

POLICY COMMITTEE MEETING
AGENDA

Date: Tuesday, December 12, 2017
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

	Pages
1. Call to Order	
1.1 Opening Prayer (J. Michael)	
2. Approvals	
2.1 Approval of Agenda	
2.2 Approval of Minutes	1 - 6
3. Action Items	
3.1 Election of the Chair of the Policy Committee (December 12, 2017 - December 2018) (P. Dawson)	7 - 7
3.2 I-44 Strategic Planning Process (Third Reading) (R.Negoi, T. Overholt)	8 - 15
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4. Discussion Items	
4.1 Executive Compensation Policy (P. Marai)	
4.2 Marijuana on School Property (T. Overholt)	59 - 60
5. Information Items	
5.1 VI-53 Optional French Programs (Extended, Mid-Extended) (T. Overholt)	
5.2 Rescind - VI-12 Telephones in Schools (T. Overholt)	61 - 62
5.3 Upcoming Policy Committee Meeting Agenda Items (January 23, 2018) (T. Overholt)	
5.3.1 I-11 International Students	

- 5.3.2 I-36 Trustee Code of Conduct
- 5.3.3 I-40 Performance Appraisal of Director of Education
- 5.3.4 II-38 Educational Research - Surveys and Pilot Projects
- 5.3.5 V-03 Photographs, Advertising and Sales Representatives
- 5.3.6 Information Item: Secondary Volunteer Hours (C. McGillicuddy)

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

THAT, the Policy Committee recommends that Policy 1-22 Admission to Schools, Elementary and Secondary, be forwarded, along with amendments, to the December 5, 2017 Regular Board Meeting for approval.

The amendments to the policy were noted. Discussion ensued and questions were asked and answered.

A further amendment will be made to the policy by substituting “The Board is committed to cultivating the special characteristics of Catholic Education, to teach the Authentic Truths of the Faith, in line with the Magisterium of the Church, and in co-operation with the bishops in the exercise of their teaching office.” as the first bullet under principles.

The Chair called for a vote. Recommendation **#89/17 UNANIMOUSLY CARRIED**

3.2 Policy I-44 Strategic Planning Process (R. Negroi, P. Dawson, T. Overholt) #90/17

Moved by: P. Marai

Seconded by: A. Iantomasi

THAT, the Policy Committee recommends that Policy I-44 Strategic Planning Process, be forwarded, along with amendments, to the December 5, 2017 Regular Board Meeting for approval at second and third reading.

The amendments to the policy were noted. Discussion ensued and questions were asked and answered. The following amendment will be included in the policy – add Catholic ratepayers to the definition of Stakeholders. Further discussion ensued.

#90/17 (Amendment)

Moved by: H. Karabela

Seconded by: A. Quinn

THAT, the Policy Committee recommends that Policy I-44 Strategic Planning Process, be forwarded, along with amendments, to the December 5, 2017 Regular Board Meeting for approval at second reading.

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

The Chair called for a vote. Recommendation **#90/17 (Amendment) CARRIED**

3.3 Policy III-03 Teacher Performance Appraisal (T. Overholt, J. O'Hara) #91/17

Moved by: P. Marai

Seconded by: A. Iantomasi

THAT, the Policy Committee recommends that Policy III-03 Teacher Performance Appraisal, be forwarded, along with amendments, to the December 5, 2017 Regular Board Meeting for approval.

The amendments to the policy were noted. Discussion ensued and questions were asked and answered.

The Chair called for a vote. Recommendation **#91/17 UNANIMOUSLY CARRIED**

3.4 RESCIND - Policy II-06 Lunch Supervision (T. Overholt)

#92/17

Moved by: P. Marai

Seconded by: A. Iantomasi

THAT, the Policy Committee recommends that Policy II-06 Lunch Supervision, be forwarded to the December 5, 2017 Regular Board Meeting to be rescinded.

A. Quinn recused himself from the discussion and vote of this policy.

Explanation was given regarding the motion to rescind the policy, and reference was given to other overarching policies.

The Chair called for a vote. Recommendation **#92/17 CARRIED**

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

3.5 RESCIND - Policy II-21 Cross Panel Sharing of Student Information (T. Overholt, C. McGillicuddy, B. Browne)

#93/17

Moved by: A. Iantomasi

Seconded by: J. Michael

THAT, the Policy Committee recommends that Policy II-21 Cross Panel Sharing of Student Information, be forwarded to the December 5, 2017 Regular Board Meeting to be rescinded.

Explanation was given regarding the motion to rescind the policy, and reference was made to other overarching policies, and noted to be moved to an Administrative Procedure.

Discussion ensued and questions were asked and answered.

The Chair called for a vote. Recommendation **#93/17 UNANIMOUSLY CARRIED**

3.6 Policy II-41 School Uniform Dress Code - School Dress Code (T. Overholt)

#94/17

Moved by: A. Quinn

Seconded by: J. Michael

THAT, the Policy Committee recommends that Policy II-41 School Uniform Dress Code - School Dress Code, be forwarded for stakeholder input and returned to the December 12, 2017 Policy Committee Meeting for further review.

The amendments to the policy were noted and will be sent for Stakeholder feedback and returned to the December 12, 2017 Policy Committee Meeting. No discussion on the amendment

Trustee Quinn moved that an amendment be made to the policy that takes out any reference to the disingenuous Policy I-31 Apparel Purchases and Fair Labour Practices and substitute "elementary

schools must use the Board’s authorized uniform supplier” to “the Board will recommend one or more suppliers”.

The chair disallowed the amendment until the first motion was voted on.

A point of order was raised that the policy was open for discussion.

The Chair ruled the point of order not well taken as a main motion was already on the floor, but would revisit the second amendment once the first amendment being discussed was voted on and a decision made.

The Chair called for a vote. Recommendation **#94/17 CARRIED**

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

#94/17 (Amendment)

Moved by: A. Quinn

Seconded by: P. Marai

THAT, an amendment be made to the policy that takes out any reference to the disingenuous Policy I-31 Apparel Purchases and Fair Labour Practices and substitute “elementary schools must use the Board’s authorized uniform supplier” to “the Board will recommend one or more suppliers for school uniforms.”

Discussion ensued.

The Chair called for a vote. Recommendation **#94/17 (Amendment)** was **DEFEATED**

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

Email correspondence was noted.

A point of order was raised that asked that the committee move to the next items on the agenda.

The chair ruled the point of order was well taken, and the committee moved on to the information items.

4. Discussion Items

There was no discussion items.

5. Information Items

5.1 Administrative Procedure VI-19 Admission to Schools, Elementary and Secondary (T. Overholt; P. Dawson)

The amendments and addition of appendices to the administrative procedure were noted.

5.2 NEW - Administrative Procedure VI-93 - Cross Panel Sharing of Student Information (T. Overholt, C. McGillicuddy, B. Browne)

It was reiterated that Administrative Procedure VI-93 Cross Panel Sharing of Student Information has been written to replace Policy II-21 Cross Panel Sharing of Student Information. Minor amendments and appendices were noted.

5.3 Upcoming Agenda Items, December 12, 2017 (Inaugural Meeting) (T. Overholt)

5.3.1 Policy II-05 Reporting to Parents

5.3.2 Policy II-16 Curriculum Writing

5.3.3 Policy III-10 Criminal Reference Check - Applicants for Employment

5.3.4 Discussion Item: OCSTA Memo: Ontario's Approach to Cannabis Regulation

Following discussion above the School Uniform policy will be included

5.4 Executive Compensation Policy

It was requested that the new Executive Compensation Policy be brought as a discussion item to the December 12, 2017 Policy Committee Meeting to begin developing a framework for the new policy.

5.5 Secondary Student Volunteer Hours

A report regarding Secondary Student Volunteer Hours will be brought to the December 12, 2017 Policy Committee Meeting.

5.6 Marijuana on School Property

A request to develop a Board policy to include the possession of cannabis on school property and protection of students, and will be added as a Discussion Item at the December 12, 2017 Policy Committee Meeting, for initial recommendations, was submitted.

5.7 Use of School Generated Funds

A request to discuss donations to Charities, by schools was submitted.

6. Miscellaneous Information

There was no miscellaneous information.

7. Correspondence

There was no correspondence.

8. In Camera

8.1 Approval of In-Camera Minutes (October 10, 2017)

In-camera minutes of the October 10, 2017 Policy Committee Meeting were approved as submitted.

9. New Business

There was no new business.

10. Motion to Excuse Absent Committee Members

All trustees were present.

11. Motion to Adjourn/ Closing Prayer

#95/17

Moved by: P. Marai

Seconded by: A. Iantomasi

That the meeting adjourn.

UNANIMOUSLY CARRIED

S. Trites closed meeting with prayer at 8:50 p.m.

ELECTION OF CHAIR OF THE POLICY COMMITTEE

PURPOSE:

To appoint the Chair of the Policy Committee Meeting.

RECOMMENDATION:

Moved by:
Seconded by:

***THAT,** _____ be appointed Chair of the Policy Committee for the period of December 12, 2017 to December 2018.*

**REPORT PREPARED AND
SUBMITTED BY:**

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ACTION REPORT **ITEM 3.1**

POLICY I-44 STRATEGIC PLANNING PROCESS

PURPOSE:

To provide for the consideration of the Policy Committee the newly developed *Policy I-44 Strategic Planning Process*.

COMMENTARY:

At the April 18, 2017 Regular Board meeting, the following motion was unanimously carried.

BE IT RESOLVED THAT, the Halton Catholic District School Board develop and approve a Strategic Planning policy by November 30, 2017.

The policy outlines the process to follow to develop a four (4) year strategic plan for the Halton Catholic District School Board.

The following resources were used to assist in developing the proposed policy:

- Education Act, Section 169.1 – Board responsibility for student achievement and effective stewardship of resources
- Bill 177, Student Achievement and School Board Governance Act
- Ministry of Education – The Strategic Planner’s Guidebook, A Resource for Ontario School Board, January 2012
- Ministry of Education – Multi-Year Strategic Planning – A Guide for School Board Trustees, 2017
- Ontario Education Services Corporation – Multi-Year Strategic Planning: Supports for School Boards

The proposed policy is separated into four (4) stages, where approval of resolutions will be required throughout the various stages.

Following stakeholder feedback (Appendix A), *Policy I-44 Strategic Planning Process* is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

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

Moved by:
Seconded by:

THAT, the Policy Committee recommends that Policy I-44 Strategic Planning Process, be forwarded, along with amendments, to the December 19, 2017 Regular Board Meeting for approval at third reading.

REPORT PREPARED BY: R. NEGOI
SUPERINTENDENT, BUSINESS SERVICES

T. OVERHOLT
SUPERINTENDENT OF EDUCATION

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

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

PURPOSE

To establish a framework and process for the development, implementation and review of the Board's multi-year strategic plan.

APPLICATION AND SCOPE

This policy applies to Halton Catholic District School Board's Trustees, staff, community partners and any other stakeholders involved in the development, implementation and review of the Board's multi-year strategic plan. The Board approved multi-year strategic plan forms the guiding principles for all staff, trustees, community partners and relevant stakeholders.

REFERENCES

[Education Act, Section 169.1 – Board responsibility for student achievement and effective stewardship of resources](#)
[Bill 177, Student Achievement and School Board Governance Act](#)
[Ministry of Education – The Strategic Planner's Guidebook, A Resource for Ontario School Board, January 2012](#)
[Ministry of Education – Multi-Year Strategic Planning – A Guide for School Board Trustees](#)
[Ontario Education Services Corporation – Multi-Year Strategic Planning: Supports for School Boards](#)

DEFINITIONS

Activities are actions taken to achieve goals.
Inputs are the resources used to implement activities.
Mission statement is a concise description of the organization's purpose.
Outcome statements are specific descriptions of desired impact/results of implementing a strategic goal. Outcome statements outline what success looks like, allowing for measurable progress on the implementation of strategic goals.
Outputs are the results of undertaken activities.

ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

Stakeholders are members of the Board of Trustees, staff, students, parents, priests and parish representatives, community members and partners, and other interested persons or agencies.

Strategic goal is what the organization will achieve over the course of the strategic plan. A strategic goal is achieved through activities and/or initiatives the organization implements in order to realize its vision.

Strategic plans are high-level statements of where the organization wants to be in a certain timeframe, and what it will achieve to realize that vision. The Board’s multi-year strategic plan is a statement of intent to act upon each of the strategic goals identified within it.

Strategic planning refers to the process of making fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it.

Strategic priority is an overarching, high-level priority that an organization establishes in order to realize its vision. A strategic priority provides the framework for organizing, defining and communicating strategic goals.

Values statement outlines the organization’s core beliefs that frame how employees and students operate, and how decisions are made.

Vision statement is a vivid and engaging description of the organization’s idealized future state.

PRINCIPLES

- The Halton Catholic District School Board is committed to being a model learning community, providing exceptional Catholic education by meeting the learning needs of all students so that they may realize their God-given potential.
- The Board of Trustees are charged with governance of the organization, setting long-term strategic priorities and goals that are supported by available resources, and monitoring the implementation of the strategic plan.
- The Halton Catholic District School Board is committed to promoting student achievement and well-being; ensuring effective stewardship of the board’s resources; and delivering effective and appropriate education programs to its pupils.
- Effective organizations are based on aligned processes so that sustained performance and improvement occurs. The Halton Catholic District School Board acknowledges the importance of connecting all areas of the organization including mission, vision and value statements, priorities, strategies, goals and plans.
- The Board’s multi-year strategic plan reflects evidence-based decision making and is supported by data. Progress against goals and targets are monitored by the Board.

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

- The Halton Catholic District School Board values relationships and partnerships and is committed to encouraging and supporting two-way communication for the purposes of stakeholder consultation, feedback and providing necessary information in the development and progress of the Board’s multi-year strategic plan
- Ongoing results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts. Strategies/initiatives are adjusted in response to evidence.

REQUIREMENTS

General Requirements

The Board’s multi-year strategic plan is aligned to the mission, vision and values of the Board.

The Board’s multi-year strategic plan is aligned to Board and School Improvement Plans, annual operating plan and maintaining a focus on performance, effectiveness and sustainability.

The budget process is aligned with the Board’s multi-year strategic plan, and strategic priorities and goals are supported by sufficient resources.

The Board of Trustees are responsible to approve the multi-year strategic plan for the Board through board resolution.

The Board’s multi-year strategic plan covers a period of four (4) years, and is annually validated by the Trustees through Board resolution.

The Director of Education is responsible for the implementation of the multi-year strategic plan and the development of annual operating plans that support its implementation.

Phase I – Getting Organized

Trustees start the strategic planning process in January of the second year in office, through Board resolution.

Board of Trustees review, validate and update the Board’s existing mission, vision and values, through Board resolution.

A Strategic Planning Steering Committee is formed to guide the process, composed of, but not limited to, the Board of Trustees, the Director of Education, select Senior Staff and Research staff. Roles and responsibilities are established at the start of the process.

The Strategic Planning Steering Committee determines the timelines for developing the multi-year strategic plan and assesses if a facilitator is beneficial for parts of the strategic planning process. Trustees approve, through Board resolution the recommendation, on timelines and use of a facilitator (if applicable).

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

Phase II – Gathering Information

The Strategic Planning Steering Committee prioritizes data to be collected from the Board’s internal and external environment scans, including identity based data and student level data. The Committee analyzes the data to study emerging themes that will suggest the direction of the Board.

Senior Staff provide detailed input for the Strategic Plan from their areas of expertise.

Stakeholder groups are identified and the consultation process to use for gathering data from both the internal and external operating environments is determined. Trustees approve the consultation process through Board resolution.

Stakeholder consultation takes place.

A communication plan is developed, to keep all stakeholders informed of the process. The Board of Trustees approves the communication plan, through Board resolution.

Phase III – Developing the Multi-Year Strategic Plan

The Strategic Planning Steering Committee analyzes consultation findings and establishes strategic priorities and goals. The Director of Education, in collaboration with the Strategic Planning Steering Committee, creates an evaluation framework to set realistic and measurable targets and outcomes, and identifies champions responsible for each goal.

The Strategic Planning Steering Committee presents the draft strategic plan, including strategic priorities and strategic goals to the Board of Trustees for approval. Trustees approve, through Board resolution, the strategic plan, including strategic priorities and strategic goals.

An effective communication strategy is developed, to promote the multi-year strategic plan and to publicly report on the achievements. The approved multi-year strategic plan is communicated to all stakeholders.

Phase IV – Implementing and Monitoring the Multi-Year Strategic Plan

The Director of Education provides the Board of Trustees with annual updates on the progress towards the goals and targets identified in the Board’s multi-year strategic plan, through an annual report card and the Director’s Annual Report. To assess progress towards strategic priorities and goals; targets and initiatives are reviewed and analyzed and additional consultation takes place to collect perceptual data from stakeholders. The Director identifies areas of success and challenges and provides updates on the operating plans. Updates to the multi-year strategic plan are posted on the public website.

Refer to Appendix A for the multi-year strategic planning framework.

APPROVED: Regular Meeting of the Board

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

AUTHORIZED BY:

Chair of the Board



Phase 1

Getting Organized

Phase 2

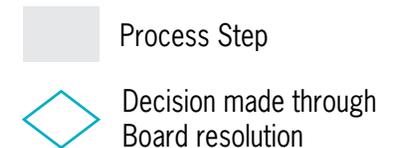
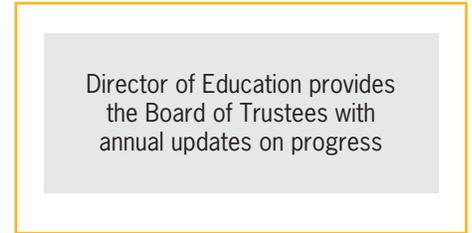
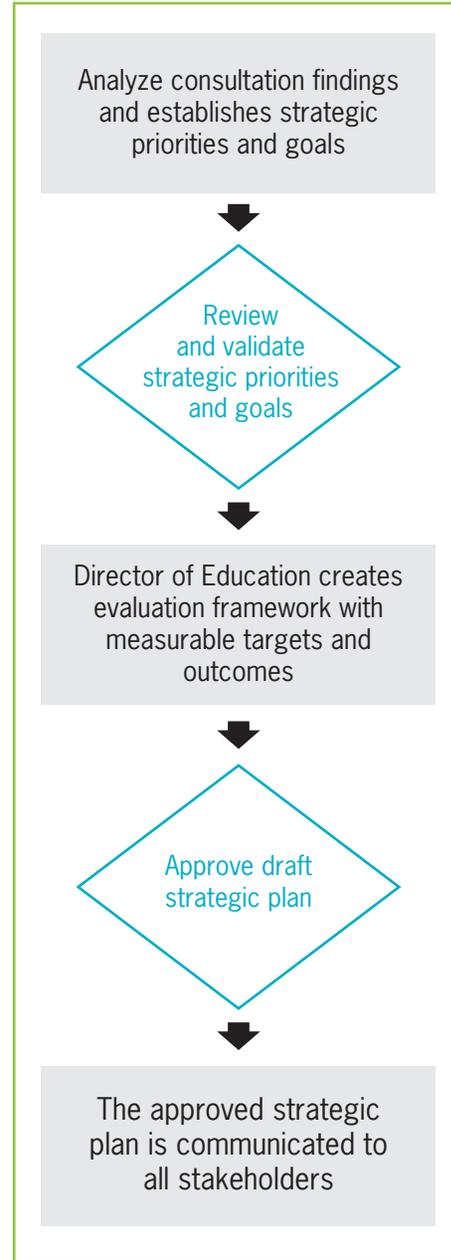
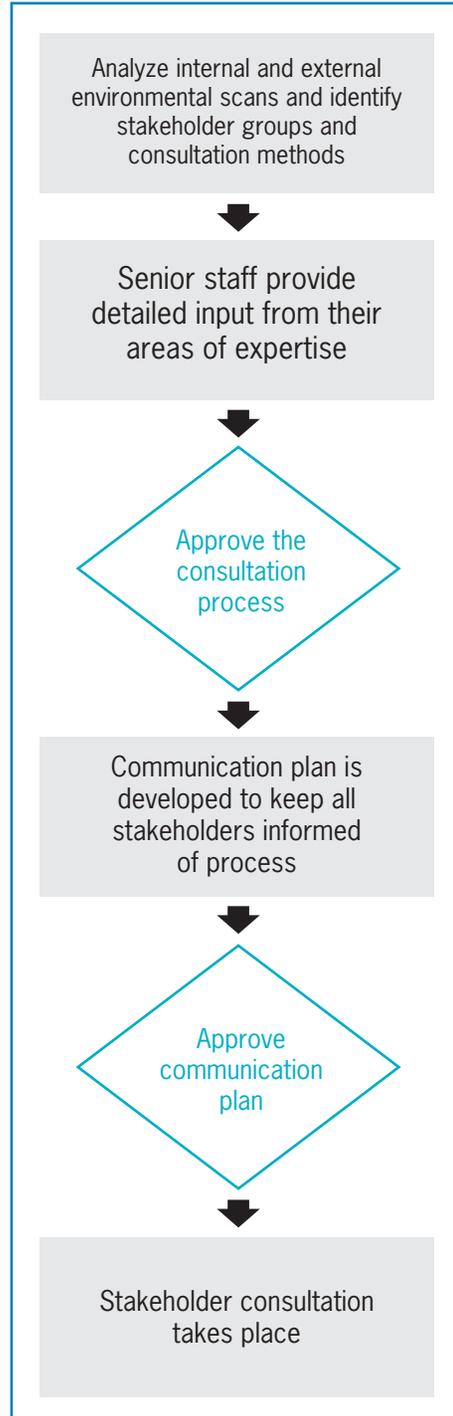
Gathering Information

Phase 3

Developing the Multi-Year Strategic Plan

Phase 4

Implementing and Monitoring the Multi-Year Strategic Plan



ACTION REPORT

ITEM 3.2

POLICY II-05 REPORTING TO PARENTS – PARENT INTERVIEWS

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy II-05 Reporting to Parents – Parent Interviews*.

COMMENTARY:

This policy provides direction to staff and information to parents/guardians on the reporting of the academic achievement and learning skills of students. The following changes have been recommended:

- Additional References specifically related to assessment and learning
- The addition of Application and Scope
- The addition of a main Principle

Specific information related to alternative report cards was also added to ensure all types of reporting to parents is included in the policy.

In light of these changes, revisions to *Policy II-05 Policy II-05 Reporting To Parents – Parent Interviews* should also reflect a name change to *Policy II-05 Reporting Student Achievement To Parents/Guardians*. The policy is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

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

Moved by:
Seconded by:

THAT, the Policy Committee recommends that *Policy II-05 Reporting to Parents – Parent Interviews* name be changed to *Policy II-05 Reporting Student Achievement to Parents/Guardians*, and be forwarded, along with amendments, to the December 19, 2017 Regular Board Meeting for approval.

REPORT PREPARED BY: T. OVERHOLT
SUPERINTENDENT OF EDUCATION

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

REPORTING **STUDENT ACHIEVEMENT** TO
PARENTS/**GUARDIANS** –
PARENT INTERVIEWS

POLICY No.: II-05
DATE : OCTOBER 23, 1973
AMENDED: JULY 30, 1991
AMENDED: JUNE 5, 2007
AMENDED: DECEMBER 16, 2014

ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

–PURPOSE

~~To to outline ensure t~~ Teachers ~~shall~~ report on the academic achievement and learning skills of their students in accordance with Ministry and Board evaluation policy and reporting periods and in the prescribed formats.

