

**REGULAR BOARD MEETING
REVISED AGENDA**

Date: Tuesday, June 5, 2018
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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1. Call to Order	
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12.4	<i>M. Lourenco</i>	<i>511 - 514</i>
13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (S. Trites)	

We are the Body of Christ

In the name of the Father, and of the Son, and of the Holy Spirit, Amen.

Leader: In the presence of a God whose word has called the stars into being,
All: *We stand in awe.*

Leader: In the presence of a God whose arms have held children, whose eyes
have sparked with laughter,
All: *We stand in trust.*

Leader: In the presence of a God who's Spirit has stirred a new awareness of
gifts within us and caused our hearts to thirst for love,
All: *We stand in need.*

Leader: Before you, Give of Life, we come in faith, in search of love and truth
and wholeness.
All: *Be with us; hear us, we pray.*

A Reading from Paul's First Letter to the Corinthians (12:12-26)

¹²For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. ¹³For in the one Spirit we were all baptized into one body—Jews or Greeks, slaves or free—and we were all made to drink of one Spirit.

¹⁴Indeed, the body does not consist of one member but of many. ¹⁵If the foot would say, "Because I am not a hand, I do not belong to the body," that would not make it any less a part of the body. ¹⁶And if the ear would say, "Because I am not an eye, I do not belong to the body," that would not make it any less a part of the body. ¹⁷If the whole body were an eye, where would the hearing be? If the whole body were hearing, where would the sense of smell be? ¹⁸But as it is, God arranged the members in the body, each one of them, as he chose. ¹⁹If all were a single member, where would the body be? ²⁰As it is, there are many members, yet one body. ²¹The eye cannot say to the hand, "I have no need of you," nor again the head to the feet, "I have no need of you." ²²On the contrary, the members of the body that seem to be weaker are indispensable, ²³and those members of the body that we think less honorable we clothe with greater honor, and our less respectable members are treated with greater respect; ²⁴whereas our more respectable members do not need this. But God has so arranged the body, giving the greater honor to the inferior member, ²⁵that there may be no dissension within the body,

but the members may have the same care for one another. ²⁶ If one member suffers, all suffer together with it; if one member is honored, all rejoice together with it.

The Word of the Lord. *Thanks be to God.*

Prayer Response: *We are the body of Christ.*

Leader: In one Spirit, all of us were baptized in Christ...

 The body is not one member, but many...

 If all the members were alike, where would the body be?...

 When all members are concerned about one another...

 When the gift of each member is deemed indispensable...

 When all suffer with one member who is suffering...

 When all are honored when one member is honored...

 When we work together as leaders in this school board...

 As we meet and plan together for our future...

 As we work with one another in unity and trust...

Closing Prayer:

Guiding Spirit, you have given us the seeds of life; seeds for our life, seeds for the lives of others. Help us to open ourselves to your nurturing hand; help us to be open to the growth we receive from others; and teach us to see the ways we can help others grow. Guide us today in our listening, learning, and decision making. We ask this grace through Your Son Jesus, Amen.

DELEGATION REPORT

ITEM 5.1

DECLINED DELEGATION

As per Operating Policy I-06 – Delegation to the Board, a total number of one (1) delegation was declined for the June 5, 2018 Board meeting.

The individuals were encouraged to submit concerns in writing to be added as correspondence.

**REPORT SUBMITTED AND
APPROVED BY:**

D. RABENDA
CHAIR OF THE BOARD

Delegation to the board

My name is Kelty Barel, and I'm a grade eleven student at St. Ignatius of Loyola.

First of all, I would like to thank the board of trustees for having me, and for allowing me to speak at this meeting. It means a lot that the school board is open to hearing and taking into account the opinions of students. So thank you. However I would like to give a special thanks to the trustees of the town that I live in, Oakville. Thank you very much for your service. And also to Ms. Karabela, who originally invited me to speak today.

I'd like to start off with this: The decisions that we make today, will affect our tomorrow. *The decisions that we make today will affect our tomorrow.* That's a quote that I heard from a speaker at the diocese of Hamilton youth rally about a week ago. And it's really quite interesting how many areas in which that can be applied. If one decides not to do their schoolwork one night, they have to face the consequences the next day in class. If one decides to go to bed late, they'll be tired all day the next day. If one apologizes for a mistake that day, they may find their relationship with the affected person is more repaired the next. But *especially* when you're in a position of power does this apply. Because for every decision you make today, it will affect all of our tomorrows.

Growing up in a family deeply rooted in faith, I've always had a certain set of values, and things that I believe to be true. Don't lie, steal, be jealous, hurt others, or swear. These are all things that as loving, and good people, we should avoid. They're all things that seem obvious. And that's because they are! They should also sound familiar. This is because each one is rooted in the 10 commandments, one of the very pillars of Christianity. They're all also things that we do for the other person. Because we love the other person, we don't lie to them. We don't swear at them. We don't steal from them. We don't hurt them. A golden rule of Catholicism that we learn all the way back in kindergarten, is 'love your neighbor as you love yourself'. As Catholics, we're all called to love and respect all those around us. Everything that I've just said, is also what it means to be pro-life.

That may come as a surprise to some of you. But really, at the core of the pro life movement, is love. Because we care for and love our neighbor, we don't want any harm to come to them. No matter how small they may be.

For me, being pro-life isn't just about attending events, speaking to others, or opposing abortion and assisted suicide. It's about a mentality that I live by day to day. It's about deciding to treat that person sitting next to me, who just glared at me for no reason, with kindness, respect, and love. It's about caring for the other from their conception all the way to their natural death. About doing what God calls all of us to do. But of course its also about my work and the difference that I can make. Things like going to the march for life that I attended about a month ago. Things like speaking to you today.

You know, the very first time that I attended the march in grade 9, there was a speaker that said something truly profound. I can't remember it exactly, but it was something along the lines of that when he dies and goes to heaven, he believes that Jesus will reach out to him, welcome him, and ask, "What have you done for the weakest of your brothers and sisters. What have you done for the vulnerable, who can say nothing for themselves. What have you done for my fathers children, who's time came before it even started".

How can we, as Catholics, say that we give to the less fortunate. Say that we donate to help those in need, when the places we donate to harm children, as much as help them.

How, as a Catholic school system, have we let it get this far. So far, that there are students being brought up in our *Catholic* system, that will open discriminate against their faith filled peers.

When I was in grade 3, I was invited to a Christmas party. At this party, there was one point where all the kids were running around screaming, and the mother of the girl who threw this party was trying to get everyone to settle down, so we could go upstairs for pizza. No one would listen. No one would give this woman the time of day. So, I stood up on the sofa and shouted, "Hey! We're supposed to be celebrating Christmas! Is this what Jesus would have wanted?". And everyone stopped, stared at me for a second, and the girl whose party it was said, "Oh shut up!". And everyone went back to what they were doing.

I've noticed, in three years of high school, that people are scared. pro life students are scared to say that they're pro-life, because they want acceptance from their peers. As Catholics, we're all called to love and respect life. So why is it that acting according to our faith is so unpopular amongst my age group?

What currently sets us apart from the public or private school systems? What makes us different? Why do we *exist*? Faith. The answer is always faith. The one thing that all of us have in common is the religion that we follow. So I say, take pride in being Catholic! Make decisions and come to conclusions that are supported and encouraged by Catholicism. Set a strong and inherently Catholic example for students and staff to follow. Don't be flimsy, be courageous. Each one of you is here not because the people are ashamed of you, but because they believed in you enough to vote for you. To pick *you*.

There is another side out there. Another voice that's begging to be heard. As a catholic, pro life student, I come before you today to represent that side. This is me, putting my hope, trust, and *faith*, in all of you and the conclusions that you come to, as our elected board of trustees.

The decisions that you make today, will affect all of us tomorrow.

Thank you.

Lessons Learned

A Brief Look at Cardinal Collins's Statement regarding Financial Support



Presented by

Maddalena Pignatari
Sheree Hrybor
Fr. Terrence McKenna

Thank-you

- ✦ Thank-you, Trustees, for arranging this opportunity for delegations to voice their support for the “Sanctity of Life” motion.
- ✦ As practising Catholics from the Archdiocese of Toronto with children enrolled in the TCDSB, we feel called to help uphold the moral and social teachings of the Catholic Church in Ontario.

Cardinal Collins Statement

In Cardinal Thomas Collins's statement of April 11, 2018 regarding the Canadian Catholic Organization for Development & Peace (CCODP) funding, he states in part, '...we will be withholding our 2018 allocation of funds to CCODP until more information is provided to the Canadian Conference of Catholic Bishops (CCCB).'

(CCCB – Canadian Conference of Catholic Bishops)

Choices

How many of you think more information, perhaps more education is needed to make the best decisions on this issue of selecting charitable organizations which you will allow to receive funds from your schools?.

Catholic Leadership

- ◆ The "Sanctity of Life" motion displays leadership in calling schools, parents, teachers and students to ponder and apply Christian Criteria when making decisions.
- ◆ Our Catholic faith creates awareness of the forces that influence us with half truths while urging us to be "wise as serpents and innocent as doves" (Mathew 10:16).

Pay Attention

◆ A lack of transparency from some charitable organizations can cause other worthy beneficiaries that focus on gospel imperatives to be neglected or overlooked.



Did you know?

Cancer Society	ShareLife
45% of donations go towards marketing costs	7% of donations go towards fundraising
51% of donations go towards programs of which 39% are grants	90% of donations are allocated to programs

Fact

- ◆ Most people do not know that Catholic Church is the ***largest*** charity in the world that feeds the poor.



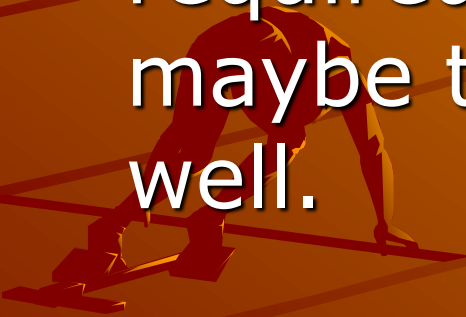
Discernment

- ◆ What does the Canadian Cancer Society mean when they say they are “committed to embryonic stem cell research?” Who has their commitment?



Lesson?

If Cardinal Thomas Collins considers in 2018 that more information is required before funding is continued maybe there's a lesson here for us as well.



Timing

Is it time for us to equally require more from each and every organization requesting monies including better transparency about in what areas they are involved?



God's Greatest Care

As Christians, we know that all human persons are Gods greatest care.

Scripture tells us in Psalm 56:8 that God puts our tears in a bottle.



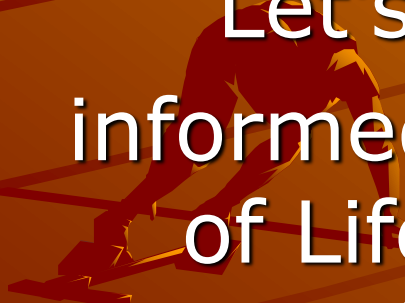
Question

What about His tears?



Too Late?

We don't know what's on the other side of TOO late.



Let's be thoughtful, mindful and informed with the help of the "Sanctity of Life" motion before we move too fast through this process.

What is true Charity?

- The Church teaches that true charity is announcing the gospel and responding to the spiritual, mental, emotional and physical needs of persons.



♦ “charity is not only giving food and material things, but giving God too because the main lack of man is not having God”.

- Pope Emeritus Benedict XVI

Let's not compromise!



MINUTES OF THE REGULAR BOARD MEETING

Date: May 15, 2018
Time: 7:30 pm
Location: Catholic Education Centre, Board Room
802 Drury Lane, Burlington, ON

Members Present:	A. Danko A. Iantomasi H. Karabela P. Marai, Vice-Chair of the Board	D. Rabenda, Chair of the Board J.M. Rowe A. Quinn S. Trites
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Student Trustees:	C. Atrach A. Barbul	I. Schwecht
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Senior Staff:	B. Browne C. Cipriano P. Dawson, Secretary of the Board C. McGillicuddy R. Merrick	R. Nego J. O'Hara T. Overholt T. Pinelli A. Prkacin
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Also Present:

- K. Boyd, President, Halton OECTA Secondary Unit
- J. Chanthavong, Administrator, Budget and Capital, Financial Services
- W. Charlebois, 2018-2019 Student Trustee
- L. Collimore, Chief Research Officer, Research & Development Services
- D. Gunasekara, Planning Officer, Planning & Assessment Services
- D. Herrero, 2018-2019 Student Trustee
- A. Lofts, Senior Administrator, Financial Services
- S. Mazza, 2018-2019 Student Trustee
- K. Ongaro, Human Resources Analyst, Human Resources Services
- F. Thibeault, Senior Administrator, Planning Services
- Media

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

The Director of Education welcomed the 2018-2019 Student Trustees who joined the Board table as observers.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (A. Barbul)

The meeting opened at 7:30 p.m. with a prayer led by A. Barbul.

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Retirements

Marc Garon, Anita Holmes, Cynthia Lamont, Anne McNeill, Mario Mule, Mark Santarelli and Carl Van Landschoot retiring effective June 30, 2018.

DEPARTMENT HEAD

Mark Galli appointed as Department Head effective September 1, 2018 for a period of up to four (4) years.

ACTING DEPARTMENT HEAD

Natalie Jones appointed as Acting Department Head effective September 1, 2018 for a period of up to one (1) year.

2. Approval of the Agenda

#150/18

Moved by: A. Iantomasi

Seconded by: S. Trites

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#150/18** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations**4.1 2018 Education Development Charges (EDC) By-Law: By-Law Renewal Public Meeting (R. Negoï)**

As per the Education Act a final public meeting to review policies took place.

Staff confirmed that the by-law would be approved by the Ministry following the election and that there is no ability to extend after five (5) years.

5. Delegations**5.1 Moral Decision-Making in Catholic Teaching (Dr. M. McQueen, T. O'Brien)**

The delegation spoke to support of an education system that is Catholic in every aspect, including in its school fundraising.

6. Approval of Minutes**6.1 Minutes of the May 1, 2018 Regular Board Meeting**

#151/18

Moved by: S. Trites

Seconded by: J.M. Rowe

RESOLVED, that the minutes of the May 1, 2018 Regular Board Meeting be approved.

The Chair called for a vote on **#151/18** and it **UNANIMOUSLY CARRIED**.

7. Business Arising from Previous Meetings**7.1 Summary of Outstanding Items from Previous Meetings**

The Summary of Outstanding Items from Previous Meetings was received as information.

8. Action Items**8.1 Response to Delegation (D. Rabenda)**

#152/18

Moved by: A. Iantomasi

Seconded by: J.M. Rowe

RESOLVED, that the delegation be received as information and that it be made part of the stakeholder feedback regarding the fundraising policy.

The Chair called for a vote on **#152/18** and it **UNANIMOUSLY CARRIED**.

8.2 Salary Grid for Senior Officers (A. Quinn)

#153/18

Moved by: A. Quinn

Seconded by: A. Iantomasi

WHEREAS, the Halton Catholic District School Board (HCDSB) received ongoing funding from the Ministry of Education in relation to the commensurate salary grid movement of Senior Staff, but did not make payments according to the contracts signed in good faith with Board Superintendents;

WHEREAS, other Ontario School boards have recently been obliged to repay those previously withheld amounts as required by the provincially mandated salary freeze, following legal proceedings on behalf of the Superintendents; and our board wishes to avoid similar proceedings;

WHEREAS, the HCDSB wishes to reiterate our commitment to adhere to all contractual commitments made in good faith,

BE IT RESOLVED, the HCDSB retroactively repay all contractual obligations of salary grid compensation increases that were withheld to the Senior Officers of the HCDSB, with interest, of no greater than 5% per annum.

BE IT FURTHER RESOLVED, that staff provide supporting materials related to actions of the other School Boards.

Trustee Quinn explained that he was bringing this motion forward to further discuss upholding contractual commitments.

The Director of Education provided information regarding other School Boards and potential litigation costs.

#154/18**Moved by:** P. Marai**Seconded by:** S. Trites**RESOLVED**, that the meeting move in-camera.The Chair called for a vote on **#154/18**:

IN FAVOUR	OPPOSED
A. Danko	C. Atrach (non-binding)
H. Karabela	A. Barbul (non-binding)
P. Marai	A. Iantomasi
S. Trites	A. Quinn
	D. Rabenda
	J. M. Rowe
	I. Schwecht (non-binding)

The motion **FAILED**.

Trustee Marai advised Trustees to be more informed by reading Senior Staff contracts and public arbitrations.

#155/18**Moved by:** A. Danko**Seconded by:** A. Quinn**RESOLVED**, that the motion regarding salary grid for senior officers be postponed indefinitely.The Chair called for a vote on **#155/18**:

IN FAVOUR	OPPOSED
A. Danko	C. Atrach (non-binding)
H. Karabela	A. Barbul (non-binding)
P. Marai	A. Iantomasi
S. Trites	A. Quinn
	D. Rabenda
	J. M. Rowe
	I. Schwecht (non-binding)

The motion **FAILED**.

The Chair called for a vote on **#153/18:**

IN FAVOUR	OPPOSED
A. Danko	C. Atrach (non-binding)
H. Karabela	A. Barbul (non-binding)
P. Marai	A. Iantomasi
S. Trites	A. Quinn
	D. Rabenda
	J. M. Rowe
	I. Schwecht (non-binding)

The motion **FAILED**.

**8.3 Policy II-48 Violet Threat Risk Assessment (P. Marai)
#156/18**

Moved by: P. Marai

Seconded by: S. Trites

RESOLVED, that the Halton Catholic District School Board accept the recommendation if the Policy Committee that Policy II-48 Violent Threat Risk Assessment, be approved as amended.

The Chair called for a vote on **#156/18** and it **UNANIMOUSLY CARRIED**.

Student Trustee Atrach left the meeting.

**8.4 Policy V-08 School Anniversary Celebrations (P. Marai)
#157/18**

Moved by: P. Marai

Seconded by: S. Trites

RESOLVED, that the Halton Catholic District School Board accept the recommendation if the Policy Committee that Policy V-08 School Anniversary Celebrations, be approved as amended.

The Chair called for a vote on **#157/18** and it **UNANIMOUSLY CARRIED**.

Student Trustee Atrach returned to the meeting.

**8.5 Assumption Catholic Secondary School Project Budget (R. Merrick)
#158/18**

Moved by: A. Iantomasi

Seconded by: S. Trites

RESOLVED, that the Halton Catholic District School Board approve the preliminary estimated project budget not to exceed \$14,000,000 and approve the use of proceeds of disposition (POD) in the amount of \$14,000,000 for the Assumption Catholic Secondary School renewal and addition project in the City of Burlington.

The Chair called for a vote on **#158/18** and it **UNANIMOUSLY CARRIED**.

#159/18

Moved by: A. Iantomasi

Seconded by: S. Trites

RESOLVED, that the Halton Catholic District School Board approve the use of Capital Reserve funds in the amount of \$700,000 to fund student transportation costs as a result of the Assumption Catholic Secondary School renewal and addition project in the City of Burlington.

The Chair called for a vote on **#159/18** and it **UNANIMOUSLY CARRIED**.

8.6 Naming of Newly Consolidated Oakville South Catholic Elementary School (T. Pinelli)

#160/18

Moved by: A. Quinn

Seconded by: S. Trites

RESOLVED, that the Halton Catholic District School Board approve the name St. Nicholas Catholic Elementary School for the newly consolidated Oakville South Catholic Elementary School.

The Chair called for a vote on **#160/18** and it **UNANIMOUSLY CARRIED**.

8.7 Trustee Code of Conduct (D. Rabenda)

#161/18

Moved by: A. Iantomasi

Seconded by: J.M. Rowe

BE IT RESOLVED, that the Board of Trustees confirm the in-camera resolution that Trustee Michael be sanctioned for breaching the Trustee Code of Conduct and that Trustee Michael has agreed to the sanctions imposed.

The Chair ruled Trustee Quinn's request for an amendment out of order as this resolution was just to confirm a decision made in-camera.

The Chair called for a vote on **#161/18** and it **UNANIMOUSLY CARRIED**. All Student Trustees abstained from the vote.

9. Staff Reports

9.1 2018-19 Budget Estimates Draft 1 (R. Negoii)

The Board was provided with a preliminary draft of the 2018-19 Budget Estimates.

Trustees asked to bring forward any changes to the meeting of June 5, 2018.

10. Information Items

10.1 Student Trustees Update (A. Barbul)

Current and new Student Trustee will be attending the OSTAAECO annual general meeting later this month.

Work had commenced on the leadership conference taking place in early June.

The new Student Trustees will be electing 2018 – 19 school senators.

School activities aligned with the pillars of Achieving, Believing and Belonging were shared.

10.2 School Educational Field Trips (C. McGillicuddy)

School trips were provided as information.

10.3 Appointment of Student Trustees for 2018-2019 School Year (C. McGillicuddy)

The following were the results of the election for the 2018 – 2019 Student Trustees:

Burlington: Stephanie Mazza
North Halton: Denzel Herrero
Oakville: William Charlebois

10.4 Construction Report - St. Scholastica Catholic Elementary School (R. Merrick)

Trustees were updated on the construction status of St. Scholastica Catholic Elementary School.

10.5 TalentEdge 2018 Annual Conference (J. O'Hara)

Staff participated in breakout sessions, listened to keynote speakers and discussed development priorities and best practices related to the use of the PeopleAdmin suite of products, including SmartFind Express and Perform. The conference provided an opportunity to network with other School Board Administrators within Canada and the United States as well as receive information about valuable upcoming software solutions and developments.

10.6 American Educational Research Association 2018 Annual Meeting (L. Collimore)

The annual AERA meeting allowed for professional growth in the domain of Educational Research. Staff was provided the opportunity to discuss research initiatives with others in the field.

10.7 Long-Term Capital Plan Update (LTCP) (R. Negoi)

To provide Trustees the opportunity for further discussion the LTCP was brought forward.

Staff confirmed that approximately 30 – 40% of students are open access and that schools are built to sustainable yield.

11. Miscellaneous Information

11.1 Minutes of the April 10, 2018 Policy Committee Meeting

Minutes of the April 10, 2018 Policy Committee meeting were provided as information.

11.2 Minutes of the April 9, 2018 CPIC Meeting

Minutes of the April 9, 2018 CPIC meeting were provided as information.

12. Correspondence**12.1 C. Waddick****12.2 M. Lourenco****12.3 C. Tupe, BILD**

Correspondence was shared.

13. Open Question Period

No questions were submitted.

14. In Camera**#162/18****Moved by:** A. Quinn**Seconded by:** H. Karabela**RESOLVED**, that the meeting move in-camera.The Chair called for a vote on **#162/18** and it **UNANIMOUSLY CARRIED**.

The meeting moved back in-camera at 9:52 p.m.

The meeting moved out of in-camera at 10:44 p.m.

15. Resolution re Absentees

As per sanction, Trustee Michael was absent from the meeting.

16. Adjournment and Closing Prayer (D. Rabenda)**#163/18****Moved by:** P. Marai**Seconded by:** S. Trites**RESOLVED**, that the meeting adjourn.The Chair called for a vote on **#163/18** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 10:45 p.m. with a prayer led by Trustee Rabenda.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
May 1, 2018	Transportation to AP and/or IB Programs for Gifted Students in the HCDSB Secondary Schools	Staff Report on A New Vision for Transportation	R. Negoï	Fall 2018

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
June 6, 2017	Policy I-26 Student Trustees on the Halton Catholic District School Board	Approval, as amended	T. Overholt	Fall 2018
May 1, 2018	Policy II-38 Education Research	Approval, as amended	T. Overholt	Spring 2018

ACTION REPORT

ITEM 8.2

2018 LONG-TERM CAPITAL PLAN (LTCP)

PURPOSE:

To present to the Board of Trustees the community feedback received with regards to the Long-Term Capital Plan, and present the 2018 Long-Term Capital Plan (LTCP) for approval in principle.

BACKGROUND INFORMATION:

- 1) Information Report Item 10.7, "2018 Long-Term Capital Plan (LTCP) Update" from the May 15, 2018, Regular Board Meeting.
- 2) Staff Report Item 9.1, "2018 Long-Term Capital Plan (LTCP)" from the May 1, 2018, Regular Board Meeting.
- 3) Information Report Item 10.4, "2018 LTCP Enrolment Projection Update and Annual Facility Accommodation Report" from the April 17, 2018, Regular Board Meeting.
- 4) Information Report Item 10.5, "2018 Long-Term Accommodation Plan (LTAP) Update" from the February 20, 2018, Regular Board Meeting.
- 5) Information Report Item 10.5, "Four Year Ministry Enrolment Projection and Long-Term Accommodation Plan (LTAP) Preliminary Enrolment Projection" from the December 19, 2017 Regular Board Meeting.
- 6) Information Report Item 10.4, "2017-18 Planning Services Work Plan: 2018 Education Development Charges (EDC) By-Law and 2018 Long-Term Accommodation Plan (LTAP)" from the October 3, 2017 Regular Board Meeting.

COMMENTARY:

At the May 1, 2018, Regular Meeting of the Board, staff provided Trustees a printed DRAFT 2018 Long-Term Capital Plan for their review. The same document has been shared publicly through the Board's School Planning website (<https://schoolplanning.hcdsb.org/ltcp/>) following the meeting.

[Click here to access the full 2018 Long-Term Capital Plan.](#)

Since this time, the website has also received a number of enhancements to better assist parents in identifying activities that are occurring in their communities. Staff endeavours to continue making these enhancements to encourage more information distribution and access to the community at large.

On May 7, 2018, Board staff held a Stakeholder and Public Meeting to present the DRAFT 2018 Long-Term Capital Plan and Community Planning and Partnership Opportunities, as identified in the 2018 LTCP Enrolment Projection Update and Annual Facility Accommodation Report. A total of nineteen (19) individuals attended the meeting, including representatives from the City and Towns, the Region of Halton, and Child Care providers, and members from the community. The presentation can be accessed by [clicking here](#).

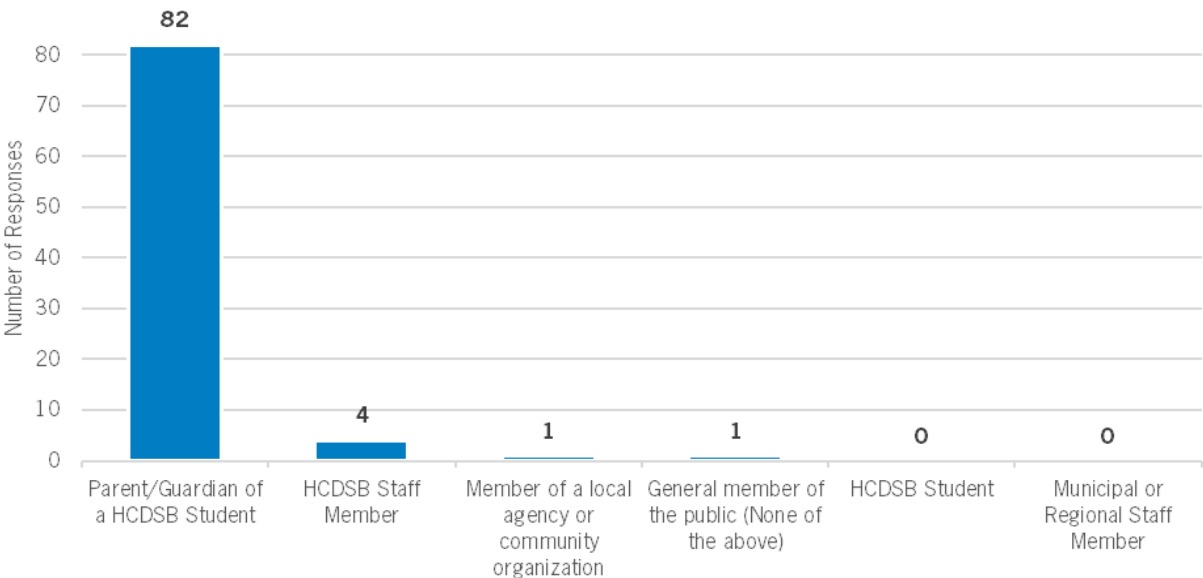
At the May 15, 2018, Regular Meeting of the Board, staff allotted time for the public to speak to the LTCP and allotted time to discuss the LTCP with Trustees. No delegations were received from the public, and a general conversation related to student yields from various unit types was had with Trustees.

Board staff launched a survey to the community on May 15, 2018, to gather additional comments on the DRAFT 2018 Long-Term Capital Plan. The survey remained open until May 30, 2018, where a total of 88 responses were received from the community. Following the closure of the survey, staff analyzed responses and identified key themes that appeared across responses. These themes were:

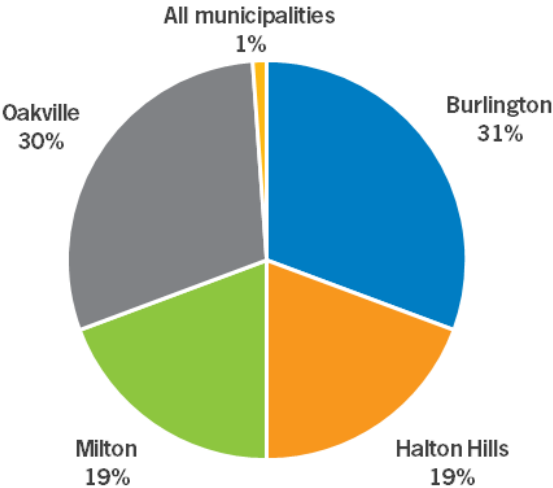
- New Capital Projects
- Pupil Accommodation Reviews
- School Boundary Reviews
- Program Reviews (French Immersion)
- Renewal Needs/Projects
- Schools with Underutilized Spaces (Community Planning and Facility Partnerships)
- Other Programming or Academic Concerns
- Facility Enhancements (Not related to New Pupil Places or Regular Renewal)
- Enrolment Projection Methodology
- Other Board Business
- Survey/Website Concerns
- General Support/Agreement
- No Comments

A full list of questions is attached as Appendix A and a list of responses is attached as Appendix B to this report. Below is a brief overview of the information gathered through the consultation period.

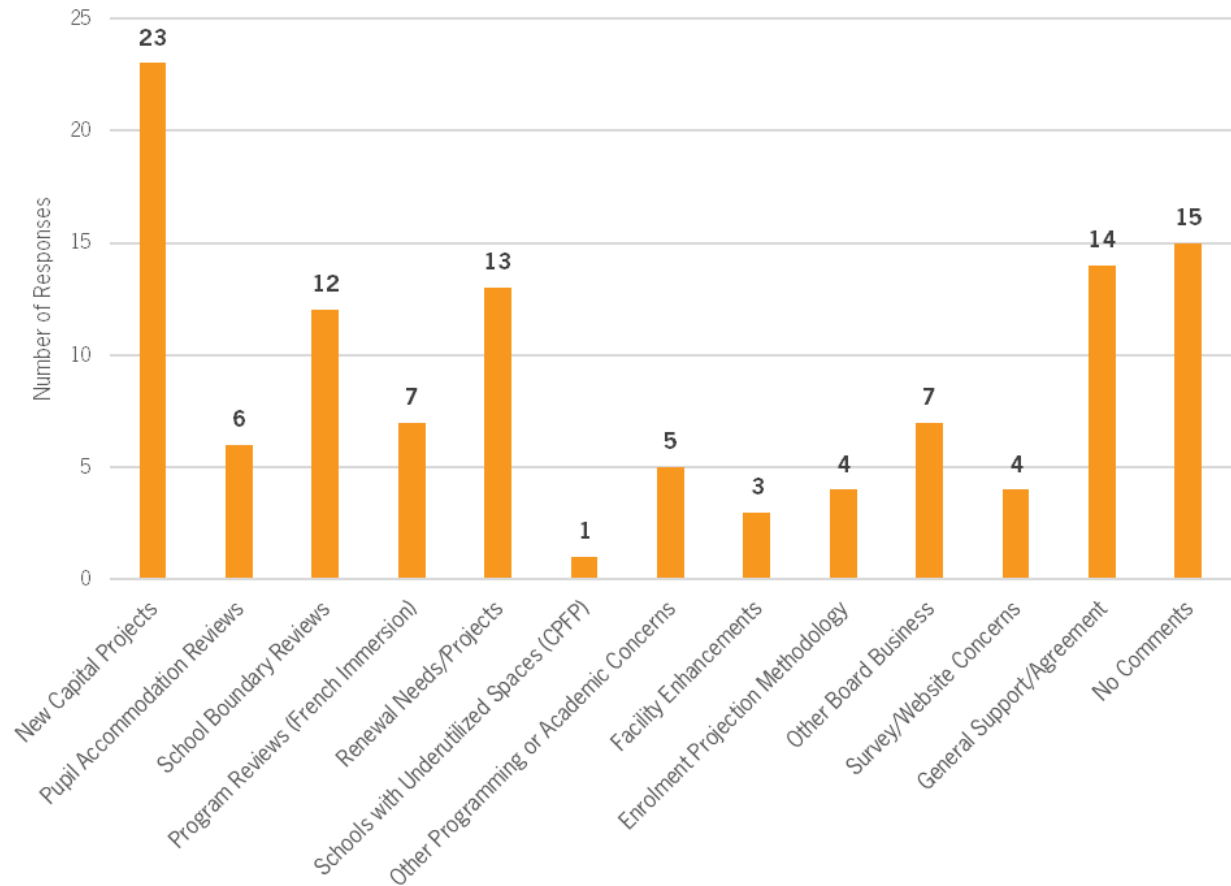
To better understand the responses and identify respondents' interest in the Long-Term Capital Plan and proposed projects for the Board, a number of classification questions were provided. Of the responses received to the survey, 82 (93%) were from parents/guardians of HCDSB students. HCDSB staff members represented 5% of the responses. There were no responses from students at the Board or staff at municipal or regional governments. A breakdown is provided in the following page.



Responses were received from all municipalities in Halton, with the largest percentage from Burlington (31%), followed by Oakville (30%). Responses from Milton and Halton Hills each represented 19% of the total responses. One respondent selected all four (4) municipalities as a response – this respondent identified themselves as a general member of the public, does not have students within the Board and provided a postal code outside of Halton Region. A chart showing responses are provided below.



A summary of the responses organized by themes in the figure below, and a general overview of the themes is provided on the following page.



New Capital Projects:

Summarized Topics	Staff Response
<ol style="list-style-type: none"> Accommodation pressure continues to exist at St. Brigid CES, St. Catherine of Alexandria CES and Christ the King CSS. The community is concerned of the impact on the school if new elementary and secondary schools in Georgetown are delayed. There is also a continued concern of the increasing use of portable classrooms in Georgetown to accommodate enrolment pressures. A need for a replacement facility for Holy Cross CES has been identified by the community. Accommodation pressure continue to exist at the secondary and elementary school panel in the Town of Milton. Addressing accommodation pressure at St. Anne CES should be a priority for the Board. Concern for overutilization at St. Nicholas CES. General support for St. Dominic CES rebuild. 	<ol style="list-style-type: none"> Staff will continue to make submissions to the Ministry of Education as part of the Capital Priorities Grant program to address enrolment pressures in the Town of Milton and the Town of Halton Hills. The Board will continue to monitor enrolment pressures for areas where a new school is not required, but where an addition may be required to accommodate the long-term sustainable yield of students. Boundary Reviews may also be explored to rebalance student enrolment.

Pupil Accommodation Reviews:

Summarized Topics	Staff Response
<ol style="list-style-type: none"> Noted that old schools such as St. Raphael CES should be consolidated or the facilities should be updated. Question was raised about possible consolidation of schools in the Orchard community in the future if enrolment continues to decline in the area. Support for not including secondary school consolidations in Burlington. Consolidation of Holy Family CES and St. Marguerite D'Youville CES due to low long-term enrolment at both schools. 	<ol style="list-style-type: none"> Given the current Provincial Moratorium in place, staff is not recommending any future reviews at the present time. Prior to undertaking a consolidation project, staff will first look to any opportunities to rebalance enrolment. In areas where enrolment continues to decline, staff will monitor enrolment to determine next steps.

School Boundary Reviews:

Summarized Topics	Staff Response
<ol style="list-style-type: none"> Some comments referred to secondary school boundary changes in Milton to address accommodation pressures at Jean Vanier CSS. 	<ol style="list-style-type: none"> Staff will on an annual basis review boundary review options that could assist in rebalancing enrolment where there is over and under-utilization in school communities.

<ol style="list-style-type: none"> Noted that disruption to students in senior grades in boundary review should be avoided. Redirection of Ascension CES catchment to Corpus Christ CSS was suggested. Concern that school boundary reviews may affect student socialization, academic success and stressors on parents. Boundary changes in CE04 and CE05 to address declining enrolment and support growth in North Oakville between St. Andrews and St. Marguerite d'Youville CES. Support for smaller community schools. 	<ol style="list-style-type: none"> Staff has consideration for student well-being when considering boundary review options, and acknowledges the need for good transition experiences for students.
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Program Reviews (French Immersion):

Summarized Topics	Staff Response
<ol style="list-style-type: none"> Introduction of French Immersion at St. Brigid CES has resulted in high enrolment at the school. Additional French Immersion/Extended French Immersion sites should be offered in Oakville. Movement of French Immersion from St. Mary CES to another school due to high enrolment at the school. 	<ol style="list-style-type: none"> Following the French program review that was completed in 2017, staff will now be reviewing French Immersion locations and distribution to address potential utilization issues, and align service areas where feasible.

Renewal Needs/Projects:

Summarized Topics	Staff Response
<ol style="list-style-type: none"> If funding for a replacement facility for Holy Cross CES continues to not be approved by the Ministry, a solution should be found to address the needs of the students. Need for renewal work at St. Paul CES, St. Raphael CES and Holy Family CES. 	<ol style="list-style-type: none"> Staff will continue to present alternative options to the Ministry to further support this project. Renewal work will continue

Schools with Underutilized Spaces (Community Planning and Facility Partnerships):

Summarized Topics	Staff Response
<ol style="list-style-type: none"> Clarity on Facility Partnerships for underutilized schools should be provided. Explore partnerships to make new school projects more viable. 	<ol style="list-style-type: none"> Policy I-37 provides details on partnerships. Note that all partnerships must be synergetic with the Board's values. Staff reaches out to community stakeholders on an ongoing basis to find partners to increase the viability of projects.

Other Programming or Academic Concerns:

Summarized Topics	Staff Response
<ol style="list-style-type: none"> 1. The need for additional resources for schools in new growth communities was identified. 2. Additional classroom facilities for STEAM-related initiatives should be created at schools to attract new students to the Board. 3. Concern about high kindergarten classroom sizes. 4. Program enhancements should be made at St. Patrick CES to attract more students. 	<ol style="list-style-type: none"> A. The Board continues to strive that all students in the Board will receive the best possible programming and learning opportunities, and meet 21st Century Learning Standards.

Facility Enhancements (Not related to New Pupil Places or Regular Renewal):

Summarized Topics	Staff Response
<ol style="list-style-type: none"> 1. Enhancements should be made to Ascension CES, Holy Trinity CSS and mature community schools. 	<ol style="list-style-type: none"> A. Staff continues to explore opportunities for program enhancements where feasible. B. It should be noted that program enhancements do not necessarily lead to increased enrolment in maturing communities.

Enrolment Projection Methodology:

Summarized Topics	Staff Response
<ol style="list-style-type: none"> 1. Concern that enrolment projections for St. Anne CES was not accurate as school currently has portable classrooms on site. 2. Concern that enrolment projections do not account for turnover of homes in mature communities in Burlington (e.g. St. Paul CES). 	<ol style="list-style-type: none"> A. The Board builds schools to the sustainable yield of students, not the peak. This avoids having empty classrooms over the long-term. Portable classrooms are utilized to accommodate peak enrolment in the interim. B. Projections use the best information available at the time to predict future trends. In some instances, trends can change. Staff continues to monitor these areas to ensure that projections are as accurate as possible.

Other Board Business:

Summarized Topics	Staff Response
<ol style="list-style-type: none"> 1. A total of 7 responses identified concerns that were not directly related to the Long-Term Capital Plan – See Appendix B. 	<ol style="list-style-type: none"> A. N/A.

Survey/Website Concerns:

Summarized Topics	Staff Response
1. A total of 4 responses identified difficulty in responding to the survey due to the open-ended nature of questions or complexity of materials available for review.	A. Staff will continue to make enhancements to make these documents more accessible to communities. A new tool, called the "Where's my Review Area" is in development and will be launched shortly. This is the first of numerous enhancements that are planned.

General Support/Agreement:

Summarized Topics	Staff Response
1. A total of 14 responses supported or were in general agreement regarding the accommodation strategies outlined in the LTCP.	A. N/A.

No Comment:

Summarized Topics	Staff Response
1. A total of 15 responses did not provide additional comments to the responses.	A. N/A.

Appendix C provides a map of the region with the location of responses based on postal code and general theme of response provided.

The 2018 Long-Term Capital Plan is the first comprehensive plan developed by Planning Services. Staff will take feedback provided by the community to improve the plan and community input processes for future iterations of the Long-Term Capital Plan, as this plan is dynamic and will be updated on an annual basis. As mentioned previously, Appendix B provides a full list of responses by municipality.

Below are the project milestones that have been completed thus far, and the next steps in the process:

TENTATIVE DATE	FORUM	ACTIONS
October 3, 2017	Board Meeting	Report to Board regarding 2017 Planning Services Work Plan
October-November, 2017	Internal	Develop and complete preliminary enrolment projections for submission to the Ministry of Education
December 6, 2017	Ministry Submission	Memorandum 2017: SB28 Enrolment Projection Submission
December 19 2017	Board Meeting	LTCP – Preliminary Enrolment Projection Report
March/April 2018	Publish Materials Online	LTCP - Updated Projections Posted Online
April 17, 2018	Board Meeting	LTCP – 2018 Annual Facility Accommodation Report
April 2018	Notification	Notifications sent regarding LTCP Public Meeting

TENTATIVE DATE	FORUM	ACTIONS
May 1, 2018	Board Meeting	Draft Report for LTCP
May 7, 2018	Public Meeting	Draft CPFP & 2018 LTCP Public Meeting
May 15, 2018	Board Meeting	Delegations and Information Report for LTCP
May 15, 2018	Survey	Survey was launched
May 30, 2018	Survey	Survey closed
June 5, 2018	Board Meeting	Report to Board for finalized LTCP for Approval in principle

CONCLUSION:

Staff has completed the development of the 2018 LTCP and its consultation with Trustees, Senior Staff, Stakeholders, and the community at large. The 2018 Long-Term Capital Plan is now complete, and is presented to the Board of Trustees for approval in principle. Recommendation is as follows:

RECOMMENDATION:

RESOLUTION:

Moved by:
Seconded by:

WHEREAS, the 2018 Long-Term Capital Plan will serve as a framework to guide the implementation of the Board's long-term capital and accommodation planning strategies for the next 15-year period;

WHEREAS, the implementation of Pupil Accommodation Review and School Boundary Review projects contained within the 2018 Long-Term Capital Plan requires the Board to follow the legislative requirements under the Education Act, Ministry of Education Guidelines, and relevant Board Operating Policies and Administrative Procedures; and,

WHEREAS, the commencement and consideration for implementation of Pupil Accommodation Review and School Boundary Review projects contained within the 2018 Long-Term Capital Plan will require subsequent Board of Trustee approvals.

BE IT RESOLVED, that the Halton Catholic District School Board hereby approves, in principle, the 2018 Long-Term Capital Plan.

REPORT PREPARED BY:

D. GUNASEKARA
PLANNING OFFICER OF PLANNING SERVICES

F. THIBEAULT
SENIOR MANAGER OF PLANNING SERVICES

REPORT SUBMITTED BY:

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

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Appendix A Survey Questions

2018 Long-Term Capital Plan Community Input

The Long-Term Capital Plan (LTCP) is a comprehensive planning tool that presents detailed enrolment projections and school utilization for a fifteen (15)-year horizon.

Please review the LTCP at <https://schoolplanning.hcdsb.org/ltcp/>.

Before the LTCP is approved in principle at the June 5, 2018 Board Meeting, parents/guardians and the wider public are invited to provide feedback regarding the accommodation strategies proposed in the report.

Deadline for community feedback: Wednesday, May 30, 2018.

1. I am responding to this survey as a... *

Please select only one response

- ☐ Parent/Guardian of a HCDSB Student
- ☐ HCDSB Student
- ☐ HCDSB Staff Member
- ☐ Municipal or Regional Staff Member
- ☐ Member of a local agency or community organization
- ☐ General member of the public (None of the above)

2. Which municipality do you live in/represent? *

You may select one (1) or more of the responses below for this question.

- ☐ Burlington
- ☐ Halton Hills (including Georgetown and Acton)
- ☐ Milton
- ☐ Oakville

3. What is your postal code?

4. How many children do you have in our schools? *

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4+

This question is required.

5. If you have a child/children in an HCDSB school, which school(s) do your children attend?

List all schools where your children currently attend.

6. Which grade is your child(ren) in?

Select one (1) or more responses.

- ☐ Junior Kindergarten (JK)
- ☐ Senior Kindergarten (SK)
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

7. The Halton Catholic School Board has many upcoming projects and proposed plans to meet the accommodation and program needs of our current and prospective students.

All proposed construction and renewal projects, pupil accommodation reviews, as well as school boundary and program reviews are listed online:

<https://schoolplanning.hcdsb.org/ltcp-upcoming-projects/>
(<https://schoolplanning.hcdsb.org/ltcp-upcoming-projects/>)

Once you have reviewed the list of proposed Long-Term Capital Projects, along with a summary of recommendations for each municipality listed below, you are welcome to provide your input below.

Burlington schools: <https://schoolplanning.hcdsb.org/2018-city-of-burlington-overview/> (<https://schoolplanning.hcdsb.org/2018-city-of-burlington-overview/>)

Halton Hills schools: <https://schoolplanning.hcdsb.org/2018-town-of-halton-hills-overview/> (<https://schoolplanning.hcdsb.org/2018-town-of-halton-hills-overview/>)

Milton schools: <https://schoolplanning.hcdsb.org/2018-town-of-milton-overview/>
Oakville schools: <https://schoolplanning.hcdsb.org/2018-town-of-oakville-overview/>
(<https://schoolplanning.hcdsb.org/2018-town-of-oakville-overview/>) *

*Please be advised that the implementation of capital projects require Board approval before proceeding.
Once approved, parents and guardians will be informed as soon as more information becomes available.*

8. Do you have any other comments?

Appendix B

Full List of Responses by Municipality

Burlington

I am responding to this survey as a...	Which municipality do you live in/represent?	How many children do you have in our schools?	If you have a child/children in an HCDSB school, which school(s) do your children attend?	Which grade is your child(ren) in?	Once you have reviewed the list of proposed Long-Term Capital Projects, along with a summary of recommendations for each municipality listed below, you are welcome to provide your input below.	Do you have any other comments?
Parent/Guardian of a HCDSB Student	Burlington;	2	Ascension	Grade 3;	Assumption CSS Renewal and/or Addition	Corpus Christi CSS is a good option to transfer Student from Ascension Catholic school., specifically for families who live in Oakville boarder. Ascension Catholic School: I recommend to built an athletic path around the field. Students love to run, jogging etc.
Parent/Guardian of a HCDSB Student	Burlington;	1	Ascension	Senior Kindergarten (SK);	Ascension elementary needs updating but isn't in the list of capital projects There should also be a review of all the Catholic elementary schools in this area for potential consolidation and cost savings	
Parent/Guardian of a HCDSB Student	Burlington;	2	Holy Rosary (B)	Senior Kindergarten (SK); Grade 2;	As we are in Holy Rosary, we don't see much immediate impact. I do not oppose any of the proposed items.	
Parent/Guardian of a HCDSB Student	Burlington;	2	Sacred Heart of Jesus	Grade 6; Grade 8;	Don't see any long term capital projects for my area, so no comment at this time.	
Parent/Guardian of a HCDSB Student	Burlington;	2	Sacred Heart of Jesus; Corpus Christi	Grade 7; Grade 9;	What is the question?	
Parent/Guardian of a HCDSB Student	Burlington;	1	St. Anne	Grade 5;	Hello - I do not believe your estimates are accurate. My son is in a portable from grade 4 and that is not acceptable by any standard - The capacity needs to increase and accommodate all kids in the school. That is my main concern space - otherwise do not register if no capacity. Plus with new developments approved by the city - high rise buildings etc this is going to be worst.	Quality and capacity
Parent/Guardian of a HCDSB Student	Burlington;	1	St. Anne	Grade 1;	I don't think a wait and see option is feasible for St Anne. While enrollment is decreasing around Alton it is continuing to increase in Alton. This is the 3rd year we are universal capacity. Waiting for at least another 5 years and continue to bring in portables does not make and planning sense. St anne has room for 2 extra classes to be built and although not an extensive explanation, it would certainly help. This should be a priority for Burlington.	
Parent/Guardian of a HCDSB Student	Burlington;	2	St. Anne	Grade 4; Grade 6;	Ok. Continue to monitor.	Please note large high density residential area about to open their sales center in north east corner of Alton Village any day now. ADI development (Velara) townhomes & and condos, not to mention Alton Village West. North of Dundas continues to grow!!
Parent/Guardian of a HCDSB Student	Burlington;	3	St. Christopher	Senior Kindergarten (SK); Grade 4;	No comment	
Parent/Guardian of a HCDSB Student	Burlington;	2	St. Christopher; Corpus Christi	Grade 8; Grade 10;	n/a	n/a
Parent/Guardian of a HCDSB Student	Burlington;	2	St. Elizabeth Seton	Junior Kindergarten (JK); Senior Kindergarten (SK);	I reviewed the information provided and do not have any comments or suggestions at this point. Thanks for sharing the info and opening up for parents input.	I reviewed the information provided and do not have any comments or suggestions at this point. Thanks for sharing the info and opening up for parents input.
Parent/Guardian of a HCDSB Student	Burlington;	2	St. Elizabeth Seton	Grade 4; Grade 7;	Would Seton and St Christopher's ever amalgamate if enrolment went down in both schools?	
Parent/Guardian of a HCDSB Student	Burlington;	2	St. John (B)	Grade 1;	No comments	No
HCDSB Staff Member	Burlington;	2	St. Mark	Junior Kindergarten (JK); Senior Kindergarten (SK);	More infrastructure and updating for schools with STEAM-related initiatives. Ideas include makerspaces, learning factories, schools-within-a-school, exemplar computer labs. Some schools have an active staff team who are supportive of making the school a high-tech hub for the municipality. This is an excellent opportunity to attract more students from non-catholic surrounding schools.	

