMENDATION:**

*Moved by:*

*Seconded by:*

***THAT***, the Policy Committee recommends that *Policy IV-02 Outdoor Facility Enhancements, Maintenance, and Security* be forwarded to the March 28, 2017 Regular Board Meeting for approval at second and third reading.

**REPORT PREPARED BY:**

T. OVERHOLT  
SUPERINTENDENT OF EDUCATION,

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



## Stakeholder Comments

### Policy IV-02 Outdoor Facility Enhancements, Maintenance and Security

From: Aaron Lofts

**COMMENTS/RESPONSE:**

I am assuming that the draft procedures will address the "when" and "who" part of this policy. I do like how the 'requirements' outlines the responsibilities.

~~~~~

From: OECTA - HEU

**COMMENTS/RESPONSE:**

The OECTA Halton Elementary Unit appreciates the opportunity to respond.  
Without prejudice or precedent, we have no comment at this time.

**PURPOSE**

To ensure school and board properties are maintained, secured, and enhanced by regular inspections appropriate fencing, and installation of equipment.

**APPLICATION AND SCOPE**

This policy applies to all Board sites where playground equipment/installations and perimeter security are to be considered.

**REFERENCES**

[Policy I-25 Purchasing](#)  
[CAN/CSA – Z614-14 – Children’s Play Spaces and Equipment 2014](#)  
[Physical Education Safety Guidelines](#)  
[Safety Guidelines for Playground Equipment HCDSB](#)  
Municipal Fencing By-Laws  
Administrative Procedure VI-34 Fencing at School Board Sites  
Administrative Procedure VI-87 Playground Installations

**PRINCIPLES**

1. The Halton Catholic District School Board recognizes the importance of providing a safe and secure environment at all School Board sites.
2. The Halton Catholic District School Board acknowledges that part of a child’s development occurs during periods of play. Accordingly, the Board endorses the concept of playground equipment/installations as a means of enhancing a child’s creative, social, and physical development.
3. The school-School Principal and appropriate Board staff must be aware of, and ensure that, a regular maintenance plan for outdoor facility equipment and fencing is in place.
4. The Halton Catholic District School Board values the collaboration with school staff, School Councils and community partners in order to serve the best interest of our students.



**REQUIREMENTS**

1. The Director has the responsibility to ensure the development of Administrative Procedures and protocols to implement this policy.
2. The Superintendent of Facility Management Services has the responsibility to ensure that School Principals and appropriate Board Staff are familiar with the requirements and expectations of the applicable Halton Catholic District School Board Outdoor Facility Enhancements, Maintenance and Security Procedures.
3. The School Principal has the responsibility to communicate with and share information as necessary with appropriate Board staff, school staff, School Council, and the school community about the installation of playground equipment and perimeter security.
4. The School Principal has the responsibility to ensure that all school staff and appropriate others (e.g. School Council, community members) are familiar with all requirements and expectations of the Halton Catholic District School Board’s Outdoor Facility Enhancements, Maintenance and Security related Procedures.
5. School Councils and community members will be encouraged to collaborate on projects related to the enhancement of the outdoor play area.

**APPROVED:** Regular Meeting of the Board

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

**ACTION REPORT**

**ITEM 3.10**

**POLICY IV-03 PLAYGROUND EQUIPMENT**

**PURPOSE:**

To provide the recommendation to the Policy Committee that the Board rescind *Policy IV-03 Playground Equipment*.

**COMMENTS:**

The information in *Policy IV-03 Playground Equipment* has been written into *Administrative Procedure VI – Playground Installations* and as such falls under the overarching policy information in *Policy IV-02 Outdoor Facility Maintenance and Security*.

It is recommended that *Policy IV-03 Playground Equipment* be rescinded.

**RECOMMENDATION:**

*Moved by:*  
*Seconded by:*

**RESOLVED**, that the Policy Committee recommends that *Policy IV-03 Playground Equipment* be forwarded to the April 4, 2017 Regular Meeting of the Board to be rescinded.

**REPORT PREPARED BY:** T. OVERHOLT  
SUPERINTENDENT OF EDUCATION

**REPORT SUBMITTED BY:** P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**PLAYGROUND ~~EQUIPMENT~~ INSTALLATION**

**POLICY No.:** IV - 3  
**DATE :** NOVEMBER 29, 1977  
**AMENDED :** FEBRUARY 25, 1986  
**AMENDED :** MARCH 7, 2000  
**AMENDED :** OCTOBER 6, 2009

**PURPOSE**

The Halton Catholic District School Board supports school-based projects that provide for the installation of playground equipment on school sites.

**APPLICATION & SCOPE**

This policy applies to all Board sites where playground ~~equipment is to be installed~~ installations are to be considered. The project shall be a community effort involving school staff, school council and parents and may involve the participation of other community partners.

**REFERENCES**

- [Operating Policy - Purchasing Policy I-25](#)
- [CAN/CSA – Z614-14 – Children’s Play Spaces and Equipment 2014](#)
- [Physical Education Safety Guidelines 2014](#)
- [Safety Guidelines for Playground Equipment - HCDSB](#)

**PRINCIPLE**

~~The Halton Catholic District School Board acknowledges that part of a child’s development occurs during periods of play. Accordingly, the Board endorses the concept of playground equipment as a means of enhancing a child’s creative, social, and physical development.~~

**DEFINITIONS**

Playground installations could include:

“Playstructure — a free-standing structure with one or more components and their supporting members.

…Playground equipment — a playstructure anchored to the ground, or having natural stability, and not intended to be moved that is for use in play areas of schools …”

[CAN/CSA – Z614-14 – Children’s Play Spaces and Equipment 2014](#)

**PRINCIPLE**

The Halton Catholic District School Board acknowledges that part of a child’s development occurs during periods of play. Accordingly, the Board endorses the concept of playground equipment as a means of enhancing a child’s creative, social, and physical development.

**PLAYGROUND ~~EQUIPMENT~~ INSTALLATION**

**POLICY No.:** IV - 3  
**DATE :** NOVEMBER 29, 1977  
**AMENDED :** FEBRUARY 25, 1986  
**AMENDED :** MARCH 7, 2000  
**AMENDED :** OCTOBER 6, 2009

**REQUIREMENTS**

The Board will approve the construction of playground equipment installations on school property provided all the requirements listed in this section have been met.

1. The School Principal, in consultation with staff, and the Catholic School Council supports the project.
2. The School Principal, ~~who has secured a commitment from the Catholic School Council in support of playground equipment~~, will submit an initial request to proceed with the development of the project proposal to the Staff Planning Committee ~~through the School Superintendent~~. No site development is to be undertaken without the approval of the Staff Planning Committee.

The Staff Planning Committee will ~~comprise be created and will be comprised of~~ the following members s (at minimum) ship and will meet at the call of the Chair :

- i. School ~~Superintendent – Chair~~Principal
- ~~ii. Superintendent of Facility Management Services or designate~~
- ii. Facility Supervisor

Depending upon the scope of the project, the following members may be added to the committee:

- i. Superintendent of Facility Management Services or designate
- iii.
- i.ii. School ~~Principal~~Superintendent
- ii.iii. Catholic School Council Representative
- iii.iv. Curriculum Consultant responsible for Health & Physical Education ~~Consultant~~

2. The Staff Planning Committee will ~~advise the Principal of review~~ the Board's expectations with respect to community involvement, financing, construction standards, supervision during construction and maintenance.
3. On receipt of approval by the Staff Planning Committee to proceed with the development of the proposal, and dependant on the complexity of the project, the Principal or designate will serve as chair of a school/community committee and will be responsible for the design and implementation of the proposed playground equipment -installation project, using the resources and assistance of the school community and, as appropriate, other community partners.
4. The school's playground ~~equipment~~ installation project proposal may, depending on the scope of the project or on the recommendation from the Staff Planning Committee, ~~must~~ include:
  - a detailed drawing/design, list of ~~appended to the proposal or a model, identifying the apparatus to be constructed, materials to be used, and the location of the playground on the school site~~ equipment.
  - a detailed budget specifically outlining ~~the finances required and the methods of fund raising in support of the construction of the playground equipment and the ongoing financial commitment to its maintenance and ground cover replacement.~~
  - plans for construction, ~~and starting date and/ completion date.~~
  - arrangements for regular on-site inspection during construction.

PLAYGROUND ~~EQUIPMENT~~ INSTALLATION

POLICY No.: IV - 3  
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 AMENDED : FEBRUARY 25, 1986  
 AMENDED : MARCH 7, 2000  
 AMENDED : OCTOBER 6, 2009

**REQUIREMENTS cont'd...**

4.5. The design of the proposed playground ~~equipment~~ installation will be in accordance with the directions and expectations of the Staff Planning Committee and the Canadian Standards Association (CSA) document entitled (*Children's Play Spaces and Equipment [CAN/CAS – Z614-9814]*) in the matter of site location and standards of construction.

~~5.1. The school's playground equipment project proposal must include:~~

- ~~\* a detailed drawing appended to the proposal or a model, identifying the apparatus to be constructed, materials to be used, and location of the playground on the school site.~~
- ~~\* a detailed budget specifically outlining the finances required and the methods of fund raising in support of the construction of the playground equipment and the ongoing financial commitment to its maintenance and ground cover replacement.~~
- ~~\* plans for construction and starting date/completion date.~~
- ~~\* arrangements for regular on-site inspection during construction.~~

6. The Principal will submit the final proposal to the Staff Planning Committee and following final approval by the Staff Planning Committee, the Principal will proceed with the implementation of the plan for the proposed construction of the playground equipment installation project.

7. The ~~Principal and the appropriate~~ Facility Supervisor and the Principal will assume the responsibility for arranging on-site inspection of the installed playground items. ~~equipment during the construction phase of the project.~~

8(a) ~~If applicable, The the Facility Supervisor and the~~ Principal ~~and the appropriate Facility Supervisor~~ shall assume the responsibility to establish an inspection schedule which shall be in accordance with the provisions of CSA's "Children's Play Spaces and Equipment" document. An accredited playground inspection company will carry out the specified inspections in accordance with CSA's standards. The Facility Supervisor, in consultation with the Principal, will be responsible for arranging any repair work as well as the scheduling of the inspection by the accredited playground inspection company. The responsibility of the costs for the inspections will be that of the school.

8(b) ~~The Board will assume the costs for the inspections of the playground equipment in accordance with CSA Standards by an accredited playground equipment company.~~

9. Funding for the ongoing maintenance and upkeep of the playground equipment installation project, outside of the Kindergarten area, shall be the responsibility of the school community. Furthermore, the school community shall ensure that sufficient funds are available to provide for the first year of on-going annual maintenance and upkeep costs prior to implementing the construction phase of the playground equipment project.

10. In the event the school community cannot provide sufficient funds for the required repairs and maintenance of the playground equipment, the Board will reserve the right to decommission the structure.

11. It will be the responsibility of the Principal to ensure that each staff member is briefed on the use and safety procedures for the installed playground equipment in accordance with the Board's ~~document~~

PLAYGROUND ~~EQUIPMENT~~ INSTALLATION

POLICY No.: IV - 3  
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applicable ~~Safety Guidelines for Playground Equipment~~. The teachers will in turn instruct the pupils on the appropriate use and safety measures related to the playground equipment.

**REQUIREMENTS cont'd...**

12. It will be the responsibility of the Principal or designate to provide during the regular school day for the supervision, regular general inspection/safety checks and advise the Board's appropriate Facility Supervisor of maintenance requirements for the playground equipment

APPROVED: Regular Meeting of the Board

Authorized by: \_\_\_\_\_  
 Chair of the Board

Rescinded

**DISCUSSION REPORT**

**ITEM 4.1**

**POLICY III-04 EMPLOYEE ASSISTANCE PROGRAM**

**PURPOSE:**

To provide information regarding the Request for Information (RFI) that was put out to market for the Employee Assistance Program (EAP) in order to secure a more modernized and cost effective program. The closing date on the RFI was March 1, 2017.

**BACKGROUND INFORMATION:**

The Halton Catholic District School Board has a longstanding history of providing assistance to employees who are experiencing problems in their personal life. The rationale for offering assistance was to promote both mental and physical health among employees which would address difficulties through a referral to professional help.