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

–APPLICATION AND SCOPE

~~This policy applies to all Halton Catholic District School Board, Administrators, Teachers and DECEs educators.~~

–REFERENCES

- Education Statutes and Regulations of Ontario
- Learning for All – Ministry Document
- Growing Success – Ministry Document
- Reporting Student Learning – guidelines for effective teacher-parent-student communication
- Guide to the Provincial Report Card, Grades 1-8
- Guide to the Provincial Report Card, Grades 9–12

PRINCIPLES

- The Halton Catholic District School Board and the Ministry of Education recognizes that report cards support assessment for learning and assessment as learning and provides an opportunity to:
 - establish a positive relationship between teachers, parents/guardians, and students;
 - involve parents/guardians as partners in a conversation about learning and assessment, and what they can do to support their child’s learning;
 - identify concerns about student progress early in the school year and develop strategies to improve student learning.

REQUIREMENTS

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

REPORTING STUDENT ACHIEVEMENT TO PARENTS/GUARDIANS – PARENT INTERVIEWS

POLICY No.: II-05
DATE : OCTOBER 23, 1973
AMENDED: JULY 30, 1991
AMENDED: JUNE 5, 2007
AMENDED: DECEMBER 16, 2014

ASSOCIATED OPERATING POLICIES & ADMINISTRATIVE PROCEDURES:

ELEMENTARY:

- Schools will use the Elementary Provincial Report Card twice a year. The first provincial report card will be sent home between January 20 and February 20 of the school year, and the second will be sent home towards the end of June.
- Schools will use the Elementary Progress Report Card between October 20 and November 20 of the school year.
- For students who are identified as exceptional through Special Education Services, the first term Individual Education Plan may be used as the fall progress report
- Although there are three formal reporting periods, communication with parents/guardians and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents/guardians in supporting learning at home.
- Students who are identified with special needs and on alternative programming, will use an alternative report card in addition to the regular provincial report card.

SECONDARY:

- In addition to a progress report - semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardian, or student who has withdrawn from parental control, two times a semester. Non-semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians a minimum of three times a year. The first report must be issued during the fall. Schools that offer a combination of semestered and non-semestered courses should develop a combined reporting schedule that provides for two written reports for semestered courses and three written reports for non-semestered courses.
- Although there are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course, communication with parents/guardians and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents/guardians in supporting learning at home.
- Students who are identified with special needs and on alternative programming, will use an alternative report card in addition to the regular provincial report card.

APPROVED: Regular Meeting of the Board

Authorized by:
Chair of the Board

ACTION REPORT

ITEM 3.3

POLICY II-41 SCHOOL UNIFORM DRESS CODE – SCHOOL DRESS CODE

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy II-41 School Uniform Dress Code – School Dress Code*.

COMMENTARY:

Policy II-41 School Uniform Dress Code – School Dress Code outlines the principles and requirements for both elementary and secondary schools with respect to the dress of students; for schools in uniform and for schools without a uniform.

Additions have been made to the policy to include requirements for schools that are involved in a school closure/school consolidation process and new constructed schools, to follow prior to and after the establishment of the new school community.

The revised *Policy II-41 School Uniform Dress Code – School Dress Code* is attached for review and consideration by the Policy Committee.

At the November 28, 2017 Policy Meeting, it was approved for the proposed amended policy be sent out for stakeholder feedback. As of December 6, 2017, a total of 102 responses were received. Of those responses, there were 9 comments that were directly related to the proposed changes. There was a variety of responses, some in favour of the amendments, one addressing a school where grade 8 students would be divided in regards to having uniforms, and another 2 addressing the length of grandfathering. The stakeholder feedback comments are provided, as appendix A.

RECOMMENDATION:

After review of the stakeholder feedback the following recommendation is presented for the consideration of the Policy Committee:

Moved by:
Seconded by:
THAT, the Policy Committee recommends that Policy II-41 School Uniform Dress Code – School Dress Code, be forwarded, along with amendments, to the December 19, 2017 Regular Board Meeting 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 II-41 School Uniform Dress Code – School Dress Code

From: Susan E.

COMMENTS/RESPONSE:

I support the revised policy on School Uniform Dress Code - School Dress Code.

~~~~~

From: Nancy C.

**COMMENTS/RESPONSE:**

The time frame to grandfather the uniform was fair. Policy seemed to address all issues

~~~~~

From: Monica B.

COMMENTS/RESPONSE:

Clarification may be required regarding School Consolidation/Closing. If one non-uniform school community is consolidated with a uniform community and the new community votes for a uniform, could the Grade 8 class be mixed uniformed and not uniformed or would the whole class be encouraged but not required to wear the uniform.

~~~~~

From: Roger A. (CPIC Member for Oakville)

**COMMENTS/RESPONSE:**

I do agree with Policy II-41.

~~~~~

From: Jennifer H.

COMMENTS/RESPONSE:

I'd like to provide some feedback on the uniform policy. Please consider the following:

the new supplier ISW doesn't have meaningfully lower prices and this was one of the parts of their bid, so we need more competition. The board should open the policy to allow for multiple suppliers with a "preferred" supplier.

the 3 year limit on how long uniforms can be grandfathered when schools consolidate is wasteful, hand-me-downs for seasonal items like sweater, skirts and jumpers can last more than 3 years. The supplier could provide a crest with the new logo that could be sewn on the clothes instead when a school is consolidated. Or a re-embroidering service perhaps.

There is nothing outlining when type of support and how to access for support for those who need financial support with uniforms. Talking with other parents if is inconsistent between schools/principals. Clearer guidelines for how to access support, what the obligations of principals, parents and the supplier are should outlined. "Talk to your principal" doesn't give clear expectations to parents and frankly is kind of intimidating. If you get a new principal at the school and one of the first conversation you have parent-to-principal starts with "Can you help? I'm too poor to afford uniforms?" that just really sucks - for lack of a better way to put it. Maybe it should be centralized support for more consistency.

Thank for taking comments. I believe you should have made more of an effort to solicit feedback from parents, especially ones facing a school consolidation. Parents beyond the CPIC should be surveyed when a new supplier is pick also.

It's a long shot, but I will also ask the board to consider eliminating the uniforms entirely or offer parents a third option such as a color-based dress code, where students were any clothes in school colours, or a shirts-only uniform.

Thank you and prayers for the right decision.

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From: J Hood

**COMMENTS/RESPONSE:**

The uniform policy should include a review period whereby schools are required to re-vote on uniforms. The current policy states parents may determine whether a school adopts uniforms. The parent community of a school experiences significant change over at students graduate, families move, etc. A review or re-vote on the school dress code/uniform the includes ALL parents should be undertaken when there is a significant change in the population or school situation. Eg. After 6-8 years. When boundries are redrawn.

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From: S.S.

COMMENTS/RESPONSE:

I believe that the Halton Catholic School Board should have a "preferred supplier"

All other boards give the parents a list of other stores that they may buy their uniform pieces from.

The "preferred supplier" should also be able to sell the school crests and parents can have them placed on uniform pieces. I believe that it is unfair that parents be told where to spend their money. I feel that the parents should also be able to give their feedback on the quality of the uniforms that they are buying.

I read in the policy that once a year the school council and principal shall review the uniform dress code and school dress code. This has never been done in the 5 years that my children's school has had uniforms. We as parents should be given more options as to where we can buy the uniforms. It is a matter of price, quality and being able to spend our money where we please.

Thank you

~~~~~

From: AH

**COMMENTS/RESPONSE:**

I would prefer not to have a uniform at all. Our school voted on a uniform and then split the second year in, when a new school was built. The original vote was not an accurate representation of the school community. Every three years, we are supposed to be given the option to revote but the previous admintrator would not allow it. I think a vote every three years should be mandatory or else make all schools uniform not just some.

If we have to wear a uniform, I would like to have the option of choosing my provider McCarthys over ISW which reflect similar prices.

~~~~~

From: Maria L

COMMENTS/RESPONSE:

This policy is outside the Board's authority in that it mandates where parents must purchase clothing that is required to be worn by children in order to attend HCDSB schools and obtain a publicly funded education. Given that apparel from approved uniform suppliers tends to be higher priced, this policy also creates additional cost to parents which is prohibited under the Education Act / Ministry Guidelines.

The sole supplier requirement imposes an inappropriate burden on families and an unnecessary strain on limited Board resources which would be better directed to improving educational outcomes.

The choice of supplier involves a process that lacks input from the very parents who are mandated to use the supplier.

The sole supplier model provides protection to the vendor with a guaranteed market of at least three years, while imposing consequences and possible discipline on students and families who do not comply.

To avoid conflict of interest, the policy should clearly state that, whether it be a sole, preferred or recommended supplier, the HCDSB should not benefit in any way, financially or otherwise, from the purchases made by parents from the approved supplier(s). (ie. royalties, rebates, commissions, donations).

Parents should be able to purchase compliant uniform pieces at a store that best meets their family's needs, whatever they may be. Providing crests that can be sewn or ironed on to uniform tops would also alleviate the current issue of how to address uniforms in a consolidated school; crests could simply be applied over the existing uniform pieces. This is also a more economical and more environmentally friendly solution for the schools currently undergoing consolidation.

While the current policy is very clear on the requirement to purchase clothing at the approved uniform supplier, it is unclear and lacks direction in a number of other areas created inequity and uncertainty throughout the system. Ongoing stakeholder

consultation is almost an afterthought and completely optional to each school. References to assistance for families who struggle to afford the higher priced uniform are vague; the policy simply states that “a process must be in place to address this issue”. What does this mean?

Latitude within each school regarding additional pieces creates inequity across schools as some pieces may be allowed at some schools and not others. For example, most schools allow their Grade 8 students to wear their commemorative graduation hoodies on top of their uniform and other schools are told this is not allowed because it is “a uniform school”. Having such restrictive rules creates resentment of the uniform and particularly when the rules are not consistent throughout the Board. This should be clarified and should be consistent among schools. The hoodies should be allowed as that is the practice in most schools already. All students would enjoy this “privilege” upon reaching Grade 8 and all students in a given year would have the opportunity to buy the exact same hoodie (therefore, “uniform”). Also, parents would be more inclined to buy the hoodies, which instill a sense of pride and unity in the students, if they could be worn to school.

Overall, the current policy is very oppressive in that it imposes unfair demands and restrictions on families attending our school board without giving them much say at all into the process.

Please see Appendix A for additional comments and concerns.

APPENDIX A

Sole Supplier

“A school uniform dress code is defined as...clothing that must be purchased from approved uniform suppliers” (pg. 1, Definitions)

- not only is this outside the mandate of the School Board, but it may in fact contravene the Education Act and Ministry guidelines which prohibit fees in accessing publicly funded education; apparel from approved uniform suppliers tends to be higher priced than comparable items available elsewhere
- this requirement also directly opposes HCDSBs governing values including to “honour individual rights”
- mandating a specific uniform supplier infringes on parents’ rights to make purchase decisions with their own money that reflects their own personal values, that are convenient to their own lifestyle, that best meet the needs of their unique child(ren) (ie. comfort, fit, sensitivity to certain fabrics), and provides them with the most value, however it may be individually defined
- granting a monopoly to a single supplier protects the vendor at the expense of purchasers as the vendor has absolutely no incentive to provide value, quality or service; without competition, their customers will continue to shop there no matter how dissatisfied they may be as they are not “allowed” to shop elsewhere
- experience with the current and previous suppliers chosen by HCDSB specifically, has shown that having a single supplier who “specializes” in school uniforms, results in higher prices, poor service, poor quality, lack of selection, inconvenient location and hours, and chronic inventory shortages and delays
- allowing parents to shop where it best fits their needs will provide incentive to a preferred supplier(s) to be competitive and meet customer’s needs; if they are successful in doing so, they would capture a majority of the market anyway
- providing crests that can be sewn on to compliant uniform pieces purchased anywhere would also be easier and more economical for families who change schools whether because the family has physically moved or as the result of a school consolidation or change in boundaries, or to attend specialized programs such as Early French Immersion, Extended French, Structured Teaching Classes or Gifted Classes

Selection of The Uniform Supplier(s)

“The process of selecting a provider.... will take place every three years and will include participation by Board staff....and at least three (3) members of CPIC (Catholic Parent Involvement Committee)” (pg. 4, The Uniform Supplier)

- the process of selecting a provider does not include any input from the very parents who will be forced to spend their money at the selected vendor!!
- CPIC members may or may not be parents and may or may not have children in a uniformed school
- CPIC members do not consult with the larger parent community in their role of selecting a uniform provider
- Regulation 612 clearly sets out CPIC’s role as to “support, encourage and enhance parent engagement”, not to BE the parent engagement

- if the Board is to continue choosing suppliers, whether a sole, preferred or recommended supplier, they must consider the feedback of all parents who are spending their own time and money to purchase uniforms for their children
- including Board staff in the process of deciding where parents will be forced to spend their money is an inappropriate use of resources; staff spend many hours preparing the request for proposal, reviewing and comparing submitted bids, selecting a vendor, and repeating this process every three years, as well as ensuring and enforcing ongoing vendor compliance with policy requirements and dealing with parent concerns; Principals must deal with uniform assistance issues as well as enforcement of vendor compliance in their individual schools, including possible disciplinary action (the word “enforcement” is used throughout the policy)
- with limited resources, as the lowest funded school board in Ontario, couldn't this time and effort be put to better use in improving educational outcomes?

School Consolidation / Closure

- proposed amendments would allow 3 year grandfathering of uniform pieces in the case of school consolidations (pg. 6, School Consolidation/Closure)
- a 3 year expiry on uniform pieces limits opportunities for hand me downs and uniform exchanges, both of which currently provide for much greater longevity of uniform apparel, especially for expensive and durable items such as sweaters
- this reduces the affordability of the uniform program and low income and/or larger families will be particularly hard hit
- this is also not environmentally friendly as otherwise perfectly fine clothing items will be essentially useless and likely end up in the landfill
- we should consider our role as stewards of God's earth and respecting the dignity of all families in considering how best to address the issue of uniforms in a school consolidation
- providing crests which can be sewn over existing uniform tops would be a much more economical and environmentally friendly solution

Uniform Assistance

- clothing from approved uniform suppliers who specialize/focus on the uniform business tends to be significantly higher priced than what is available elsewhere
- this creates a financial burden that would not exist if families could access more affordable options
- the policy states that the selection criteria for a supplier must include the “availability of subsidies/family assistance” but does not define this at all (pg. 4, The Uniform Supplier)
- the policy further states that “no student will be denied access to school as a result of inability to afford appropriate clothing required by a school's uniform dress code policy. A process must be in place to address this issue” (pg. 4, The Uniform)
- the above requirement seems to offload the uniform assistance to the local school
- in the past staff have stated that uniform requirements of low income families were completely filled by McCarthy's; this was in contradiction to what has been shared by actual families in need who stated they only received one outfit per child per year
- it is not clear what, if anything, is being provided by ISW and the policy seems to leave this open
- this could all be alleviated by opening up the market and allowing parents to shop where best meets their needs, including what is most affordable for their family
- if the Board is to insist on a sole supplier, they MUST outline clearly how the needs of low income families will be addressed

Ongoing Consultation

- the policy is vague and non-committal with respect to ongoing consultation and input from parents regarding any issue involving the uniform
- annual elementary Catholic School Council uniform reviews “may include....stakeholder consultation” (pg. 3, #5)

- prior to the April 2016 policy review (which was conducted without consulting school councils, in contravention of Regulation 612/00), the policy was much clearer in that it required the establishment of a school uniform dress code committee whose mandate included stakeholder consultation, every 3 years
- once a uniform has been implemented in an elementary school it is not likely to be voted on again; the one time vote effectively binds all future generations to the uniform and requirements of this policy, without any real say in the matter
- for secondary schools, the policy stipulates that “each school will review the present uniform policy in accordance with the Appropriate Dress Guidelines from the Ministry” and that stakeholder consultation would be part of this review process (pg. 7, “Secondary School Uniform Dress Code”)
- what is the “Appropriate Dress Guidelines from the Ministry”??
- is there actually any consultation occurring at the school level, regarding school uniforms? even at school councils? – based on my experience and speaking to families at other schools, the answer to that is a resounding “no”
- in fact, when I broached the subject at my school council last year, it was met by direct opposition from the Principal and the very idea of community consultation became a toxic topic

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From: S. Typer

**COMMENTS/RESPONSE:**

Shouldn't there be a section for the secondary dress code too?

Could section B be reworked as SCHOOL DRESS CODE.

1. All schools must adopt a school dress code even if they have implemented a school uniform dress code.

In the event that a school hosts 'civvies' days or other days where non-uniform apparel are worn it would be beneficial to have the same clear guidelines as in the elementary panel.

~~~~~

From: Bianca G.

COMMENTS/RESPONSE:

What has occurred this year by switching the uniform provider is unacceptable. ISW is not only incompetent to handle the HCDSB volume their product is extremely poor quality. Further the Burlington location staff were rude beyond belief and did not handle the situation well at all.

I am in favor of the uniform for the school we are at, however not if ISW is involved.

The school board should let the parents vote on the provider and not make uneducated decisions. Whomever chose ISW should be fired for not doing their due diligence on this.

The contract should be cancelled as they were not able to meet timelines and the product is of poor quality. My daughters sweater is a month old and requiring replacement already.

The contract should be returned to McCarthys as although they are a few bucks more the quality is there and kids can wear them more than a year if they dont grow out of their pieces.

What a disappointment and source of frustration for all the parents this has been.

~~~~~

From: Liezil R-J

**COMMENTS/RESPONSE:**

I am unhappy with the change to the new company. Quality is not nearly as good as McCarthys. The lack of stock prior to school starting was terrible.

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From: Sarah H.

COMMENTS/RESPONSE:

One of the deciding factors for going with the Catholic board was the uniform. There were so many positives. Last year we were very happy with the quality, the styles were a bit bland, but I chalked it up to it not being a fashion show. McCarthy uniform customer service was always wonderful to deal with.

The switching of uniform providers to us, was irresponsible. Pricing versus quality was way off. When I went into ISW to look into purchasing tops and bottoms for this year, I was disappointed that their colour lots didn't match their own product offerings, shirts were cheap, yoga pants weren't even cotton. A great deal of items were back ordered, and although we did experience back orders with McCarthy's, I didn't have to chase them down for my items like I did with the new provider who never called me. With ISW I walked in and inquired after I saw the item on the shelf with plenty of stock. When I inquired via email to their head office their response was snarky and unprofessional to say the least.

I have returned every single piece of uniform items I purchased from the new provider and managed to get most of what we needed second hand. I then paid extra and got from mccarthy's the missing pants.

The thing that I still find most angering about switching providers is that parents were not consulted. I wasn't asked for my opinion until now. It's out of my pocket, not the school board that pays for my child's uniform and I should absolutely get a say in who the provider is.

~~~~~

From: M Shakespear

**COMMENTS/RESPONSE:**

The quality of the new uniform is very poor! I have no option but to purchase from a company whose uniform makes my child itch. Specifically the pants! I wish we had the option to purchase navy/white from a place of our choosing that are comfortable for our kids and economically feasible. Most major suppliers (Gap, Old Navy, Walmart) make uniform pieces that would work for HCDSB and that have NO brand logs- so there is no disparity and competition of where the clothes came from for kids to use against each other. I think we need to rethink mandating where families purchase pieces. Especially now that the current supplier is of poorer quality, is expensive and is uncomfortable. I love a uniform.....I dislike being told where I have to purchase from.

~~~~~

From: Courtney R.

COMMENTS/RESPONSE:

Very very disappointed with the quality of the new uniform supplier. I bought a couple of skirts to try them out...you can't put them in the dryer... which is just ridiculous for busy parents and for something that needs to be washed so often... after a couple of washes they are pilling so terribly they are basically garbage. For a very expensive piece of kids clothing I expect way better quality and durability.

~~~~~

From: Patricia T.

**COMMENTS/RESPONSE:**

I am a big supporter of the uniform. I believe they create unity and community within a school and it is a means of ensuring security in the school as well. In terms of the uniform provider, my experience with this new provider has been very negative. It took 3 months to get the uniform pants and I was unable to call and talk to someone every time I attempted to see the status of my order. I don't find the quality of this uniform provider as good as the last one. I would like to see McCarthy's re-instituted as the saw uniform provider. They were professional, courteous and every time I went to buy a uniform everything was very well organized. I don't believe we should go down the path of allowing people to buy pants and shirts and then putting on the school crest. There is no more uniformity and it is a race by parents to get to the stores that supply the blue uniforms. The schools should support those families that cannot afford the cost of the sole provider by providing the uniform or financial assistance. Thank you.

~~~~~

From: Heidi A.

COMMENTS/RESPONSE:

I think it would be great to amend the dress code policy to include all navy/white pieces, not just from the supplier. As a Mum of 4, I find the prices and quality from the new supplier terrible and having more options would make it easier to afford and pass down to my others.

~~~~~

From: Gina D.

**COMMENTS/RESPONSE:**

We are extremely unhappy with the current uniform policy on there being a sole provider. Although other large school boards have a uniform policy in place, they do not require parents to buy from a sole provider. We should be able to make the choice of where to purchase our clothing based on our family circumstances and not have it dictated by the Board. We have not purchased a single thing from ISW nor do we plan to. The clothing from ISW is poor quality and completely overpriced. It's also clear they were not prepared to handle the level of orders they received and that their customer service is severely lacking. We have actually considered switching our children to the public school because of all the issues surrounding uniforms. Please do away with the "sole provider" policy!

~~~~~

From: Maria

COMMENTS/RESPONSE:

When the board started to consider a new provider for school uniforms, they should have considered the parents, as we are the ones who purchase the uniforms. I pay a little more with the new provider for very poor quality and all mismatched in colours. By far RJ McCarthy quality surpasses ISW. The back orders in my opinion is ridiculous, waiting 2 to 3 months is unacceptable. The switching of providers i feel was an irresponsible decisions made by the Halton Catholic Board. I hope next time the Board Want to make changes at this level parents are considered and ask for parents feedback. As I stated before I much more have rather stayed with RJ McCarthy then have to pay for poor quality items which's makes me upset.

~~~~~

From: Lynda S.

**COMMENTS/RESPONSE:**

The quality of the new provider is horrible, thankfully I stocked up on MCarthy, as I refuse to buy from ISW. I'm hoping you go back to McCarthys.

~~~~~

From: cgallichan

COMMENTS/RESPONSE:

Parents should be allowed to shop where they want and not have to use a supplier in which they have no choice or voice". I agree with this statement. Having multiple suppliers is better for the consumer as it brings prices down, allows more flexibility for the consumer, and a choice of cottons would be preferred as well. The cotton in these shirts smell, no matter how many times I wash them, or change the detergent. Other types of cotton wash much easier. Also, sewing on a school crest may solve the problem of the extra cost of embroidery, and give more options for choice of cotton. (organic/soft texture/ country of origin of cotton)

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From: Deepa J.

**COMMENTS/RESPONSE:**

Quality of the uniform is very sad. When we spend the money we expect good quality like we got it from McCarthy. They need to be ready for the need of every school. There is no parking spot in the Milton store just an open space.

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From: Jason C.

COMMENTS/RESPONSE:

My family and I are happy with the fact that St. Anthony of Padua Elementary school has uniforms.