Parent/Guardian of a HCDSB Student	Burlington;	1	St. Patrick	Grade 1;	St Patrick school enrolment is 10% higher than what was projected for this year during the MPAR and based on 300 planned enrolment for Sept 2018 will be at 89% utilization. City of Burlington has just received a development application proposal for the Lakeside Plaza site, which is located at the end of Kenwood Avenue where St Patrick is located. A web page with more details about the proposal is in progress at www.burlington.ca/lakesideplaza . Burlington's new Official Plan designates properties within the nodes located at the intersection of New Street and Appleby Line and at the intersection of Hampton Heath Road and Lakeshore Road (including Lakeside plaza) as Neighbourhood Centres. It also identifies these lands as Secondary Growth Areas in the Growth Framework. This is in addition to the mobility hubs factored in the HCDSB capital plan. While we may see condo developments, movement of down-sizers into condos open up the single family homes in the area. St Patrick is the most ideally located CES in the south. It is the safest location considering traffic, collisions, pollution, safe routes to school etc. Invest in St Patrick with more amenities, better outdoor space and playground etc. Also with Mohawk park, land swap with the City is an option to obtain more land if required.	Consider the students and community in your decisions. Put students first. Websites need to be enhanced to attract more enrolments. Model against private schools and top schools. There are no pictures of happy active children on the main page or banner for example. I've compared against other schools and our websites need improvement. We can market ourselves like private schools, with more pictures, videos, student, parent and teacher testimonials explanations of programs etc. St Patrick also needs an announcement sign out front like other schools to highlight school achievements etc. Thank you.
Parent/Guardian of a HCDSB Student	Burlington;	3	St. Paul	Senior Kindergarten (SK); Grade 1; Grade 3;	St Paul needs some updates!	
Parent/Guardian of a HCDSB Student	Burlington;	1	St. Paul	Grade 1;	St. Paul desperately needs updating, especially the bathroom. This should be considered for future renewal projects.	
Parent/Guardian of a HCDSB Student	Burlington;	3	St. Paul	Junior Kindergarten (JK); Grade 3; Grade 6;	Boundaries reviews for our area could make sense of enrolment in some schools is not ful. but I find it interesting that the board now states that enrolment has been stable over the past 5 years and is projected to increase. Yet when we were fighting to keep our school open just recently we. We were shown 'evidence' and told that enrolment has been decreasing, would continue to decrease in the future. Nothing is further from the truth as enrolment is increasing just as Parents projected in our delegations and as older people move out into smaller homes this will continue to rise.	I hope that the board has learned something from the MPARS that recently happened. Parents don't want to close schools in south Burlington and have shown there is no need to. Why not offer some additions (build up not out), update our small lovely schools with more windows, more pleasing aesthetics.
Parent/Guardian of a HCDSB Student	Burlington;	2	St. Paul	Grade 1;	As a parent of 1 child in grade 1 and another that will begin next year I would hate to see boundary changes pulling kids that are invested and doing well at a school. This impact could have a very long term impact on their socialization, academic success and stressors on parents that would have to make transportation arrangements or after care changes as well. This could detour families to move to public board if the school was closer.	Leave the boundaries as is until schools are at 90% capacity. Also wouldn't it make sense to use a radius measure based on population & not based on enrollment at each school? Perhaps looking at why enrollment is down at certain schools and seeing how to increase it, is a better use of funds.
Parent/Guardian of a HCDSB Student	Burlington;	1	St. Paul	Junior Kindergarten (JK);	I approve the continued boundary reviews but I see a stable enrolment across the schools projected in the table. Please continue to consult with the parents and community members with any proposed changes. Boundary changes should only be made if it would significantly affect numbers.	Please send out the results of this survey to all stakeholders.
Parent/Guardian of a HCDSB Student	Burlington;	1	St. Raphael	Senior Kindergarten (SK);	St. Raphaels is a aged and frankly poor environment for children, it has little to no green space (almost entirely paved over), the kindergarten room flooded this year, the toilet in it cannot handle more then 3 squares of paper as my child has been informed and yet it remains off the list of schools that will be updated. When will the schools that are extremely old be consolidated or updated to meet the modern standards that North Burlington has?	
Parent/Guardian of a HCDSB Student	Burlington;	2	St. Raphael	Grade 5; Grade 8;	Disappointed that there is nothing planned for capital renewal for St. Raphael school. St. Raphael, St. Paul, Ascension are in need of renovation. During the Assumption renovation plan reveal, it was noted that other schools (including the above-mentioned) were in more dire need or repair before Assumption based on FCI. The Long Term Facility Renewal Strategy that was shared with the board in September 2017 indicated that St. Raphael (among other schools) would be renewed in 2020. Yet this report doesn't reflect.	
Parent/Guardian of a HCDSB Student	Burlington;	1	St. Raphael	Senior Kindergarten (SK);	Agree with capital project spend at Assumption. Also think that St. Raphael's school yard should get a play structure if possible.	
Parent/Guardian of a HCDSB Student	Burlington;	2	St. Timothy	Junior Kindergarten (JK); Grade 1;	I have read the reports and they sound promising. I am pleased to see that the report for Burlington secondary schools does not include any recommendations for school closures. Closing one of the Burlington secondary schools would be detrimental to the Catholic Community and I believe you would see many students switch to public schools as a result.	

Parent/Guardian of a HCDSB Student	Burlington;	1	St. Timothy	Junior Kindergarten (JK);	30 children in a kindergarten class is far too many. Please do not plan for this in future. Our kids deserve better.	Glad to see plans for st marks. The school needs some Reno
Member of a local agency or community organization	Burlington;	0			A little surprised that the Board anticipates growth in Burlington to primarily affect St Timothys. I live in in an area that is continuing to see turnover of homes currently lived in by empty nesters to young families. As well, our area is one of only a limited number where there is a major building development slated to be completed within the next 3-5 years.	
HCDSB Staff Member	Burlington;	0			Assumption renewal	

Halton Hills

I am responding to this survey as a...	Which municipality do you live in/represent?	How many children do you have in our schools?	If you have a child/children in an HCDSB school, which school(s) do your children attend?	Which grade is your child(ren) in?	Once you have reviewed the list of proposed Long-Term Capital Projects, along with a summary of recommendations for each municipality listed below, you are welcome to provide your input below.	Do you have any other comments?
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	3	Christ the King	Grade 9; Grade 10; Grade 12;	Given all of the growth is coming in Milton and Halton Hills why is the distribution of the Board so poorly skewed in favour of Oakville. No capital projects should be approved based on the current Board distribution because it does not represent the affected stakeholders.	Incredibly poorly defined survey - does not ask any directed questions and just collects info on respondents.
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	1	Christ the King	Grade 12;	Holy Cross School absolutely needs to be replaced. It is overcrowded and does not provide a healthy environment for either students or staff.	
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	2	Holy Cross	Grade 1; Grade 4;	I am in agreement that Holy Cross Elementary is the most pressing capital project.	
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	2	Holy Cross	Grade 1; Grade 5;	CEH1: Downtown Georgetown, Delrex & Rural Halton Hills East Elementary - in reading the summary provided, it would appear that while enrollment population and utilization are a set of factors, the age (60 yrs old) and quality of the facility of Holy Cross is problematic. The perspective of the study fails to address access to and equality to be provided to students to like-for-like facilities (ie: age and modern buildings, property, classroom configuration and student "quality of education experience"). A more valuable a balanced observation would be to view statistics that measure average age of school and other quality measures across schools in Halton Hills and compare them to that of Burlington and Oakville. I find it disappointing that the messaging provided to constituents is focused solely on enrollment utilization and not on the fundamental challenges that are at hand with the school. Our taxes should be used to fund the betterment of the "community" across everyone in that community and not individual pockets of a Halton community where some get new facilities and schools and others are left with aging and antiquated facilities.	
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	2	Holy Cross	Grade 2; Grade 6;	The students of Holy Cross Elementary School would greatly benefit from a new school. There are ongoing maintenance issues due to the age of the building. As a parent, I believe that our children are missing out on opportunities that new schools can offer such as space for an arts program and 21st century learning! The current school is also not accessibility friendly.	
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	2	Holy Cross	Grade 4; Grade 6;	Our children attend Holy Cross which is in dire need of replacement or major capital investment to improve the physical building for the students. The students are unfairly missing out on programs that can be offered to other students in the board who attend newer, larger and more modern facilities. The school is old and small, the kindergarten yard is too small for the students and has no play structure or naturalized space, the gym is tiny, there is no science/arts/band rooms to run programs, no computer lab, the plumbing is terrible and toilets are often clogged because the system lacks the required capacity, the rooms are freezing in the winter and sweltering in the summer, etc. If the board will not build a new school they need to come up with a solution to make significant investment in the school to extend it's life and offer students the same opportunities as those in other Georgetown Catholic schools.	There needs to be a real workable solution developed for Holy Cross school. We can't keep hoping and applying for funding every year to replace the school and then not get it. Please come up with a real solution that will address the needs of students who attend this 60 year old school.

Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	1	Holy Cross	Senior Kindergarten (SK); Grade 2; Grade 4;	Interested in Holy Cross replacement facility	Holy Cross very old building Cold in winter children wear coats gloves hats on certain days Lacks the modern day upgrades and technology that other schools in the area have
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	2	St. Brigid	Grade 3; Grade 4;	Our school, St. Brigid, has too many students and not enough yard. Recesses are impacted as grass is killed every year so then it's black top only and they have to walk and not run and play as there are too many injuries because the kids are on top of one and other. We lost our computer lab to a classroom. We have 12 portables taking up what little school yard we have and now 2 more have been dropped for next year! The new Georgetown South School needs to be built ASAP. I'm so disappointed with my experience in this board with this over crowded school that I am considering Silver Creek or Public Middle School. A new catholic school should have been built behind the Gellert when that subdivision went up. We gained thousands of people to Georgetown and they overfilled St. Brigid and St. Catherine's.	
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	2	St. Brigid	Grade 2; Grade 5;	Adding more portables and squishing more children into St Brigid is not a viable option. The kids have no space! Something has to be do be sooner.	
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	2	St. Brigid; Christ the King	Grade 6; Grade 11;	I don't think it is acceptable for St. Brigid school to welcome even more children. It is a total strain on the system. As far as I'm concerned the French Immersion Program should be moved to a school on its own.	I don't understand how St. Brigid school can now accommodate more children next year with 4 new portables moving into the school grounds. I suspect that there will not be well over 1,000 children in that school including French Immersion. I am in total disagreement with this. The school grounds are already overcrowded and now there is even less room to roam at recess. My child has been stuck in a portable for 3 years, he has a leaving disability and the accommodation for him this year was disastrous to say the least. What is happening here either build more schools or ship out the French Immersion to another school.
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	2	St. Brigid; Christ the King	Grade 3; Grade 10;	Halton Hills definitely needs to replace older schools (e.g. Holy Cross) and add a second secondary school to alleviate overcrowding at CTK.	
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	2	St. Brigid; Christ the King	Grade 5; Grade 10;	With the Town growing by a large percentage it is definitely a must of adding more public and catholic elementary and secondary schools, the amount of pupils is to large that it will make it much more difficult for classes and teacher to accommodate students with their learning and those with difficulties. See our town grow and more people in our communities brings more children for placements in the schools and classes become crowd and a large increase become difficult. Our town needs to stay a town to keep our pupils educated with smaller controlled classes.	
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	3	St. Brigid; Christ the King	Grade 4; Grade 8; Grade 10;	After the boundary change and the introduction of early French Immersion St. Brigid has grown to large. Too many portables which take up outside space and the sense of community is lost with so many portables. The school also doesn't do many activities because of the large size.	French Immersion should be moved to its own separate facility as it has caused my children's elementary school to balloon in size. The graduating class is over 90 students this June and I'm not sure how we will be able to attend the grad ceremony in the gym as it will be over crowded.
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	4+	St. Catherine of Alexandria	Junior Kindergarten (JK); Grade 1; Grade 4; Grade 6;	The growth projected for our school cannot be met by the current size/capacity of our school and we have grave concerns on how this will affect our school in the coming year; especially in regards to our younger children. We already have classes that must be housed outdoors in portables which impact learning in different measures - especially for climate as my child has reported extreme heat and cold which has impacted his ability to learn.	We are also significantly concerned over the ability of the 1 Catholic high school serving our area for when our oldest child reaches grade 9 (only 2 years away). We've been told of the overcrowding already at the high school with classes having to be run in the cafeteria as there are not enough classrooms for students. We've heard some students are choosing to attend the public high school instead due to this overcrowding. We've been told a new high school is to be built in the south end of Georgetown but have not seen anything to demonstrate this is actually taking place or a timeline is in force for this project to continue. Given the south end of Georgetown needs likely another new primary school alone (if not two) to handle the projected growth, to delay construction on the 2nd high school would be extremely detrimental to all students in our community seeking post-secondary education.
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	1	St. Catherine of Alexandria	Grade 5;	I think a new Secondary and Elementary school are much needed for the growing area.	
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	1	St. Catherine of Alexandria	Junior Kindergarten (JK);	very surprised about the growth of the community. supportive of additional resources to ensure that our children are being served appropriately and at the same level that they are receiving now.	no
Parent/Guardian of a HCDSB Student	Halton Hills (including Georgetown and Acton);	2	St. Catherine of Alexandria; Christ The King	Grade 7; Grade 9;	plan is in the right direction	Wondering why there's no new development plan for Christ The King Sec School

Milton

I am responding to this survey as a...	Which municipality do you live in/represent?	How many children do you have in our schools?	If you have a child/children in an HCDSB school, which school(s) do your children attend?	Which grade is your child(ren) in?	Once you have reviewed the list of proposed Long-Term Capital Projects, along with a summary of recommendations for each municipality listed below, you are welcome to provide your input below.	Do you have any other comments?
Parent/Guardian of a HCDSB Student	Milton;	1	Bishop Reding	Grade 11;	It is good to have additions. And construction of old and new schools because milton is growing very fast	
Parent/Guardian of a HCDSB Student	Milton;	1	Christ The King	Grade 11;	no coment	
Parent/Guardian of a HCDSB Student	Milton;	2	Guardian Angels	Grade 5; Grade 7;	Rezone Guardian Angels to feed BR	JV is going to reach capacity soon. Please do something soon
Parent/Guardian of a HCDSB Student	Milton;	2	Guardian Angels	Grade 4; Grade 7;	No input	No
Parent/Guardian of a HCDSB Student	Milton;	3	Holy Rosary (M)	Junior Kindergarten (JK); Grade 2; Grade 3;	Looks good.	Is there any plan to build a new Board Office?
Parent/Guardian of a HCDSB Student	Milton;	3	Holy Rosary (M); Bishop Reding	Grade 7; Grade 9; Grade 12;	Why are you appropriating long time residents property when you could appropriate developers land?	Yes. I have provided several points of feedback pertaining to the appropriation of a local farm to establish a new school. This decision seems to be inconsistent with the values that the Catholic board has established. I have sent voicemails and emails to this effect with no response from the board. So given the lack of response on other elements of your strategy I am curious as to why you might be seeking feedback on other parts of the Halton Catholic School Board's strategy.
Parent/Guardian of a HCDSB Student	Milton;	2	Holy Rosary (M); St. Benedict	Grade 2; Grade 5;	I would prefer to minimize the use boundary changes whenever possible. They are disruptive to students.	
Parent/Guardian of a HCDSB Student	Milton;	2	Jean Vanier	Grade 11; Grade 12;	Sure	Stop trying to limit what charities the schools can donate to.
Parent/Guardian of a HCDSB Student	Milton;	2	Jean Vanier	Grade 8; Grade 10;	Milton Catholic High school are already overpopulated and having multiple portables. The schedule proposed is for a relief school to be ready 2020/21....This should happen sooner than later to serve the students already enrolled. BR is overdue for expansion as the only AP/French CS... I feel as a parent we need a school by 2019	Our leaders for HCDSB are not looking at the welfare on Milton compared to the rest of the region
Parent/Guardian of a HCDSB Student	Milton;	3	Lumen Christi	Junior Kindergarten (JK); Grade 3; Grade 5;	Yes	French should be a program offer in all schools and not limited access. Canada' official languages are English and French and therefore it should be accesible in all schools
Parent/Guardian of a HCDSB Student	Milton;	2	Our Lady of Fatima	Grade 1; Grade 5;	I support these proposals	Why are you supporting all in your efforts to have this ,when your first priority should be towards our Roman Catholic agencies etc. before we think about what we could do further afield.This is a very important issue and should be addressed immediately.Our catholic teachings and values are in danger of being swept away. I wanted you to hear my comment and this is the best way I feel, I can get across to you I do not think the above has any thing to my comments here .I want to see and hear what your plans are for the future .Yours faithfully, [REDACTED]
Parent/Guardian of a HCDSB Student	Milton;	2	Our Lady of Fatima	Grade 6; Grade 8;	Please refrain from changing boundaries when children are in their senior years within elementary school. It is disruptive and stresses the children.	No

Parent/Guardian of a HCDSB Student	Milton;	1	Queen of Heaven	Grade 8;	It is ridiculous that living on Steeles Ave., West in the school buses drive right past our house coming from the escarpment taking kids to Bishop writing that my child cannot go to Bishop writing as well bad enough he couldn't go to holy Rosary worry started school and got transferred to Queen of Heaven all because of one stupid little finger for 10 kids	It is ridiculous that living on Steeles Ave., West in the school buses drive right past our house coming from the escarpment taking kids to Bishop writing that my child cannot go to Bishop writing as well bad enough he couldn't go to holy Rosary worry started school and got transferred to Queen of Heaven all because of one stupid little finger for 10 kids
Parent/Guardian of a HCDSB Student	Milton;	1	Queen of Heaven	Grade 3;	Milton schools	No
Parent/Guardian of a HCDSB Student	Milton;	1	Queen of Heaven	Grade 2;	I am not convinced that 3 schools will be sufficient	No
Parent/Guardian of a HCDSB Student	Milton;	1	Queen of Heaven	Grade 8;	No questions at this time.	
Parent/Guardian of a HCDSB Student	Milton;	2	St. Peter; Bishop Reding	Grade 5; Grade 10;	It's unclear if current boundary changes will be required based on the maps and data related to St. Peter	

Oakville

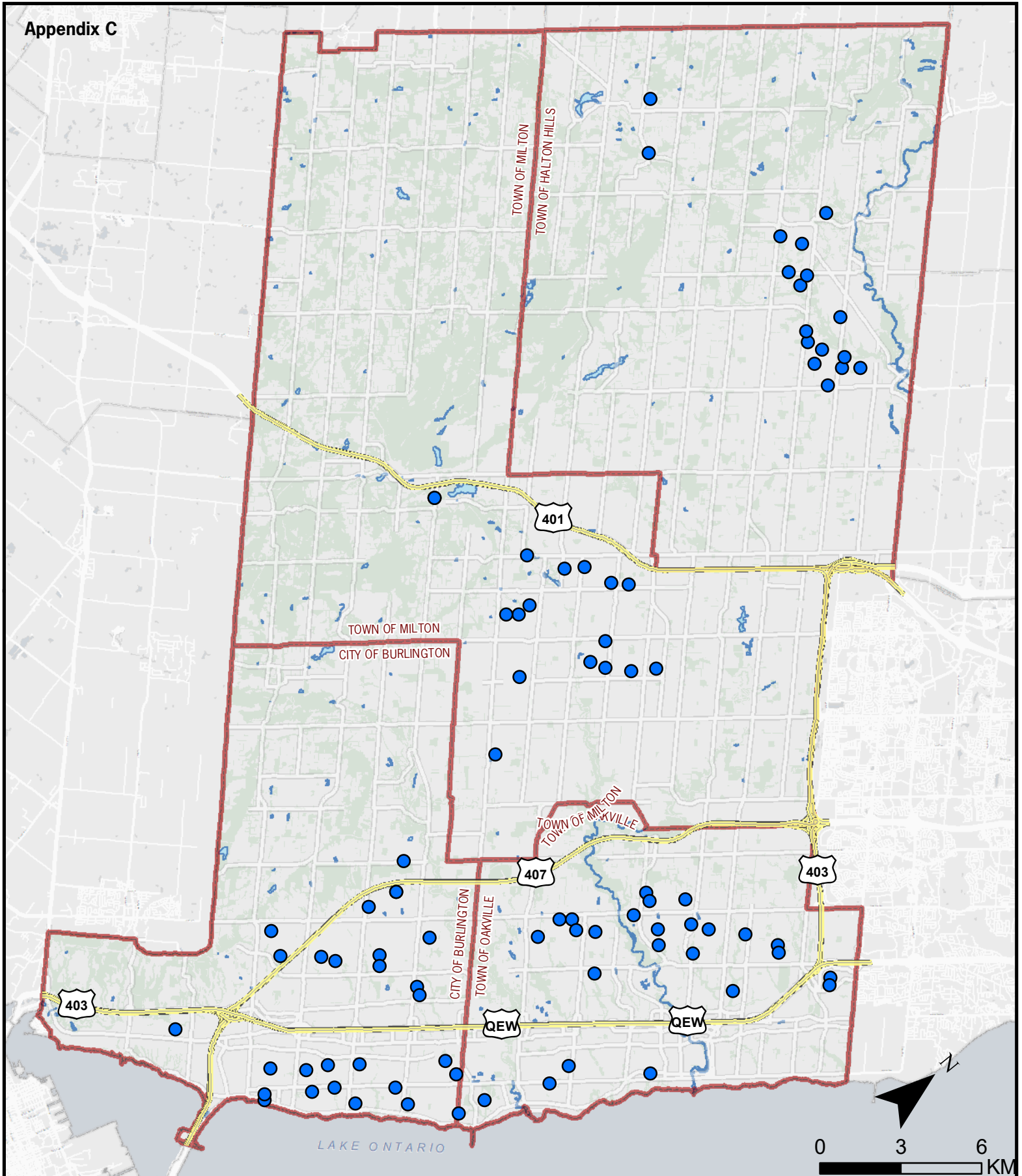
I am responding to this survey as a...	Which municipality do you live in/represent?	How many children do you have in our schools?	If you have a child/children in an HCDSB school, which school(s) do your children attend?	Which grade is your child(ren) in?	Once you have reviewed the list of proposed Long-Term Capital Projects, along with a summary of recommendations for each municipality listed below, you are welcome to provide your input below.	Do you have any other comments?
Parent/Guardian of a HCDSB Student	Oakville;	2	Holy Family	Grade 2; Grade 4;	Since the Pupil Accommodation Reviews have a moratorium in effect and Holy Family CES students are not moving to a renovated St Marguerite, I'd like more detail on the long term capital plans for the Holy Family CES (renovation, investments...). Thanks.	
Parent/Guardian of a HCDSB Student	Oakville;	2	Holy Trinity	Grade 11; Grade 12;	Smaller schools are better for children. The bigger the schools get, the less our kids feel like they belong to a community....and more students go unknown to anyone. keep schools small.	You have made this way too complicated for a parent to have meaningful input.
Parent/Guardian of a HCDSB Student	Oakville;	1	Holy Trinity	Grade 9;	Schools need to encourage physical activities and need more bike racks	None
Parent/Guardian of a HCDSB Student	Oakville;	2	Holy Trinity	Grade 9; Grade 10;	no comment	
Parent/Guardian of a HCDSB Student	Oakville;	2	Holy Trinity	Grade 11; Grade 12;	Thank you for keeping us informed and letting us have a voice, if wanted.	
Parent/Guardian of a HCDSB Student	Oakville;	2	Our Lady of Peace; St. Thomas Aquinas	Grade 7; Grade 10;	Oakville Schools	
Parent/Guardian of a HCDSB Student	Oakville;	1	St. Andrew	Grade 1;	This school is very crowded. There are too many portables. Please devise a plan so this school can ensure all students and teachers are inside the building.	No
Parent/Guardian of a HCDSB Student	Oakville;	1	St. Dominic	Grade 1;	1. I am unclear, as are many parents in South Oakville/Bronte, on whether or not St.Dominic will undergo renovations in 2019. The home page lists it as approved, but the link provided states, "continue to apply for Ministry funding for address renewal needs and rebuild St. Dominic CES to address high renewal needs." The Board needs to provide clarity to the parents. 2. St.Dominic will expand again to 5 kindergarten classes in 2018-9 when our youngest enters school. Our oldest, currently in grade 1 also started with 5 kindergarten classes. Each class averaging 29-30 children. That is a significant number of students moving into this school. Young families continue to move to Bronte. How is the HCDSB going to manage this flow and ensure that our children receive the same opportunities and access to technology, new playground equipment (etc), as children enrolled in newly built schools in North Oakville?	I am also admittedly opposed to the Sanctity of Life Policy introduced this school year by a select group of Trustees. There was nothing wrong with the original fundraising policy. This has been a colossal waste of time and tax dollars - money that should be redirected to our children and their school renovation.
Parent/Guardian of a HCDSB Student	Oakville;	2	St. Dominic	Grade 2; Grade 4;	Makes sense to see St. Dominic near the top of the capital project priority list given its age and renewal cost drain.	Thank you for providing the opportunity for community feedback.
Parent/Guardian of a HCDSB Student	Oakville;	3	St. Dominic; St. Ignatius of Loyola; St. Thomas Aquinas	Grade 8; Grade 11; Grade 12;	Seems well thought out and reasonable to me.	

Parent/Guardian of a HCDSB Student	Oakville;	2	St. Gregory the Great	Junior Kindergarten (JK); Grade 3;	Based on the information provided - it would appear that the correct data points were obtained to determine current/future needs of the various municipalities. Future planning is critical in guarding against over-utilized and under-utilized schools - assisting in overall efficiencies and pupil experience for the positive.	No
Parent/Guardian of a HCDSB Student	Oakville;	2	St. Gregory the Great	Grade 8;	I am pleased with the detailed reports and trust the school board will do what's best for the growth in our communities.	NA
Parent/Guardian of a HCDSB Student	Oakville;	2	St. Gregory The Great	Junior Kindergarten (JK); Grade 1;	Great!	
Parent/Guardian of a HCDSB Student	Oakville;	3	St. Joan of Arc	Grade 4; Grade 6; Grade 8;	not sure how to answer, sorry	Happy to have my three children in the Catholic school system
Parent/Guardian of a HCDSB Student	Oakville;	1	St. John Paul II	Senior Kindergarten (SK);	I appreciate the requirements to invest in new and growth areas. I do hope a focus remains on older areas of the town as well.	
Parent/Guardian of a HCDSB Student	Oakville;	2	St. John Paul II; St. Ignatius of Loyola	Grade 7; Grade 10;	Looks good	No
Parent/Guardian of a HCDSB Student	Oakville;	2	St. Joseph (O)	Junior Kindergarten (JK); Grade 1;	I'm concerned about the large boundaries for the new school and if it was taken in to consideration how many ppl will switch from public and private to join the new facility on top of the already over capacity new build we are expecting?	
Parent/Guardian of a HCDSB Student	Oakville;	1	St. Luke	Grade 1;	None	None
Parent/Guardian of a HCDSB Student	Oakville;	3	St. Luke	Grade 1; Grade 4; Grade 7;	I don't understand what these proposals are proposing. What does it mean for each school? What are examples of community Planning and facility partnerships? What part of this proposal are we supposed to comment on? It seems incredibly high level with a lot of detail information but no detailed actions or consequences of no action. No alternative proposals. Ultimately, I do not know what to comment on.	What are partnership opportunities? You may want to consider adding language that the general public can identify with.
Parent/Guardian of a HCDSB Student	Oakville;	4+	St. Marguerite D'Youville	Grade 4; Grade 6;	<ul style="list-style-type: none"> - The declining enrollment at both Holy Family and St Marguerite was addressed via the PAR process from last year which was later (sadly) rescinded. As both the schools in this area continue to decline in enrollment, consolidation is a good option to ensure good utilization of space, reduced operating costs and a healthier school population to draw on for St Marg grade 5 extended french. Funds should not be spent on renewing an older school with a too small population. - Declining enrollment at St marguerite could also be addressed by a boundary review between St Andrews and St marguerite which could also reduce over crowding at St Andrews (this was not considered by the ARC committee) . This would be accommodated by moving W26 from St Marg to St Andrew AND moving W25 from St Andrews to St Marg. - St Andrews extended french students should be directed to St marguerite instead of to St matthews. - The growth north of Dundas should be dealt with by busing students to St Gregory, and also to under utilized Our Lady of Peace / St margurite before additional schools north of Dundas are built. As the make up of Oakville continues to grow in religious diversity, do the school population predictions need to be updated to take the changing makeup of Oakville into account? I would prefer to see older schools at full capacity before new schools are opened. 	Older schools with low populations should be considered for consolidation before extensive capital projects are under taken.
Parent/Guardian of a HCDSB Student	Oakville;	1	St. Mary	Grade 1;	I am thrilled to see that there may be more French Immersion sections/sites open in the future. Upon consideration of sites and particulars of the possible expansion, I feel that as a Catholic community, our goal should be to keep families together if they are in the same specialty program. That said, if there is already a student in a program (extended French or immersion), their sibling should be able to register at the same site regardless of boundaries. This may seem trivial to some, but as a parent, I can truly contribute and participate at my children's school if they are together as well as siblings being a tremendous support system for each other. Thank you for all of your efforts.	
Parent/Guardian of a HCDSB Student	Oakville;	1	St. Matthew	Grade 4;	I think the French Immersion program is very successful at St. Matthew and is hugely supported by students who already go to St. Matthew school. Perhaps students from other schools could be redirected to St. Bernadette, which is facing declining numbers.	Schools need to stop the practice of allowing so many cross-boundary students for reasons that are not valid. This practice creates pressure on schools like St. Matthew, which looks as if it will become over-crowded in the next few years. It is not fair that students who live within the boundary are subject to crowded conditions and increased portables because of the excellent reputation of the school.

Parent/Guardian of a HCDSB Student	Oakville;	1	Thomas Merton ALC	Grade 12;	Put some resources - money and capital funding NOW - into Thomas Merton .. OR give it up to Gary Allan ! ps. I've attended catholic school all my life, I raised 4 kids in BC and did NOT put my kids in the catholic schools - there were not many and rather deficient - but I did have one son in Vancouver College for a while just before we moved here to oakville in 2013 .. I've always been engaged in parent school councils (at school level and district level and provincial level in BC), I've also built schools in several SDs in BC (as project manager) ... I'm not admittedly a very reluctant and weak supporter of the HCDSB and wonder if it will continue to exist much longer ... I can't comment too much on the capital plan because admittedly it's a done deal at this stage ... I do think the functional design and programming of our schools are lacking and not progressive and miss out on several community opportunities ... and I do think that IF we're going to call ourselves Catholic schools then LETS BE CATHOLIC ! - otherwise please STOP the HYPOCRISY ... if students and families can opt out of catholic school programming, if we teach curriculum like sex ed that do not represent our faith or beliefs, if we allow student and families of practicing Muslim faith .. then let's be real and just be HDSB. I'm going on a rant - apologies. Fact is as a community (Halton region) we're working with two hands, the left and right, and they don't work together, the HDSB and HCDSB - imagine that, as IF there are facility differences between a catholic school and a non-denominational school. The FIRST thing to FIX is the FACILITY and ASSET management of these two SD's .. make them ONE !! and do something better with Thomas Merton - as a FACILITY - it is shameful!! [REDACTED]
HCDSB Staff Member	Oakville;	0			I am a staff at St. Mary who is concerned about the projected growth of our school over the next ten years. I would like to see the Early French Immersion program moved to a school that has declining numbers so that the regular track students at St. Mary have an opportunity to attend the school without portables. At the present time we have two portables, and we are very crowded when it comes to the use of the gym, the library, the washrooms and even the school yard. Adding more and more portables over the next few years is just going to make those problems even worse. There are schools like Our Lady of Peace, for example, that have many available classrooms so perhaps they could house the EFI program instead.
HCDSB Staff Member	Oakville;	0			,
Parent/Guardian of a HCDSB Student	Oakville;	1		Grade 2;	Being a catholic I am concerned that we keep closing our eyes to the full picture. The board continues to not face reality how many students have you lost to the public board due to your lack of French immersion. When is the board going to face reality. The public board has 2 schools per area in Oakville 1 French immersion school and one English school. How many Catholics are in the public board and how can we gain these students or at least not lose anymore. it time to wake up and face reality or a time will come that the catholic board will no longer be able to survive. Not once do you mention lack of registration due to the lack of programming yet it is a true fact. South of the boarder the American have embrace Spanish immersion yet French is part of our culture. Yet people are still living the war of 1759 on the Plains of Abraham aren't we in 2018. The growth of High school is another thing which you are closing your eyes to the lack of programming versus the public board. Start implementing more programs.

All Municipalities

I am responding to this survey as a...	Which municipality do you live in/represent?	How many children do you have in our schools?	If you have a child/children in an HCDSB school, which school(s) do your children attend?	Which grade is your child(ren) in?	Once you have reviewed the list of proposed Long-Term Capital Projects, along with a summary of recommendations for each municipality listed below, you are welcome to provide your input below.	Do you have any other comments?
General member of the public (None of the above)	Burlington; Halton Hills (including Georgetown and Acton); Milton; Oakville; 0				Make efficient use of existing school facilities such as redirecting students from overcrowding schools.	1. Enter co-ownership agreements with local municipalities, post-secondary institutions and non-profit organizations in order to make the projects more viable. 2. For new projects, use the Public-Private Partnership (P3) Model.



STAFF REPORT

ITEM 9.1

2018-19 BUDGET ESTIMATES DRAFT #2

PURPOSE:

To provide the Board with an updated draft of the 2018-19 Budget Estimates.

BACKGROUND:

The following information regarding the Board's budget process was previously provided to Trustees:

1. Staff Report 9.1 2018-19 Budget Estimates Draft #1 from the May 15, 2018 Regular Board Meeting.
2. Information Report 10.3 Update on the Release of the 2018-19 Grants for Student Needs (GSN) from the May 1, 2018 Regular Board Meeting.
3. Information Report 10.5 Release of the 2018-19 Grants for Student Needs (GSN) from the April 3, 2018 Regular Board Meeting.
4. Budget Information Session – March 7, 2018 Trustee Budget Consultation Session.
5. Information Report 10.4 2018-19 Budget Consultation Process – Summary of Feedback from the March 6, 2018 Regular Board Meeting.
6. Staff Report 9.1 2018-19 Budget Estimates Schedule, Objectives and Consultation from the February 6, 2018 Regular Board Meeting.

COMMENTS:

OVERVIEW

The Ministry released the online Education Finance Information System (EFIS) forms on April 27, 2018 and staff completed these forms to develop a first draft budget for the upcoming school year which was presented to Board at the May 15, 2018 Regular Board Meeting. As of this meeting, the Board was in a surplus position, with \$581,000 in-year Operating Surplus, \$500,000 transfer into the Operating Reserve and \$1,250,000 transferred into the Capital Reserve. Not included in the May 15, 2018 draft financial position was the projected transportation cost of \$700,000 for Assumption Catholic Secondary School (CSS) construction project.

After re-examining all known variables and adjusting for all new information received, the following changes have been made since the first draft presented May 15, 2018 resulting in a net decrease in the in-year Operating Surplus of \$96,000:

- \$560,000 GSN Revenue due to increase to secondary enrolment by 72 ADE (to account for additional option sheets received);
- (\$520,000) salary and benefits costs to address addition staffing needs due to growth and class size ratios:
 - o Added 4.0 FTE secondary teachers to address above secondary enrolment growth;
 - o Added 1.0 FTE elementary Vice Principal for Queen of Heaven to meet enrolment growth;
 - o Added 2.0 FTE Early Childhood Educators to address FDK class size ratio requirements;
- (\$136,000) - benefit adjustment for non-union staff;
- Budget Neutral - \$700,000 transportation for Assumption CSS (which was approved at the May 15, 2018 Regular Board Meeting), offset by reduction to Capital Reserve;
- Additional Education Program-Other (EPOs) announced (budget neutral).

As of June 5, 2018, the Board's preliminary financial position based on this draft budget is an Operating Surplus of \$485,000, a \$500,000 transfer to Operating Reserve and \$550,000 transfer to Capital Reserve, with a Total Accumulated Surplus Available for Compliance of \$1.2 million. Table 1 summarizes the Board's preliminary financial position, listing the opening and closing balances in the surplus accounts available for compliance.

TABLE 1: 2018-19 FINANCIAL POSITION AS OF JUNE 5, 2018 (DRAFT)			
	OPENING BALANCE	IN-YEAR CHANGE	CLOSING BALANCE
Operating Surplus	\$617,000	\$485,000	\$1,102,000
Internally Restricted Reserves			
Operating Reserve (Working Funds Reserve)	\$4,146,000	\$500,000	\$4,646,000
Indigenous Reserve	\$28,000		\$28,000
Capital Reserve	\$9,384,000	\$550,000	\$9,934,000
Capital Capacity Planning Reserve	\$70,000		\$70,000
Committed Capital Projects	\$7,683,000	(\$272,000)	\$7,411,000
Sinking Fund Interest Earned	\$1,444,000	(\$76,000)	\$1,368,000
TOTAL Internally Restricted Reserves	\$22,755,000	\$702,000	\$23,457,000
TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE FOR COMPLIANCE	\$23,372,000	\$1,187,000	\$24,559,000

As reported in the May 15, 2018 report, the preliminary financial position includes additional staff resulting from growth and new available funding as well as required program enhancements to maintain current system service levels. Below, Table 2 and 3 summarizes the changes for both staffing and program enhancements since the May 15, 2018 report as well as the overall increase in the salary and benefits budget:

TABLE 2: : STAFFING ENHANCEMENTS ADDED SINCE MAY 15 REPORT (INCLUDED IN THE 2018-19 BUDGET)

EMPLOYEE GROUP	POSITIONS	REASON	FTE
TOTAL STAFFING ENHANCEMENTS REPORTED MAY 15, 2018			100.80
Secondary Teachers (OECTA Secondary)	Secondary Teachers	Growth	4.0
TOTAL SECONDARY TEACHERS			4.0
School Support Staff (CUPE)	Early Childhood Educators	Growth	2.0
TOTAL SCHOOL SUPPORT STAFF			2.0
School Administration Staff	Elementary Vice-Principals	Growth	1.0
TOTAL SCHOOL ADMINISTRATION STAFF			1.0
TOTAL STAFFING ENHANCEMENTS SINCE MAY 15			7.00
TOTAL NEW INVESTMENTS			107.80
SALARY & BENEFITS BUDGET INCREASE due to new staff (as per May 15 Report)			\$7.9 mil
SALARY & BENEFITS BUDGET INCREASE due to new staff (since May 15 Report)			\$0.5 mil
SALARY & BENEFITS BUDGET INCREASE due to grid movement & compensation, statutory/insured benefits and WSIB increases (Per May 15 Report)			\$6.0 mil
SALARY & BENEFITS BUDGET INCREASE due to grid movement & compensation, statutory/insured benefits and WSIB increases (Since May 15 Report)			\$0.2 mil
TOTAL SALARY & BENEFITS BUDGET INCREASE over 2017-18 Rev. Estimates			\$14.6 mil

TABLE 3: PROGRAM ENHANCEMENTS (INCLUDED IN THE BUDGET)

I.	Program Enhancements Presented at March 7, 2018 Trustee Budget Session	\$2,251,000
II.	Program Enhancements Presented at May 15, 2018 Regular Board Meeting	\$2,641,000
III.	Additional Program Enhancements Since May 15	\$0
TOTAL PROGRAM ENHANCEMENTS		\$4,892,000

As reported in the May 15, 2018 report, Table 4 lists the required new initiatives that are to be discussed at the June 5, 2018 Regular Board Meeting:

TABLE 4: NEW INITIATIVES (NOT INCLUDED IN THE BUDGET)

DESCRIPTION	DEPARTMENT	\$
Non-Union Job Evaluation Review	Human Resources	\$110,000
1.0 FTE Job Evaluation Officer (1 year contract)	Human Resources	\$90,000
Additional commissionaires for schools in need	School Services	\$42,000
Electronic file project - Annual licenses / scanners / temporary Staff	Director's Office (includes all areas)	\$110,000
Implementation of new library system	Curriculum Services	\$85,000
Budget for new music equipment	Curriculum Services	\$45,000
TOTAL NEW INVESTMENTS		\$482,000

The numbers presented in this report are still preliminary and may change as a result of, but not limited to, the following:

- **Staff are currently in the process of performing a complete review of the EFIS forms, to ensure all revenue information has been included and calculated properly;**
- **Adjustments to staffing and grants may be required as a result of changes in estimated enrolment;**
- **New initiatives have not been included in the estimated expenses presented in this report;**
- **Additional operating expenses may be identified by Staff;**
- **Changes may occur to capital expenses, depreciation, amortization of deferred capital contribution or Education Development Charges (EDC) eligible expenses, as new information becomes available; and**
- **Additional Education Program Other (EPO) funding may be announced by the Ministry.**

REVENUE PROJECTIONS (APPENDICES A-1 & A-9 AND E)

Revenue has been estimated at \$427.8 million - \$377.9 million in grant revenue, \$3.7 million in other provincial grants (Appendix A-9), \$2.6 million in Federal grants, \$14.5 in other revenue including interest, recoverable salary, rental income, tuition and Education Development Charges. An additional \$13.0 million has been estimated for school generated funds and \$16.1 million in amortization of deferred capital contributions (DCC).

Appendix E outlines the Board's provincial allocation, including the capital allocation, as compared to the 2017-18 Revised Estimates, 2017-18 Original Estimates and 2016-17 Actuals. The operating allocation calculated through the EFIS forms is 4.9% higher than the 2017-18 Revised Estimates, primarily due to increase secondary enrolment, increase in the transportation allocation and additional Ministry initiatives such as grade 7 and 8 guidance teachers and investment in multi-disciplinary teams.

The capital allocation is higher than the 2017-18 Revised Estimates. The capital grants are in part, based on the Board's estimated capital expenses for the year, which are higher than the 2017-18 Revised Estimates and include capital grants relating to: the new St. Nicholas CES (Oakville South Central Consolidation); Bishop Reding CSS addition; St. Mark CES classroom addition and child care; St. Michael CES addition and child care; and St. Peter CES child care. Temporary Accommodation funding has almost doubled and reflects the realized growth in the Board

ENROLMENT (APPENDIX C)

Estimated Average Daily Enrolment (ADE) is the main driver for the Board's revenue and is calculated using the average of two enrolment count dates: October 31 and March 31. Enrolment projections were submitted to the Ministry in December 2017 and incorporated into the projections released by the Ministry in April 2018.

Ministry enrolment projections have been updated as of May 31, 2018, and comparing to the 2017-18 Revised Estimates forecast, projections have increased 104.0 ADE for elementary enrolment and 833.0 ADE for secondary enrolment, resulting in a net increase of 937.0 ADE or 2.7%. Staff will conduct one additional review of the enrolment projections against actual registrations, and any required adjustments will be reflected in the Final June Budget Estimates report.

EXPENSE PROJECTIONS (APPENDICES A-2 TO A-8, B TO B-3)

Total expenses have been estimated at \$419.0 million (including compliance adjustments) for an increase of \$1.5 million since the first draft of the 2018-19 Budget Estimates. These expenses include additional staffing and additional EPO announced, as addressed in the Overview section above. New initiatives listed in Table 4 have not been included in this draft.

The salary and benefits budget has been estimated at \$328.0 million, which represents 86.2% of total operating expenses, and is \$0.7 million higher than the first draft. This increase is due to additional staffing to address enrolment growth and supplementary benefit costs for non-union staff relating to the transition into the Employee Life and Health Trust (ELHT).

The other operating expenses have been estimated at \$52.7 million or 13.8% of total operating budget, for a change of \$0.8 million. The increase is due to the addition of bussing for Assumption students to the temporary school site (\$700,000) and Education Program-Other (EPO) grants announced or amended (\$100,000). The capital expenses are estimated at \$8.5 million; school generated funds amount to \$13.0 million; amortization of capital assets is estimated at \$17.3 million and employee future benefits and accrued interest adjustments amount to (\$635,000).

School budgets of \$4.7 million have been included in the operating expenses, with \$1.9 million for elementary, \$1.8 million for secondary schools, and approximately \$1.0 million for additional EPO-related expenditures, reserves for in-year enrolment adjustments and central school contingencies.

The total transportation costs are \$9.4 million including \$700,000 funded from Capital Reserve for the Assumption CSS renovation project and \$161,000 for provincial schools. Overall the transportation expenses exceed the allocation by \$600,000.

The Special Education expenses amount to \$52.2 million, of which \$50.4 million is for salary and benefits and \$1.8 million in equipment and other expenses (as listed in Appendix A-4). This represents an increase of \$3.6 million from \$48.6 million presented in the 2017-18 Revised Estimates. The increase in expenses is due to staffing additions to address growth and new funding initiatives with positions listed in the May 15, 2018 Staff Report for the first draft of the Budget Estimates. The Special Education Allocation is \$45.7 million, plus \$1.9 million in funding for self-contained classes and \$3.3 million in EPO and GSN revenues allocated to Special Education, for total Special Education revenues of \$50.9 million for enveloping purposes. As a result, the Special Education shortfall for the 2018-19 Budget Estimates is \$1.3 million. It should however be noted that there are other areas within the GSN that are meant to complement the Special Education expenditures, such as the Qualification and Experience Grant, but they are not clearly tracked through the EFIS forms.

The Board Administration and Governance expenses, including salary and benefits and other operating expenses, amount to \$10.8 million (as listed in Appendix A-5), as compared to \$10.9 million at 2017-18 Revised Estimates. The decrease is a net impact resulting from reallocation of staff to the Program Leadership Allocation, addition of an IT Supervisor, Network Security, increasing legal fees and decrease to contractual services (one-time Financial Information System implementation cost captured in 2017-18). The expenses for the Program Leadership Allocation positions totaling \$1.0 million were reallocated to the Instruction expenses (listed in Appendix A-3), as the EFIS forms enveloped the revenues and expenses outside of the Board Administration and Governance Grant. The Board is in compliance with the enveloping provisions for this grant.

CAPITAL PROJECTIONS (APPENDIX A-1, A-2, AND D)

As the Board reports to the Ministry using Public Sector Accounting Board (PSAB) standards, capital assets are recorded on the Statement of Financial Position and amortization and deferred capital contributions are recorded on the Statement of Financial Activities. Appendix D outlines the capital projects budgeted for the 2018-19 fiscal year, including funding sources for each project.

Construction of capital assets is funded in part by the Ministry (referred to as supported funding), and in part by the Board's reserves (referred to as unsupported funding). Once construction is complete, capital assets are amortized over their useful life. The Ministry provides a grant to cover the portion of the amortization expense related to the Ministry supported funding, referred to as amortization of deferred capital contributions. This amounts to \$16.1 million, as outlined in Appendix A-1. However, as mentioned under the Expenses section above and in Appendix A-2, amortization expense is estimated at \$17.3 million. The difference of \$1.2 million is funded through other areas of the budget.

UPDATED 2018-19 BUDGET SCHEDULE (APPENDIX F)

As the budget schedule indicates, staff intends to file the final Budget Estimates with the Ministry by the June 29, 2018 deadline.

CONCLUSION:

This second draft of the 2018-19 Budget Estimates reflects projected funding based on EFIS forms completed to date, and the most current expenses based on available information to date.

Additional analysis is required to finalize the 2018-19 estimated revenues, expenses and enveloping provisions. Staff will complete a final review of the enrolment projections, staffing and other operating expenses, and determine any necessary changes. Further, staff will complete a review of the EFIS forms to ensure all revenue information has been included and calculated properly and that the expenses are appropriately allocated and enveloped.

The final budget will be presented to the Board for approval on June 19, 2018.