Historically, the Employee Assistance Program budget line has exceeded the budgeted amount. Over the years, adjustments have been made to the budget to try and reflect actual costs. As an example, for the last five budget years this line has been in a deficit position, as shown below:

| Budget Year | Approved Budget | Actual Expensed |
|-------------|-----------------|-----------------|
| 2011/2012   | \$138,000.00    | \$146,208.00    |
| 2012/2013   | \$146,200.00    | \$165,467.00    |
| 2013/2014   | \$146,200.00    | \$179,543.00    |
| 2014/2015   | \$176,200.00    | \$183,041.00    |
| 2015/2016   | \$176,200.00    | \$179,260.00    |

Many Catholic Schools Boards in Ontario have moved to new models for Employee Assistance Programs in an effort to provide a more predictable and cost effective Employee Assistance Program through a Request for Proposal (RFP) process. In addition, the Ministry of Education provides no direct funding for the EAP and Wellness Programs.

There are many advantages to moving to an established large EAP provider in that they have many more counselling professionals in their employ and therefore can cover off all the geographic areas in which our employees reside. They also provide superior access to employees via telephone, video conference and face to face meetings.

Further because of the sizes of these organizations, they have excellent on-line services that can provide expanded information and assistance on many issues which our employees and immediate family members face. These expanded services also include several of the service areas currently offered through the Board's Wellness Program.

**REMARKS:**

The Request for Information (RFI) resulted in two submissions. Both submissions provide for employees and their dependents to have access through a 1-800 number to EAP services 24 hours a day, 7 days a week, 365 days a year. The key highlights of the two submissions are detailed below:

1) Homewood Health:

- currently has partnerships with other school boards such as Dufferin Peel Catholic, Waterloo Catholic, Durham Catholic, Kenora Catholic, Waterloo Regional District, Peel District, Thames Valley District, Lakehead District, Upper Canada District and Grand Erie District.
- Canada wide network of 4,500 staff and clinical experts to deliver their continuum of care.
- Homewood has approximately 170 counselling sites within and surrounding the Halton Region.
- Program also offers a wide range of wellness sessions and workshops, health kiosks and health challenge events.
- Annual fee - \$96,768.00 (reconcilable fee option – which would allow for under utilization to be credited toward the next year) or \$138,600.00 (experienced fee option – rate guaranteed for 3 years)
- Regular service model (quote above) does not have maximum number of sessions (based upon providing the clinically appropriate number of sessions required to address the presenting issue). However, if the Board prefers to continue to apply an eight session cap they would work with us to establish and maintain those requirements.

2) Morneau Shepell:

- currently has partnerships with 23 school boards in Ontario such as Halton District, London Catholic, Windsor Essex Catholic and Simcoe District.
- Counselling network of over 3,000 counsellors with over 300 within and surrounding Halton Region.
- Program also offers a wide range of wellness services (including smoking cessation, legal support, financial support, naturopathic services).
- Annual fee - \$110,880.00 (guaranteed fees for 3 years)
- Regular service model (quote above) does not have maximum number of sessions. However, they could provide hourly counselling, capped and variable service models as well.

**CONCLUSION:**

Staff are recommending that the Policy III-04 Employee Assistance Program be revised to allow for the creation of a modernized Employee Assistance Program and that staff commence a formal Request for Proposal process in the spring of 2017.

Policy III-04 Employee Assistance Program (Appendix A) and the Employee Assistance pamphlet (Appendix B) are attached for Trustees' consideration.

**REPORT PREPARED BY:** J. O'HARA  
EXECUTIVE OFFICER, HUMAN RESOURCES SERVICES

**REPORT SUBMITTED BY:** P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****EMPLOYEE ASSISTANCE PROGRAM****POLICY NO. : III-4****DATE : JUNE 30, 1987****AMENDED : APRIL 1, 2003****AMENDED : OCTOBER 4, 2005****AMENDED : FEBRUARY 5, 2008****PURPOSE**

To offer a supportive, confidential Employee Assistance Program to ensure the selection of an appropriate number of referral agencies which would provide qualified counseling personnel.

**APPLICATION AND SCOPE**

The Halton Catholic District School Board fully supports this program for all Board employees and their immediate family members, who self-choose, are recommended and/or mandated to the program for professional counselling services. The management of the EAP program will be the responsibility of a steering committee comprising representatives of employees, management and trustees. This committee shall meet quarterly and on an annual basis shall review and evaluate the efficacy of the current service providers.

**PRINCIPLES**

That the Halton Catholic District School Board recognizes and supports a program based on:

- an attitude of compassion for the treatment of difficulties encountered by employees and their immediate family members.
- the knowledge that successful resolutions to serious difficulties require a high degree of individual personal motivation and co-operation on the part of the individual undergoing counselling.
- the recognition that employees and their immediate family members share a primary concern for the education and well-being of children within the Board, which may place considerable stress on these individuals to be both professionally competent and personally contented.
- the recognition that economic and social conditions may place added pressures on individuals who work, making it difficult for them to lead productive and principled lives.
- the acceptance that an employee who seeks assistance through the EAP will not have, by so doing, adversely affected that individual's position with the Board.
- the recognition that confidentiality shall be maintained in relation to all aspects of an employee's decision to seek assistance through this program.
- All service providers who are recommended as counselors, shall, in writing, agree to respect the tenets and values of the Catholic Faith with the knowledge that a letter of support will be required of an individual service provider's clergy person of choice.

**REQUIREMENTS**

The Halton Catholic District School Board maintains strict confidentiality for all employees who self-choose, are recommended to and/or are mandated for entry into the EAP. The Board expectations are the following;

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****EMPLOYEE ASSISTANCE PROGRAM**

**POLICY NO. : III-4**  
**DATE : JUNE 30, 1987**  
**AMENDED : APRIL 1, 2003**  
**AMENDED : OCTOBER 4, 2005**  
**AMENDED : FEBRUARY 5, 2008**

**(A) SELF-CHOSEN TREATMENT PROGRAM:**

- employee must maintain acceptable job performance throughout the treatment period.
- employee must maintain an acceptable attendance level at work.

**(B) RECOMMENDED TREATMENT PROGRAM:**

- employee must maintain acceptable job performance throughout the treatment period.
- employee must maintain an acceptable attendance level both at work and within the program.
- that while a referral may be suggested by an employee's colleague or immediate supervisor, it is at the discretion of that employee to actually register in the program.
- that should an employee decline assistance through the program and job performance and attendance at work do not improve or continue to deteriorate, the employee may be subject to a further review through the appropriate Board program.

**(C) MANDATORY TREATMENT PROGRAM:**

- that a determination of deteriorating job performance, as noted by an employee's immediate supervisor, shall result in a referral of that employee to an approved resource individual.
- employee must maintain acceptable job performance throughout the treatment period.
- employee must maintain an acceptable attendance level both at work and within the program.
- that should an employee decline assistance through the program and job performance and attendance at work do not improve or continue to deteriorate, the employee shall be subject to a further review through the appropriate Board program.

**(D) PROGRAM PARAMETERS:**

- that each employee accepted into the program may be provided with up to four hours of counselling at no cost to the employee; up to four additional counselling sessions may be provided on a shared (fifty-fifty) cost basis.

Notwithstanding the above, under extenuating circumstances, additional sessions may be approved.

- that the Board shall reimburse only the approved service providers in accordance with Board Policy. The rate of reimbursement to providers shall be up to \$90.00 (ninety) per hour for the first four one-hour sessions and up to \$45.00 (forty-five) per hour for up to four additional one-hour sessions. These rates may be amended from time to time.

Notwithstanding the above, under extenuating circumstances, additional service providers may be approved.

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration, Principals & Staff

Authorized by: .....  
 Chair of the Board

# EMPLOYEE ASSISTANCE PROGRAM



**YOU ARE NOT ALONE...**

**24 Hour Information Hotline: 905-632-7916**



Achieving Believing Belonging

## A Message from our EAP Chair

There is no doubt that today's world has become more intense and fast paced than it was 20 years ago. It seems that every time we open a newspaper, we read of natural disasters, political upheaval and economic collapse.

These events can seem to pile up on our personal day-to-day challenges: family and/or workplace issues, financial challenges or addictions.

We also live in an increasingly materialist world. This has caused many of us to place less and less emphasis on our spiritual health. We know how to go about keeping our bodies healthy, but many of our problems can originate from not paying enough attention to our souls. We have also provided a list of spiritual advisors who should not be overlooked.

All of the service providers listed in the pamphlet are recommended not only for their practical and professional expertise, but also for their expressed commitment to respect the teachings of our Roman Catholic faith.

Often, we must first admit to ourselves that we need help with certain challenges. Whether you have been referred to the Employee Assistance Program or you have chosen to rely on it, it is my sincere hope that this service will help you and your family to deal with any personal challenge you face.

Anthony Danko  
Chair, EAP Steering Committee



## A Message from our Director of Education

The Halton Catholic District School Board is dedicated to providing excellence in education. To ensure the success of our system, each of us, serving in our respective roles, spends the majority of our time caring for and meeting the needs of others. In this way, we live out our vocation to love and to serve. The Employee Assistance Program is a recognition that we also need to take care of ourselves, as caregivers.

We all know that the seemingly insignificant stresses we routinely encounter in everyday life can often have detrimental effects on our health and wellbeing. Many of us tend to disregard our personal challenges until we are in the midst of a crisis. Unfortunately, financial limitations may often deter many of us from seeking the much needed support and assistances of a qualified service provider. As followers of Jesus, working within a Catholic faith community, we need to be committed to supporting one another with care, compassion and encouragement. As an employer, we are ever mindful of the need to address matters related to the professional, personal and emotional wellbeing of our staff.

Our Employee Assistance Program is designed to support employees and their immediate family members through difficult moments in their lives by providing financial services as outlined within this brochure, and within Board Policy III-4.

It our hope that the EAP will provide you with both practical assistance, and with a sense of solace at a time when it may be most needed.

May God keep you in his grace, and may you continue to feel that you have companions on your journey.

Paula Dawson  
Director of Education

## The Employee Assistance Program Can Help...

### Who can access the service Providers?

All employees, their spouse and dependent children may use this service

### What kinds of counseling does the Program provide to those in need of this service?

- Family Counseling
- Substance Abuse
- Sexual and Family Abuse Financial & Credit Counseling
- Stress Management
- Depression & Anxiety
- Religious/Spiritual Counseling
- Addictions

### What about confidentiality?

Strictest of confidentiality is maintained between the provider and client.