With that said, the switch over from McCarthy's to the new provider was a grave mistake as I'm sure you've already been made aware of.

Lack of variety (style/sizes), mismatched colours, poor quality, and the continuous issues with stocking items are just a few of the issues that our family has experienced. Our latest experience - We ordered one pair of shorts at the end of august and we just got the call to pick them up last week. I forgot to mention that going into the Milton store location through a backdoor entrance makes me feel like I'm buying counterfeit, second rate uniforms from a crime syndicate.

I've been made aware from a very reliable source on why the contract was not given to McCarthy's. The reason that was given to me is one of the most irresponsible decisions I've ever seen made at this level in the Halton Catholic Board and hope that the person/people who made the decision to switch providers understand the strife us parents are feeling.

Again, I fully support having uniforms in the school but given the choice between staying with this uniform company or removing the uniform, I choose to remove the uniform.

~~~~~

From: Judith S.

**COMMENTS/RESPONSE:**

I am not in favour of the mandatory school uniform. I was only allowed to vote. I was not asked to give input on uniform selection as per policy that the school community was to be consulted.

- 1. I am not a fan of the current uniform provider. Poor quality, high prices, low stock, online order difficulty.
- 2. I am not happy that different teachers are inconsistent with enforcement.
- 3. I am not happy that we have an all or none policy with uniform provider.

Looking forward to parent feedback sessions and next vote

I believe student uniform and school dress code can work together with colour requirements visible logo on shirts or dresses. Parents should be able to provide navy pants and skirts from anywhere. Plain white turtlenecks should be able to be worn under dresses

Parents want to accomplish the purpose of the policy without being forced to sole source 1 provider.

~~~~~

From: Sandra E.

COMMENTS/RESPONSE:

I have always been pro to uniforms and really had no issues with MCarthys.. great quality.

ISW Uniforms are terrible. Kids look like clowns. Pull up track pants are so wide. Terrible. I would rather my child wear ripped clothing than buy stuff from ISW.

I agree with uniforms but not our current supplier. Terrible. Kids look funny. None of the pants and skirts fit probably.

Bring back Mccarthy!!

~~~~~

From: Shelley A.

**COMMENTS/RESPONSE:**

My concern re dress code is that we cannot get items the children need. I have been waiting for sweater for both of my children since the summer.

Also the colours chosen by the school, white and navy do not allow the children to express any creativity and within the younger grades the white gets stained by the supplies they use, paints and markers. To only wear navy all the time, is not easy for little girls.

Thank you

~~~~~

From: Lisa B.

COMMENTS/RESPONSE:

While I didn't vote for uniforms i accepted the result of the vote. But the new supplier is unacceptable, forget all the problems they had setting up. The quality of their products are unacceptable. Prices warrant better quality and service.

~~~~~

From: Jennifer

**COMMENTS/RESPONSE:**

Would love to have another vote on the uniform. Not happy with the new uniform provider. The quality is terrible and its very expensive. McCarthy's was so much better quality and the children liked the fit and styles so much.

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From: Martina

COMMENTS/RESPONSE:

Terrible quality, please go back to McCharly

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From: Karita P.

**COMMENTS/RESPONSE:**

I am in favour of the school uniform policy. However, I am not in favour of the current supplier, ISW. I found the quality of clothing to be quite a step down from the clothing offered by McCarthy. The material is thinner in both the golf shirts as well as the pants. The price in this case is not justified. I was disappointed in the service as well. The staff was not helpful at all the two times I was at their store. Personalities aside, I will not be voting in favour of uniforms at my other daughter's elementary school as long as the quality is so sub-par. Maybe in three years if ISW is no longer the supplier.

~~~~~

From: Pearcey

COMMENTS/RESPONSE:

I 100% in favour of having the children wear a uniform but unfortunately the quality of the current provider is poor. All of my pieces from McCarty's are 3 years old now and are still in great condition. This year I purchased a few pieces from ISW and they are already in poor condition, they will definitely not be used again next year. This is a concern for most parents as it will end up costing us more yearly as we will be left having to replace damaged pieces. I would love to see McCarty as our provider again. You can't put a price on quality!

~~~~~

From: Christine

**COMMENTS/RESPONSE:**

The new uniform companies quality is extremely sub-par in comparison to McCarthys. The fit is also atrocious; extremely boxy and short, does not fit my child properly at all. Not to mention the unprofessional service given at the store trying to actual get the overpriced crappy clothing.

We are getting completely ripped off as parents. I would be thrilled to go back to mccarthys, spending my hard earned money on clothes that easily rip, don't fit welll or wash well.

~~~~~

From: Maurielle

COMMENTS/RESPONSE:

Awful two months in and the hems are falling apart and they are pilling. I bought a used McCarthy uniform that is in better condition than the new stuff.

~~~~~

From: Julie A.

**COMMENTS/RESPONSE:**

I very much appreciate the uniform in place at St Anthony of Padua in Milton. Being judged on clothing, or lack of what is deemed the right thing to wear, has been avoided. I believe it puts everyone on the same page.

I do not enjoy ISW as a provider. I prefer McCarthy as a supplier. I ensure my children wear the proper pieces of uniform from the provider. It frustrates me when others are using other stores for their uniform needs. While I understand at an elementary level, we shouldn't be reprimanding young children for their lack of proper pieces, then perhaps parents can be given the green light to buy pieces at other stores. ISW quality is not good.

Also, I believe outdoor excursions where young children are going to be active on a school trip, perhaps leniency can be given to allow them to wear civvies for the trip instead of uniform.

~~~~~

From: Julie H.

COMMENTS/RESPONSE:

I agree with a uniform policy, although feel badly for this small company who was blasted with a huge demand and could not meet it. Parents were angry and frustrated and said so to the employees, some of whom were summer students. My son is a slim build and the style of the new pant for Notre Dame is slim cut, even too slim in the leg to be comfortable, he prefers the mccarthy cut of the pant, more room in leg and crotch area. Also the length, originally was offered in two lengths 32" and 34", now only in 34". Paying extra to have the pants shortened to a length that I had previously been able to purchase in 32". The Girl shorts seem to be a decent cut on the hangers but somehow the girls leaving the school look like they are wearing tight booty shorts? how is this appropriate school wear? a 3 year grandfathering is a good compromise for the transition, most students will outgrow their old uniform by then anyway and parents won't feel forced to purchase the same size/uniform pieces just because the uniform changed, its easier to swallow knowing your teen has outgrown and needs new clothing anyways.

~~~~~

From: Marla

**COMMENTS/RESPONSE:**

The uniform provider this year was overpriced and never had items in stock. Several schools have uniforms that require navy and white, I would prefer this as the uniform pieces are quite often very expensive.

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From: Carmela d.

COMMENTS/RESPONSE:

I think a dress code is better than a uniform because it's unfair that I play by the rules and buy the uniform (pants and tops) and then I drop off my kids and see children in nonuniform attire!!!! Makes me so mad and after all even if they're not in uniform they cannot be denied an education! Not to mention what a disaster the current supplier is! Please change it to a dress code (white/blue golf shirts and navy pants/shorts) especially for elementary students!

~~~~~

From: Lisa P-M.

**COMMENTS/RESPONSE:**

Parents should be allowed to shop where they want and not have to use a supplier in which they have no choice or voice.

~~~~~

From: Kelly S.

COMMENTS/RESPONSE:

It would be great to be able to buy uniform pieces from other places besides ISW. Their product fit and quality it not nearly as good as McCarthy's and the fit is not consistent or good. There are so many options now it would be nice for families to choose where to buy from. Also ISW hours are not ideal for working parents.

Thanks

~~~~~

From: Michelle

**COMMENTS/RESPONSE:**

I don't like that they have pants for my SK with a draw string. The ones they have at current store have no comfortable drawstring pants

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From: Sheri M.

COMMENTS/RESPONSE:

I'm a huge fan of uniforms and while there were minor issues with RJ Mccarthey, generally their clothing was great. The new provider is terrible. We waited months for sweaters and the first zipper broke after a few days. I got a new one yesterday and today it's already broken. For a \$50 sweater it's ridiculous! Please reconsider your choice, this vendor should do something other than say sorry and give us another faulty sweater, my son has been without one all year so far!

~~~~~

From: Lisa G.

**COMMENTS/RESPONSE:**

I love uniforms! That being said. I am not happy with the current supplier. I ordered items in July and my orders weren't completely filled until the end of Sept beginning of Oct. Also the quality is down significantly from the previous supplier (McCarthys). The customer support is also horrendous. I had a person answer the phone when I called to inquire about the status of my order and the lady was quite rude. I was quite bothered as I had purchased complete uniform sets for three children they took my money and were failing in providing product in efficient time. To be rude on top of that was disgusting. I don't like dealing with them at all. I was very happy with McCarthys I would I've no complaints if HCDSB were to resume a contract with them

~~~~~

From: Lisa k.

COMMENTS/RESPONSE:

The supplier is not very professional. On more than one occasion I have had to interrupt and talk over youtube videos which are blaring in the store. I get that they monopolize the uniforms we can access ... but then they should match it with an outstanding product - which it is far from. McCarthys was way better quality and 'kid tough'

~~~~~

From: Daniel A.

**COMMENTS/RESPONSE:**

Hello

My son attends St Paul elementary school. The fact that there is only one supplier in terms of uniform goes against the Canadian Competition Act. One supplier means it is a monopoly which is against the law. If the school board would pay for the uniform, I would understand the process but now the board is choosing for the parents. The school board job should be only about setting up the guidelines about what is considered appropriate uniform (i.e navy pants and navy polo shirt with school logo). Each family would then accomodate to the guidelines based on their budget and capabilities. Please consider opening up for this possibility. School can always provide the logo ro be used on the choice of brand for each family.

Thanks

~~~~~

From: Carrie B.

COMMENTS/RESPONSE:

We love the uniforms in our school but please give us other optiond as to where we can buy the clothing.

Thank you.

~~~~~

From: Monika

**COMMENTS/RESPONSE:**

I think it is ridiculous for elementary school children to be forced to wear head to toe designated uniform pieces! I understand the shirt with the proper crest, but the pants and skirts are a bit much (pricey and also so uncomfortable for my children). Please allow for navy blue bottoms from other stores. More economical and also more comfortable.

~~~~~

From: Lisa VD.

COMMENTS/RESPONSE:

Uniform is horrible.

The women's long sleeved and short sleeved shirts are stiff and boxy. The pants don't come in a wide enough size range, therefore we had to custom order her pants which took approx. 8 weeks to come in. Yes, she was wearing shorts in December, not by choice! The supplier was well aware of What the needs would be, and did not have the foresight to ensure their supplier could provide.

~~~~~

From: Marlene c.

**COMMENTS/RESPONSE:**

In regards to the uniform provider, it was very difficult for me to receive my full orders because of lack of stock in store.

I have sons and the "jogger" pant is a terrible polyester blend that doesn't breath and isn't comfortable. I think there should be a jogging pant in a cotton material or something equivalent to the girls yoga pant.

~~~~~

From: Rhonda S.

COMMENTS/RESPONSE:

Hello,

I have two children that attend St.John school in Burlington.

I am writing in hopes you will either open up the options for the providers or switch it back to McCarthy's. At the beginning of this year the contact went to ISW and I am extremely unhappy. they were sold out far in advance of the school year starting and customer service is non-existent. Above all else the quality is shockingly poor. Pants have been ripped in the seams and my daughters skirts have balled after just 1 wash! Thank you,

Rhonda

~~~~~

From: Kim M.

**COMMENTS/RESPONSE:**

I was not impressed whatsoever with the new uniform provider. I ordered online and it took a long time to come in. My son had shorts in size 26 from McCarthy's that were snug but was able to wear until the new ones came in. I had ordered a size 28 from ISW only to have them come in and be about 2 sizes too small. Their sizes do not fit to normal size, I had to go back and have him try on shorts and purchase another pair at size 31. The clothing is cheap.

~~~~~

From: Michelle S.M.

COMMENTS/RESPONSE:

I don't mind having the uniforms put feel they are pricey and many families can't afford to purchase the clothing from isw it would be nice to be able to purchase pants, skirts, shorts from stores that have the uniforms such as old navy as many schools have this.

~~~~~

From: EMILY J.

**COMMENTS/RESPONSE:**

I think we should change uniform providers. ISW has product on constant back order, and once finally received the items are cheaply made and wear out. The ISW product I bought in August has already faded and there are holes in the knees of the pants. McCarthy items are of much better quality and better priced than ISW. We are on year 3 of McCarthy items, and they have yet to show wear or age.

~~~~~

From: Kim D.

COMMENTS/RESPONSE:

Teaching at uniform schools for years, I understand the Board's desire to simplify and streamline suppliers, to avoid the makeshift, sloppy, "anything goes" carelessness that might occur if parents are left to their devices. However, the supplier situation (ISW) has been a nightmare. The other concern is that some of our children have skin/allergic sensitivities and the heavy polyester component in many of the items is a concern. If the code is simply dark blue bottoms, crested shirts and tunics, I'd be happy but the kids have to look clean and put together; this is the parents' responsibility, first and foremost. Thanks for listening.

~~~~~

From: Andreina B.

**COMMENTS/RESPONSE:**

We as parents, should be able to shop for uniforms in other stores, following the guidelines, rather than one sole supplier, which price and quality might not be there. And you should provide a supplier for the crest, that way any parent with different incomes and means can access to proper uniforms.

Thanks

~~~~~  
From: Jennifer B.

COMMENTS/RESPONSE:

Parents should be allowed to shop where they want for the school uniform in order to keep their costs as low as possible. Parents should have a choice or voice in the matter as it is their expenditure.

~~~~~  
From: Barz

**COMMENTS/RESPONSE:**

We did not have a great experience. The boys shorts had a horrible smell to them. I washed them 4 times and the smell did not come out. At first they were not going to take them back but after some discussion they understood and even confirmed that the whole box of boys shorts that had come in had this bad smell. Thankfully I was able to find some shorts in the second hand or new to me.

~~~~~  
From: Keri

COMMENTS/RESPONSE:

I do not like the new provider at all. The quality is not as good as McCarthy's and there is no size pant that fits my daughter. Even with hemming. Please go back to McCarthy.

~~~~~  
From: Michelle B.

**COMMENTS/RESPONSE:**

I am very unhappy with the new uniform provider, the sizes are all off, the quality is horrible and it shrinks. I have had pants rip, buttons fall off and zippers break. That never happened before with McCarthy's. Just my opinion

Thanks

~~~~~  
From: Celine dS.

COMMENTS/RESPONSE:

The new uniform pieces are bigger/not as well fitting as the previous supplier (I would need to shorten the sleeves on a short sleeve polo for example when sizing up for my child other it would look like the sleeve was a 3/4 sleeve). The material is also thinner and not as nice feeling. The rugby pants are way too big/baggy.

We as parents should have more input into the types/styles of uniform pieces and/or the option to purchase uniform pieces from retailers such as Walmart, Children's Place etc instead of only ISW who has not shown good customer service when it comes to fulfilling uniform orders etc.

~~~~~  
From: Alana

**COMMENTS/RESPONSE:**

While I do like that my daughters school has school uniforms, I am not pleased with the length of time it took between placing our order and receiving the order. Also, there is a huge lack of communication and knowledge of the staff, specifically when asking about items not in stock (my daughter does not have long sleeved shirts due to none being available in her size, and nobody can tell me when they will become available).

~~~~~  
From: St. Raphael Catholic School Council

COMMENTS/RESPONSE:

Just reviewing the policy, I think there should be a change regarding the school supplier's contract with the Board. Given the recent frustrations with the new uniform supplier, I suggest the Board adopt a yearly review of the contract with the option to cancel based on performance. The lack of stock, endless delays, poor fit and quality (ie plastic zippers vs metal zippers)...we as parents are stuck with them for 3 years. If the Board is forcing parents to buy through an "exclusive" supplier, they should at least ensure parents are satisfied.

~~~~~  
From: Jamie A.

**COMMENTS/RESPONSE:**

No I do not think you should dictate where we should buy our uniforms especially with the mixup and the terrible quality that we are being forced to buy from the new vendor.

The vendor should go back to McCarthys or chose what we want.

~~~~~  
From: Tracey P.

COMMENTS/RESPONSE:

My children are currently students at St Timothy - I love that we have uniforms now - I understand the new supplier had issues but they are now resolved. I hope that the board does not consider taking uniforms away - the kids love them and it makes mornings so easy. When the kids are at school they are all equal - no judging kids that don't wear high end clothes. Keira Killingsworth

I absolutely loved McCarthys uniform clothes - they were durable and high quality! When the switch was made to ISW I heard lots of negative feedback but I thought let's give them a chance. The first time I went there the service was horrible. Not friendly in the least and no one to help me on floor to find sizes or items. I asked one employee a question regarding sizing and she snapped back that my son would just have to try them on. The sizing is all over the place and doesn't make sense to me honestly. Then I realized the quality of the shirts and pants - which seems incredibly cheap and has proven that. I bought 1 shirt and 1 pair of pants from there (I had most pieces left over from the previous year) and after my son wore the pants 3 times he had holes in the knees (his McCarthy pants he has worn for now a 3rd year and still no holes!) and the shirt after being washed 3-4 times looked as if we had them for years. Faded and pilling not to mention they are so thin I had to layer with a regular tee for my kids. Overall not impressed at all with ISW and the pricing is higher than McCarthy's. I will not buy anymore items from them. I will try to buy used McCarthy's items from other moms. I will not give ISW my business or money!

~~~~~  
From: A. Bastien

**COMMENTS/RESPONSE:**

Good Morning!

First I would like to say that I LOVE the school having uniforms. HOWEVER, what I do not like is being forced to spend ridiculous amounts of money on below par quality items. If this was in a retail store I would never purchase. The decision and lies in School Wear has given the HCDSB is ridiculous and the customer service is horrendous

Parents should be able to purchase the school uniform attire at the several retail locations that have uniform lines and purchase from board/school the crest of their child's school. Again, I love uniforms but not being forced to purchase over priced, poor quality items.

~~~~~  
From: Elizabeth T.

COMMENTS/RESPONSE:

In regards to school uniforms, we as a family embrace the idea and the intention of a school community and uniform. As a parent, we have been dissatisfied with both suppliers and many of the uniform options as they are not suitable for elementary size, and activity level. Embracing a policy where students are required to wear certain colors and styles of dress, but where parents have a choice in where to purchase those items that fit not only their children but BUDGET would be immensely helpful and supported.

~~~~~  
From: Kathleen J.

**COMMENTS/RESPONSE:**

First off let me state I really do like having school uniforms in place. They make getting ready in the morning a breeze and having grown up without uniforms myself I know it takes ammunition away from bullies.

However, the way in which we obtain uniforms is frustrating to say the least. We are told where we MUST purchase the uniform creating no competitive market. This has led to companies charging ridiculous prices for low quality. Or if there is a good quality (as in with McCarthy's for the most part) they don't always have the appropriate size. My J.K. went to school for a year in clothes that were falling off him because the school insisted on uniform provider clothes but the provider didn't provide small enough uniforms.

There must be a better way. Have multiple acceptable companies to purchase from (so they compete with prices and quality) or allow crests to be purchased and put on shirts that are of good quality. Or if one opts to purchase cheap quality they can pay a cheap price and have the crest added.

Thank you for listening to my concerns and I hope the board can help us parents out.

~~~~~

From: Jaclyn

COMMENTS/RESPONSE:

I was originally happy with the feel of ISW clothes, but they are not holding up well (no where near the quality of MCarthy's) all of our bottoms (skorts and pants) are pilling. The navy shirts are a lighter blue than the navy bottoms and are a terrible match. I had some MCarthy skorts for three year with very minimal pilling and the ISW ones started pilling in October!

Since there aren't many uniform providers, couldn't we have a dress code vs a standard uniform provider in elementary school.

I'm very disappointed in the new provider

~~~~~

From: Yvonne S-D.

**COMMENTS/RESPONSE:**

I am not happy with the new uniform provider in school wear. The decision to change providers was done without consultation of parents which in my opinion was wrong as it's our kids that wear the uniforms and parents buy them. Listed below are the issues I am having with isw.

- 1) poor quality
  - 2) poor fit
  - 3) colour seems off
- Wrong shade of navy seems more royal blue instead of navy.
- 4) no product availability
  - 6 week wait for uniform shirts is unexceptable.
  - 5) staff are unfriendly and not very helpful Appleby Line location.
  - 6) not enough parking
  - 7) To expensive
  - 8) uniforms don't wash well.

Please bring back McCarthys. This is what happens when you try to fix something that was not broken.

~~~~~

From: Rachael R J.

COMMENTS/RESPONSE:

Love Uniforms!!

Quality regards to the new ISW is not great.

Golf shirts are good light weight material, which is great for my active boys

The golf shirts do not match the dress pants which we had to switch to because the warm up "Rugger pant" were HUGE. And did not fit my boys. Not to mention looked horrible, baggy, sloppy mess.

Light weight shorts for boys. Would be nice

~~~~~

From: Teri H.

**COMMENTS/RESPONSE:**

I really don't like the uniforms. Even though things are labelled, multiple pieces of clothing have gone missing, and the uniform pieces are way too expensive to have to keep replacing. Please be more lenient on allowing pieces that match the uniform that

aren't necessarily from the vendor - for example, a plain blue sweater, or pants from children's place - maybe just make the crested shirt mandatory? Or even better, get rid of the uniform altogether!

~~~~~

From: Viivi K.

COMMENTS/RESPONSE:

The quality of the new uniforms is not great. The pieces are fairly expensive and clothes won't last very long due to poor quality of the fabric used to make them (both pants and shirts). Kids spend a lot of time in these clothes and the quality of clothing purchased from other places last way longer. Maybe give an option of buying quality shirts (navy and white - uniform pieces available from multiple stores) and selling embroidered crests that parents can iron/stitch on them and allow uniform pants to be purchased from these stores as well.

~~~~~

From: Shana M.

**COMMENTS/RESPONSE:**

The uniform cost and quality at in school wear is terrible. The fit is terrible. We should be able to buy uniforms that fit our children. And are good quality and a better cost. Walmart sells better quality than in school wear. They're terrible.

~~~~~

From: Madina K.

COMMENTS/RESPONSE:

School should not dictate what supplier to use for uniforms by parents. Those uniform stores do not have competitive prices. The clothing items are overpriced and not of the higher quality than generic stores. Being overpriced, the stores do not appeal to the less financially fortunate members of the Catholic community. This can potentially lead to the issues for the kids from lower income families, as they can become excluded and viewed as black sheep since their parents can not continuously replenish their school wardrobe. And not all low income families would qualify for financial aid at the store level. So I strongly advise to allow parents to choose where to buy the school uniform.

~~~~~

From: Uniforms

**COMMENTS/RESPONSE:**

I like having our kids in uniforms.

However, our current provider's uniforms are poorly made and I understand that they were not prepared for the influx in orders however their execution has been very disorganized and I don't feel they are equipped for all of the schools they service.

For the amount of money we put into buying uniforms, they shouldn't be falling apart a week after my kids wear them.

Thankfully, my kids still fit into a lot of their uniforms from McCarthys. Their clothes are far better made than ISW.

Thank you

~~~~~

From: Rebecca M.

COMMENTS/RESPONSE:

I am very much for a uniform policy in general for our school. The previous uniform supplier provided great quality clothing. However, I am extremely disappointed in the quality of clothing from the new provider, ISW. It is impossible to find pants that fit well, and the pricing for quality is totally out of whack. Zippers breaking, pilling.