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REPORT REVIEWED BY:

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REPORT SUBMITTED BY:

R. NEGOT
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Halton Catholic District School Board
Revenue
2018/2019 Budget Estimates

Appendix A-1

	2018/2019 Budget Estimates	2017/2018 Revised Estimates	2017/2018 Budget Estimates	2016/2017 Actuals
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)
OPERATING REVENUE				
Province of Ontario				
Legislative Grants	290,158,930	272,485,430	268,005,480	257,622,394
Municipal Taxes	87,776,400	87,301,600	88,560,247	85,829,995
	<u>377,935,330</u>	<u>359,787,030</u>	<u>356,565,727</u>	<u>343,452,389</u>
Other Provincial Grants				
Prior Year Grant Adjustment - Operating	-	-	-	150,972
Other Provincial Grants (Appendix A-9)	3,639,883	3,478,923	2,793,746	3,180,673
	<u>3,639,883</u>	<u>3,478,923</u>	<u>2,793,746</u>	<u>3,331,645</u>
Other Revenue				
Government of Canada	2,610,287	1,867,698	1,695,066	2,302,485
Tuition Fees	2,766,650	3,108,760	2,948,000	2,283,730
Use of Schools/Rentals	1,375,000	1,300,000	1,300,000	1,090,988
Cafeteria/Vending Funds/Uniform Commissions	-	-	-	76,259
Interest Revenue	150,000	150,000	75,000	149,546
Donations	-	-	-	4,645
Miscellaneous Recoveries	-	-	-	109,949
Recoveries - Secondments	1,869,000	1,976,400	1,703,100	1,494,163
Miscellaneous Revenue	1,310,000	1,683,353	930,000	1,945,296
EDC Revenue	7,000,000	13,000,000	9,500,000	12,707,337
	<u>17,080,937</u>	<u>23,086,211</u>	<u>18,151,166</u>	<u>22,164,398</u>
School Generated Funds Revenue	<u>13,000,000</u>	<u>13,000,000</u>	<u>13,000,000</u>	<u>12,746,653</u>
Amortization of Deferred Capital Contribution	<u>16,115,077</u>	<u>15,743,755</u>	<u>15,770,167</u>	<u>15,313,465</u>
Total Operating Revenue	<u>427,771,227</u>	<u>415,095,919</u>	<u>406,280,806</u>	<u>397,008,550</u>
Available for Compliance				
(Surplus) Deficit - Operating	(484,534)	(70,039)	(38,090)	(216,120)
Available for Compliance - Transfer from (to) Internally Reserve (net) Note#1	(702,006)	(1,950,344)	(2,390,903)	(2,833,964)
Total (Surplus) Deficit Available for Compliance	<u>(1,186,540)</u>	<u>(2,020,383)</u>	<u>(2,428,993)</u>	<u>(3,050,084)</u>
Unavailable for Compliance				
Unavailable for Compliance (PSAB Adjustment)	(176,450)	(167,105)	(167,105)	(158,751)
Amortization of EFB - Retirement Gratuity & ERIP Liability	(110,618)	-	-	-
Amortization of EFB - Retirement/Health/Dental/Life Insurance	(347,600)	(458,218)	(458,218)	(458,219)
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	(188,513)
Revenues Recognized for Land	(7,000,000)	(13,000,000)	(9,500,000)	(12,707,337)
Total Unavailable for Compliance (Surplus)	<u>(7,634,668)</u>	<u>(13,625,323)</u>	<u>(10,125,323)</u>	<u>(13,512,820)</u>
Total Annual (Surplus) Deficit	<u>(8,821,208)</u>	<u>(15,645,706)</u>	<u>(12,554,316)</u>	<u>(16,562,904)</u>
Total Revenue After PSAB Adjustment	<u>\$ 418,950,019</u>	<u>\$ 399,450,213</u>	<u>\$ 393,726,490</u>	<u>\$ 380,445,646</u>
Note #1				
Transfer (to) from Working Funds Reserve	(500,000)	(740,000)	(740,000)	(900,000)
Net Transfer (to) from School Activities Reserve		198,390		87,066
Net Transfer (to) from Other Board Reserve		234,180		(262,053)
Net Transfer (to) from Capital Reserve	(550,000)	(2,000,000)	(2,000,000)	(2,000,650)
Net Transfer (to) from Committed Capital Projects	271,612	280,704	272,715	165,291
Net Transfer (to) from Committed Sinking Fund	76,382	76,382	76,382	76,382
	<u>(702,006)</u>	<u>(1,950,344)</u>	<u>(2,390,903)</u>	<u>(2,833,964)</u>

Halton Catholic District School Board
Expenditure Summary
2018/2019 Budget Estimates

Appendix A-2

	2018/2019 Budget Estimates	2017/2018 Revised Estimates	2017/2018 Budget Estimates	2016/2017 Actuals
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)
Classroom Instruction				
Classroom Teachers	220,616,600	211,055,633	208,346,768	200,066,342
Occasional Teachers	4,192,900	4,081,107	4,076,500	4,112,085
Early Childhood Educators (E.C.E) and Supply	8,968,000	8,456,800	8,394,100	8,141,542
Teacher Assistants	23,054,000	21,708,400	21,576,300	21,448,181
Textbooks & Classroom Supplies	7,943,886	7,822,093	7,441,999	5,681,642
Computers	2,320,900	2,170,354	1,777,000	2,640,245
Professionals, Paraprofessionals & Technical	13,637,600	11,892,305	11,620,800	10,696,407
Library and Guidance	5,647,920	4,515,669	4,473,490	4,738,745
Staff Development	2,428,170	2,293,181	1,959,750	2,820,328
Subtotal Classroom Instruction (Appendices A-3 & A-4)	288,809,976	273,995,542	269,666,707	260,345,517
Non Classroom - School Support Services				
School Administration (Appendix A-3)	21,863,987	22,309,949	21,766,103	21,251,999
Teacher Consultants (Appendices A-3 & A-4)	5,361,280	4,924,196	4,874,599	5,040,724
Continuing Education (Appendix A-7)	7,363,453	6,564,528	6,547,912	6,809,570
Subtotal School Support Services	34,588,720	33,798,673	33,188,614	33,102,293
Recoverable Expenses	1,869,000	1,976,400	1,703,100	1,494,163
Other Non Classroom				
Board Administration (Appendix A-5)	10,781,293	10,899,164	10,377,750	9,514,633
Transportation (Appendix A-8)	9,391,621	7,842,978	7,983,743	7,335,077
Subtotal Other Non Classroom	20,172,914	18,742,142	18,361,493	16,849,711
Pupil Accommodation				
School Operations and Maintenance	31,989,500	30,672,879	30,525,659	28,695,576
ALC and Portable Leases	3,300,000	1,770,000	1,770,000	1,749,042
Debt Charges	47,375	47,375	47,375	47,375
Other Debenture Payments (Interest only from 10-11)	8,469,341	9,041,338	9,041,338	9,583,205
Subtotal Pupil Accommodations (Appendix A-6)	43,806,216	41,531,592	41,384,372	40,075,198
School Generated Funds expenses	13,000,000	13,000,000	13,000,000	12,558,140
Amortization expense	17,337,861	17,031,187	17,047,527	16,637,595
Total expenses before PSAB adjustments	\$ 419,584,687	\$ 400,075,536	\$ 394,351,813	\$ 381,062,615
PSAB Adjustments				
<i>Increase in Employee Future Benefits</i>	(458,218)	(458,218)	(458,218)	(458,219)
<i>(Decrease) in Accrued Interest on Debentures</i>	(176,450)	(167,105)	(167,105)	(158,751)
Total PSAB Adjustment	\$ (634,668)	\$ (625,323)	\$ (625,323)	\$ (616,970)
Total expenses After PSAB adjustments	\$ 418,950,019	\$ 399,450,213	\$ 393,726,490	\$ 380,445,646

Halton Catholic District School Board
Instruction Expenditures
2018/2019 Budget Estimates

Appendix A-3

	2018/2019 Budget Estimates (in PSAB Format)	2017/2018 Revised Estimates (in PSAB Format)	2017/2018 Budget Estimates (in PSAB Format)	2016/2017 Actuals (in PSAB Format)
CLASSROOM				
Regular Day School				
Classroom Teachers - Salaries & Benefits	199,391,800	190,826,833	188,693,168	181,365,964
Classroom Teachers - ESL - Salaries & Benefits	3,218,000	3,053,400	2,716,700	2,893,376
Classroom Teachers - Travel	10,000	15,000	14,000	9,883
Occasional Teachers - Salaries & Benefits	4,192,900	4,043,500	4,043,500	3,992,819
Early Childhood Educators (E.C.E) - Salaries and Benefits	8,628,000	8,130,600	8,067,900	7,865,200
Supply E.C.E - Salaries and Benefits	340,000	326,200	326,200	276,342
Textbooks and Classroom Material	6,593,466	5,921,503	5,590,399	4,538,625
Furniture and Equipment	332,100	367,284	332,130	525,919
Computer - Furniture & Equipment	103,400	508,063	157,400	554,797
Computer - Supplies & Services	1,705,500	1,653,291	1,610,600	1,565,350
Prof. & Paraprofessionals - Computer - Salaries & Benefits	2,045,500	2,030,800	2,235,000	1,990,046
Prof. & Paraprofessionals - Salaries & Benefits	2,491,000	2,264,105	2,144,500	1,922,308
Prof. & Paraprofessionals - Supplies & Equipment	866,700	833,800	769,700	794,839
Library and Guidance - Salaries & Benefits	5,263,000	4,122,512	4,095,700	4,426,274
Library and Guidance - Books & Supplies	384,920	393,157	377,790	312,471
Staff Development	2,373,670	2,231,939	1,901,750	2,750,833
Subtotal Classroom	\$ 237,939,956	\$ 226,721,987	\$ 223,076,437	\$ 215,785,045
NON-CLASSROOM				
Regular Day School				
Teacher Consultants - Salaries & Benefits	2,487,215	2,364,424	2,354,700	2,699,998
Teacher Consultants - Supplies & Services	490,465	449,640	418,967	355,261
Program Leadership Leads - Salaries & Benefits	1,028,000	815,468	815,468	755,220
Program Leadership Leads - Supplies & Services	36,000	-	-	-
Subtotal Consultants	\$ 4,041,680	\$ 3,629,532	\$ 3,589,135	\$ 3,810,479
School Administration				
School Administration - Salaries & Benefits	20,623,000	21,043,950	20,699,200	20,001,024
School Administration - Supplies & Services	1,240,987	1,265,999	1,066,903	1,250,975
Subtotal School Administration	\$ 21,863,987	\$ 22,309,949	\$ 21,766,103	\$ 21,251,999
Total Regular Day School - Non Classroom	\$ 25,905,667	\$ 25,939,481	\$ 25,355,238	\$ 25,062,478
Recoverable Expenses	\$ 1,869,000	\$ 1,976,400	\$ 1,703,100	\$ 1,494,163
Total Instruction	\$ 265,714,623	\$ 254,637,868	\$ 250,134,775	\$ 242,341,685

Halton Catholic District School Board
Special Education Expenditures
2018/2019 Budget Estimates

Appendix A-4

	2018/2019 Budget Estimates (in PSAB Format)	2017/2018 Revised Estimates (in PSAB Format)	2017/2018 Budget Estimates (in PSAB Format)	2016/2017 Actuals (in PSAB Format)
CLASSROOM				
Classroom Teachers - Salaries & Benefits	17,941,000	17,098,600	16,861,100	15,750,282
Classroom Teachers - Travel	55,800	61,800	61,800	46,838
Teacher Assistants - Salaries & Benefits	23,054,000	21,708,400	21,576,300	21,448,181
Supply Teacher Assistants - Salaries & Benefits	-	37,607	33,000	119,266
Textbooks and Classroom Material	247,920	260,906	247,070	217,173
Furniture & Equipment	770,400	1,272,400	1,272,400	399,924
Computer Equipment	512,000	9,000	9,000	520,097
Prof. & Paraprofessionals - Salaries & Benefits	8,112,000	6,634,200	6,342,200	5,895,484
Prof. & Paraprofessionals - Supplies & Equipment	122,400	129,400	129,400	93,732
Workshops	54,500	61,242	58,000	69,496
Subtotal Classroom	\$ 50,870,020	\$ 47,273,555	\$ 46,590,270	\$ 44,560,473
NON CLASSROOM				
Consultants - Salaries & Benefits	1,258,000	1,231,700	1,222,500	1,173,660
Consultants - Supplies & Services	61,600	62,964	62,964	56,584
Subtotal Consultants	\$ 1,319,600	\$ 1,294,664	\$ 1,285,464	\$ 1,230,245
Total Special Education expenses	\$ 52,189,620	\$ 48,568,219	\$ 47,875,734	\$ 45,790,717

Halton Catholic District School Board
Board Administration and Governance Expenditures
2018/2019 Budget Estimates

Appendix A-5

	2018/2019 Budget Estimates (in PSAB Format)	2017/2018 Revised Estimates (in PSAB Format)	2017/2018 Budget Estimates (in PSAB Format)	2016/2017 Actuals (in PSAB Format)
Governance /Trustees	\$ 213,800	\$ 205,800	\$ 212,800	\$ 176,825
Directors and Supervisory Officers				
Salaries & Benefits (Note 1)	1,759,000	1,757,400	1,761,032	1,657,373
Supplies & Services	118,700	197,850	152,850	123,972
Furniture & Equipment	7,900	9,395	8,900	2,654
Other Expenditures	59,500	20,350	20,350	9,742
Subtotal Directors and Supervisory Officers	\$ 1,945,100	\$ 1,984,995	\$ 1,943,132	\$ 1,793,741
Business and General Administration				
Salaries & Benefits	4,073,584	4,050,688	3,926,200	3,685,083
Supplies & Services	280,630	356,237	355,840	128,377
Furniture & Equipment	30,900	27,700	27,700	26,499
Fees & Contractual Services	492,120	786,617	581,117	522,777
Other Expenditures	213,067	234,233	226,417	231,813
Parent Engagement Expenses	27,000	38,752	38,752	33,693
Subtotal Business and General Administration	\$ 5,117,301	\$ 5,494,227	\$ 5,156,026	\$ 4,628,242
Human Resources				
Salaries & Benefits	1,791,000	1,686,700	1,569,450	1,529,128
Supplies & Services	90,709	80,409	80,409	73,256
Furniture & Equipment	9,500	9,500	9,500	3,449
Fees & Contractual Services	399,553	347,853	339,853	261,021
Other Expenditures	12,600	13,600	13,600	14,571
Subtotal Human Resources	\$ 2,303,362	\$ 2,138,062	\$ 2,012,812	\$ 1,881,425
Information Technology				
Salaries & Benefits	731,500	612,200	589,100	582,362
Supplies & Services	19,000	18,400	18,400	34,242
Furniture & Equipment	12,000	10,500	10,500	12,860
Other Expenditures	10,000	15,000	15,000	6,237
Subtotal Information Technology	\$ 772,500	\$ 656,100	\$ 633,000	\$ 635,701
Bank Financing Charges				
Operating interest and bank charges	50,000	57,280	57,280	38,856
Subtotal Bank Financing Charges	\$ 50,000	\$ 57,280	\$ 57,280	\$ 38,856
Operations & Maintenance				
Utilities	171,170	156,700	156,700	148,716
Building repairs and maintenance	105,000	103,000	103,000	111,230
Landscape and snow removal	33,000	33,000	33,000	34,021
Fire/Security/Monitoring	3,000	3,000	3,000	2,420
Waste Disposal	3,060	3,000	3,000	-
Contractual Services	64,000	64,000	64,000	63,457
Building Improvements				
Subtotal Operations & Maintenance	\$ 379,230	\$ 362,700	\$ 362,700	\$ 359,843
Total Board Administration	\$ 10,781,293	\$ 10,899,164	\$ 10,377,750	\$ 9,514,633

Note 1: Supervisory Officers funded by the Student Success, School Effectiveness, Indigenous Education and Early Years Lead allocations are now included within the Program Leadership Allocation which have been reallocated to Instruction (Appendix A-3).

Halton Catholic District School Board
Pupil Accommodation Expenses
2018/2019 Budget Estimates

Appendix A-6

	2018/2019 Budget Estimates (in PSAB Format)	2017/2018 Revised Estimates (in PSAB Format)	2017/2018 Budget Estimates (in PSAB Format)	2016/2017 Actuals (in PSAB Format)
School Operations				
Salaries & Benefits	10,089,000	10,238,500	10,181,700	9,437,716
Professional Development	26,160	21,160	21,160	24,623
Community Use of Schools	150,000	150,420	-	101,469
Utilities - Hydro	6,032,095	5,846,000	5,846,000	5,105,610
Utilities - Natural Gas	785,368	804,880	804,880	608,107
Utilities - Water & Sewer	693,000	630,000	630,000	561,913
Maintenance - Supplies and Materials	846,044	823,000	823,000	1,039,716
Travel & Mileage	108,640	66,800	66,800	84,390
Custodial equipment repairs	100,000	80,000	80,000	114,888
Creative playground equipment	27,586	20,000	20,000	9,230
Telephone	19,118	16,910	16,910	16,555
Plant Office	66,904	96,904	16,904	15,017
School Maintenance Services	7,662,698	7,211,739	7,562,721	6,859,862
Furniture & Equipment	78,000	78,000	78,000	32,763
Professional Fees	530,278	430,278	430,278	659,278
Contractual Services - Security, Fire, etc.	4,059,581	3,303,231	3,303,231	3,229,124
Insurance	608,075	608,075	608,075	551,241
Portables Set-ups/Moving Expenses	46,000	46,000	36,000	15,232
Continuing Education/ALC Operating Costs	60,953	200,982	-	228,843
Subtotal School Operations	\$ 31,989,500	\$ 30,672,879	\$ 30,525,659	\$ 28,695,576
New Pupil Places				
Portable Leases & Moving expenses	3,300,000	1,770,000	1,770,000	1,749,042
Subtotal New Pupil Places	\$ 3,300,000	\$ 1,770,000	\$ 1,770,000	\$ 1,749,042
Debt Charges				
Debt Charges-Permanent Financing of NPF	47,375	47,375	47,375	47,375
Subtotal Debt Charges	\$ 47,375	\$ 47,375	\$ 47,375	\$ 47,375
Other Debenture Payments				
LEIP - Debenture Interest	171,189	204,460	204,460	211,466
Turf Loan Interest	-	-	-	-
OSBFC Debenture Interest	4,182,502	4,518,342	4,518,342	4,833,452
OFA Debenture Interest	4,115,650	4,318,536	4,318,536	4,538,287
Subtotal Other Debenture Payments	\$ 8,469,341	\$ 9,041,338	\$ 9,041,338	\$ 9,583,205
Total Pupil Accommodation	\$ 43,806,216	\$ 41,531,592	\$ 41,384,372	\$ 40,075,198

Halton Catholic District School Board
Continuing Education/Adult Learning Centre Expenditures
2018/2019 Budget Estimates

	2018/2019 Budget Estimates (in PSAB Format)	2017/2018 Revised Estimates (in PSAB Format)	2017/2018 Budget Estimates (in PSAB Format)	2016/2017 Actuals (in PSAB Format)
Continuing Education				
Salaries & Benefits	5,547,643	5,189,010	5,192,266	5,276,438
Supplies and Services	288,671	258,630	243,444	210,130
Furniture & Equipment	26,700	26,686	22,000	48,345
Fees & Contractual Services	137,379	44,250	44,250	25,019
Renovations	212,670	-	-	268,942
ALC Leases/Rentals	1,150,390	1,045,952	1,045,952	980,695
Total Continuing Education	\$ 7,363,453	\$ 6,564,528	\$ 6,547,912	\$ 6,809,570

Halton Catholic District School Board
Transportation Expenditures
2018/2019 Budget Estimates

Appendix A-8

	2018/2019 Budget Estimates (in PSAB Format)	2017/2018 Revised Estimates (in PSAB Format)	2017/2018 Budget Estimates (in PSAB Format)	2016/2017 Actuals (in PSAB Format)
Transportation - General				
Salaries & Benefits	466,575	446,761	454,430	404,029
Supplies and Services	42,772	48,500	57,277	34,419
Furniture & Equipment	6,742	6,928	6,101	6,514
Fees & Contractual Services	127,570	79,282	118,062	107,507
Subtotal Transportation - General	<u>643,659</u>	<u>581,471</u>	<u>635,870</u>	<u>552,470</u>
Transportation - Home to School*	<u>8,747,962</u>	<u>7,261,507</u>	<u>7,347,873</u>	<u>6,782,607</u>
Total Transportation	<u><u>\$ 9,391,621</u></u>	<u><u>\$ 7,842,978</u></u>	<u><u>\$ 7,983,743</u></u>	<u><u>\$ 7,335,077</u></u>

* Includes \$700,000 to transport Assumption students to a temporary school site for the year

Halton Catholic District School Board
Other Provincial Grants
2018/2019 Budget Estimates

Appendix A-9

Grant Description	2018/2019 Original Budget Estimates	2017/2018 Revised Budget Estimates	2017/2018 Original Budget Estimates
A. Prkacin - EPO			
French As A Second Language		127,510	108,010
Ontario 150		11,404	
Early Development Instrument		47,030	
Early Years Leadership Strategy		175,098	95,130
Early Years Experience Collections		42,691	
Renewed Mathematics Strategy	540,986	468,986	468,986
	540,986	872,719	672,126
B. Browne - EPO			
Autism Support And Training		51,364	51,364
Mental Health Workers in Schools	347,756		
Ontario Autism Program		158,907	136,889
	347,756	210,271	188,253
C. McGillicuddy - EPO			
Specialist Highskills Major (SHSM) Special Funding	199,543		
Re-Engagement 12 & 12+		8,947	
Gap Closing for Grade 7-12		29,688	
Ensuring Equitable Access		43,225	
Experiential Learning	157,603		
	357,146	81,860	-
C. Cipriano-EPO			
Parents Reaching Out (PRO)		46,255	
Parents Reaching Out - Regional		12,500	
Teacher Learning & Leadership Program		111,475	
	-	170,230	-
L. Naar-EPO			
Innovation in Learning Fund	108,111	109,500	
	108,111	109,500	-
T. Pinelli-EPO			
Safe, Equitable And Inclusive Schools	182,789	91,179	91,179
	182,789	91,179	91,179
J. O'Hara - EPO			
Transitional Support-MOU		66,397	66,000
	-	66,397	66,000
R. Merrick - EPO			
Outreach Coordinator	73,600	73,600	73,600
	73,600	73,600	73,600
Sub-total	\$ 1,610,388	\$ 1,675,756	\$ 1,091,158
O.Y.A.P GRANT	107,950	99,949	99,949
Province Of Ontario-Citizenship	1,273,900	1,186,000	1,186,000
LBS Grants	128,830	80,120	97,900
PBLA 1X Funding		25,751	
Modular E-Learning	400,000		
Province Of Ontario-HOME		411,347	318,739
Human Rights Equity Advisor	85,215		
Supporting Schools - Recreational Cannabis Legalization	33,600		
Sub-total	\$ 2,029,495	\$ 1,803,167	\$ 1,702,588
Total Other Provincial Grants per A-1	\$ 3,639,883	\$ 3,478,923	\$ 2,793,746

Halton Catholic District School Board
Summary of Expenses by Expense Type
2018/2019 Budget Estimates

Appendix B

	2018/2019 Budget Estimates	% of total budget	\$ increase (from 17/18 to 18/19)	% increase (from 17/18 to 18/19)	2017/2018 Revised Estimates	% of total budget	2016/2017 Actuals	% of total budget
Operating								
Salary & Wages	281,199,914	73.9%	12,500,812	4.7%	268,699,102	74.4%	255,734,243	74.7%
Employee Benefits	46,817,424	12.3%	2,068,912	4.6%	44,748,512	12.4%	43,208,881	12.6%
Total Salaries and Benefits	328,017,338	86.2%	14,569,724	4.7%	313,447,614	86.8%	298,943,124	87.3%
Professional Development	1,133,901	0.3%	102,909	10.0%	1,030,992	0.3%	863,615	0.3%
Supplies & Services (Appendix B-1)	28,216,899	7.4%	1,161,115	4.3%	27,055,784	7.5%	23,725,918	6.9%
Replacement Furniture & Equipment	2,500	0.0%	-	0.0%	2,500	0.0%	11,129	0.0%
Operating Interest	50,000	0.0%	(7,280)	-12.7%	57,280	0.0%	38,856	0.0%
Rentals & Leases	4,135,601	1.1%	1,584,038	62.1%	2,551,563	0.7%	2,547,666	0.7%
Fees & Contractuals (Appendix B-2)	17,067,548	4.5%	2,134,950	14.3%	14,932,598	4.1%	14,119,061	4.1%
Other	955,933	0.3%	124,580	15.0%	831,353	0.2%	1,006,237	0.3%
ALC Lease/Rentals	1,150,390	0.3%	104,438	10.0%	1,045,952	0.3%	980,695	0.3%
Total Other Operating	52,712,772	13.8%	5,204,750	11.0%	47,508,022	13.2%	43,293,177	12.7%
Total Operating	380,730,110	100.0%	19,774,474	5.5%	360,955,636	100.0%	342,236,301	100.0%
Capital								
Debt Charges & Interest	47,375	0.6%	-	-	47,375	0.5%	47,375	0.4%
Turf Loan Interest Payments		0.0%	-	-		0.0%	-	0.0%
OSBFC Debenture Interest Payments	4,182,502	49.1%	(335,840)	-7.4%	4,518,342	49.7%	4,833,452	45.7%
OFA Debenture Interest Payments	4,286,839	50.3%	(236,157)	-5.2%	4,522,996	49.8%	4,749,753	44.9%
Total Capital	8,516,716	100.0%	(571,997)	-6.3%	9,088,713	100.0%	9,630,580	100.0%
PSAB Adjustments								
School Generated Funds	13,000,000	43.8%	-	0.0%	13,000,000	44.2%	12,558,140	3.7%
Amortization expenses	17,337,861	58.4%	306,674	1.8%	17,031,187	57.9%	16,637,595	4.9%
Increase in Employee Future Benefits	(458,218)	-1.5%	-	-	(458,218)	-1.6%	(458,219)	-1.6%
(Decrease) in Accrued Interest on Debenture	(176,450)	-0.6%	(9,345)	5.6%	(167,105)	-0.6%	(158,751)	-0.6%
	(634,668)	-2.1%	(9,345)	1.5%	(625,323)	-2.1%	(616,970)	-2.2%
Total PSAB Adjustments	29,703,193	100.0%	297,329	1.0%	29,405,864	100.0%	28,578,765	8.4%
Total expenses	\$ 418,950,019	100.0%	19,499,806	4.9%	\$ 399,450,213	100.0%	\$ 380,445,646	100.0%

Supplies and Services
2018/2019 Budget Estimates

Description	2018/2019 Budget Estimates	2017/2018 Revised Estimates	2016/2017 Actual
Advertising	\$ 63,686	\$ 223,540	\$ 81,352
Application Software	93,909	87,909	69,158
Asphalt/Concrete	100,000	100,000	92,235
Assoc. & Membership Fees-Board	4,000	4,000	3,672
Audio Visual Materials	151,500	135,500	150,196
Automobile Reimbursement	531,708	484,269	443,328
Copying Instructional	427,600	368,600	245,038
Convention/Conferences	3,500	22,500	-
Field Trips	585,395	730,014	674,095
Instructional Materials	2,232,930	2,504,007	1,155,836
Instructional Supplies	2,397,866	1,727,670	2,965,738
Library Books	298,920	294,120	180,827
Maintenance Supplies & Services	7,980,306	7,350,943	7,151,924
Miscellaneous	103,500	94,500	62,224
Non-Capital Furniture & Equipment	2,055,832	2,019,835	2,844,623
Office Supplies & Services	95,247	215,241	211,009
Other Travel Expense	11,900	10,300	20,139
Other Strategic Communication	4,150	4,150	6,244
Periodicals	32,100	32,350	37,599
Plant Operations Supplies	861,344	838,000	1,047,691
Postage	18,586	22,360	32,901
Printing & Photocopying	236,873	267,594	319,838
Recruitment Of Staff	30,720	30,720	8,786
Repairs	295,760	284,574	268,385
SGF Reimbursements	-	-	(2,198,921)
Telecommunications	519,432	533,242	607,101
Textbooks & Learning Materials	1,192,787	1,055,284	622,150
Utilities - Electriciy	6,300,898	6,106,482	5,350,489
Utilities - Heating (Gas & Other)	803,188	821,080	623,991
Utilities - Water & Sewage	704,000	640,000	572,548
Vehicle Maintenance & Supplies	70,262	38,000	53,770
Waste Disposal	9,000	9,000	21,952
	<u>\$ 28,216,899</u>	<u>\$ 27,055,784</u>	<u>\$ 23,725,918</u>

Halton Catholic District School Board
Fees and Contractual Expenses
2018/2019 Budget Estimates

Appendix B-2

Description	2018/2019 Budget Estimates	2017/2018 Revised Estimates	2016/2017 Actuals
Audit Fees (Appendix B-3)	\$ 92,041	\$ 79,419	\$ 93,809
Legal Fees (Appendix B-3)	363,969	263,380	220,677
Other Professional Fees* (Appendix B-3)	671,341	604,497	742,597
Other Contractual Services** (Appendix B-3)	1,256,387	1,533,074	1,334,894
Contractual Custodial Services	3,689,840	2,993,731	2,916,218
Contractual-Waste Disposal	259,350	247,000	183,620
Miscellaneous	155,900	135,900	111,906
Transportation	8,756,652	7,340,789	6,890,114
Temporary Assistance	77,500	42,500	84,509
Courier	136,800	133,550	107,373
Software Fees & Licenses	863,233	824,223	766,893
Hardware Maintenance	110,000	100,000	97,188
Insurance	634,535	634,535	569,262
	<u>\$ 17,067,548</u>	<u>\$ 14,932,598</u>	<u>\$ 14,119,061</u>

*Including Plant & Maintenance Professional fees of \$498,000, HR fees for grievances/negotiations of \$35,000, Performance Appraisal Tool \$45,000, and Special Education psychological assessment fees of \$50,000.

** Including commissionaires expenses (School Services) of \$300,000, employee assistance program (Human Resources) of \$150,000, Ceridian fee (Payroll Services) of approximately \$151,000, infrastructure and cabling services (IT) for \$135,000, and Halinet/CanCopy (Curriculum Services) \$125,000.

Halton Catholic District School Board
Audit, Legal, Professional and Contractual Expenses
2018/2019 Budget Estimates

Appendix B-3

Description	2018/2019 Budget Estimates	2017/2018 Revised Estimates	2016/2017 Actuals
Audit Fees:			
<i>Board</i>	75,000	75,000	83,376
<i>Transportation</i>	7,041	4,419	6,433
<i>Literacy & Basic Skills</i>	6,000	-	-
<i>OYAP</i>	4,000	-	4,000
Legal Fees:			
<i>Human Resources (Note 1)</i>	260,000	160,000	149,999
<i>Director's Office</i>	45,000	45,000	45,145
<i>Special Education</i>	23,000	23,000	12,633
<i>Facilities (Note 2)</i>	20,000	9,000	-
<i>Planning (Note 3)</i>	3,100	12,500	7,734
<i>Miscellaneous</i>	12,869	13,880	5,166
Other Professional Fees:			
<i>Facilities (Note 4)</i>	498,366	398,366	633,126
<i>Human Resources (Note 5)</i>	93,791	83,791	32,561
<i>Special Education</i>	50,000	65,000	43,095
<i>Business Services</i>	15,000	8,000	22,659
<i>Transportation</i>	11,497	11,497	11,156
<i>Planning (Note 3)</i>	1,000	37,217	-
<i>Miscellaneous</i>	1,687	626	-
	<u>\$ 1,127,351</u>	<u>\$ 947,296</u>	<u>\$ 1,057,083</u>

Note 1: Legal fees incurred for grievances, arbitrations, and legislative changes.

Note 2: Legal fees for central table arbitrations.

Note 3: Excludes legal and professional fees related to site preparation and EDC by-law amendments and renewals, as they are funded with EDC revenues and capitalized. These costs totaled \$251,000 in 2016-17 and \$284,000 to date in 2017-18.

Note 4: Professional fees for architectural, engineering, planning and consulting services related to school facilities.

Note 5: Professional fees for grievances, arbitrations, negotiations, functional assessments and accommodations.

Halton Catholic District School Board
Average Daily Enrolment (ADE)
2018/2019 Budget Estimates

	2018/2019 ORIGINAL ESTIMATES				2017/2018 REVISED ESTIMATES				2017/2018 ORIGINAL ESTIMATES				
	Projected FTE Oct 31/17	Projected FTE Mar 31/18	Projected ADE	% Change	Actual FTE Oct 31/17	Projected FTE Mar 31/18	Revised ADE	% Change	Projected FTE Oct 31/17	Projected FTE Mar 31/18	Original ADE	2016/2017 Actual ADE	% Change
JK	2,019.00	2,033.00	2,026.00	-2.9%	2,084.00	2,089.00	2,086.50	2.1%	2,043.00	2,043.00	2,043.00	2,048.00	-1.8%
SK	2,171.00	2,182.00	2,176.50	1.1%	2,150.00	2,156.00	2,153.00	0.2%	2,148.00	2,148.00	2,148.00	2,194.00	-0.1%
Gr. 1 to 3	6,925.00	6,969.00	6,947.00	-0.4%	6,961.00	6,988.00	6,974.50	1.0%	6,898.00	6,916.00	6,907.00	6,903.00	6.0%
Gr. 4 to Gr. 8	11,630.00	11,682.00	11,656.00	1.5%	11,468.00	11,507.00	11,487.50	0.3%	11,437.00	11,470.00	11,453.50	11,242.00	2.8%
Elementary Day School Enrolment	22,745.00	22,866.00	22,805.50	0.5%	22,663.00	22,740.00	22,701.50	0.7%	22,526.00	22,577.00	22,551.50	22,387.00	3.0%
Secondary Day School Enrolment	12,374.23	12,121.96	12,248.10	7.3%	11,551.21	11,279.52	11,415.37	1.2%	11,421.72	11,135.19	11,278.46	10,741.48	8.4%
Total Day School ADE	35,119.23	34,987.96	35,053.60	2.7%	34,214.21	34,019.52	34,116.87	0.8%	33,947.72	33,712.19	33,829.96	33,128.48	4.7%

Notes: ADE - Average Daily Enrolment
FTE - Full Time Equivalent
Average Daily Enrolment (ADE) is based on 50% of March 31 FTE plus 50% Oct 31 FTE
% change equals the increase (decrease) in ADE from the prior year, or prior cycle

Halton Catholic District School Board
Capital Budget
2018/2019 Budget Estimates

			Funding Sources								
Expenses	Total Estimated Project Budget	Total 2017/2018 Capital Expenses	Capital Priorities	Child Care Capital	Child and Family Centre	Full Day Kindergarten	School Condition Improvement	School-First Child Care Capital Retrofit	School Renewal	Other*	Total Funding
St. Scholastica CES - New School	13,668,474	13,668,474									-
St. Nicholas (Oakville South Central Consolidation)	11,427,716	200,000	5,067,272							2,934,820	8,002,092
St. Mark Addition	3,667,880	3,057,013	610,867	1,057,013.00							1,667,880
Bishop Reding CSS Addition	20,130,036	-	16,027,622								16,027,622
St. Michael CES Addition	3,122,284	-	1,579,522	1,542,762.00							3,122,284
St. Peter CES Childcare	2,571,270	-		2,571,270.00							2,571,270
Assumption CSS Renovation	14,000,000	-								14,000,000	14,000,000
School Improvement Projects	9,341,599	10,476,000					2,200,000		500,000		2,700,000
											-
											-
TOTAL	77,929,259	27,401,487	23,285,283	5,171,045	-	-	2,200,000	-	500,000	16,934,820	48,091,148

* Includes POD, Reserve, Community Use, Rural and Northern Education Funding

**GSN Calculations
2018-19 Budget Estimates**

	2018/2019 Original Budget	% Change from 2017/2018 Revised Estimates	2017-18 Revised Budget	2017-18 Original Budget	2016-17 Actuals
Enrolment Forecast - JK/SK	4,202.50	-0.87%	4,239.50	4,191.00	4,242.00
- 1 to 3	6,947.00	-0.39%	6,974.50	6,907.00	6,903.00
- 4 to 8	11,656.00	1.47%	11,487.50	11,453.50	11,242.00
Enrolment Forecast - Elementary	22,805.50	0.46%	22,701.50	22,551.50	22,387.00
- Secondary	12,248.10	7.29%	11,415.37	11,278.46	10,741.48
	35,053.60	2.75%	34,116.87	33,829.96	33,128.48
Pupil Foundation Grant - JK/SK	26,700,079	0.79%	26,490,347	26,187,295	25,882,648
Pupil Foundation Grant - 1 to 3	39,730,588	0.60%	39,492,897	39,110,680	38,494,994
Pupil Foundation Grant - 4 to 8	56,782,787	3.63%	54,791,699	54,629,530	52,215,380
Pupil Foundation Grant - 7 to 8: Preparing for success in High School	999,287	NEW			
Pupil Foundation Grant - Secondary	72,931,801	8.66%	67,119,293	66,314,300	62,217,123
Total Pupil Foundation Allocation	197,144,542	4.92%	187,894,236	186,241,806	178,810,145
School Foundation Grant - Elementary	15,013,924	1.18%	14,838,715	14,772,005	14,527,460
School Foundation Grant - Secondary	7,984,733	7.25%	7,444,671	7,378,392	7,037,799
Additional Compensation for Principals & Vice Principals	193,401	-12.95%	222,175	222,175	153,827
Total School Foundation Allocation	23,192,058	3.05%	22,505,561	22,372,572	21,719,086
SEPPA - JK to Grade 3	11,024,849	0.75%	10,942,285	10,829,095	10,586,301
SEPPA - Grade 4 to 8	8,853,198	2.82%	8,610,111	8,584,627	8,202,388
SEPPA - Secondary	6,142,055	8.72%	5,649,467	5,581,710	5,175,997
Special Education Equipment Amount	1,675,470	2.06%	1,641,653	1,481,295	1,574,919
Special Incidence Portion	1,300,000	0.00%	1,300,000	983,000	1,259,104
Differentiated Special Education Needs Amount (DSENA)	15,761,527	2.31%	15,405,825	15,405,825	15,145,528
Multidisciplinary Teams Amount	722,793	NEW			
Behavioural Expertise	243,607	31.44%	185,336	184,504	179,443
Total Special Education Allocation	45,723,499	4.55%	43,734,677	43,050,056	42,123,680
Total Language Allocation	8,399,633	8.40%	7,748,498	7,685,129	7,305,348
Total Learning Opportunities Allocation	5,964,451	-5.05%	6,281,544	6,340,541	2,835,212
Total Continuing Education and Other Programs Allocation	2,214,282	3.84%	2,132,488	2,145,881	2,227,997
Total Teacher Qualification and Experience Allocation	26,496,788	4.73%	25,300,366	25,481,546	25,751,433
ECE Q&E Allocation	2,450,103	8.15%	2,265,452	2,315,538	2,187,841
New Teacher Induction Program (NTIP)	312,869	18.16%	264,780	264,780	254,284
Restraint Savings	(140,878)	0.00%	(140,878)	(140,878)	(140,878)
Total Transportation Allocation	8,085,987	7.16%	7,545,376	7,340,624	7,206,378
Total Administration and Governance Allocation	10,556,364	11.71%	9,449,713	9,347,208	8,994,134
Total School Operations Allocations	33,926,832	4.85%	32,358,897	32,102,777	31,162,956
Community Use of Schools	460,344	3.30%	445,632	445,632	422,752
First Nations, Metis and Inuit Education Supplement	264,238	-24.16%	348,400	303,414	348,036
Safe Schools	596,876	4.57%	570,799	565,905	545,065
Rural and Northern Education Allocation	54,093	2.25%	52,902	-	-
Permanent Financing of NPF	47,375	0.00%	47,375	47,375	47,375
TOTAL: OPERATING	365,749,456	4.86%	348,805,818	345,909,906	331,800,844
Deduct:					
Minor TCA	(9,143,736)	4.86%	(8,720,145)	(8,647,748)	(8,295,021)
Add:					
Temporary Accommodations - Portable Leasing					
Trustees' Association Fee	43,017	0.00%	43,017	43,017	43,017
TOTAL OPERATING ALLOCATION	356,648,737	4.86%	340,128,690	337,305,175	323,548,840
Capital Grants	30,656,328	61.30%	19,006,297	16,051,627	12,130,824
Minor TCA	9,143,736	4.86%	8,720,145	8,647,748	8,295,021
School Renewal Allocation	4,565,509	3.12%	4,427,352	4,398,357	4,345,496
School Condition Improvement					
Temporary Accommodations - Capital	3,358,000	93.54%	1,735,000	1,735,000	1,729,000
Retrofitting School Space for Child Care					-
Short Term Interest on Capital					169,141
Capital Debt Support - Interest Portion	8,025,635	-6.09%	8,546,061	8,546,061	9,039,007
TOTAL CAPITAL ALLOCATION	55,749,208	31.38%	42,434,855	39,378,793	35,708,489
TOTAL FUNDING ALLOCATION	\$ 412,397,945	7.80%	\$ 382,563,545	\$ 376,683,968	\$ 359,257,329

Halton Catholic District School Board
2018-19 Budget Estimates Schedule

Date	Completed	Item	Description of Activity
September 18th	✓	Ministry Memorandum 2017:SB28	District School Board Enrolment Projections for 2018-19 to 2021-22 memorandum issued
October 17th	✓	ADM Memorandum	Ministry invitation to Education Funding consultation sessions
November 1st	✓	Provincial Consultation (Regional Symposium)	Ministry consultation on 'Education Funding'
November 24th	✓	Ministry Memorandum 2017:SB28	District School Board Enrolment Projections for 2018-19 to 2021-22 submitted to the Ministry
January 22nd	✓	Budget Estimates Schedule & Objectives	Discuss 2018-19 Budget Estimates Schedule & Objectives at Administrative Council
February 2nd	✓	Budget Process Memorandum	Distribute the 2018-19 Budget Process Memorandum to Superintendents, Administrators, Managers
February 2nd	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments
February 6th	✓	Budget Estimates Schedule & Objectives	Present 2018-19 Budget Estimates Schedule & Objectives and Provincial Consultation to the Board
February 14th	✓	Public Consultation (Online Survey)	Open online survey on 2018-19 Budget Estimates Process
February 16th	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
February 26th	✓	Public Consultation (Online Survey)	Close online survey on 2018-19 Budget Estimates Process
February 26th	✓	Budget Update	Budget Estimates Update (Administrative Council) / Approval of Program Enhancements
February 28th	✓	Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 1st	✓	Budget Survey	Review and collate results of online budget survey
March 6th	✓	Budget Update	Present the Board of Trustees the results of the Online Survey
March 7th	✓	Trustee Budget Consultation Session	2018-19 Budget Estimates: Trustee/Senior Staff Budget Consultation Session
March 19th	✓	Townhall Budget Consultation Session	Discuss upcoming budget
March 26th	✓	Ministry Memorandum 2018:B006	Release of the Grants for Student Needs (GSN)
March 30th	✓	School Budgets	Development of School Budgets Based on Forecasted Enrolment
March 30th	✓	Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2018-19 Budget)
April 3rd	✓	Budget Update	Budget Estimates Update (Administrative Council) / Prioritization of New Initiatives
April 3rd	✓	Ministry Memorandum 2018:B06	Board Report - Release of the Grants for Student Needs (GSN)
April 13th	✓	Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 20th	✓	Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 20th	✓	Salary and Benefits Budget	Receive FTE staffing confirmations (by this date)
April 27th	✓	Salary and Benefits Budget	Complete Salary and Benefits Budget
April 27th	✓	Ministry GSN Projections	Board Report - Update on the Release of the Grants for Student Needs (GSN)
April 27th	✓	Release of EFIS Forms and Technical Paper	Release of EFIS Forms and Instructions and GSN Technical Paper
May 7th	✓	Budget Update	Budget Estimates Update (Administrative Council)
May 14th	✓	Budget Update	Budget Estimates Update (Administrative Council)
May 15th	✓	Budget Update	Present the Board of Trustees with a Budget Update
May 28th	✓	Budget Consultation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
June 4th	✓	Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 5th	✓	Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board
June 11th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 19th		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 22nd		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 29th		Ministry Memorandum 2018:B06	Submission of Budget Estimates to the Ministry (EFIS)
June 29th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

Note 1: Items highlighted "yellow" are to be confirmed in terms of date or title.

Note 2: Items highlighted in "green" are Board meetings.

Approved School Educational Trips

ALL PROPOSED TRIPS HAVE BEEN REVIEWED PRIOR TO APPROVAL, AND ARE CONSISTENT WITH BOARD POLICY

Dated: Tuesday, June 5, 2018

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Vincent CES, Oakville	7	26	Camp Tanamakoon Huntsville, ON	Our trip to Camp Tanamakoon has been carefully planned to encourage the social, emotional and physical development of the students. The activities that students will participate in focus on both academic and recreational pursuits; both facets encourage independence and self-confidence while at the same time emphasizing the growth of social skills through the development of group living and learning. There are scheduled times for reflection and prayer every day as students discuss their shared experiences with each other.	Monday, September 24 – Friday, September 28, 2018	~\$390.00
Lumen Christi CES, Milton	7	56	Camp Brebeuf, Rockwood, ON	Through series of curriculum based activities, a liturgy and daily prayers the trip will enhance and supplement Confirmation Preparation, the grade 7 Religion, Physical Education, and Dramatic Arts program, while building leadership skills. Additionally, developing learning skills, such as the importance of effective communication and listening skills, the ability to work together and cooperate with one another to accomplish a common goal, while growing in confidence and self-worth will further benefit the participating students.	Tuesday, September 18 – Wednesday, September 19, 2018	~\$85.00
Lumen Christi CES Milton	8	31	Ottawa, ON	This trip will provide the students from Lumen Christi CES an opportunity to observe the historical, religious, cultural and political attributes of Ottawa. Students will tour Parliament Hill, the Supreme Court of Canada, the Canadian War Museum, as well as taking a guided walking tour of the city. The students and staff will participate in daily prayers and attend Mass at Notre Dame Basilica.	Tuesday, October 2 – Thursday, October 4, 2018	~\$600.00

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Jean Vainer CSS, Milton	11-12	40-44	Ontario Student Leadership Conference, Niagara Falls, ON	The Ontario Student Leadership Conference brings together the best variety of thought leaders, entertainers, speakers and educators, who take time to meet, teach and speak with our youth. The students attending are mentors and students of service. This leadership conference provides a unique opportunity for students to truly understand servant leadership and what it means to be able to help others. Students will leave after 11:00 am on Sunday giving them time to attend morning mass. Students and staff will participate in morning and evening prayers.	Sunday, November, 4 – Thursday, November, 8, 2018	~\$305.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Christ the King CSS Georgetown	9-12	20-40	Saint-Donat, QC	This trip allows the students of Christ the King to fully participate in day-to-day life as a Francophile, through the use of the French language. Students will participate in a wide array of activities, from outdoors activities, to the arts, and they will fully immerse themselves in the French language and francophone culture. They will see the Church as the focus of the community, standing tall in the middle of the village. Staff and students will participate in prayer and reflection daily and will challenge themselves to see how they fit in a francophone world and how French fits with their lives.	Wednesday, February 6 – Saturday, February 9, 2019	~\$695.00
Corpus Christi CSS Burlington	9-12	20	Windsor, ON	Senior Girls Soccer team will be participating in the Provincial Championships in Windsor. The focus of religious values of the tournament is based on the common good. As individuals and as a team, in a social setting, we will respect ourselves, one another, our opponents, referees and all the people that we come in contact with throughout the weekend. During competition, it is a team practice to pray the Our Father prior to each game. Before each shared meal and at the Banquet we will pray Grace before meals. It is the expectation students will attend Mass with their families on Saturday or Sunday when they return.	Wednesday, June 6 – Saturday, June 9, 2018	~\$150.00
Corpus Christi CSS Burlington	9-12	19	Windsor, ON	Senior Boys Soccer team will be participating in the Provincial Championships in Windsor. The focus of religious values of the tournament is based on the common good. As individuals and as a team, in a social setting, we will respect ourselves, one another, our opponents, referees and all the people that we come in contact with throughout the weekend. During competition, it is a team practice to pray the Our Father prior to each game. Before each shared meal and at the Banquet we will pray Grace before meals. It is the expectation students will attend Mass with their families on Saturday or Sunday when they return.	Wednesday, June 6 – Saturday, June 9, 2018	~\$150.00

INFORMATION REPORT

ITEM 10.3

**HALTON STUDENT TRANSPORTATION SERVICES (HSTS)
ANNUAL HOME TO SCHOOL TRANSPORTATION REVIEW**

PURPOSE:

To provide the Halton Student Transportation Services (HSTS) Annual Home to School Transportation Review, indicating transportation service changes for the 2018-2019 school year.

BACKGROUND:

1. Information Report 10.5, "Halton Student Transportation Services (HSTS) Annual Home to School Transportation Review, from the June 6, 2017 Regular Board Meeting.

COMMENTS:

Attached is the HSTS Annual Home to School Transportation Review report for the 2017-2018 school year (HSTS Report # 2018-05 – attached as Appendix A).

Section 2 'Halton Catholic District School Board' (HCDSB) of the HSTS report indicates the removal of transportation services by municipality.

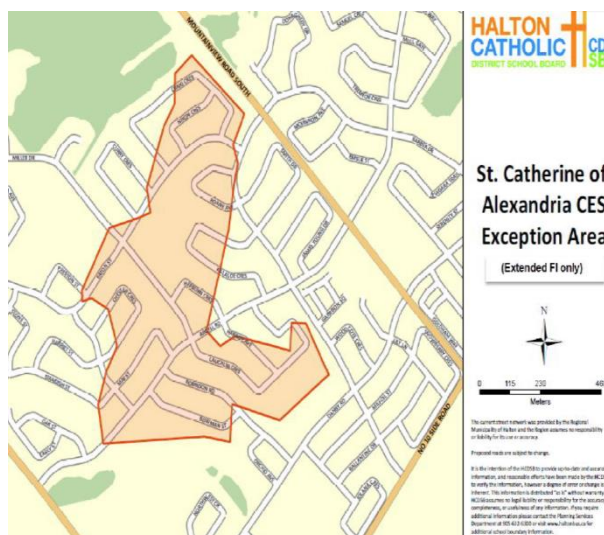
For September 2018, there is one (1) exemption area that has been removed from the Town of Halton Hills. From the HSTS Report #2017-06 presented as part of the Information Report 10.5 from the June 6, 2017, Regular Board Meeting, the exemption area removed is listed below.

1. St. Catherine of Alexandria Catholic Elementary School:

Students attending St. Catherine of Alexandria CES who reside east of Mountainview Road have been transported to St. Catherine of Alexandria CES due to the lack of adult crossing guard assistance at the intersection of Mountainview Road and Argyll Road.

The Town of Halton Hills has approved and placed an adult crossing guard at this intersection to provide assistance for students in this area. Since the crossing guard is in place, the transportation exemption was eliminated for September 2018 so as to ensure that the crossing guard is not removed.

There are currently 3 students whose eligibility will change to non-transported when the exemption is removed.



Other Exemptions:

Sections 3.1, 3.2, 3.3, and 3.4 address transportation policy exemptions by municipality, which are to be introduced or will remain in place for the 2018-2019 school year.

There is a total of two (2) new policy exemptions that will be introduced for the 2018-2019 school year in the Town of Oakville and the Town of Milton as a result of a school closure and the opening of a new school, respectively.

In Section 3.2, a new exemption area was created for Our Lady of Peace CES, as a result of St. John Catholic Elementary School's closure for September 2018. The exemption is comprised of the area west of Neyagawa Street. This area was also an exemption area of the former St. John Catholic Elementary School.

In Section 3.3, a new exemption area was created for the new St. Scholastica CES. This area was previously transported to St. Benedict CES, but is now within the 1.6 kilometre walking distance of the new school. The exemption is comprised of the area west of Bronte Street South.

Both of the above exemptions are expected to remain in place in perpetuity given the nature of the crossing for elementary school aged students.

CONCLUSION:

Based on the HCDSB Transportation Policy II-24 and the implementation of the HSTS proposed transportation service changes, there are two (2) new HCDSB policy exceptions introduced for the 2018-2019 school year. Remaining policy exemptions, as defined in the report, will also remain in place for the upcoming school year.

All new residential developments will continue to be reviewed by HSTS staff and any transportation issues will be addressed accordingly. Traffic and safety hazards in established areas will continue to be monitored by HSTS staff and reviewed with the municipalities.

Recommendations will be based on improvements to walking routes and accessibility for pedestrian traffic to meet policy requirements. Where such improvements occur during the school year, changes in the provision of transportation services are not made until the beginning of following school year.

REPORT PREPARED BY: F. THIBEAULT
SENIOR MANAGER, PLANNING SERVICES

REPORT SUBMITTED BY: R. NEGOT
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

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



Halton Student Transportation Services

Report # 2018-05
Information Report
REVISED

TO: HSTS Board of Directors

FROM: Karen Lacroix, General Manager

DATE: May 3, 2018

RE: Annual Home to School Transportation Review

PURPOSE:

In accordance with provisions of Halton District School Board's Transportation Policy and Halton Catholic District School Board Policy II-24 – Student Transportation, this report presents the Annual Home to School Transportation Review for the 2017-2018 school year. As outlined in HSTS Operating Procedure HS-1-008, Transportation Eligibility Reassessment, HSTS shall provide an annual overview of the existing policy exemptions and make recommendations for their removal or continuance. Included in this report for information purposes only, is the list of schools provided transportation based on the criteria outlined in HSTS Operating Procedure HS-1-003, Eligibility Factors.

BACKGROUND:

Each respective School Board's Home to School Student Transportation Policy states that transportation services may be provided for registered pupils residing within the Region of Halton based on the following criteria:

- distance from home to designated school;
- traffic or safety hazards (Transportation Eligibility Factors);
- for validated physical, emotional, and/or developmental reasons require transportation.

In order to provide a consistent level of service throughout the Region of Halton, every effort is made to apply the Board's transportation policy fairly and equitably. Providing transportation services to students that do not meet the distance criteria but for which the remaining two criteria as listed above are taken into consideration is defined as a **policy exemption**. These exemptions are reviewed on an annual basis and HSTS staff provide recommendations on the continuance or removal of these exemptions.

When transportation services are provided based on the criteria outlined in Operating Procedure HS-1-003 – Eligibility Factors, HSTS staff will monitor and review pedestrian facilities which may include infrastructure improvements, the placement of adult crossing guards by the municipality as well as new residential developments in order to provide recommendations for the continuance or removal of transportation. Local municipalities are responsible for the placement of adult crossing guards and may request assistance from school board planning staff and HSTS staff when determining the necessity of crossing guard assistance.

Updates to the GIS map in the HSTS transportation software are performed on a regular basis to reflect the latest parcel data. This data is received from the Ontario Road Network, Region of Halton and MPAC (Municipal Property Assessment Corporation) and includes all new properties, parks, walkways, etc. within the Region of Halton. When the GIS map update is completed, HSTS staff perform home to school distance reassessments in areas where new streets have been constructed and/or infrastructure improvements have occurred.

The report is divided into three sections:

- 1. Transportation Exemptions to be removed effective September 2018**
- 2. New Recommendations for Transportation Exemption Removal**
- 3. Remaining Transportation Policy Exemptions**

1. TRANSPORTATION EXEMPTIONS TO BE REMOVED EFFECTIVE SEPTEMBER 2018

1.1 Burlington

Florence Meares P.S.

Transportation has been provided to students attending Florence Meares Public School based on the following:

An error occurred several years ago which coincided with the opening of Berwick Drive and the transition from Edulog Software to Bus Planner software. The error is with the placement of the measurement point at the school; specifically, the point that should be located at the property line on the north side of the school on Berwick Drive is actually located at the property line on the south side of the school. The length of the Florence Meares P.S. property is approximately 130 meters. The inaccurate location of the measurement point has resulted in approximately 30 students being provided transportation services, all of whom reside within 1.6 km of the school (Appendix A).

The families of the affected students have been informed that the transportation boundary for their child's school was incorrect and that transportation will be eliminated in September 2018. A follow up letter will be sent in May 2018 reminding parents that transportation service will be eliminated for their child(ren) effective September 2018.

1.2 Halton Hills

Robert Little Public School

Transportation has been provided to students attending Robert Little Public School based on the following:

Historically, students residing less than the distance criteria who reside West of Main St. along Storey Dr./Kingham Rd (Appendix B) have been transported to Robert Little PS. This historical transportation boundary should have been reviewed and eliminated many years ago. It can be traced back to the fact that the bridge across the creek on the south side of the Robert Little P.S. property was under construction (or closed due to safety concerns). The Trustee at the time requested an exemption as the students would have had to walk out to Highway 7 and along a section of road that did not have sufficient pedestrian facilities at that time. There are currently 36 students being provided transportation, all of whom reside within 1.6 kilometers of the school.

The families of the affected students have been informed that their home is within 1.6 km of the school and that transportation will be eliminated in September 2018. A follow up letter will be sent in May 2018 reminding families of this change effective September 2018.

2. NEW RECOMMENDATIONS FOR REMOVAL OF EXISTING TRANSPORTATION EXEMPTIONS

2.1 Halton Hills

Ethel Gardiner Public School

Students who reside East of Mountainview Road and North of Argyll Road (Appendix C) have been transported to Ethel Gardiner P.S. as an adult crossing guard was not available to assist with the safe crossing of Argyll Drive/Mountainview Road. The Town of Halton Hills has approved and placed an adult crossing guard at the corner therefore transportation will be eliminated for the affected students commencing September 2018. There are currently 9 students whose eligibility will change to non-transported when the exemption is removed.

St. Catherine of Alexandria Catholic Elementary School (FI only)

Students attending St. Catherine of Alexandria CES who reside east of Mountainview Road have been transported to St. Catherine of Alexandria CES due to the lack of adult crossing guard assistance at the intersection of Mountainview Road and Argyll Road (Appendix D). The Town of Halton Hills has approved and placed an adult crossing guard at this intersection to provide assistance for students in this area. Since the crossing guard is already in place, it is recommended that the Board eliminate the transportation exemption commencing September 2018. There are currently 3 students whose eligibility will change to non-transported when the exemption is removed.

We do not recommend waiting until September 2019 to remove transportation service for students of St. Catherine of Alexandria CES and Ethel Gardiner P.S. as the Town may remove the adult crossing guard if the crossing is deemed to be underutilized.

3. REMAINING TRANSPORTATION POLICY EXEMPTIONS

The following lists identify the areas within various school boundaries that are currently provided transportation based on Eligibility Factors other than distance and have been identified as policy exemptions. These areas are located 1.6 kilometers or less from the Board designated elementary school or 3.2 kilometers or less from the Board designated secondary school.