### What about the cost of accessing this service?

Financial support is available in accordance with Board Policy

**24 Hour Information Hotline:**

**905-632-7916**

November 2016

| Employee Assistance Service Providers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Bayridge Family Center</b><br/>1295 North Service Road, Burlington<br/>Tel: 905-319-1488</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Day and evening appointments</li> <li>• 1 800 line available 24 hours a day from anywhere in Canada</li> <li>• Credit counseling</li> <li>• Walk in counseling clinic</li> <li>• Support and intervention for seniors</li> <li>• Parenting programs</li> <li>• Abuse services</li> <li>• Individual, couples and family counseling</li> <li>• Hamilton office has free day-care during some appointment times</li> </ul>                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Individual, couples and family counseling</li> <li>• Strong focus on drug abuse in schools</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Natalie Buchok, M.S.W./R.S.W.</b><br/>1364 Roylen Road, Oakville<br/>Tel: 416-908-1540</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Community based family care center</li> <li>• Male &amp; female counselors</li> <li>• All therapists are qualified with either a Master’s degree, or equivalent</li> <li>• All therapists are registered with the appropriate Provincial professional governing body</li> <li>• Couple &amp; Family Therapy in conflict resolution, communication issues, blended families</li> <li>• Spiritual Counseling</li> <li>• Child &amp; Adolescent counseling</li> <li>• Alcohol &amp; Drug Abuse</li> <li>• Anxiety &amp; Mood Disorders</li> </ul>                                | <p><b>Debra Cavanagh B.A./B.S.W./R.S.W.</b><br/>2075 Walkers Line, Burlington<br/>Tel: 905-220-9058 or 905-315-1542</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• 37 years experience as an individual, marital, family and child therapist</li> <li>• Extensive knowledge and expertise in the area of separation, divorce, families in transition/change, blended families</li> <li>• Have worked for the Office of the Children’s Lawyer for 15 years in my private practice</li> <li>• Parent/child or adolescent conflict</li> <li>• Mood disorders, such as depression and anxiety in children and adults</li> <li>• Solution-focused therapist</li> <li>• Evening appointment available</li> <li>• 24 hour call return guaranteed, with appointment as soon as possible</li> </ul> | <ul style="list-style-type: none"> <li>• 14 years of experience working with children (infant to 18), families, individuals and couples</li> <li>• Experience and training working with a variety of issues in children and adults including depression, anxiety, adoption, attachment, marital issues, family issues, stress, trauma loss/grief, divorce and parenting</li> <li>• Training in Emotionally Focused Couples Therapy, Sandplay Worldplay, Cognitive Behavioural Therapy, (CBT). Gestalt Therapy and Brief Therapy, Mindfulness Practices</li> <li>• Evening and weekend appointment available</li> <li>• 24 hour return call guaranteed, appointment within one week</li> </ul>                |
| <p><b>Eileen Beltzner, C.Y.C (Cert.)/B.A./M.S.W./R.S.W.</b><br/>38 Forsythe Street, Oakville<br/>Tel: 905-339-3942</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Offices available in <a href="#">Burlington</a>, <a href="#">Oakville</a> and <a href="#">Milton</a></li> <li>• 24 years of experience as an individual, marital, family and child counselor</li> <li>• Advanced knowledge and skills in assessment, treatment of anxiety, depression, and stress</li> <li>• Extensive experience in working with family and relationship issues – marital breakdowns and step family dynamics</li> <li>• Extensive experience with the use of Cognitive Behavioural Therapy (CBT)</li> <li>• 24 hour return call guarantee, appointment within one week</li> <li>• Available for appointments on weekends and evenings</li> <li>• Solution Focused Therapy, short term consultation</li> </ul> | <p><b>Dr. Martin Smith</b><br/>501 Plains Rd. East, 2nd Floor, Burlington<br/>Tel: 905-634-8439</p> <ul style="list-style-type: none"> <li>• Marital &amp; Family Counseling – including dysfunctional families and abusive or addictive family systems</li> <li>• Addictions</li> <li>• Personal Growth Issues</li> <li>• Stress Management</li> <li>• Family &amp; Individual Counseling</li> </ul>                                                                                                                                                                                                                                                            | <p><b>Sonia Panchyshyn M.S.W. B.S.W. R.S.W.</b><br/>100 Matheson Blvd. East (at Hurontario), Suite 204, Mississauga<br/>Tel: 289-242-1215</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• Over 25 years of training in or professional experience with adults and children encompassing: Relationship Issues/Postpartum Depression/Parenting Concerns/Beginnings and Endings/Grief/Sadness/Loss/Trauma/Stress/Worry/Separation/Divorce/Childhood Disorders or Addictions</li> <li>• Advanced knowledge and skills in treating Mood Disorders in adults, adolescents and children</li> <li>• Extensive training in Cognitive Behavioural Therapy (CBT), Hypnotherapy, Brief Therapy and “Stress Busting” techniques</li> <li>• Evening appointments available</li> </ul> | <p><b>Jim Harkins/Family Adolescent Straight Talk (F.A.S.T.)/Courage to Change</b><br/>2441 Lakeshore West, Unit 7B, Oakville<br/>Tel: 905-469-6338 or 1-888-651-5186 <a href="http://www.familytalk.ca">www.familytalk.ca</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Dr. Hugo Stevenson</b><br/>204-310 Main St. East, Milton<br/>Tel: 416-732-8336 <a href="http://www.drhugo.ca">www.drhugo.ca</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Over 25 years of experience working with individuals, couples and families</li> <li>• Expertise in depression, anxiety, stress and anger management, couples issues, relationship issues, affair recovery, separation/divorce recovery, grief/loss, partner abuse current /past abuse or violence, childhood/adult sexual abuse/assault, parenting challenges, teens, extended family issues, trauma recovery, crisis intervention, career issues, medical stress leave, coping with illness, caregiver burnout and self-esteem issues</li> <li>• Extensive training in Cognitive Behavioural Therapy, (CBT), solution Focused Therapy and Brief Therapy</li> </ul> |
| <p><b>Catholic Family Services</b><br/>201– 447 Main Street East, Hamilton<br/>Tel: 905-527-3823 <a href="http://www.cfshw.com">www.cfshw.com</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Offices available in <a href="#">Oakville</a> and <a href="#">Milton</a></li> <li>• 24/7 phone service</li> <li>• Services available 365 days a year</li> <li>• 1 888 line available</li> <li>• On staff; Psychiatrist, Medical Doctor (Psychotherapist), four (4) Master Social Workers and Addiction Counselors</li> <li>• Appointments scheduled same day, if necessary or within 24 hours</li> <li>• Full range of services available</li> <li>• Expertise in addictions, behavioral issues, crisis intervention, relapse prevention, anger management</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Registered clinical psychologist offering treatment for depression and anxiety</li> <li>• Couples and relationship issues</li> <li>• Trauma and Post Traumatic Symptom Disorder</li> <li>• Specializing with adolescents, adults, and couples</li> </ul>                                                                                                                                                                                                                                                                                                                                                                | <p><b>Spiritual Advisors Only:</b><br/>Father Raymond Modeski, St. Patrick Church, Burlington<br/>905-632-6114<br/>Father John Van Hees, Mary Mother of God Church, Oakville<br/>905-337-2184</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Offices available in the <a href="#">City of Hamilton</a> and <a href="#">Halton Region</a></li> <li>• 24 hour emergency access to service</li> <li>• Appointments scheduled within 48 hours</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**PURPOSE**

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

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

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

**APPLICATION & SCOPE**

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

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

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

**AREAS OF FOCUS****1. BOARD POLICIES, PROGRAMS, PROCEDURES AND PRACTICES:****Preamble:**

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

The Board will ensure that its policy review cycle will result in the alignment and integration of *The Strategy* and Accepting Schools Act with all Board policies, programs, procedures, and practices. The

perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards. In addition, the Board will embed positive principles of Equity and Inclusion in all of its policies and procedures.

**Mission Statement:**

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

**2. SHARED AND COMMITTED LEADERSHIP:****Preamble:**

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

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

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

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

**Mission Statement:**

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

**3. SCHOOL COMMUNITY RELATIONSHIPS:****Preamble:**

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

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

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

**Mission Statement:**

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

**4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES:****Preamble:**

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

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

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

**Mission Statement:**

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

**5. RELIGIOUS ACCOMMODATION:****Preamble:**

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

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

**Mission Statement:**

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



**6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT:****Preamble:**

The Board recognizes that a safe and welcoming environment is most conducive to learning. The Board will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. The Board acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

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

**Mission Statement:**

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

**7. PROFESSIONAL LEARNING:****Preamble:**

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

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

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

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

**Mission Statement:**

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



**POLICY NO.:** II-45  
**DATE:** January 18, 2011  
**AMENDED :** May 3, 2011  
**AMENDED :** November 20, 2012

**8. ACCOUNTABILITY AND TRANSPARENCY:**

**Preamble:**

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

**Mission Statement:**

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

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

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: .....  
A.A. LeMay, Chair of the Board

# APPENDICES

## MISSION STATEMENT

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

## INTRODUCTION

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

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

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

## I. LEGISLATIVE AND POLICY CONTEXT

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

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

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

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

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

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

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

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

# RELIGIOUS ACCOMMODATION GUIDELINE

## II. DEFINITIONS

### 1. Accommodation:

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

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

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

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

### 2. Creed:

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

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

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

### 3. Undue Hardship:

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

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

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

## RELIGIOUS ACCOMMODATION GUIDELINE

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

### III. ACCOMMODATION GUIDELINES

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

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

#### 1. Accommodation Based on Request:

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

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

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

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

##### a. Staff

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

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

##### b. Students

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

## RELIGIOUS ACCOMMODATION GUIDELINE

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

### 3. Unresolved Requests:

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

### 4. Areas of Accommodation:

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

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

## IV. GENERAL GUIDELINES AND PROCEDURES

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

### 1. School Opening and Closing Ceremonies:

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

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

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.
3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
  - a. One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
  - b. A period of silence.
4. Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right.

## RELIGIOUS ACCOMMODATION GUIDELINE

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

### 2. Absence for Religious Holy Days:

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

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

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

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

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

#### **Guidelines for Administrators:**

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

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

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

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

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

## RELIGIOUS ACCOMMODATION GUIDELINE

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

### **Unresolved Requests:**

a. Employee

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

b. Students

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

### **3. Prayer:**

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

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

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

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

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

### **5. Fasting:**

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

### **6. Religious Dress:**

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

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

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

- o Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs



## RELIGIOUS ACCOMMODATION GUIDELINE

- o Crucifixes, Stars of David, etc.
- o Items of ceremonial dress

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

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

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

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

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

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

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

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

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

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

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

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

## RELIGIOUS ACCOMMODATION GUIDELINE

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

### V. LIMITATIONS TO RELIGIOUS ACCOMMODATION

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

### GUIDELINE FOR KIRPAN ACCOMMODATION

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

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

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

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

**PURPOSE**

To meet the requirements of the Ministry of Education's Equity and Inclusive Education *Strategy* (2010), 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 of the Halton Catholic District School 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.

**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

**1. BOARD POLICIES, PROGRAMS, PROCEDURES AND PRACTICES**

**THE BOARD WILL:**

- Create a Board Equity and Inclusive Education Steering Team to include Board 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 policies, programs, guidelines, operations, practices, and Board improvement plans.
- Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's equity and inclusive education policy.
- Develop and maintain policies and organizational structures that promote a positive school climate that is inclusive and accepting of all students.
- 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.
- 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 equity and inclusive education requirements.

**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.

**2. SHARED AND COMMITTED LEADERSHIP**

**THE BOARD WILL:**

- 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 equity and inclusive education implementation and inclusive leadership, and consistent with proactive *Code* compliance.

**OUR SCHOOLS WILL:**

- Create a 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 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.
- Provide ongoing reports to Catholic School Council Chairs on equity and inclusive education initiatives and training.

**OUR SCHOOLS WILL:**

- Invite and support representation of diverse groups on school committees, including school improvement planning.

**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.

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

## **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 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 inservice for all administrators on Religious Accommodation.
- Designate a Superintendent to receive and respond to requests for Religious Accommodation on an individual basis.

### **OUR SCHOOLS WILL:**

- Revise/implement their religious accommodation practices to align with the Board's religious accommodation guideline.

## **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.
- Use school climate surveys to collect information from its pupils, staff and parents/guardians of its pupils at least once every two (2) years.
- Put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable Boards to respond in a timely manner.
- 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.
- 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 organizations with the name gay-straight alliance or another name. (*see Administrative Procedure VI-60 Student Groups in Catholic Schools*)
- Communicate and inservice 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.
- Develop and publish list of Catholic support agencies and other related support agencies to address equity and inclusive education requirements.
- Establish Awareness and Values Training to external support agencies.

**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.
- 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 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.
- 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 antiracism and antidiscrimination training, including training in prevention and early intervention strategies.
- Ensure that training includes information on cross-cultural differences, and promotes a deeper understanding of exceptionalities and of how to mitigate discipline, in light of its effect on students with disabilities.
- 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 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.



**8. ACCOUNTABILITY AND TRANSPARENCY**

**THE BOARD WILL:**

- Seek and use feedback from surveying parents, staff and students once every two years to improve the Equity and Inclusive Education policy, 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.

**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.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
*M. W. Pautler, Director of Education and Secretary of the Board*

| DATE: .....

|

**PURPOSE**

The purpose of this Administrative Procedure is to provide a description of processes, practices and expectations that facilitate the implementation of Operating Policy I-25 Purchasing.

**SCOPE AND OBJECTIVE**

This procedure applies to all employees, Trustees of the Board, Catholic Parent Involvement Committee, and Catholic School Council members involved in the procurement of goods and services.

**PRINCIPLES**

The Board commits to obtaining goods and services at the lowest available cost using competitive purchasing procedures, when applicable. The Board will use appropriate price comparison practices to ensure achievement of best values.

The Board commits to compliance with federal, provincial and municipal legislation and all other laws without qualification or evasion.

The Board commits to practices that will ensure that authorized Board staff have the information required to perform the procurement function on behalf of their school/department.

The Purchasing Principles which the Board advocates include:

1. Facilitate the uninterrupted flow of goods and services through the attainment of optimum quality, quantity, price, delivery and performance.
2. Ensure open competitive bidding on all acquisition and disposal of goods and services where practicable.
3. Continuous review and development of purchasing policies and procedures to ensure compliance with any statutory acts or regulations.
4. Ensure procurement activities are carried out in accordance with all applicable Board policies and procedures and any other statutory acts or regulations without qualification or evasion.
5. Facilitate training for personnel purchasing on behalf of the Board. Consult with the requisitioning school/department when the selection of the vendor or the specifications of the materials or services ordered are inconsistent with Board issued contracts.
6. Maintain effective and professional relationships with vendors while developing reliable and alternative sources of supply to meet the Board's requirements.