I believe that in light of these poor quality issues, students should be allowed to wear uniform items from other suppliers.

~~~~~

From: Nadia B-H.

**COMMENTS/RESPONSE:**

I was a parent who was not thrilled initially about uniform but I have come to like the ease of morning routine. That being said WHY are we limited to one buyer. This is where there appears to be questionable concerns. Especially since we were forced to move from one provider to one that is definitely of lower quality and a high cost. Fine have your uniforms but DO NOT limit where parents are allowed to buy uniforms. I still get my kids pants at McCarthys because of the better quality. Let parents buy uniforms

pieces at any shops that provide them...why is it limited..I have heard nothing but complaints of ISW, both shorts and shirts are no where near the quality of McCarthy..WE ARE PAYING FOR IT not the board, so WE should have a say in where we can buy it not you...

~~~~~

From: Sherri M.

COMMENTS/RESPONSE:

My daughter attends St. Elizabeth Seton. I'm in full support of uniform policy, however; to make it more affordable for families I strongly believe we should be able to purchase uniform pieces from retail stores, and not from a supplier.

The quality of this years new uniform provider is very disappointing. I've tried to avoid purchasing from them at all costs by searching for used McCarthy wear.

I don't mind paying a bit more if the quality is there. It is unfair that this year we're being forced to purchase from a supplier who's quality is worse than a uniform shirt from Walmart. At least a uniform shirt from Walmart would be a fraction of the price.

Thank you.

~~~~~

From: Maria A.

**COMMENTS/RESPONSE:**

Hi there,

I would like to say that although I am happy our school has a uniform policy it has been rather difficult getting items from new provider from the store and online.

Having stock is the first issue. The yoga pant is so popular that we have never been able to get it.

Second, I have a daughter with physical and cognitive disability. I have purchased shirts from other provider to make sure she is comfortable on her. I find the material not as durable nor as comfortable for my children.

The sizing has also been changed. It has become quite an expensive investment.

Regards. Maria

~~~~~

From: Christine C.

COMMENTS/RESPONSE:

I am very happy with the dress code and believe uniforms are much easier. However, there has been many problems with the supplier and I prefer the quality and customer service of the McCarthy brand. I am hoping schools will switch back.

~~~~~

From: Sharon F.

**COMMENTS/RESPONSE:**

I currently have four children at St. Joan of Arc school right now. I absolutely love the uniform for my kids. I don't know how I would cope otherwise. It is such a blessing for me. I love the cohesiveness it creates in school and makes everyone feel the same in terms of worth. It brings kids together and I believe it helps to create a better learning environment and fosters better behavior. I loved MCarthy's uniform and was really disappointed when they changed providers as I don't feel the quality is the same at the ISW. However, I'll take it any day over loosing the school uniform policy. I broke it would help parents if we could buy our pants anywhere so that they can get the right fit for their child. Please Do not consider dropping the uniform all together! I have seen such a unity and increased school spirit with it.

~~~~~

From: Nancy m.

COMMENTS/RESPONSE:

The new uniform supplier is awful. The quality is poor for the price. How is this fair to the consumer and end user. Very unhappy and considering leaving the board if no change made

~~~~~

From: Karolina L.

**COMMENTS/RESPONSE:**

I think it's important to remember that children should be able to be their own self and dressing in their own clothes is how they express their individuality. I think uniforms are a waste of time and parents money. We still need to buy clothes for after school and weekends. We're spending a fortune on uniforms yearly. I remember how my parents struggled to buy us uniforms (7kids!) and back then no one organized uniform swaps. I should be able to dress my kids in the same clothes they wear after school and on weekend and not have to stock an extra 7 pairs of navy pants, 5 white shirts and 5 navy shirts because let's fsce it, laundry and stains happen!

Ditch the uniforms for elementary students all together! But don't tell me where I need to purchase uniform pieces.

~~~~~

From: Amanda D.

COMMENTS/RESPONSE:

I think uniforms are unnecessary and should not be a requirement of the board especially at the elementary level. They are costly to the parents. They are not comfortable to wear. I am especially underwhelmed with the quality of the new provider ISW.

~~~~~

From: Evangeline A.

**COMMENTS/RESPONSE:**

The uniform dress code is good but the current provider isw uniforms is not acceptable. Isw's quality is extremely bad and I have had to exchange multiple items due to poor quality and it still continues to this day. It's not fair for the parents to pay significant amounts to uniform when the quality simply doesn't do justice.

~~~~~

From: Marlene

COMMENTS/RESPONSE:

I think the shirts should have the school logo but In my opinion as long as the bottoms are navy shouldn't matter where they are purchased. Having small children and having to purchase full uniforms for them becomes quite expensive Especially with little boys for some reason the knees become so fade so quickly and to have to replace them so often can becoming pretty pricey by the year end

~~~~~

From: Laura F.

**COMMENTS/RESPONSE:**

I love having uniforms but I'm not happy with the quality of the new uniform supplier. McCarthy's provided way better quality and stock. We have waited for months for items to come in. I believe you should return back to McCarthy's as your supplier.

~~~~~

From: Nathalie P.

COMMENTS/RESPONSE:

I agree that kids should wear the shirt with a crest. But allow us to purchase the pants elsewhere then at the provider. Kids outgrow and destroy there pants and replacing them can get very expensive. For the same price of 1 pair of pants at ISW, I can purchase 3 pairs at Old Navy on sale, and the are better quality and fit better then the actual supplier. Me personally, I have 3 kids and uniforms are crazy expensive, but it would help financially if I could at least purchase the pants on sale. Enforce the colour, but not the supplier.

Thank you,

~~~~~

From: Angela H.

**COMMENTS/RESPONSE:**

Please return to RJ McCarthy. New provider is a nightmare.

~~~~~

From: Sharon S.

COMMENTS/RESPONSE:

I think we should be able to buy shirt anywhere and purchase the logo and have then put on the shirt ourselves. The current provides ISW is cheaply made but cost more!!! Bad decision on switching from McCarthy

~~~~~

From: Neville Z.

**COMMENTS/RESPONSE:**

We were very disappointed by the experience with ISW when moving from a non-uniform school to a uniform school. They had very limited stock and had to wait until October to have our complete order filled, only to have our children outgrow the ordered sizes (as the order was initially paid in advance and put through in June at the early promotional rate). We are concerned about the very poor customer service and having to deal with them in the years ahead now that the won HCDSB's contract. It would be better to have parents look elsewhere.

~~~~~

From: Michelle Z.

COMMENTS/RESPONSE:

Uniforms are good however the current ISW vendor's products are poorly made and will not withstand much particularly for the elementary school aged children. Also having the option of getting uniform shirts and pants from other stores so long as they adhere to HCDSB's guidelines would be great and a cost saver for families. For example, Hamilton-Wentworth Catholic Board allows the elementary school children to get their own uniforms but then shirt needs to be embroidered with the school logo/patch at the designated uniform store.

~~~~~

From: Danelle M.

**COMMENTS/RESPONSE:**

The new uniform provider is horrible. The sizing is terrible and not accurate, the quality of fabric being used is not durable. The casual Pants for boys have a zipper at the bottom of the pant which makes hemming impossible, and a zipper is sharp and uncomfortable for the boys when they are wearing them. Please consider McCarthys again they had great products.

~~~~~

From: Gracie

COMMENTS/RESPONSE:

My child currently goes to Assumption Secondary. I'm all for the uniforms, but the prices are ridiculous! And the quality is terrible! We aren't even thru first semester and I have to buy new uniform pieces because the uniforms from ISW are TERRIBLE quality! They wear horribly and don't fit right and on top of that the customer service is non existent. It is a shame to buy all uniform pieces from them when I can get better quality at the gap or old Navy. At least with McCarthy they were expensive but amazing quality and lasted!

~~~~~

From: Stephanie D.

**COMMENTS/RESPONSE:**

I feel like the mccarthys pants for the younger kids were better fit, wore better and had more options.

~~~~~

From: Chris B.

COMMENTS/RESPONSE:

I feel that our HCDSB families should have the opportunity to purchase their uniform pieces at a retailer of their choice. The blue and white colours should be maintained, however allowing for purchasing to be done via various retailers, not just ISW will allow the flexibility to purchase items at a lesser price. To date, the ISW quality has been poor for all items I have purchased for my children, as well as the design of items changed and therefore my daughter not wanting to wear certain pieces due to fit and comfort. When dealing with a child who has sensory issues, it's tough only having one option for clothing which causes her much stress most days of the week. Having other options would lessen this stress for her and our family.

I support school uniforms, however I just wish we could have a choice of where they are bought from to allow more choice.

Thank you.

~~~~~

From: Holly R.

**COMMENTS/RESPONSE:**

A created shirt I understand should be bought but this should be purchased from whoever is able to produce and not just one retailer.

Pants on the other hand should not be dictated

~~~~~

From: Antoinette R.

COMMENTS/RESPONSE:

We have had a good provider in McCarthys. However, I am aware the current provider is failing in the area of quality control. My children have their clothes for the year but I think opening up the option of allowing parents to purchase from other providers will benefit everyone. Some parents cannot afford the cost of purchasing from the Board approved provider. The stores that provide uniform clothing have better quality control and the clothes are made from cotton which is a natural and breathable fabric. This would be far better option for my children who suffer from eczema.

Thank you

~~~~~

From: Jill S.

**COMMENTS/RESPONSE:**

I love the idea of uniforms. Although I question the quality and affordability of the new uniform provider. I find the quality product varies depending when you purchased. For example a golf shirt bought in September is already piling. It will not be wearable when the warm weather returns in the Spring.

In comparison, my son wore the same three McCarthy shirts last year and they remain in very good condition. My son will continue to wear them proudly till he outgrows them. As single Mom living on a budget, affordability and quality are a real and large concern. Buying a marginally cheaper shirt that will need replacing before it's grown out of ends up costing me money.

~~~~~

From: Anne-Marie J.

COMMENTS/RESPONSE:

Using an RFP process is not the most effective way of choosing a new provider, as can be shown by the circumstances involving uniforms this year.

Problems existed almost immediately with supply and demand with the new provider.

The provider promising you they could supply the board effectively, was at the very least a misjudgement if not an outright mistruth.

I am hoping the decision was not made because a few vocal parents were unhappy with the previous provider. Bowing to public pressure, without serious consideration of all the factors is inefficient.

The results affected students and families in a negative way and there was absolutely no reason for that.

~~~~~

From: German G.

**COMMENTS/RESPONSE:**

Hello,

I would like to say that the sole provider/vendor is not a good practice. We, parents should be able to buy uniforms where we decide to go to. And yes, be consulted for the uniform dress code suppliers selection.

Kind regards,

German G.

~~~~~

From: Z. Family (parents of St.Johns and Assumption Students)

COMMENTS/RESPONSE:

I appreciate the merits of a uniform and support our students having a standard dress code, however it is not a core Catholic value and the burden and cost of it should not be a consideration when supporting our Catholic Educational choices.

At the least the Board should not just choose a single supplier and parents should be able to shop where they want.

A single supplier limits competition, choice and products (constant back-orders would go away if we could just go somewhere else with stock) while allowing price gauging. Crests should also be available allowing parents as many options, better products and cost saving opportunities as possible.

The uniform and it's cost should not be a deterrent to a Catholic education for any family... but it has become one for some.



SCHOOL UNIFORM BALLOT

SCHOOL NAME: Sacred Heart of Jesus BALLOT # _____

Please indicate your choice below by marking one appropriate box with an "X"

In accordance with Policy II-41 School Uniform Dress Code/School Dress Code, I/we agree to the implementation of a uniform at [name of school] School.	
YES <input checked="" type="radio"/>	NO <input type="radio"/>

Parent/Guardian: MARC FUENTES
(Please print your name)

Child's(ren) Name and Grade:
[Redacted]

Signature: [Signature]

Date: Nov 6 2017

Please share your comments: I am in full support of the uniform policy and the continued adjustments made for grade 7 & 8.

It is suggested that every family respond for an accurate assessment of the school community's view on this important issue. Please return this form to your child's teacher.

****Note:** Approval to proceed with implementation requires that a majority (50% plus one) of those ballots returned have been signed indicating a "YES" vote.

SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE

POLICY No.: II-41
 DATE : APRIL 14, 2009
 AMENDED: MAY 17, 2011
 AMENDED: FEBRUARY 19, 2013
 AMENDED: APRIL 19, 2016
 AMENDED: DECEMBER 5, 2017

ASSOCIATED [Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)
 OPERATING POLICIES & [Operating Policy II-39 Progressive Discipline and Safety in Schools](#)
 ADMINISTRATIVE
 PROCEDURES:

PURPOSE

To promote, through the implementation of a school uniform dress code or a school dress code, a safe and positive learning environment consistent with the mission and governing values of the Halton Catholic District School Board.

APPLICATION & SCOPE

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

REFERENCES

[Education Act, Regulation 298](#)
[Human Rights Code](#)

DEFINITIONS

A school uniform dress code is defined as the standard of prescribed student dress, developed in consultation with the school community, specifying clothing that must be purchased from approved uniform suppliers, and may include guidelines as to when and how particular items can be worn

Student dress code is defined as the standard of student dress established in consultation with the school community, consistent with the Board Policy and the Education Act and Regulations, required of students in elementary schools that have chosen not to implement a school uniform dress code.

PRINCIPLES

- A school uniform dress code or a student dress code reflects the distinctively Catholic character of our schools and supports the development of attitudes consistent with Catholic teaching.
- The Board is committed to providing a learning and working environment that is safe and respectful of the needs and wellbeing of all individuals, and believes that a school uniform dress code supports such environments.

SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE

POLICY No.: II-41
 DATE : APRIL 14, 2009
 AMENDED: MAY 17, 2011
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ASSOCIATED [Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)
 OPERATING POLICIES & [Operating Policy II-39 Progressive Discipline and Safety in Schools](#)
 ADMINISTRATIVE
 PROCEDURES:

- The Board endorses and encourages the adoption of a school uniform dress code in our elementary schools, consistent with the values, traditions and distinctiveness of Catholic schools as an effective strategy to build inclusive Catholic communities and encourage a sense of belonging for all students.
- The Board affirms a role for parents to determine, through democratic vote conducted in accordance with this policy, whether or not to adopt and implement a school uniform dress code for elementary school communities.
- The Board requires the adoption of a student dress code, consistent with the values, traditions, distinctiveness of Catholic schools, and the requirements of this policy, in each elementary school community that votes not to adopt and implement a school uniform dress code.
- The Board requires the adoption and implementation of a school uniform dress code in each secondary school, consistent with the values, traditions and distinctiveness of Catholic schools.
- The Board recognizes there is a shared responsibility for meeting the expectations of the School uniform dress code or student dress code.
- The primary responsibility for the consistent enforcement of the School uniform dress code or student dress code is that of the principal, and school staff are expected to support the consistent implementation of such uniform dress codes.
- The Board recognizes the necessity of a school dress code for those times when students are not in uniform (i.e. civvies day, elementary physical educational classes). Any action taken to implement the requirements of this policy, including the application of supports and consequences to students must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools (2012).
- The policy shall be in accordance with provisions of the Education Act, Regulation 298, the Human Rights Code, Board Operating Policy I-31 Apparel Purchases and Fair Labour Practices and the governing values of the Halton Catholic District School Board.

REQUIREMENTS

GENERAL:

All elementary schools shall adopt either a School Uniform Dress Code or a School Dress Code for students in keeping with the Board’s Mission Statement, governing values and Catholic social teaching.
 All secondary schools shall adopt a School Uniform Dress Code.

SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE

POLICY No.: II-41
 DATE : APRIL 14, 2009
 AMENDED: MAY 17, 2011
 AMENDED: FEBRUARY 19, 2013
 AMENDED: APRIL 19, 2016
 AMENDED: DECEMBER 5, 2017

ASSOCIATED [Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)
 OPERATING POLICIES & [Operating Policy II-39 Progressive Discipline and Safety in Schools](#)
 ADMINISTRATIVE
 PROCEDURES:

A. ELEMENTARY SCHOOL UNIFORM DRESS CODE IMPLEMENTATION PROCESS:

1. A prescribed process for local decision making shall ensure that parents/guardians of students in each elementary school may determine whether an elementary school community adopts and implements a school uniform dress code. In accordance with this policy, each elementary school shall conduct a vote on whether to adopt a school uniform dress code at least once.
2. The principal of each school shall be responsible for ensuring that a community vote is conducted, in accordance with this policy, to consider the adoption and implementation of a school uniform dress code. Approval to proceed with implementation requires a simple majority (50% plus one) of those ballots cast have been marked indicating a “YES” vote.
3. Upon achieving the required approval as described above (50% plus one), all students registered in the elementary school shall wear the school uniform dress code. Any action taken to implement the requirements of this policy, including the application of supports or consequences to students must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools.
4. Should a school uniform dress code not be adopted after the voting process, no renewed process will be initiated for at least three (3) years. A Student Dress Code shall be established, and implemented in accordance with this policy.
5. At least once annually, at a Catholic School Council meeting, the Principal shall review the school uniform dress code and school dress code. This review may include approval of uniform pieces, the monitoring and enforcement of the school uniform dress code and school dress code, stakeholder consultation (i.e. student, staff, greater school community), approved civvies days/spirit days. .

In schools that have chosen not to implement a school uniform, the school dress code committee will be established to monitor and review the implementation of the school dress code, and consider the interest in school uniforms.

The review may include a process for consultation with students, teachers and staff working in schools, parents and guardians, and school councils.

6. Following the review process outlined above, and upon the requirements of the Catholic School Council, an elementary school community may choose to conduct a vote in accordance to this policy, to adopt a school uniform if they have not yet done so.

Similarly, an elementary school that has previously chosen to adopt a school uniform may follow the same review process, and upon the recommendation of the Catholic School Council, may choose to conduct a vote in accordance with this policy to discontinue the implementation of a school uniform.

SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE

POLICY No.: II-41
 DATE : APRIL 14, 2009
 AMENDED: MAY 17, 2011
 AMENDED: FEBRUARY 19, 2013
 AMENDED: APRIL 19, 2016
 AMENDED: DECEMBER 5, 2017

ASSOCIATED [Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)
 OPERATING POLICIES & [Operating Policy II-39 Progressive Discipline and Safety in Schools](#)
 ADMINISTRATIVE
 PROCEDURES:

7. The principal of an elementary school, together with the Catholic School Council will oversee the process of voting on the adoption of a school uniform dress code. Elementary schools considering the adoption of a school uniform dress code shall:
 - a. inform the appropriate Superintendent;
 - b. establish a representative committee including parents, staff and students to explore the implication of introducing a school uniform dress code. The committee must prepare an Action Plan to be distributed prior to a community information night.
 - c. the following components of the Action Plan will be consistent from school to school:

COMMUNICATION PLAN:

Includes methods of communicating the Action Plan and subsequent community information meeting, notice of vote, voting results, implementation timelines and data collection through newsletters, school websites, and other means as appropriate. The School Uniform Dress Code Policy must be communicated.

THE UNIFORM SUPPLIER:

- Elementary schools must use the Board’s authorized uniform supplier.
- The process of selecting a provider through the RFP process will take place every three (3) years and will include participation by Board staff, as appointed by the Director of Education and at least three (3) members of CPIC (Catholic Parent Involvement Committee).
- The selection criteria to determine the authorized uniform suppliers must include affordability, accessibility and convenience, quality, support for equity and availability of subsidies/family assistance, and compliance with Board Policy I-31 Apparel Purchases and Fair Labour Practices.

THE UNIFORM:

- The uniform colours at all elementary schools will consist of a combination of navy blue and white only. To supplement the base uniform, individual schools may choose to add additional items of uniform apparel (sweaters, vests, etc.) that may also reflect a school’s colour (one colour).
- Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind on school uniforms is prohibited.
- Any clothing item worn under uniform pieces, but still visible must be in compliance with school dress codes, and generally, will be in the school uniform colours or white (i.e. undershirts, tights or socks).
- No student will be denied access to school as a result of inability to afford appropriate clothing required by a school’s uniform dress code policy. A process must be in place

SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE

POLICY No.: II-41
 DATE : APRIL 14, 2009
 AMENDED: MAY 17, 2011
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 AMENDED: DECEMBER 5, 2017

ASSOCIATED [Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)
 OPERATING POLICIES & [Operating Policy II-39 Progressive Discipline and Safety in Schools](#)
 ADMINISTRATIVE
 PROCEDURES:

to address this issue.

- A school’s approved uniform pieces shall be reviewed / monitored every year by the principal and Catholic School Council members.
- The following components will be up to the discretion of the principal and the Catholic School Council:
 - Type and styles of clothing from the chosen uniform provider;
 - A strategy for Non Uniform Days or Civvies Days.

COMMUNITY INFORMATION MEETING:

- The principal shall ensure the distribution of the Action Plan to parents prior to the community information meeting, and the information meeting will take place prior to the voting process.

ELEMENTARY VOTING PROCEDURES/BALLOT QUESTION:

- **SCHOOL VOTES SHOULD BE CONDUCTED IN FEBRUARY OR MARCH.**
- Every registered family with children in JK – 6 of the current school year is eligible to vote, and receives one (1) vote (ballot).
- Every family with children confirmed as pre-registered for the next school year (JK/Early Learning/French Immersion, etc.) is eligible to vote, and receives one (1) vote (ballot).
- Families of students with Children only in grade 7 or 8 in the current year are not eligible to vote. In the event that a School Uniform Dress Code is adopted for the following school year, grade eight students in the initial year of implementation are encouraged to wear the school uniform, but compliance is not compulsory.
- The ballot sample is provided in Appendix A. The ballots shall be numbered to ensure that there is one ballot provided for each family in the school community.
- Members of the School Uniform Dress Code Committee may initiate calls/reminders to families to remind them of the ballot due dates only.
- Only original ballots will be accepted (no telephone or verbal voting). A ballot signed solely by a student will be considered a void ballot.
- No proxy voting.
- It is recommended that the voting process be completed by March 30th in order for successful implementation in the following school year and include all families registered at the school for September of the next school year.
- The voting process must not exceed two (2) calendar weeks but cannot be completed sooner than one (1) week following the community information night.

The Principal, in collaboration with the Catholic School Council shall communicate the ballot results to the school community no later than one (1) week after the vote occurs.

SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE

POLICY No.:	II-41
DATE :	APRIL 14, 2009
AMENDED:	MAY 17, 2011
AMENDED:	FEBRUARY 19, 2013
AMENDED:	APRIL 19, 2016
AMENDED:	DECEMBER 5, 2017

ASSOCIATED

[Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)

OPERATING POLICIES &

[Operating Policy II-39 Progressive Discipline and Safety in Schools](#)

ADMINISTRATIVE

PROCEDURES:

Ballots will be stored at the school for a minimum of three (3) years.