3.1. BURLINGTON

HDSB SCHOOLS	POLICY EXEMPTION
Aldershot Elementary	North of 403
Aldershot HS	North of 403
Brant Hills PS	South side of Dundas Street
Bruce T Lindley PS	South side of Dundas Street
Charles R Beaudoin PS	Townhouse complex on south side of Dundas Street opposite Tim Dobbie Dr.
Clarksdale PS (FI only)	East of Guelph Line
Dr. F.J. Hayden SS	East of Appleby Line (sidewalk restriction on the south side of Dundas St.)
Dr. Frank J. Hayden SS	North of Hwy 407 and north of Dundas Street, west of Hwy 407 (rural area)
Florence Meares PS	West of Walkers Line
Glenview PS	North of Plains Road /West of Waterdown Rd
Kilbride PS	Kilbride St. West of Fredrick & East of Panton St.
Maplehurst PS	East of King Rd
Maplehurst PS (FI only)	East of King Rd, south of Plains Rd.
Mohawk Gardens PS	South of Lakeshore Road
Mohawk Gardens PS	East of Burloak Drive
Paul A Fisher PS	South side of Dundas Street
Pineland PS	South of Lakeshore Road
Pineland PS (FI only)	Appleby Line, north of New St.
Rolling Meadows PS (FI only)	East of Guelph Line
Tom Thomson PS (FI only)	East of Guelph Line
Tom Thomson PS (FI only)	North of Fairview Street

HCDSB SCHOOLS	POLICY EXEMPTION
Holy Rosary Burlington CES	East of King Rd
Notre Dame CSS	Rural area north of Dundas St/Hwy 407
Sacred Heart of Jesus CES (EFI)	North of Dundas, west of Walkers Line, south of Upper Middle Road
St. Elizabeth Seton CES	South of Upper Middle Road
St. Gabriel CES (FI only)	East of Guelph Line
St. John Burlington CES	West of Maple Avenue
St. Paul CES	West of Guelph Line
St. Raphael CES	South of Lakeshore Rd, Walkers Line

3.2. OAKVILLE

HDSB SCHOOLS	POLICY EXEMPTION
Abbey Lane PS	East of Dorval Dr
Brookdale PS	South of Lakeshore Road
Eastview PS	West side of Bronte Rd and North of Rebecca St
Eastview PS	West side of Bronte Rd and West of Bronte Creek
Emily Carr PS	South side of Dundas Street
Falgarwood PS	North of Upper Middle Road
Forest Trail PS	West of Third Line
Heritage Glen PS (FI)	North of Upper Middle Road
Montclair PS	Trafalgar Rd and White Oaks Blvd. area
Oakwood PS	South side of Rebecca Street, west of Thomas Street
Oodenawi PS (FI only)	South of Dundas Street
Pine Grove PS	South side of Rebecca Street, west of Dorval Drive
Pine Grove PS	South of Lakeshore Road
River Oaks PS	West side of Neyagawa Blvd.
River Oaks PS	North of River Glen Blvd., between Neyagawa Blvd. & Mowat Avenue
Sheridan PS	North of Upper Middle Road
Sunningdale PS	North of Upper Middle Road
T.A. Blakelock HS (FI only)	North of QEW
W.H. Morden PS	South side of Lakeshore Rd W
Iroquois Ridge HS	Ninth Line (under review pending infrastructure completion)
White Oaks HS (Essential only)	South of QEW

HCDSB SCHOOLS	POLICY EXEMPTION
Mother Teresa CES	East of Dorval Drive, south side of Upper Middle Road
Our Lady of Peace **NEW	West of Neyagawa (students redirected due to closure of St. John CES)
St. John Paul II CES	East of Third Line, south side of Dundas Street West
St. Andrew CES	East of Trafalgar Road
St. Bernadette CES	East of Third Line
St. Bernadette CES (FI only)	North of Upper Middle Road
St. Dominic CES	West of Bronte Creek & Valhalla Court
St. Gregory the Great CES	East of Sixth Line (under review pending infrastructure completion)
St. James CES	East of Kerr St and south of Lakeshore Rd W
St. Joseph Oakville CES	West of Third Line and North of Rebecca St.
St. Joseph Oakville CES	South of Rebecca St. and East of Third Line
St. Marguerite D'Youville CES	North of Upper Middle Rd, West of 8th Line
St. Mary CES	East of Bronte Road , South of Dundas St W
St. Mary CES (EFI)	East of Bronte Road, North of Upper Middle
St. Michael CES	Trafalgar Road and White Oaks Blvd. area

3.3 MILTON

HDSB SCHOOLS	POLICY EXEMPTION
Anne J. MacArthur PS (FI only)	West of Bronte Street, south of Louis St. Laurent
Boyne PS	West of Bronte Street
Boyne PS	East of Regional Road 25
Boyne PS	South of Boyne PS (under review pending infrastructure completion)
Brookville PS	East of Guelph Line, north of 15 Sideroad
Brookville PS	West of Guelph Line, North of 15 Sideroad
Craig Kielburger SS	Rural, South of Louis St. Laurent Blvd., east of James Snow Parkway
E W Foster PS (FI only)	East of Thompson Road
Escarpment View PS	North side of Main Street
Hawthorne Village PS	East of 4 th Line, north of Louis St. Laurent Blvd.–south end of Trudeau
Hawthorne Village PS	Rural, south of Louis St. Laurent Blvd.
JM Denyes PS	South of Laurier (if using adult crossing guard route exceeds 1.6 km)
JM Denyes PS	West of Bronte Street
Martin Street PS	South of Main St E, West of Ontario St S
Milton District HS	North and South of Main Street W and West of Tremaine Road
Viola Desmond PS **NEW	West of Bronte Street S
W.I. Dick PS	South of Main St.

HCDSB SCHOOLS	POLICY EXEMPTION
Bishop Reding CSS	East of James Snow Parkway, South of Hwy 401 (rural only)
Holy Rosary Milton CES	122 Bronte Street S
Holy Rosary Milton CES	East of Ontario St
Holy Rosary Milton CES	North of Steeles Ave
Jean Vanier CSS	Rural area south of Louis St. Laurent, rural area west of Tremaine Road
St. Anthony of Padua CES	South of Derry Road
St. Benedict CES	West of Bronte Street, south of Derry Road
St. Benedict CES (FI only)	West of Railway Crossing, north of Derry Road
St. Scholastica CES **NEW	West of Bronte Street S
Queen of Heaven CES	North side of Main Street and rural area west of Tremaine Road

3.4. HALTON HILLS

HDSB SCHOOLS	POLICY EXEMPTION
Acton District HS	Rural area surrounding Acton
Centennial PS (FI)	South of Hungry Hollow
George Kennedy PS	North of Guelph St
Georgetown HS	North & West of Georgetown – Rural Area
Glen Williams PS	Wildwood Road west of Oakridge Drive, rural
Glen Williams PS	South of Mountainview Road
Harrison PS	North of Guelph St & West of Maple Ave
Limehouse PS	Rural, all transported
McKenzie Smith Bennett PS	South of Queen Street and East of Churchill Road S-rural area
McKenzie Smith Bennett PS	Rural Area surrounding Acton
Park PS	East of Guelph Street
Park PS	South of Maple Avenue
Park PS	East side of Trafalgar Road, South of Princess Anne Drive
Pineview PS	Rural, all transported
Robert Little PS	Rural area surrounding Acton
Stewarttown PS	West of Trafalgar Road – rural area

HCDSB SCHOOLS	POLICY EXEMPTION
Christ the King CSS	North, East & West of Georgetown – rural area
St. Catherine of Alexandria CES	South of Sideroad 10
St. Brigid CES (FI)	Crossing Guard Position on Mountainview Rd.
Holy Cross CES	East of Mountainview Road and north of Maple Avenue
Holy Cross CES	Main Street, north of railway tracks
Holy Cross CES	South of Maple & south of Main St. S.
St. Joseph Acton CES	East of Main Street
St. Joseph Acton CES	Rural Area surrounding Acton

CONCLUSION

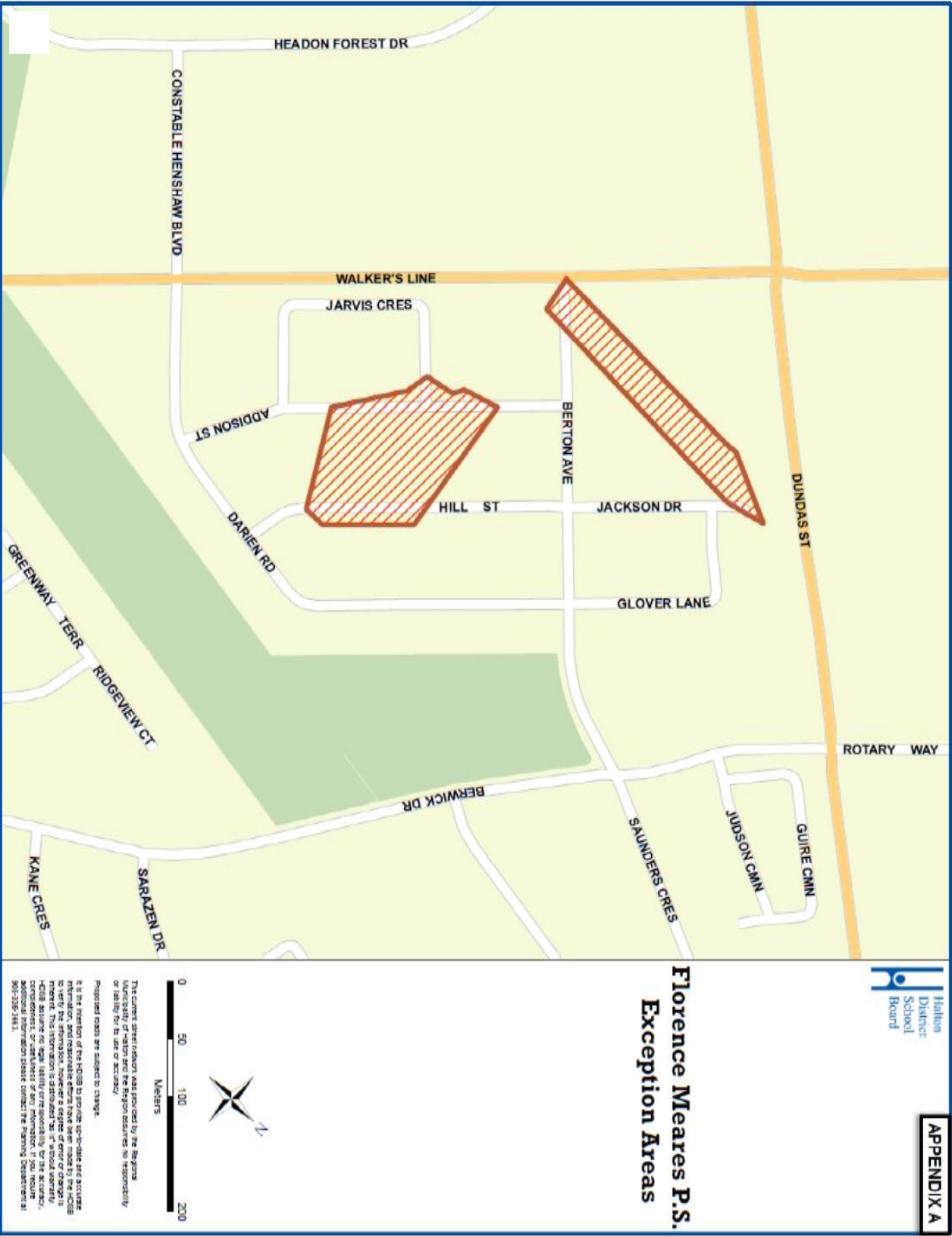
The Annual Home to School Transportation Report will be submitted to the HSTS Board of Directors recommending the continuance or removal of these exemptions based on HSTS Operating Procedures HS-1-003 Eligibility Factors and HS-1-008 Transportation Eligibility Reassessments

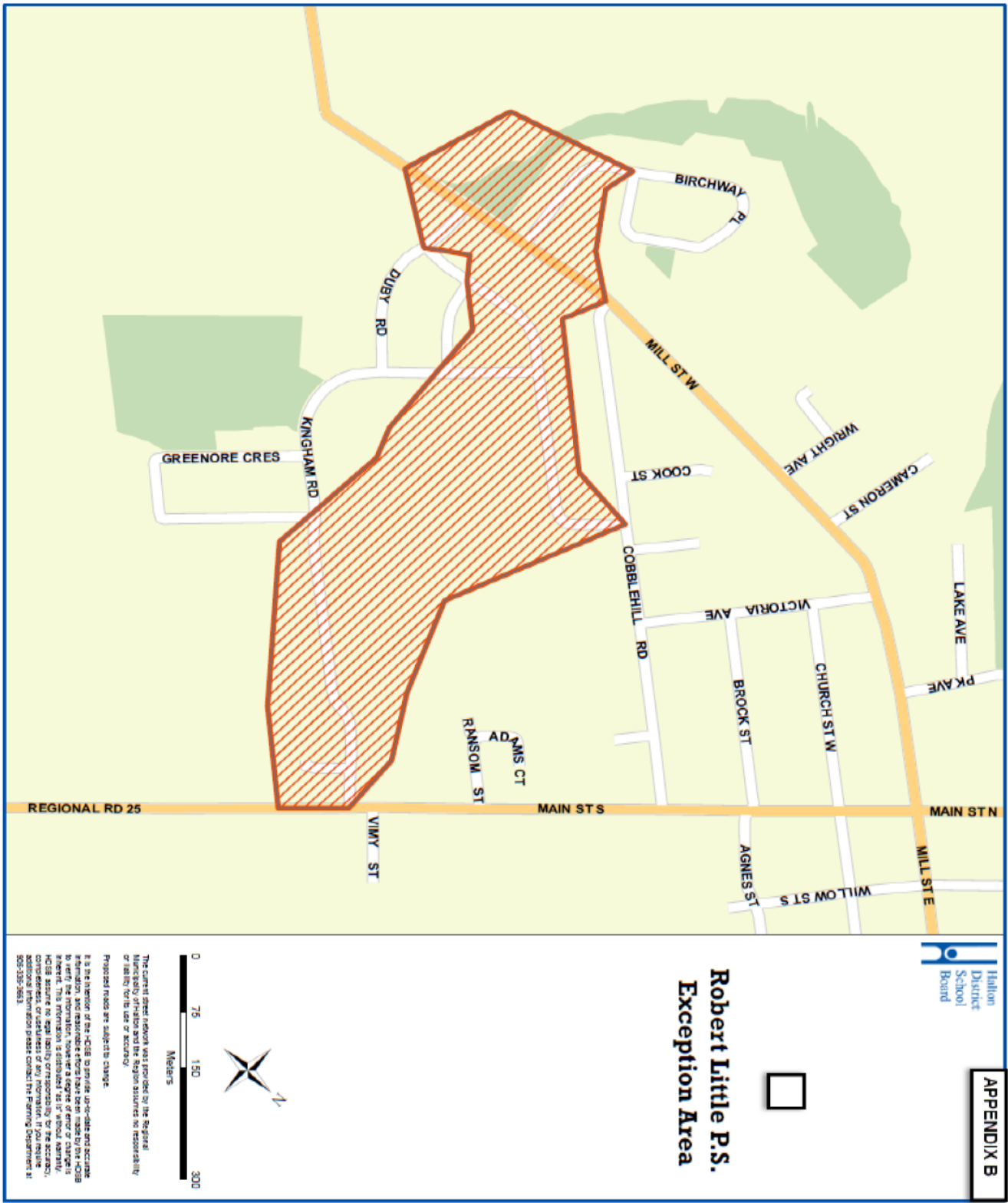
HSTS staff will continue to review transportation exemption areas annually in an effort to ensure equitable application of the respective school board's transportation policy. In addition, site visits will be performed by HSTS staff on an ongoing basis for all new housing developments to assess housing and road construction progress. Traffic and infrastructure improvements in established areas will also continue to be monitored and reviewed within the municipalities on an annual basis.

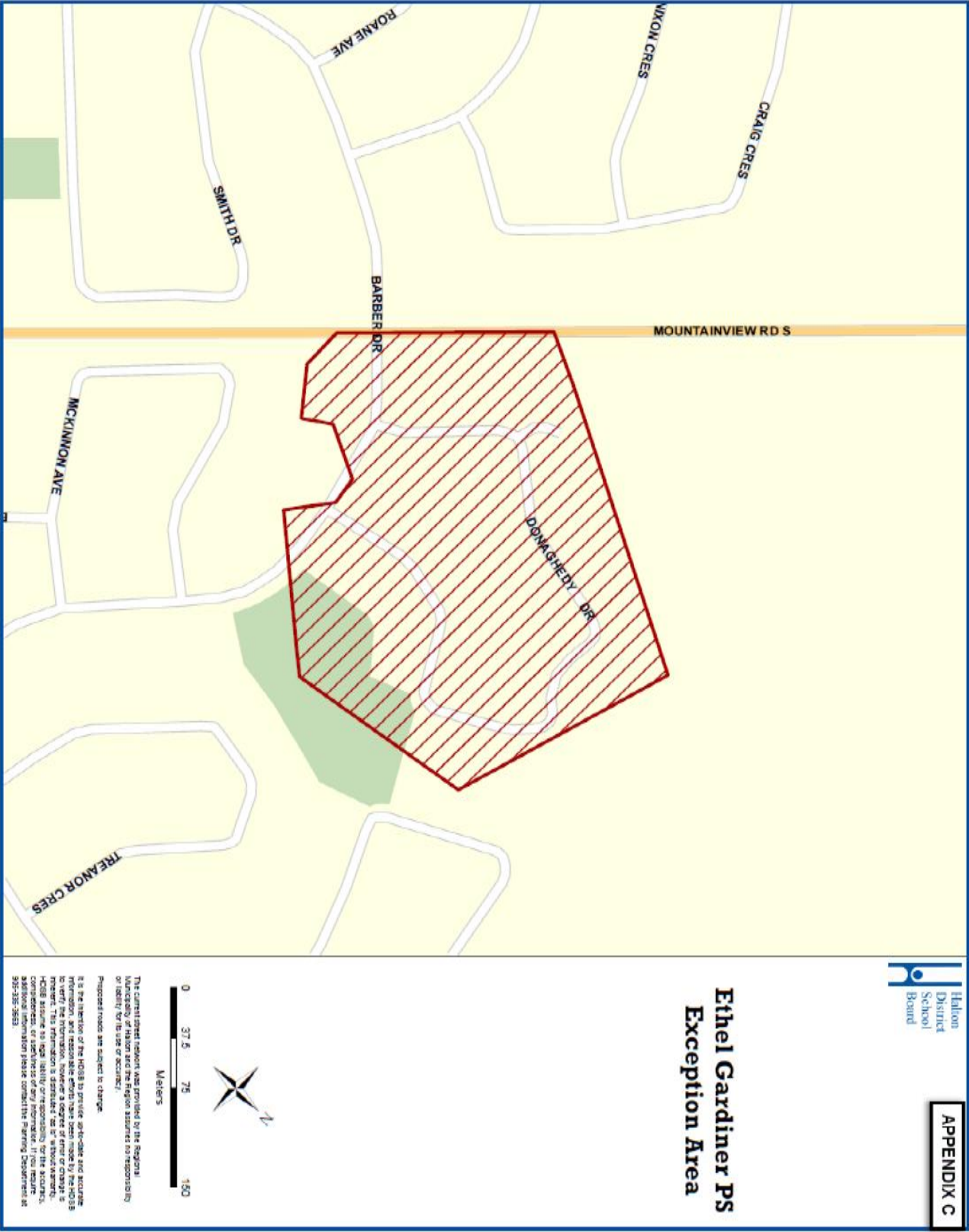
Respectfully submitted,

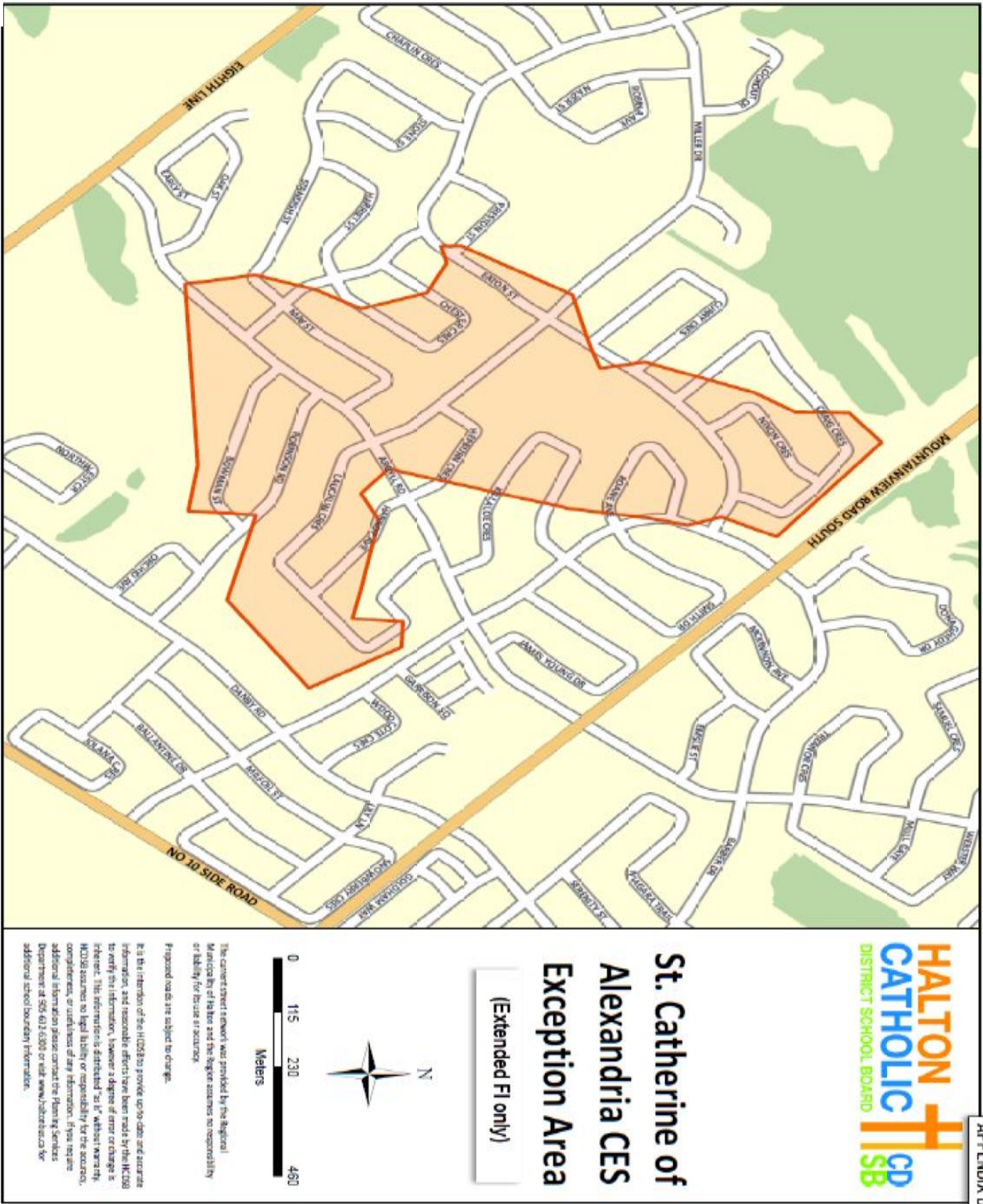
A handwritten signature in black ink, reading "Karen Lacroix". The signature is written in a cursive, flowing style.

Karen Lacroix









APPENDIX D

INFORMATION REPORT

ITEM 10.4

**PROVINCIAL CONSOLIDATION OF SCHOOL BOARD FINANCIAL STATEMENTS
ACCOUNTANTS' REPORT WITH RESPECT TO THE SEVEN-MONTH PERIOD
FROM SEPTEMBER 1, 2017 TO MARCH 31, 2018**

PURPOSE:

The purpose of this report is to inform the Board of the recent "Accountants' Report with Respect to the Period from September 1, 2017 to March 31, 2018" dated May 9, 2018, prepared by the Board's external auditor (KPMG), addressed to the Ministry of Education, and referred to as the "Seven-Month Report."

BACKGROUND:

Under the Public Sector Accounting Board (PSAB), the Provincial Auditor General, in conjunction with the Ministry of Finance, require the consolidation of school board financial statements into the 2017-2018 public accounts of the Province. The Ministry of Education is consolidating the financial statements of all school boards for this reporting exercise. This requirement also affects hospitals, colleges and universities under their respective Ministries.

COMMENTS:

1. The fiscal year of the Province is April 1 to March 31. The fiscal year for school boards is September 1 to August 31. Therefore, the Province's fiscal year straddles two fiscal years of school boards. In order to consolidate the financial statements of school boards into those of the Province, it is necessary for school boards to take five months from the 2016-2017 fiscal year (April 1, 2017 to August 31, 2017) and seven months from the 2017-2018 fiscal year (September 1, 2017 to March 31, 2018) and combine them to correspond to the Province's fiscal year.
2. Attached as Appendix A is the "Accountants' Report with Respect to the Period from September 1, 2017 to March 31, 2018," prepared by the Board's external auditor, KPMG, under Section 9100 (Specified Audit Procedures) of the Chartered Professional Accountants (CPA) Canada Handbook - Assurance and as such does not constitute a full audit. The report outlines the specific procedures that were performed as prescribed by the Ministry of Education and the results of those procedures. It is divided into three sections: Section I details the Operating Revenues and Expenditures for the seven-month period, Section II details the Capital Asset Activities for the seven-month period, and Section III details the Assets Held for Sale.

3. The beginning of Section I on Page 1 refers to Schedules 19 and 20 of the Education Finance Information System (EFIS) which have been included in Appendix B. Schedule 19 shows the Statement of Financial Position and Schedule 20 shows the revenues and expenses at March 31, 2018.
4. The beginning of Section II on Page 8 refers to Schedule 22 of EFIS on “Tangible Capital Asset Continuity”. This Schedule is attached as Appendix C.
5. At the end of Section III, on Page 13 of Appendix A, the specified procedures report states that “As a result of applying the above procedures, we found no exceptions.”

CONCLUSION:

The EFIS schedules were submitted to the Ministry on May 14, 2018 and the Accountants’ Report with Respect to the Period from September 1, 2017 to March 31, 2018 on May 17, 2018. The Ministry uses these numbers to prepare their March 31, 2018 Consolidated Financial Statements for the entire Ministry of Education. The requirement of school boards to prepare the Seven-Month Report (for capital and operating) will be ongoing.

REPORT PREPARED BY: A. CAPLING
ADMINISTRATOR, ACCOUNTING AND FINANCIAL REPORTING

REPORT REVIEWED BY: A. LOFTS
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY: R. NEGOT
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

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



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Hamilton Ontario L8P 4W7
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ACCOUNTANTS' REPORT WITH RESPECT TO THE PERIOD FROM SEPTEMBER 1, 2017 TO MARCH 31, 2018

To the Ministry of Education

As requested by the Halton Catholic District School Board ("the Board"), we have performed the following procedures for the period from September 1, 2017 to March 31, 2018 ("the period"):

I. Schedules 19 and 20 of EFIS of the Board

We have obtained Schedules 19 and 20 of EFIS from the Board and performed the following:

1. With respect to Column A.1 we performed the following at March 31, 2018:
 - a. We obtained a summary of the trial balance (or general ledger) at March 31, 2018 of the Board and agreed the subtotals to Column A.1 of Schedules 19 and 20 and found them to be in agreement.



- b. We agreed the following 5 items (assets/ liabilities/ accumulated surplus/ (deficit)/ revenues/ expenses) over \$700,000 from the summary referred to in (1) a) above, to the general ledger and found them to be in agreement.

<u>GL ID #</u>	<u>Description</u>	<u>Amount</u>
01-001-6-998-000	GSN OPERATING GRANTS	\$(166,175,865.00)
01-001-6-365-000	GSN – STUDENT SUCCESS	(1,352,894.00)
04-051-6-011-000	MUNICIPAL TAX REVENUE-OAKVILLE	(23,999,171.37)
08-021-4-998-000	TUITION FEES – SECONDARY	(3,001,589.87)
65-810-6-901-000	CASH ACCOUNT OPERATING FUND	(38,593,189.12)

2. If applicable, we obtained the entry to reverse any amounts recorded during the seven month period for school generated funds. We agreed the entry to supporting documentation and agreed to Column A.2 on Schedule 19 and 20.

This procedure was completed without error, agreed to supporting documentation.

3. If applicable, we obtained the entry to reverse any amounts recorded during the seven month period for subsidiaries. We agreed the entry to supporting documentation and Schedule 19 and 20. (Column A.3).

Not applicable as there are no Column A.3 adjustments.

4. We obtained a summary of the Column B.1 adjustments on Schedules 19 and 20, if any, to reverse entries over \$700,000 which recorded receivables and payables at August 31, 2017 and were not reversed in the Board's general ledger during the subsequent period. We randomly selected 20% of the entries (a minimum of 5), agreed them to the supporting documentation and verified the amount was included in the summary of the entries. We agreed the summary of the entries to Column B.1 of Schedule 19 "Consolidated Statement of Financial Position", and Schedule 20 "Revenues and Expenses", as applicable.

\$(2,662,990) Agreed to supporting EFIS 2016-17 schedule.



5. We obtained a summary of Column B.2 accrual adjustments on Schedules 19 and 20, if any, for adjustments over \$700,000 related to the period prior to March 31, 2018. We randomly selected 20% of the entries (a minimum of 5), agreed them to the supporting documentation and verified the amount included in the summary of the entries related to the period prior to March 31, 2018. We agreed the summary of the entries to Column B.2 of Schedule 19 "Consolidated Statement of Financial Position", and Schedule 20 "Revenues and Expenses", as applicable.

\$1,631,797 Agreed to supporting interest schedules for non OFA loans.

6. With respect to Column B.3 adjustments made to accrue the Ontario Financing Authority (OFA) loan interest, we recalculated the accrued amount and agreed to the adjustment on column B.3 of Schedule 19 and 20.

\$1,677,516 Agreed to supporting interest schedules for OFA loans.

7. We obtained supporting documentation for any Column C.1 adjustments made to reclassify Ministry Revenue between the various categories on Schedule 20 "Revenue". We agreed 2 entries to the supporting documentation.

Not applicable as there are no Column C.1 adjustments.

8. With respect to the revenue recorded for municipal taxes over \$700,000, we performed the following:

- a. With respect to the tax revenue for the period from September 1, 2017 to December 31, 2017:

We agreed the 2017 municipal tax revenue to the most current supporting documentation (for a maximum of two municipalities) and recalculated the revenue for the period by subtracting the amount included in revenue in the August 31, 2017 audited financial statements (being 62% of the 2017 tax revenue as included in Schedule 11B of EFIS for the year ended August 31, 2017) from the total 2017 tax revenues (based on most current information).

<u>Municipality</u>	<u>2017 Revenue</u>
Burlington	\$29,020,666
Oakville	\$36,078,464



- b. With respect to the tax revenue for the period from January 1, 2018 to March 31, 2018:

We recalculated the estimated 2018 municipal tax revenue for the period using 25% of the estimated 2018 tax revenue based on most current information. We agreed estimated 2018 tax revenue to supporting documentation. If current information regarding estimated 2018 tax revenue is unavailable, then the 2018 tax revenue for the period was estimated using 2018 tax revenue as included in Schedule 11A of the Revised Estimates for the year ending August 31, 2018.

As the current information regarding estimated 2018 tax revenue was unavailable, we recalculated the tax revenue for the period by using 2017 tax revenue as included in Schedule 11A of the Revised Estimates for the year ending August 31, 2018.

- c. We agreed the 2017 supplementary taxes and write offs (for a maximum of two municipalities) to supporting documentation and recalculated the revenue for the period by subtracting the amount included in line 3.4 in Schedule 9 of the 2016-2017 financial statements.

<u>Municipality</u>	<u>Supplementary Taxes</u>	<u>Tax Write-offs</u>
Burlington	\$280,677	\$1,435,295
Oakville	\$673,177	\$1,688,440

- d. If an amount greater than \$700,000 was reported on line 3.4, Column C.2 of Schedule 20 "Revenue", we asked management for the supporting listing that totaled the amount on line 3.4. We calculated the difference between the 2018 supplementary taxes and write-offs based on most current information and 2017 supplementary taxes and write-offs and agreed to the amounts on the listing (for a maximum of two municipalities).

Not applicable as there are no line 3.4, Column C.2 entries.

- e. We agreed the total of 8a), 8b), 8c) and 8d), above to Local Taxation (line 3.5) in Column E on Schedule 20 "Revenue" after the adjustment, if any, in Column C.2. We agreed the adjustment amount to Schedule 19, "Consolidated Statement of Financial Position" Column C.2, line 1.4 or line 2.3.



9. We verified the calculation of the allocation of tuition revenues to the period using the prescribed methodology prorated on the related number of school days. We agreed the adjustment, if over \$700,000, made to reflect this calculation in Schedule 20 "Revenue", and Schedule 19 "Consolidated Statement of Financial Position" in Column C.3.

Not applicable as there are no Column C.3 adjustments.

10. With respect to salaries and benefits earned for the period we obtained the payroll paid and payroll earned during the period from the Board, and performed the following:

- a. We obtained a listing of the general ledger entries and agreed the following amounts paid to the payroll journal, selecting from different employee groups, a maximum of 5 entries.

<u>Employee Group</u>	<u>Account #</u>	<u>Batch #</u>	<u>Amount</u>
Classroom Teachers	10-170-1-000-000	PAY516 201805N	\$2,510,562.10
Principals and VP	15-152-4-000-000	PAY520 201802N	\$87,249.45
Teacher Aides	10-191-1-400-301	PAY517 201721N	\$618,767.64
ECE	10-194-1-000-016	PAY517 201722N	\$300,655.00
School Office	15-112-1-000-000	PAY517 201804N	\$92,306.55

11. We obtained the calculation of the vacation pay accruals for any amounts over \$700,000 and performed the following:

- a. We obtained the supporting documentation for the 2 employee groups with the largest vacation pay accruals.



- b. We agreed a sample of the following 5 employees (allocated between the employee groups) to the records of vacation days outstanding, and the payroll rate. We recalculated the accrued vacation pay for those 5 employees.

Employee ID #

113374
115780
103791
105907
103421

- c. We agreed the adjustment to Column C.5 on Schedule 19, "Consolidated Statement of Financial Position" and Schedule 20 "Expenses".
12. We verified the mathematical accuracy of the prorated calculation of the employee future benefits liability and related expense adjustment, using the 2017-2018 estimates provided in the actuarial assessment at August 31, 2017 and found no differences. If 2017-2018 estimates are not provided in the August 31, 2017 assessment, verify if the board has used 2016-2017 expenses as the basis for prorating. We agreed the total employee future benefits liability to the total in Column E, after the required adjustment to Column C.6, on Schedule 19, "Consolidated Statement of Financial Position", line 2.20. We agreed the adjustment to expenses to the total in Column C.6 on Schedule 20, "Expenses".
13. We performed the following with respect to any other adjustments over \$700,000 provided by the Board:
- a. We obtained a summary of the other adjustment entries included in Column C.7 which related to the period prior to March 31, 2018 and required adjustment in Schedule 19 and 20.

Not applicable as there are no Column C.7 adjustments.

- b. We randomly selected 20% of the entries provided in a) above (a minimum of 5) over \$700,000 as detailed below and compared to the supporting documentation. We verified the amount related to the period prior to March 31, 2018 was included in the summary of entries.

Not applicable, see (a).



- c. We recalculated the summary of entries which required adjustment and agreed the adjustment to Column C.7 on Schedule 19 and 20. We ensured that the entries balanced between Schedule 20, "Revenues and Expenses" and Schedule 19, "Consolidated Statement of Financial Position".

Not applicable, see (a).

- d. We enquired whether any statement of financial position items, which are historically adjusted in the General Ledger at August 31 each year, were considered and included in the adjustments provided in a). (Note that items to be considered include accrued liabilities, receivables, interest on sinking fund assets, etc.)

Not applicable, see (a).

- e. We enquired whether any items, historically included in the General Ledger as a net amount during the year and restated to report as gross revenue and expenses at August 31 each year, were considered and included in the adjustments provided in a). (Note that items to be considered include special projects, federal government grants, capital projects, etc.)

Not applicable, see (a).

14. With respect to the School Generated Funds, we obtained the amounts included in the Consolidated Statement of Financial Position in the audited financial statements for the year ended August 31, 2017, agreed to supporting documentation and Schedule 19, "Consolidated Statement of Financial Position" in Column G.

15. With respect to the Subsidiaries, we obtained the amounts included in the Consolidated Statement of Financial Position in the audited financial statements for the year ended August 31, 2017, agreed to supporting documentation and agreed to the Schedule 19, "Consolidated Statement of Financial Position" Column H.

Not applicable as there are no subsidiaries.



II. Schedule 22

1. We obtained a detailed listing of tangible capital assets by asset class and agreed totals to corresponding columns by asset class in Schedule 22 of EFIS – “Tangible Capital Asset Continuity”.
2. We conducted the following procedures with respect to additions to buildings (40 years) and land for the period September 1, 2017 to March 31, 2018:
 - a. From the detailed listing of tangible capital assets for the 7-month period supporting the data in Schedule 22, we selected a sample of 7 additions (5 buildings and 2 land) as follows:

<u>Asset ID#</u>	<u>Asset Name</u>	<u>Addition Amount</u>
<i>Buildings</i>		
3664	<i>Notre Dame</i>	\$310,783.53
3679	<i>St. Brigid</i>	\$168,780.31
3658	<i>St. Mark</i>	\$46,947.83
4792	<i>Sacred Heart of Jesus</i>	\$7,392.12
3689	<i>St. Timothy</i>	\$166,514.66
<i>Land</i>		
1204	<i>Jean Vanier</i>	\$134,800.84
16815	<i>St. Thomas Aquinas</i>	\$1,904.77

- b. We selected one cost component included in each addition selected in a) and agreed the cost to specific documentation as follows:

<u>Asset ID#</u>	<u>Asset Name</u>	<u>Cost Component</u>
------------------	-------------------	-----------------------

Buildings

3664	Notre Dame	\$86,552.14
3679	St. Brigid	\$29,965.38
3658	St. Mark	\$27,300.98
4792	Sacred Heart of Jesus	\$1,630.59
3689	St. Timothy	\$93,420.18

Land

1204	Jean Vanier	\$128,530.72
16815	St. Thomas Aquinas	\$459.72

- c. For the sample selected in b) we determined that the items were recorded in accordance with the "District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide" dated April 2015.

3. We conducted the following procedures with respect to Construction in Progress (CIP) assets:

- a. From the detailed listing of tangible capital assets for the 7-month period we selected 2 additions to CIP as follows:

<u>Asset ID #</u>	<u>Asset Name</u>	<u>Addition Amount</u>
-------------------	-------------------	------------------------

3658	St. Mark	\$142,383.87
1178	Milton #8	\$3,422,568.98

- b. We selected one cost component included in each addition selected in a) and agreed the costs to specific documentation as follows:

<u>Asset ID #</u>	<u>Asset Name</u>	<u>Cost Component</u>
3658	St. Mark	\$31,948.61
1178	Milton #8	\$529,665.95

- c. For the sample selected in b) we determined that the items were recorded in accordance with the "District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide" dated April 2015.

- d. We selected one item from CIP that was transferred into an in-service asset class and performed the following:

Not applicable, as there were no items in CIP that were transferred to an in-service asset class in the 7-month period.

- e. We traced the related project to an authorized completion certificate or equivalent.

Not applicable, see (d).

4. We conducted the following procedure with respect to amortization of buildings:

- a. From the detailed listing of tangible capital assets for the 7-month period we selected a sample of 5 amortization expenses as follows:

<u>Asset ID #</u>	<u>Asset Name</u>	<u>Amortization Expense</u>
3671	Canadian Martyrs	\$72,049.96
4868	Holy Trinity	\$345,398.89
3664	Notre Dame	\$311,882.66
16314	St. Christopher	\$134,309.40
3662	St. Paul	\$41,427.48



- b. We recalculated the amortization in accordance with the “District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide” dated April 2015 and agreed to the amortization reported in the detailed listing of tangible capital assets for the 7-month period for the assets selected.
5. We conducted the following with respect to disposals of buildings and land:
 - a. From the detailed listing of tangible capital assets for the 7-month period we selected a sample of 3 disposals as follows:

Not applicable, no disposals were identified.
 - b. We agreed the proceeds of disposition for the items selected in a) above to supporting documentation (indicate the supporting documentation - i.e. Agreement of Purchase and Sale).

Not applicable, see (a).
 - c. We recalculated the gain/loss on disposal for the items selected in a) above and agreed to the gain/(loss) on disposal for that asset to the board’s data.

Not applicable, see (a).

III. Schedule 22A

1. We obtained a detailed listing of assets held for sale by asset class and agreed totals to corresponding columns by asset class in Schedule 22A of EFIS – “Assets Held for Sale Continuity”.



2. We conducted the following procedures for assets held for sale with respect to additions to land and land improvements with infinite lives, and building and land improvements with finite lives, for the period September 1, 2017 to March 31, 2018:

- a. From the detailed listing of assets held for sale for the 7-month period supporting the data in Schedule 22A, we selected a sample of 3 additions (1 land and land improvement with infinite life and 1 building and 1 land improvement with finite life (if applicable) and ensured that the criteria (PSAB handbook section 1201.55) to transfer into assets held for sale was met in the September 1, 2017 to March 31, 2018 period as follows:

Only 1 asset was recognized as held for sale, and was tested accordingly:

<u>Asset Name</u>	<u>Asset ID#</u>	<u>Amount</u>
<i>Iroquois Ridge</i>	<i>3160</i>	<i>\$5,996,436.02</i>

The amount recorded on schedule 22A was agreed to the amount in the continuity schedule for assets held for sale.

- b. We selected 1 additional expenditure on assets held for sale and agreed the cost to specific documentation as follows:

Not applicable, no additional expenditure identified.

3. We conducted the following with respect to disposals of assets held for sale:

- a. From the detailed listing of assets held for sale for the 7-month period we selected a sample of 2 disposals as follows:

Not applicable, no disposals identified.

- b. We agreed the proceeds of disposition for the items selected in a) above to supporting documentation (indicate the supporting documentation - i.e. Agreement of Purchase and Sale).

Not applicable, see (a).



- c. We recalculated the gain/loss on disposal for the items selected in a) above and agreed to the gain / (loss) on disposal for that asset to the board's data.

Not applicable, see (a).

This report is for use solely in connection with the consolidation of the Board financial information into the financial statements of the Province of Ontario.

As a result of applying the above procedures, we found no exceptions. However, these procedures do not constitute an audit of these schedules and therefore, we do not express an opinion on Schedules 19, 20, 22 and 22A of EFIS as at March 31, 2018 and for the period from April 1, 2017 to August 31, 2017 and from September 1, 2017 to March 31, 2018.

A handwritten signature in black ink that reads 'KPMG LLP'. The signature is written in a cursive, stylized font. Below the signature is a single horizontal line that starts under the 'K' and ends under the 'P'.

Chartered Professional Accountants, Licensed Public Accountants

Hamilton, Canada
May 9, 2018

Schedule 19 Summary - Consolidated Statement of Financial Position

For the period ending March 31 2018

		March 31 2018
1	FINANCIAL ASSETS	
1.1	FP - Cash and Cash Equivalents	45,616,349
1.2	FP - Temporary Investments	4,210,827
	<u>Accounts receivable</u>	
1.3	... FP - Accounts Receivable - Total GRE (Inter Entity)	172,505,388
1.4	... FP - Accounts Receivable - Municipalities	-
1.5	... FP - Accounts Receivable - Government of Canada	1,398,620
1.6	... FP - Accounts Receivable - Other Provincial Governments	-
1.7	... FP - Accounts Receivable - Other	1,687,043
1.8	FP - Investments longer than 1 year	-
1.9	FP - Assets Held for Sale	5,996,436
1.10	FP - Financial Assets - Other	-
1.11	TOTAL FINANCIAL ASSETS	231,414,663
2	LIABILITIES	
2.1	FP - Temporary Borrowing	37,998,291
	<u>Accounts payable</u>	
2.2	... FP - Accounts Payable - Total GRE (Inter Entity)	143,729
2.3	... FP - Accounts Payable - Municipalities	-
2.4	... FP - Accounts Payable - Government of Canada	-
2.5	... FP - Accounts Payable - Other Provincial Governments	-
2.6	... FP - Accounts Payable - Other	-
	<u>Accounts Payable and Accrued Liability</u>	
2.7	...FP - Accrued Interest on Debt - Non-OFA	1,631,797
2.7.1	...FP - Accrued Interest on OFA Loans	1,677,516
2.8	...FP - Other Accrued Payable and Liability	31,541,884
2.9	FP - Subtotal Accounts Payable and Accrued Liabilities	34,851,197
2.10	FP - Liabilities - Other	-
	<u>Net Debenture Debt, Capital Loans and Leases</u>	
2.11	... FP - Unmatured Debenture Debt	71,191,263
2.12	... Less: FP - Sinking Fund Assets	-
2.13	... FP - Debenture Debt Net of Sinking Fund Assets	71,191,263
2.14	... FP - Capital Loans	104,420,160
2.15	... FP - Capital Leases	-
2.16	FP - Net Debenture Debt, Capital Loans and Leases	175,611,423
2.17	FP - Deferred Revenue	12,096,758
	<u>Employee Benefits Payable</u>	
2.18	...FP - Worker's Compensation Liability	3,286,449
2.19	...FP - Other Employee Benefits Payable	-
2.20	FP - Subtotal Employee Benefits Payable	3,286,449
2.21	FP - Contaminated Sites	-
2.22	FP - Deferred Capital Contributions	403,564,145
2.23	TOTAL LIABILITIES	667,551,992
3	NET DEBT	-436,137,329

Schedule 19 Summary - Consolidated Statement of Financial Position

For the period ending March 31 2018

		March 31 2018
4	NON-FINANCIAL ASSETS	
4.1	FP - Prepaid Expenses	387,642
4.2	FP - Inventories of Supplies	-
4.3	FP - Tangible Capital Assets	563,873,593
4.4	TOTAL NON-FINANCIAL ASSETS	564,261,235
5	ACCUMULATED SURPLUS/(DEFICIT)	128,123,906
6	ACCUMULATED SURPLUS/(DEFICIT)	
6.1	Accumulated Surplus - Opening Balance Sept. 1, 2017	118,598,890
6.2	7-Month Surplus/Deficit - Sept 1, 2017 - Mar 31, 2018	9,525,014
6.3	Accumulated Surplus - Closing Balance Mar. 31, 2018	128,123,904

Schedule 20 Summary: Revenues and Expenses March 31 2018

		DSB - Adjusted Balances - March 31, 2018
	REVENUES	
1	PROVINCIAL GRANTS - GRANTS FOR STUDENT NEEDS	
1.1	Legislative Grants - Current Year	167,984,102
1.2	Legislative Grants - Amounts from Deferred Revenue	5,748,944
1.3	Provincial Grants - Grants for Student Needs	173,733,046
2	PROVINCIAL GRANTS - OTHER	
2.8	Other EDU Grants - Amounts from Deferred Revenue	1,863,764
	Specify other grants for operating:	
2.9	CUPE REMEDY	1,022,052
2.10		-
2.11		-
2.12		-
2.13		-
2.14		-
2.15	Provincial Grants - Other EDU	2,885,816
	Grants from Other Ministries and Other Government Reporting Entities (GRE)	
2.16	Provincial Employment Assistance Programs	-
2.17	Ministry of Citizenship & Immigration - Citizenship-Adult ESL-FSL	924,031
2.18	TCU Grant - Literacy and Basic Skills	91,204
2.19	TCU Grant - OYAP	79,959
2.20	TCU Grant - Ontario Employment Benefits and Support Measures(EBSM),formerly LDMA	-
2.21	Grants from Other Ministries - Amounts from Deferred Revenue	373,858
	Specify other grants from other ministries:	
2.22		-
2.23		-
2.24	Grants from Other GRE - Amounts from Deferred Revenue	-
	Specify other grants from other government reporting entities (GRE):	
2.25		-
2.26		-
2.27	Grants from Other Ministries and Other Government Reporting Entities (GRE)	1,469,052
2.32	Grant Accrual Re. 2018 Accrued Tax Adjustment	-
	Prior years' grant adjustments (specify):	
2.33		2,788,588
2.34		-
2.35	Grant Adjustments	2,788,588
2.40	Provincial Grants - Other	7,143,456
3	Local Taxation	
3.1	Tax Revenue from Municipalities	52,506,146
3.2	Tax Revenue from Unorganized Territories	-

Schedule 20 Summary: Revenues and Expenses March 31 2018

		DSB - Adjusted Balances - March 31, 2018
3.3	Tax Revenue Adjustment for 2017 Calendar Year	-
3.4	Tax Supplementary and Tax Write-offs Adjustment - Accrual Re. 2018 Amounts	-
3.5	Local Taxation	52,506,146
4	SCHOOL GENERATED FUNDS	
4.1	Elementary Schools Generated Funds and Other Revenues	0
4.2	Secondary Schools Generated Funds and Other Revenues	0
4.3	Amounts from Deferred Revenue - Schools Generated Funds	0
4.4	School Generated Funds Revenues	0
5	FEDERAL GRANTS & FEES	
5.1	Fees - Day School	-
5.2	Transportation Recoveries - Federal	-
5.3	Employment Assistance	-
5.4	Language Instruction for Newcomers to Canada (LINC)	1,179,852
5.5	Amounts from Deferred Revenue - Federal Government	362,193
	Specify other:	
5.6		-
5.7		-
5.8	Federal Grants and Fees	1,542,045
6	INVESTMENT INCOME	
6.1	Interest income	110,219
6.2	Interest on Sinking Fund Assets	-
6.3	Investment Income	110,219
7	OTHER FEES & REVENUES FROM SCHOOL BOARDS	
7.1	Transportation Recoveries - Other School Boards	-
7.2	Rental Revenue - Instructional Accommodation - Other School Boards	-
7.3	Rental Revenue - Non-Instructional Accommodation - Other School Boards	-
	Specify other:	
7.5		-
7.6		-
7.7	Total Other Fees and Revenues from School Boards	-
8	FEES & REVENUES FROM OTHER SOURCES	
8.1	Fees from Boards outside Ontario	-
8.2	Fees from Individuals - Day School - Ontario Residents	-
8.3.1	Fees from Individuals - Day School - Other - Transfer from Deferred Revenues	3,033,784
8.3.2	Fees from Individuals - Day School - Other - Not from Deferred Revenues	-
8.4	Fees from Individuals - Continuing Education	24,696
8.5	Transportation Recoveries from other sources	-
8.6	Rental Revenue - Instructional Accommodation - Other sources	1,004,048
8.7	Rental Revenue -Non-Instructional Accommodation - Other sources	307,365
8.8	Rental Revenue from Community Use	166,951

Schedule 20 Summary: Revenues and Expenses March 31 2018

		DSB - Adjusted Balances - March 31, 2018
8.9	Rental Revenue - Other	-
8.10	Insurance Proceeds Other than Capital Appurtenances	-
8.11	Cafeteria Income	0
8.12	Board Level Donations - To be Applied to Classroom Expenses.	2,893
8.13	Board Level Donations - Other	-
8.14	Government of Ontario - Non grant payment	-
8.15	Amounts from Deferred Revenue - Other Third Party	373,886
8.16	Education Development Charges - Transferred to Revenues	5,057,236
8.17	Fees for Extended Day Program related to Early Learning	-
8.18	Net Gain on Disposal of Assets	-
	Other Grants - Non-GREs (specify):	
8.19		-
8.20		-
	Specify other:	
8.21	Secondments	649,932
8.22	Miscellaneous Recoveries	21,817
8.23	OCAS Revenue	12,430
8.24	Plant	147,431
8.25	Community Use/Field Rental	236,105
8.26	ALC	11,550
8.27	Miscellaneous	373,701
8.28		-
8.29		-
8.30	Less: Revenue Recovery on Land Disposal	-
8.31	Fees and Revenues from Other Sources	11,423,825
8.31 = sum (8.1 to 8.29) - 8.30	
9	DEFERRED CAPITAL CONTRIBUTIONS	
9.1	Amortization of Deferred Capital Contributions	9,041,675
9.2	DCC on Disposal of Non-pooled and Unrestricted Assets	-
9.3	DCC Related to the Loss on Disposal of Restricted Assets	-
10	Total Revenues.	255,500,412

Schedule 20 Summary: Revenues and Expenses March 31 2018

		DSB - Adjusted Balances - March 31, 2018
11	EXPENSES	
11.1	Salaries and Wages	174,960,019
11.2	Employee Benefits	26,150,440
11.3	Staff Development	503,685
11.4	Supplies and Services	14,392,535
11.5	Interest Charges on Capital	5,709,770
11.6	Rental Expense	2,176,419
11.7	Fees and Contract Services	10,391,575
11.8	Other Expenses	1,903,839
11.9	Transfer to Other Boards	-
11.10	Amortization and Write Downs and Net Loss on Disposal	9,787,116
12	Total Expenses	245,975,398
13	Annual Surplus (Deficit).	9,525,014

Schedule 22: Tangible Capital Asset Continuity - Gross Book Value

	Cost - Opening Balance at September 1	Cost - Adjustments to Opening Balance	Cost - 7-month Transfer Between Asset Classes	Cost - 7-month Additions and Betterments	Cost - 7-month Disposals/Deemed Disposals
Assets In Service					
Assets In Service - Land & Land Improvement with Infinite Lives	135,415,693	-	-	78,167	-
Assets In Service - Land Improvements	20,177,453	-	-	160,608	-
Assets In Service - Buildings - 40 years	562,668,303	-	-	1,362,516	-
Assets In Service - Other Buildings	-	-	-	-	-
Assets In Service - Portable Structures	0	-	-	-	-
Assets In Service - Equipment - 5 years	72,749	-	-	-	-
Assets In Service - Equipment - 10 years	2,043,711	-	-	-	-
Assets In Service - Equipment - 15 years	66,265	-	-	-	-
Assets In Service - First-time Equipping - 10 years	7,028,530	-	-	79,703	-
Assets In Service - Furniture	114,350	-	-	-	-
Assets In Service - Computer Hardware	3,615,128	-	-	-	-
Assets In Service - Computer Software	203,411	-	-	-	-
Assets In Service - Vehicles under One Ton	215,736	-	-	-	-
Assets In Service - Vehicles over One Ton	0	-	-	-	-
Total Assets In Service	731,621,329	-	-	1,680,994	-
Leasehold Improvements					
Leasehold Improvements - Land Improvements	0	-	-	-	-
Leasehold Improvements - Buildings	473,966	-	-	-	-
Leasehold Improvements - Other	0	-	-	-	-
Total Leasehold Improvements	473,966	-	-	-	-
Asset Permanently Removed From Service					
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-	-
Total Asset Permanently Removed From Service	-	-	-	-	-
Construction In Progress Assets					
Construction In Progress - Buildings - 40 years	612,177	-	-	3,800,812	-
Construction In Progress - Buildings - 20 years	-	-	-	-	-
Construction In Progress - Portables	0	-	-	-	-
Pre-aquisition costs - Land	304,313	-	-	127,242	-
Pre-aquisition costs - Buildings	0	-	-	-	-
Total Construction In Progress Assets	916,490	-	-	3,928,054	-
Capital Leased Assets					
Capital Leased Assets - Land	0	-	-	-	-
Capital Leased Assets - Buildings	0	-	-	-	-
Capital Leased Assets - Other	0	-	-	-	-
Capital Leased Assets - Machinery and Equipment	-	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-	-
Total Capital Leased Assets	0	-	-	-	-
TCA - Land	135,720,006	-	-	205,409	-
TCA - Non Land	597,291,779	-	-	5,403,639	-
Total Tangible Capital Assets	733,011,785	-	-	5,609,048	-
* The transfers column should net to zero.					