7. Continually seek improvements to make the purchasing process more efficient.
8. Encourage the acquisition of environmentally friendly products and the reduction of the impact of the Board's activities upon the environment.

**REFERENCE**

- Operating Policy I-25 Purchasing
- Operating Policy III-13 Corporate Purchasing Card Distribution and Usage
- Operating Policy V-15 Environmental Stewardship
- Administrative Procedure VI-33 – Redistribution and Disposal of Surplus Furniture and Equipment
- Administrative Procedure VI-86 Corporate Purchasing Card Distribution and Usage
- Broader Public Sector Procurement Directive

**DEFINITIONS**

**Authority:** the legal right to conduct the tasks outlined in this Administrative Procedure as directed and delegated by the Director of Education to the Superintendent of Business Services and subsequently to the Manager, Purchasing Services.

**Bid:** an offer or submission received from a vendor in response to a request, which may be accepted or rejected.

**Board:** The Halton Catholic District School Board.

**Board of Trustees:** the elected or appointed members of the Halton Catholic District School Board.

**Calling Agent:** the individual issuing a competitive bid on behalf of the Board.

**Claim:** a legal demand or assertion by a claimant for compensation, payment, or reimbursement for a loss under a Contract.

**Competitive:** an open, fair, and transparent process intended to ensure vendors are given equal opportunity to compete for Board business.

**Confidential:** delivered under circumstances where all or part of the goods and/or services relate to any matter of the kind which may be considered by the Board in the absence of the public or where the goods and/or services include the creation of records, the disclosure of which would be denied upon receipt of a request under the Municipal Freedom of Information and Protection of Privacy Act.

**Conflict of Interest:** a situation in which an employee or Trustee of the Board is involved in multiple interests, financial or otherwise, one of which could possibly corrupt the motivation or decision-making of the Board.

**Consultant:** a vendor, who by virtue of a particular expertise, is contracted by the Board to undertake a specific task or assignment that may include, but not limited to, expert advice, guidance, strategic advice, assessment without implementation or consideration for decision making.

**ADMINISTRATIVE PROCEDURE****HALTON CATHOLIC DISTRICT SCHOOL BOARD****PURCHASING****ADMINISTRATIVE PROCEDURE No.:****VI-11**

DATE:

**June 2, 1997**

AMENDED:

**March 23, 2004**

AMENDED:

**April 10, 2007**

AMENDED:

**April 6, 2010**

AMENDED:

**March 20, 2017**

**Consulting Services:** the provision of expertise or strategic advice that is presented for consideration and decision-making.

**Contract:** a formal legal agreement between two or more parties, usually written, or a purchase order with binding legal and moral implications; usually exchanging goods and/or services for money or other consideration.

**Department:** any department within the Board.

**Designate:** a person authorized by the Department Manager to act on his/her behalf, for the purposes of this Administrative Procedure.

**Dispose:** the sale, exchange, transfer, destruction or gifting of goods owned by the Board which are deemed surplus to its needs, and “disposal” and “disposed” shall have similar meanings.

**Emergency:** a situation where the immediate purchase of goods and/or services or repair or replacement of equipment, or facilities is essential in order to maintain an essential service or to prevent danger to life, limb or property within the Board.

**Goods:** all materials, equipment, fixtures, and structures to be delivered, installed or constructed.

**Invitational Competitive:** an open, fair, and transparent process in which a minimum of three proponents are invited to submit a bid.

**Manager, Purchasing Services:** the person responsible for the purchasing function of the Board or Designate who acts as the “Purchasing Agent” for the Board.

**MFIPPA:** Municipal Freedom of Information and Protection of Privacy Act where the Board is accountable to the public and to protect personal information.

**Non-competitive Procurement:** a procurement method where the usual competitive process is suspended and negotiations are entered into with one or more than one vendor.

**Piggyback Clause:** an option to contract with a vendor in which other Ontario school boards, public agencies or government bodies have awarded, through a competitive bid process, the supply of goods and/or services.

**Procurement Process:** the process by which the required goods and/or services are obtained.

**Proponent:** a person or firm who puts forward a proposal.

**Purchase:** the act of acquiring goods and/or services of any legal or equitable interest, right or title in goods and/or services or the making of any contract or offer for goods and services and includes the lease of goods and/or services; and “purchased”, “purchasing”, “acquisition”, “procurement”, “procure”, “buy” shall have similar meanings.

**Purchase Order:** the legal document which is the Board’s commitment to the vendor for the purchase of goods and/or services at an agreed upon price, terms, conditions and delivery date. It is also the vendor’s authority to ship and charge for the goods and/or services specified on the order.

**Purchasing Card (P-card):** a commercial card that allows organizations to procure goods and services in lieu of a traditional purchasing process.

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**Purchasing:** the department within Business Services authorized to perform the purchasing function.

**Quotation:** a request for prices on specific goods and/or services from selected vendors, which is submitted verbally, in writing or transmitted by facsimile or e-mail as specified in the Request for Quotation.

**Rectification Notice:** a vendor's plan of action to correct a deficiency in the goods and/or services it supplies to the Board.

**Relative:** a spouse (including common-law spouse), parent, child, brother, sister, brother-in-law, sister-in-law, grandparent, grandchild, nephew, niece, uncle or aunt of an employee or officer of the Board

**Request for Information:** a process where information is requested from vendors regarding the feasibility and availability of specific goods and/or services in the marketplace.

**Request for Proposal:** a process where a need is identified, but how it will be achieved is unknown at the outset. This process allows vendors to propose solutions or methods to arrive at the end product and it allows for evaluation on criteria other than price.

**Request for Supplier Qualification:** a process to gather information about vendor capabilities and qualifications either for an immediate product or service need or to identify candidates in advance of expected future competitions.

**Request for Tender:** a process where a specific need is identified and the vendors offer to provide the specific need at a specified price.

**Requisition:** a request for goods and/or services initiated by staff, approved and electronically transmitted to Purchasing.

**Requisitioner:** a person placing a request for goods and/or services.

**School:** any facility or location within the Board's jurisdiction operating as a cost centre.

**Services:** all professional, construction, or maintenance services, and non-consulting, including the delivery, installation, repair, restoration, demolition or consideration of the particular goods and/or services.

**Single Source:** there is more than one source in the open market but only for reasons of function or service, one vendor is recommended for consideration of the particular goods and/or services.

**Sole Source:** there is only one source of supply of the particular goods and/or services.

**Tender:** an offer in writing to execute some specified services, or to supply certain specified goods, at a certain price, in response to an invitation for bids.

**Vendor:** an individual, firm, contractor, architect or consultant, providing goods and/or services to the marketplace.

**REQUIREMENTS**

Requirements are outlined under the following headings:

1. Supply Chain Code of Ethics
  - 1.1 Personal Integrity and Professionalism
  - 1.2 Accountability and Transparency
  - 1.3 Compliance and Continuous Improvement
2. Segregation of Duties
3. Approval Authority
  - 3.1 Approval Authority to Request Goods and Non-Consulting Services
  - 3.2 Signing Authority for Contracts and Leases
  - 3.3 Approval Authority to Request Consulting Services
4. Application of Administrative Procedure
5. General Authority
6. Procurement Thresholds and Process
  - 6.1 Informal Process
  - 6.2 Formal Quotation Process
  - 6.3 Open Competitive Process – Request for Tender
  - 6.4 Open Competitive Process – Request for Proposal
  - 6.5 Non-Competitive Procurement
  - 6.6 Request for Information Process (RFI)
  - 6.7 Request for Supplier Qualifications (RFSQ)
  - 6.8 Evaluation of Bids
  - 6.9 Contract Awards
  - 6.10 Proponent Debriefing
  - 6.11 Bid Protest
7. Vendor Performance Evaluation
8. Vendor Suspension and/or Removal from Pre-Qualified or Vendor if Records Lists
9. Claims or Possible Claims
10. Cooperative Purchasing

**ADMINISTRATIVE PROCEDURE****HALTON CATHOLIC DISTRICT SCHOOL BOARD****PURCHASING****ADMINISTRATIVE PROCEDURE No.:****VI-11**

DATE:

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11. Sustainable Procurement
  12. Disposal of Surplus Goods and/or Equipment
  13. Prohibitions and Compliance
  14. Exceptions



## **1. Supply Chain Code Of Ethics**

All individuals (employees, Trustees or other) involved with purchasing must comply with the Ontario Broader Public Sector (BPS) Supply Chain Code of Ethics, as follows:

### **1.1 Personal Integrity and Professionalism**

All individuals involved with purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities within and between BPS organizations, vendors and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. All participants must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing vendors or products.

### **1.2 Accountability and Transparency**

Supply chain activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

### **1.3 Compliance and Continuous Improvement**

All individuals involved in purchasing or other supply chain-related activities must comply with this Code of Ethics and the laws of Canada and Ontario. All individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.

**2. SEGREGATION OF DUTIES**

Effective control in an organization includes segregation of duties across functions and individuals. Segregation of duties prevents any one person from controlling the entire procurement process by separating approvals for the key stages of the procurement process. Employees cannot independently acquire goods and services without approval. The Board shall separate at least three of the five functions (Requisitioning, Requisition Approval, Issue of purchase orders/contracts, Receiving and Payment).

| <b>Function</b>      | <b>Responsibility</b>                                                  | <b>Accountable Party</b>       |
|----------------------|------------------------------------------------------------------------|--------------------------------|
| Requisitioning       | Authorize the procurement department to place an order                 | Requisitioner                  |
| Requisition Approval | Authorize that funding is available to cover the cost of the order     | Budget holder                  |
| Purchase Order       | Authorize release of the order to the vendor under agreed terms        | Purchasing Services Department |
| Receiving            | Authorize that the order was physically received, correct and complete | Requisitioner                  |
| Payment              | Authorize release of payment to the vendor                             | Accounts Payable Department    |

**3. APPROVAL AUTHORITY**

The Broader Public Sector Procurement Directive states organizations must establish an approval authority schedule for the procurement of goods and non-consulting services. The schedule must identify authorities that are allowed to approve purchases for different dollar thresholds.

**3.1 Approval Authority to Request Goods and Non-Consulting Services**

| <b>Approval Authority Schedule (AAS)</b> |                                                              |
|------------------------------------------|--------------------------------------------------------------|
| <b>Total Procurement Amount</b>          | <b>Delegated Purchasing Authority Level</b>                  |
| Up to \$24,999.99                        | Purchasing Officer, Purchasing Services                      |
| Up to \$49,999.99                        | Manager, Purchasing Services                                 |
| Up to \$99,999.99                        | Senior Administrator, Financial Services                     |
| Up to \$100,000 or more                  | Director of Education or Superintendent of Business Services |

**3.2 Signing Authority for Contracts Involving Goods and Non-Consulting Services**

| <b>Approval Authority Schedule (AAS)</b> |                                                              |
|------------------------------------------|--------------------------------------------------------------|
| <b>Total Procurement Amount</b>          | <b>Delegated Purchasing Authority Level</b>                  |
| Value up to \$9,999.99                   | School Principal, Supervisory Officers                       |
| Value up to \$ 49,999.99                 | Manager, Purchasing Services                                 |
| Value up to \$99,999.99                  | Senior Administrator, Financial Services                     |
| Value over \$100,000                     | Director of Education or Superintendent of Business Services |

**3.3 Approval Authority to Request Consulting Services**

| <b>Approval Authority Schedule (AAS)</b> |                                        |                                                              |
|------------------------------------------|----------------------------------------|--------------------------------------------------------------|
| <b>Total Procurement Amount</b>          | <b>Procurement Method</b>              | <b>Delegated Purchasing Authority Level</b>                  |
| \$0 up to \$100,000                      | Invitational Competitive               | Organization's AAS for goods and non-consulting services     |
| Any Value                                | Open Competitive                       | Organization's AAS for goods and non-consulting services     |
| Any Value                                | Non-competitive (Exemption-based only) | Director of Education or Superintendent of Business Services |

**4. APPLICATION OF ADMINISTRATIVE PROCEDURE**

All goods and/or services required for the purposes of the Board, save and except only those goods and/or services, listed as Exceptions of this Administrative Procedure, shall be purchased in accordance with the provisions of this Administrative Procedure unless any applicable law of the Province of Ontario or Canada requires that the purchase or disposal of goods and/or equipment be carried out in some other manner.

The Manager, Purchasing Services, is authorized to prescribe content and use of forms, whether electronic or printed, purchase orders, bonds, letters of credit and other forms of guarantees or surety, tendering, proposals and other contract documents; and methods of acquisition which will more effectively achieve the objectives of this Administrative Procedure, where alternative methods are permitted.