SCHOOL CONSOLIDATION/CLOSURE:

- Elementary schools involved in school consolidation/closure where all, or some, of the schools have previously implemented a school uniform will be required to go through the following process **during the transition year (year prior to consolidating)** :
 - A community information meeting
 - Voting procedures followed as above for all families in the boundaries of the new consolidated school
 - If vote determines that the new consolidated school shall implement a uniform, grandfathering of the previous uniform pieces will occur for three (3) years
 - **IN THE INITIAL YEAR, ALL GRADE 8 STUDENTS WILL HAVE THE OPTION OF WEARING THE SCHOOL UNIFORM**
 - An appropriate logo for the new consolidated school will be determined after the school name is decided

NEW SCHOOL:

- A new Elementary School will initiate the school uniform implementation process in their first year of existence
- If the vote determines that a school uniform shall be implemented, grandfathering of uniforms that existed at schools that created the boundaries of the new school will occur for three (3) years

B. ELEMENTARY SCHOOL DRESS CODE:

1. All elementary schools must adopt an elementary school dress code even if they have implemented and Elementary School Uniform Dress Code.
2. An elementary school's student dress code shall be in keeping with our Catholic teachings and beliefs, and reflect principals of modesty. Criteria to be used in developing the student dress codes includes:
 - a. safety conditions
 - b. maintenance of proper decorum
 - c. modesty
 - d. cleanliness
 - e. neatness

SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE

POLICY No.:	II-41
DATE :	APRIL 14, 2009
AMENDED:	MAY 17, 2011
AMENDED:	FEBRUARY 19, 2013
AMENDED:	APRIL 19, 2016
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ASSOCIATED [Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)
OPERATING POLICIES & ADMINISTRATIVE PROCEDURES: [Operating Policy II-39 Progressive Discipline and Safety in Schools](#)

- f. appropriateness in relation to the activity in keeping with Catholic values
- Non-compliance to a Student Dress Code may include but is not limited to logos, sayings and pictures that address/display:
- a. sexual content
 - b. substance abuse
 - c. violence
 - d. profanity
 - e. inappropriate references to nationality, race or gender
3. Parents are encouraged to be involved and active in the decision-making process through their Catholic School Councils in consultation with the principal and school staff.
 4. Each school will annually review the school’s dress code. This review process shall include consultation with students, school staff, parents and other stakeholders as appropriate.
 5. A copy of the school’s dress code will be included annually in the school’s School Agenda Book, September newsletter and on the school’s website.
 6. Students will be expected to observe all aspects of the dress code. School staff and parents will be expected to support its consistent implementation.
 7. Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of Policy II-39 Progressive Discipline and Safety in Schools.
 8. The principal of each school has the discretion to determine whether a student is in violation of the School Uniform Dress Code or the School Dress Code, has responsibility to enforce the school uniform dress code/school dress code policy, and has the authority to implement the requirements of this policy, including any supports or consequences to students.
 9. School staff are expected to support the consistent implementation of a school uniform dress code, or school dress code, in accordance with the local school code of conduct.

C. SECONDARY SCHOOL UNIFORM DRESS CODE:

1. A secondary school’s uniform shall be in keeping with our Catholic teaching.
2. Each school will review the present uniform policy in accordance with the Appropriate Dress Guidelines from the Ministry. This review process shall include consultation with students, school staff, parents and guardians. Once established, the policy will be reviewed annually or as needed at the discretion of the school community.
3. Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind

SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE

POLICY No.: II-41
 DATE : APRIL 14, 2009
 AMENDED: MAY 17, 2011
 AMENDED: FEBRUARY 19, 2013
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 AMENDED: DECEMBER 5, 2017

ASSOCIATED [Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)
 OPERATING POLICIES & [Operating Policy II-39 Progressive Discipline and Safety in Schools](#)
 ADMINISTRATIVE
 PROCEDURES:

on school uniforms are prohibited.

4. Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of Policy II-39 Progressive Discipline and Safety in Schools.
5. A copy of the school's uniform dress code will be included annually in the school's School Agenda Book or on the school's website.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
 Chair of the Board



SCHOOL UNIFORM BALLOT

SCHOOL NAME: _____ BALLOT # _____

Please indicate your choice below by marking one appropriate box with an "X"

<p>In accordance with Policy II-41 School Uniform Dress Code/School Dress Code, I/we agree to the implementation of a uniform at [name of school] School.</p>	
<p>YES</p> <input type="radio"/>	<p>NO</p> <input type="radio"/>

Parent/Guardian: _____
(Please print your name)

Child's(ren) Name and Grade:

Signature: _____

Date: _____

Please share your comments: _____

It is suggested that every family respond for an accurate assessment of the school community's view on this important issue. Please return this form to your child's teacher.

****Note: Approval to proceed with implementation requires that a majority (50% plus one) of those ballots returned have been signed indicating a "YES" vote.**

(On School Letterhead)

ACTION PLAN TEMPLATE ELEMENTARY SCHOOL UNIFORM DRESS CODE

COMMITTEE MEMBERS *(list full names and titles):*

Principal

Catholic School Council members

Students

Other *(identify)*

The following components of this Action Plan are supported by Operating Policy II-41 School Uniform Dress Code/School Dress Code (copy attached).

1. COMMUNICATION PLAN:

- a) Initial Discussion on proceeding to School Uniform Implementation: *(date)* _____.
- b) Discussion to proceed by Catholic School Council and Principal: *(date)* _____.
- c) Tentative timelines/methods of communication

ITEM	DATE	METHOD	RESPONSIBILITY
• Initial notification to community of Development of Action Plan			
• Detailed Action Plan sent to community			
• Parent Information Night with uniform supplier and Superintendent in attendance			
• Ballot to be sent out the night after the Parent Information Night/Notice of voting period			
• Results of Vote			
• To be determined upon approval as per Board Policy (student fitting dates, locations, etc.)			

2. **THE UNIFORM SUPPLIER** approved by the Board is *(name of supplier)* _____.

3. THE UNIFORM (with school crests where appropriate):

- a) Components (list types of clothing)
- b) Colours
 - i. Navy Blue/White combinations
 - ii. Acceptable Additional School's Colour *(describe)* _____
- c) Prices – see attached list

4. VOTING PROCESS

- see Elementary Voting Procedures Ballot Questions page 3 of Operating Policy (attached)

5. **SAMPLE BALLOT** – (attached)

ACTION REPORT

ITEM 3.4

POLICY III-10 CRIMINAL REFERENCE CHECK APPLICANTS FOR EMPLOYMENT

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy III-10 Criminal Reference Check Applicants for Employment*.

COMMENTARY:

Policy III-10 Criminal Reference Check Applicants for Employment has been written to protect students within the jurisdiction of the Halton Catholic District School Board by taking reasonable precautions to screen out applicants and prospective employees who might pose a danger to students, staff and visitors as per *Regulation 521/01 of the Education Act*.

Human Resources Services management staff have reviewed the attached Policy III-10, Criminal Reference Check Applicants for Employment.

There are no changes recommended to this policy.

RECOMMENDATION:

The following recommendation is presented for the consideration of the Policy Committee:

Moved by:
Seconded by:
THAT, the Policy Committee recommends that *Policy III-10 Criminal Reference Check Applicants for Employment* be forwarded to the December 19, 2017 Regular Board Meeting for approval.

REPORT PREPARED & SUBMITTED BY: J. O'HARA,
EXECUTIVE OFFICER, HUMAN RESOURCES

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

**CRIMINAL REFERENCE CHECK - APPLICANTS FOR
EMPLOYMENT****POLICY No.:** III-10
DATE : MARCH 17, 1998
AMENDED: FEBRUARY 5, 2008**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:****PURPOSE**

To protect students within the jurisdiction of the Halton Catholic District School Board by taking reasonable precautions to screen out applicants and prospective employees who might pose a danger to students, staff and visitors as per *Regulation 521/01* of the *Education Act*.

APPLICATION AND SCOPE

This policy applies to all applicants for employment with the Halton Catholic District School Board.

REFERENCES

Regulation 521/01 – Education Act

PRINCIPLES

- The Halton Catholic District School Board has an obligation to its students to take all reasonable steps to ensure that employees who are either entrusted with their care or have access to students in any way by virtue of their employment, constitute excellent role models and will not pose a risk of danger to students.
- The Halton Catholic District School Board also has an obligation to ensure, to the extent reasonably possible, that persons hired by the Board can be entrusted with the duties and responsibilities which they are given.

REQUIREMENTS

- All applicants for employment with the Board will be advised on the application form that it will be a condition of any offer of employment that the applicant provide a criminal records check, with Vulnerable Sector Screening (dated within the last six (6) months) outlining the details of any conviction(s) for offence(s) under any federal statute (including the *Criminal Code of Canada* and the *Narcotics Control Act*) for which a pardon has not been granted or revoked.
- Applicants will be advised that the information provided in respect of their criminal record, or absence thereof, is subject to verification.
- All offers of employment with the Board shall be conditional upon the applicants supplying verification of the information provided in respect of their criminal record, or absence thereof, from the Royal Canadian Mounted Police and/or any other relevant police agency.

**CRIMINAL REFERENCE CHECK - APPLICANTS FOR
EMPLOYMENT****POLICY No.:****III-10****DATE :**

MARCH 17, 1998

AMENDED:

FEBRUARY 5, 2008

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

- All applicants who receive offers of employment with the Board will be advised of the existence of this policy and of the procedures for obtaining the verification of their criminal record, or absence thereof.
- The Board shall provide, if required, to such applicants a letter addressed to the Royal Canadian Mounted Police and/or any other relevant police agency indicating that a verification of the individual's criminal record is being made at the request of the Board as a condition of hiring.

REQUIREMENTS cont'd...

- Upon receipt of their verification of criminal record, or absence thereof, the applicants will provide the original document issued by the Royal Canadian Mounted Police and/or any other relevant police agency to the Board's Human Resources Services. A true copy of the document will be retained in each respective applicant's personnel file.
- If, contrary to information provided by the applicants on their application form, the applicants:
 - have outstanding charges or prior convictions for which a pardon has not been granted or revoked, which indicate that the applicants could pose a threat to students;
 - have made a false declaration in their application;
 - decline to provide a verification of criminal record as required by Board policy;
- the Executive Officer, Human Resources Services is authorized to withdraw the Board's offer of assignment, or, if the applicants have commenced working, to initiate the dismissal of the employee for cause.
- Normally, persons shall not commence employment with the Board until a current verification of their criminal record, obtained from the Royal Canadian Mounted Police and/or any other relevant police agency, has been supplied. Only in an exceptional case will a person be permitted to commence employment with the Board before the Board has received the verification. Before any such exception is made, a binding agreement shall be entered into between the employee, or any authorized representative of the employee, and the Executive Officer, Human Resources Services on behalf of the Board, ensuring that the verification be provided without delay. This agreement will preserve the Board's power to revoke the offer of employment, and dismiss the employee, should the information provided by the employee prove to be false or misleading in any respect.
- The Director of Education shall ensure that administrative procedures to implement this policy are established.
- The Executive Officer, Human Resources shall be responsible for implementing and

**CRIMINAL REFERENCE CHECK - APPLICANTS FOR
EMPLOYMENT**

POLICY No.: III-10
DATE : MARCH 17, 1998
AMENDED: FEBRUARY 5, 2008

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

monitoring this policy and its attendant administrative procedures.

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration, Principals & Staff

Authorized by:
Chair of the Board

ACTION REPORT

ITEM 3.5

POLICY II-16 CURRICULUM WRITING

PURPOSE:

To provide for the consideration of the Policy Committee that *Policy II-16 Curriculum Writing* be rescinded.

COMMENTARY:

This policy was established in February of 1987 and amended in 2001 and 2007. In reviewing the policy, it is evident there is a disconnect between the purpose and the requirements. It would appear that the intent of the policy is related to remuneration rather than curriculum writing.

There are times when a teacher is recommended to work beyond the scope of their current position, outside of the regular school day, such as, Curriculum Writing Teams and Home Instruction. These individuals are remunerated at the Continuing Education rate set out in the OECTA Elementary and Secondary Collective Agreements. This has been a longstanding practise with OECTA.

Policy II-16 Curriculum Writing is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

The content of *Policy II-16 Curriculum Writing*, provides minimal information that does not relate to the purpose of the policy. As well, the financial remuneration of services provided by teachers beyond the scope of their regular teaching duties such as Curriculum Writing Teams and Home Instruction has a longstanding practice with OECTA of being paid at the Continuing Education rate.

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

Moved by:
Seconded by:

THAT, the Policy Committee recommends that *Policy II-16 Curriculum Writing* be forwarded to the December 19, 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

POLICY NO.:	II-16
DATE :	Feb. 20, 1987
AMENDED :	April 17, 2001
AMENDED :	June 5, 2007

PURPOSE

The need to develop program materials for use by teachers within its school system is periodically required.

REQUIREMENTS

Accordingly, teachers who have been recommended to the Director of Education by the Superintendent of Curriculum Services to write curriculum to fulfill a program need as approved by the Board, will receive a rate of financial remuneration or other consideration in lieu of financial remuneration.

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration Staff, Principals and Staff

AUTHORIZED BY: _____
Chair of the Board

LEGALIZATION OF CANNABIS

PURPOSE:

To provide an opportunity for discussion on the proposed legislation of Cannabis in the province of Ontario as it relates to schools within the Halton Catholic District School Board

COMMENTARY:

A number of Ministry and Ontario Catholic School Trustees' Association (OCTSA) memorandums have been developed to provide information to various stakeholders in the Education system. These memorandums are provided for trustees.

The proposed Ontario legislation is targeted to be in place to address the federal government date of July 1, 2018 to legalize cannabis for non-medical purposes.

On November 1, 2017, the government of Ontario introduced bill 174, which contained specific legislative changes that would have an impact on Ontario schools:

- It would be illegal for people under the age of 19 to buy, sell, have or share recreational cannabis (Consistent with the minimum age for the sale of tobacco and alcohol in Ontario).
- Recreational cannabis would only be permitted to be used in a private residence.
- Individuals would not be allowed to use recreational cannabis in any public place, workplaces, and motorized vehicles.
- Medical users would not be allowed to smoke or vape medical cannabis in enclosed workplaces, enclosed public places, motor vehicles and other smoke-free places.

As a result of these proposed changes, the following amendments to the Education Act would be proposed:

- The list of purposes of the code of conduct would include governing the behaviour of all persons in schools so that it refers to discouraging the use of cannabis, except by a medical cannabis user;
- The list of activities leading to a possible suspension would include possessing and being under the influence of cannabis, unless the pupil is a medical cannabis user;
- The list of activities leading to suspension would include giving cannabis to a minor;
- The list of activities leading to a suspension and an expulsion considered would be if a student shares cannabis with anyone under the age of 19 years old.

The Ministry of Education continues to consult key education and public health stakeholders to gain feedback and insights into the issues affecting school boards. Development and updating of resources and materials to the education sector is in process in anticipation of the implementation of the cannabis legislation in July 2018.

Further information will continue to be communicated by the Ontario Government, the Ministry of Education and OCSTA in the months ahead.

With the current information available, this matter is now placed before the Policy Committee for further review and discussion to consider what possible policies could be impacted, knowing that changes could not be made until legislation has been implemented.

REPORT PREPARED BY T. OVERHOLT
SUPERINTENDENT OF EDUCATION

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

Ministry of Education

Office of the Assistant Deputy Minister

Leadership and Learning
Environment Division

13 Floor, Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau du sous-ministre adjoint

Division des politiques financières et
des opérations

13e étage, édifice Mowat
Queen's Park
Toronto ON M7A 1L2



Memorandum To: Directors of Education

From: Denise Dwyer
Assistant Deputy Minister
Leadership and Learning Environment Division

Date: April 19, 2017

Subject: Legalization of Cannabis – Supports for Schools

Last week, the federal government introduced legislation to legalize and regulate cannabis in Canada. At this point, the Ontario government is reviewing the bill in detail and determining how it will affect our province and local municipalities.

Since the federal government made its commitment to legalize and regulate cannabis, the Ontario government has established a dedicated secretariat that leads and coordinates the province's efforts through cross-government working groups focused on policy and program development. The Ministry of Education is part of this initiative, so I am writing to update you on work underway in the ministry in relation to this issue.

First and foremost, it is important to acknowledge that with a few exceptions, cannabis use is still illegal and it will remain so unless the new federal legislation comes into effect. All existing prohibitions against cannabis use remain in effect. For instance, suspension will still be considered for a student possessing cannabis depending on the results of the principal's investigation.

The Ministry of Education is working collaboratively with other ministries across government to ensure that any new framework for cannabis addresses public health impacts of legalization. We are focused on ensuring that youth and other vulnerable populations are protected. We are also working within the ministry to determine any changes to curriculum and policies that may be needed. This work will include considering the possible development of new or compilation of current resources on substance use, addictions and related behaviours. We will keep you apprised as this work develops.

In the meantime, I would like to remind you of resources that may be useful if you or your school leaders and educators are receiving questions related to cannabis. I understand that the increased media coverage stemming from federal legislative activities may lead to questions from educators, parents, students, and other members of the school community. I have appended a short Q&A with links to existing resources that may be of use when answering questions.

Sincerely,

Original signed by

Denise Dwyer
Assistant Deputy Minister
Leadership and Learning Environment Division

c: Council of Ontario Directors of Education

Attachments: Legalization of Cannabis Questions and Answers

Legalization of Cannabis: Questions and Answers

Curriculum Connections

Q: What do students currently learn about cannabis in school?

A: Cannabis is mentioned in several curricula, including: Health and Physical Education, Social Sciences and Humanities and Canadian and World Studies – Law.

- Under the direction of boards and principals, teachers plan units of study, develop a variety of teaching approaches, and select appropriate resources to address the curriculum expectations, taking into account the needs and abilities of their students.
- The 2015 Health and Physical Education (HPE) curriculum is current, relevant and age-appropriate, and will help students develop the skills to navigate today's complex world.
 - The HPE curriculum covers Substance Use, Addictions and Related Behaviours in a comprehensive, age-appropriate way. It contains comprehensive learning that aims to discourage and prevent drug use among young people.
 - The focus of the learning is on understanding health concepts, making healthy choices and making connections for healthy living.
 - The curriculum helps students acquire the knowledge and skills they need to develop, maintain, and enjoy healthy living as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being.
 - Student learning about cannabis and other illegal drugs occurs directly within the Healthy Living component of the HPE curriculum.
 - While learning about cannabis is specifically addressed in Grade 6, student learning about substance use, abuse and misuse is part of a continuum of learning that extends from Grades 1 to 12.

Q: Where can I learn more about what my child is being taught about cannabis?

A: The Ministry of Education has developed a series of resources for parents on the learning in the Health and Physical Education curriculum that are available on the ministry's website: <http://www.edu.gov.on.ca/eng/parents/multiLanguages.html>

- Currently, there is not a resource specific to substance use in the curriculum. However, the ministry website has grade by grade information about the Health and Physical Education curriculum, which includes an overview of how students learn about substance use, addictions and related behaviour, with a focus on developing the skills and knowledge to make healthy decisions.

- A Parent's Guide to the Revised Health and Physical Education Curriculum, Grades 1 to 12 <http://www.edu.gov.on.ca/eng/curriculum/elementary/HPEguideRev.pdf>
- Grade 6 overview <http://www.edu.gov.on.ca/eng/curriculum/elementary/grade6hpe.pdf>
Grade 9 – 12
overview <http://www.edu.gov.on.ca/eng/curriculum/elementary/grade9to12hpe.pdf>

Q: What impacts will legalization have on Ontario's curriculum?

A: Legalization would result in minor changes to the Health and Physical Education (HPE) curriculum and other subject areas (e.g., Social Sciences and Humanities and Canadian and World Studies - Law).

- The Ministry of Education is monitoring developments to ensure we are ready for any changes that may be required.

Suspensions and Expulsions

Q: Is possession of cannabis still a possible reason to suspend a student?

A: Yes.

- Cannabis (except for medical purposes, with a physician's prescription) remains an illegal drug.
- Suspension will still be considered for a student possessing cannabis.
- Before suspending a student, the principal must consider the individual circumstances of that student and must specifically take into account mitigating and other factors.
- Where a principal believes a student has engaged in trafficking cannabis, the student must be suspended up to 20 school days, pending the principal's investigation, to determine whether to recommend to the board that the student be expelled. When determining the length of the suspension and whether to recommend the student for expulsion, the principal must consider the individual circumstances of that student and must specifically take into account mitigating and other factors.
- Additional information is available on the ministry's website: <http://www.edu.gov.on.ca/eng/safeschools/suspexp.html>

Q: What resources are available to Principals and other board staff dealing with suspensions related to cannabis?

A: The Ministry of Education’s resource, “Reporting and Responding to Incidents: A Resource for Board Employees” outlines the responsibilities of all board staff in relation to incidents that could lead to suspension or expulsion: <http://www.edu.gov.on.ca/eng/safeschools/keepkidsafeschool.pdf>

- “Supporting Bias-Free Progressive Discipline in Schools Resource Guide” <http://www.edu.gov.on.ca/eng/policyfunding/SupportResGuide.pdf> outlines how system leaders should take mitigating and other factors into consideration at all points along the continuum of progressive discipline. This guide was developed in collaboration with the Ontario Human Rights Commission.

Q: My child has been suspended in relation to cannabis. Where can I learn more about the rules around suspensions?

A: The Ministry of Education’s resource, “Suspension and Expulsion: What Parents and Students Need to Know” outlines the requirements and processes related to suspensions and expulsions.

- This resource is available on the ministry’s website: <http://www.edu.gov.on.ca/eng/safeschools/suspexp.html>.
- You may also wish to review the “Parents’ Guide to the Ontario Code of Conduct”, which outlines expectations for behaviour for all members of the school community: <http://www.edu.gov.on.ca/eng/safeschools/code.html>.

Mental Health and Addictions

Q: We already have students who we know or suspect are dealing with substance use issues. How do we support them?

A: The Ministry of Education’s resource “Supporting Minds” has a chapter on “Substance Abuse Problems” (chapter six).

- This chapter has excellent, evidence-based information for educators, including “A Continuum of Warning Signs” and “Strategies for Creating a Supportive Classroom Environment for All Students.”
- The chapter also contains more than four pages of references for additional information.
- “Supporting Minds” is available on the ministry’s website: <http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>

Q: How can we support students in our schools to help reduce the likelihood that they could develop a substance use issue?

A: There is work underway in all school boards across the province and through School Mental Health ASSIST to promote universal mental health, and to contribute to the protective factors that can help reduce the likelihood of a student developing a substance use problem.

- For example, the work underway in “mentally healthy classrooms” to strengthen a student’s self-esteem, coping skills, and life skills, and to provide a supportive environment would help reduce the risk of substance abuse.
- School Mental Health ASSIST has modules on creating mentally healthy classrooms available on their website: <https://smh-assist.ca/blog/2016/11/14/creating-and-sustaining-mentally-healthy-classrooms/>

Ministry of Education

Office of the Assistant Deputy Minister

Leadership and Learning
Environment Division13 Floor, Mowat Block
Queen's Park
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Bureau du sous-ministre adjoint

Division des politiques financières et
des opérations13e étage, édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Memorandum To: Directors of Education

From: Denise Dwyer
Assistant Deputy Minister
Leadership and Learning Environment Division

Date: April 19, 2017

Subject: Legalization of Cannabis – Supports for Schools

Last week, the federal government introduced legislation to legalize and regulate cannabis in Canada. At this point, the Ontario government is reviewing the bill in detail and determining how it will affect our province and local municipalities.

Since the federal government made its commitment to legalize and regulate cannabis, the Ontario government has established a dedicated secretariat that leads and coordinates the province's efforts through cross-government working groups focused on policy and program development. The Ministry of Education is part of this initiative, so I am writing to update you on work underway in the ministry in relation to this issue.