Schedule 22: Tangible Capital Asset Continuity - Gross Book Value

	Cost - 7-month CIP Transfer (In is +, Out is -)	Cost - 7-month Write Downs	Cost - 7-month Transfer to Financial Assets	Cost - Closing Balance March 31
Assets In Service				
Assets In Service - Land & Land Improvement with Infinite Lives	-	-	-	135,493,860
Assets In Service - Land Improvements	-	-	-	20,338,061
Assets In Service - Buildings - 40 years	-	-	-	564,030,819
Assets In Service - Other Buildings	-	-	-	-
Assets In Service - Portable Structures	-	-	-	0
Assets In Service - Equipment - 5 years	-	-	-	72,749
Assets In Service - Equipment - 10 years	-	-	-	2,043,711
Assets In Service - Equipment - 15 years	-	-	-	66,265
Assets In Service - First-time Equipping - 10 years	-	-	-	7,108,233
Assets In Service - Furniture	-	-	-	114,350
Assets In Service - Computer Hardware	-	-	-	3,615,128
Assets In Service - Computer Software	-	-	-	203,411
Assets In Service - Vehicles under One Ton	-	-	-	215,736
Assets In Service - Vehicles over One Ton	-	-	-	0
Total Assets In Service	-	-	-	733,302,323
Leasehold Improvements				
Leasehold Improvements - Land Improvements	-	-	-	0
Leasehold Improvements - Buildings	-	-	-	473,966
Leasehold Improvements - Other	-	-	-	0
Total Leasehold Improvements	-	-	-	473,966
Asset Permanently Removed From Service				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
Total Asset Permanently Removed From Service	-	-	-	-
Construction In Progress Assets				
Construction In Progress - Buildings - 40 years	-	-	-	4,412,989
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	0
Pre-aquisition costs - Land	-	-	-	431,555
Pre-aquisition costs - Buildings	-	-	-	0
Total Construction In Progress Assets	-	-	-	4,844,544
Capital Leased Assets				
Capital Leased Assets - Land	-	-	-	0
Capital Leased Assets - Buildings	-	-	-	0
Capital Leased Assets - Other	-	-	-	0
Capital Leased Assets - Machinery and Equipment	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-
Total Capital Leased Assets	-	-	-	0
TCA - Land	-	-	-	135,925,415
TCA - Non Land	-	-	-	602,695,418
Total Tangible Capital Assets	-	-	-	738,620,833
* The transfers column should net to zero.				

Schedule 22: Tangible Capital Asset Continuity - Accumulated Amortization

	TCA Accumulated Amortization - Opening Balance September 1, 2018	TCA Accumulated Amortization - Adjustments to Opening Balance	TCA Accumulated Amortization - Transfer Between Asset Class	TCA Accumulated Amortization - Amortization Expense
Assets In Service				
Assets In Service - Land Improvements	6,976,215	-	-	685,531
Assets In Service - Buildings - 40 years	150,108,182	-	-	8,151,656
Assets In Service - Other Buildings	-	-	-	-
Assets In Service - Portable Structures	0	-	-	-
Assets In Service - Equipment - 5 years	47,378	-	-	8,487
Assets In Service - Equipment - 10 years	1,221,356	-	-	116,106
Assets In Service - Equipment - 15 years	30,267	-	-	2,577
Assets In Service - First-time Equipping - 10 years	3,909,968	-	-	378,845
Assets In Service - Furniture	93,096	-	-	5,867
Assets In Service - Computer Hardware	1,989,108	-	-	372,146
Assets In Service - Computer Software	183,069	-	-	11,866
Assets In Service - Vehicles under One Ton	51,229	-	-	25,169
Assets In Service - Vehicles over One Ton	0	-	-	-
Total Assets In Service	164,609,868	-	-	9,758,250
Leasehold Improvements				
Leasehold Improvements - Land Improvements	0	-	-	-
Leasehold Improvements - Buildings	350,255	-	-	28,866
Leasehold Improvements - Other	0	-	-	-
Total Leasehold Improvements	350,255	-	-	28,866
Asset Permanently Removed From Service				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
Total Asset Permanently Removed From Service	-	-	-	-
Construction In Progress Assets				
Construction In Progress - Buildings - 40 years	-	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	-
Pre-aquisition costs - Land	-	-	-	-
Pre-aquisition costs - Buildings	-	-	-	-
Total Construction In Progress Assets	-	-	-	-
Capital Leased Assets				
Capital Leased Assets - Land	-	-	-	-
Capital Leased Assets - Buildings	0	-	-	-
Capital Leased Assets - Other	0	-	-	-
Capital Leased Assets - Machinery and Equipment	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-
Total Capital Leased Assets	0	-	-	-
TCA - Land	-	-	-	-
TCA - Non Land	164,960,123	-	-	9,787,116
Total Tangible Capital Assets	164,960,123	-	-	9,787,116

* The transfers column should net to zero.

Schedule 22: Tangible Capital Asset Continuity - Accumulated Amortization

	TCA Accumulated Amortization - Write Downs	TCA Accumulated Amortization - Disposals- Deemed Disposals	TCA Accumulated Amortization - Transfer to Financial Assets	TCA Accumulated Amortization - Closing Balance March 31, 2019
Assets In Service				
Assets In Service - Land Improvements	-	-	-	7,661,746
Assets In Service - Buildings - 40 years	-	-	-	158,259,838
Assets In Service - Other Buildings	-	-	-	-
Assets In Service - Portable Structures	-	-	-	0
Assets In Service - Equipment - 5 years	-	-	-	55,865
Assets In Service - Equipment - 10 years	-	-	-	1,337,462
Assets In Service - Equipment - 15 years	-	-	-	32,844
Assets In Service - First-time Equipping - 10 years	-	-	-	4,288,813
Assets In Service - Furniture	-	-	-	98,963
Assets In Service - Computer Hardware	-	-	-	2,361,254
Assets In Service - Computer Software	-	-	-	194,935
Assets In Service - Vehicles under One Ton	-	-	-	76,398
Assets In Service - Vehicles over One Ton	-	-	-	0
Total Assets In Service	-	-	-	174,368,118
Leasehold Improvements				
Leasehold Improvements - Land Improvements	-	-	-	0
Leasehold Improvements - Buildings	-	-	-	379,121
Leasehold Improvements - Other	-	-	-	0
Total Leasehold Improvements	-	-	-	379,121
Asset Permanently Removed From Service				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
Total Asset Permanently Removed From Service	-	-	-	-
Construction In Progress Assets				
Construction In Progress - Buildings - 40 years	-	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	-
Pre-aquisition costs - Land	-	-	-	-
Pre-aquisition costs - Buildings	-	-	-	-
Total Construction In Progress Assets	-	-	-	-
Capital Leased Assets				
Capital Leased Assets - Land	-	-	-	-
Capital Leased Assets - Buildings	-	-	-	0
Capital Leased Assets - Other	-	-	-	0
Capital Leased Assets - Machinery and Equipment	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-
Total Capital Leased Assets	-	-	-	0
TCA - Land	-	-	-	-
TCA - Non Land	-	-	-	174,747,239
Total Tangible Capital Assets	-	-	-	174,747,239

* The transfers column should net to zero.

Schedule 22: Tangible Capital Asset Continuity - Net Book Value

	TCA NBV - Closing Balance March 31	TCA NBV - Opening Balance September 1	TCA NBV and Proceeds of Disposition - Proceeds of Disposition	TCA NBV and Proceeds of Disposition - Gain on Disposal	TCA NBV and Proceeds of Disposition - Loss on Disposal
Assets In Service					
Assets In Service - Land & Land Improvement with Infinite Lives	135,493,860	135,415,693	-	-	-
Assets In Service - Land Improvements	12,676,315	13,201,238	-	-	-
Assets In Service - Buildings - 40 years	405,770,981	412,560,121	-	-	-
Assets In Service - Other Buildings	-	-	-	-	-
Assets In Service - Portable Structures	0	0	-	-	-
Assets In Service - Equipment - 5 years	16,884	25,371	-	-	-
Assets In Service - Equipment - 10 years	706,249	822,355	-	-	-
Assets In Service - Equipment - 15 years	33,421	35,998	-	-	-
Assets In Service - First-time Equipping - 10 years	2,819,420	3,118,562	-	-	-
Assets In Service - Furniture	15,387	21,254	-	-	-
Assets In Service - Computer Hardware	1,253,874	1,626,020	-	-	-
Assets In Service - Computer Software	8,476	20,342	-	-	-
Assets In Service - Vehicles under One Ton	139,338	164,507	-	-	-
Assets In Service - Vehicles over One Ton	0	0	-	-	-
Total Assets In Service	558,934,205	567,011,461	-	-	-
Leasehold Improvements					
Leasehold Improvements - Land Improvements	0	0	-	-	-
Leasehold Improvements - Buildings	94,845	123,711	-	-	-
Leasehold Improvements - Other	0	0	-	-	-
Total Leasehold Improvements	94,845	123,711	-	-	-
Asset Permanently Removed From Service					
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-	-
Total Asset Permanently Removed From Service	-	-	-	-	-
Construction In Progress Assets					
Construction In Progress - Buildings - 40 years	4,412,989	612,177	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-	-
Construction In Progress - Portables	0	0	-	-	-
Pre-acquisition costs - Land	431,555	304,313	-	-	-
Pre-acquisition costs - Buildings	0	0	-	-	-
Total Construction In Progress Assets	4,844,544	916,490	-	-	-
Capital Leased Assets					
Capital Leased Assets - Land	0	0	-	-	-
Capital Leased Assets - Buildings	0	0	-	-	-
Capital Leased Assets - Other	0	0	-	-	-
Capital Leased Assets - Machinery and Equipment	-	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-	-
Total Capital Leased Assets	0	0	-	-	-
TCA - Land	135,925,415	135,720,006	-	-	-
TCA - Non Land	427,948,179	432,331,656	-	-	-
Total Tangible Capital Assets	563,873,594	568,051,662	-	-	-

Schedule 22: Tangible Capital Asset Continuity - Net Book Value

	TCA NBV - Closing Balance March 31	TCA NBV - Opening Balance September 1	TCA NBV and Proceeds of Disposition - Proceeds of Disposition	TCA NBV and Proceeds of Disposition - Gain on Disposal	TCA NBV and Proceeds of Disposition - Loss on Disposal
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Schedule 22: Tangible Capital Asset Continuity - Inter-Entity TCA Transactions

	Asset Serial Number	Asset Name	Cost - Additions	Internal Source - Additions	Cost - Disposals
School Boards					
School Boards GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 3	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 4	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 5	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 6	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity Subtotal	-		-	-	-
Colleges					
College GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
College GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
College GRE Entity 3	-		-	0000 - Enter name / Entrer un nom	-
Colleges GRE Entity Subtotal	-		-	-	-
Hospitals					
Hospital GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
Hospital GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
Hospitals GRE Entity Subtotal	-		-	-	-
Agencies, Boards & Commissions					
Agencies, Boards & Commissions GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity Subtotal	-		-	-	-

Note: Of the assets disposed, please list those that were sold to an internal source (ie. Other Broader Public Sector entities)

Schedule 22A: Assets Held for Sale Continuity

		Assets Held for Sale - Opening Balance September 1	Assets Held for Sale - Prior Year Opening Balance Adjustments.	Assets Held for Sale - In-year Additions	Assets Held for Sale - Additional Expenditure on AHFS	Assets Held for Sale - In-year Disposals
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
1	Land & Land Improvement with Infinite Lives	aPY 5,996,436				
2	Land Improvements					
3	Buildings - 40 years					
4	Other Buildings					
5	Permanently Removed From Service - Buildings - 40 years					
6	Total Assets Held for Sale	5,996,436				

		Assets Held for Sale - Closing Balance March 31	Assets Held for Sale - Proceeds of Disposition	Assets Held for Sale - Gain on Disposal	Assets Held for Sale - Loss on Disposal
		Col. 6	Col. 7	Col. 8	Col. 9
1	Land & Land Improvement with Infinite Lives	5,996,436			
2	Land Improvements				
3	Buildings - 40 years				
4	Other Buildings				
5	Permanently Removed From Service - Buildings - 40 years				
6	Total Assets Held for Sale	5,996,436			

Note: Normally, if there are expenditures on Assets Held for Sale they are expensed during the year. However, if the amount is material, please consult with your auditors to see if it qualifies for adding it to the AHFS

Schedule 22A: Assets Held for Sale Continuity - Inter-Entity TCA Transactions

	Asset Serial Number	Asset Name	Internal Source - Disposals	Cost - Disposals
School Boards				
School Boards GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 3	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 4	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 5	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 6	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity Subtotal	-		-	-
Colleges				
College GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
College GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
College GRE Entity 3	-		0000 - Enter name / Entrer un nom	-
Colleges GRE Entity Subtotal	-		-	-
Hospitals				
Hospital GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
Hospital GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
Hospitals GRE Entity Subtotal	-		-	-
Agencies, Boards & Commissions				
Agencies, Boards & Commissions GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity Subtotal	-		-	-

Note: Of the assets disposed, please list those that were sold to an internal source (i.e. Other Broader Public Sector entities). Please provide the cost and accumulated amortization of the asset when it was transferred from TCA to assets held for sale. The Ministry requires this information for consolidation purposes.

Schedule 22A: Assets Held for Sale Continuity - Inter-Entity TCA Transactions

	Accumulated Amortization	Proceeds of Disposition	Gain on Sale	Loss on Sale
School Boards				
School Boards GRE Entity 1	-	-	-	-
School Boards GRE Entity 2	-	-	-	-
School Boards GRE Entity 3	-	-	-	-
School Boards GRE Entity 4	-	-	-	-
School Boards GRE Entity 5	-	-	-	-
School Boards GRE Entity 6	-	-	-	-
School Boards GRE Entity Subtotal	-	-	-	-
Colleges				
College GRE Entity 1	-	-	-	-
College GRE Entity 2	-	-	-	-
College GRE Entity 3	-	-	-	-
Colleges GRE Entity Subtotal	-	-	-	-
Hospitals				
Hospital GRE Entity 1	-	-	-	-
Hospital GRE Entity 2	-	-	-	-
Hospitals GRE Entity Subtotal	-	-	-	-
Agencies, Boards & Commissions				
Agencies, Boards & Commissions GRE Entity 1	-	-	-	-
Agencies, Boards & Commissions GRE Entity 2	-	-	-	-
Agencies, Boards & Commissions GRE Entity Subtotal	-	-	-	-

Note: Of the assets disposed, please list those that were sold to an internal source (i.e. Other Broader Public Sector entities). Please provide the cost and accumulated amortization of the asset when it was transferred from TCA to assets held for sale. The Ministry requires this information for consolidation purposes.

INFORMATION REPORT

ITEM 10.5

STUDENT VOICE: APPROVED SPEAKUP PROJECTS

PURPOSE:

The purpose of this report is to outline the Ministry approved Student Voice SpeakUp Projects at Halton Catholic District School Board schools for 2017-2018.

BACKGROUND INFORMATION:

SpeakUp Projects are part of the Ministry of Education's Student Voice Initiative. Student Voice is about Ontario's students having a voice in their learning, connecting the classroom to experiences outside school and providing students avenues to help achieve their goals. Student Voice is a way for students to shape their learning environment while building their skills and abilities. It helps students to be more active citizens and supports student democracy and empowerment.

Across Ontario, SpeakUp projects are helping students engage both academically and socially by leading projects that they design and implement with the support of their learning community.

SpeakUp Projects are grants that provide opportunities for students to creatively address issues and express themselves with the goal of positively strengthening student engagement.

SpeakUp Projects are intended to provide students an opportunity to lead and/or participate academically or socially in a project in order to:

- Examine and understand what helps or hinders their engagement in their learning; and
- Strengthen their academic and social sense of belonging.

REMARKS:

The approved projects are listed in the chart below:

School Name	Project Title	Amount
Bishop P.F. Reding CSS	Bishop Redings Girls' Night In	\$1,700
Bishop P.F. Reding CSS	Black History Month Committee	\$1,275
Bishop P.F. Reding CSS	Spectrum Community Cafe (SCC)	\$1,420
Corpus Christi CSS	Longhorns from Mental Health	\$1,870
Holy Family CES	Wellness Year at Holy Family	\$1,554
Holy Trinity CSS	The League of Titan Mentors	\$1,275

Jean Vanier Catholic CSS	Life Skills Prom 2017	\$1,000
Jean Vanier Catholic CSS	Boys Night In	\$1,360
Lumen Christi CES	Kids Night In	\$1,488
Notre Dame Roman CSS	Girls' Night In - Shine Like a Star	\$1,700
Our Lady of Victory CES	Team Unbreakable	\$1,700
Sacred Heart of Jesus CES	Physical Positivity @ SHOJ	\$1,190
St Andrew Catholic CES	St. Andrew Community Makerspace	\$1,700
St Brigid CES	Standing in Solidarity For the Good of All	\$1,360
St John CES	Girls Group	\$817
St Joseph CES	Wellness Day 2018	\$2,500
St Luke CES	Healthy Intitives	\$2,125
St Thomas Aquinas CSS	STA's Girls Night In 2018	\$1,275
St Thomas Aquinas Roman CSS	Pizza and Palettes	\$628
St Thomas Aquinas Roman CSS	Voyage Science	\$1,275
St. Anne CES	Boys Night In	\$1,000
St. Benedict CES	Creating Community Outside the Classroom	\$1,488
St. Christopher CES	Mind-Body-Spirit - Health and Wellness	\$1,275
St. Christopher CES	The Lorax Mission	\$1,275
	24	\$34,250

CONCLUSION:

Our Halton Catholic District School Board schools are continuing to pursue every avenue available to them in their efforts to enhance Student Voice in their communities. These projects are great opportunities for staff and students to work together in support of student learning, particularly outside the classroom.

REPORT PREPARED BY: C. MCGILLICUDDY
SUPERINTENDENT OF EDUCATION

REPORT SUBMITTED BY: C. MCGILLICUDDY
SUPERINTENDENT OF EDUCATION

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

INFORMATION REPORT

ITEM 10.6

EXTENSIVE TRIP ADVISORY COMMITTEE (ETAC) TRIP PROPOSALS

PURPOSE:

To provide trustees with information regarding the extensive field trips submitted by the Halton Catholic District School Board Secondary Schools for the 2018-2019 school year.

REMARKS:

The Extensive Trip Advisory Committee (ETAC) met on Tuesday, April 17, 2018 for the purpose of considering these requests. The committee reviewed the packages and requested additional information where required, which has been provided. The proposed trips met all the established criteria and the committee recommended approval.

Each school has submitted an information sheet which is attached.

ETAC: Appendix A:

- i. THOMAS MERTON CENTRE FOR CONTINUING EDUCATION
 - a. *NEW YORK CITY, USA*
MARCH 10 –16, 2019
 - b. *OTTAWA, MONTREAL, NEW YORK CITY*
MARCH 10-16, 2019

ETAC: Appendix B:

- i. CHRIST THE KING CATHOLIC SECONDARY SCHOOL
 - a. *IRELAND*
MARCH 7-16, 2019

ETAC: Appendix C:

- i. CHRIST THE KING CATHOLIC SECONDARY SCHOOL
 - a. *ENGLAND*
MARCH 7-16, 2019

REPORT PREPARED AND SUBMITTED BY:

C. CIPRIANO
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	Principal: Paul Cianciolo
Trip Destination: New York City	Date of Trip: March 10-16, 2019
Cost of Trip: \$1800.00	Number of Instructional Days Away: None

Brief Rationale for the Trip:

Students will be working towards achieving their Grade 12 International Business Fundamental credit through an experiential learning opportunity as they participate in activities and complete assignments and assessments in New York City.

Names of Supervisors: PTR 10:1, 1 Teaching Assistant, 1 Tour Animator 1 EduTravel staff (5 adults per group) TBD (teachers are hired by Thomas Merton, TA, and Animator by EduTravel)	Name(s) of First Aid Provider(s): TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
Number of Students: 50 students	Insurance Provider: Insureit Group Inc.
Date and Location of Mass: Friday March 15, 2019 at 12:00 p.m. at St. Patrick's Cathedral, NYC.	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	Principal: Paul Cianciolo
Trip Destination: Ottawa, Montreal, New York City	Date of Trip: March 10-16, 2019
Cost of Trip: \$1725.00	Number of Instructional Days Away: None

Brief Rationale for the Trip: Students will be working towards achieving their Civics and Careers credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Ottawa, Montreal and New York City.	
Names of Supervisors: PTR 10:1, 1 Teaching Assistant, 1 Tour Animator 1 EduTravel Admin staff TBD (teachers are hired by Thomas Merton, TA, and Animator by EduTravel)	Name(s) of First Aid Provider(s): TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
Number of Students: 50 students	Insurance Provider: Insureit Group Inc.
Date and Location of Mass: Sunday, March 10, 2019 at 5:00 pm at Notre Dame Cathedral Basilica, Ottawa.	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Christ the King Catholic Secondary School	Principal: Linda Triantafillou
Trip Destination: Ireland	Date of Trip: March 7-16, 2019
Cost of Trip: \$3500.00	Number of Instructional Days Away: 1

Brief Rationale for the Trip:

The Canadian & World Studies department is planning this historical/cultural trip to Ireland to further explore: roots of Irish immigration to Canada, geological links between Irish and Canadian landscapes, spread of Catholicism, the role of revolution in political change. Students will be able to experience relevant sites firsthand: Cathedrals, Rock of Cashel, Kilmore Abbey, Kilmaham Gaol, Blarney Castle, Cliffs of Moher, Giants Causeway, Glenveagh National Park, etc. Students will embrace Irish arts and culture: Irish dinner/dancing, sheep farm/sheep dog demonstration, and a medieval banquet in a castle! This trip fulfills many curriculum and Catholic Graduate Expectations.

Names of Supervisors: Lindsay Cheal Lauren Prisniak Laura Braga Myles Sloan	Name(s) of First Aid Provider(s): Laura Braga – to complete Standard First Aid, CPR and AED Level C
Number of Students: 40 Students	Insurance Provider: Travel Guard Insurance
Date and Location of Mass: Saturday March 9, 2019 at St. Mary's Pro-Cathedral in Dublin	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Christ the King Catholic Secondary School	Principal: Linda Triantafillou
Trip Destination: London, Bath, Stratford, Liverpool	Date of Trip: March 7-16, 2019
Cost of Trip: \$3500.00	Number of Instructional Days Away: 1

Brief Rationale for the Trip:

This Trip will serve as an exploration of the arts, history and culture of the visited cities. Preparation will include a study of British composers (including Handel, Holst, Farmer, Elgar), art history, dance and theatre. Upon arrival students will be immersed in the artistic history of these cities. They will visit the Royal Albert Hall, Westminster Abbey, the West End, and Royal Liverpool Philharmonia. Three live music performances are part of an optional cost package. Upon return, students will continue with reflections and extend study through performance of the pieces and/or genres explored.

Names of Supervisors: Susan File Mark Floyd Christine Ray Andrew Bourque	Name(s) of First Aid Provider(s): Mark Floyd
Number of Students: 40	Insurance Provider: AIG Insurance
Date and Location of Mass: Sunday, March 10, 2019: Our Lady of Victories 16a Abingdon Road.	

INFORMATION REPORT

10.7

2018-2019 HCDSB SCHOOL BOARD BUDGET – RESPECTING TAXPAYERS SUMMARY OF ADDITIONAL FEEDBACK

PURPOSE:

To provide Trustees with a summary of additional feedback that was gathered through confidential surveys with parents and staff with the purpose of finding efficiencies and savings in the Board budget.

BACKGROUND INFORMATION:

At the Regular Board Meeting on April 17th, 2018, motion #128/18 was passed by Trustees:

WHEREAS, in the last ten years:

The Halton Catholic District School Board budget has increased 60% from \$250 Million to \$400 Million.

The Halton Catholic District School Board enrollment has increased 19.5% from 28,865 to 34,486 students.

Consumer Price Index has increased 17.56% or 1.63% per annum.

WHEREAS, the Halton Catholic District School Board is charged with the responsible spending of public funds.

WHEREAS, the Halton Catholic District School Board is committed to investing in front line resources that maximize student achievement.

BE IT RESOLVED, that on annual basis, no later than the second meeting in May, Trustees launch a confidential consultation with the Halton Catholic District School Board staff and the public, with a goal of finding savings and efficiencies in the Board budget.

HCDSB administered two confidential, online surveys for parents and staff between May 8th and May 18th. Each survey consisted of only two questions. Results for each survey are summarized separately.

PARENT SURVEY RESULTS

A total of 358 respondents completed the parent survey, and 125 of them indicated that they live in Oakville. There were 186 responses provided for question 2 (*please provide a comment of your ideas or thoughts on where the Board of Trustees can find savings for the Board*).

All of the comments received and a summary of the common themes found among the comments is attached as the Appendix.

STAFF SURVEY RESULTS

A total of 125 respondents completed the staff survey. The majority of respondents indicated that they were School staff (n = 109), and there were 66 responses provided for question 2.

All of the comments received and a summary of the common themes found among the comments is attached as Appendix A.

CONCLUSION:

The summary of the comments received through these surveys is shared with Trustees to help guide the decision-making process as the Board considers the 2018-2019 Budget.

REPORT PREPARED & SUBMITTED BY:

Z. WALTERS
RESEARCHER, RESEARCH & DEVELOPMENT SERVICES

DR. L. COLLIMORE
CHIEF OFFICER, RESEARCH & DEVELOPMENT SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION & SECRETARY OF THE BOARD

2018-19 HCDSB School Board Budget –Respecting Taxpayers

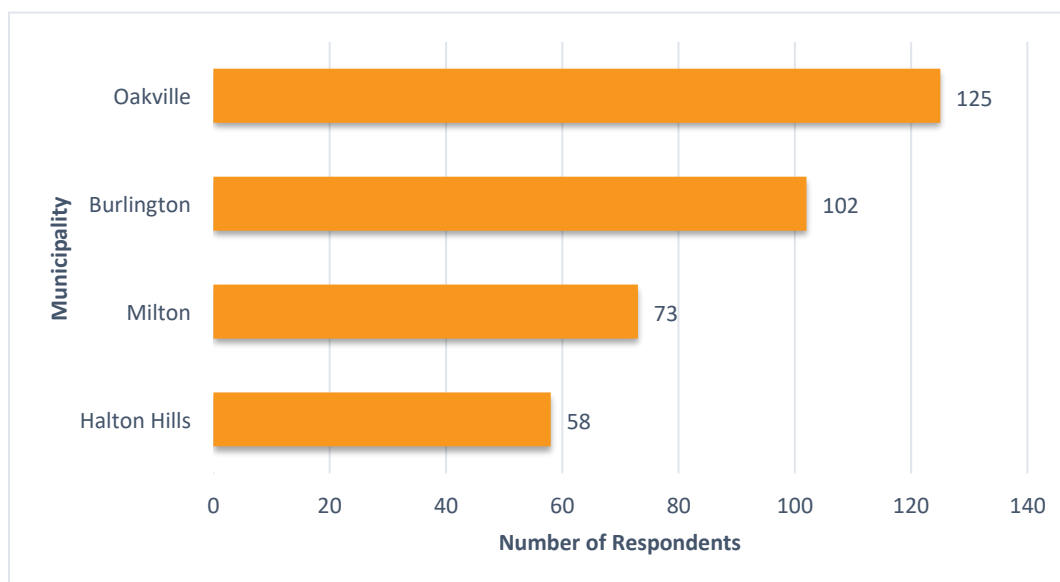
Summary of Finding Efficiencies and Savings Surveys

PARENT SURVEY RESULTS

This report summarizes parents' feedback on where the Board of Trustees can find efficiencies and savings for the HCDSB. Between May 8th and May 18th, all HCDSB parents were invited (via email) to participate in the parent survey. All responses from this survey have been grouped and discussed below to summarize respondents' perceptions. Overall, 358 parent survey responses were received. Due to the low number of responses from our parent community, the results are not representative of the *entire* HCDSB parent community and should be interpreted with caution.

PARENT DEMOGRAPHICS

Question #1 Which municipality do you live in? (n = 358). As illustrated in the graph below, many respondents live in Oakville (n = 125).



COMMON PARENT SUGGESTIONS

Question #2 Please provide a comment on your ideas or thoughts on where the Board of Trustees can find savings for the Board? (n = 186)

Of those who provided a response to this question (n =186), their comments can be aggregated into the following common themes: (1) *Efficient Staffing of Schools/Board*; (2) *Efficient School Operation*; (3) *Policy*; (4) *Reduce Transportation Costs*, and (5) *Limit Funds for Trustees*. A number of sub-themes are also provided. Please note that the percentage provided with each theme refers to the proportion of respondents whose comment aligns with said theme. These themes do not account for all opinions expressed in the

survey, but they do provide a summary of the most frequent themes found in the comments. We have provided examples for each theme below, but to read all of the comments received please see page 9 of the Appendix.

THEME 1: EFFICIENT STAFFING OF SCHOOLS/BOARD (23.1%; n = 43)

Sub-theme A: REASSESS SCHOOL AND BOARD STAFF POSITIONS, including reducing pay and eliminating certain positions. (16.7%; n = 31).

Examples:

"Reduce the number of superintendents by 1/2 Any teachers in non-teaching positions at the board offices returned to the classroom (i.e. resource teachers) Review of all administrative positions in the board office for redundancies..."

"1) Eliminate itinerant teacher positions and put them back in the classroom. 2) Eliminate coordinator positions and return redundancies to consultant positions or the classroom. 3) Reduce the number of consultant positions and return redundancies to the classroom."

"Reduce and cap staff/teacher salaries..."

Sub-theme B: REDUCE TEACHER ABSENTEEISM thereby reducing the need for supply coverage (through limiting the amount of training/PD Days held during the school year, for example) (6.5%; n = 12).

Examples:

"I think that the teachers miss too many days/half days for training/seminars and supply teachers are needed. The training should be held during summer or PA days"

"...less money on pd sessions and seminars during the school year for teachers—they should be in the classroom and be encouraged to do pd in the SUMMER—if they are truly wishing to invest in the children, then they should spend the time like everyone else in the workforce."

"In the regular teachers absence, stop bringing in supply teachers who cannot teach a particular subject,... and is paid a teachers salary/rate in a role that a class room monitor can provide at 1/3 of the expense. So many days of wasted money for supply teachers that don't teach anything, and just function as a classroom monitor, terrible waste of money."

THEME 2: EFFICIENT SCHOOL OPERATION (17.7%; n = 33)

Sub-theme A: REDUCE PRINTING COSTS (9.7%; n = 18).

Examples:

"Please reduce the number of flyers you send home from school in my child's agenda. Besides the cost of printing and paying for the paper, sometimes glossy, the damage to the environment must also be taken into account. I follow the board and school on Twitter and receive emails from the school and board. That is sufficient."

"Reduce the use of paper-worksheets, agendas, paper newsletters, paper calendars and workbooks. Encourage staff to communicate via email, have online calendars, post homework to a Secure online forum. Simply reducing the amount of photocopying, paper agendas and use of workbooks would not only save costs but also make communication more transparent and assignments more specific to the needs of the class/student."

Sub-theme B: MANAGE OUR CONSUMABLES MORE EFFICIENTLY and the budget allotted for classroom/school supplies (3.2%; n = 6).

Examples:

"Staff need to learn to be less wasteful - I see reusable supplies thrown out all the time... Cut the stationery & supplies budget by 5%; staff will find ways to do more with less."

"I worked as a teacher in Nova Scotia for a few years and they never provided consumables to the students. Parents were responsible for the purchase of [consumables]... Each school was provided with funds for students who did not have the means to make these purchases. There were never complaints and a lot less waste of materials. I am sure this approach could save the board thousands of dollars."

Sub-theme C: CONSIDER THE MAINTENANCE OF SCHOOLS AND MAINTENANCE-RELATED COSTS - methods of increasing maintenance standards and the efficiency of school operations (e.g. saving energy by turning off power when not in use, improving the functionality and appearance of schools, fixing buildings to make them operate more efficiently, etc.) (9.7%; n = 18).

Examples:

"...HCDSB has many old schools that require maintenance - windows are falling apart - and leaking into classrooms - roofs are leaking - by properly maintaining our schools on a regular basis you will SAVE MONEY in the long run - you will increase heat/cooling efficiency...."

"...How about building a new school and not place portables onto a yard which already cannot hold it's students safely during recess or outdoor activities? How can safe physical activity be promoted in a school yard without grass and surrounded by portables..."

"Besides the traditional saving lights, energy and recycling, perhaps helping the green clubs at the school to spread messages like cleaning up, no littering in parking lots etc... that will help with cleaning aftermath cost if the students are accountable."

THEME 3: POLICY (17.7%; n = 33)

Sub-theme A: CONSIDER THE FUNDS THAT ARE SPENT ON POLICY IMPLEMENTATION, DEFENSE, AND EVALUATION (12.4%; n = 23).

Examples:

"Saving on legal fees by not passing motions without stakeholder feedback."

"Trustees should have an idea of the cost of adopting a resolution before they pass it! The recent fiasco over the Sanctity of Life motion is a case in point. This has already cost (in time and money!) more than \$300,000 in lawyer fees, research time, parents' time, the whole Board's time in not getting to more important business, etc. And, to administer the new policy will be onerous-probably almost a full time job with all of the additions and restrictions."

"I feel that the Board of Trustees has wasted a large amount of money this year. There has been way too much time wasted on the Sanctity of Life Motion, which should never have been brought up in the first place, as the original fundraising policy was just fine. The fact that some of them are "looking for issues" to discuss at their board meetings feels like they are trying to justify their positions. This has also wasted a fair amount of time for the legal team and senior staff team, which means MORE money. This blatantly demonstrates that some of the Trustees care more about passing personal agendas than being fiscally responsible, which is absolutely deplorable."

Sub-theme B: CONSIDER THE TIME AND ENERGY SPENT ON THE POLICY FEEDBACK (9.1%; n = 17).

Examples:

"I'm concerned about the cost burden of implementing the board's new fundraising policy. I disagree that it is necessary to vet charities like Sick Kids and Canadian Cancer Society. If they are good enough to be relied upon when we are sick, they should be good enough to be recipients of the board's fundraising dollars. The time, energy and cost that has already been wasted creating an issue where none existed before is beyond me. The ongoing vetting requirements of the new fundraising policy creates perpetual expenses that are completely unnecessary and beyond reasonable."

"Stop spending time on and passing stupid rules like limiting fundraising at schools. Let's focus more on the kids education."

THEME 4: REDUCE TRANSPORTATION COSTS, including eliminating bussing for optional programs **(8.6%; n = 16)**.

Examples:

"Stop busing students to optional programs for which the Ministry gives you no funding..."

"High school busses could be cancelled or reduced and students may have to use public transit"

"school buses - combine students from HDSB and HCDSB on certain low-user rural routes"

THEME 5: LIMIT FUNDS FOR TRUSTEES by eliminating all or some of the Trustee positions, reducing subsidies (e.g. international trips), and/or cutting Trustee salaries **(7.5%; n = 14)**.

Examples:

"First - Oakville does not require 4 appointed trustees. 2 can surely be eliminated. Second, maybe trustees shouldn't be paying visits to Israel on tax payer dollars!!!! Third, perhaps our trustees can stop wasting time, money and resources on trying to interpret catholic doctrine (of which they are unqualified to do) so they can implement archaic rules into our schools - ie: Angellus prayer, oath of citizenship and now this ludicrous sanctity if life motion."

"Based on current performance, and the lack of items and choices withing this survey I recommend abolishing the board of trustees to save 100k."

STAFF SURVEY RESULTS

This section summarizes staff's feedback on where the Board of Trustees can find savings for the HCDSB. Between May 8th and May 18th, all HCDSB staff were invited (via email) to participate in the staff survey. All responses from this survey have been grouped and discussed below to summarize respondents' perceptions. Overall, 125 staff survey responses were submitted. Due to the low number of responses from our staff, the results are not representative of the *entire* HCDSB staff community and should be interpreted with caution.

STAFF DEMOGRAPHICS

Question #1 *Are you: School Staff? Board level Staff?* As illustrated in the graph below, the majority of respondents indicated that they are school level staff (n = 109).



COMMON STAFF SUGGESTIONS

Question #2 *Please provide a comment on your ideas or thoughts on where the Board of Trustees can find savings for the Board?* (n = 66)

Of those who provided a response to this question (n =66), their comments can be aggregated into the following common themes: (1) *Efficient Staffing of Schools/Board*; (2) *Efficient School Operation*; and (3) *Limit Funds for Trustees*. A number of sub-themes are also provided. Please note that the percentage provided with each theme refers to the proportion of respondents whose comment aligns with said theme. These themes do not account for all opinions expressed in the survey, but they do provide a summary of the most frequent themes found in the comments. We have provided examples for each theme below, but to read all of the comments received please see page 28 of the Appendix.

THEME 1: EFFICIENT STAFFING OF SCHOOLS/BOARD (54.5%; n = 36)

Sub-theme A: REASSESS SCHOOL AND BOARD STAFF POSITIONS, including reducing administration's pay, eliminating non-essential positions outside of the schools (i.e. itinerants), and hiring based on needs of the schools (e.g. more SERTS and EAs) (34.8%; n = 23).

Examples:

"1) Eliminate itinerant teacher positions and put them back in the classroom. 2) Eliminate coordinator positions and return redundancies to consultant positions or the classroom. 3) Reduce the number of consultant positions and return redundancies to the classroom."

"Less money for senior staff who do not do as much directly in the schools."

"... There are too many students currently with behavioural problems. More educational assistances are needed to help these children cope with their day-to-day challenges. Money for staffing and professionals are needed more than ever."

Sub-theme B: REASSESS TRAINING SESSIONS, including when they are scheduled, what they are for, and whether they are paid or voluntary. This can subsequently decrease the need for supply coverage, thus saving money (19.7%; n = 13).

Examples:

"... Maybe make PD days more specific or relevant to division and program (French/Language/Math). For board PD days they should be divided by program to avoid needing to create PD days to fit in this collaboration opportunity..."

"... PA days should be in-service days (decrease the number of weekly in-services and therefore decrease the number of supply teachers needed.)"

"Make pd or pa days voluntary, not paid if not attending, i think you will find most teachers will attend. if some teachers don't attend they simply don't get paid."

THEME 2: EFFICIENT SCHOOL OPERATION (28.8%; n = 19)

Sub-theme A: REDUCE PRINTING COSTS (16.7%; n = 11).

Examples:

"Stop using colour photocopying / useless paper for PD days and randomly through the year. We should be moving toward a paperless system of communication."

"Less paper and use more digital resources. Do not print as many items (programs etc.)."

Sub-theme B: MANAGE OUR CONSUMABLES MORE EFFICIENTLY and the budget allotted for classroom/school supplies (12.1%; n = 8). Some respondents suggested limiting consumables provided by the schools while others suggested increasing this amount, so teachers do not have to provide such supplies.

Examples:

"We could definitely save in school supplies. There is a lot of waste in art supplies, paper and student supplies. We could ask the parents to provide them."

"...consumable budget dropped from \$200 per class to \$155. I'm already spending about \$1000 per year on my classroom of my own money. I'll have to cut out important classroom activities as I can't afford to keep spending so much of my own money on consumables and classroom supplies."

THEME 3: LIMIT FUNDS FOR TRUSTEES (e.g. cutting Trustees' salaries) **(9.1%; n = 6).**

Examples:

"Stop giving huge raises to themselves and superintendents, who already make lots of money."

"...Too much money is being spent on poorly thought out Trustee decisions because staff and community stakeholders are not being listened to or consulted. Needless money is then spent on legal to defend decisions that are not defensible."

PARENT SURVEY: Complete List of Responses to Question #2

You need to look at untapped revenue streams and not just cost centres. Why is it that only the public school board in Milton rents its baseball fields to the Milton Baseball Little League while the Catholic system does not?? Holy Rosary has a proper, long forgotten baseball field with benches and fencing that would be perfect for use by Junior T-Ball players (age 4) up to age 6 baseball players. And if you reconditioned the soil, older children could play baseball there too. In the summer of 2017 Milton officially ran out of baseball fields, even with the 4 year olds playing at 7 AM on Saturday mornings. The lack of fields necessitated the league to include Brookville, which is over 20 minutes away. Martin Street Public School used to rent their fields to the T-Ball boys, and even WI Dick middle school still rents their diamond out. Rotary diamonds are less than 2 minutes drive from Holy Rosary. It would be perfect for kids and parents, AND the school could make some money <http://baseballmilton.com/>

You could make students decide their class so they can be accepted and you could buy less computers

Yes. I resent the money grabbing ploys by the HCDSB. my daughter play sin a school band and is now being asked for 5.00 to actually perform on Music night ... really? We are well below the poverty line struggling with help from Mary Mother of God and Fare Share Food bank. We are forced now to sell our home now with NO PLACE to live after it is sold... and you want 5.00 to allow her to play in her band on music night. you should pay her for performing. I find the school money hungry even over charging for bus trips. I called the buss company to find out exactly what the charge was for one particular trip. It was 5.00/student, yet the school was asking for 10.00!! It makes me sick to my stomach. Where is the extra 5.00 going? Catholic values? I think not. we need help not to be nickled and dimed when we cant afford, and when it is NOT right . This school is NOT an anti bulling school. My daughter is bring bullied daily by a group, and no one does anything. Going on for years. She is now getting medical help for her anxiety.

why don't you charge for parking in the school lots ? these take upkeep and maintenance. there's snow removal also I think \$20 per month is fair

When the talk comes to cost savings I believe as soon as a cost saving program is initiated a student does not receive a service or a service is reduced. Cost savings should come at the administrative level in upper management and not to front line teachers resources. My tax dollars should be students first not at increasing upper management staff. Providing the proper tools for teachers to do their jobs is the most efficient way.

We feel that the decisions regarding budget are being hampered by the loss of time for all stakeholders, resulting from the fundraising motions and amendments passes this year. Board of Trustees should drop all motions and amendments passed this school year in regards to fundraising and should concentrate on more important issues such as the budget itself and responsible ways to spend. We certainly do not want to see Board staff (who are not scientists nor experts in scientific research) wasting time attempting to research charities and non-profit organizations. Should the Board of Trustees continue to put forth such narrow-minded amendments, they should at the very least accept a letter from heads of charities that the funds raised do not go to specific procedures and this should be good enough. We trust the ethics of the heads of charities more than we trust the ethics of certain trustees in whom we have lost our confidence and therefore, as a result, we have lost confidence in the ability of the Board of Trustees to seek stakeholder

input and make decisions that reflect the views of the majority of their constituents. We honestly feel that money could be better spent when the Board of Trustees stops wasting their own time as trustees, as well as the time of stakeholders and taxpayers who have to continually work to be heard.

Try to rent school facilities

Trustees can not waste the Boards time or resources fighting self fulfilling agenda items

Trip forms should not need to be filled out every time there is a new field trip - the back page with contact numbers and allergies is a waste of paper & time...the front page yes but the back page they should keep in on file and update if anything changes.

Traffic congestion around the schools

Too much \$\$ into teacher pay. That pie chart showing where the budget is allocated is all you need to see. Of course I doubt we will ever see this change. Thats where the \$\$ is.

This is not a fair question! I don't know what costs the board has or how they are prioritized! I want my child to have access to the best! The best teachers, the best technology, the best, safest and cleanest environment! Do not cut funding to those who are on the front lines with my kids: the teachers, ea's, secretaries, custodians!!!

There is land owned by the school board in Georgetown, either build it or sell it, sitting there and nothing gets done. If enrollment is down in Oakville and Burlington can any schools be amalgamated? Stop doing so many "studies" and spend the money on the children/schools.

Their own salaries

The recent debacle about the 'sanctity of life' motion has been a tremendous waste of time, resources, and money. How about the board of trustees starts there? Also, this survey is moronic - don't you trust your staff to manage the budget efficiently? If not, perhaps you need new staff?

The math textbooks that young elementary children use are heavy and outdated. The books need to be replaced. Rather than buying new ones, consider using online versions. When additional exercise sheets are provided, rather than printing them up and handing out papers, make them available online. Same with agendas - put them on the school website.

The current structure of employees is top heavy, too many teachers in non classroom positions, who do not directly teach students. The 'train the trainer' model is ineffective. If someone is paid as a a teacher they should be working directly with students, not just available for support for other teachers.

the biggest money saver will to be get rid of the portable classroom, and if necessary, move students to public school class rooms or community centre classrooms. Im not suprised that your going to put a hundred portables over at st james while st josephs is being rebuilt. St Ann's was a perfectly functional school but you tore it down to make a vacent lot. which I bet someone on the board will sell to one of their friends for a tipence who will sell to a developer for millions. Uniforms, why is the uniform not only say

HDSC instead of the various school names. is someone getting paid off, that there is only 1 uniform supplier, your website says the board is a fair trader, prove it. School bus. Just use attridge, that first student bus is never on time, it costs everyone money in lost time

The biggest cost saving would be "expenses" submitted by non-teaching staff. Anything to do with food, travel, drink or supplies should never be paid for by our tax dollars. Also wage freeze should apply to all non-teaching, non-union staff support the schools. The separate school board's days are numbered, the writing is on the wall.

Supply teaching

Suggestion to reduce spending on all the latest technology. We need to get away from this drive towards technology based learning. While some technology is okay, we need to get back to basics, get outdoors, have human interactions. We are at risk of creating a generation that is technology dependent instead of a group of independent thinkers and problem solvers.

Subsidised international trips for Trustees

Student population is extremely high which has lead to numerous portables being added. This has also significantly reduced the playing space for students during recess this also creating an unsafe and constricted outdoor environment. It would be beneficial to start planning for building new Catholic schools in the area.

Stop wasting time, resources and energy on unilateral policy changes regarding "sanctity of life" and instead concentrate on increasing awareness of options for board savings to parents.

Stop wasting time trying to change fundraising policies to stupid things in the name of "Catholicism". How about you focus on the things you were elected to do. Focus on completing agenda items efficiently. This board takes too long to make decisions.

Stop wasting time on non issues and stay focused on managing our schools while maintaining Catholic principles.

Stop wasting time and money on unilateral decisions that end up being overturned. The behaviour of several HCDSB representatives has been careless, "untransparent", and very much in defiance of the Catholic way of life. The trustees should reflect on their actions. It is with this poor representation that we will end up losing the Catholic education system in Ontario.

Stop spending time on and passing stupid rules like limiting fundraising at schools. Let's focus more on the kids education.

Stop spending tax dollars on Trustee Political agendas that have no relevance to our student's education - instead let's start addressing the real concerns in our schools - lack of textbooks at the secondary level in subject areas such as math and science. HCDSB has many old schools that require maintenance - windows are falling apart - and leaking into classrooms - roofs are leaking - by properly maintaining our schools on a regular basis you will SAVE MONEY in the long run - you will increase heat/cooling efficiency. By maintaining

roofs, you will save money on lost computers and textbooks that get ruined due to water damage when water leaks into our schools.

Stop paying for the 5 trustees who clearly have no interest in doing what is best for the HCDSB community. That's 6 figures right there.

stop hiring teachers who NEVER use their 'planning' time to do school work in. Why is it that I have seen the exact same typed test and assignments from more than 1 teacher come home to be completed for multiple different kids in my house several years later? And STOP having teachers retire and then come back to teach. Actually its not to TEACH.... its just to make money. These teachers NEVER teach! they are tired and burnt out people who are solely there for the money. Then I have to teach at my kitchen table. Finally, STOP hiring supply teachers for high school students! The classes run like this..... supply teacher is there to babysit, take attendance and dismiss. NO TEACHING GOES ON!!!! Even if your kid asks the 'supply' teacher a question about the related course the supply teacher is there to 'teach'..... they always say.... THEY KNOW NOTHING!!! you need to ask your teacher when he gets back! So what is the purpose of the supply teacher?? Again..... NOT TO TEACH..... but to babysit!! Total waste of money.

Stop hiring teachers who have trouble with basic math. There are so many teachers who my child has had who don't know the math for the grade they are teaching. My child is only in grade 8. Too many math teachers in St. Marguerite Oakville have no business teaching math.

stop having too many trustees and try to have more schools at the region, also start charging each student a yearly fees (not much, just \$100 a year), that should help funding! Cheers,

Stop doing all of these surveys especially when you ignore the results. The Board of Trustees should be combined with the public board because the Catholic board is just full of individuals who do not represent their ratepayers.

Stop creating surveys for people who have no knowledge of what the board of trustees spend their money on or how the funding for our educational system works. Hire someone with knowledge and skills to evaluate the budget.

Stop busing students to optional programs for which the Ministry gives you no funding. Everything else is rounding error.

Stop bringing forward and passing insane motions like the current Sanctity of Life Motion. What a waste of time and money to fight a motion that serves no logical purpose in our school system today. This motion will cost time and money through the board and would make our board the laughingstock of school boards in Ontario.

Stop allowing the Trustees to pass motions that tie up meetings, waste resources and time on furthering their personal agendas. Start paying our Executives a comparable wage to the rest of the province so we can continue to retain and attract top talent.

Start investing in programs that benefit the majority of students instead of programs aimed at the 1% outliers.

Staff reductions at board offices, consultants, administration.. non-essential to student success. Cut down substitute teachers use. Make principals and VPs cover for absent teachers. Recurring absences should be felt by management and fellow staff and peer pressure used to ensure attendance.... not covered with additional spending on subs. Audit of all teacher medical expenses... massage, shoes, etc... for misuse and fraud..... Fire the bad teachers, promote the good ones. Charge money for teachers to park in school lots. Cut spending on board's external groups and associations memberships. Build a residence for international students. Sell external advertising in schools and in school communications.

Staff need to learn to be less wasteful - I see reusable supplies thrown out all the time - something as simple as throwing out a file folder after literally 5 minutes of use - would you do that at home? Cut the stationery & supplies budget by 5%; staff will find ways to do more with less. Colour photocopying should be used very sparingly -if at all - Trustees do not need colour photocopies of meeting materials (ie. LTCP) and certainly neither do staff. Cut out the "SWAG" - just today (on Twitter) saw Pathways jackets given out to teachers?? How does this help the students?? Make them available at cost, sure, by why is school board using education funding for this purpose? Stop using Board funds for charities - including and especially HCCEF - Board money should not be used to support charities and especially one that flows back to the Board! If Trustees and staff want to attend the Bishop's Dinner or the golf tournament, it should be on their own dime. Otherwise, it is not charitable giving; it is just moving money around.

Spend more on the students instead of the beautification of the school or board

spend money on things that show pride in school - uniforms for sports teams, making sure the plaques are hung on the wall straight and updated with information. it doesn't take much money to do things like that. less money on pd sessions and seminars during the school year for teachers - they should be in the classroom and be encouraged to do pd in the SUMMER - if they are truly wishing to invest in the children, then they should spend the time like everyone else in the workforce.

Solar panels on roofs. Make use of volunteers.

so Good

Seek equal funding for the city of oakville despite the demographic. Our children deserve equal opportunities.

school buses - combine students from HDSB and HCDSB on certain low-use rural routes

School attire instead of uniforms.

Savings?!? How about building a new school and not place portables onto a yard which already cannot hold it's students safely during recess or outdoor activities? How can safe physical activity be promoted in a school yard without grass and surrounded by portables? Do something to accommodate the increasing population at St. Brigid. Appalling.