**5. GENERAL AUTHORITY**

The purchase of goods and/or services shall not be authorized unless:

- The required goods and/or services have been requisitioned in accordance with this Administrative Procedure;
- The form and content of all documents forming any part of the purchase contract including quotation, tender or proposal documents, form of agreement, special provisions, terms and conditions, insurance and surety bonds, have been reviewed by Purchasing; and
- The purchase has been approved by the appropriate level of authority.

Where bids are received in response to a competitive bid process but exceed project estimates, the budget holder and Manager, Purchasing Services, jointly, may enter into negotiations with the lowest responsible and responsive proponent to achieve an acceptable bid within the project estimate. When the negotiation results in a contract price acceptable to both parties no rebidding of the project is necessary and the Contract is awarded at the negotiated price.

If a tender/proposal has been awarded to the successful proponent and the successful proponent fails to enter into a contract, the Manager, Purchasing Services, shall have the authority to proceed to the next highest ranking proponent for the award of this contract providing there are no irregularities; requirements remain unchanged, and within budget.

**6. PROCUREMENT THRESHOLDS AND PROCESS**

| <b>Goods, Non-Consulting Services and Construction</b> |                                                                                                                                                                                    |                                                                                                                                                             |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Total Purchase Value</b>                            | <b>Procurement Method</b>                                                                                                                                                          | <b>Procurement Means</b>                                                                                                                                    |
| \$0 to \$9,999.99                                      | <ul style="list-style-type: none"> <li>• Verbal or catalogue price</li> <li>• Written Quote(s)</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• P-card (under \$500)</li> <li>• P-card (up to transaction limit)</li> <li>• Purchase Order (over \$500)</li> </ul> |
| \$10,000 to \$99,999.99                                | <ul style="list-style-type: none"> <li>• Invitational competitive procurement (minimum of three vendors invited to submit a bid)</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Purchase Order</li> </ul>                                                                                          |
| \$100,000 or more                                      | <ul style="list-style-type: none"> <li>• Open Competitive process (RFP, RFT)</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• Purchase Order</li> </ul>                                                                                          |
| <b>Consulting Services</b>                             |                                                                                                                                                                                    |                                                                                                                                                             |
| <b>Total Purchase Value</b>                            | <b>Procurement Method</b>                                                                                                                                                          | <b>Procurement Means</b>                                                                                                                                    |
| \$0 to \$99,999.99                                     | <ul style="list-style-type: none"> <li>• Invitational competitive procurement (minimum of three vendors invited to submit a bid) or open competitive process (RFP, RFT)</li> </ul> | <ul style="list-style-type: none"> <li>• Purchase Order</li> </ul>                                                                                          |
| \$100,000 or more                                      | <ul style="list-style-type: none"> <li>• Open Competitive Process (RFP, RFT)</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• Purchase Order</li> </ul>                                                                                          |

**6.1 INFORMAL PROCESS (\$0.00 - \$9,999.99)**

For any requirement having an estimated value under \$9,999.99 excluding taxes, competition need not be solicited and can be handled by the originating school or department or Purchasing Services. Prices may be obtained verbally from a vendor, which has proven, in a competitive situation, to offer the most favourable price consistent with reliability, delivery and service requirement. The originating department shall make the purchase using the P-card up to the stated limits and according to Administrative Procedure VI-86 - Corporate Purchasing Card Distribution and Usage or process a purchase requisition using the Board's Enterprise Resource Planning (ERP) software. At any time the Manager, Purchasing Services, may change the vendor and/or pricing at his/her own discretion.

**6.2 FORMAL QUOTATION PROCESS (\$10,000.00 - \$99,999.99)**

The acquisition of goods and/or services with an estimated value greater than \$10,000.00 excluding taxes and up to \$99,999.99 excluding taxes shall be obtained using a competitive process. This process may be initiated and completed utilizing Purchasing Services. At least three (3) vendors registered in the Board's approved vendor file or any other vendor known to provide the required goods and/or services shall be invited to submit a bid. Purchasing Services must receive from the initiating department, the quotations received indicating the recommended vendor for purchase order issuance.

**6.3 OPEN COMPETITIVE PROCESS (\$100,000.00 AND UP) REQUEST FOR TENDER**

This method of acquisition can be used for any dollar value and involves the solicitation of goods and/or services with specific delivery requirements and performance specifications, and may require/include a vendor pre-qualification. Tender opportunities are required to be posted for a minimum of 15 calendar days on a nationally available electronic tendering system. All bids will be sealed and received on or before the specified closing date and time, and will be opened by the Calling Agent and witness(s). All bids will be evaluated and approved in consultation with Purchasing and the requisitioning Department Manager or designate.

**6.4 OPEN COMPETITIVE PROCESS (\$100,000 AND UP) REQUEST FOR PROPOSAL PROCESS**

This method of acquisition can be used for any dollar value and involves the solicitation of proposals when the requirements for goods and/or services cannot be specifically defined. Bid opportunities are required to be posted for a minimum of 15 calendar days on a nationally available electronic tendering system. Bid submissions will be evaluated to determine the successful proponent(s). This process has the most flexibility and will generally be governed by the terms of the request for proposal as developed by the Board. Depending on its terms, the

**ADMINISTRATIVE PROCEDURE****HALTON CATHOLIC DISTRICT SCHOOL BOARD****PURCHASING****ADMINISTRATIVE PROCEDURE No.:****VI-11**

DATE:

**June 2, 1997**

AMENDED:

**March 23, 2004**

AMENDED:

**April 10, 2007**

AMENDED:

**April 6, 2010**

AMENDED:

**March 20, 2017**

process may involve negotiations subsequent to the submission of proposals on any or all of the specifications, contract terms and prices.

**6.5 NON-COMPETITIVE PROCUREMENT**

- **EMERGENCY PURCHASE PROCESS – SINGLE SOURCE**

The emergency purchase process may be used for any dollar value, when the acquisition of any goods and/or services is deemed an emergency. This process is undertaken in consultation with the Manager, Purchasing Services. The completion of the Single/Sole Source Approval Form is required to document the emergency process. When a member of Facility Services is on call they are delegated the authority of the Senior Administrator, Facility Management Services. If an emergency is declared after hours then the Single/Sole Source Approval Form will be completed and approved the following day. This documentation must be completed and approved by the appropriate level of authority within the Board and may be used as supporting documentation in the case of a competitive dispute.

- **SOLE SOURCE PROCUREMENT**

Where only one vendor is able to meet the requirements of a procurement, Purchasing Services may conduct a non-competitive procurement in the circumstances outlined in the Sole/Single Source Approval Form, provided that they do not do so for the purposes of avoiding competition between vendors or in order to discriminate against vendors or to circumvent the requirements of this Administrative Procedure. This documentation must be completed and approved by the appropriate level of authority within the Board and may be used as supporting documentation in the case of a competitive dispute.

- **DIRECT NEGOTIATED PROCESS**

Unless otherwise provided for in this Administrative Procedure, the Manager, Purchasing Services, may enter into negotiations with one or more vendors for the supply of goods and/or services when any of the following conditions apply:

- The goods and/or services are deemed necessary as a result of an emergency which would not reasonably permit the use of any other prescribed procurement process.
- No bids are received on a formal quotation, tender or request for proposal call.
- The extension of an existing contract would prove more cost effective or beneficial and is permissible in the original contract.
- Bids have been solicited using one of the procurement processes with all bids received being non-compliant.
- The lowest bid received exceeds the approved budget and it is impractical to recall.
- Goods and/or services are available from a Single or Sole Source.



**6.6 REQUEST FOR INFORMATION PROCESS (RFI)**

This is a process to gather information on vendor interest regarding the feasibility and availability of specific goods and/or services in the market place. This process can be used for any dollar value, but cannot be used as a means of pre-qualification and must not influence the chances of the participating vendors from becoming the successful proponent in any subsequent opportunity. Based on the information received, the Board may solicit quotations, tenders or proposals consistent with the procedures prescribed in this Administrative Procedure, at which time prices would be requested.

**6.7 REQUEST FOR SUPPLIER QUALIFICATIONS (RFSQ)**

The purpose of an RFSQ is to gather information on vendor capabilities and qualifications, with the intention of creating a list of pre-qualified vendors. This mechanism may be used either to identify qualified candidates in advance of expected future competitions or to narrow the field for an immediate need. An RFSQ can be used to understand which potential proponents have the capabilities that the Board requires, as the first stage in a two staged solicitation (followed by either a Request for Proposal or a Request for Tender), whereby only pre-qualified vendors will be invited to respond to the actual competition. RFSQ submissions will be evaluated as per Section 6.8 – Evaluations of Bids, to determine the successful proponent. Terms and conditions of the RFSQ document must contain language that disclaims any obligation of the Board to call on any vendor to provide goods or services as a result of pre-qualification.

**6.8 EVALUATION OF BIDS**

All information regarding timelines of bids, bid receipts, evaluation criteria, evaluation methodology and process, selection process, tie score process, fixed evaluation criteria, evaluation matrix, mandatory criteria, conflict of interests, and dispute resolution process are contained within the terms and conditions of the individual Bid and the Bid specifications. Evaluation methods and processes to be used in assessing the proponent's submission must be fully disclosed. Competitive procurement documents must state that submissions that do not meet mandatory criteria will be disqualified. The Board shall not discriminate or exercise preferential treatment in awarding a contract.

The Board must then select only the highest ranked submissions or low qualified bid that meet all mandatory requirements set out in the related procurement documents. Maximum justifiable weighting must be allocated to the price/cost component of the evaluation criteria. All submission evaluation details are subject to MFIPPA. Evaluation records must be fair, factual and fully defensible.

**EVALUATION CRITERIA**

Evaluation criteria must be developed, reviewed and approved by an appropriate authority prior to commencement of the competitive procurement process. Competitive procurement documents must clearly outline rated criteria that will be used to evaluate submissions, including weight of each criterion. Maximum justifiable weighting must be allocated to the price/cost component of the evaluation criteria. The evaluation criteria can only be altered by means of addendum to the competitive procurement documents. Competitive procurement documents must fully disclose the evaluation methodology and process to be used in assessing submissions.

- **EVALUATION TEAM**

Every competitive process requires a team that will be responsible for evaluating all compliant Bids. Evaluation team members should be selected and participation confirmed before the competitive documents have been posted. Board evaluation team members will have been included in the development of the evaluation criteria and general requirements. Each evaluation team member must complete an evaluation rating matrix. Evaluation team members will be made aware of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create or appear to create a Conflict of Interest. The Board will require team members to sign a Conflict of Interest Declaration and Non-Disclosure Agreement. The Board must consider any Conflict of Interest during procurement activities applicable to all evaluation team members.

**6.9 CONTRACT AWARDS**

The award of any bid or any part thereof will be made in writing and may be subject to the successful proponent entering into a contract that is satisfactory to the Board. Provided however, and it is expressly understood and agreed, that upon the acceptance of the Bid by the Board, the said Bid shall, with the said conditions, specifications and form of Bid constitute a valid and binding contract. The contract must be finalized using the form of agreement/contract that was released with the procurement document. A Purchase Order will be issued upon formal award.

Unsuccessful proponents will be provided with the name of the successful proponent(s), start and end dates including any options for extension. Any information provided must comply with MFIPPA. Awards will be posted in the same manner as the procurement documents were posted with all relevant information applicable to the bid.

**6.10 PROPONENT DEBRIEFING**

By contacting the Calling Agent, unsuccessful proponents will have an opportunity for a debriefing session for procurements valued at \$100,000 or more. The debriefing will provide a proponent with a critical review of the unsuccessful bid in the form of strengths and weaknesses. A debrief must not disclose information concerning other proponent's submissions as it may contain confidential or proprietary information. Unsuccessful proponents will be allowed 60 calendar days following the date of the contract award notification to request a debriefing.

**6.11 BID PROTEST**

Should an unsuccessful proponent choose to dispute the outcome of a bid process, the following process will apply:

- a) The unsuccessful proponent must first avail themselves to a debriefing.
- b) If after attending a debriefing, the proponent still has concerns about the outcome of a bid process, the proponent should submit a protest in writing to the Manager, Purchasing Services. This request should provide a detailed statement of the legal and factual grounds for the protest, including copies of the relevant documents and the form of relief requested.
- c) The Manager, Purchasing Services, shall investigate the nature of the complaint by reviewing the information with the appropriate Board staff, and the proponent, to determine the grounds and alternatives for a resolution.
- d) If resolution cannot be met, the proponent may direct the complaint to the Superintendent, Business Services. The Superintendent, Business Services, shall review the facts of the dispute and shall make the final decision as to the action required which may include taking the matter to the Director of Education and/or Legal Counsel.