First and foremost, it is important to acknowledge that with a few exceptions, cannabis use is still illegal and it will remain so unless the new federal legislation comes into effect. All existing prohibitions against cannabis use remain in effect. For instance, suspension will still be considered for a student possessing cannabis depending on the results of the principal's investigation.

The Ministry of Education is working collaboratively with other ministries across government to ensure that any new framework for cannabis addresses public health impacts of legalization. We are focused on ensuring that youth and other vulnerable populations are protected. We are also working within the ministry to determine any changes to curriculum and policies that may be needed. This work will include considering the possible development of new or compilation of current resources on substance use, addictions and related behaviours. We will keep you apprised as this work develops.

In the meantime, I would like to remind you of resources that may be useful if you or your school leaders and educators are receiving questions related to cannabis. I understand that the increased media coverage stemming from federal legislative activities may lead to questions from educators, parents, students, and other members of the school community. I have appended a short Q&A with links to existing resources that may be of use when answering questions.

Sincerely,

Original signed by

Denise Dwyer
Assistant Deputy Minister
Leadership and Learning Environment Division

c: Council of Ontario Directors of Education

Attachments: Legalization of Cannabis Questions and Answers

Legalization of Cannabis: Questions and Answers

Curriculum Connections

Q: What do students currently learn about cannabis in school?

A: Cannabis is mentioned in several curricula, including: Health and Physical Education, Social Sciences and Humanities and Canadian and World Studies – Law.

- Under the direction of boards and principals, teachers plan units of study, develop a variety of teaching approaches, and select appropriate resources to address the curriculum expectations, taking into account the needs and abilities of their students.
- The 2015 Health and Physical Education (HPE) curriculum is current, relevant and age-appropriate, and will help students develop the skills to navigate today’s complex world.
 - The HPE curriculum covers Substance Use, Addictions and Related Behaviours in a comprehensive, age-appropriate way. It contains comprehensive learning that aims to discourage and prevent drug use among young people.
 - The focus of the learning is on understanding health concepts, making healthy choices and making connections for healthy living.
 - The curriculum helps students acquire the knowledge and skills they need to develop, maintain, and enjoy healthy living as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being.
 - Student learning about cannabis and other illegal drugs occurs directly within the Healthy Living component of the HPE curriculum.
 - While learning about cannabis is specifically addressed in Grade 6, student learning about substance use, abuse and misuse is part of a continuum of learning that extends from Grades 1 to 12.

Q: Where can I learn more about what my child is being taught about cannabis?

A: The Ministry of Education has developed a series of resources for parents on the learning in the Health and Physical Education curriculum that are available on the ministry’s website: <http://www.edu.gov.on.ca/eng/parents/multiLanguages.html>

- Currently, there is not a resource specific to substance use in the curriculum. However, the ministry website has grade by grade information about the Health and Physical Education curriculum, which includes an overview of how students learn about substance use, addictions and related behaviour, with a focus on developing the skills and knowledge to make healthy decisions.

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News Release

Ontario Releases Safe and Sensible Framework To Manage Federal Legalization of Cannabis

September 8, 2017

Carefully Controlled With Strict Rules; LCBO to Oversee Stand-alone Cannabis Retail Stores

In response to the federal government's plan to legalize cannabis by July 2018, Ontario is committing to a safe and sensible framework to govern the lawful use and retail of recreational cannabis as a carefully controlled substance within the province. Yasir Naqvi, Attorney General, Charles Sousa, Minister of Finance and Eric Hoskins, Minister of Health and Long-Term Care, announced today that legislation will be introduced later this fall, following the conclusion of provincewide consultations. Ontario's approach to the legalization of cannabis will be informed by the province's experience in managing tobacco and alcohol, as well as practical lessons of other jurisdictions that have recently legalized cannabis.

This approach will focus on ensuring a safe and sensible transition to federal legalization. Key elements include:

- The proposed minimum age to use, purchase and possess recreational cannabis in Ontario will be 19. The use of recreational cannabis will be prohibited in public places and workplaces.
- The LCBO will oversee the legal retail of cannabis in Ontario through new stand-alone cannabis stores and an online order service. This approach will ensure that there will be only one legal retail distributor for cannabis in Ontario and alcohol and cannabis are not sold alongside each other.
- Approximately 150 standalone stores will be opened by 2020, including 80 by July 1, 2019, servicing all regions of the province. Online distribution will be available across the province from July 2018 onward.
- Illicit cannabis dispensaries are not and will not be legal retailers. The province will pursue a coordinated and proactive enforcement strategy, working with municipalities, local police services, the OPP and the federal government to help shut down these illegal operations.
- Ontario will prohibit individuals under the age of 19 from possessing or consuming recreational cannabis, which will allow police to confiscate small amounts of cannabis from young people. The province's approach to protecting youth will focus on prevention, diversion, and harm reduction without unnecessarily bringing them into contact with the justice system.

The province will support young people and vulnerable populations through the development of an integrated prevention and harm reduction approach that would promote awareness of cannabis-related health harms and help people make informed decisions about use. The approach will also include education, health and social service providers that work with, and educate, youth and young adults.

Decisions with respect to pricing and taxation will be made after further details are provided by the federal government. Final decisions will be informed by focusing on the objectives of discouraging consumption and eliminating the illegal market.

In the lead up to federal legalization, to help ensure public awareness of this transition and the new measures that will take effect, the government will also undertake a public information campaign in coordination with the federal government.

Ontario intends to consult closely with municipalities, Indigenous communities, and stakeholders to determine additional details about the retail and distribution system.

QUICK FACTS

- Ontario is the first province or territory in Canada to publicly announce a comprehensive plan to regulate federally legalized cannabis.
- The government recently made changes allowing police to immediately remove drivers from the road who they believe are impaired by drugs, including cannabis.
- According to a [2015 report](#) by the Centre for Addiction and Mental Health, 45 per cent of Ontario adults have used cannabis at least once in their lifetime, while about 15 per cent have used cannabis in the past year.
- In eight U.S. states that have legalized cannabis, the minimum age for sale has also been aligned with the minimum age of alcohol consumption.

BACKGROUND INFORMATION

- [Ontario's Plan to Regulate Legalized Cannabis](#)
- [Ontario's Cannabis Retail and Distribution Model](#)

QUOTES

"We've heard people across Ontario are anxious about the federal legalization of cannabis. The province is moving forward with a safe and sensible approach to legalization that will ensure we can keep our communities and roads safe, promote public health and harm reduction, and protect Ontario's young people."

— *Yasir Naqvi, Attorney General of Ontario*

"We are committed to getting this transition right. When it comes to retail distribution, the LCBO has the expertise, experience and insight to ensure careful control of cannabis, helping us to discourage illicit market activity and see that illegal dispensaries are shut down."

— *Charles Sousa, Minister of Finance*

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Ministry of Education

Office of the Assistant Deputy Minister

Indigenous Education and Well Being
Division13 Floor, Mowat Block
Queen's Park
Toronto ON M7A 1L2**Ministère de l'Éducation**

Bureau de la Sous-ministre adjointe

Division de l'éducation autochtone et
du bien-être13^e étage, édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Memorandum to: Directors of Education

From: Denise Dwyer
Assistant Deputy Minister
Indigenous Education and Well-Being Division

Date: November 06, 2017

Subject Legalization of Cannabis Update

I am writing to provide you with an update on the proposed legislative changes regarding cannabis for non-medical purposes and how this legislation would, if passed, impact school boards and schools across Ontario.

On November 1st, 2017, the provincial government introduced legislation setting out the legislative and regulatory framework for possession, sale and use of cannabis for non-medical purposes in Ontario. This legislation would provide a framework for the province, in response to the federal government's April 13, 2017 announcement to legalize cannabis for non-medical purposes by July 1, 2018. The [news release](#) is included here for your reference. Please note that the government remains committed to ensuring that retail stores are located away from schools.

Under the proposed legislation, cannabis use by students at any age on school grounds and during school-related activities would remain an activity that could lead to suspension (except for cannabis used for medical purposes). The proposed legislation would amend the *Education Act*, as follows:

- suspension would be considered for a student under the influence or in possession of cannabis;
- suspension would be required and expulsion would be considered if a student shares cannabis with anyone under the age of 19 years old; and
- the provincial code of conduct would be updated to discourage the use of cannabis.

With these changes, cannabis for non-medical purposes would be treated in the same manner as the *Education Act* currently treats alcohol. As a result, the ministry and school board policies would need to be updated to align with the legislative changes.

To support the education sector, the ministry is planning to provide resources that are linked to the Ontario curriculum, mental health supports, and the government's approach to well-being.

Additionally, the ministry will continue to engage education and community stakeholders throughout the fall 2017 and spring 2018 to obtain input in the design of additional supports/resources that the education sector requires to prevent and/or delay cannabis use among youth, promote healthy decision-making, and student safety.

This input will inform the development and/or adaptation of evidence-based materials throughout 2018 to promote education and awareness among students, parents and the broader education sector both in advance and post cannabis legalization.

We remain committed to working collaboratively with school boards and educational partners to provide support in preparation for federal legalization by July 2018. To that end, the Ministry of Education will continue to work in partnership with other ministries across government to ensure that well-being, safety and an emphasis on the whole learner continue to inform our approach and collective efforts as we prepare for the legalization of cannabis for non-medical purposes in Ontario.

Recognizing that school board policies will require timely revisions to reflect the proposed legislative changes outlined above, we will continue to engage with you and keep you apprised of developments on this important file.

In closing, I am providing the link to my April 19, 2017 [memo](#), Q&As and resources to assist you in answering questions from educators, parents, students, and other members of the school community.

Sincerely,

Original signed by

Denise Dwyer
Assistant Deputy Minister
Indigenous Education and Well-Being Division

c: Council of Ontario Directors of Education



Ontario Catholic School
Trustees' Association

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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

September 8, 2017

MEMORANDUM

TO: Chairpersons and Directors of Education
FROM: Stephen Andrews, Director of Legislative and Political Affairs
SUBJECT: **Ontario's Approach to Cannabis Regulation**

Overview:

On Friday September 8, 2017 the government announced its regulatory approach relating to the use of **recreational cannabis**. The Attorney General indicated that legislation will be introduced later this fall to enable the government to establish its regulatory regime, following the conclusion of province-wide consultations.

As you are aware, this follows the federal government's legislation to legalize and regulate recreational uses of cannabis or bill C-45 (the Cannabis Act) that is working its way through the federal Parliament. In addition, today's announcement by the Ontario government follows stakeholder consultations conducted by the "Cannabis Secretariat" of the Attorney General's Office in July and August, 2017 on a broad range of issues including the sale and distribution of cannabis.

This memorandum provides a summary of the announcement and background on the issues related to government's regulatory framework.

Ontario's governments approach:

Based on background documents, the key objective of the Ontario government's approach to Cannabis legalization is to ensure a "measured and balanced approach focused on protecting youth, maximizing public health and road safety, reducing harm, and shrinking the illegal market". The Provincial regulatory framework seeks to align with the federal framework.

The Regulation of Recreational Cannabis

Minimum Age:

The Ontario government intends to set the minimum age to purchase recreational cannabis at **19 years old**, the same as alcohol and tobacco. This minimum age would also apply to possession and use.

Youth Possession:

The federal government also proposed possession limits for adults and youth. Under the federal proposal, adults would be allowed to have up to 30 grams of dried legal cannabis, while people under 18 years old could have up to five grams.

The province signaled that it intends to prohibit individuals under the age of 19 from possessing or consuming recreational cannabis. The province's proposed approach intends to focus on prevention, diversion, and harm reduction.

Prevention and Harm Reduction:

The province intends to support youth, young adults and other vulnerable populations through the development of a comprehensive prevention and harm reduction approach that promotes awareness of cannabis related health harms. The approach also includes education, health and social service providers that work with, and educate, youth and young adults.

As part of this approach, Ontario intends to:

- Endorse Canada's Lower Risk Cannabis Use Guidelines;
- Explore training and other supports needed to increase capacity among education, health care, youth justice and social service providers to improve prevention and harm reduction efforts.

Permitted locations for the use of Cannabis:

Ontario's proposed approach intends to restrict the legal use of recreational cannabis to private residences. People would not be allowed to consume any form of recreational cannabis in public places, workplaces or when inside a motor vehicle.

The government also indicated that it will continue to consult with municipal partners, the Alcohol and Gaming Commission of Ontario and other organizations to explore the feasibility and implications of introducing designated establishments where recreational cannabis could be consumed.

Dispensaries:

The government states that cannabis dispensaries are not and will not be legal retailers. The province will pursue an enforcement strategy with municipalities, local police services, the Ontario Provincial Police (OPP) and the federal government to help shut down these illegal operations.

Enforcement:

The government intends to convene an “enforcement summit” with policing partners, public health experts and other stakeholders. The summit will identify resources to address illegal storefront sales, proposed provincial offences, enforcement gaps, coordination or collaboration opportunities and associated resource requirements to promote community safety.

The province will also introduce new measures to address drug-impaired driving later this fall.

Workplace Safety:

The government also intends to develop an integrated awareness campaign related to workplace safety. The province intends to develop resources to guide employers, labour groups and others as they manage workplace safety issues related to impairment at work through education and awareness initiatives.

Role of the Ministry of Education:

In April 2017, the Assistant Deputy Minister of the Leadership and Learning Division sent a memorandum to all Directors of Education. It mentioned that it is working with an intergovernmental committee, including the Attorney General, to address the public health impacts of cannabis legalization (see attached April 19, 2017 Memorandum). It also notes that the Ministry will ensure vulnerable students are protected and the Ministry is considering any changes to the curriculum and board policies that may be required. During the late summer consultations, the MOE indicated to OCSTA that it would hold its own consultations with education partners. To date, the Ministry has not scheduled any consultations with its education partners.

Next Steps in the Cannabis Regulatory Development Process:

The government signed that it intends to continue to consult with stakeholders in various sectors over the coming months as it develops the legislative and regulatory framework in respect of recreational cannabis. OCSTA will work with the Ministry of Education on the education part of the regulatory framework and develop a legislative submission outlining Catholic school boards concerns with the proposed overall framework.

If you have any questions, please contact Stephen Andrews at sandrews@ocsta.on.ca.

Attachments



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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

October 10, 2017

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: Cannabis Regulation: Ministry of Education Consultations

Further to my memorandum of September 8, 2017, OCSTA representatives met with senior officials in the Ministry of Education to discuss their work in respect of recreational cannabis use and the impacts on Catholic school boards. This memorandum provides highlights of the meeting.

Youth Possession

The federal government also proposed possession limits for adults and youth. Under the federal proposal, adults would be allowed to have up to 30 grams of dried legal cannabis, while people under 18 years old could have up to five grams, depending on provincial rules.

The Ministry informed us that the Ontario government will reduce possession and sharing limits of cannabis to zero from the original 5 grams amount. This means that youth under 19 years in possession of or sharing any amount of cannabis will be subject to Youth Penalties under the Youth Criminal Justice Act.

Ministry of Education Goal

- To prevent and/or delay cannabis use among youth and promote healthy decision-making and student safety.

Key Priorities of the Ministry of Education

- Provide new, targeted resources to specific groups including:
 - Reliable information to students to make informed decisions on the impacts of cannabis use (cognitive impairments, relationship issues, benefits of abstinence)
 - Support for parents - information on prevention, healthy decision-making

- Supports for education sector to assist students and their families on the impacts of cannabis use.
- Use the best available research and evidence to inform decision making and engage in ongoing data monitoring.

Ministry of Education Consultation/Engagement Plans

The Ministry plans to launch in the later fall a targeted set of meetings with key education and public health stakeholders. These groups will include: trustee associations, parent groups, Indigenous stakeholders, local mental health agencies and various advisory bodies to the Ministry. This part of the process will continue throughout the winter of 2018.

In addition, the Ministry will expand the mandates of the Healthy Schools Working Table and potentially host a parent involvement committee conference on the cannabis issue to gain feedback and insight into the issues impacting school boards.

Possible Areas of Discussion

- Impact of legislation on the school community including roles and responsibilities
- Reliable information for students and families
- Supports needed for school board staff to assist students and families related to cannabis use
- Parental awareness in supporting children to make healthy choices
- Supports for vulnerable youth—Indigenous, racialized, low economic status that may be at higher risk to develop cannabis dependency.

Next Steps

The Ministry will continue to work the Attorney General’s Cannabis Secretariat to finalize the proposed regulatory and legislative framework governing recreational cannabis use. It is also finalizing some aspects of its consultation plan with education stakeholders and reviewing part of the Education Act that will require minor amendments to reflect the necessary changes implied by overall cannabis legalization framework.

The Ministry is now in the process of developing and updating resources and materials to the education sector in anticipation of the implementation of the cannabis legalization framework in July 2018.

OCSTA will continue to liaison with the Ministry of Education and update Directors and Chairs as required. OCSTA will continue to draft a submission on the issues and concerns of boards.

If you have any questions, please contact me at sandrews@ocsta.on.ca.



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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

November 6, 2017

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Patrick J. Daly, President

SUBJECT: **Cannabis, Smoke-Free Ontario and Road Safety Statute Law
Amendment Act, 2017**

Further to our memo dated October 10, 2017, on Wednesday November 1, the government of Ontario introduced bill 174 the *Cannabis, Smoke-Free Ontario and Road Safety Statute Law Amendment Act, 2017* ("bill 174) for first reading. This proposed set of legislative amendments follows through on the government's intention to legalize and regulate the recreational use of cannabis.

Key Aspects of Bill 174

Bill 174 is divided into four "schedules" that enact specific legislation. The *Cannabis Act, 2017* (Schedule 1) and the *Ontario Cannabis Retail Corporation Act, 2017* (Schedule 2). Bill 174 also repeals the Smoke-Free Ontario Act and the Electronic Cigarettes Act, 2015 and replaces them with the *Smoke-Free Ontario Act, 2017* (Schedule 3), and makes amendments to the *Highway Traffic Act* regarding driving with alcohol or drugs present in the body and other matters (Schedule 4). (See the attached explanatory note to Bill 174).

Purposes of the Cannabis Act, 2017

Section 1 of Schedule 1, *The Cannabis Act, 2017* outlines the purpose of the proposed act: To establish prohibitions relating to the sale, distribution, purchase, possession, cultivation, propagation and harvesting of cannabis in order to,

- protect public health and safety,
- protect youth and restrict their access to cannabis, and
- ensure the sale of cannabis in accordance with the Ontario Cannabis Retail Corporation Act, 2017;

- deter illicit activities in relation to cannabis through appropriate enforcement and sanctions; and
- provide for approved youth education or prevention programs as an alternative to enforcement and sanctions.

The Cannabis Act sets out circumstances in which certain provisions or regulations do not apply. For example, the Act and the regulations do not apply to the medical production and use of cannabis.

The prohibitions respecting cannabis that are established by the Act are set out in sections 6 to 13 of the Act. These prohibitions include:

- that no person is permitted to sell cannabis other than the Ontario cannabis retailer established under the Ontario Cannabis Retail Corporation Act, 2017;
- cannabis may not be distributed except by a licenced Ontario cannabis retailer;
- selling or distributing cannabis to persons under 19 years of age and to persons who are or appear to be intoxicated.
- prohibits persons under 19 years of age from possessing, consuming, purchasing or attempting to purchase, distributing, cultivating, propagating or harvesting cannabis or offering to cultivate, propagate or harvest it.
- restricts the places where cannabis may be consumed to private residences;
- restricts the transport of cannabis in a vehicle or boat, unless certain conditions;
- prohibits landlords from knowingly permitting their premises to be used in relation to the unlawful sale or distribution of cannabis.

Compliance and Enforcement of the Cannabis Act, 2017

Key features of the compliance and enforcement rules include:

- prohibits a person from knowingly possessing the proceeds of an offence under the Act,
- creates authority for police officers to seize cannabis or any other thing in specified circumstances.
- provides that a police officer may require that premises be vacated if there are reasonable grounds to believe that the Act is being contravened on the premises, and restricts persons who are required to vacate from re-entering the premises on the same day.
- Provides police officers authority to temporarily close premises, other than premises used for residential purposes;
- sets out the circumstances in which a police officer may arrest a person without a warrant in relation to apparent contraventions of the Act.
- Section 20 provides authority to police officers and prosecutors to refer persons who are charged with an offence by persons under 19 years of age to youth education or prevention programs;
- Contraventions of the Act, the regulations or any order made under the Act constitute an offence under section 22 of the Act. Sections 23 to 25 of the Act set out the applicable

penalties on conviction and other orders that the convicting court may make in relation to an offence under the Act.

Proposed Changes to the Education Act and impacts on School Boards

Key amendments are made to the **Education Act**. Section 30 of the Cannabis Act makes amendments to Part XIII of the Education Act. These changes include:

- Amending the list of purposes of the provincial code of conduct (section 301, Education Act) governing the behaviour of all persons in schools so that it refers to discouraging the use of cannabis, except by a medical cannabis user. New language replaces paragraph 6 of subsection 301 (2) “alcohol, illegal drugs, and, except by a medical cannabis user, cannabis”.
- Revising the list of activities leading to possible suspension (section 306) so that it refers to possessing and being under the influence of cannabis, unless the pupil is a medical cannabis user;
- Changing the list of activities leading to suspension, investigation and possible expulsion so that it refers to giving cannabis to a minor. (section 310)

These changes are significant for school boards. In essence, it gives the Minister of Education the authority to direct boards to revise various policies related to recreational cannabis use. The revisions to the Education Act will require boards to revise their policies in respect of student, staff codes of conduct to actively discourage the use of cannabis for recreational purposes. It will also require boards to revise policies governing suspension and potential expulsions to ensure they capture recreational cannabis use.

As noted in our October 10th memorandum, the Ministry of Education will also be assisting boards in developing resources to ensure students make informed choices about recreational cannabis use, supports for teachers, principals and parents on prevention of cannabis use and its possible impacts on student learning.

Next Steps

OCSTA is continuing to consult with the Ministry of Education as it develops its consultation strategy and will participate in any process established. We are also in the process of developing a submission on cannabis legalization and its impact on Catholic school boards. The association will also make a submission on Bill 174 at the appropriate time.

If you have any questions, please contact me or Stephen Andrews at sandrews@ocsta.on.ca.

Attachments

News Release

Ontario Preparing for Federal Cannabis Legalization

November 1, 2017

Province Introduces New Legislation to Protect Youth, Keep Roads and Communities Safe

Ontario has introduced legislation that would, if passed, safely regulate the use and distribution of recreational cannabis when it is legalized by the federal government in July 2018.

Ontario's proposed *Cannabis Act, 2017* would support the province's safe and sensible transition to the federal legalization of cannabis.

The proposed legislation would:

- Create a new provincial retailer, overseen by the Liquor Control Board of Ontario (LCBO), to ensure safe and socially responsible distribution of recreational cannabis through stand-alone stores and an online order service. Under the proposed approach, approximately 150 standalone stores will be opened by 2020, including 40 stores by July 2018 and rising to 80 by July 2019. Online distribution will also be available to service all regions of the province.
- Protect youth by setting a minimum age of 19 to use, buy, possess and cultivate cannabis in Ontario.
- Focus on harm reduction by allowing for the diversion of people under the age of 19 from the justice system into programs focused on education and prevention, avoiding unnecessary contact with the justice system.
- Ban the use of cannabis in public places, workplaces and motor vehicles, similar to alcohol.
- Regulate the smoking and vaping of medical cannabis under the proposed new *Smoke-Free Ontario Act, 2017*.
- Help eliminate the illicit market including illegal storefront dispensaries, by introducing new provincial offences with strict, escalating penalties.
- Keep Ontario roads safe by establishing [even tougher drug-impaired driving laws](#), including a zero-tolerance approach for young, novice and commercial drivers.