Savings can always be found in reducing administration, costs perhaps from the Board of trustee projects that can wait. In looking at the budget allocations, there are a number of great projects that students need and the schools need that should not be cut. perhaps reviewing contracts with suppliers etc to find less expensive options as well

Saving on legal fees by not passing motions without stakeholder feedback.

review Board members required

Reverse the decision to have a separate Catholic sporting association for our board. Every school team is having to travel further to exclusively play other Catholic schools in the region, rather than playing in local divisions. Busing costs are up. Teachers who coach are spending more time away from their classes, as are student athletes, in pointless travel time. Burning more diesel fuel in a schoolbus is certainly not better for the environment. Going back to a single Halton athletic association would be the simplest cost-cutting measure you could take, and it would improve the experience of teachers who coach and student-athletes alike.

Replace the 5 Trustees from Oakville with people who understand education and the needs of the public.

Reducing redundancies, reevaluate spending, consider leasing space from vacant schools and relinquish the board location,

Reduce the use of paper- worksheets, agendas, paper newsletters, paper calendars and workbooks. Encourage staff to communicate via email, have online calendars, post homework to a Secure online forum. Simply reducing the amount of photocopying, paper agendas and use of workbooks would not only save costs but also make communication more transparent and assignments more specific to the needs of the class/student.

Reduce the number of superintendents by 1/2 Any teachers in non-teaching positions at the board offices returned to the classroom (i.e. resource teachers) Review of all administrative positions in the board office for redundancies Any board wide initiative with a cost associated with it to have clearly stated deliverables and to be reviewed in 3 years to determine effectiveness - if annual deliverables not met the program is to be halted immediately.

Reduce spending on training programs for teachers outside of Canada.

Reduce salaries and benefits

Reduce and cap staff/teacher salaries; consider replacing with cheaper resources (e.g. hire willing, capable and eligible global resources). Reduce paper, textbooks etc. materials are available and should be available online.

Recruit more vokubteers. Maybe recently retired population? People who want to help the kids on a nearly daily basis, police checks obviously a requirement. Both children and the volunteers could benefit. Recently

retired people sometimes go through rough times when adjusting to their new lifestyle and the children would really lift their spirits.

Procurement

Portables are one of the most ineffective and inefficient devices in the board. Waste of time for teachers and students, a hazard, difficult to maintain during winter and costly to heat. By identifying needs quicker and population trends more efficiently you can reduce costs. Additionally, the board is bloated with non-essential administrators. Take the money and invest in hiring more teachers to reduce ratios in the classroom. This will benefit all students including those who are at risk and need more attent.

Please remove all costs associated with running unions in our schools. That money would be better suited to be directed to our children. Unions have no place in the education system.

Please reduce the number of flyers you send home from school in my child's agenda. Besides the cost of printing and paying for the paper, sometimes glossy, the damage to the environment must also be taken into account. I follow the board and school on Twitter and receive emails from the school and board. That is sufficient.

Please don't cut bussing for French immersion. This was a suggestion last year. My family does not have an alternate option to get our kids to school: we would be forced to drop out of the program. It's been hugely valuable in building confidence in written and spoken language for our children. We would be very sad to lose this program.

Perhaps not running your own athletic association and going back with the public board would be an efficiency? I know the trustees try to avoid cooperation with the public board for some reason (remember the new joint board office proposal at Bronte and QEW a number of years ago) but this just increases costs unnecessarily.

Paper calendars given at beginning of year not necessary.

One comment, if the students are expected to use computers and iPads for school work completed at school, then it's the boards responsibility to ensure each child is Accommodated. Children should not have to bring their own technology to complete the task because there is not enough for all to use

Offer parents willing an option to pay to park in the drop off circle during morning and afternoon drop off. Keep it an honour system with parents getting an in car symbol they can put out indicating they paid for the right to park there

Not wasting time and money on possible law suits because of board members who try to push their own agenda instead of focusing on educational issues and representing what parents want instead!

Not sure, but please add extracurricular activities like intramural sports. Get rid of costly Christmas concerts with professional company.

Not sure about finding savings but busing for children to widen the grid and the flow of parking exiting the school is unorganized

Not pursue unnecessary legal action designed to reduce parent input. Cancel unsustainable programs such as French Immersion.

Multiple Low cost school events, non uniform day, concert, art presentation, movie night with selling of snack and drinks...

More transparency in school budgets...I have never seen an accounting of school spending for board funds or fundraising so can't comment intelligently on where cuts could be made

More fundraisers and encouragement of volunteers. If not already open tender of contracts.

Miscellaneous spending should be curbed.

Maybe by offering a simple breakfast (cereal, waffles, granola bars, etc) in the morning and charging \$1-\$2 for breakfast and by having parents and people in the community donate breakfast foods (and parent volunteers organize it in the morning). Use old paper as scrap paper. Saving on technology by getting free computers from organizations such as Renewed Computer Technology. They donate free computers to schools and charities. <http://www.rcto.ca> Create a student newsletter and charge local businesses a small fee to place an ad in the paper. Newsletters can be sent to parents via PDF format, so no printing required. Have students clean up outside to save on custodial costs.

Many organizations around the Oakville area would love to share and/or support the schools. Please find a more exciting Marketing/ Advertising or Events team so they can brainstorm and let you know about locations that can be of a help; for example get together with the local libraries to set up classes, trainings, seminars, workshop that parents could pay for. If requested in advance the libraries might give you a deal and even freebies. Use your parents volunteer more often. You can actually get a lot from nothing at all. Request help from Seniors in your neighborhood, there is so much value they can add to our schools. Instead of the written agenda that must parents overlook get your own school/grade WhatsApp account like some of us do and add the teachers to it so we can communicate. We also use Remind. Locate more extracurricular activities for parents (training on how to help your children at school, disabilities/gifted strategies for parents, etc) that could be beneficial for all - price could be payable Through School Cash Online. Encourage Tutoring - we can use gifted students to become free tutors but where parents could pay monthly, yearly, or as necessary to the Board for this services adding this terrific skills to the tutors' reports. Requesting support from Bell, Rogers, Cogeco to give discount on internet to those parents who sign through our account and then we could get a % of the payments. Request support from Apple, IBM, Dell, other companies to provide the Board with the computer system well needed on our schools that might be obsolete for them. Create healthy living by learning and supporting the outdoors (saving electricity from specific peak hours). Omg...we can do soo much.

Make professional development days more relevant by giving teachers time to share ideas with colleagues and co-plan lessons and evaluations rather than using funds for guest speakers or board-wide events.

Looking for cuts is unlikely to solve any problems long term. It's more important to be efficient and intentional in where money is spent. Better use of technology, better use of facilities and resources. Partner with private industry or other groups who are solving the same problems with more innovative solutions. Boards need to follow lean methodologies, be willing to test solutions and be open to change.

Let the kids have more fundraising events - give them a goal... a new item for the library, a new piece of sporting equipment, new items for the classroom.

Less money spent on EQAO. As a parent I'm not concerned with how my school scores. I would rather the money be spent elsewhere. Less money spent on community engagement speakers. Although I believe in their messages and your efforts, in a time of budget constraints I would rather the money be spent in the school on special education, efficient technology that actually works when it's supposed to and tangible resources.

less money on fundraising and more on curriculum

Less money and time spent on changing the fundraising process by trustees without adequate public consultation first. I believe in the Sanctity of Life but the amount of time and money that has been wasted because of the trustees' heavy handedness is shameful.

I'm not quite sure. I'd like to see less expenses passed down to the Kids for class activities and extra curricular sports and team fees. That's a lot to pay for a child to attend highschool. Makes a parent not want to push a sport or a gym class based on extra \$\$\$ Teachers are paid very well and so are the Board. Kids are told by coaches they have to cover their classes etc I think the standard automatic cost of living increases to the teachers should always be paid Public sector you get paid based on performance Whose eating these teachers other than their own self absorbed union

I'm concerned about the cost burden of implementing the board's new fundraising policy. I disagree that it is necessary to vet charities like Sick Kids and Canadian Cancer Society. If they are good enough to be relied upon when we are sick, they should be good enough to be recipients of the board's fundraising dollars. The time, energy and cost that has already been wasted creating an issue where none existed before is beyond me. The ongoing vetting requirements of the new fundraising policy creates perpetual expenses that are completely unnecessary and beyond reasonable.

It's hard to say when I have no idea where current funding goes. Is there a breakdown available? My recommendation: instead of worrying about where donation dollars go we can work on living Christ-like vs Trump like. My expectation is that whatever efficiencies are determined the students are kept at the forefront.

Itinerant teacher roles that do not involve teachers working directly with children, as a volunteer in my child's school I frequently observe the itinerant teacher working by themselves on a laptop. Occasionally another teacher will drop in to 'visit'. It is my understanding (I would like to be clear I am not sure), that the itinerant teacher gets paid a full teacher salary, but is there to support teachers if they choose to come work with the itinerant, but are not allowed to work directly with children. It is also my understanding that there are many

models of an itinerant teacher. This seems to be a very ineffective and expensive way to improve student learning.

It's really hard to say. I believe our children and every child should have access to any thing possible. Monitor supplies at schools. Allow the teachers what they need. Buy things in bulk more as board. Toilet paper, Paper towel, paper, paints, pens anything that is used mostly in the schools. Have bigger storage areas for these items. Centralize it at one area.

It would be helpful to understand what some of the recurrent cost are presently to know how to prioritize what items can be removed for cost savings. Is there a list we can reference?

It would be beneficial to review all administrative processes through a process mapping process in order to understand if there is any duplication waste or gaps that may contribute to a slow/costly process. Doing this type of exercise will probably identify deficiencies as well as ineffective use of resources. Also this mapping process will help to identify opportunities for process consolidation/standardization/obsolescence.

It seems like there are a lot of teacher/staff celebrations. Giant inflatables in offices are not exactly a wise use of money and I would hope that this isn't coming out of funds that should be used elsewhere.

It is my opinion that all fundraising be taken out of the schools and we focus on education and direct costs.

Instead of teachers sending home paper communication, can send emails.

Install LED lighting with dim and motion sensors in all of our schools. Partnering with town council to allow schools to be used for corporate training events, meeting place and night education classes or town offered courses as a source of extra revenue. Consolidate and reduce suppliers base for schools maintenance services. Allow for more out of boundaries students, specially on schools with low occupancy. Review the buses routes to maximize bus capacity utilization, even if students of 2 schools are to ride together on one bus when schools are in close proximity. Going more paperless, having permission forms to be submitted online Install solar panels in schools to save on electricity.

In the regular teachers absence, stop bringing in supply teachers who cannot teach a particular subject, ie a non-French trained teacher, supplying for French, and is paid a teachers salary/rate in a role that a class room monitor can provide at 1/3 of the expense. So many days of wasted money for supply teachers that don't teach anything, and just function as a classroom monitor, terrible waste of money.

Idea creation as some/most of these may not be possible: Where parents own multiple properties, can the property tax be streamed into the school (not on just the single property as is now) School uniforms - the school could benefit from selling the uniforms and, profit from a used scheme where parents can used lightly used school uniforms Can buildings within the school grounds be leased on weekends? There are many institutions looks for large gyms/rooms to hire for various functions. Is school realty maximised during times when school is not in session?

I would suggest standardization of materials and supplies, have all schools to have the same activities on same dates to be able to get bundle pricing.

I worked as a teacher in Nova Scotia for a few years and they never provided consumables to the students. Parents were responsible for the purchase of pencils, pens, markers, erasers, workbooks, binders, paper etc. In fact, most parents make these purchases anyway. Teachers were required to make specific lists for parents of what was required for their grade/class in the upcoming year. The school had paint, construction paper and a few craft supplies. Each school was provided with funds for students who did not have the means to make these purchases. There were never complaints and a lot less waste of materials. I am sure this approach could save the board thousands of dollars.

I want the way we've done it in Halton.

I think the board should reduce the amount of hand outs and coloured flyers being sent home to students. I do NOT think that the board should cut any more funding to special education! Students in our board need support, and the funding cuts over the past years have had a very negative impact on the progress of these students.

I think the board as it is, is doing a great job. In my opinion, the big majority of funds should be spent on things/projects/events that directly benefit students' education. As much as extra curricular activities are important - social events, sports initiatives for example - are wonderful and great but should rank lower in priority than initiatives that will directly improve children's academics and learning. These are their schools we are talking about after all. Compared to other countries, our elementary students seem to be behind in academics and end up having to make a huge transition come Grade 9. Any tools, research, materials, initiatives that will help prepare students for high school and post secondary education should be a priority in my opinion. Thank you.

I think that the teachers miss too many days/half days for training/seminars and supply teachers are needed. The training should be held during summer or PA days

I think need french education more

I think HCDSB runs a lean operation already. Not sure where cost savings can be had. As a parent, I'd really like to see more consistent lunch supervision. One adult per room please. It is not safe to have one adult roaming between three classrooms – potentially watching 60 kids – especially in the primary grades.

I think continuously looking at the enrollment numbers at schools is important, so that we optimize the space we have.

I know that the average person is going to use this field to rant about how teachers and others involved in public education are overpaid, but I can say without doubt that they are wrong. While this will undoubtedly fall on the shoulders of teachers, having to teach with less, for less, this is not where the "efficiencies" lie.

I have no suggestions.

I have no idea.

I find it very frustrating ,time consuming & wasteful to continually fill out repetitive school forms. At the beginning of the school year the same form is filled out as the year before with the same information .

Parents should be given the option to go online to 1. fill in the initial forms when joining the school & board 2. To go online to update any information if necessary for subsequent years 3. Have a standard online form - updated as needed, on file and accessible by the teacher when necessary- to eliminate the need to fill out the SAME form for EVERY school trip and activity . 4. Even though school cash online is available, we're still getting forms sent home as well. This is a complete waste of time & money. It should be made known by the parent at the beginning of the school year if they require a hard copy of some or all forms. 5. Right now it varies every year but If it were standard practice for every teacher to use a communication app like Edmodo or Remind or at the very least email -so many forms & even agendas could be eliminated .As a busy parent it would be extremely helpful to keep track of all homework , projects, activity schedules, sport practices & game schedules, all in one place. Most if not all parents I know don't regularly read the emailed weekly calendar that comes in from our school so quick accessibility from a teacher monitored app if far more convenient & user friendly with the increasing number of younger parents.

I feel that the Board of Trustees has wasted a large amount of money this year. There has been way too much time wasted on the Sanctity of Life Motion, which should never have been brought up in the first place, as the original fundraising policy was just fine. The fact that some of them are "looking for issues" to discuss at their board meetings feels like they are trying to justify their positions. This has also wasted a fair amount of time for the legal team and senior staff team, which means MORE money. This blatantly demonstrates that some of the Trustees care more about passing personal agendas than being fiscally responsible, which is absolutely deplorable.

I cannot.

I believe that I heard the OLOP school in which my child attends spent a lot of money on their Christmas pageant/play this past year. I don't feel that professional choreography and other expenses warrant the cost incurred. I believe that the children and teachers would do a great job on their own... and that a small pause between numbers is fine and that to have professionals help with this play (though the Christmas season is very important) aren't necessary. I feel that cost could be better spent elsewhere.

<https://www.theglobeandmail.com/news/national/education/ontario-orders-school-board-trustees-to-cancel-pay-raises/article20905654/> Here's a start! Silly decisions as in the Charity ban is costing a ton of money as the Board heads to court..... where is this money coming from to pay for court?

How about they stop wasting time dealing with an issue that parents and students don't agree with and instead think about what they can do to help the kids and to fix what they've done to tarnish the name of not only our board but all Catholic boards.

Hopefully no cuts and more investment in education quality. As a parent, we are seeing a decrease in scores and discontent on how St. John Paul II is being managed.

Hiring a Quality Improvement Specialist to do a current state assessment of where money is being spent, the amount being spent and the projected return on investment. I am not sure of the current amount of money being allocated to various initiatives, so I don't believe I'm equipt to answer this question. I believe my son's teacher and ECE are doing a wonderful job with the very limited resources they have and increased number of children in the class.

High school busses could be cancelled or reduced and students may have to use public transit. High schoolers are old enough to not to be babysat

Have all PA days at beginning and/or end of year. Might be able to reduce the # of days whole schools are open and save on utilities, maintenance? Have parents fill one permission form for all activities in the year and reduce the amount of paper and time it takes to process them. And help parents with having to fill the same info every time. Get parent to fill one to opt out of the activity instead or when something changes.

Good evening, I have addressed this same concern for the past 6 years and have been told each time that my suggestion can't be done because that's "the way it is". The circumstances are that when our family moves within Milton we are required to change schools. We have never had an issue with the change in schools rather that we need to re enrol them into the new school under the same board. With three children, each being supplied six documents, 3 required to be filled out and a member of your board/staff processing those documents seems redundant. Transferring the documents to the new school should be an option to reduce the time that parents and staff spend on the identical information that your board already has except for the new information, which should only be the new address. Please kindly consider our request. Ben and Lisa Beard

Get rid of the trustees...they are doing nothing productive for the school board.

Get rid of the trustees

Get one PA day and get parents and children working at school like a volunteer jobs. Getting them to do mid repairs. Nothing dangerous or unsafe but what children and parents could done together. Something the school would pay for it. Them school would provide a list that what they need and the available family could pick what they want to do.

Get office staff that does their work properly , that if a child says I was here to check on , not call kids liars, when a adult calls and leaves messages for a return call it should be called back, you have all these people working there, but no one listening, or backing kids into a corner, this has been holy trinity s problem, they favour some and don't listen to others at all,

Georgetown. I live in Georgetown. I thought we are all under Halton Hills Municipality or Region? In our school specifically I believe there is not enough money spent on Special Education Resources. Especially for an actual SERT. I know this is about saving Public money, but this just the first time I have had a chance to respond to any of these emails. We are a small old school & I believe we tend to be forgotten because we're not new fancy. Also, reminder: not every family makes \$100K per annum. Just a friendly reminder. Thanks and God Bless.

Fundraisers

fundraiser, book, bake sale

For expenses does the board consider loyalty programs etc

Focus on education related items. Please don't waste time and money on things like changing the fundraising policy when it does not need changing.

First - Oakville does not require 4 appointed trustees. 2 can surely be eliminated. Second, maybe trustees shouldn't be paying visits to Israel on tax payer dollars!!!! Third, perhaps our trustees can stop wasting time, money and resources on trying to interpret catholic doctrine (of which they are unqualified to do) so they can implement archaic rules into our schools - ie: Angellus prayer, oath of citizenship and now this ludicrous sanctity if life motion.

Fire one of the trustees from Oakville

Find a way to equalize the size of schools...having schools of 200 vs schools of 1000 (and various populations in between) is not equitable or cost efficient. Larger numbers of students = schools being worn down sooner and require more \$ to upkeep. Look at a boundary review for ALL MILTON SCHOOLS and plan more efficiently for Spec Ed classes and French Immersion so schools know on a long term plan what their populations are and money can be allocated more efficiently future populations/budget needs/new additions etc.... Please stop moving kids and their specialized classes around on a 3 year rotation once schools fill up- they always get moved first and families with multiple children are always forced to move children or have children at multiple schools . Moving programs, portables, staff, resources etc... are all ways that costs are being used that are not necessary with better planning for Milton schools- the Board knows population projections, there needs to be a multi-year programming plan not just a plan to build new schools base don these projections.

expend more on sports facilities at each school even with the parents support I thought will be great if our kids can do sport activities after dismiss at school instate a particular after care even if that implicate a cost

Examine the highest levels of leadership and determine where cuts can be made. It seems to me that the board is very top heavy and with those making the highest salaries. More supports to those front lines working with students. Teachers, social workers, certs and assistants.

Ensure that mileage claimed is necessary and relevant across ALL levels of the organization.

Ensure all Catholic parisheners are directing their school taxes to Catholc Education regardless of whether they have schoolage children at home. There needs to be more fovus on ensuring this is done.

Energy savings - turn off lights, computer monitors, etc when not in use.

Encouraging staff and students to go as paperless as possible. I am a teacher in Peel, and try to be as paperless as possible. It has saved a ton of paper in my classroom (by posting learning materials and assignments online on google classroom). If every teacher/office made a shift to being more paperless, it would save a significant amount of money in the budgets allotted for paper and photocopies.

eliminate/reduce administrative \$\$. Also my child goes to a neighborhood elementary school yet there are kids being bused to and from school ? Why ? The school also seems to be focusing on a French program, when literally 300 m away there is a French school ?

Eliminate the position of "Equity, Human Rights & Inclusion Officer". I believe there was \$140 000 in salary and benefits earmarked for this position. During a recent town hall, I asked the Trustees 2 questions: (1) what this person's job description would be and (2) what qualifications would a person require in order to be qualified to fill this role. The trustees did not know the answer to these questions.

Eliminate superfluous Superintendent and Program Principal position(s).

eliminate school board trustees, eliminate school boards, standardize the curriculum and teaching methods across the province, reduce teacher salaries and benefits to that of regular people.

Eliminate paper!!! Put all permission forms, report cards, all forms on line

Eliminate glossy printouts of calendars, report card inserts etc. This isn't inline with trying to go green and can be eliminated by sending an email instead.

Eliminate costly PD days.

Easy answer. Fire the 5 trustees that put their own agenda before the needs of the HCDSB community. That will save you at least \$100,000. Simple.

During this school year, I can't imagine how much money has been wasted on resolutions passed by the board of trustees. Between the Sanctity of Life motion and the trustee distribution for the upcoming municipal election, a huge amount of time and resources have been completely and utterly wasted. Between legal fees for both motions and senior staff time and resources, tens of thousands of dollars, if not considerably more, have been thrown away. With regards to the SoL motion, the existing policy was more than sufficient to govern donations and yet change was made anyway which resulted in a huge waste of time and money. The trustee distribution should simply follow widely accepted election principles as recommended and yet the board felt it was necessary to go against this and invite further legal challenges from municipalities. This waste is needless and deplorable and needs to stop immediately.

don't waste time and legal fees on things like the fundraising policy change that could go towards education related items

Don't know

Don't bus students that the Ministry doesn't provide funding for

Don't need security guards at school. That's the job of the teachers.

don't do unnecessary renovations, like removal of a nice playground from the kindergarten yard in Holy Family school and having it paved.

Do we really need such a large number of superintendents? There seem to be so many as well as "consultants" Reduce spending at the senior level- this money should be channeled to elementary schools.

The computer situation in many elementary schools is a disgrace. Busses for Walk with Jesus - NOT something we should be spending money on.

Do not cut in-class supports/supplies. This is the last place funds should be "saved" as it's probably the first place more funds should be spent. Have the Trustees stop messing around with things like a daily "oath" or more mandated prayers which end up eating into curriculum class teaching. Additionally, put more thought into the types of policy changes the Trustees look to make - hopefully to avoid needing multiple public meetings to "defend" their positions and then ultimately reverse their decisions. THAT is a waste of Board money.

Cut the salaries of the trustees. They are paid too much money to spend taxpayers time subverting the process. In addition, take advantage of the roof space for solar panels. Take advantage of large land masses owned by hcdsb and build complete Combined Heat and Power and/or District Energy / Distributes Energy systems where the school takes the load on the daytime and the condos/housing built on HCDSB land would take the load in the evenings and weekends. In the summer when there is no school, there is very little heat load required. There are many Energy Efficiency programs aimed at the MUSH or MASH sector. HCDSB seems to be pretty far behind the TCDSB and TDSB in taking advantage of those programs. Bus the grade school students first and the high school students starting at 10 am. There are more buses at a cheaper rate at 10 am. Have high school start at 10:30 and run until 5:30 pm. There is no point competing for buses at 7 am when teenagers brains aren't even wired for learning at that time of day.

Cut out teachers who do not teach kids. Having a teacher paid a full salary to support teachers but not be able to work with kids is the definition of inefficiency and waste. Through no fault of their own, itinerant teachers spend more than 75% of their time in schools alone.

Cut early French Immersion, replace with core French content for all students. Stop spending money on marketing the board. (Branding, etc.) Cutting events that bring only a couple students from each school to a board wide-event with little take-back for the school community. Eg. 'Walk with Jesus' event Less expensive landscaping, walkways, etc. in front of schools. Seek extra funding by identifying schools that serve low-income/lower resourced neighbourhoods and applying for grants to support programs in those schools. Also, this is a terrible survey because how are parents supposed to know where expenses can be cut back and which are fixed. You're going to get poor data back from this survey and I hope the board will follow up with a survey that allows parents to select priorities from a list of options AS WELL AS give comments as feedback.

Convert the yard to a soft black top for grades one to eight

Consider sharing resources with other district boards. Strategic alliances with other boards for larger capital projects on school infrastructure improvements and projects. "Bigger bang for your buck"

Close old, small, inefficient Elementary schools. Quit spending money you don't get from the Province to bus students to special programs

By not providing transportation for early french immersion program. It's an optional program; transportation is a responsibility of parents.

By having the Board of Trustees focus on school curriculum matters and not political matters so that school staff and administrators do not have to spend time and resources to learn about, and discuss, matters that do not help with student learning activities, both in and out of the classroom. The time spent discussing divisive policies, like the proposed policy on charitable causes that would ban such things as Terry Fox Runs and other activities that support research that helps all communities regardless of belief structure, is time that would be much better used constructively in the classroom, or by administrators on activities that have a direct impact on the quality of education being received by the students.

Board level employees such as superintendents/ associate director/consultant roles.

Better playing areas especially for young kids

Besides the traditional saving lights, energy and recycling, perhaps helping the green clubs at the school to spread messages like cleaning up , no littering in parking lots etc... that will help with cleaning aftermath cost if the students are accountable.

Be energy efficient (eg LED lighting etc). Enrolments are up at our school, higher than projected by the board. Huge planned development by the school at lakeside plaza will increase enrolments. Plans will soon be published. Don't be short sighted and try to close schools.

Bathrooms should be completely updated

Based on current performance, and the lack of items and choices withing this survey I recommend abolishing the board of trustees to save 100k.

Avoid printing material and notices

Are security guards really necessary? Public board doesn't have a need for them, why does the Catholic board need them? Isn't there a bigger question if these are 'needed'? WHY! Secondly, the excessive use of funds for non-essential infrastructure (if the wheel isn't broken, why fix it). Many features within schools are being replaced when new principals are introduced, so they can leave their mark. Totally unnecessary.

Amalgamating holy family into st marguerite as per the original plan. Both school populations are shrinking. This would eliminate maintenance and staffing costs. Consider a boundary change to send kids that are close to st marg but in St. Andrews current boundaries to reduce bussing. Stop the grade 1 French immersion programs that were recently renewed. Increase revenue opportunities by bringing more daycare into schools to use space Do not build another school north of Dundas in Oakville when existing schools have capacity. Change boundaries if necessary.

A better use of School Board money is to put more resources back into the classroom to support teachers and their programs. This can be done by adding EAs to classrooms 1 per class regardless of the needs. Mental health is at an all time high and students need to meet success. This can be done through dumping resources into supporting students through increasing staff and support. CYW in all schools, guidance programs...reduce the high pay of the higher echelon and put money back into improving schools.

3 teacher aids per kindergarten classroom (no board certified teacher). While I support teachers whole heartedly their expertise and compensation is well suited to the grade 1 and onward curriculum. The new play based curriculum for kindergarten is well suited to the training of an ECE (teacher aid) and the ratio could be 3 for 30 kids. It would improve ratios and decrease salary costs.

1. FORMS: Having an online system to complete beginning of year forms rather than complete 10 all of which include the same information! An online portal where parents can log in, complete one form then that information would be available for the school for whatever purposes/forms are required. It's 2018 after all, not to mention the environmental impact & costs of printing all of those forms, and personnel time to sort/file them. This would be a huge efficiency! For each field trip, walk to to the church, etc. there is an emergency contact information/consent form that is required. Again, I've already completed emergency information on the 10 forms I completed at the beginning of the year. If we had the online portal, the teacher could easily access emergency information & consent on their iPads. 2. DO NOT EXPROPRIATE LAND IN MILTON FOR THE HIGH SCHOOL - how irresponsible of HCDSB to uproot a 200-year old family farm and upstanding members of the community. Why not use land already designated for development? Find another way.

1) Stop transportation to optional programs, and 2) close and consolidate smaller schools.

1) Reduce the number of PA days. Not sure why teachers need so many days off to organize/prepare for the classroom. No other company provides that luxury to its staff and they can make time to make it work 2) ensure all purchases (supplies, capital spend, etc) are done through competitive bids and the entire Ontario board should lead process for economies of scale 3) I always hear about money spent at the end of the government year or quarter so that we do not lose budget for next year. This needs to be investigated and clamped down so we only spend what we need otherwise it is a waste of taxpayer money 4) Incent teachers/staff to reduce cost i.e. offer monthly or quarterly awards to staff who find ways to reduce costs for the school or board. 5) Open up a hotline where teachers etc can report waste or inflated spend

1) Freezing and/ or lowering all of the Trustees' Salaries, is the most immediate form of savings for the board and subsequently savings for all taxpayers within the Board. 2) Increase teachers' ,vice principals' and principals' salaries, as well as their say/voice on how the school curriculum can be improved. This will foster a better "esprit de corps" within the school system in every way. By bringing more balance of power and decision making to the forefront of the agenda, will bring a much needed change to the effectiveness of teachers and the teaching profession. The result will be less waste and better productivity for teachers and students , which in turn will lead to a cost savings by mitigating waste, ineffectiveness and inefficiencies brought about by a poor curriculum and low morale, which affects staff, students ,families and eventually society as a whole. Essentially strive for more balance of power and remuneration, which leads to a happier ecosystem over all.. 3) Encourage more open forums and dialogue throughout the year to involve more parents, teachers and staff , in order to broach more issues affecting students and teachers that affect productivity and effectiveness of the curriculum and the workplace/student relationship. The forums would also act as a means of solicitation for the purposes of gathering ideas for improvement(s) that could lead to any cost savings. 4) Revisit and study the cost and quality of the school uniforms. It has been discussed in many circles that the quality of the school uniforms has deteriorated significantly, but the costs of the uniforms have increased. The savings in the cost of uniforms by not having to replace uniforms as often, could translate to a savings to the board either directly or indirectly. 5) Revisit the School Bus Charter Company and their contract that the Board has with them. It has been discussed in many circles in the past,

that the quality of the bus service has deteriorated significantly and that there has been many "behind schedule" scenarios and tardiness in general. Better service for the same , or a lesser price, should translate to a savings to the Board either directly or indirectly.

1) Eliminate itinerant teacher positions and put them back in the classroom. 2) Eliminate coordinator positions and return redundancies to consultant positions or the classroom. 3) Reduce the number of consultant positions and return redundancies to the classroom.

1) Digitize all paperwork e.g. forms at beginning of school year, field trips, school events etc. 2) Invest in digital textbooks for students. 3) Conduct review of charities to determine suitability for donations at a Provincial level for Catholic schools vs at a Board by Board level.

-reduce transportation to families who have children registered for early French immersion -reduce number of teaching staff in board office positions - teaching staff is most effective in schools

-Allocation of staff based on enrollment -containment of supplies- ask parents to provide more basic school supplies so as to allocate funds more appropriately -Evaluate the effectiveness of various methods of instruction to determine whether the approach is worth the cost- e.g. no formal computer lab but a dedicated computer in each classroom -evaluate the methods of instruction and whether there are opportunities for efficiencies- e.g. collaborative lessons among classes, does the use of smart board technology truly contribute to student outcomes -energy efficient lighting - more school events that are student planned and led to raise money for the school. -lean methodologies with respect to the use of supplies, create efficiencies in bill payments -low maintenance landscaping -charge educators to park at school.

- sports events should be held outside of school hours to save on supply teacher costs when teachers are away to coach

- more collaboration on techniques and tools that help the teacher - this will save \$ in development and implementation (manage Best Practices) - support the teachers and staff at the school level - find out what they need/their thoughts and ideas before spending \$. They have the answers/ideas to solve the concerns in their classrooms/school community/region. - streamline processes so that Board Staff/Trustees are more efficient.

Thanks for the opportunity. Here are my responses. 1) why did we have to create our own athletic league - is that costing or saving money? Very little information was shared about it. 2) Trustees should have an idea of the cost of adopting a resolution before they pass it! The recent fiasco over the Sanctity of Life motion is a case in point. This has already cost (in time and money!) more than \$300,000 in lawyer fees, research time, parents' time, the whole Board's time in not getting to more important business, etc. And, to administer the new policy will be onerous - probably almost a full time job with all of additions and restrictions. And for something that wasn't broken, or up for review, in the first place! If the trustee who brought this forward was in a publicly traded company she would have been fired for the reputational damage to the organization, at the very least. We will likely lose students and taxpayers if the Board so will have less funds to budget with. I find it ironic that the Board did a survey on this topic and held a budget town hall. But, it took months, and pressure from the Minister of Education, to reach out for feedback on the fundraising policy. The Trustees who voted in favour owe parents and students an apology for not following

proper processes in the first place and for the amount of wasted time and energy, all because of their own personal agendas (and those of the pro-life lawyer who clearly played a huge role in all of this). 3) Trustees should not get to vote on the breakdown/make-up of Trustee positions. The math, and the feedback, clearly showed that Milton should get another trustee spot - period. At work, I don't get to vote on such matters so why should a Trustee get to vote on keeping his/her position. Again, why waste the time, money and energy on a survey and report if you're just going to let the people who have a vested interest in keeping their jobs do the voting on keeping their jobs? They should spend more time talking to principals and students about what is really needed in the schools that the Trustees are representing. I wish I had more positive things to say at this juncture but, after spending time at 4 Board meetings in the past 2 months, I haven't been impressed lately.

STAFF SURVEY: Complete list of responses to Question #2

You're kidding, right? Do you really think we have extra money lying around that goes unused? We have to buy our own technology just to do our jobs because the board seems to think that desktop computers are the way of the future. Chromebooks break down and are not replaced. Calls to tech are ignored and requests denied. And this is only one tiny area of the needs of the school. How about we don't waste money on this ridiculous survey?

Why will you give any consideration to THIS RESPONSE, when you chose to disregard MY VOICE and ALL STAKEHOLDER feedback on TRUSTEE DISTRIBUTION.

When requests for purchases student desks, staff desks chairs empty classes with extra furniture should be posted and kept in case others need instead of making other purchases wasted furniture

We should keep our students first in our decision-making at the HCDSB. There are too many students currently with behavioural problems. More educational assistances are needed to help these children cope with their day-to-day challenges. Money for staffing and professionals are needed more than ever. I believe our trustees should consider moving forward and current, not backwards. Their ideas and personal agenda should not come ahead of the needs our students.

We seem to be 'top heavy'. Can we reduce the positions of Consultants, Superintendents, etc... Perhaps you can look at reducing the number of these positions as there could be significant savings here. Overseas trips by administration - is there a need for this or can this be done by Skype etc? Superintendent raises???? In the past - facilities have been rented out for Faith Day - keep this in the respective schools. Principals should not have full authority over the spending/budgets of their schools - this should be transparent and not in the hands of one individual. There is a complete lack of equity in terms of where and on what money is spent.

We could definitely save in school supplies. There is a lot of waste in art supplies, paper and student supplies. We could ask the parents to provide them .

Wasting time on fundraising debate. PD Days are too focused on soft issues which have no bearing on the classroom. (indigenous peoples, anxiety, white privilege, waste management and recycling; while these are

important to think about they should not be our focus) We are trying to be too many things at once. Fund tech, apprenticeships and alternative pathways more. We are not preparing the vast majority of our students for their real future. They think university is the answer but for most it is not.

transportation-can the board partner with local transit to look at providing bus passes instead of hiring school busses? tech purchases - can there be a way to order in bulk to get better deals - maybe with other schools?

Too much printing of documents-need more digital copies. Maybe make PD days more specific or relevant to division and program (French/Language/Math). For board PD days they should be divided by program to avoid needing to create PD days to fit in this collaboration opportunity. The Board should consider paying for FSL part 1 as an incentive to hire more French teachers-maybe this would help with our "crisis" situation and paying of supply teachers and inability to have PD days.

There seems to be an increase in many itinerant jobs. PA days should be in-service days (decrease the number of weekly in-services and therefore decrease the number of supply teachers needed.

The role of the trustees themselves needs to be reevaluated. Why are we paying money to individuals who are just giving our board a bad name, making decisions without consulting anyone within the board , and not truly following our Catholic values by supporting and respecting all of God's children.

The itinerate positions are a waste of money. We no longer are in the days where teachers can't find resources etc online. Any ideas teachers need they are able find online and communicate through with other teachers. Also any information that needs to be relayed to teachers can easily be done through documents, department heads and principals.

Stop using colour photocopying / useless paper for PD days and randomly through the year. We should be moving toward a paperless system of communication.

Stop providing constant hard copies of documents (often in colour or in large format!) that could be viewed digitally - e.g. school improvement planning materials, etc. Rather than providing release time for initiatives that teachers are "voluntold" to participate in, use release time only for in-house PLCs that teachers ask for. This would be more cost-effective as money would not be wasted in sending staff to training sessions, etc., where they are not really engaged. Re-locate the Board office to an area that is closer to the geographic centre of our Board in order to reduce travel costs and possibly save money on real estate.

Stop giving huge raises to themselves and superintendents, who already make lots of money. Stop funding stupid initiatives like the Oath of citizenship and all of the posters that went with it...we dont need to be funding trustee's vanity projects.

Stop funding Transportation exceptions. Holy Family School should have been closed. It is not a viable school by enrolment projections. Too much money is being spent on poorly thought out Trustee decisions because staff and community stakeholders are not being listened to or consulted. Needless money is then spent on legal to defend decisions that are not defensible.

stop contracting out custodial staff

Share daytime custodians between two schools.

Reduce the number of itinerants

Please do not find any more efficiencies (i.e., cuts) for custodial staff—the school staff often have to clean their respective work areas. The staff could pay for parking to help generate revenue.

PD

Often staff is given a 'gift' for participation in events, such as health initiatives. This is not necessary. I received a winter toque this year for participating in a wellness initiative. Cost for those should go toward student needs.

No instructional rounds, save money. All PA days and faith day at school.

No idea

No bus transportation for French Immersion.

More accountability for mileage across ALL levels of the organization.

Make pd or pa days voluntary, not paid if not attending, i think you will find most teachers will attend. if some teachers don't attend they simply don't get paid.

Less posters and more for supplies like paper and ink for departments. More electronic options for paper work.

Less paper and use more digital resources. Do not print as many items (programs etc.).

Less money on posters, signage. I have also seen huge waste in terms of food at P.A. Days-mountains of muffins gone to waste.

Less money for senior staff who do not do as much directly in the schools. I grew up in HCDSB and remember the Superintendent visiting each classroom every year. My children are also in HCDSB and this has never happened.

Less itinerants

Less itinerant staff.

Less glossy posters! And if it isn't for the front line teachers and students don't buy it.

Less fancy meals for board trustees/directors etc...less money spent on paper copies that are colour printed to all staff.

It is hard to know how to answer this question because in many schools the budget is not transparent. I have some classes where there are no pencils or duotangs, the teacher personally buys class supplies and though over \$15,000 was raised in fundraising our students to not have the tools to succeed. Students have to come first, therefore teachers need to be able to access funding to stock their classrooms with basic supplies.

It is hard for me to identify any area where efficiencies can be found. In my role as teacher I often have to use my own money to support programs and teaching curriculum because resources are unavailable. It is increasingly difficult to support students with special education needs. Our school requires more SERTs in order to manage the ever increasing caseload in a growing community. Perhaps if there were an increase of curriculum consultants and eliminate the role of itinerant we might save money, but I don't see that being possible. Both roles are overworked. Ultimately, the HCDSB is one of the lowest funded boards in the province and our scores are leading provincial standards. We must be doing something right despite the lack of resources.

In the secondary panel I don't feel I-SERTs and I-EAs are useful and a justifiable expense. Each Secondary School has a department head that does many of the functions an I-SERT does at the elementary level. Additionally, I-EAs have limited use as their infrequent visits don't lend themselves to building a strong relationship with staff and students. Removing these positions in the secondary panel would be a cost savings for the Board.

I think we should implement better technology for the computer labs and libraries. Particularly in smaller schools who are suffering because of low budget.

I think that the Board should always keep the lights on in schools. It seems that as a cost cutting measure the Board turns off the lights during class lunches but I really think that it is bad for student morale. Sadly, I can't think of any ideas that need to be considered but I think that keeping the lights off is a bad idea.

I think eliminating trustees can save the board money. They have abused their power and painted HCDSB in a very negative light in the eyes of the media and stakeholders. It's time to money back into what matters for the students, and not spend tens of thousands of dollars on entitled, self-righteoustrustees.

I find that there have been savings this year...no budget for Grade 2 Communion luncheon, consumable budget dropped from \$200 per class to \$155. I'm already spending about \$1000 per year on my classroom of my own money. I'll have to cut out important classroom activities as I can't afford to keep spending so much of my own money on consumables and classroom supplies.

I feel that the Board is not responsible for paying for the Religion Courses that staff choose to take. Most dedicated staff will do so regardless of whether the Board pays for them or not. This is one way of saving money.

I believe that as a small school we do not have any waste. Our teachers receive a min. amount of money for consumables. They use these wisely. We do not receive enough money to waste and at this point, I cannot see where we could cut back.

Hire new staff on basis of predicted growth with regard to needs in specific subject areas. For example, if there are 15 Mathematics qualified supply/LTO teachers and 30 openings for Mathematics occur. Then, it will make most sense to hire at least another new 15 Mathematics qualified teachers. This mode of reasoning can be used for a variety of different subject areas and hiring needs will differ depending on context. In essence, savings can be accomplished when hiring of new staff is rationally controlled.

From my perspective the Board is being very fiscally responsible and showing its colours by being faithful to the areas that count in Catholic Education. It is hard to see where any more cuts can be made without impacting students.

Firing or cutting back salaries of the many upper people in the board. Do we really need that many super intendents and assistant super intendents and those assistants and secretaries and whatnot?

Executive Salaries.

Eliminate subject area consultants - Instead, provide more time for Department heads to manage their departments.

Eliminate itinerant positions from all subject areas - return teachers to the classroom. Eliminate CILM, CIDI - very expensive and very little return on the investment

cut some Special Education I-SERTS. School Teams are very important because they know the students in their environment. I-SERTS for only Regions only.

Cut out itinerant teaching positions and put the money directly back into the classroom.

Cut back on their pay?

Curriculum itinerants

Close and consolidate smaller schools; stop funding transportation for optional programming.

Amalgamate support services such as printing etc with the Public Board- as was proposed many years ago. This does not make our Board less valued.

A budget consultation process has already occurred. I find this survey completely redundant. Board Superintendents are doing an excellent job of working within their budgets, finding efficiencies and saving public money. Our board staff should be commended for the work that they do in this regard. Funds are very limited. Schools need more money, not less. Teachers are purchasing their own supplies and equipment using their own money, and many of our schools are in disrepair due to tight budgets. We are already running a very tight ship. You are asking for public and staff consultation on the budget yet again, but you do

not seek public consultation on a whole host of other issues, nor do five of you show any sign of reflecting on it when it is given.

1. Paying for superintendents' meals prior to Board Meetings should be eliminated. 2. Eliminate the salaries of Trustees. 3. Reviewing budgets for all board-level departments and eliminating excessive expenditures. 4. Reusing and recycling office furniture. 5. Approving a more equitable distribution of PD funds within departments. 6. The Board should not be paying for overnight accommodations for Administrator's conferences. Find venues that are local.

1. More careful consideration of long-term needs and locations of Spec Ed rooms, such as Structured Learning and ESC, so that moving and equipment repurchase expenses can be reduced. 2. More mindful undertaking of pilot programmes such as EFI, for which double the resources were purchased for the first year, whereas fewer would have been necessary if the programme's promoters hadn't insisted on teachers switching rooms instead of students. 3. Removal of poor quality products from the schools' purchasing lists, such as failure-prone, Staples brand electric pencil sharpeners. 4. No further rebranding for at least several decades, or perhaps forever. 5. More incentives to encourage school staff to not use their full complement of sick days. 6. More accountability of SERT schedules to encourage increased time spent with students. 7. More equitable representation of Milton schools, students, families, and ratepayers: a cabal of south Halton trustees has been controlling the agenda and its outcome for too long. This will encourage healthier and fairer debate, and save time for staff and the community. A collaborative environment will be better for all.

1. if you purchased every teacher an ergonomically correct chair, I'm sure you would have far fewer sick days to find coverage for

1. Eliminate all the days for analysis of Ministry Testing scores (literacy and EQAO). Analyze the data to death and it doesn't change anything. 2. Eliminate Itinerant Level - not necessary. Those teachers would benefit the students more by being in the classroom. 3. Reduce/eliminate some of the CILM/CIDI/RMS workshops and days out of the class - would save on supply coverage. 4. Reduce amount of coloured handouts from board level - save on ink and paper.

1) Eliminate itinerant teacher positions and put them back in the classroom. 2) Eliminate coordinator positions and return redundancies to consultant positions or the classroom. 3) Reduce the number of consultant positions and return redundancies to the classroom.

1) Eliminate catered food for meetings, both at Board level and at schools 2) Reduce the amount of additional funds given to teachers

-student textbooks (enough textbooks for each student in the class to have and replacing damaged books)

-expenses for in school events

-lack of controls on use of paper/photocopying/ink at my site: environmentally and financially wasteful - lack of accountability for some support staff: "time theft" results in inefficiencies and frustrations - unnecessary applications for additional personnel because of poor work ethic

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: April 23, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	B. Agnew (Chair)	M. Lourenco
	R. Barreiro	J. Parisi
	L. Currie	D. Rabenda
	A. Iantomasi	L. Stephenson
	H. Karabela	

Staff Present

B. Browne, Superintendent of Special Education Services
W. Reid-Purcell, Special Education Coordinator
J. Mickle, Curriculum Consultant
J. Scott, Special Education Resource Teacher
R. Havens, Computer Technician

Members Excused

K. Bivand
L. Cipparrone
D. Hotopeleanu
R. Quesnel

Members Absent

S. Trites
C. Parreira

Recording Secretary J. Crew

1. Call to Order
The Chair called the meeting to order.

1.1 Opening Prayer
The meeting opened at 7:06 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda
Item 6.1 SEAC Role Review will be deferred to Business Arising

Moved by: A. Iantomasi

Seconded by: L. Stephenson

RESOLVED, that the agenda be accepted as received.

CARRIED

2. Presentations
B. Agnew introduced J. Mickle, Curriculum Consultant; J. Scott, Special Education Resource Teacher, and W. Reid-Purcell, Special Education Coordinator.

2.1 Renewed Math Strategy (J. Mickle)
W. Reid-Purcell welcomed and thanked J. Mickle for presenting on the Renewed Math Strategy.

J. Mickle presented on the Importance of Early Math Skills and Early Assessment.

Information included:

- Renewed Math Strategy's focused support to strengthen mathematics learning, teaching and leading for students with special education needs
- Goals of the early math screener project with Western University: to determine if a numeracy screener can help identify children at risk from falling behind in math education
- A video of Dr. Daniel Ansari on the importance of early math
- Foundational Competencies
- Junior Kindergarten Screener Test
- Procedural counting
- Conceptual counting
- Cardinality principle
- Using number symbols in the context of play-based learning

J. Mickle answered members' questions.

2.2 Empower Reading Program Updated (J. Scott and W. Reid-Purcell)

W. Reid-Purcell, Special Education Coordinator and J. Scott, Special Education Resource Teacher at Our Lady of Victory Catholic Elementary School provided updates on the Empower Reading Program at Halton Catholic.

Information included:

- Empower Reading Programs are literacy intervention programs that transform struggling readers into capable readers and confident learners
- Empower was developed by the Hospital for Sick Children's Learning Disabilities Research Program
- Empower strips reading to foundational skills; it is presented in a small group, non-threatening, safe place and repetition is a key component of the program
- An outline of the programs: who the programs are designed for, and the number of lessons provided per program
- Empower is a tier 3 approach to reading
- Feedback on the program was shared. Testimonials included: what the Parents have to say; what students have to say; and what the educators (principals) have to say about Empower
- In partnership with Curriculum, the Empower Reading Program was offered to each elementary school in HCDSB

J. Scott and W. Reid-Purcell answered member's questions.

3. Actions to be taken

3.1 Minutes of the March 5, 2018 SEAC Meeting

Moved by: L. Stephenson

Seconded by: J. Parisi

RESOLVED, that the minutes of the March 5, 2018 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion *CARRIED*.

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

The Chair reminded members that SEAC Soundbytes should be submitted by the end of June.

6. Action and Information Items

6.1 SEAC Role Review (B. Agnew)

Deferred – item moved to Business Arising.

6.2 Special Education Plan Review/Discussion (Sub-committees)

Subcommittees gathered to review their feedback. The Chair noted that feedback for other sections of the Special Education Plan (SEP) should be submitted to the subcommittee responsible for that section. Each subcommittee is asked to submit their section of the plan electronically following the meeting.

Each subcommittee reviewed the feedback for their assigned section of the SEP.

Members were reminder to submit their group's electronic file.

6.2 Policy V-04 School Fundraising Activities & Administrative Procedure VI-59

B. Agnew discussed the opportunity for stakeholder feedback on Policy V-04 and Procedure VI59 and asked members to comment back as to whether this was applicable to Special Education. The Chair noted that individually everyone is invited to respond; a response from SEAC's would be from a Special Education perspective. It was suggested that members, after speaking with associations or in general, let the Chair know their thoughts regarding feedback on behalf of SEAC.

7. Communications to SEAC

7.1 **Superintendent's Report**

B. Browne provided updates on:

Ministry Funding Announcement – The Ministry announced significant investments in Special Education and Mental Health with their GSN and EPO announcements at the end of March. Specifically, money is intended for increasing mental health supports in Secondary Schools, multi-disciplinary supports such as psychology, social work, Speech and Language and Behaviour expertise supports. We are still working through details as to how these will translate into practice for HCDSB.

ABA for All Day 3 – We have our follow up to our ABA for All sessions upcoming in May. On May 1st, the Honourable Indira Naidoo-Harris, Minister of Education, will be speaking to start off the day.

Professional Development – Special Education Teachers (SETs) continue to be invited to Catholic Learning Communities (CLCs) to engage in shared learning focused on SETs for Essential Skills, Structured Teaching and Gifted. Gifted SETs will participate project based learning PD; we are inviting Self-contained Gifted classroom teachers to a weeklong training on project-based learning

Fetal Alcohol Spectrum Disorder (FASD) Conference: D. Kollee represented the Halton Regional FASD Committee at a conference in Vancouver last week. Participated in various forums, sharing the work HCDSB is doing in the Halton Collaborative. Our Clinical team including O. Foese, P. Codner, A. Jones and D. Kollee are all contributing to and leading this work around FASD in Halton on behalf of HCDSB.

Roots of Empathy Baby Celebration: each year we culminate our Roots of Empathy program with a celebration. This is a program involving mothers and their “tiny teacher” children working with classes to develop the acquisition of empathy skills, behaviour, and self-regulation. This year's celebration will be held on Friday May 18th at St. Gregory in Oakville. The program continues to be a tremendous success throughout the board under the leadership of R. Bird, Itinerant CYC.

Ontario Council of Administrators of Special Education (OCASE) Symposium: this bi-annual gathering of Special Education Administrators and leaders from across the province takes place on Friday May 18th at the

W. Ross MacDonald School for the Blind in Brantford. Collaboration, shared practices, and PD is the focus of the sessions.

Deaf/Hard of Hearing (DHH) Picnic – our DHH Itinerant SERTs organize this annual event; this year's picnic will take place on Wednesday May 16th at Lowville Park in Burlington.

Care Treatment Custody and Corrections (CTCC) Conference (also known as Section 23 Classes): is being held at Sly Apps Correctional Facility on Wednesday May 16th. Clinical staff including Social Workers and Psychology Staff will be in attendance.

Student Awards of Excellence: takes place next Monday evening at Corpus Christi; looking forward to recognizing our Spirit of Inclusion Award winners and their families.

Life Skills Dinner Dance/Prom – This annual event for all students in the Life Skills program at our nine secondary schools will be hosted at Jean Vanier Catholic Secondary School in Milton on May 17th from 6:00 to 9:30pm. The theme for this year's event is "Western Soiree". All members are welcome, details will be emailed.

7.2 Trustee Report

Trustees provided updates on board happenings and asked members if they had questions they would like answered.