**7. VENDOR PERFORMANCE EVALUATION**

In order to ensure that the Board is holding vendors accountable for contractual obligations, the Board will monitor the performance of all contracted vendors in accordance with the procedures set out below:

- Board employees responsible for managing a contract must track a vendor's performance, including timely deliveries; quality of goods and services; meeting milestones; and invoices in line with the contract. Detailed notes and records should be kept during the term of a contract with respect to any performance issues.
- Where a serious performance issue has occurred, the Board employee must complete a Vendor Incident Report. Vendor Incident Reports should be completed when a vendor fails to abide by the contract terms and conditions or fails to meet specifications. Where a performance issue is serious enough, the Board may also consider terminating the contract.
- At the end of every contract, the responsible Board employee should complete a Vendor Performance Evaluation Form. The responsible Board employee should ensure that these forms are completed with sufficient detail to ensure that any decision taken with respect to records of poor performance are fully defensible. Copies of all completed Vendor Performance Evaluation Forms should be kept with the Purchasing Services department.
- Vendor Incident Reports and Vendor Evaluation Forms may be used to support disqualification decisions in accordance with the requirements under Section 8 – Vendor Suspension and or Removal Form Pre-Qualified or Vendor of Record Lists, of this Administrative Procedure.
- Where there is a Vendor Incident Report or a negative Vendor Performance Evaluation Form (a copy of which will be presented to the vendor), the vendor at issue should be allowed to comment on the documentation for same and any such comments should be considered by the Board and included in the file.

## **8. VENDOR SUSPENSION AND/OR REMOVAL FROM PRE-QUALIFIED OR VENDOR OF RECORD LISTS**

The Board's vendor suspension process has two goals:

- to protect the Board from the risks associated with awarding contracts to vendors that have demonstrated an inability or unwillingness to fulfill or execute contractual requirements; and
- to protect the interests of the Board and the integrity of the procurement process.

A suspension operates to prohibit vendors who have displayed improper conduct (as further detailed below), from participating in a competitive bid process or contract for a specified period of time. The Board may, as the circumstances warrant, suspend a vendor from participating in any competitive bid process if any of the following occurs:

- Failure on the part of the vendor to sign or execute a contract or honour the terms within its bid submission may result in the suspension of bidding privileges for up to two years.
- Unsatisfactory performance on the part of the vendor or failure to comply with a rectification notice or provide a satisfactory rectification plan may result in the suspension of bidding privileges for up to two years.
- A vendor receiving two provisional performance evaluations regardless of the project may result in the suspension of bidding privileges to the Board for up to two years.
- Any suspension must be approved by the Manager of the department responsible and by the Manager, Purchasing Services and must be supported by a written business case. A suspension decision should be communicated in writing to the vendor in question and should include full details as to the reason for the suspension and the length of the suspension.

## **9. CLAIMS OR POSSIBLE CLAIMS**

The Board will preclude a vendor from bidding if the vendor has made a formal demand or otherwise put the Board on notice of a pending action or is involved in any actual litigation proceedings (excepting only construction lien demands, notices or proceedings) by or against or otherwise involving the Board.

**10. COOPERATIVE PURCHASING**

The Manager, Purchasing Services, shall encourage cooperative purchasing with other school boards and other units of government or their agencies of public authorities, or utilize a “piggy-back clause” to existing Ministry or government services contracts or other cooperatives, whenever the best interest of the Board will be served.

**11. SUSTAINABLE PROCUREMENT**

The Manager, Purchasing Services, in accordance with Operating Policy V-15 Environmental Stewardship, shall encourage wherever possible, environmentally sustainable goods and services while giving vendors fair and equitable access to School Board business.

The objectives of sustainable procurement are to:

- Establish the Board as an environmental role model for public procurement by making it a priority to use environmentally sustainable Goods and Services, where feasible and cost effective;
- Support a healthier working environment for Board employees and for citizens in general through the purchase of environmentally sustainable Goods and Services;
- Increase demand for environmentally sustainable Goods and Services, which may ultimately enhance their quality and cost competitiveness;
- Increase the conservation of resources through the use of more sustainable Goods and Services that require less energy and materials to produce.

**12. DISPOSAL OF SURPLUS GOODS AND/OR EQUIPMENT**

The Manager, Purchasing Services is authorized to dispose of surplus, obsolete or non-repairable goods and equipment declared surplus in accordance with Administrative Procedure VI-33 – Redistribution and Disposal of Surplus Furniture and Equipment.

**13. PROHIBITIONS AND COMPLIANCE**

- No member of the Board of Trustees or employee of the Board shall purchase or offer to purchase, on behalf of the Board, any Goods or Services, except in accordance with these procedures.
- All employees of the Board shall act in a manner consistent with the objectives of this procedure. Any employee who contravenes this Administrative Procedure commits an act of misconduct and is subject to disciplinary action.
- No member of the Board of Trustees or employee of the Board shall purchase or offer to purchase on behalf of the Board unless:
  - The goods and/or services are legitimately required for the purposes of the Board.
  - The funds for the purchase of the goods and/or services are available with an approved budget or the request to purchase is expressly made subject to funding approval of the Board.
- No acquisition of goods and/or services shall be made where the quantity or delivery is divided or in any other manner arranged so that the price or value of the goods and/or services to be acquired is artificially reduced to circumvent the purchasing threshold requirements in this procedure.
- No member of the Board of Trustees or employee of the Board, shall become interested, directly or indirectly as a contracting party, or partner, in the work, the supplies or business in connection with a contract, or in any portion thereof, or of any supplies to be used therein, or in any monies to be derived there from.
- No member of the Board of Trustees or employee of the Board or any relative of that Trustee or employee shall be permitted to purchase surplus goods to be disposed of except by successfully bidding on the same at a public auction but in no case if the duties of that officer or employee include making decisions regarding the disposal of such goods.
- No member of the Board of Trustees or employee of the Board shall knowingly cause or permit anything to be done or communicated to anyone which is likely to cause any potential vendor to have an unfair advantage or disadvantage in obtaining a contract for the supply of goods and/or services to the Board, or any other municipality, local board or public body involved in the purchase of goods and services either jointly or in cooperation with the Board.
- For any competitive process, the Board shall not discriminate or exercise preferential treatment in awarding a contract to a vendor through the biasing of specifications, timing of events so as to prevent vendors from submitting bids, local content or other economic benefits criteria that are designed to favour the goods and/or services of a particular vendor.

**14. EXCEPTIONS**

The following items are not subject to the Board's Purchasing Administrative Procedure:

1. Licenses (vehicles, elevators, etc.).
2. Charges to or from other government bodies or Crown Corporations except for construction and/or maintenance projects.
3. Real Estate including land, buildings, leasehold interests, easements, encroachments and licenses.
4. Professional and special services, including appraisal, medical, etc.
5. Freight charges.
6. Legal Fees and other professional services related to litigation or legal matters.
7. Charges to or from government legislated controlled agencies (i.e. – Technical Standards & Safety Association, Electrical Safety Authority, etc.).
8. Entertainers (i.e. – for Theatre, Special Events).
9. Conferences, Courses, Seminars, Conventions, Memberships, Periodicals, Magazine Subscriptions.
10. Refundable Employee Expenses, Meal Allowances, Travel Expenses.
11. Miscellaneous – Non-Travel, Hotel Accommodation, Mileage.
12. Postage, Water, Sewage Charges, Cable Television Service, Telephone Service.
13. Natural Gas and Hydro.
14. Spiritual Services.

**Approved:** Regular Meeting of the Administrative Council

**Authorized By:** \_\_\_\_\_

*Director of Education and Secretary of the Board*



**PURPOSE**

The Halton Catholic District School Board (“the Board”) provides to designated staff and Trustees the availability of a Corporate Purchasing Card in order to offset approved Board-related travel and business expenses.

**SCOPE**

A Corporate Purchasing Card is available to the following elected Board representatives and employees:

- Elected Trustees
- Senior Staff, Administrators, and other authorized personnel
- School Principals and Vice Principals
- Curriculum and Special Education Consultants
- School staff under the supervision of the Principal

**PRINCIPLES**

- Approved employees and sites are authorized to use the Purchasing Card to purchase goods and services in support of sound business practices. Corporate credit cards must be used only for expenses incurred in relation to a cardholder’s duties. Benefits include:
  - Reducing the number of invoices, cheque requisitions and cheques processed through the Accounting Department.
  - Reducing the number of purchase orders and purchase requisitions through the Purchasing Department.
  - Providing a simplified process and an increased level of service.
  - Reducing supplier invoicing and reducing turnaround time for payment.
- To provide a convenient method of procuring and paying for low value goods and services by simplifying the procurement process, reducing paperwork, reducing vendor payment time and empowering school/department staff.
- Authorized employees who employ a Corporate Purchasing Card in accordance with the Board’s Purchasing Policy and Administrative Procedures, should use it to pay for approved business expenses whenever possible.

**REFERENCES**

- Operating Policy I-25 Purchasing
- Operating Policy III-13 Corporate Purchasing Card Distribution and Usage
- Operating Policy I-34(a) Reimbursement of Board Business Expenses for Employees
- Operating Policy I-34(b) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees
- Operating Policy I-02 Records and Information Management

**DEFINITIONS**

- Budget Holder:** an employee of the Board that is accountable for the budget of their respective department(s).
- Cardholder:** an employee of the Board who holds a Board-issued Purchasing Card in their name.
- Financial Institution:** an establishment that provides financial services for its clients or members and is the issuer of the Purchasing Card.
- Monthly Spend Limit:** the maximum dollar threshold, including taxes, allowed on a Purchasing Card for a one month period beginning on the eighth day of every month.
- Purchasing Card Coordinator:** the Manager, Purchasing Services or Designate in the Purchasing Services department that is responsible for administering the Purchasing Card program.
- Purchasing Card (P-Card):** a commercial card that allows organizations to purchase goods and services in lieu of a traditional purchasing process.
- Single Transaction Limit:** the maximum dollar threshold, including taxes, allowed on a Purchasing Card for an individual purchase.
- Site Card:** a nameless Purchasing Card designed to be used by a number of employees within a department where the Budget Holder is accountable for the use of that card.
- Unauthorized Charge:** a transaction applied against a Purchasing Card without having official permission or approval.

**REQUIREMENTS**

Requirements are outlined under the following headings:

- 1. General Information
- 2. Operational Guidelines
  - 2.1 Purchasing Card Issuance
  - 2.2 Purchasing Card Spend Limits
  - 2.3 Purchasing Card Rejection
  - 2.4 Reconciliation, Payment & Record
  - 2.5 Transferred, On Leave, Resigned, Terminated or Retired Employees
  - 2.6 Lost or Stolen Cards
- 3. Prohibitions and Compliance

**1. GENERAL INFORMATION**

A Corporate Purchasing Card (P-card) is a Board-issued credit card. It can be used for purchases of school supplies and services almost anywhere the card is accepted.

The P-card program will be administered by the Manager, Purchasing Services. Purchasing Services will maintain a master list of all P-cards noting the name of the cardholder and site cards and the monetary limits of each card. All requests for P-cards and all changes and other documentation relating to the cards are to be submitted to the Purchasing Card Coordinator for review and to be approved by the Senior Administrator, Financial Services or Superintendent, Business Services.

The Halton Catholic District School Board assumes liability for all authorized charges on the Purchasing Cards. **The individual card holders and site card holders are not personally liable for approved business expenses.**

**2. OPERATIONAL GUIDELINES**

The P-card may be used for purchases up to the single transaction limit and monthly spend limit set for each card including all taxes and subject to the restrictions outlined in Section 3 – Prohibitions and Compliance of this Administrative Procedure.

The Purchasing Card Coordinator, with the approval of the Senior Administrator, Financial Services, will determine the single transaction limit and monthly spend limit of each purchase card issued.

Single transaction limits and monthly spend limits are fixed and cannot be increased without the approval of the Purchasing Card Coordinator and Senior Administrator, Financial Services.

To limit exposure or liability to the Board, and the person or site named on the card, the card holder must be aware of the following practices:

- The cardholder is responsible for ensuring sufficient funds are available in the budget before using the P-card.
- When not being used, the P-card should be kept in a secure location.
- In the case of site cards, the Visa Sign-Out/In Tracking Sheet must be maintained to know where the card is at all times.
- When using the P-card for telephone or online purchases, every precaution should be taken to avoid the risk of unauthorized use of the card.
- Upon transfer, leave, retirement or termination of employment from the Board, the cardholder must confirm cancellation and return the P-card to Purchasing Services.

## **2.1 PURCHASING CARD ISSUANCE**

All P-cards issued by the Board remain the property of the financial institution listed on the P-Card and as such may be cancelled/revoked at any time.