Other details of Ontario's approach would be set by regulation after passage of the legislation, and following consultation with municipalities, Indigenous communities, and other stakeholders.

The province will continue moving forward with its plans to support youth, young adults and other vulnerable populations through an integrated prevention and harm reduction approach. Ontario is also planning a public information campaign, coordinated with the federal government, to raise awareness of this transition and the new measures that will take effect.

QUICK FACTS

- The [LCBO will be engaging with municipalities](#) to discuss the process for siting stores. Updates are available at: lcbocannabisupdates.com.
- This legislation would include a proposed new *Smoke-Free Ontario Act, 2017*, which, if passed, would provide clarity on where medical cannabis can be smoked or vaped.
- The new *Smoke-Free Ontario Act* would also address vaping and the use of e-cigarettes to better protect people from second-hand smoke.
- Ontario's tough new measures to protect road safety would be in addition to penalties for impaired driving convictions under the [Criminal Code of Canada](#).
- The province [recently made changes](#) allowing police to immediately remove drivers from the road who they believe are impaired by drugs, including cannabis.
- According to a [2015 report](#) by the Centre for Addiction and Mental Health, 45 per cent of Ontario adults have used cannabis at least once in their lifetime, while about 15 per cent have used cannabis in the past year.

BACKGROUND INFORMATION

- [Ontario's Plan to Regulate Legalized Cannabis](#)
- [Ontario's Cannabis Retail and Distribution Model](#)
- [Proposed New Measures for Drug-Impaired Driving](#)

- [Protecting People in Ontario from the Health Impacts of Cannabis](#)

ADDITIONAL RESOURCES

- [Ontario Prepares for Cannabis Legalization](#)
- [Engaging Municipalities on Cannabis Store Locations](#)

QUOTES

"Our government has announced a safe and sensible transition to the federal legalization of cannabis. With this bill, we are taking an important step towards implementing an approach that will help eliminate the illegal market, protect young people and keep impaired drivers off the road."

— *Yasir Naqvi, Attorney General of Ontario*

"Our proposed legislation demonstrates to the people of Ontario that we are implementing a controlled and socially responsible recreational cannabis framework. We are focused on getting our plan right, in a way that makes sense for consumers, families and municipalities across the province."

— *Charles Sousa, Minister of Finance*

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Cannabis, Smoke-Free Ontario and Road Safety Statute Law Amendment Act, 2017

EXPLANATORY NOTE

The Bill enacts the Cannabis Act, 2017 (Schedule 1) and the Ontario Cannabis Retail Corporation Act, 2017 (Schedule 2). It also repeals the Smoke-Free Ontario Act and the Electronic Cigarettes Act, 2015 and replaces them with the Smoke-Free Ontario Act, 2017 (Schedule 3), and makes amendments to the Highway Traffic Act regarding driving with alcohol or drugs present in the body and other matters (Schedule 4).

Schedule 1 Cannabis Act, 2017

The Schedule enacts the Cannabis Act, 2017.

Section 1 of the Act sets out the purposes of the Act, which include establishing prohibitions respecting cannabis, within the meaning of section 2 of the Act, in order to protect youth, public health and safety, as well as to deter illicit activities in relation to cannabis through appropriate enforcement and sanctions. Sections 2 to 4 of the Act deal with definitions and interpretive matters. Section 5 of the Act sets out circumstances in which certain provisions of the Act or regulations do not apply. For example, subject to certain exceptions, the Act and the regulations do not apply with respect to cannabis produced for medical purposes under applicable federal law. Other exemptions from the Act or the regulations may be specified by regulations made by the Lieutenant Governor in Council.

The prohibitions respecting cannabis that are established by the Act are set out in sections 6 to 13 of the Act. Section 6 provides that no person is permitted to sell cannabis other than the Ontario cannabis retailer established under the Ontario Cannabis Retail Corporation Act, 2017, and that cannabis may not be distributed unless it has been or is intended to be sold by the Ontario cannabis retailer. Sections 7 and 8 set out prohibitions on selling or distributing cannabis to persons under 19 years of age and to persons who are or appear to be intoxicated. Under section 9, cannabis may only be purchased from the Ontario cannabis retailer. Section 10 prohibits persons under 19 years of age from possessing, consuming, purchasing or attempting to purchase, distributing, cultivating, propagating or harvesting cannabis or offering to cultivate, propagate or harvest it. Section 11 restricts the places where cannabis may be consumed. Section 12 restricts the transport of cannabis in a vehicle or boat, unless certain conditions are met. Section 13 prohibits landlords from knowingly permitting their premises to be used in relation to the unlawful sale or distribution of cannabis.

Sections 14 to 21 of the Act address compliance and enforcement. Under section 14, a police officer may require a person who attempts to rely on an exemption under the Act to provide specified confirmation of the exemption. Section 15 prohibits a person from knowingly possessing the proceeds of an offence under the Act, and section 16 creates authority for police officers to seize cannabis or any other thing in specified circumstances. Section 17 provides that a police officer may require that premises be vacated if there are reasonable grounds to believe that the Act is being contravened on the premises, and restricts persons who are required to

vacate from re-entering the premises on the same day. Section 18 gives police officers authority to temporarily close premises, other than premises used for residential purposes, if a charge is laid under section 6 or 13 of the Act that implicates the premises. Section 19 sets out the circumstances in which a police officer may arrest a person without a warrant in relation to apparent contraventions of the Act. Section 20 provides authority to police officers and prosecutors to refer persons who are charged with an offence under section 10 (prohibited activities by persons under 19 years of age) to youth education or prevention programs that are approved under section 27 for the purpose by the Minister responsible for the administration of the Act.

Contraventions of the Act, the regulations or any order made under the Act constitute an offence under section 22 of the Act. Sections 23 to 25 of the Act set out the applicable penalties on conviction and other orders that the convicting court may make in relation to an offence under the Act.

Section 26 of the Act provides that arrangements and agreements may be entered into with respect to the sale, distribution, purchase, possession, consumption, cultivation, propagation or harvesting of cannabis on a reserve. Regulation-making powers of the Lieutenant Governor in Council are set out in section 28 of the Act.

Proposed Changes to the Education Act and other acts:

Complementary amendments are made to a number of Acts, most significantly to the Education Act and to the Liquor Licence Act. Section 30 of the Act makes amendments to Part XIII of the Education Act to amend the list of purposes of the code of conduct governing the behaviour of all persons in schools so that it refers to discouraging the use of cannabis, except by a medical cannabis user; to amend the list of activities leading to possible suspension so that it refers to possessing and being under the influence of cannabis, unless the pupil is a medical cannabis user; and to amend the list of activities leading to suspension so that it refers to giving cannabis to a minor. The Liquor Licence Act is amended to incorporate referrals to youth education or prevention programs under that Act, as a parallel to the corresponding provisions in the Cannabis Act, 2017.

Schedule 2

Ontario Cannabis Retail Corporation Act, 2017

The Schedule enacts the Ontario Cannabis Retail Corporation Act, 2017.

The Act provides for the establishment of the Ontario Cannabis Retail Corporation. The Corporation has the exclusive right to sell cannabis in Ontario, with the exceptions specified in section 2. The Corporation's objects are set out in section 4.

The Corporation has the capacity, rights, powers and privileges of a natural person, except as limited in the Act and the regulations. The Corporation is an agent of the Crown and is deemed to be a government agency for the purposes of the French Language Services Act. (See sections 5 to 7)

The appointment, composition and duties of the Corporation's board of directors are provided for. An individual who is a member of the Liquor Control Board of Ontario ("LCBO") is eligible to be appointed as a member of the Corporation's board of directors and, if so appointed, does not have a conflict of interest by virtue only of the fact that he or she is also a member of the LCBO. The Corporation must enter into a memorandum of understanding with the LCBO. The Corporation may make by-laws, and the memorandum of understanding with the LCBO may provide that certain by-laws of the Corporation must be approved by the LCBO. (See sections 8 to 11)

The Corporation's officers and staff are provided for, as are certain corporate law rules and immunities. The Corporation may enter into written agreements with the LCBO. Rules are established with respect to personal information and other data to which a written agreement may relate. The Corporation may, if authorized by the Minister, enter into agreements for the sale of cannabis by agents. (See sections 12 to 17)

The Act contains provisions respecting financial matters of the Corporation. (See sections 18 to 23)

The Corporation's accounts and financial transactions are to be audited annually by the Auditor General. The Corporation's annual report and other reports are provided for. (See sections 24 to 26)

Certain restrictions on the Corporation's operations are established in connection with applicable federal law. Also, arrangements and agreements may be entered into with respect to cannabis that is sold and delivered to a purchaser on a reserve. (See sections 27 and 28)

The Lieutenant Governor in Council's regulation making powers are set out. (See section 29)

Complementary amendments are made to the Liquor Control Act with respect to the LCBO. Among other things, the powers and purposes of the LCBO are amended to include powers relating to the oversight of the Ontario cannabis retailer established under the Ontario Cannabis Retail Corporation Act, 2017. The LCBO is authorized to enter into written agreements with the Ontario cannabis retailer. If the agreements or arrangements are for the benefit of both the Board and the Ontario cannabis retailer, the Board must ensure that the costs are apportioned appropriately as between the two. The LCBO's annual report must include information about both the LCBO and the Ontario cannabis retailer. The LCBO must comply with directives issued by the Management Board of Cabinet with respect to the annual report.

Schedule 3

Smoke-Free Ontario Act, 2017

The Smoke-Free Ontario Act and the Electronic Cigarettes Act, 2015 are repealed and replaced by the Smoke-Free Ontario Act, 2017.

The new Act applies to tobacco products, vapour products and medical cannabis, and to other products and substances that may be prescribed in the regulations.

Some of the provisions of the Smoke-Free Ontario Act, 2017 are set out below.

It is prohibited to sell or supply tobacco products, vapour products and prescribed products and substances to persons under 19.

Restrictions are placed on the display and promotion of tobacco products, tobacco product accessories, vapour products and prescribed products and substances.

The sale of tobacco products, vapour products and prescribed products and substances is prohibited in certain places. (Some examples: pharmacies, hospitals and schools.)

Prescribed signs in retail stores are required with respect to tobacco products, vapour products and prescribed products and substances.

Tobacco products, vapour products and prescribed products and substances must be packaged in accordance with the regulations.

Restrictions are placed on the sale of flavoured tobacco products and certain flavoured vapour products and prescribed products and substances.

Subject to certain exceptions, vending machines for selling tobacco products, vapour products and prescribed products and substances are prohibited.

The smoking of tobacco or medical cannabis, the use of electronic cigarettes and the consumption of prescribed products and substances is prohibited in a number of places, such as enclosed public places, enclosed workplaces, schools, child care centres, and the reserved seating areas of sporting arenas. This is subject to certain exemptions, such as controlled use areas in long-term care homes, and designated hotels rooms. Obligations are placed on employers and proprietors with respect to the places where the prohibitions apply.

Home health-care workers are protected from the use in their presence of tobacco, medical cannabis, electronic cigarettes and prescribed products and substances.

It is provided that no one shall do any of the following in a motor vehicle:

1. Smoke tobacco or have lighted tobacco while another person who is less than 16 years old is present in the vehicle.
2. Use an electronic cigarette or have an activated electronic cigarette while another person who is less than 16 years old is present in the vehicle.
3. Smoke medical cannabis, have lighted medical cannabis, use an electronic cigarette containing medical cannabis or have an activated electronic cigarette containing medical cannabis.

4. Consume a prescribed product or substance, in a prescribed manner, or have a prescribed product or substance.

Despite the other prohibitions in the Act, the traditional use of tobacco by Indigenous persons is protected.

Enforcement provisions, penalties and regulation-making powers are provided for.

Schedule 4

Amendments to the Highway Traffic Act

The Schedule amends the Highway Traffic Act regarding driving with alcohol or drugs present in the body, as follows:

1. The Schedule provides that it is a condition of the driver's licence of novice drivers and young drivers that there be no drug in the driver's body while driving. If a driver contravenes the condition, the driver is guilty of an offence and on conviction is liable to a fine between \$60 and \$500. In addition, the driver's licence of a young driver is suspended for 30 days, and the driver's licence of a novice driver may be suspended, cancelled or changed by the Registrar in accordance with the regulations.

2. The Schedule provides for administrative driver's licence suspensions for a period between three and 30 days if a novice driver, young driver or driver of a commercial motor vehicle is found to have a drug in his or her body while driving.

3. Exceptions are made to the rules respecting driving with a drug in the body if a police officer is satisfied that the driver is legally authorized to use the drug for medical purposes.

4. Provisions are added regarding the breath testing of drivers of commercial motor vehicles. If a breath test indicates that alcohol is present in a driver's body, the driver may be requested to surrender his or her driver's licence and the driver's licence may be suspended for three days.

The Schedule makes several other amendments, including the following:

1. A new provision states that where both an administrative penalty and an offence arise from the same circumstances, the court may take the amount of the administrative penalty into account when determining the penalty for the offence.

2. Various sections that establish different rules for novice drivers or young drivers are amended to provide that the age distinctions apply despite the Human Rights Code.

3. Penalties are increased for convictions of the offence of driving while a display screen is visible to the driver, or driving while holding a hand-held wireless communication device or similar device. The fine is a minimum of \$500 to a maximum of \$3,000. The driver's licence shall also be suspended for a period between three and 30 days.

4. The Act is amended to provide that a person who drives carelessly and thereby causes bodily harm or death to a person is liable to a fine of between \$2,000 and \$50,000, imprisonment for up to two years and the suspension of his or her driver's licence or permit for up to five years. The court may consider, as an aggravating factor, whether the person who was harmed or killed was a vulnerable person such as a pedestrian or cyclist.

5. Increased and escalating fines are provided for failing to yield to pedestrians at pedestrian crossings, at crosswalks at signalized intersections and at school crossing areas with a school crossing guard.

6. Currently, the maximum fine for a contravention of the Act or regulation, unless otherwise provided, is \$500. The Schedule raises the maximum fine to \$1,000.

7. New provisions address the requirements of drivers and streetcar operators when a school bus has its overhead red signal-lights flashing or its stop arm actuated.

8. A new Part is added providing for the use of automated school bus camera systems and evidence obtained from such systems.

9. Currently, certain emergency and enforcement vehicles are permitted to display red flashing lights only. The Schedule permits such vehicles to also display red flashing lights in combination with blue flashing lights.

10. A new regulation-making power is added to permit regulations to be made addressing transitional matters that may arise as a result of amendments to the Criminal Code (Canada).



Ontario Catholic School
Trustees' Association

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Patrick Daly, *President*
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Nick Milanetti, *Executive Director*

November 28, 2017

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: **Declaration from the Canadian School Boards Association Regarding
Impact of Cannabis Legalization on Schools**

As you are aware, the federal government introduced legislation in April of this year that would legalize the use of cannabis for non-medical purposes for adults over 19 years of age by July 1, 2018. The federal legislation requires the provinces to develop their own legislation and regulatory framework governing the sale and distribution of non-medical cannabis by July 1, 2019 consistent with the federal law.

In response to this development, nine provincial school board trustee associations including OCSTA, has developed the attached Declaration outlining its concerns and recommendations regarding the potential impacts of non-medical cannabis legalization on schools in Canada. This Declaration will be shared with all levels of government in the early part of 2018.

If you have any questions, please do not hesitate to contact me at sandrews@ocsta.on.ca.

Attachment



DECLARATION

FROM CANADIAN SCHOOL BOARDS

REGARDING IMPACT OF CANNABIS LEGALIZATION ON SCHOOLS

The legalization of cannabis and the potential adverse impacts represent a challenge for all stakeholders connected to public education. The use of cannabis can have considerable influence on school life and has been linked to elevated rates of social, emotional and intellectual difficulty, as well as of non-completion of studies. These realities are well known to those who work in the field of education in Canada.

AS PARTNERS IN EDUCATION:

- We provide youth with the opportunity to mature and develop in a safe, healthy learning environment, enabling them to achieve education success;
- We educate young people and adults to be informed, conscientious and autonomous citizens who will assume their position as active members in the development of Canadian Society;
- We promote the importance wellbeing and leading healthy lifestyles through nutrition, physical activity and the prevention of substance abuse.

WE DECLARE THAT IT IS ESSENTIAL:

- That education partners be consulted by the Federal, Provincial and Territorial Governments on the establishment of the framework for cannabis legalization;
- That education partners be active partners at any provincial discussions about legislation, local policies and procedures;
- That education partners be consulted by the Federal, Provincial, and Territorial Governments on strategies for harm reduction, mitigation and other interventions;
- That monies generated by the sales of cannabis are allocated to the prevention of cannabis abuse and toward promoting a healthy lifestyle;

- That cannabis use prevention and reduction, as well as the promotion of healthy lifestyles remain Crown priorities and are integrated into Federal, Provincial and Territorial regulations pertaining to legalization of cannabis;
- That any advertising related to cannabis or use of cannabis, be prohibited;
- That the use of cannabis be prohibited in public areas;
- That the sale and distribution of cannabis be prohibited near schools and other educational facilities.



Mary Martin, President




Laurie French, President




Alain Fortier, President




Shawn Davidson, President




Pat Daly, President




Robert Fowler, President




Ken Cameron, President




Jennifer Maccarone, President




Goronwy Price, President



Submission to the
Standing Committee on Justice Policy

**Bill 174, Cannabis Smoke-Free Ontario and
Road Safety Statute Law Amendment Act, 2017**

November 30, 2017



Ontario Catholic School
Trustees' Association



Ontario Catholic School Trustees' Association

Mission Statement

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Vision Statement

Ontario is enriched by a publicly funded Catholic education system, governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

Introduction

On behalf of the Ontario Catholic School Trustees' Association ("OCSTA") we are pleased to provide the Standing Committee on Justice Policy with our submission on Ontario's *Cannabis Act, 2017* ("Bill 174").

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards. Together, these school boards educate approximately 545,000 students from junior kindergarten to grade 12 and adults in continuing education programs province-wide.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for elected Catholic school trustees who seek to promote and protect publicly funded Catholic education in Ontario.

ONTARIO'S LEGISLATIVE FRAMEWORK

On Wednesday, November 1, the government of Ontario introduced bill 174 the Cannabis, Smoke-Free Ontario and Road Safety Statute Law Amendment Act, 2017 ("bill 174) for first reading. This proposed set of legislative amendments follows through on the government's intention to legalize and regulate the recreational use of cannabis.

KEY ASPECTS OF BILL 174

Bill 174 is divided into four "schedules" that enact specific legislation. The *Cannabis Act, 2017* (Schedule 1) and the *Ontario Cannabis Retail Corporation Act, 2017* (Schedule 2). Bill 174 also repeals the Smoke-Free Ontario Act and the Electronic Cigarettes Act, 2015 and replaces them with the *Smoke-Free Ontario Act, 2017* (Schedule 3), and makes amendments to the *Highway Traffic Act* regarding driving with alcohol or drugs present in the body and other matters (Schedule 4).

Purposes of the Cannabis Act, 2017

Section 1 of Schedule 1, *The Cannabis Act, 2017* outlines the purpose of the proposed act: To establish prohibitions relating to the sale, distribution, purchase, possession, cultivation, propagation and harvesting of cannabis in order to,

- protect public health and safety,
- protect youth and restrict their access to cannabis, and
- ensure the sale of cannabis in accordance with the Ontario Cannabis Retail Corporation Act, 2017;
- deter illicit activities in relation to cannabis through appropriate enforcement and sanctions; and
- provide for approved youth education or prevention programs as an alternative to enforcement and sanctions.

The Cannabis Act sets out circumstances in which certain provisions or regulations do not apply. For example, the Act and the regulations do not apply to the medical production and use of cannabis.

The prohibitions respecting cannabis that are established by the Act are set out in sections 6 to 13 of the Act. These prohibitions include:

- that no person is permitted to sell cannabis other than the Ontario cannabis retailer established under the Ontario Cannabis Retail Corporation Act, 2017;
- cannabis may not be distributed except by a licenced Ontario cannabis retailer;
- selling or distributing cannabis to persons under 19 years of age and to persons who are or appear to be intoxicated.
- prohibits persons under 19 years of age from possessing, consuming, purchasing or attempting to purchase, distributing, cultivating, propagating or harvesting cannabis or offering to cultivate, propagate or harvest it.
- restricts the places where cannabis may be consumed to private residences;
- restricts the transport of cannabis in a vehicle or boat, unless certain conditions;
- prohibits landlords from knowingly permitting their premises to be used in relation to the unlawful sale or distribution of cannabis.

Proposed Changes to the Education Act and impacts on School Boards

Key amendments are made to the **Education Act**. Section 30 of the Cannabis Act makes amendments to Part XIII of the Education Act. These changes include:

- Amending the list of purposes of the provincial code of conduct (section 301, Education Act) governing the behaviour of all persons in schools so that it refers to discouraging the use of cannabis, except by a medical cannabis user. New language replaces paragraph 6 of subsection 301 (2) “alcohol, illegal drugs, and, except by a medical cannabis user, cannabis”.
- Revising the list of activities leading to possible suspension (section 306) so that it refers to possessing and being under the influence of cannabis, unless the pupil is a medical cannabis user;
- Changing the list of activities leading to suspension, investigation and possible expulsion so that it refers to giving cannabis to a minor. (section 310)

These changes are significant for school boards. In essence, it gives the Minister of Education the authority to direct boards to revise various policies related to recreational cannabis use. The revisions to the Education Act will require boards to revise their policies in respect of student, staff codes of conduct to actively discourage the use of cannabis for recreational purposes. It will also require boards to revise policies governing suspension and potential expulsions to ensure they capture recreational cannabis use.

OCSTA's Concerns with Bill 174: Summary

We believe the legalization framework will encourage more youth to experiment with cannabis, develop dependencies on its use, which in turn will undermine the core education objectives of our Catholic school system: promoting the well-being of the whole child, mind, body and spirit and encouraging student achievement and excellence.

OCSTA also endorses the forthcoming Declaration from the Canadian School Boards Association and Trustee Associations (attached) outlining the impact the use of non-medical cannabis will have on school life.

Retail Distribution Model Concerns

The proposed legislation (Schedule 2) will establish a new Crown corporation ("Ontario Cannabis Retail Corporation") with a subsidiary relationship to the LCBO and create 150 standalone stores to be opened by 2020, with 40 by July 2018. The stores will have the exclusive right to sell non-medical cannabis and related products to adults. In terms of siting of these stores within Ontario communities, the government is working with municipalities across Ontario to develop guidelines municipalities must follow when determining locations for these stores.

OCSTA is also concerned that any proposed guidelines for municipalities must be specific and take into consideration the protection of youth from exposure to recreational cannabis products in stores.