7.3 Association Report

7.3.1 Autism Ontario Association Report

L. Stephenson reviewed two news releases:

- March 29, 2018: The National ASD Surveillance System (NASS) released the most up-to-date Canadian prevalence rate - 1 in 66 Canadian children is diagnosed with Autism Spectrum Disorder
- March 28, 2018: Autism Ontario's Report on the 2018 Ontario Budget

7.3.2 Halton Downs Syndrome Association Report

B. Agnew reviewed D. Hotopeleanu's report on the Canadian Down Syndrome Society's (CDSS) Conference: There will be a great line-up of speakers that would be of interest to educators; early bird deadline to register is April 30th. <http://cdss.ca/community/events-activities/down-syndrome-conference/>

7.4 Reports from Other Stakeholder Meetings – CPIC
CPIC is currently looking for nominations for next year.

8. Next Agenda: Meeting Monday, May 28, 2018

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: M. Lourenco

Seconded by: J. Parisi

RESOLVED, that be excused. CARRIED

9.2 Adjournment and Closing Prayer (Chair)

Moved by: M. Lourenco

Seconded by: A. Iantomasi

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned 9:06 p.m. with a prayer led by the Chair.



Ontario Catholic School
Trustees' Association

May 31, 2018

MEMO TO: Chairpersons and Directors of Education
Catholic District School Boards

FROM: Nick Milanetti, Executive Director

RE: 2019 AGM Resolutions

PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD
--

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the deadline of *January 31, 2019*.

Attachments

- *Guidelines*
- *Template*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2018 Resolutions with AGM Decisions*
- *Related By Law Section 5.9 (Resolutions)*

Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

A. All Resolutions will be reviewed by the Resolutions Committee and a Committee. A recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature, addresses an area of concern for the province's Catholic school boards, and is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.

B. Steps in Preparing a Resolution

1. Review the Mission, Vision and Strategic Priorities of OCSTA.
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
 - a. Each "*Whereas*" is accompanied by adequate background material.
 - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word "WHEREAS".

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]

[Seconder’s Name]

[Board Name]

[Topic]

D. Submission Deadline Date

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 31, 2019**. We encourage boards to submit their resolutions at any time from May to January by email to Jane Ponte at jponte@ocsta.on.ca.

E. Regulations

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines, the enclosed template and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name] [Board Name]

Seconded by: [Seconder's Name]

Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board; and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

Whereas: the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

If you have any questions regarding this template, please contact Jane Ponte either by telephone at 416-932-9460 ext. 223 or by e-mail at jponte@ocsta.on.ca.

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not approve**
No action will be taken.
- v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - ☐ the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - ☐ delegates will speak to the committee recommendation;
 - ☐ delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- ☐ the chair will **read** the amendment;
- ☐ delegates will speak to the amendment;
- ☐ delegates will vote on the amendment;
- ☐ delegates will vote on the resolution as amended.

If the amendment is defeated:

- ☐ delegates will be asked to speak to the original resolution;
- ☐ delegates will vote on the original resolution.

D. Members’ Discussion Rights

Under Article 5.11 (*Members Discussion Rights*), a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10.1 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

Revised March 9, 2017



Ontario Catholic School Trustees' Association

Our Mission

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.

Our Vision

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

The Association's **Strategic Priorities** are as follows:

1. Enhance Political Advocacy for Catholic Education

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

2. Engage Trustees in an Enriched Development Program

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programing provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

3. Manage Human and Fiscal Resources to Effectively meet Changing Needs

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.

2018 OCSTA Resolutions with AGM Decisions

	Board	Topic	AGM Decision
A	OCSTA	OCSTA's Support of FACE	Approve
1.	Huron Superior	Change to OCSTA By-Law re Term of Office for President	Receive and Refer to OCSTA Board of Directors
2.	St. Clair	Trustee Term of Service as CCSTA Representative	Receive and Refer to OCSTA Board of Directors
3.	Dufferin-Peel	Occasional Teacher Costs	Approve
4.	York	Lead in Water – Retrofitting Older Schools	Approve
5.	York	Student Transportation	Approve
6.	Dufferin-Peel	Ontario Regulation 274/12 – Hiring Practices	Approve and refer to Labour Relations Committee
7.	Dufferin-Peel	Qualified French Teacher Recruitment & Retention	Approve and refer to Labour Relations Committee
8.	Dufferin-Peel	Student Transportation Funding	Approve and refer to Political Advocacy Committee
9.	Dufferin-Peel	Funding for Students with Diverse Learning Needs, including Special Education Needs	Approve and refer to Political Advocacy Committee
10.	Dufferin-Peel	School Bus Driver Retention Concerns	Approve and Refer to Political Advocacy Committee
11.	Ottawa	Increase in Funding to Programs That Support Students on Long Term Suspensions, Expulsions and Exclusions	Approve and refer to Political Advocacy Committee
12.	York	Special Education	Approve and refer to Political Advocacy Committee
13.	Dufferin-Peel	Support Staff Recruitment and Retention	Receive and refer to Labour Relations Committee
14.	Dufferin-Peel	Daily Occasional Teacher Roster Caps	Receive and refer to Labour Relations Committee
15.	Dufferin-Peel	Executive Compensation Program Development Costs	Receive and Refer to Political Advocacy Committee
16.	Dufferin-Peel	Air Conditioning in Schools	Receive and refer to Political Advocacy Committee
17.	Dufferin-Peel	Funding for Mathematics Courses	Receive and refer to Political Advocacy Committee
18.	York	Elimination of Top-Up Funding	Receive and refer to Political Advocacy Committee
19.	Dufferin-Peel	Trustee Honoraria	Receive and refer to Political Advocacy Committee

**Excerpt from
Ontario Catholic School Trustees Association
General Working By-law 2016-1**

5. MEETINGS OF MEMBERS

5.9 Resolutions from CDSB's

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 5.9.3 each such Resolution shall be circulated among all CDSB's not less than thirty (30) days prior to the Annual Meeting;
- 5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 5.9.5 no such resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.

Geoffrey F. Cauchi, LL.B., CIC.C
1523 Princeton Cres.,
Oakville, Ont. L6H 4H5

By email message to rabendad@hcdsb.org and dawsonp@hcdsb.org

June 1, 2018

Diane Rabenda, Board Chair

Paula Dawson, Secretary to the Board and Director of Education

Halton Catholic District School Board

Dear Ms. Rabenda and Ms. Dawson:

Re: Charitable Activity Board Policy (“Sanctity of Life Policy Amendment”)

I assure you that this is my fourth and final contribution to the “stakeholder consultation”¹ on the Policy Amendment, and I understand that the consultation period ends today. (:

It follows up on my first letter of February 17, 2018 (“Letter #1), my second letter of March 19, 2018) (“Letter #2), and my third letter of April 30, 2018 (“Letter #3).

This contribution will be fairly brief (:

¹ I wish to make it clear that although I am making a further submission within the parameters of the extended “consultation” process set up by the Board, I still do not concede that there was any compelling legal reason for the Board to capitulate to the bully tactics of the Minister of Education, an angry group of students, and David Harvey, and extend such a consultation process, on a matter that had exclusively denominational aspects, to a group of persons that could include persons who are not Catholic Electors of the Halton Catholic Board. The Supreme Court of Canada was quite definitive and clear about this in the 1984 case of *Quebec (A.-G.) v. Greater Hull School Board* [1984] 2 S.C.R. 575, a copy of which I have attached to the covering email message. I am not privy to what happened to David Harvey’s court application at the court appearance on May 9. However, if what I suspect happened did in fact happen (the parties agreed to a temporary stay of his application), now that the procedural pretext of his substantive challenge to the Sanctity of Life Policy Amendment has been rendered moot, the Board should be instructing its lawyers to immediately bring a motion to dismiss the application outright, and ask for order compelling Mr. Harvey to pay the Board’s costs of defending the proceeding. The Supreme Court of Canada, just yesterday, released a decision that supports the position I have taken in this matter from the very beginning. Mr. Harvey’s legal challenge is, in essence, a dispute between Catholics over a matter of religious doctrine, and in passing the Sanctity of Life Policy Amendment the Board was not exercising a statutory power, but rather the pre-Confederation rights and privileges of its Catholic Electors. In these circumstances, the Court now clearly says that such a dispute is “non justiciable”. See *Highwood Congregation of Jehovah’s Witnesses (Judicial Committee) v. Wall*, 2018 SCC 26 (CanLII), a copy of which I have attached to the covering email message.

It takes into consideration some very recent developments and reflects on new information I have received since April 30.

In Letter #3, I attached pdf copies of policies similar in nature to the “Sanctity of Life Policy Amendment” that are in force in three other Catholic boards in the Province: York Catholic, Dufferin Peel, and Simcoe-Muskoka. A blogger sent to me more examples from the boards of Eastern District, Renfrew, Toronto Catholic, and Algonquin. For your convenience, I am attaching pdf copies of all of these policies to the covering email message for this letter.

That now makes a total of seven Catholic boards (that I know of) that have policies similar (or even more stringent) policies than the one that has caused so much furor in Halton region. In fact, they reflect a policy position that should be considered very ordinary and not controversial by any fair-minded Catholic person. It also renders laughable the following attempted rebuke of our Trustees in *The Toronto Star*’s Editorial of March 21, 2018: “The trustees who voted for the ban should ask themselves a few questions. They should wonder, for example, why none of Ontario’s 28 other English Catholic school boards (or the seven French Catholic ones, for that matter) have felt it necessary to adopt such a prohibition.” Talk about “fake news”.

I urge the Trustees to consider these examples in any future deliberations on the substance and content of the Sanctity of Life Policy Amendment.

My personal preference would be something like the policy of Dufferin Peel Catholic. I prefer it because it is broader in scope than the Sanctity of Life Policy Amendment; the policy should apply to more issues of faith and morals than just the life and contraception issues. That said, a Board policy is not enough. This became clearly evident to me when I recently searched the Canadian Cancer Society- Ontario website and found the schedule of school-sponsored Relay for Life Events. I have attached to the covering email message a pdf copy of this schedule. It indicates that a number of Dufferin Peel Catholic schools have scheduled such events at their schools. One such event is scheduled at Iona today.

The latest version of the Policy Amendment appears to recognize a good Board policy is not sufficient, and calls upon the Director of Education to come up with administrative procedures to help ensure staff and student compliance with the Policy. This should be carefully considered in future deliberations. I recommend that you also consider extending “whistleblower protection” to staff and students who uncover contraventions of the Policy and report them to the appropriate Board authority. Ultimately, no Policy will be effective without an effective compliance monitoring system that is administered by personnel who adhere to Catholic teaching in matters of faith and morals.

Sincerely,

“Geoff Cauchi”

Geoffrey F. Cauchi, LL.B., CIC.C

cc.

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ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

POLICY STATEMENT

ETHICAL FUNDRAISING AND CHARITABLE ACTIVITIES IN SCHOOLS

Rationale

The Algonquin and Lakeshore Catholic District School Board acknowledges its responsibilities to contribute to the common good through service, whether involving contributions of time, talent or treasure. All aspects of a school community's fundraising and charitable activities, whether on behalf of an approved organization, group or individual, or the school community itself, shall be consistent with the teachings and Tradition of the Roman Catholic Church, the Mission Statement of the Algonquin and Lakeshore Catholic District School Board and compliant with board policy on Administration of School Generated Funds.

Guiding Principles

- All fundraising and charitable activities in schools must reflect Gospel values as expressed in both the Traditions and social teachings of our Church; namely, the inherent dignity of all persons, the preferential option for the poor, the common good, solidarity, subsidiarity, justice, partnership, cooperation, consultation and accountability in the enactment of this policy.
- The Algonquin and Lakeshore Catholic District School Board embraces its responsibility to model and teach the virtues inherent in actions on behalf of the poor, marginalized, disadvantaged and oppressed.
- Involvement of students in partisan political activities is to be avoided and any such student engagement in social action projects must be age-appropriate, with appropriate parental approval and adult supervision, and be consistent with other relevant Board policies (e.g. Student Involvement in Social Issues Activities 2004-02-2).
- All fundraising and charitable activities shall be carried out under the supervision and jurisdiction of the Principal.
- Student participation is voluntary and parents have the right to exclude their children from fundraising and charitable activities.
- The time and effort required of the students must be reasonable and not interfere with academic performance.
- The purpose and results of any fundraising and charitable activities must be clearly identified to the school community and the superintendent responsible for the school.

- Requests for anonymity and preservation of human dignity must be respected in any public communications of fundraising activities.

References

DOCAT: What to do? (2016)

Fair Labour Practices 2015-06-01

Healthy School Nutrition, 2011-04-06

Administration of School Generated Funds, B-2007

Compendium of Social Doctrine of the Church (Pontifical Council for Justice and Peace, 2005)

ALCDSB Policy - Student Involvement in Social Issues Activities 2004-02-02

Henri Nouwen, The Spirituality of Fundraising, (2004)

The Education Act and Regulations

School Resource for Ethical Fundraising, Committee for Social Justice, ALCDSB

Administrative Procedures

Ethical Fundraising and Charitable Activities in Schools

Approved: October 27, 2009

Revised: S-2017-06-2

School Resource for Ethical Fundraising

A Project of the Committee for Social Justice of the
Algonquin and Lakeshore Catholic District School Board

January 2006

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Acknowledgements

The following representatives from the Committee for Social Justice served as the main writers of this resource:

- Liza Blades (System School Council, J.J. O'Neil Catholic Elementary School)
- Chris Forster (Coordinator of Pastoral Services, Holy Cross Catholic Secondary School)
- Bronek Korczynski (Coordinator of Religious & Family Life Education, ALCDSB)

Thank you to Debra Polito, Secretary at Algonquin and Lakeshore Catholic District School Board for her care and expertise in creating this document.

Thank you to all of the members of the Committee for Social Justice of the Algonquin and Lakeshore Catholic District School Board (2005 and 2006) for their constructive insights, timely input and consistent support of this project.

School Guidelines for Ethical Fundraising

*From the perspective of the gospel,
fundraising is not a response to a crisis.
Fundraising is, first and foremost, a form of
ministry. It is a way of announcing our vision
and inviting other people into our mission.*

Henri Nouwen,
The Spirituality of Fundraising (2004)

Rationale

The Committee for Social Justice of the Algonquin and Lakeshore Catholic District School Board offers these fundraising guidelines in response to a growing awareness of the increasing complexity of fundraising as well as to the ethical dilemmas related to the activities of some charitable organizations themselves.

It is hoped that these guidelines will assist students, parents and staff within school communities to:

- identify and understand ethical issues related to the use of funds by charitable organizations
- identify and understand ethical issues related to fundraising activities themselves
- balance concerns for projects within and outside of the school community
- deepen appreciation for the evangelical character of fundraising activities consistent with the Board's Mission Statement and the Gospel's challenge to proclaim the Reign of God in the world
- ensure consistency between fundraising goals and techniques and the teachings of the Church

While fundraising is always rooted in the needs and realities of the local community, it always has its sights set on a hope for a future that could be, yet has not been realized. Authentic fundraising in and of itself understands that there can be as much gained from the raising of resources as can be realized from the distribution and application of these resources.

These guidelines shall be consistent with Board Policy with regard to fundraising 2000-01-4 - **Campaigns for Funds - School and Community Interests.**

Guidelines

1. How does your school community formulate an annual plan to coordinate fundraising activities? (**Appendix A**)
2. How does your school community articulate its appreciation of the relationship of the concept of stewardship to all fundraising activities?

Stewardship is the responsive practice of human beings tending to what has been placed in their care by God. It is a responsive practice in the sense that it is something people do because God has first done something to and for them. Stewardship is the peculiar response that human beings can make to the Creator who has both blessed them with gifts and ceded dominion over the creation.

James Hudnut-Beumler,

Generous Saints – Congregations Rethinking Ethics and Money

In this sense, stewardship also encourages us to embrace and value a range of responsive practices, including:

- prayer for the success of the fundraising activity
- the actual work of fundraising
- contributions of time
- contributions in kind

Members of your school community may not at all times and/or in all ways be in a position to participate in the same way with all of your school campaigns. It is important that the recognition of efforts be as inclusive as possible, valuing the “widow’s mite” (Luke 21: 1-4) as much as any other contributions.

3. How are the criteria for determining what types of fundraising activities are included in your annual plan made known to all members of your school community?
4. How does your school community address requests for assistance in response to events that cannot be anticipated (e.g. local family loses a home in a fire, natural disaster overseas)?
5. How does your school community ensure that there is accountability with regard to the manner in which funds donated are used and distributed?

The guideline of the *Canadian Centre for Philanthropy* suggests that 70% or more should go toward the actual charitable work (i.e. administrative costs should never exceed 30%). You can acquire this information, as well as checking on the actual charitable status of the organization, by visiting this Government of Canada web site (www.cra-arc.gc.ca/charities). All registered Canadian charities must provide this and other information annually.

6. How does your school community ensure that the funds raised on behalf of organizations involved, for example, in medical research are using those funds in support of activities that are consistent with Catholic moral principles? Areas of particular concern include:
 - embryonic stem cell research
 - cloning
 - some forms of gene manipulation

Schools are increasingly being held to a more transparent level of accountability by both the broader Catholic community, in general, and parents, in particular, to make certain that their students are not involved in fundraising campaigns on behalf of organizations whose activities may not be consistent with the teachings of the Church. Following the advice and practice of the Canadian Conference of Catholic Bishops, schools must practice due diligence with regard to these campaigns and, where options exist for the support of activities that contribute to the common good, schools should seek ways to designate the allocation of their funds accordingly. That said, schools should continue to respect the rights of parents to exclude their children from such activities upon request.

Appendix B provides sample letters of inquiry that can be used by schools in seeking clarification about the activities of charitable organizations. Moreover, the value of individual schools making similar inquiries to the same organization must not be underestimated in terms of their potential impact with regard to changing the *modus operandi* of such organizations.

7. How does your school community determine the consistency between the fundraising methods undertaken by members of the school and the teachings of the Church?

Consider the irony, for example, of raising funds in support of famine relief by sponsoring activities that may involve the abuse, waste or unhealthy use of food.

Has your school community evaluated the methods of fundraising against the Church's social teachings? These principles include:

- dignity of the human person
- common good
- demands of justice
- human rights and responsibilities
- stewardship for creation

For more information on the Church's social teaching, you can visit the Social Justice page of the Board's web site < http://www.alcddb.on.ca/social_justice/ or consult the electronic resource from the Eastern Ontario Catholic Curriculum Cooperative, *Curriculum Support for Catholic Schools (Version 2.0, 2005)*. <http://www.eoccc.org/> The Canadian Conference of Catholic Bishops has published *Compendium of the Social Doctrine of the Church*

(Pontifical Council for Justice and Peace, 2005),

http://www.cccbpublications.ca/miva/merchant.mv?Screen=CTGY&Store_Code=cccb-eng&Category_Code=ROM-DOC

8. How does your school community balance genuine charity and service which are linked to some form of self-sacrifice with fundraising methods which offer rewards as incentives?

Fundraising events often include special dinners, concerts or prizes. While there is a legitimate place for such events, participants, nonetheless, do receive something in return for their support – a good meal, an evening of delightful entertainment, a prize for the “most something” collected. Schools are encouraged also to consider supporting activities that demand of its members some form of self-sacrifice.

9. How does your school community make an effort to balance fundraising activities between school needs and the needs of charitable organizations?

The need to raise funds to support, for example, school fieldtrips or new resources for the school library are ongoing and necessary. Schools, however, should consider how they track all fundraising ventures so as to be able to make informed decisions related to all such initiatives. (**Appendix A**)

10. How well does your school community match its charitable endeavors with your publicly professed values?

Schools should consider explicitly incorporating into their fundraising rationales the language and principles expressed in:

- our Board’s Mission Statement
<http://www.alcdsb.on.ca/aboutus/index.php?param=../mission/mission.htm>
- your school’s mission statement
- the Ontario Catholic School Graduate Expectations (**Appendix C**)
- the social teachings of the Church

Press releases, letters home to parents, and school newsletters are most appropriate platforms. (**Appendix D**)

11. Where fundraising activities involve the sale of goods, how does your school community ensure that the products sold are manufactured in a manner consistent with the spirit of the Board’s Fair Labour Practices Policy (e.g. fair trade chocolate, coffee)?

For information on fairly traded products, you can visit, for example, the web sites of these and similar organizations:

Hillside Coffee Company	Hillsidecoffee@personainternet.com
Multatuli Coffee Merchants	http://www.multatuli.ca/
Planet Bean	http://www.planetbeancoffee.com/
TransFair Canada	http://www.transfair.ca/en/

Schools also should consider how any foodstuffs involved in fundraising campaigns support our efforts to encourage our students to embrace healthy eating and lifestyle habits.

12. How does your school community express gratitude at the conclusion of its fundraising ventures? Acknowledging that success can be understood in a variety of ways, nonetheless we do well to celebrate our efforts and the fruit that they have born. Such expressions might include:
- acknowledgements to all participants
 - acknowledgements to all contributors
 - prayers of gratitude (**Appendix D**)
13. See **Appendix F** for a simplified *Guidelines Checklist*.
14. To order your free copy of **The Spirituality of Fundraising (2004)** by Henri Nouwen, go to < <http://www.henrinouwen.org/> >. These reflections by the late Henri Nouwen are both inspiring and insightful. All adult members of your school community involved with fundraising are strongly encouraged to read and discuss its message. Selected quotations could be used to help students deepen their appreciation of this Christian vision of the ministry of fundraising.

Appendix A

Annual Fundraising Campaigns Tracking Sheet

Name of Fundraiser	Donor Group(s)	Beginning Date	End Date	Fundraising Group(s)	Target Group(s)
<i>Sample</i> Terry Fox Walk	Terry Fox Foundation	Sept 9/05	Sept. 16/05	All students and staff School Council	Parents Families Friends

Appendix B

Sample Letters to Charitable Organizations

Sample 1 of 2

School Letterhead

Date

To Whom It May Concern:

As a member of the (name of school) school community, I am writing to you with a request for information.

Before embarking on a fundraising campaign in support of your organization, it is important for our school community to know how your organization utilizes the funds that are raised on your behalf.

In particular, and insofar as a good deal of your work involves medical research, I am seeking assurances that any money we might donate to your organization will not be used to fund research that employs, in any fashion, embryonic stem cells.

Moreover, do you have a mechanism in place wherein our school can specifically direct funds to a particular aspect of your work so as to avoid such an ethical conflict? Indeed, any detailed information on the nature of your medical research would be appreciated.

In keeping with the teachings of the Roman Catholic Church, it is important for us to be certain that respect for all human life from conception to natural death is reflected by the work that your organization supports.

I look forward to your timely response to this inquiry.

Sincerely,

Sample 2 of 2

School Letterhead

Date

To Whom It May Concern:

As a member of the (name of school) school community, I am writing to you with regard to how your organization utilizes the funds that are raised on your behalf.

It has come to our attention that your organization may employ practices related to the distribution of aid that raises a number of ethical questions. I would appreciate your response to the concerns listed below:

- What steps does your organization take to ensure that aid goes directly to those who are most in need?
- Does the distribution of aid include any denominational religious material? If so, what steps are taken to ensure that the inclusion of such material is respectful of local religious traditions?
- Does your organization take steps to ensure that the methods of distribution respect existing infrastructure, insofar as such an infrastructure may exist?
- Is the distribution of aid in any way tied to any conditions?

In keeping with the social teachings of the Roman Catholic Church, it is important for us to be certain that respect for the dignity of all persons and the principle of the common good are reflected by the work that your organization undertakes.

I look forward to your timely response to this inquiry.

Sincerely,

Appendix C

Ontario Catholic School Graduate Expectations and School Fundraising

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who ...

CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

CGE1e -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)

CGE1i -integrates faith with life;

An Effective Communicator who ...

CGE2a -listens actively and critically to understand and learn in light of gospel values;

CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who ...

CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b -creates, adapts, evaluates new ideas in light of the common good;

CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d -makes decisions in light of gospel values with an informed moral conscience;

CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who ...

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

A Collaborative Contributor who ...

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who ...

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who ...

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Appendix D

Sample Prayers of Gratitude

Before a Fundraising Campaign Begins:

1. Dear Lord, you are a God of love and of generosity. We give you thanks for the _____ campaign which now lies ahead of us. We know there is a lot of work ahead of us; but, we thank you for the opportunity to reach out in love to our brothers and sisters in need. Bless our efforts to help others. And make us aware that we are helping you when we do reach out to others in your name. We make this prayer through Christ our Lord. Amen.

Lord God, we thank you for your creation and for all the gifts with which you have blessed us. Grant as we begin this campaign for _____ that we may appreciate all those who will donate and support our effort to help others. Bless our donors, bless also those who will contribute through their work and prayers to this important cause. Keep us mindful of our need to rely on you to bring success to our efforts and blessings to those who will be helped through our efforts. We make this prayer through Christ our Lord. Amen.

After a Fundraising Campaign Ends:

1. Dear Lord, we give you thanks for the success of our campaign in support of _____ .
We thank you for those who donated so generously to our campaign as well as those who contributed their time, labour and prayers. Bless all those who will benefit from this campaign. May they know that our love and prayers go out to them along with the _____ that were collected on their behalf. Thank you for the opportunity this campaign provided for us to help others. We make this prayer through Christ our Lord. Amen.

2. Lord God, we thank you that you have shown us once again how generous a God you are. Thank you for the success of our campaign for _____ .
Help us to appreciate all that we have and that what we have contributed is just a small way of sharing with others what really belongs to all of your children. Bless those who will benefit from this campaign. May they and all of us come to know your love. We make this prayer through Christ our Lord. Amen.

3. Let us pray ...

Almighty God,
We give you thanks and praise for the gifts of your Son, Jesus,
And the inspiration of your Holy Spirit
Who have moved our school community of _____
To undertake this (fundraising) campaign on behalf of _____ .

Gracious God,
Through our efforts over these last ____ days/weeks,
You have both called forth and affirmed
Our own individual gifts to serve others,
And, in doing so, have reminded us of our shared responsibilities
To help others who stand in need.

Loving God,
We pray that each person in the _____ school community
Who has been able to contribute to our campaign in any way,
Whether their role has been big or small,
Seen or unseen,
Glamorous or simply necessary,
That they may be blessed in their knowledge
That through their efforts we have extended Jesus' hands and heart,
His eyes and ears, his voice and feet,
Signs of your love and compassion,
To our brothers and sister, your children,
Whose cries for assistance have reached your ears.

Providential God,
We offer you our praise and thanksgiving
For calling us, through our baptism, into the Body of Christ
And for the privilege of advancing the work of the Kingdom of God in the world.

We make this our prayer in the name of Jesus, our brother and model of service,
Who lives and reigns with you and the Holy Spirit, one God for ever and ever.

Amen.

Appendix E

Sample Letter Announcing a Fundraising Campaign to Parents/Guardians

School Letterhead

Date

Dear Parents/Guardians,

As you may be aware from conversations with your child/ren, _____ (insert name of school) is about to undertake a campaign in order to _____ (raise funds/collect non-perishable food items etc.) on behalf of _____ (name(s) of organizations).

The campaign will begin on _____ and conclude on _____ .

The vision of Catholic education embraced by _____ (name of school) both inspires and serves as a reminder of our responsibilities to the wider community.

(Insert quote from relevant Catholic source, considering Guideline #10, as well as other promotional activity that may be available to you from the charitable organization on whose behalf you are working.)

You and your child/ren are invited to participate in this campaign by assuming one or more of the following roles:

(List options here, considering Guideline #2.)

If you have any questions or concerns about this campaign, please contact the school.

Thank you in advance for your cooperation with this worthwhile venture.

Sincerely,

Appendix F

Guidelines Checklist

Catholic educational and charitable works must be Catholic in their own understanding and Catholic in their identity.

Pope John Paul II, 2004

School Year: _____

Activity: _____

☐

Consultations with school partners:

☐

Parents

☐

Students

☐

Staff

☐

Other _____

☐

Incorporated into annual plan

☐

Where this activity is a response to an emergency request for assistance, it has been weighed against the school's annual fundraising plan, with adjustments to the latter as required.

☐

Accountability of organizations (see Guideline #5)

☐

Consistency with Catholic moral principles demonstrated

☐

Letter(s) of inquiry sent out to donor organization(s) as required

☐

Activity is in accordance with Catholic social teaching (see Guideline #7)

☐

Consideration given to balancing incentives between self-sacrifice and possible rewards (see Guideline #8)

☐

Consideration given to balancing school and community needs (see Guideline #9)



Activities match publicly professed values (see Guideline #10)



Board Mission Statement



School Mission Statement



Catholic Graduate Expectations



Social Teachings of the Church



Products used for fundraising are consistent with the spirit of the Board's Fair Labour Practices Policy (see Guideline #11)



Appropriate expressions of gratitude have been noted



Appreciation to donors



Appreciation to all participants



Appropriate public notices



Prayers of thanksgiving

Appendix G

“Approved” Charitable Organizations

The Committee for Social Justice, in keeping the Board’s Mission Statement and its own mandate to support schools in their efforts to encourage the members of their school communities to be engaged, global citizens, involved with both justice and charitable activities, offers the following list of “approved” charitable organizations for your consideration.

*“Approved”, in this sense, is meant to convey that, at the time of its compilation, the organizations appearing on this list have met the criteria outlined in the document (see Appendix A of Board Policy **Campaigns for Funds - School and Community Interests**) *School Resource for Ethical Fundraising*.*

*This is **not** meant to be an exhaustive list. To be sure, schools likely have histories with other charitable organizations, whether they are local, national or international in their scope. This is not meant to discourage the continuation of such healthy relationships, though schools should consider applying the guidelines to these and to new organizations to which they may be introduced in the future. Indeed, having completed such an assessment, the organization could be added to an updated list. Maintaining such an updated list, then, can be a shared responsibility; it will be accessible from the Social Justice web page at http://www.alcddb.on.ca/social_justice/.*

For its part, the Committee for Social Justice will continue to provide schools with any relevant information that might have an impact on their relationship with an organization. In like fashion, the Committee would appreciate notification with regard to information gathered by a school in this regard. To be sure, it remains the ongoing responsibility of the school to exercise due diligence. Contact information for most Canadian charities can be found on the web site <http://www.canadian-charities.com/csubject.htm> ; the official charitable status of an organization can be confirmed by consulting the official Canadian government web site at www.cra-arc.gc.ca/charities .

Local

- Algonquin and Lakeshore Catholic Education Foundation
- United Way (note that funds may be directed to specific organizations)
- Food Bank
- Local Hospitals (e.g. neo-natal ward, cancer clinics)
- Hospice
- Habitat for Humanity
- Birthright (and similar pro-life agencies)
- Homeless/Emergency Shelters
- Christmas Food, Clothing and Toy Drives

- Local Soup Kitchen and Meal Programs
- Clothes for Kids
- Almost Home/Camp Trillium
- M.A.D.D.
- Humane Society

National

- Catholic Missions in Canada
- Terry Fox Foundation *
- Heart and Stroke Foundation *
- Canadian Diabetes Association *
- Canadian Cancer Society *
- Autism Society of Canada
- L'Arche Daybreak
- Canadian Guide Dogs for the Blind
- The War Amps
- Children's Wish Foundation of Canada

* Note – health related organizations may or may not be involved in raising funds for medical research; where this is the case, it is highly recommended that steps be taken to gain assurances that donations will **not** be used in support of embryonic stem cell research (see sample letters in Appendix B of *School Guidelines ...*)

International

- Canadian Catholic Organization for Development and Peace
- Holy Childhood Association
- Scarboro Missions
- Trees for Peace
- Canadian Red Cross
- Karios
- St. Patrick's Foundation (Kingston, Jamaica)
- Oxfam Canada
- Ryan's Well
- Telemacazapa Water Project
- WaterCan
- Children's Hunger Fund
- CHF-Partners in Rural Development
- Doctors Without Borders
- Amnesty International
- Sierra Legal Defence Fund
- Save the Children

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD
BOARD POLICY

Board Policy Number:	4.20
Subject:	Fundraising
Effective Date:	Revised (511) October 18, 1994; Revised (074) January 25, 2011; Revised (164) August 28, 2012

Reference: *General Administrative Procedure (GAP) 538.00, Fundraising; GAP 547.00, School Food and Beverage; GAP 514.02, Anaphylactic Reactions – Epi-Pen Use; Policy 1.01, Code of Ethics; Policy 5.30, Supply Chain Management*

Supporting charity and social justice is a constitutive element of the Dufferin-Peel Catholic District School Board. The Board may allow fundraising initiatives for charitable and social justice purposes as well as supporting local school needs. Charitable fundraising initiatives are activities to raise money or collect goods for local or global needs as identified by the Board and/or the School. All fundraising initiatives must adhere to the moral teachings of the Catholic Church as communicated through the local Ordinary (Archbishop of Toronto) and shall reflect the mission, values and system direction principles of the Board.

Definitions

"Fundraising Activities" are those activities for raising funds or other resources for school or charitable purposes which are devised and organized by the school community.

"School-generated funds" are funds that are raised and collected in the school or broader community in the name of the school. These funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets. School-generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties.

"School community" refers to students, parents, guardians, trustees, school administrators and staff, members of the broader community and partners, as well as others who support the local school and student achievement, as represented by the School Council.

All fundraising activities shall have a designated purpose and timeline. Fundraising activities, to support school related needs, shall be permitted according to this policy and regulated as per General Administrative Procedure (GAP) 538.00.

These activities must support the moral teachings of the Catholic Church and shall reflect the mission, values and system direction principles of the Board, and must also comply with current legislation and ministry policies and/or guidelines, which include a component encompassing consultation, transparency and accountability with the school community.

Fundraising proceeds shall not be used to replace public funding for education and shall not be used for items funded through provincial grants including, but not limited to, classroom learning materials, textbooks, and repairs or capital projects that increase the student capacity of a school (e.g., classrooms, labs) or significantly increase the operating or capital costs of the Board or school. For examples of acceptable and non-acceptable uses of fundraising proceeds refer to GAP 538.00.

The following items must be adhered to when undertaking any fundraising activity:

1. All fundraising activities must be complementary to, and not a replacement for, funding for public education, and all capital projects must receive prior approval as prescribed by GAP 538.00;
2. There must be no additional cost to the Board as a result of any fundraising activities;
3. A reasonable balance should exist between fundraising efforts which benefit the school community and those which constitute charitable or social justice outreach;
4. All school fundraising activities shall be carried out under the jurisdiction and supervision of the Principal and in consultation with the school community as represented by the School Council;
5. The safety of children shall receive prime consideration during all fundraising initiatives;
6. Participation in fundraising activities shall be voluntary for staff and students. All students under the age of 18 shall participate in fundraising activities only with the consent of their parent/guardian;
7. Under the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* and the *Personal Health Information Protection Act (PHIPA)*, no personal information of staff, students or other individuals shall be collected, used or disclosed for the purposes of fundraising activities, without express consent.
8. Financial reporting and accountability procedures must be adhered to as per GAP 538.00 and GAP 704.02.

1. Purpose:

To provide procedures and guidelines to parents, staff, and all who engage in fundraising activities designed to support a local school or board initiative.

It is recognized that fundraising activities have the potential to enrich the experience of students, as well as help to build a broader sense of community outside of school hours. To that end, a clear and transparent process for raising and spending funds shall be in place.

When the Board and its schools choose to engage in fundraising activities it is important to ensure that they:

- a) comply with school board policies and conduct activities which are consistent with the purposes and principles of public education;
- b) seek advice from the school community; and,
- c) support and protect staff and volunteers from legal liability through practices that promote accountability for the handling and management of the proceeds raised from these activities.

2. Definitions

2.1 School-Generated Funds

School-Generated Funds are funds that are raised and collected in the school, or broader community, in the name of the school, by Catholic school councils or other school or parent administered groups. These funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets. School-Generated Funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school bank accounts to support a variety of programs such as payments to charities or other third parties (e.g. tour operators, and hot lunch programs).

2.2 Fundraising

Fundraising is any activity permitted under a school board's policy, to raise money or other resources, as approved by the school principal in consultation with, and upon the advice of, the Catholic school council and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

2.3 School Community

The school community refers to students, parents, guardians, Catholic school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others who support the local school and student achievement.

3. Guiding Principles

Catholic District School Board of Eastern Ontario's fundraising policy and administrative procedures are designed to ensure consistency and transparency in the collection and distribution of funds. The following principles are to be used to guide all decisions concerning fundraising.

3.1 Complementary to Publicly Funded Education

- a) Funds raised for school purposes are used to complement, not replace, public funding for education.
- b) The purposes for which funds are collected must be consistent with the Catholic District School Board of Eastern Ontario's mission and values.
- c) Activities must support student achievement and not detract from the learning environment.

3.2 Voluntary

- a) Participation in fundraising activities is strictly voluntary. No individuals should feel compelled to participate in any fundraising activity, nor should they be subject to penalties, or be denied any benefits, if they choose not to participate.
- b) The school community is welcome to participate in fundraising activities. These activities should reflect the diversity, values and priorities of the local school community.
- c) Privacy must be respected. The personal information of staff, students or other individuals shall not be shared for the purposes of fundraising without prior consent. (The use of personal information by school boards is governed by the *Municipal Freedom of Information and Protection of Privacy Act*.)

3.3 Safety

- a) The safety of students is a primary consideration in all fundraising activities.
- b) Student fundraising activities require supervision and should be age-appropriate.
- c) Appropriate safeguards must be in place regarding collection, deposit, recording, and use of public funds.

3.4 Accountable & Transparent

- a) All fundraising activities taken on by Catholic school communities will adhere to the Catholic District School Board of Eastern Ontario policy and administrative procedure for fundraising, and follow the Board's School-Generated Funds Guidelines which outlines the use of fundraising proceeds and accounting for school-generated funds. The policy is publicly available on the school board's website.
- b) Fundraising activities are developed and organized with advice and assistance from the school community, including students, staff, parents, and community organizations.
- c) Fundraising activities may not result in any person, including school board staff or volunteers, benefiting materially or financially from the activity.
- d) Fundraising has a designated purpose and the proceeds must be used for that purpose.
- e) Transparent financial reporting practices to the school community must be in place.

4. Responsibility

School Principals, in consultation with their superintendents, are responsible for ensuring compliance with the fundraising administrative procedure.

5. Procedures

School Principals will:

- 5.1** approve all fundraising proposals submitted by individuals or groups within the Catholic school community;

- 5.2 ensure that the purposes for which the funds are collected are consistent with the Catholic District School Board of Eastern Ontario's mission and values;
- 5.3 ensure that processes outlined in Board procedure C1:6 School Generated Funds are followed in the collection, disbursement, reporting and overall administration of the funds;
- 5.4 identify to the Catholic school community the purpose of all fundraising activities before beginning such activities;
- 5.5 inform the Catholic school community as to how the proceeds from all fundraising activities, fees and corporate donations are to be used;
- 5.6 determine the best method for communicating with the Catholic school community (e.g. newsletter, posting to school website):
 - plans for fundraising activities and,
 - plans for the disbursement of proceeds;
- 5.7 ensure compliance with board policies, and municipal and federal laws and regulations;
- 5.8 ensure that all students benefit from the proceeds of fundraising; and
- 5.9 communicate with the students, staff, parents and the broader Catholic school community that participation in fundraising activities is voluntary.
- 5.10 **Corporate Sponsorships and Major Fundraisers:**

Corporate Sponsorships and Major fundraisers may be undertaken by the school community. A business plan must be developed by the school and submitted to Executive Council via the school Superintendent for approval. A Fundraising Committee may be formed that may include community members, school and Board staff and School Trustee.

- 5.10.1 Should the school wish to contact businesses and organizations, the following process should be followed:
 - a) Fundraising Committee meet and establish a list of potential businesses that are being considered;
 - b) List is submitted to school Superintendent;

- c) Executive Council completes a cursory review to ensure each organization is compliant with the following:
 - Municipal, Provincial, Federal Legislation
 - School Food & Beverage Policy
 - Equity and Inclusive Strategy
 - Facility Partner Guidelines
 - Teachings/beliefs of the Catholic Church
 - Vision & Mission of the Catholic District School Board of Eastern Ontario ;
- d) Executive Council will approve these organizations that are compliant with items in c). The school Fundraising Committee will be informed that they can proceed with approach. No organization shall be approached until confirmation has been received from Executive Council; and
- e) The Board will be informed of any organization that is non-compliant with items in c)

5.10.2 Permanent Signage (Corporate Sponsors/Major Fundraising)

Should a school involved in a major fundraising campaign wish to offer sponsor organizations signage as recognition for their contribution, the following process will be followed:

- a) The School Fundraising Committee will submit to the school Superintendent a proposal for permanent signage. The school Superintendent will bring the proposal forward to Executive Council for review. It will be brought to Board for approval;
- b) Proposals must include details of proposed signage including:
 - Location
 - Size
 - Design
 - Which organizations will be included;
- c) Those organizations that are receiving recognition for permanent signage will be required to sign an agreement that will outline:
 - Expectations – size, colour, etc.

- Length of time – of agreement
 - Reasons that may cause removal of sign; and
- d) All signage must be approved by Board before being erected on site.

6. Receipts for Income Tax Purposes:

Requests for official charitable receipts/sponsorship letters will be provided based on level of donation and any advertising provided (i.e. permanent signage).

7. Reference Documents

Appendix 1: Examples of Acceptable and Unacceptable Uses of Fundraising
(Fundraising Guidelines, Ministry of Education Memorandum 2012: B10. May 4, 2012)

Appendix 1

Fundraising Guideline

The Province provides capital funding for the construction of new schools and additions, for repairs and renovations, and for the operation and maintenance of schools, including heating, lighting and cleaning. Funds raised for school purposes are to be used to complement, not replace, public funding for education. (For additional information on education funding, please see <http://www.edu.clov.on.ca/enci/parents/fundino/index.html>).

Capital projects supported by fundraising proceeds should:

- be complementary to publicly funded education;
- not result in an increase in the student capacity of a school; and
- not result in a significant increase in school or board's operating or capital costs.

Fundraising activities must be compliant with:

- Municipal, provincial, and federal legislation; and
- Ministry of Education guidelines and policies, such as the School Food and Beverage Policy, Equity and Inclusive Education Strategy, Facility Partnerships Guideline and the Broader Public Sector Procurement Directive.

Examples of Unacceptable Uses of Fundraising Proceeds

- Items funded through provincial grants such as classroom learning materials and textbooks.
- Facility renewal, maintenance, or upgrades funded through provincial grants such as structural repairs, sanitation, emergency repairs, or replacing flooring due to wear and tear.
- Infrastructure improvements which increase the student capacity of a school or are funded by provincial grants (for example, classrooms, additions, gyms, labs).
- Goods or services for employees, where such purchases would contravene the *Education Act* or a Catholic school council's by-laws regarding conflict of interest.
- Professional development including support for teacher attendance at professional development activities.
- Administrative expenses not associated with fundraising activity. Any administrative expenses associated with fundraising activity should be minimized.
- Support for partisan political activity, groups or candidates.

Examples of Acceptable Uses of Fundraising Proceeds

- Assistance fund (for example, a fund serving a charitable purpose to benefit students, such as providing payment for the cost of a field trip for students who cannot afford it)
- Supplies, equipment or services which complement items funded by provincial grants (for example, extracurricular band equipment, audio-visual equipment)
- Field trips or other excursions (for example, in-province, out-of-province, or trips abroad)
- Guest speakers or presentations
- Ceremonies, awards, plaques, trophies or prizes for students
- Scholarships or bursaries
- Extracurricular activities and events (for example, travel and entry fees for sports competitions, school team uniforms, school band, choir, clubs)
- School yard improvement projects (for example, playground equipment, shade structures, gardens, outdoor skating rink)
- Upgrades to sporting facilities such as running tracks, installation of artificial turf and scoreboards
- Support for activities that are unique to the denominational or cultural character of the school (for example, student retreats).

Attorney General of Quebec *Appellant;*

and

Greater Hull School Board, Lakeshore School Board, Lennoxville District School Board, the Greater Quebec School Board, the Protestant School Board of Greater Montreal, the School Trustees for the Municipality of Laurentienne, Quebec Association of Protestant School Boards
Respondents;

and

Attorney General of Canada *Mis en cause;*

and

Attorney General of Newfoundland
Intervener.

and between

Attorney General of Quebec *Appellant;*

and

Hubert Lavigne, Paul-Émile Touchette, Maurice Archambault and Gilbert Healy
Respondents;

and

Attorney General of Canada *Mis en cause;*

and

Attorney General of Newfoundland
Intervener.

and between

Attorney General of Quebec *Appellant;*

and

Commission scolaire des Manoirs, Commission scolaire de Drummondville, Commission scolaire Jean Chapais, Commission scolaire Outaouais-Hull, les Syndics d'écoles pour la municipalité de Leeds-Sud and the Fédération des commissions scolaires catholiques du Québec *Respondents;*

Le procureur général du Québec *Appelant;*

et

Greater Hull School Board, Lakeshore School Board, Lennoxville District School Board, the Greater Quebec School Board, the Protestant School Board of Greater Montreal, the School Trustees for the Municipality of Laurentienne, Quebec Association of Protestant School Boards
Intimés;

et

Le procureur général du Canada *Mis en cause;*

et

Le procureur général de Terre-Neuve
Intervenant.

et entre

Le procureur général du Québec *Appelant;*

et

Hubert Lavigne, Paul-Émile Touchette, Maurice Archambault et Gilbert Healy
Intimés;

et

Le procureur général du Canada *Mis en cause;*

et

Le procureur général de Terre-Neuve
Intervenant.

et entre

Le procureur général du Québec *Appelant;*

et

Commission scolaire des Manoirs, Commission scolaire de Drummondville, Commission scolaire Jean Chapais, Commission scolaire Outaouais-Hull, les Syndics d'écoles pour la municipalité de Leeds-Sud et la Fédération des commissions scolaires catholiques du Québec *Intimés;*

and

Attorney General of Canada *Mis en cause;*

and

Attorney General of Newfoundland
Intervener.

File No.: 18011.

1984: June 20, 21; 1984: December 20.

Present: Dickson C.J. and Ritchie*, Beetz, Estey, McIntyre, Chouinard, Lamer, Wilson and Le Dain JJ.

ON APPEAL FROM THE COURT OF APPEAL FOR QUEBEC

Constitutional law — Education — Constitutional guarantees — Rights or privileges respecting denominational schools — Act providing for a new system of school financing — Whether provincial provisions intra vires — Constitution Act, 1867, s. 93 — Act respecting municipal taxation and providing amendments to certain legislation, 1979 (Que.), c. 72, ss. 339, 346, 353, 362, 366, 375, 382, 495, 498, 499, 500.

Respondents brought actions in the Superior Court to have ss. 339, 346, 353, 362, 366, 375, 382, 495, 498, 499 and 500 of the *Act respecting municipal taxation and providing amendments to certain legislation* (the Act) declared unconstitutional. The chief feature of these provisions is the creation of a new system of school financing based on government grants: taxation is now only a complementary method subject to new conditions. These provisions, which amend the *Education Act*, apply to all public schools in Quebec, whether denominational or not. They provide in essence: (1) that the Minister of Education must annually make budgetary rules determining the amount of expenses allowable for the grants to be paid to school boards; (2) that the school commissioners and trustees must levy taxes to provide for expenses not covered by government subsidies or grants; (3) that the assessment may not exceed 6 per cent of the net expense of the school board or 25 cents per hundred dollars of assessment; and (4) that in order to levy taxes in excess of these limits the school board must obtain the approval of the electors in a referendum. The Superior Court dismissed respondents' declaratory actions. By a majority judgment, the Court of Appeal reversed that judgment and held the sections

* Ritchie J. took no part in the judgment.

et

Le procureur général du Canada *Mis en cause;*

et

Le procureur général de Terre-Neuve
Intervenant.

N° du greffe: 18011.

1984: 20, 21 juin; 1984: 20 décembre.

Présents: Le juge en chef Dickson et les juges Ritchie *, Beetz, Estey, McIntyre, Chouinard, Lamer, Wilson et Le Dain.

EN APPEL DE LA COUR D'APPEL DU QUÉBEC

Droit constitutionnel — Éducation — Garanties constitutionnelles — Droits ou privilèges relatifs aux écoles confessionnelles — Loi établissant un nouveau régime de financement scolaire — Les dispositions provinciales sont-elles intra vires? — Loi constitutionnelle de 1867, art. 93 — Loi sur la fiscalité municipale et modifiant certaines dispositions législatives, 1979 (Qué.), chap. 72, art. 339, 346, 353, 362, 366, 375, 382, 495, 498, 499, 500.

Les intimés ont intenté en Cour supérieure des actions pour faire déclarer inconstitutionnels les art. 339, 346, 353, 362, 366, 375, 382, 495, 498, 499 et 500 de la *Loi sur la fiscalité municipale et modifiant certaines dispositions législatives*. Le trait dominant de ces dispositions est l'établissement d'un nouveau régime de financement scolaire à base de subventions gouvernementales, la taxation n'étant plus qu'un moyen complémentaire soumis à des conditions nouvelles. Ces dispositions, qui modifient la *Loi sur l'instruction publique*, s'appliquent à toutes les écoles publiques du Québec qu'elles soient confessionnelles ou non. Elles prévoient en substance: (1) que le ministre de l'Éducation doit établir annuellement des règles budgétaires pour déterminer le montant des dépenses admissible aux subventions à verser aux commissions scolaires; (2) que les commissaires et les syndic doivent imposer une taxe pour pourvoir aux dépenses non couvertes par les subventions gouvernementales; (3) que la cotisation ne peut excéder 6 pour 100 des dépenses nettes de la commission scolaire ou un taux de 25 cents du cent dollars d'évaluation et (4) que pour taxer au-delà de ces limites, la commission scolaire doit obtenir l'approbation des électeurs par voie de référendum. La Cour supérieure a rejeté les actions

* Le juge Ritchie n'a pas participé au jugement.

in question *ultra vires*, null and void. This appeal is to determine whether the disputed legislative provisions prejudicially affect the rights and privileges protected by s. 93 of the *Constitution Act, 1867*.

Held: The appeal should be dismissed.

Per Dickson C.J. and Beetz, Estey, McIntyre, Chouinard and Wilson JJ.: The disputed provisions are *ultra vires* the Quebec legislature and must be set aside. Under section 93 of the Constitution, the provinces have exclusive jurisdiction to legislate with respect to education, but they cannot prejudicially affect a right or privilege affecting denominational schools enjoyed by a particular class of persons by law in effect at the time of the Union. In 1867, the right of Protestants and Roman Catholics to direct and control their own denominational schools was recognized by law. As regards financing, the law gave school commissioners and trustees the right to receive grants on a proportionate basis and the right to levy taxes from their respective electors within the limits of "their respective municipalities". These are rights relating to denominational schools and are protected by s. 93. By omitting to state that the grants must be distributed on a proportionate basis and by ordering, in a referendum, the power of certain school boards — such as those of the Island of Montréal — to decide on an expense requiring a tax to be subject to the will of electors not within their districts, the provincial legislature prejudicially affected rights guaranteed by s. 93 of the *Constitution Act, 1867*. The provisions form a whole, and if those which deal with how grants are made and which govern approval by the electors are set aside, the other provisions fall to the ground as well.

Per Lamer and Le Dain JJ.: At Confederation, the Roman Catholics and the Protestants enjoyed the right to have their denominational schools managed by school commissioners or trustees having the power to determine the necessary level of expenditure for the support of such schools and the concomitant power, in order to meet such expenditure, to impose taxes in supplement of other revenue without limitation of amount or the necessity of referral to the ratepayers. It is this right or power of local self government with respect to denominational schools which is protected by s. 93(1) of the *Constitution Act, 1867*. The school commissioners or trustees are not themselves a class of persons contemplated by s. 93(1) but they are the representatives of such a class for

déclaratoires des intimés. Par un arrêt majoritaire, la Cour d'appel a infirmé le jugement et déclaré les articles visés *ultra vires*, nuls et sans effet. Le présent pourvoi vise à déterminer si les dispositions législatives attaquées portent préjudice aux droits et privilèges protégés par l'art. 93 de la *Loi constitutionnelle de 1867*.

Arrêt: Le pourvoi est rejeté.

Le juge en chef Dickson et les juges Beetz, Estey, McIntyre, Chouinard et Wilson: Les dispositions attaquées sont *ultra vires* de la législature du Québec et doivent être annulées. En vertu de l'art. 93 de la Constitution, les provinces ont compétence exclusive pour légiférer en matière d'éducation, mais elles ne peuvent pas porter préjudice à un droit ou privilège relatif aux écoles confessionnelles dont jouissait une classe particulière de personnes en vertu d'une loi en vigueur au moment de l'Union. En 1867, le droit des protestants et des catholiques romains de diriger et de contrôler leurs propres écoles confessionnelles était reconnu par la loi. En matière de financement, la loi conférait, entre autres, aux commissaires et aux syndics d'écoles le droit de recevoir des subventions sur une base proportionnelle et le droit de prélever des taxes de leurs administrés dans les limites de «leurs municipalités respectives». Ces droits constituent des droits relatifs aux écoles confessionnelles et ils sont protégés par l'art. 93. En omettant de décréter que les subventions doivent être distribuées sur une base proportionnelle et en décrétant, en cas de référendum, que le pouvoir de certaines commissions scolaires — par exemple, celles de l'île de Montréal — de décider d'une dépense nécessitant une taxe soit assujéti à la volonté d'électeurs autres que leurs administrés, la législature provinciale a, d'une façon préjudiciable, porté atteinte à des droits garantis par l'art. 93 de la *Loi constitutionnelle de 1867*. Ces dispositions forment un tout et si celles qui posent le principe des subventions et celles qui régissent l'approbation des électeurs sont annulées, les autres dispositions ne peuvent subsister.