Prospective cardholders will be required to submit a Corporate Purchasing Card Authorization Form. All original Visa Authorization Forms are to be approved by the Manager, Purchasing Services, initialed by the Senior Administrator, Financial Services, and are maintained by the Purchasing Department.

A P-card shall only be issued upon the approval of the Superintendent of Business Services and Treasurer for new positions required a P-Card and of the Senior Administrator, Financial Services, for re-issued P-Cards to existing positions.

## **2.2 PURCHASING CARD SPEND LIMITS**

P-card limits vary depending on the budget holder's responsibility and budget allocation. From time to time it may be necessary to have spend limits increased. In this case, a written request to increase the spend limits must be sent to the Purchasing Card Coordinator for the approval by the Senior Administrator, Financial Services. Changes can be made effective immediately upon approval of the Senior Administrator, Financial Services. In the event the Senior Administrator, Financial Services is not available, approval should be requested from the Superintendent, Business Services or Manager, Purchasing Services.

### **2.3 PURCHASING CARD REJECTION**

If a P-card is rejected, please notify the Purchasing Card Coordinator who will inquire as to the reason the card was rejected. The most common rejections are:

- Over monthly limit,
- Over single purchase limit,
- Incorrect PIN entered at merchant location,
- Blocked Merchant Category (MCC),
- Expired card or incorrect expiry date.

### **2.4 RECONCILIATION, PAYMENT & RECORD**

The Financial Institution will forward a detailed monthly statement directly to each individual cardholder/site to be appropriately reconciled. The individual/site will be required to retain itemized receipts for all P-card transactions. Cardholders are responsible for requesting itemized receipts from the vendor(s) if they are not automatically provided.

Random reviews/audits of statements and Visa Log Sheets will be conducted on an ongoing basis. Supervisors are to ensure that all charges are in compliance with Board policies and procedures (or that violations have been documented) and that the correct budget codes are used. Where non-compliance occurs, the subject expenditure will become a personal expense.

Upon receipt of the statement, the cardholder and immediate Supervisor will:

1. Match the charges on the statement with the appropriate receipt/invoice and record the details along with the budget code to be charged on the Visa Log Sheet.
2. The Visa Log Sheet is then to be approved by the immediate Supervisor. It is the responsibility of the immediate Supervisor to ensure all charges are eligible business expenses and supported by itemized receipts.
  - a. In the case of the Director of Education the Visa log sheet will be approved by the Chair of the Board
  - b. In the case of Trustees the Visa Log Sheet will be approved by the Chair of the Board
  - c. In the case of the Chair of the Board, the Visa log sheet will be approved by the Superintendent, Business Services.
3. The Visa Log Sheet once completed and approved, along with the original receipts/invoices must be forwarded to the Supervisor, Accounting Services for processing within ten (10) business days of receipt of the statement. The individual/site is required to maintain copies of the itemized receipts, in accordance with the Records Retention Schedule. During the months of July and August, if the Accounting Department has not received a Visa Log Sheet from a school location, it will be the responsibility of the school to submit their reconciliations by September 15.

4. Discrepancies in the form of pricing errors or duplicate transactions must be identified and the cardholder must take appropriate action with the vendor to resolve any issues.
5. In the event of unauthorized charges, the Cardholder must notify the Purchasing Card Coordinator. The Purchasing Card Coordinator will then contact the Financial Institution's fraud investigations department to dispute the charge.

**Failure to submit Visa Log Sheets within deadlines, together with all P-Card statements and itemized receipts will result in the suspension of the P-Card.**

## 2.5 TRANSFERRED, ON LEAVE, RESIGNED, TERMINATED OR RETIRED EMPLOYEES

In case of a transfer within the Board, the Cardholder will take his/her card to their new location. Site cards remain at the indicated site at all times regardless of staff transfers. The Manager, Purchasing Services will advise the financial institution of the change of location for the employee so his/her monthly statement is forwarded to the correct location.

If a cardholder is on a leave of absence, worker's compensation, long term disability or otherwise away from his/her regular place of employment for an extended period of time, it is the responsibility of the cardholder to return the card to the Manager, Purchasing Services. The Manager, Purchasing Services will temporarily suspend the card. Upon the employees return to full active duty, the card will be returned to the cardholder.

When a cardholder leaves the employment of the Board due to resignation, termination or retirement, it is the responsibility of the cardholder's supervisor to advise the Manager, Purchasing Services and return the card for destruction. The Manager, Purchasing Services, will notify the financial institution to cancel the card.

## 2.6 LOST OR STOLEN CARDS

The cardholder must notify both the Financial Institution and the Purchasing Card Coordinator immediately of any lost or stolen card. The lost or stolen card will be immediately cancelled with the Financial Institution and a replacement card will be issued.

***If the P-card is lost or stolen notify US Bank immediately by calling 1-800-588-8065.***

**3. PROHIBITIONS AND COMPLIANCE**

- A P-Card shall not be used for any personal expenses. Such fraudulent use of the card could result in disciplinary action up to and including dismissal.
- A P-Card shall not be used for cash advances or for use in any cash dispensing machine.
- The P-card can only be used to make official Board purchases within the Board limitations established under the policies and procedures referenced herein. Purchases such as alcohol, Tabaco products, betting, court costs, adult entertainment, etc., is strictly prohibited.
- The site card cannot be used by any staff member without the approval of the Principal/department budget holder.
- Individual P-card holders shall not share the card. He/she alone may use the card.
- No purchases shall be divided to circumvent single transaction limits.
- Accumulation of any benefits from the use of a P-Card shall not accrue to the individual cardholder.

**Approved:** Regular Meeting of the Administrative Council

**Authorized By:** \_\_\_\_\_  
*Director of Education and Secretary of the Board*

**PURPOSE**

To provide a standard procedure for the redistribution and disposal of surplus furniture and equipment.

**SCOPE AND OBJECTIVE**

This administrative procedure is intended for all Halton Catholic District School Board staff authorized to identify surplus furniture and equipment.

When managers or Principals determine that furniture and equipment are obsolete or surplus to the needs of the location, Purchasing Services is to be notified. All surplus items are to be redistributed or disposed of in a safe, cost effective manner as determined by the Purchasing Services department.

**PRINCIPLES**

Surplus furniture and equipment should be removed from schools/departments when it is no longer required at the location. In order to maintain an inventory of surplus furniture and equipment for redistribution, schools and departments should adhere to these procedures.

Schools and departments should inquire about surplus furniture and equipment prior to purchasing new.

**REQUIREMENTS**

**1) Centralize Purchasing of New Items**

- All furniture and equipment purchases will be completed through the Purchasing Services.
- This ensures the quality of merchandise purchased as well that the Broader Public Sector procurement guidelines are adhered to.

**2) Confirmation Item to be Purchased is NOT Available in Board Furniture Storage**

- As all furniture purchases must originate in the Purchasing Services department, under the direction of the Manager, Purchasing Services, a surplus furniture inventory database will be implemented for re-useable furniture. Purchasing Services will first confirm that the item requested is not available at the Board's storage location.
- The surplus furniture database will be updated by the Manager, Purchasing Services.
- If requested item is available from Board's furniture storage, Purchasing Services will arrange delivery of the item with assistance from Facility Management Services.

**3) Centralizing Furniture and Equipment Move Requests**

- All requests for furniture to be removed from a school or department must be directed to the assigned Manager, Facility Management Services.



- The assigned Manager, Facility Management Services, in conjunction with the requesting school/department, determines which storage location the surplus furniture will be moved to.
- The assigned Manager, Facility Management Services, notifies the Manager, Purchasing Services of surplus equipment being removed from the requesting site and the furniture's revised location.
- The Manager, Purchasing Services updates the surplus furniture inventory database accordingly.

#### 4) **Furniture Indexing**

- The surplus furniture should be allocated to a predetermined holding site and stored in one of three rooms:
  - Room 1:* Surplus (re-useable within HCDSB) office furniture.
  - Room 2:* Surplus (re-useable within HCDSB) classroom furniture.
  - Room 3:* Surplus classroom and office furniture not appropriate for re-distribution within HCDSB. These items are to be sold at auction with nominal proceeds remaining centrally to offset moving, transportation and storage costs.

#### 5) **Surplus Equipment (i.e. shop machinery, specialized physical education equipment/ apparatus etc.)**

- School or department must inform Manager, Purchasing Services, of surplus equipment.
- Manager, Purchasing Services, to email schools or administrative staff (if warranted) to see if there is a need for the equipment.
- If another school/department has a need for the equipment, the Manager, Purchasing Services, to arrange delivery of the equipment with Manager, Facility Management Services.

#### 6) **Surplus/Obsolete Information and Communications Technology (ICT) Equipment**

- School or department must inform Senior Administrator, Information Technology Services, of surplus/obsolete equipment.
- Senior Administrator, Information Technology Services, to email schools or administrative staff (if warranted) to see if there is a need for the equipment.
- If another school/department has a need for the equipment, the Senior Administrator, Information Technology Services, to arrange delivery of the equipment with Manager, Facility Management Services.

#### 7) **Disposal Plan**

- If re-distributing the equipment is not warranted/possible, the Manager, Purchasing Services will arrange to have item sold at auction.
- Item is auctioned with winning bidder removing the item from the requesting school/department.
- Proceeds from the items auctioned at school/department sites remain with the school/department, as there are no moving/transportation/storage costs required.
- Items not sold through auction will be offered for donation at no cost to the Board or disposed through the Region of Halton waste program or e-waste recycler in the case of ICT equipment.

**8) Prohibitions and Compliance**

- No member of the Board of Trustees or employee of the Board or any relative shall be permitted to purchase surplus goods to be disposed of except by successfully bidding on the same at a public auction.
- No employee of the Board having the responsibility for identifying items as surplus may bid on such items at a public auction.
- No employee responsible for administering the surplus item at public auction may bid on the same.

**Approved:** Regular Meeting of the Administrative Council

**Authorized By:** \_\_\_\_\_

*Director of Education and Secretary of the Board*

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|---------------------------------------------------------------|-------------------------------|--------------------|
| STUDENT TRUSTEES OF THE HALTON CATHOLIC DISTRICT SCHOOL BOARD | Administrative Procedure No.: | VI-15              |
|                                                               | Date:                         | September 15, 1998 |
|                                                               | Amended:                      | April 25, 2000     |
|                                                               | Amended:                      | March 20, 2001     |
|                                                               | Amended:                      | March 5, 2002      |
|                                                               | Amended:                      | May 18, 2004       |
|                                                               | Amended:                      | November 2, 2004   |
|                                                               | Amended:                      | February 5, 2007   |
|                                                               | Amended:                      | March 24, 2009     |
|                                                               | Amended:                      | March 6, 2017      |

## PURPOSE

To describe the procedure under which Operating Policy I-26, regarding Student Trustee(s) on the Halton Catholic District School Board, is implemented in accordance with Ontario Regulation 07/07, section 67 of the Education Act.

## APPLICATION AND SCOPE

The administrative procedure applies to the process of election of student trustee(s) on the Board.

## PRINCIPLES

The Halton Catholic District School Board endorses the principle of direct student representation on the Board, supports an open and democratic process for the election of student(s) to represent the interests of students on the Board and, to serve as a model of Catholic leadership in the school and wider Catholic community.

## REQUIREMENTS

1. The Student Senate may elect up to three (3) student trustees:
  - from among qualified students enrolled in its secondary schools;
  - who exemplify servant leadership to the Catholic educational community, and meet or exceed the requirements as outlined in Operating Policy I-26;
  - no two students shall be from the same municipality.
2. The student trustees shall be elected by the Student Senate no later than April 30<sup>th</sup> in each school year, under the understanding that each will begin their term of one school year from the first day of school in the subsequent school year.
3. A secondary school student is eligible for consideration as a nominee for Student Trustee on the Halton Catholic District School Board a subsequent school year provided he/she meets the requirements stated in Operating Policy I-26 and this administrative procedure.
4. The student trustee(s) shall be elected by the Student Senate in accordance with the following procedure:
  - 4.1 Notice shall be sent to each secondary school Principal by March 1<sup>st</sup> of each school year, inviting each secondary school to elect one qualified student to be considered by the Student Senate for election as student trustee on the Halton Catholic District School Board.

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- 4.2 The Principal shall forthwith inform the student body of the school's opportunity to nominate one qualified student to be considered and elected by the Student Senate and that the nomination procedure at each secondary school shall involve an election process by students.
- 4.3 The Principal shall convene a meeting with the members of the Student Council and the staff advisor(s) to discuss student representation on the Board and to counsel the members of the Student Council regarding the Catholicity, academic, leadership and behavioural and workload expectations for the position of student trustee on the Board.