Given the risks to student health and well-being that non-medical cannabis use poses, OCSTA believes that the siting of non-medical cannabis stores should be at least **3 km's away from the nearest school.**

CATHOLIC CHURCH POSITION ON RECREATIONAL DRUG USE

The Catechism of the Catholic Church (n2291) states that "except on strictly therapeutic grounds, the use of drugs is a grave offence" (n2291). It inflicts grave damage on human health and life and contributes to the destruction of the integrity of the human person and is therefore an affront to God.¹ Pope Francis has also commented that the legalization of Cannabis for recreational use is "highly questionable from a legislative standpoint, [and such measures] fail to produce the desired effects".² The Canadian Conference of Catholic Bishops indicates in a recent statement on the Canadian government's cannabis legalization strategy "from the standpoint of public health, not only does this course of action appear to be unwise, it is potentially dangerous. The very significant health risks associated with the use of cannabis are widely recognized, particularly in young people".³

The Catholic Church advocates for preventative actions and an education on drug use that shows students how they fundamentally harm human life and well-being. Through close cooperation

¹ See Drug and Education Policy and Guidelines, Catholic Education Office, Diocese of Wollongong Australia, 2003, p.3).

² CBS News, 2014, <https://www.cbsnews.com/news/pope-francis-condemns-legalization-of-recreational-marijuana>.

³ Canadian Conference of Catholic Bishops, Statement on Canada's Opioid Crisis and Drug Addiction, 2017, p.6.

between youth, parents, the local parish and local schools, the Catholic Church supports a comprehensive preventative educational model for recreational drug use.

THE DISTINCTIVE NATURE OF CATHOLIC EDUCATION

Catholic school boards have a distinctive educational mission. In addition to carrying out the duties they share with public school trustees, Catholic trustees, as representatives of the Catholic community, must ensure that the mission of Catholic education reflects the broader mission of the Catholic Church. Catholic education is a key feature of the Church's mission to evangelize students into the Catholic faith, the teaching and life of Jesus Christ. The Catholic school is a faith community in which spirituality and the practice of faith is lived out in the daily experience of students and staff. In other words, Catholic education's foundational principles are:

- A view of life as God-centred
- A view of the person as Christ-centred
- A view of the community as Church-centred.

OCSTA'S POLICY CONCERNS AND RECOMMENDATIONS

It is in this specific context that OCSTA has significant concerns about the impact on our school communities the legalization of cannabis will entail. In terms of our response, the submission will outline key principles for the development of a regulatory framework applicable to the Catholic education system.

Key principles for the development of a regulatory framework for Catholic schools:

- Health promotion of the whole person and a focus on prevention strategies are foundational. Student mental health and well-being must be at the forefront of drug education policies.
- Recognize that the possession and use of all cannabis products for recreational use by students is strictly prohibited on both legal and moral grounds.
- Curriculum changes must take into consideration the unique framework for students outlined in our Ontario Catholic School Graduate Expectations and the expectations of parents and the local parish community;
- Policy responses must recognize Gospel values, principles and standards that form the distinctive nature of Catholic school culture and identity.
- Policy responses must also maintain school board flexibility and autonomy to develop cannabis and drug education policies that reflect local conditions.

1. Public health impacts for youth, including youth prevention, substance use

Use and Public Health Issues:

Cannabis is the most commonly used illegal drug in Canada. According to the Canadian Centre on Substance Abuse, 11% of youth in Canada have used cannabis at least once in the past year. Of those youth that have used cannabis in the last three months, 28% report using it every day or almost every day.⁴ In Ontario, 23% of high school students reported using Cannabis in 2013.⁵

The public health impacts for youth using cannabis are well known. The Canadian Medical Association states that cannabis use is linked to the following negative health outcomes:

- Heart disease
- Bronchitis
- Mental illness including psychosis, anxiety disorders, depression, schizophrenia.
- Cognitive impairments such as memory, motivation, attention span, learning.⁶

These negative health outcomes are further exacerbated if use is frequent and starts at a young age when brain development is still occurring.⁷ In addition, cannabis use is linked to maternal health problems in developing infants and seriously impairs a person's ability to operate vehicles and machinery and engage in complex cognitive functions.

Thus, frequent, early cannabis use will have significant negative health impacts on youth that undermine learning and the well-being of the whole child/youth.

OCSTA Recommendation

Curriculum materials and programs need to focus on the harms of cannabis use and a comprehensive approach to prevention. Schools boards should also have the flexibility and additional resources to establish prevention programs with community mental health and substance abuse agencies, parent groups and Church leaders.⁸

2. School Safety Issues

Catholic schools form a welcoming and nurturing environment that supports the development of the whole student, mind, body and spirit. Schools must also be safe communities free from crime, violence and any illicit activity associated with the selling and consumption of cannabis products.

⁴ Canadian Centre on Substance Abuse: Clearing the smoke on Cannabis. September 2016.

⁵ Centre for Addiction and Mental Health, Cannabis Policy Framework, 2014, p. 2.

⁶ Canadian Medical Association submission to the government of Canada Task Force on Marijuana, August 2016, p. 4. Also see note 5, p.3-5.

⁷ See note 4 page 3.

⁸ The Canadian Centre on Substance Abuse has resource document "Guide to Facilitate Discussions about Youth Cannabis Use in Your Community, 2016 that may be a useful model for panels discussions and presentations.

OCSTA Recommendation

OCSTA would support the development of expanded “school safety zones” where the sale, distribution and consumption of cannabis products are strictly prohibited. For example, the restrictions imposed in *Ontario’s Smoke Free Ontario Act* and the *Electronic Cigarettes Act, 2016* that restrict the consumption of tobacco products to 20 meters of playgrounds and other public places should be expanded substantially to a minimum of 1 km of school property. The amendments proposed in bill 174 (*Smoke Free Ontario Act, 2017*) that prohibit smoking of medical cannabis, tobacco and related products near schools and child care centres should be more specific and include a safety zone of 1 km around schools and child care centres.

The policy objective in the legalization framework is to ensure students are not exposed to any of the influences associated with the sale, distribution, or consumption of cannabis products.⁹

3. Possible changes to school board policies related to suspensions and expulsions

Catholic school boards are required under section 29.2 of the *Education Act* to have student drug education policies. These policies cover a wide range of issues including: health education/early intervention, possession, prevention, use, counselling and disciplinary action. These policies cross reference many different Policies and PPMs, including code of student behavior, student discipline, search and seizure and bullying prevention to name only a few.¹⁰

Currently all Catholic school boards have policies that outline the conditions under which students can be suspended or expelled from school related to cannabis that align with the requirements of the Ministry of Education and sections 306 and 310 of the *Education Act* and O. Reg 472/07 (“Behavior, Discipline and Safety of Pupils”).¹¹ Bill 174 proposes amendments to these sections of the *Education Act* to reflect new activities leading to suspensions and expulsions. For example, a school Principal will have the authority, once the bill is passed, to suspend a student possessing cannabis, giving or selling cannabis to a minor depending on the specific circumstances of the student and factors relevant to those circumstances.

OCSTA Recommendation

The Ministry of Education should establish working committees or tables with key school board stakeholders to review existing ministry policies, identify any gaps in PPMs or guidelines and develop revised policies guidelines to enable boards to revise their internal student drug education, code of conduct and disciplinary policies in relation to cannabis use. Catholic boards need to maintain their current degree of flexibility to draft revised policies that fit with their local circumstances.

⁹ See Report of the Chief Medical Officer of Health, City of Toronto, May 29, 2017 “Legal Access to Non-Medical Cannabis: Approaches to Project Health and Minimize Harm of Use.” For an overview of the key public health issues see “Legalization and Regulation of Non-Medical Cannabis Use” May 2016, Toronto Chief Medical Officer of Health. (www.toronto.ca/legdocs/mmis/2017/ls/bgrd/backgroundfile-106876.pdf)

¹⁰ See Thunder Bay Catholic District School Board “Student Drug Education Policy” #1007 October 2013. It references Policies: 703, 710, 713, 714 and PPMs 128, 144, 145 for example.

¹¹ See PPM 145, 2012 Progressive Student Discipline and Promoting Positive Student Behaviour.

4. Supports for the education sector, including parents and students

Our Catholic school boards, like other publicly-funded school boards in Ontario, inform us that they require additional funded information and program supports for students, parents and member of the Catholic school community. Jurisdictions in the United States that have legalized recreational cannabis use, for example, Colorado, the department of education has developed resources and communications materials to support communities on the harms of cannabis use.¹² These are targeted at specific segments of the community from parents and students to school officials with a wide range of learning resources. These include teacher tool kits on how cannabis and other drugs undermine health and achievement. Of course, with all the new forms of cannabis being developed—from oil products to edibles—specific programs and learning materials need to be developed to promote student safety and well-being.

OCSTA Recommendation

OCSTA recommends that the Ministry of Education establish working committees to review and develop learning support materials for school boards, as well as other support programs and links to community public health organizations with expertise in the harms of cannabis use. It is important too that any new set of programs and resources for school boards be funded by the Ministry.

5. Protection for vulnerable populations and youth

The public health literature demonstrates that vulnerable and marginalized youth have higher than average drug use/abuse issues than others. For example, according to the Canadian Paediatric Society, Indigenous youth are particularly at risk with two-thirds of 15-19 year olds reported use over the past year.¹³ Students and youth with disabilities and mental health concerns may also be at greater risk for developing cannabis dependency. Students with mental health issues may believe myths surrounding cannabis use as harmless and potentially beneficial for their symptoms. Students with learning disabilities may believe various myths associated with cannabis use due to the lack of targeted special educational programs in this area.

OCSTA Recommendation

OCSTA recommends that the Ministry of Education collaborate with school boards, Indigenous organizations and other public health agencies to develop specific and targeted educational resources and supports for vulnerable youth and students about the risks, harms and issues associated with cannabis use and dependency.

¹² See the Colorado School Safety Resources Center, Marijuana section for a set of resources and links from the department of education (<https://colorado.gov/pacific/cssrc/marijuana-in-schools>). From a Catholic perspective, the Catholic Education Office Diocese of Wollongong has a comprehensive drug education guide for developing specific school board policies (2003) for its Catholic schools.

¹³ Canadian Paediatric Society Position Statement on Cannabis and Canada's children and youth, May 2017, p.2.

6. Possible changes to the Ontario curriculum—Health and Physical education, social sciences and humanities, Canadian and world studies, law

At the present time, school boards' drug education programs are usually delivered via the health and physical education curriculum. However, the legalization framework may require a more comprehensive review of the existing curriculum across many additional subject areas (law, social studies, etc.).

OCSTA Recommendation

The Ministry of Education should establish or repurpose existing working groups to review the key curriculum components related to student drug education and prevention programs. This curriculum review should take into account the unique Catholic perspective on drug use and dependency and the requirements of our Ontario Catholic School Graduate Expectations.

7. Marketing of Cannabis to minors

As part of OCSTA's prevention and harm reduction approach to cannabis legalization, we believe the Ontario government should place severe restrictions on the marketing of cannabis products. Bill 174 (Schedule 2, Ontario Cannabis Retail Corporation sub section 29) gives the government the regulation making authority to direct the retail corporation in this regard.

The Canadian Paediatric Society has several recommendations OCSTA supports in respect of marketing cannabis to youth. In its May 2017 policy statement the CPS suggests the following:

- prohibit dispensaries from being located close to elementary, middle and high schools, licensed child care centres, community centres, residential neighbourhoods and youth facilities.
- prohibit the sale of cannabis products by means of self-service displays or dispensing devices.
- mandate strict labelling standards for all cannabis products, including a complete and accurate list of ingredients and an exact measure of cannabis concentration.
- mandate package warnings for all cannabis products, including known and potential harmful effects of exposure (e.g., to young children and the fetus during pregnancy), similar to messaging on cigarette packaging.
- mandate and enforce strict marketing and promotional standards, including a ban on all cannabis industry-related advertising and on the sponsorship of events, activities or permanent facilities by the cannabis industry.
- mandate and enforce a ban on the marketing of cannabis-related products using strategies or venues that attract children and youth, including (but not limited to) 'candy-like' edibles, 'giveaways' and promotion through social media.¹⁴

These could form the basis of regulations made restricting the sale and marketing of non-medical cannabis products under the proposed legislation.

¹⁴ Page 4.

Conclusion

Cannabis use has many seriously harmful and long lasting impacts on human health and well-being. It is especially dangerous for youth and their developing brains and is linked to wide range of negative mental and physical health outcomes that undermine learning objectives. OCSTA believes that a comprehensive preventative education strategy is key to a sound drug education response.

Ontario Catholic School Trustees' Association
BOARD OF DIRECTORS
2017-18

Patrick Daly, President, Hamilton-Wentworth CDSB
Beverley Eckensweiler, Vice President, Bruce-Grey CDSB
Kathy Burtnik, Past President, Niagara CDSB

REGION	BOARDS	OCSTA DIRECTOR	TERM END DATE (Immediately following AGM & Conference)
Region 1	Huron-Superior CDSB Nipissing-Parry Sound CDSB Northeastern CDSB Sudbury CDSB	Colleen Landers <i>Northeastern CDSB</i>	2019
Region 2	Kenora CDSB Northwest CDSB Superior North CDSB Thunder Bay CDSB	Paul Landry <i>Kenora CDSB</i>	2019
Region 3 (at large)	Northern Regions No. 1 & 2	Michael Bellmore <i>Sudbury CDSB</i>	2019
Region 4	Bruce-Grey CDSB Huron-Perth CDSB Waterloo CDSB Wellington CDSB	Marino Gazzola <i>Wellington CDSB</i>	2019
Region 5	London DCSB St. Clair CDSB Windsor-Essex CDSB	Linda Ward <i>St. Clair CDSB</i>	2019
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Region 10	Algonquin & Lakeshore CDSB CDSB of Eastern Ontario Renfrew County CDSB	Todd Lalonde <i>CDSB of Eastern Ontario</i>	2019
Region 11	Brant Haldimand Norfolk CDSB Halton CDSB Hamilton-Wentworth CDSB Niagara CDSB	Clifford Casey <i>Brant Haldimand Norfolk CDSB</i> Arlene Iantomasi, <i>Halton CDSB</i>	2019
Region 12	Ottawa CSB	Mark Mullan <i>Ottawa CSB</i>	2018

Nick Milanetti, Executive Director
 Bishop John Boissonneau, ACBO Liaison to the OCSTA Board of Directors
 Father Patrick Fitzpatrick, Chaplain



Ontario Catholic School
Trustees' Association

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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

December 4, 2017

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Patrick Daly, President

SUBJECT: **Cannabis Retail Outlet Siting in Local Communities**

As you are aware, the government is moving forward with Bill 174, the Cannabis, Smoke-Free Ontario and Road Safety Statute Law Amendment Act, 2017 and will become law by the end of 2017.

Part of the proposed legislation will establish a new Crown Corporation (Ontario Cannabis Retail Corporation) that will create 150 standalone stores by 2020 with 40 stores opening by July 1, 2018. The siting of these stores in local communities will be the responsibility of local municipalities within general guidelines set by the province. At the present time, the Ministry of Finance, the LCBO and municipalities have identified the following guidelines:

- Adhering to municipal zoning by-laws
- Proximity of sites to nearby schools
- Equitable access for consumers within municipalities
- Illegal storefront activity.

In terms of public engagement, proposed locations will be identified based on municipal input and real estate searches and a public notice identifying a potential location. The LCBO will also have a website: <https://lcbocannabisupdates.com/> for further siting information.

OCSTA is strongly encouraging our boards to contact their local municipalities to express their concerns about potential siting locations of these cannabis stores.

In our OCSTA submission to the Standing Committee on Justice Policy we recommended that cannabis stores be at least 3km away from the nearest school. We have attached for your reference the Declaration from the Canadian School Boards Association regarding the Impact of Cannabis Legalization on Schools.

If you have any questions, please do not hesitate to contact me or Stephen Andrews at sandrews@ocsta.on.ca.

Attachment



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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

December 4, 2017

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Patrick J. Daly, President

SUBJECT: OCSTA Submission on Bill 174, Cannabis, Smoke-Free Ontario and Road Safety Statute Law Amendment Act, 2017

Further to our memo dated November 3, 2017, on Wednesday and Thursday November 29, 30, the all party Standing Committee on Justice Policy held hearings in Toronto on bill 174 the *Cannabis, Smoke-Free Ontario and Road Safety Statute Law Amendment Act, 2017*. The committee required comments on the bill by November 30, 2017.

The government's intention now is to pass the legislation into law by the end of the session on December 14, 2017. The accelerated timeframe is required in order to develop regulations and consult with municipalities on retail locations for cannabis stores.

In response to this timeline, OCSTA developed a submission on bill 174 that is attached for your review and comments. As you know, the Ministry of Education is consulting with school boards and other education stakeholders throughout the winter of 2018 on how the bill will impact schools and the necessary revisions to various school board policies and procedures.

OCSTA will continue to monitor the regulatory process and continue to discuss issues impacting school boards with the ministry of education and the ministry of finance.

Please forward any comments on the submission to Stephen Andrews at sandrews@ocsta.on.ca.

If you have any questions, please contact me or Stephen Andrews.

Attachment

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES::**

PURPOSE

To provide elementary and secondary schools in the Halton Catholic District School Board with direction regarding the administration of the French Immersion programs, which include Early French Immersion (Grade 1-8), Extended French Immersion (Grade 5-12)

SCOPE AND OBJECTIVE

This procedure applies to Halton Catholic District School Board elementary schools that offer optional French Programs (Early French Immersion and Mid-Extended French programs) and all secondary schools that offer the optional Mid-Extended French program.

The Director of Education has the discretion of:

1. Relocating a French program in an elementary or secondary school where the need arises
2. Identifying new locations where French programs can be offered
3. Altering the designated feeder schools associated to a school offering a French Program

REQUIREMENTS

A. REGISTRATION:

- will take place at the end of January (last Tuesday or Wednesday) or beginning of February (first Tuesday and Wednesday) for the following school year, at the discretion of the Superintendent of Curriculum Services;
- students at the home school do not get preference on list to register;
- Registration will occur online or at the school if required;
- A lottery will occur to determine which students will gain access to the program as well as the order on the waitlist should one exist.

B. ENTRY REQUIREMENTS:

- Kindergarten Year II students are eligible to register for Grade 1 of the Early French Immersion program,
- Students from Grade 4 are eligible to register for Grade 5 of the Extended French Immersion program.
- Students from Grade 8 that attended either an Extended French or Early French Immersion program

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES::**

are eligible to register for Grade 9 of an Extended French program being offered at six (6) of the nine (9) secondary schools offering the program – encourage to remain within the home municipality.

- Parents are strongly advised to confer with the their Kindergarten, Grade 4, or Grade 8 teacher and French (FSL) teacher when making the decision to register their child in an optional French Program offered by the Board.

C. LATE ENTRY CRITERIA/DEADLINE DATES:

- After October 31st, students wishing to register into an optional French Program may only do if they are coming from another French Program or a francophone school.
- The student may be required to undergo a French assessment administered by the French Consultant
- For students wishing to transfer into a different optional French Program being offered at a different school one or more academic years past the typical entry grades (Grades 1, 5, 9), students

D. CLASS SIZE:

- For Grades 1-3, the maximum number of students legislatively permitted under the Education Act to be registered in a class is 23 students.
- For Grades 4-8, class size is to be determined at the discretion of the Superintendent and Principal.
- Early French Immersion requires a minimum of 20 registrations to start a Grade 1 class
- The Principal, in consultation and with the approval of their Academic Superintendent and the Staffing Superintendent has the discretion to operate a class below the minimum number of registrations.
- The maximum number of classrooms per grade is capped at two (2)
- Mid-Extended French requires a minimum of 24 registrations to start a Grade 5 Extended French class.
- If a total of 48 registrations are received prior to the commencement of the new academic year, a second class is opened.
- The Principal, in consultation and with the approval of their Academic Superintendent and the Staffing Superintendent, has the discretion to operate a class below the minimum number of registrations.
- The maximum number of classroom per grade is capped at 2 per school.

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

E. WAITING LISTS:

- Students are placed on the waiting list based on the lottery process established.. After October 31st, students are no longer contacted if a student drops out of an optional French Program, and a space becomes available.

F. CROSS BOUNDARY REQUESTS:

- students may register at a school outside of their designated area ten (10) days after the Board's registration date if there is room, otherwise the registration will be placed on the waiting list.
Note that if granted a space at a school outside of their designated area, transportation will not be provided to the student.
- parents may request cross-boundary status for siblings of students in a French Program through the Superintendent of Education responsible for the appropriate French Program site(refer to Board Operating Policy I4 Cross Boundary School Attendance)
- schools who are deemed "closed" schools on the basis of population will not accept cross boundary siblings of French Program students.

G. TRANSPORTATION:

- will be provided to students in the Early French Immersion (Grades 1-8) and Mid-Extended French programs (Grades 5-8) who live more than 1.6 km from the board designated school offering the program ;
- will be provided to students in the Mid-Extended French Program (Grade 9-12) who live more than 3.2 km from their home school that offers the program (There are no special boundaries for secondary Mid-Extended French; therefore, if the homeschool does not offer the program, transportation will not be provided).
- students will be picked up at sites designated by Halton Student Transportation Services (HSTS);
- only elementary students attending the designated FI site who qualify under the Transportation Policy will receive transportation;
- Siblings, not enrolled in an optional French Program, are not eligible for transportation. Parents may request a courtesy seat through the school offering a French Program, if available (refer to Board Operating Policy I4 Cross Boundary School Attendance)

H. SECONDARY SCHOOLS SPECIFICITIES:

- Mid-Extended French currently runs at six (6) of the nine (9) secondary schools (see "Application and Scope" section for full listing). Students must successfully complete seven (7) courses in French to receive a Certificate of Concentration in Extended French upon graduation from Grade 12.

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES::**

- For the Municipalities of Burlington and Milton, the regular stream secondary school boundary is one and the same as the Extended French Immersion boundary. As such, although students are permitted to attend the program, they will not be offered transportation if they reside outside of the designated school boundary.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____

Director of Education and Secretary of the Board

TELEPHONES IN SCHOOLS

PROCEDURE NO:

VI – 12

DATE:

September 8, 1997

AMENDED:

May 21, 2013

AMENDED:

PURPOSE

To ensure the application of system standards in school telephone services.

APPLICATION AND SCOPE

It is recognized that there is a need for a consistent application of system standards in the provision of telephone facilities/services in the elementary and secondary schools. Accordingly, the standards established in the **Requirements** section describe the provision of telephone services in the schools under the Board's jurisdiction.

REQUIREMENTS

The following system standards in telephone services shall be applied to the Board's elementary and secondary schools.

ELEMENTARY SCHOOLS:

Schools with enrolment 0 – 399: 2 general use lines
Schools with enrolment 400 – 749: 3 general use lines
Schools with enrolment 750 – 1000: 4 general use lines

Telephone sets per school:
1 telephone per classroom
1 telephone per office station
1 Courtesy telephone

SECONDARY SCHOOLS:

Schools with enrolment 1000 – 1499 pupils: 6 general use lines
Schools with enrolment 1500 - 1999 pupils: 7 general use lines
Schools with enrolment over 2000 pupils: 8 general use lines

Telephone sets per school
1 telephone per classroom
1 telephone per office-station
1 Courtesy telephone

ELEMENTARY AND SECONDARY SCHOOL ADDITIONAL DEDICATED LINES:

Attendance Line – 1 (Secondary School only) **with call answer**
Elevator Line – 1 per elevator
Hydro monitoring line – 1 per hydro meter

APPROVED:

Regular Meeting of the Administrative Council

DISTRIBUTION:

Board Members, Administration, Principals and Staff

AUTHORIZED BY:

.....
Director of Education and Secretary of the Board

Rescind