- 4.4 Interested students shall submit their candidacy to their Principal and to the President /Chair of their Student Council by the deadline of the end of the third week of March of each school year.
- 4.5 Following the March deadline date for candidate submissions, the Principal shall convene a meeting of all eligible candidates with the members of the Student Council and the staff advisor(s). Candidates will have an opportunity to make presentations that speak to their Catholicity, academic, and leadership suitability to represent the interests of students of the Board.
- 4.6 In consultation with the Principal and the staff advisor(s), the Student Council shall, by March 30<sup>th</sup>, elect the most qualified student to be their school's nominee for consideration as student trustee by the Board. A current sitting student trustee on the Board may be nominated by a school for consideration by the Board for an additional term(s) of office as a Student Representative of the Board;
- 4.7 By the end of the first week of April or earlier, each secondary school's nominee shall be invited to submit the following information to the Director of Education:
- reasons for seeking the position;
  - a brief list (3-5 items) of clearly articulated issues pertaining to Catholic secondary education;
  - relevant background information pertaining to their interests, qualifications, leadership experience, social justice concerns, parish community involvements;
  - other information he or she deems pertinent;
  - a letter of support from the Principal;
  - a letter of support from the Student Council;
  - a letter of support from the nominee's parish priest.
- 4.8 Each secondary school's nominee (as per 4.6 above) shall be interviewed at a meeting of the Student Senate and invited to make a maximum five-minute presentation to the Student Senate (excluding any current student trustee seeking re-appointment.) A student nominee seeking an additional term shall not participate in any part of the session in which the Student Senate elects the student trustee(s). The Student Senate shall, through secret ballot, vote on the successful candidate(s) for the position(s) of student trustee(s) on the Board.
- 4.9 The successful candidate(s) will be confirmed by the Board at one of its meetings prior to the end of May in each school year.

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5. A student trustee shall have the same rights as Trustees to participate at meetings of the Board and at meetings of Committees of the Board. Note, however, that, where legislation requires that a Committee **must include one or more “members of the Board,”** a student trustee cannot count as one of these since a student trustee is not **“a member of the Board.”**

However, the student trustee(s) shall only have the right to a recorded non-binding advisory vote. 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 (2) votes:

- a) a non-binding vote that includes the student trustee’s(s) vote; and
- b) a recorded binding vote that does not include the student trustees(s)’ **vote.**

A student trustee is not entitled to move a motion, but is entitled, in accordance with the Board by-laws, 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.

6. The Education Act requires that all Board meetings be open to the public and that all committee meetings **also be open except those “when the subject-matter** under consideration involves,
- a) the security of the property of the Board;
  - b) 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;
  - c) the acquisition or disposal of a school site;
  - d) decisions in respect of negotiations with employees of the Board; or
  - e) **litigation affecting the Board.”**

Subsection 55(5) of the Act provides that a student trustee(s) may attend all closed meetings, with the exception of (b).

7. The three pupil representatives are required to maintain on-going contact and dialogue with Student Senators on the **Student Councils of all secondary schools under the Board’s jurisdiction to ensure that** the interests of pupils continue to be represented on the Board. This duty is understood to include active support for the ongoing activities and initiatives of the Secondary Schools Student Senate.
8. The student trustee(s) shall have the same access to material and information as Trustees to allow for participation at meetings of the Board and at meetings of Committees of the Board.
9. Each student trustee shall be a full-time Catholic senior student in good standing and, except for the age qualification, the terms of qualification shall be the same as the terms that apply to Trustees.
10. The terms of disqualification of the student trustee shall include those terms that apply to Trustees and, in addition, will also include involvement in an **infraction of the school’s Student Code of Conduct** and Catholic Values, and/or relinquishing full-time student status.

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11. In the event a student trustee does not complete the term of appointment, the Student Senate will:

- a) hold a by-election.

12. A student trustee shall be reimbursed for out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities, in accordance with the same policies that govern the reimbursement of Board members for such expenses.

13. Term of Office Recognition and Acknowledgement of Services: Upon completion of their respective elected/appointed term, the student representative(s) shall, subject to Board approval, be acknowledged for their service to the Board in public session in the following manner:

- Each individual will be provided with a letter of commendation signed by the Chair of the Board;
- Each individual will be awarded a bursary of \$2,500.00 and/or other such forms of recognition or support as may be determined by the Board.

Approved: Regular Meeting of the Administrative Council

Authorized By: \_\_\_\_\_  
*Director of Education and Secretary of the Board*

**PURPOSE**

The Halton Catholic District School Board recognizes the role of fencing to provide safe and secure learning environments for school communities. Properly designed fencing addresses several security and safety needs, such as:

- Designating the grounds as a maintained space that deserves respect;
- Limiting entry and exit points to a few easily monitored locations;
- Enabling/Aiding school site surveillance by school staff;
- Limiting access to areas that are not highly visible.

This Administrative Procedure will assist the Board in selecting appropriate fencing measures to provide safe and secure sites throughout the Board.

**SCOPE AND OBJECTIVE**

Maintaining safe and secure properties is of the utmost importance to the Board. The use of fencing to enhance site security plays a key role in site safety. Fencing applications on Board properties include perimeter security, play area segregation and pedestrian and traffic control. As such, this Administrative Procedure shall apply to all Board-owned facilities and properties.

**PRINCIPLES**

In accordance with Policy IV-02, Outdoor Facility Maintenance and Security, fencing shall be installed and maintained, as required, on Board sites to ensure a safe and secure environment for students and staff.

**REQUIREMENTS**

Where possible, the following guidelines will be followed when installing new fencing or altering existing fencing:

1. All Board properties are to be fenced. Perimeter fencing shall be installed approximately 150 millimetres from the property line, on Board property, so that the fence is wholly-owned by the Board.
2. For new or vacant Board properties, the perimeter of the property shall be enclosed by a 9-gauge galvanized or black vinyl chain link fence not less than 1.8 metre-high with a 43 millimetre diameter top and bottom rail.
3. For new properties, the fence will be installed by the developer, in compliance with Operating Policy IV-02, as part of the Developer’s Subdivision Agreement, and the Purchase and Sale Agreement.

4. Properties with no buildings or structures shall have a gate(s) installed to allow for access and maintenance of the property. All gates shall remain locked at all times with a chain and padlock whenever possible.
5. Properties with vacant buildings shall have a 6-metre-wide opening gate installed wherever the perimeter fence crosses the fire route to allow for the access of emergency vehicles. All gates shall remain locked at all times with a chain and padlock whenever possible.
6. The Board will install at new sites, where feasible and practical, a 9-gauge galvanized or black vinyl chain link fence not less than 1.8 metre-high with a 43 millimetre diameter top and bottom rail between the Board’s property and the adjoining residential or commercial properties. Perimeter fencing shall be installed approximately 150 millimetres from the property line, on Board property, so that the fencing is wholly-owned by the Board.
7. Openings in a site’s perimeter fencing that adjoins a residential or commercial property shall not be permitted. Since the perimeter fencing is wholly-owned by the Board and situated on Board property, all openings created in the perimeter fencing shall be removed and replaced with continuous fencing to ensure site safety and security.
8. Fencing between public open space or parks and a Board-owned site will be evaluated on a site by site basis to determine if fencing is required. Where site safety and security risks are identified due to an adjacent public open space or park and an evidence-based need is substantiated, fencing may be installed between the school site and adjacent public open space or park, in accordance with the fencing requirements in this Policy for new sites.
9. Where a site’s parking area is located adjacent to residential or commercial properties, municipal by-laws may require a different type of fencing than chain link (i.e. wood plank privacy fencing). The Board will comply with the municipal by-laws and install the necessary fencing type, as required.
10. Where appropriate, parking areas and driveways will be separated from play areas by a 1.2 metre-high 9-gauge galvanized or black vinyl chain link fence with a 43 millimetre diameter top and bottom rail. All entrance and exit points in the play areas must be gated with a latching mechanism that can accommodate a lock.
11. Kindergarten and Child Care Centre play areas shall be enclosed with a 1.2 metre-high 6-gauge black vinyl chain link fence with a 43 millimetre diameter top and bottom rail. All entrance and exit points in the play areas must be gated with a latching mechanism that can accommodate a lock.
12. Exceptions to the above listed fencing requirements may be granted to comply with municipal by-laws, provided the safety and security of students, staff and the site is not compromised.

**APPROVED:** Regular Meeting of the Administrative Council

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

*Director of Education and Secretary of the Board*



**PURPOSE**

The Halton Catholic District School Board supports school-based projects that provide for the installation of playground equipment on school sites. Proper design and construction of playground equipment is important to ensure that safety and security measures are met. This Administrative Procedure will assist the Board in developing playground solutions that will meet the needs of students and staff from a safety and security perspective.

**SCOPE AND OBJECTIVE**

Installation and maintenance of safe and secure playground equipment is of the utmost importance to the Board. Proper planning, design and maintenance are critical to providing safe playground spaces at all school throughout the Board. As such, this Administrative Procedure shall apply to all Board-owned school facilities.

**PRINCIPLES**

In accordance, with Policy IV-02, Outdoor Facility Enhancements, Maintenance and Security, playground equipment shall be installed and maintained, as required, in accordance with the requirements detailed in this Administrative Procedure to ensure a safe and secure environment for all staff and students.

**REQUIREMENTS**

The Board will approve the construction of playground installations on school property provided all the requirements listed in this section have been met.

1. The School Principal, in consultation with staff and the Catholic School Council supports the project.
2. No site development is to be undertaken without the approval of the final project proposal by the Staff Planning Committee.
3. The School Principal, will submit an initial request to proceed with the development of the project proposal to the Staff Planning Committee. The Staff Planning Committee will be created and will be comprised of the following members (at minimum):
  - a. School Principal
  - b. Facility Manager

Depending upon the scope of the project, the following members may be added to the committee:

- a. School Superintendent
- b. Superintendent of Facility Management Services or designate
- c. Catholic School Council representative

- d. Curriculum Consultant responsible for health and physical education
4. On receipt of approval by the Staff Planning Committee to proceed with the development of the proposal, and dependent on the complexity of the project; the Principal or designate will serve as chair of a school/community committee and will be responsible for the design and implementation of the proposed playground installation project using the resources and assistance of the school community and, as appropriate, other community partners.
  5. The school's playground equipment installation project proposal may, depending on the scope of the project or on the recommendation from the Staff Planning Committee, include:
    - a. a detailed drawing/design, list of materials and the location of the playground equipment.
    - b. a detailed budget specifically outlining the ongoing financial commitment to the maintain the playground equipment and ground cover replacement.
    - c. a detailed schedule outlining the start date, key milestones and the completion date.
  6. The design of the proposed playground installation will be in accordance with the directions and expectations of the Staff Planning Committee and the Canadian Standards Association (CSA) document entitled (Children's Play Spaces and Equipment [CAN/CAS – Z614-14]) in the matter of site location and standards of construction.
  7. The Principal will submit the final proposal to the Staff Planning Committee and following final approval by the Staff Planning Committee, the Principal will proceed with the implementation of the plan for the proposed construction of the playground installation project.
  8. The School Principal and Facility Manager will assume the responsibility for arranging on-site inspection of the installed playground items.
  9. If applicable, the School Principal and Facility Manager shall assume the responsibility to establish an inspection schedule, which shall be in accordance with the provisions of CSA's "Children's Play Spaces and Equipment" document. An accredited playground inspection company will carry out the specified inspections in accordance with CSA standards. The Facility Manager, in consultation with the School Principal, will be responsible for arranging any repair work, as well as the scheduling of the inspection by the accredited playground inspection company. The responsibility of the costs for the inspections will be that of the school.
  10. Funding for the ongoing maintenance and upkeep of the playground installation project, outside of the Kindergarten area, shall be the responsibility of the school community. Furthermore, the school community shall ensure that sufficient funds are available to provide on-going annual maintenance and upkeep costs prior to implementing the construction phase of the playground equipment project.
  11. In the event the school community cannot provide sufficient funds for the required repairs and maintenance of the playground equipment, the Board will reserve the right to decommission the structure.

- 12. It will be the responsibility of the Principal to ensure that each staff member is briefed on the use and safety procedures for the installed playground equipment in accordance with the Board's applicable *Safety Guidelines*. The teachers will in turn instruct the pupils on the appropriate use and safety measures related to the playground equipment.
- 13. It will be the responsibility of the Principal or designate to provide during the regular school day for the supervision, regular general inspection/safety checks and advise the Board's appropriate Facility Supervisor of maintenance requirements for the playground equipment

**Approved:** Regular Meeting of the Administrative Council

**Authorized By:** \_\_\_\_\_  
*Director of Education and Secretary of the Board*