Les juges Lamer et Le Dain: Lors de la Confédération, les catholiques romains et les protestants bénéficiaient du droit d'avoir leurs écoles confessionnelles gérées par des commissaires ou des syndics d'écoles qui avaient le pouvoir de déterminer le niveau nécessaire des dépenses pour subvenir aux besoins de ces écoles et, pour faire face à ces dépenses, le pouvoir concomitant de prélever des taxes en plus des autres revenus sans montant limite ou sans qu'il soit nécessaire d'en référer aux contribuables. C'est ce droit ou pouvoir de gestion locale autonome relativement aux écoles confessionnelles que le par. 93(1) de la *Loi constitutionnelle de 1867* protège. Les commissaires et les syndics d'écoles ne constituent pas en eux-mêmes une classe de personnes visée par le

purposes of the management of denominational schools. By imposing the requirement of approval by referendum for taxation beyond the limits prescribed by the Act, the Quebec legislature prejudicially affected this right. Indeed, such a requirement renders the power to tax beyond the limit quite illusory and seriously undermines the power of school commissioners and trustees to provide for and manage denominational schools in the interest of a class of persons.

City of Winnipeg v. Barrett, [1892] A.C. 445; *Brophy v. Attorney-General of Manitoba*, [1895] A.C. 202; *Ottawa Separate Schools Trustees v. Mackell*, [1917] A.C. 62; *Ottawa Separate Schools Trustees v. Ottawa Corporation*, [1917] A.C. 76; *Hirsch v. Protestant Board of School Commissioners of Montreal*, [1928] A.C. 200; [1926] S.C.R. 246; *Roman Catholic Separate School Trustees for Tiny v. The King*, [1928] A.C. 363, referred to.

APPEAL from a judgment of the Quebec Court of Appeal, [1983] C.A. 370, reversing a judgment of the Superior Court, [1981] C.S. 337, 133 D.L.R. (3d) 666, declaring certain provisions of the *Act respecting municipal taxation and providing amendments to certain legislation* constitutional. Appeal dismissed.

Henri Brun, Georges Emery, Q.C., and Jean-K. Samson, for the appellant.

Colin K. Irving, Allan R. Hilton, Sandra J. Simpson and Nigel Campbell, for the respondents Greater Hull School Board *et al.*

Mario Du Mesnil and Roger Thibault, Q.C., for the respondents Lavigne *et al.* and for the respondents Commission scolaire des Manoirs *et al.*

James L. Thistle and Deborah E. Fry, for the interveners.

English version of the judgment of Dickson C.J. and Beetz, Estey, McIntyre, Chouinard and Wilson JJ. delivered by

CHOUINARD J.—This appeal raises the following constitutional question:

Are sections 339, 346, 353, 362, 366, 375, 382, 495, 498, 499 and 500 of the *Act respecting municipal taxation and providing amendments to certain legislation*, L.Q. 1979, c. 72, *ultra vires*, inapplicable or inoperative in

par. 93(1), mais ce sont les représentants de cette classe aux fins de la gestion des écoles confessionnelles. En imposant l'obligation de tenir un référendum pour obtenir l'approbation de taxes qui excèdent les limites fixées par la Loi, le législateur du Québec a porté préjudice à ce droit. Pareille obligation rend tout à fait illusoire le pouvoir de taxer au-delà de la limite et mine sérieusement le pouvoir des commissaires et des syndic d'écoles de fournir et de gérer des écoles confessionnelles selon les intérêts d'une classe de personnes.

Jurisprudence: *City of Winnipeg v. Barrett*, [1892] A.C. 445; *Brophy v. Attorney-General of Manitoba*, [1895] A.C. 202; *Ottawa Separate Schools Trustees v. Mackell*, [1917] A.C. 62; *Ottawa Separate Schools Trustees v. Ottawa Corporation*, [1917] A.C. 76; *Hirsch v. Protestant Board of School Commissioners of Montreal*, [1928] A.C. 200; [1926] R.C.S. 246; *Roman Catholic Separate School Trustees for Tiny v. The King*, [1928] A.C. 363.

POURVOI contre un arrêt de la Cour d'appel du Québec, [1983] C.A. 370, qui a infirmé un jugement de la Cour supérieure, [1981] C.S. 337, 133 D.L.R. (3d) 666, qui avait déclaré constitutionnelles certaines dispositions de la *Loi sur la fiscalité municipale et modifiant certaines dispositions législatives*. Pourvoi rejeté.

Henri Brun, Georges Emery, c.r., et Jean-K. Samson, pour l'appelant.

Colin K. Irving, Allan R. Hilton, Sandra J. Simpson et Nigel Campbell, pour les intimés Greater Hull School Board et autres.

Mario Du Mesnil et Roger Thibault, c.r., pour les intimés Lavigne et autres et pour les intimés Commission scolaire des Manoirs et autres.

James L. Thistle et Deborah E. Fry, pour l'intervenant.

Le jugement du juge en chef Dickson et des juges Beetz, Estey, McIntyre, Chouinard et Wilson a été rendu par

LE JUGE CHOUINARD—Ce pourvoi soulève la question constitutionnelle suivante:

Les articles 339, 346, 353, 362, 366, 375, 382, 495, 498, 499 et 500 de la *Loi sur la fiscalité municipale et modifiant certaines dispositions législatives*, L.Q. 1979, c. 72, sont-ils, en tout ou en partie, *ultra vires*, inappli-

whole or in part in virtue of section 93 of the *Constitution Act, 1867*?

Section 93 is the section which gives the provincial legislatures exclusive jurisdiction over education. It also guarantees certain rights to classes of persons in respect of denominational schools and to both Protestant and Catholic dissentient schools. The subsections of that section which apply for the purposes of this appeal are:

93. In and for each Province the Legislature may exclusively make Laws in relation to Education, subject and according to the following Provisions:

(1) Nothing in any such Law shall prejudicially affect any Right or Privilege with respect to Denominational Schools which any Class of Persons have by Law in the Province at the Union:

(2) All the Powers, Privileges and Duties at the Union by Law conferred and imposed in Upper Canada on the Separate Schools and School Trustees of the Queen's Roman Catholic Subjects shall be and the same are hereby extended to the Dissentient Schools of the Queen's Protestant and Roman Catholic Subjects in Quebec:

Applicable Legislation

The disputed sections of the *Act respecting municipal taxation and providing amendments to certain legislation*, which I will call the "1979 Act", are all sections relating to school financing.

Respondents Hubert Lavigne *et al.* and Commission scolaire des Manoirs *et al.* stated in their submission that the fundamental purpose of the *1979 Act*:

[TRANSLATION] . . . is to remove all school boards from the real estate tax field, in order to give towns and other municipalities unimpeded real estate taxation powers.

No one disputed the following passage from the judgment of the trial judge, [1981] C.S. 337, at p. 347:

[TRANSLATION] The chief feature of this legislation is the provision of school financing through a system of grants: taxation is now only a complementary method subject to new conditions.

cables ou invalides, en raison de l'article 93 de la *Loi constitutionnelle de 1867*?

L'article 93 est cet article qui consacre la compétence exclusive des législatures provinciales en matière d'éducation. Il garantit par ailleurs certains droits à des classes de personnes relativement aux écoles confessionnelles de même qu'aux écoles dissidentes tant protestantes que catholiques. Les paragraphes pertinents de cet article pour les fins de ce pourvoi sont:

93. Dans chaque province et pour chaque province, la législature pourra exclusivement légiférer sur l'éducation, sous réserve et en conformité des dispositions suivantes:

(1) Rien dans cette législation ne devra préjudicier à un droit ou privilège conféré par la loi, lors de l'Union, à quelque classe particulière de personnes dans la province relativement aux écoles confessionnelles;

(2) Tous les pouvoirs, privilèges et devoirs conférés ou imposés par la loi dans le Haut-Canada, lors de l'Union, aux écoles séparées et aux syndicats d'écoles des sujets catholiques romains de la Reine, seront et sont par les présentes étendus aux écoles dissidentes des sujets protestants et catholiques romains de la Reine dans la province de Québec;

Les dispositions en cause

Les articles contestés de la *Loi sur la fiscalité municipale et modifiant certaines dispositions législatives*, que j'appellerai la «*Loi de 1979*», sont tous des articles qui portent sur le financement scolaire.

Les intimés Hubert Lavigne et autres, et Commission scolaire des Manoirs et autres, écrivent dans leur mémoire que le but essentiel de la *Loi de 1979*:

. . . est de faire sortir toutes les commissions scolaires du champ de l'impôt foncier pour accorder aux villes et autres municipalités la plénitude du champ foncier de la taxation.

Personne ne conteste le passage suivant du juge de première instance, [1981] C.S. 337, à la p. 347:

Le trait dominant de cette législation est l'établissement du financement scolaire par le système de subventions, la taxation n'étant plus qu'un moyen complémentaire soumis à des conditions nouvelles.

Section 339 of the 1979 *Act* introduced into the *Education Act*, R.S.Q., c. I-14, s. 15.1, which deals with grants to be paid to school boards and imposes on the Minister of Education a duty to annually make, after consultation, budgetary rules determining the amount of expenses allowable for such grants:

15.1 The Minister shall, each year after consultation with the school boards and regional boards, make and submit to the approval of the Conseil du trésor budgetary rules to determine the amount of expenses allowable for grants to be paid to school boards, to regional boards and to the Conseil scolaire de l'Île de Montréal.

The Minister must, in the budgetary rules contemplated in the first paragraph, provide for the payment of equalization grants to school boards, regional boards or the Conseil scolaire de l'Île de Montréal. These equalization grants shall be paid according to the difference between the standardized assessment of taxable property per student of a school board, of a regional board or of the Conseil scolaire de l'Île de Montréal, as the case may be, and that per student of the aggregate of the school boards, of the regional boards or of the Conseil scolaire de l'Île de Montréal, as the case may be, taking into account the size of the revenue from real estate taxes collected within the limits fixed by section 354.1 or 558.1.

Section 346 replaced s. 226 of the *Education Act*, and I quote the first paragraph of the new provision:

226. The school commissioners and trustees must levy taxes for the payment of expenses not otherwise provided for by government subsidies or grants and other revenue. These taxes shall be imposed on all taxable property of the whole school municipality in accordance with Part IV.

This new section contrasts with the old one, in which the first paragraph provided that school commissioners and trustees had a duty to levy taxes to maintain schools under their control. It can thus be seen that the new financing arrangements, instead of being based primarily on taxation as the old, are based on grants, and taxation has become a complementary method. Henceforth, commissioners and trustees shall impose a tax only "for the payment of expenses not otherwise pro-

L'article 339 de la *Loi de 1979* introduit dans la *Loi sur l'instruction publique*, L.R.Q., chap. I-14, l'art. 15.1 qui traite des subventions à verser aux commissions scolaires et qui impose au ministre de l'Éducation l'obligation d'établir annuellement, après consultation, des règles budgétaires pour déterminer le montant des dépenses admissible à ces subventions:

15.1 Le ministre doit établir annuellement, après consultation avec les commissions scolaires et les commissions régionales, et soumettre à l'approbation du Conseil du trésor des règles budgétaires pour déterminer le montant des dépenses admissible aux subventions à verser aux commissions scolaires, aux commissions régionales et au Conseil scolaire de l'île de Montréal.

Le ministre doit prévoir dans les règles budgétaires visées au premier alinéa le versement de subventions de péréquation aux commissions scolaires, aux commissions régionales ou au Conseil scolaire de l'île de Montréal. Ces subventions de péréquation sont versées en fonction de l'écart entre l'évaluation uniformisée des biens imposables par étudiant d'une commission scolaire, d'une commission régionale ou du Conseil scolaire de l'île de Montréal, selon le cas, et celle par étudiant de l'ensemble des commissions scolaires, des commissions régionales et du Conseil scolaire de l'île de Montréal, compte tenu de l'importance des revenus des taxes foncières perçues à l'intérieur des limites fixées par les articles 354.1 ou 558.1.

L'article 346 remplace l'art. 226 de la *Loi sur l'instruction publique* et je cite le premier alinéa du nouveau texte:

226. Les commissaires et les syndics doivent imposer une taxe pour le paiement des dépenses auxquelles il n'est pas autrement pourvu par les subventions gouvernementales et autres revenus. Ces taxes sont imposées sur tous les biens imposables de la municipalité scolaire entière conformément à la Partie IV.

Ce nouvel article contraste avec l'ancien dont le premier alinéa stipulait qu'il est du devoir des commissaires et des syndics d'écoles d'imposer des taxes pour le maintien des écoles sous leur contrôle. D'où l'on voit que le nouveau régime de financement, au lieu d'être fondé principalement sur la taxation comme l'ancien, est à base de subventions, la taxation devenant un moyen complémentaire. Ce n'est que «pour le paiement des dépenses auxquelles il n'est pas autrement pourvu

vided for by government subsidies or grants and other revenue”.

Section 353 of the 1979 *Act* enacts ss. 354.1, 354.2 and 354.3 of the *Education Act*, requiring school boards to submit for approval by the electors in a referendum any assessment which they intend to impose when the total amount of expenses required by that assessment exceeds 6 per cent of the net expense of the school board, or when the taxation rate exceeds 25 cents per hundred dollars of assessment. The first paragraph of s. 354.1 provides:

354.1 Where the total amount of expenses for the payment of which an assessment must be levied under section 226 exceeds six per cent of the net expense of the school board or regional board, or the taxation rate for that assessment exceeds 25 cents per hundred dollars of the standardized assessment of the taxable property included in the real estate base of the school board or regional board, that assessment shall be submitted to the approval of the electors in accordance with sections 396 and following.

It should be mentioned that under s. 354.3, when an assessment is approved by the electors that approval applies for three taxation years.

Section 362 enacts ss. 396 to 399.5 of the *Education Act*, defining the procedures of a referendum.

Section 366 replaces the old ss. 441 to 444 of the *Education Act* by the new ss. 441 to 443, conferring on regional school boards a taxing power analogous to that of school boards and subject to the same conditions.

Sections 375 and 382 make amendments to Part IX of the *Education Act*, titled “Education in the Island of Montréal”. They enact ss. 558.1 to 558.4 and 567 to 567.4, requiring the council in the Island of Montréal to submit for approval by the electors any surtax exceeding the limits indicated—the same as those provided for school boards in the remainder of the province area—and defin-

par les subventions gouvernementales et autres revenus» que dorénavant les commissaires et les syndicats doivent imposer une taxe.

L'article 353 de la *Loi de 1979* édicte les art. 354.1, 354.2 et 354.3 de la *Loi sur l'instruction publique* qui obligent les commissions scolaires à soumettre à l'approbation des électeurs par voie de référendum toute cotisation qu'elles entendent imposer lorsque le montant total des dépenses qui nécessitent cette cotisation excède 6 pour 100 de la dépense nette de la commission scolaire, ou que le taux d'imposition excède 25 cents par cent dollars d'évaluation. Le premier alinéa de l'art. 354.1 stipule:

354.1 Lorsque le montant total des dépenses pour le paiement desquelles une cotisation doit être imposée en vertu de l'article 226 excède six pour cent de la dépense nette de la commission scolaire ou de la commission régionale, ou que le taux d'imposition de cette cotisation excède 25 cents par cent dollars de l'évaluation uniformisée des biens imposables incluse dans l'assiette foncière de la commission scolaire ou de la commission régionale, cette cotisation doit être soumise à l'approbation des électeurs conformément aux articles 396 et suivants.

Il convient de signaler que suivant l'art. 354.3, lorsqu'une cotisation est approuvée par les électeurs, cette approbation vaut pour trois années d'imposition.

L'article 362 édicte les art. 396 à 399.5 de la *Loi sur l'instruction publique* qui définissent les modalités du référendum.

L'article 366 remplace les anciens art. 441 à 444 de la *Loi sur l'instruction publique* par les nouveaux art. 441 à 443 qui confèrent aux commissions scolaires régionales un pouvoir de taxation analogue à celui des commissions scolaires et soumis aux mêmes conditions.

Les articles 375 et 382 apportent des modifications à la partie IX de la *Loi sur l'instruction publique* intitulée: «De l'instruction publique dans l'île de Montréal». Ils édictent les art. 558.1 à 558.4 et 567 à 567.4 qui obligent le conseil scolaire de l'île de Montréal à soumettre à l'approbation des électeurs toute surtaxe qui excède les limites indiquées—les mêmes que celles prévues pour les

ing procedures for a referendum. It should be noted here that, for the Island of Montréal, a general budget is prepared by the council based on budgets from school boards and its own expenses, and this budget is not effective until approved by the Minister of Education. The council has alone the power to levy taxes (s. 566 which is not in issue). If it becomes necessary to impose a surtax which must be submitted to the electors for approval, all the electors on the Island of Montréal may vote. I will return to this point below.

Section 495 of the 1979 Act provides:

495. No school board or regional board may exercise a taxation power except within the limits provided by this act, notwithstanding any general law or special act or any charter conferring such power upon it.

Finally, sections 498, 499 and 500 are transitional provisions designed to allow the new sections on taxation to be implemented.

Conditions for Application of s. 93 Guarantees

There is no disagreement between the parties as to the conditions under which the s. 93 guarantees of the *Constitution Act, 1867* will apply, as stated by the trial judge at p. 342 of his judgment:

[TRANSLATION] 2. In order to claim the protection of this section, the following conditions must of necessity be met:

- (a) there must be a right or privilege affecting a denominational school;
- (b) enjoyed by a particular class of persons;
- (c) by law;
- (d) in effect at the time of the Union;
- (e) and which is prejudicially affected.

It is also well established that, in 1867, all the common schools in Montréal and Québec were denominational. Outside those two cities, dissentient schools were denominational but common schools were not.

commissions scolaires du reste du territoire décrites plus haut—et qui définissent les modalités du référendum. Il faut noter, dès à présent, que pour l'île de Montréal un budget global est préparé par le conseil scolaire à partir des budgets des commissions scolaires et de ses propres dépenses, lequel budget est sans effet tant qu'il n'a pas été approuvé par le ministre de l'Éducation. Seul le conseil scolaire peut imposer des taxes (art. 566, lequel n'est pas attaqué). S'il devient nécessaire d'imposer une surtaxe qui doit être soumise à l'approbation des électeurs, c'est l'ensemble des électeurs de l'île de Montréal qui est appelé à voter. Je reviendrai sur ce sujet plus loin.

L'article 495 de la *Loi de 1979* stipule:

495. Une commission scolaire ou une commission régionale ne peut exercer un pouvoir de taxation que dans les limites prévues par la présente loi, malgré toute loi générale ou spéciale ou charte qui lui confère un tel pouvoir.

Enfin, les art. 498, 499 et 500 sont des dispositions transitoires qui visent à permettre la mise en œuvre des nouveaux articles relatifs à la taxation.

Les conditions d'application des garanties de l'art. 93

Il n'y a pas de désaccord entre les parties quant aux conditions d'application des garanties de l'art. 93 de la *Loi constitutionnelle de 1867* ainsi exposées par le juge de première instance à la p. 342 de son jugement:

2. Pour réclamer la protection de cet article, les conditions suivantes doivent nécessairement être réunies:

- a) qu'il s'agisse d'un droit ou privilège relatif à une école confessionnelle;
- b) dont jouissait une classe particulière de personnes;
- c) en vertu d'une loi;
- d) en vigueur au moment de l'Union
- e) et auquel on porte préjudice.

Il est bien établi par ailleurs qu'en 1867 toutes les écoles communes de Montréal et de Québec étaient confessionnelles. En dehors de ces deux villes, les écoles dissidentes étaient confessionnelles mais les écoles communes ne l'étaient pas.

The propositions I have just stated proceed from decisions of the Privy Council, in particular the following cases: *City of Winnipeg v. Barrett*, [1892] A.C. 445; *Brophy v. Attorney-General of Manitoba*, [1895] A.C. 202; *Ottawa Separate Schools Trustees v. Mackell*, [1917] A.C. 62; *Ottawa Separate Schools Trustees v. Ottawa Corporation*, [1917] A.C. 76; *Hirsch v. Protestant Board of School Commissioners of Montreal*, [1928] A.C. 200; *Roman Catholic Separate School Trustees for Tiny v. The King*, [1928] A.C. 363.

Judgments of the Superior Court and the Court of Appeal

The Superior Court judgment dismissed the declaratory actions of respondents.

By a majority judgment, the Court of Appeal, [1983] C.A. 370, reversed the trial judgment and held the sections in question *ultra vires*, null and void.

Appellant's First Argument

The Attorney General submitted, as his first argument, that the measures introduced by the 1979 Act are not at variance with s. 93, because they do not apply to the object of that section, which is denominational schools. He submitted:

[TRANSLATION] This measure does not affect the guarantee in s. 93(1) of the *Constitution Act, 1867*. Its real object is the way in which a taxing power is exercised, whereas the object of the 93(1) guarantee is denominational schooling. This is the first argument on which our appeal is based.

He went on to say:

[TRANSLATION] The provisions in question [...] do not affect the guarantee in s. 93(1) of the *Constitution Act*, for the simple reason that their object has no connection with the object of s. 93(1).

Further, he stated:

[TRANSLATION] The disputed provisions [...] actually apply to the way in which a taxing power is exercised. They provide that the province's school commissioners must obtain the approval of their electors before they can tax beyond a given financing level.

Les propositions que je viens d'énoncer découlent de la jurisprudence du Conseil privé, notamment des arrêts suivants: *City of Winnipeg v. Barrett*, [1892] A.C. 445; *Brophy v. Attorney-General of Manitoba*, [1895] A.C. 202; *Ottawa Separate Schools Trustees v. Mackell*, [1917] A.C. 62; *Ottawa Separate Schools Trustees v. Ottawa Corporation*, [1917] A.C. 76; *Hirsch v. Protestant Board of School Commissioners of Montreal*, [1928] A.C. 200; *Roman Catholic Separate School Trustees for Tiny v. The King*, [1928] A.C. 363.

Le jugement de la Cour supérieure et l'arrêt de la Cour d'appel

Le jugement de la Cour supérieure a rejeté les actions déclaratoires des intimés.

Par un arrêt majoritaire, la Cour d'appel, [1983] C.A. 370, a infirmé le jugement de première instance et a déclaré les articles visés *ultra vires*, nuls et sans effet.

Le premier moyen de l'appelant

Le procureur général soumet, et c'est sa prétention première, que les mesures mises en place par la *Loi de 1979* ne vont pas à l'encontre de l'art. 93 parce qu'elles ne visent pas son objet qui est la confessionnalité. Il écrit dans son mémoire:

Cette mesure n'affecte pas la garantie du paragraphe 93(1) de la *Loi constitutionnelle de 1867*. Elle a pour objet réel la façon d'exercer un pouvoir de taxer, alors que la garantie de 93(1) a pour objet la confessionnalité. C'est là la prétention première sur laquelle se fonde notre appel.

Il écrit encore:

Les dispositions en cause [...] n'affectent pas la garantie du paragraphe 93(1) de la *Loi constitutionnelle* pour la raison essentielle que leur objet n'a aucun rapport avec l'objet du paragraphe 93(1).

On peut lire plus loin:

Les dispositions contestées [...] portent réellement sur le mode d'exercice d'un pouvoir de taxation. Elles stipulent que les commissaires d'écoles de la province doivent obtenir l'approbation de leurs électeurs avant de pouvoir surtaxer au-delà d'un niveau donné de financement.

The provisions of s. 93(1) of the *Constitution Act, 1867* are concerned with denominational schools. Their object is to protect certain denominational schools against anything threatening their denominational status.

Without discussing the argument submitted in support of this claim in detail, I consider that it cannot be allowed. Denominational status does not exist in a vacuum.

Section 93 guarantees the rights and privileges relating to denominational schools.

In *Hirsch* in this Court, [1926] S.C.R. 246, Anglin C.J., who was not overruled by the Privy Council on this point, wrote at p. 269:

From what has been said it is apparent that we would regard legislation designed to impair the right of Protestants, as a class of persons in the province of Quebec, to the exclusive control, financial and pedagogic, of their schools, as *ultra vires* of the provincial legislature.

In *Tiny* the Privy Council wrote at p. 375:

Unless the legislatures of Ontario and Quebec were debarred from prejudicially affecting the rights and privileges which the religious minorities possessed in regard to their denominational schools in regard to maintenance and support, the protection given by the section would be illusory.

In their analysis of *Les problèmes constitutionnels posés par la restructuration scolaire de l'île de Montréal*, Québec, Department of Education, 1972, at p. 22, the writers F. Chevette, H. Marx and A. Tremblay, based on precedent and in the context of effective protection, wrote:

[TRANSLATION] It is clear that the spirit of s. 93 seeks to guarantee the denominational status of education as that status existed in 1867, that is, in relation to education provided in dissentient schools in the province and in the schools of Montréal and Québec. In this regard, the ultimate aim of the section is a religious one, and that aim was undoubtedly given constitutional form. The question remains whether only that aim was so treated, or whether certain concrete means of achieving it were as well, namely a number of powers and administrative devices to ensure that the denominational status of education would be respected and maintained in

Les dispositions du paragraphe 93(1) de la *Loi constitutionnelle de 1867* portent quant à elles sur la confessionnalité. Elles ont pour objet de protéger certaines écoles confessionnelles contre ce qui mettrait en péril leur confessionnalité.

Sans entrer dans le détail de l'argumentation soumise à l'appui de cette prétention, je suis d'avis qu'elle ne peut être retenue. La confessionnalité n'existe pas dans un vacuum.

Ce sont les droits et privilèges relatifs aux écoles confessionnelles que garantit l'art. 93.

Dans l'arrêt *Hirsch* en cette Cour, [1926] R.C.S. 246, le juge en chef Anglin, qui sur ce point n'est pas contredit par le Conseil privé, écrit à la p. 269:

[TRADUCTION] Il ressort de ce qui précède que nous considérons que la loi destinée à amoindrir le droit des protestants, comme classe de personnes dans la province de Québec, au contrôle exclusif, financier et pédagogique de leurs écoles, est *ultra vires* de la législature de la province.

Dans l'arrêt *Tiny* le Conseil privé écrit à la p. 375:

[TRADUCTION] À moins qu'il ne soit interdit aux législatures de l'Ontario et du Québec de préjudicier aux droits et privilèges en matière de financement dont jouissent les minorités religieuses relativement à leurs écoles confessionnelles, la protection que prévoit l'article serait illusoire.

S'appuyant sur la jurisprudence et dans l'optique d'une protection effective, les auteurs F. Chevette, H. Marx et A. Tremblay écrivent dans leur étude sur *Les problèmes constitutionnels posés par la restructuration scolaire de l'île de Montréal*, Québec, ministère de l'Éducation, 1972, à la p. 22:

Il est certain que dans son esprit l'article 93 vise à garantir la confessionnalité de l'enseignement telle que cette confessionnalité se présentait en 1867, c'est-à-dire au niveau de l'enseignement dispensé dans les écoles dissidentes de la province et dans les écoles de Montréal et de Québec. À ce titre l'objectif final de cet article est de nature religieuse et il ne fait pas de doute que cet objectif ait été constitutionnalisé. Reste la question de savoir si c'est cet objectif final seul qui l'a été, ou si ne l'ont pas été aussi certains moyens concrets d'y parvenir, c'est-à-dire un certain nombre de pouvoirs et de structures administratives assurant que la confessionnalité de

practice. There is also no doubt of the answer to this question: constitutional form was also given to a number of means of achieving the result, and the wording of s. 93 itself seems clear in this regard, since it speaks of any "Right or Privilege with respect to Denominational Schools" rather than referring merely to "denominational schools".

It should be noted that in themselves, and viewed in isolation, these means are not necessarily religious in nature, for they may include financial powers, the power to hire teachers and so on; however, such means should still be related to the denominational status of education and connected directly with maintaining it.

Denominational status applies in its context, and though some legislation which does not prejudicially affect a right or privilege conferred by law at the time of the Union is conceivable, other legislation will have such an effect.

The legislature is not divested of the power to legislate in respect of the schools referred to in s. 93. In *Barrett*, the Privy Council wrote at p. 459:

With the policy of the Act of 1890 their Lordships are not concerned. But they cannot help observing that, if the views of the respondents were to prevail, it would be extremely difficult for the provincial legislature, which has been entrusted with the exclusive power of making laws relating to education to provide for the educational wants of the more sparsely inhabited districts of a country almost as large as Great Britain, and that the powers of the legislature, which on the face of the Act appear so large, would be limited to the useful but somewhat humble office of making regulations for the sanitary conditions of school-houses, imposing rates for the support of denominational schools, enforcing the compulsory attendance of scholars, and matters of that sort.

Similarly, in *Hirsch* it wrote at p. 215:

While s. 93 of the Act of 1867 protects every right or privilege with respect to denominational schools which any class of persons may have had by law at the Union, it does not purport to stereotype the educational system of the Province as then existing. On the contrary, it expressly authorizes the Provincial Legislature to make laws in regard to education subject only to the provisions of the section; and it is difficult to see how the Legisla-

l'enseignement serait en pratique respectée et maintenue. La réponse à cette question ne fait pas de doute non plus; on a aussi constitutionnalisé un certain nombre de moyens d'y parvenir et le texte même de l'article 93 semble clair à ce sujet puisqu'il parle de «droit ou privilège relativement aux écoles confessionnelles» au lieu de parler plus simplement «d'écoles confessionnelles».

Remarquons qu'en eux-mêmes et considérés isolément ces moyens n'ont pas nécessairement une nature religieuse, car il pourra éventuellement s'agir de pouvoirs financiers, du pouvoir d'engager des maîtres, etc. Mais il demeure que ces moyens doivent être relatifs à la confessionnalité de l'enseignement et reliés directement au maintien de celle-ci.

La confessionnalité s'exerce dans un cadre et si certaines législations qui ne préjudicient pas à un droit ou privilège conféré par la loi lors de l'Union sont concevables, d'autres y porteront préjudice.

La législature n'est pas privée du pouvoir de légiférer en regard des écoles visées par l'art. 93. Dans l'arrêt *Barrett*, le Conseil privé écrit à la p. 459:

[TRADUCTION] Leurs Seigneuries ne s'intéressent pas à la politique de la Loi de 1890. Toutefois, elles ne peuvent s'empêcher de remarquer que, si les opinions des intimés devaient s'appliquer, il serait extrêmement difficile pour la législature de la province, qui a le pouvoir exclusif d'adopter des lois relatives à l'éducation, de combler les besoins en matière d'éducation des districts les moins peuplés d'un pays presque aussi grand que la Grande-Bretagne et que les pouvoirs de la législature qui, d'après la Loi, paraissent tellement étendus seraient limités à la tâche utile, mais plutôt humble, d'établir des règlements portant sur les conditions d'hygiène dans les écoles, sur le prélèvement d'impôts pour le financement des écoles confessionnelles, sur le respect de la présence obligatoire des enseignants et sur des questions de ce genre.

De même dans l'arrêt *Hirsch*, il est écrit à la p. 215:

[TRADUCTION] Bien que l'art. 93 de la Loi de 1867 protège chaque droit ou privilège relatif aux écoles confessionnelles que la loi conférait à toute classe de personnes lors de l'Union, il ne prétend pas stéréotyper le système d'éducation de la province qui existait à ce moment-là. Au contraire, il autorise expressément la législature de la province à légiférer en matière d'éducation sous réserve seulement des dispositions de l'article;

ture can effectively exercise the power so entrusted to it unless it is to have a large measure of freedom to meet new circumstances and needs as they arise.

However, a statute adopted for the purpose of suspending some commissioners and replacing them with others for an indefinite period, unless the first complied with a regulation regarding the language of instruction, has been held unconstitutional: see *Ottawa Separate Schools Trustees v. Ottawa Corporation*, *supra*.

Accordingly, the question is what rights the law conferred on school boards and trustees of corporations at the time of the Union, in particular over financing, grants and taxation. It will then be necessary to determine whether the disputed provisions prejudicially affect these rights.

The Law in 1867

The law in Quebec at the time of the Union was c. 15 of the Consolidated Statutes for Lower Canada, 1861, titled the *Act respecting Provincial Aid for Superior Education,—and Normal and Common Schools* (the “1861 Act”). Under this Act, two systems of education existed, one for the cities of Montréal and Québec and the other for the remainder of the province (ss. 27 *et seq.* and ss. 128 *et seq.* of the 1861 Act).

In Montréal and Québec common schools existed open to all children between the ages of five and sixteen. These schools were directed and controlled by two groups of commissioners, one Catholic and the other Protestant. All these schools were denominational.

The commissioners were not elected but appointed by the Municipal Council.

In *Hirsch*, *supra*, the Court observed at p. 212:

The Roman Catholics in Montreal or Quebec formed a class of persons who had the right and privilege of having their schools controlled and managed by Commissioners of that religious persuasion and their teachers examined by Examiners of the same persuasion; and like

et je peux difficilement voir comment la législature peut exercer d'une manière efficace le pouvoir qui lui a été conféré si elle n'a pas une grande marge de manœuvre pour s'adapter aux circonstances et aux besoins nouveaux lorsqu'ils se présentent.

Mais une loi ayant pour objet de suspendre les commissaires et de les remplacer par d'autres pour une période indéfinie, faute par les premiers de se conformer à un règlement relatif à la langue d'enseignement, a été jugée inconstitutionnelle: voir *Ottawa Separate Schools Trustees v. Ottawa Corporation*, précité.

Il importe donc de déterminer quels droits la loi conférerait aux commissions scolaires et aux corporations de syndicats au moment de l'Union, plus particulièrement en matière de financement, de subventions et de taxation. Il faudra voir ensuite si les dispositions attaquées affectent ces droits de façon préjudiciable.

La loi en 1867

La loi au Québec au moment de l'Union était le chap. 15 des Statuts Refondus pour le Bas Canada de 1861 intitulé: *Acte concernant l'allocation provinciale en faveur de l'éducation supérieure,—et les écoles normales et communes* (la «Loi de 1861»). En vertu de cette loi, il existait deux systèmes d'éducation, l'un pour les villes de Montréal et de Québec et l'autre pour le reste de la province (art. 27 *et suiv.* et art. 128 *et suiv.* de la Loi de 1861).

À Montréal et à Québec il existait des écoles communes auxquelles avaient accès tous les enfants âgés de cinq à seize ans. Ces écoles étaient dirigées et contrôlées par deux groupes de commissaires, l'un catholique et l'autre protestant. Toutes ces écoles étaient confessionnelles.

Les commissaires n'étaient pas élus mais nommés par le conseil municipal.

Dans l'arrêt *Hirsch*, précité, on peut lire à la p. 212:

[TRADUCTION] Les catholiques romains à Montréal ou à Québec formaient une classe de personnes qui avaient le droit et le privilège d'avoir des écoles dirigées et contrôlées par des commissaires de cette confession, et d'avoir des enseignants dont les compétences sont véri-

privileges belonged to the Protestants of each city with regard to the schools controlled by the Protestant Board of Commissioners.

Outside Montréal and Québec there were common schools in each municipality, which were also directed and controlled by school commissioners. These were elected. According to the Privy Council decision in *Hirsch, supra*, these schools were non-denominational.

In these municipalities the members of a minority religious group had the right to create one or more dissentient schools directed and controlled by trustees elected by them. These dissentient schools were denominational.

The right of Protestants and Catholics to direct and control their own denominational schools was therefore recognized by law at the time of the Union.

The financing came from three sources: government grants, taxes and school fees. It is not necessary to deal with the fees for the purposes of this appeal.

A common schools fund existed, and school commissioners and trustees were entitled to receive a proportionate share of this.

Section 24(1) provided:

24. It shall be the duty of the Superintendent of Education—

1. To receive from the Receiver General all sums of money appropriate for Common School purposes, and to distribute the same among the School Commissioners and Trustees of the respective Municipalities, according to law, and in proportion to the population of the same, as ascertained by the then last Census;

With regard to the trustees of dissentient schools, s. 55(2) provided:

2. Such Trustees shall have the same powers and be subject to the same duties as School Commissioners, but for the management of those Schools only which shall be under their control; and such dissentient inhabitants may, by the intervention of the Trustees, establish, in the manner provided with regard to other Schools, one or more Schools, which shall be subject to the same

fiées par des examinateurs de la même confession; les protestants de chaque ville ont des privilèges semblables en ce qui a trait aux écoles contrôlées par les commissions scolaires protestantes.

À l'extérieur de Montréal et de Québec il existait des écoles communes dans chaque municipalité, lesquelles étaient également dirigées et contrôlées par des commissaires d'écoles. Ceux-ci étaient élus. Suivant l'arrêt *Hirsch*, précité, du Conseil privé, ces écoles étaient non-confessionnelles.

Dans ces municipalités les membres d'un groupe religieux minoritaire avaient le droit de créer une ou des écoles dissidentes dirigées et contrôlées par des syndics élus par eux. Ces écoles dissidentes étaient confessionnelles.

Le droit des protestants et des catholiques de diriger et de contrôler leurs propres écoles confessionnelles était donc reconnu par la loi au moment de l'Union.

Quant au financement, il provenait de trois sources: les subventions gouvernementales, les taxes et les frais de scolarité. Il n'est pas nécessaire de parler de ces derniers frais pour les fins de ce pourvoi.

Il existait un fonds des écoles communes duquel les commissaires et syndics d'écoles avaient le droit de recevoir une part proportionnelle.

Le paragraphe 1 de l'art. 24 stipulait:

24. Il sera du devoir du surintendant de l'éducation:

1. De recevoir du receveur-général toutes sommes d'argent affectées aux fins des écoles, et d'en faire la distribution entre les commissaires d'école et les syndics des diverses municipalités d'après les dispositions de la loi et proportionnellement au chiffre de leur population, telle que constatée par le dernier recensement pour le temps;

Pour ce qui est des syndics des écoles dissidentes, le par. 2 de l'art. 55 disposait:

2. Tels syndics seront soumis aux mêmes devoirs et auront les mêmes pouvoirs que les commissaires d'école, mais pour la régie des écoles sous leur contrôle seulement; et les dits habitants dissidents pourront établir, par l'intermédiaire des dits syndics, en la manière prescrite quant aux autres écoles, une ou plusieurs écoles, qui seront soumises aux mêmes dispositions, devoirs et

provisions, duties and supervision, and they shall be entitled to receive from the Superintendent or from the School Commissioners, a sum out of the general or local School Fund, proportionate to the dissentient population they represent;

Reference should also be made to s. 57(3), which for the same trustees and the same dissentient schools, established a proportionality on the basis not of population but of the number of children attending the schools:

3. The said Trustees shall be a Corporation for the purposes of their own dissentient Schools and School Districts, and shall be entitled to receive, from the Superintendent of Education, shares of the General School Fund, bearing the same proportion to the whole sums allotted from time to time to such Municipality as the number of children attending such Dissentient Schools bears to the entire number of children attending School in such Municipality at the same time, and a similar share of the building fund;

The commissioners and trustees had a duty to levy taxes in an amount equal to the grants received from the common schools fund. They further had the power to levy any additional sum. This is indicated in ss. 73 and 74:

73. It shall be the duty of the School Commissioners and of the Trustees of Dissentient Schools, in their respective Municipalities, to cause to be levied by assessment and rate, in each Municipality, a sum equal to that allowed out of the Common School Fund (for such Municipality,) and to report their proceedings in this respect to the Superintendent of Education; and to enable them to receive from the said Superintendent their share of the Common School Fund, they must furnish him with a declaration from their Secretary-Treasurer, that he has actually and *bonâ fide* received, or that he has placed in the hands of the School Commissioners or Trustees for the purposes of this Act, a sum equal to the said share accruing to such Commissioners or Trustees.

74. The School Commissioners or Trustees of Dissentient Schools may cause to be levied by assessment and rate, such additional sum beyond that which they are directed to levy by the next preceding section as they think it necessary to raise for the support of the Schools under their control; and this provision extends to the Cities of Quebec and Montreal.

surveillance, et ils auront droit de recevoir du surintendant ou des commissaires d'école leur part du fonds général ou local des écoles, en proportion du chiffre de la population dissidente qu'ils représentent;

Il faut citer en outre le par. 3 de l'art. 57 qui, pour les mêmes syndics et les mêmes écoles dissidentes, établissait la proportionnalité sur la base non pas de la population mais sur la base du nombre d'enfants fréquentant les écoles:

3. Les dits syndics seront une corporation pour les fins de leurs propres écoles dissidentes et arrondissements d'école, et auront droit de recevoir du surintendant de l'éducation des parts du fonds général des écoles ayant la même proportion vis-à-vis du montant entier des sommes accordées de temps à autre à la dite municipalité que le nombre des enfants fréquentant les dites écoles dissidentes a vis-à-vis du nombre entier des enfants assistant à l'école à la fois dans la dite municipalité, et une semblable part du fonds de construction;

Les commissaires et les syndics avaient l'obligation de prélever des taxes pour un montant égal aux subventions reçues à même le fonds des écoles communes. Ils avaient en outre le pouvoir de prélever toute somme additionnelle. Ce sont les art. 73 et 74:

73. Il sera du devoir des commissaires d'école et des syndics des écoles dissidentes, dans leurs municipalités respectives, de faire prélever, par voie de répartition et cotisation dans chaque municipalité, une somme égale à celle allouée à telle municipalité sur le fonds commun des écoles, et de faire rapport de leurs procédés à cet égard au surintendant de l'éducation; et les commissaires d'école, pour recevoir leur part du fonds commun des écoles du surintendant de l'éducation, devront lui fournir une déclaration du secrétaire-trésorier, portant qu'il a actuellement et de bonne foi reçu, ou qu'il a mis entre les mains des commissaires ou syndics d'école pour les fins de cet acte, une somme égale à la part afférente aux dits commissaires ou syndics.

74. Les commissaires d'école ou les syndics des écoles dissidentes feront prélever, par voie de répartition et cotisation, telle somme additionnelle en sus de celle qu'il leur est prescrit de prélever par la section précédente, qu'ils croiront nécessaire pour le soutien des écoles sous leur contrôle; et cette disposition s'applique aussi aux cités de Québec et Montréal.

Under section 131, school commissions in Montréal and Québec were also entitled to receive a share of the common schools fund; however, they did not impose a tax corresponding to the grants made to them. Instead, the treasurer of the city was required, from the funds held by him, to "pay to the respective Boards of School Commissioners of such City, and in proportion to the population of the religious persuasion represented by such Boards respectively, a sum equal in amount to that apportioned to such City out of the Common School Fund [...]".

However, as provided in s. 74 cited above, Montréal and Québec commissioners had the power to levy "such additional sum [...] as they think it necessary to raise for the support of the Schools under their control".

Those, then, were the rights of the school commissioners and trustees over financing, grants and taxation which respondents alleged were prejudicially affected by the 1979 Act.

Issue

Based on the submissions of the parties, and the judgments of the Court of Appeal and the Superior Court, I may summarize the objections made by respondents to this statute as follows:

1. they no longer have the right to determine the level of their expenses themselves: it is the Minister of Education who in his sole discretion, after merely consulting with school commissioners, sets the level of the expenses which can be covered by grants;
2. the Act does not provide for grants as of right;
3. the right to grants being made on a proportional basis has been abolished;
4. the power to tax beyond the given ceiling is limited, if not completely abolished for all practical purposes, because of the requirement that the approval of the electors be obtained by referendum.

Suivant l'article 131, les commissions scolaires de Montréal et de Québec avaient, elles aussi, le droit de recevoir une part du fonds des écoles communes. Mais elles n'imposaient pas de taxe correspondant aux subventions qui leur étaient afférentes. Au lieu et place, le trésorier de la cité était tenu, à même les deniers de sa caisse, «de payer aux bureaux respectifs des commissaires d'écoles de telle cité, et proportionnellement au chiffre de la population de la croyance religieuse représentée par les dits bureaux respectivement, une somme égale à celle afférente à la dite cité sur les fonds des écoles communes, [...]».

Cependant, les commissaires de Montréal et de Québec avaient, comme le stipule l'art. 74 précité, le pouvoir de prélever «telle somme additionnelle [...] qu'ils croiront nécessaire pour le soutien des écoles sous leur contrôle».

Tels étaient donc les droits des commissaires et des syndic d'écoles en matière de financement, de subvention et de taxation que les intimés disent affectés de façon préjudiciable par la *Loi de 1979*.

Le fond du litige

M'inspirant des mémoires des parties, de l'arrêt de la Cour d'appel et du jugement de la Cour supérieure, je résume ainsi les griefs des intimés à l'encontre de cette loi:

1. Ils n'ont plus le droit de déterminer eux-mêmes le niveau de leurs dépenses. C'est le ministre de l'Éducation qui établit à sa seule discrétion, après simple consultation avec les commissions scolaires, le niveau des dépenses qui devront être couvertes par des subventions.
2. La loi ne pourvoit pas à des subventions de plein droit.
3. Le droit à ce que les subventions soient octroyées sur une base proportionnelle a été supprimé.
4. Le pouvoir de taxer au-delà du plafond indiqué est restreint, sinon inexistant à toutes fins pratiques, à cause de l'obligation d'obtenir l'approbation des électeurs par voie de référendum.

The first objection contains two propositions which need to be treated separately. It is true that the level of expenses which will be covered by grants is set by the Minister of Education in his sole discretion, after merely consulting with school boards. It is the Minister who determines the total amount allocated, which he submits to the Conseil du trésor for approval, and expenditure of which will eventually be authorized by the legislature. The Court was not shown that the situation under the *1861 Act* was different. That Act is silent as to how the common schools fund was to be made up, and one has to conclude that it was fixed by the government and voted on by the legislature.

On the other hand, what the Minister fixes in his budgetary rules is the amount of the expenses which will be eligible for grants, not the amount of the expenses of school boards and trustees. The latter are free to set their expenses at the level they consider necessary, but they will have to impose taxes for any amount exceeding the grants. I will of course return to the question of the taxing power. This first objection is without foundation.

The second objection is also invalid, in my opinion. The *1979 Act* does not use the same language as the *1861 Act*. The latter imposed on the Superintendent of Education a duty to distribute (s. 24(1)) and conferred on commissioners and trustees a right to receive their share (ss. 55(2); 57(3); 131; 133). However, when s. 15.1 of the *Education Act* says that the Minister shall make budgetary rules to determine the amount of expenses allowable for grants to be paid to school boards, to regional boards and to the Conseil de l'île de Montréal, this includes them all and means that grants must be paid to them.

Respondents' third objection must be upheld. As we have seen, the relevant sections of the *1861 Act* all spoke of proportionality. In sections 24(1), 55(2) and 131 the proportion is based on population, while in s. 57(3) it is based on the number of children attending school. Given the existence of these provisions, it is difficult to determine which should prevail. F. Chevette, H. Marx and A.

Le premier grief renferme deux propositions qu'il faut dissocier. Il est vrai que c'est le ministre de l'Éducation qui établit à sa seule discrétion, après simple consultation avec les commissions scolaires, le niveau des dépenses qui devront être couvertes par des subventions. C'est le ministre en somme qui détermine le montant global alloué qu'il soumet à l'approbation du Conseil du trésor et dont la dépense sera éventuellement autorisée par la législature. Il ne nous a pas été démontré qu'il en était autrement en vertu de la *Loi de 1861*. Cette dernière loi est muette au sujet de la détermination du fonds des écoles communes et il faut conclure que c'était le gouvernement qui l'établissait et la législature qui le votait.

Par ailleurs, ce que le ministre établit par ses règles budgétaires, c'est le montant des dépenses qui sera admis aux subventions et non pas le montant des dépenses des commissions scolaires et des syndicats. Ces derniers sont libres d'établir leurs dépenses au niveau qu'ils jugent nécessaire quitte à taxer pour ce qui excède les subventions. Bien entendu, je reviendrai plus loin sur le pouvoir de taxer. Ce premier grief est mal fondé.

Le second grief est également mal fondé à mon avis. La *Loi de 1979* n'emploie pas le même langage que la *Loi de 1861*. Cette dernière loi imposait au surintendant de l'éducation le devoir de distribuer (art. 24, par. 1) et conférait aux commissaires et aux syndicats le droit de recevoir leur part (art. 55, par. 2; 57, par. 3; 131; 133). Mais, quand l'art. 15.1 de la *Loi sur l'instruction publique* dit que le ministre doit établir des règles budgétaires pour déterminer le montant des dépenses admissible aux subventions à verser aux commissions scolaires, aux commissions scolaires régionales et au conseil de l'île de Montréal, cela les comprend tous et veut dire que des subventions doivent leur être versées.

Sur le troisième grief il faut donner raison aux intimés. Comme on l'a vu, les articles pertinents de la *Loi de 1861* parlaient tous de proportionnalité. Aux articles 24, par. 1, 55, par. 2 et 131 la proportion est fonction de la population, tandis qu'à l'art. 57, par. 3 elle est fonction du nombre d'enfants qui fréquentent l'école. En présence de ces textes il est difficile de déterminer laquelle doit

Tremblay, in their study cited above, appear to adopt the latter position when, discussing dissentient schools, they cite s. 57(3). At page 44 of their study, they write:

[TRANSLATION] The 1861 Lower Canada statute gave the trustees of dissentient schools a right to a share in public funds proportional to the number of students attending those schools in relation to the total number of students in a given school municipality.

This position seems more plausible in light of, for example, s. 90 of the *1861 Act*, which makes it a condition of receiving a grant that a school is attended by at least fifteen children. This establishes a connection between the grant and attendance.

In any case, I do not think that this point is conclusive. Proportionality is more significant. Whether on the basis of total population or that of school attendance, the principle of a fair and non-discriminatory distribution is recognized.

The *Act respecting grants to school boards*, R.S.Q., c. S-36, which provides for grants to be made for special purposes such as the costs of administration and maintenance and payment of teaching personnel, fixes such grants on a basis of so much per student.

I do not doubt that the legislator intended that the Minister's budgetary rules should be based on proportionality, and the grants are established on a proportional basis, as was indicated at the hearing. However, while the *1861 Act* provided this expressly, it is not stated by s. 15.1 of the *Education Act*. In my opinion, it is a right conferred by law at the time of the Union, which is protected by s. 93 of the *Constitution Act, 1867*.

The fourth objection relates essentially to the referendum. While the *1861 Act* authorized all school commissions, including those of Montréal and Québec, to levy any additional sum (s. 74), under the *1979 Act* a school board may still levy any amount which it considers necessary, but beyond the ceiling indicated above the tax required

prévaloir. F. Chevrette, H. Marx et A. Tremblay dans leur étude précitée, semblent adopter la dernière hypothèse alors que traitant des écoles dissidentes ils citent le par. 3 de l'art. 57. Ils écrivent à la p. 44 de leur étude:

La loi du Bas-Canada de 1861 donnait en effet aux syndics des écoles dissidentes le droit à une part des fonds publics proportionnelle au nombre d'élèves fréquentant ces écoles par rapport au nombre total d'élèves dans une municipalité scolaire donnée.

Cette hypothèse paraît plus plausible en regard par exemple de l'art. 90 de la *Loi de 1861* qui pose comme condition pour recevoir une allocation, qu'une école ait été fréquentée par au moins quinze enfants. On établit par là un rapport entre l'allocation et la fréquentation.

Quoi qu'il en soit, je ne crois pas que cette question soit déterminante. Ce qui importe davantage c'est la proportionnalité. Qu'elle soit sur la base de la population totale ou sur la base de la clientèle scolaire, le principe est reconnu d'une répartition équitable et sans discrimination.

La *Loi sur les subventions aux commissions scolaires*, L.R.Q., chap. S-36, qui pourvoit à des subventions pour des fins particulières tels les frais d'administration et d'entretien, la rémunération du personnel enseignant, établit ces subventions sur une base de tant par élève.

Je ne doute pas que ce soit l'intention du législateur que les règles budgétaires du ministre respectent la proportionnalité et que les subventions sont établies proportionnellement comme il nous a été indiqué à l'audience. Mais, alors que la *Loi de 1861* le stipulait expressément, l'art. 15.1 de la *Loi sur l'instruction publique* ne le dit pas. C'est là à mon avis un droit conféré par la loi lors de l'Union et que protège l'art. 93 de la *Loi constitutionnelle de 1867*.

Le quatrième grief se rapporte en somme au référendum. Alors que la *Loi de 1861* autorisait toutes les commissions scolaires, y compris celles de Montréal et de Québec, à prélever toute somme additionnelle (art. 74), par l'effet de la *Loi de 1979* une commission scolaire peut encore prélever toute somme qu'elle estime nécessaire mais au-

must be submitted to the electors for approval in a referendum.

This duty to hold a referendum is challenged on three grounds.

(a) There was no such condition in 1867 limiting the taxing power of commissioners and trustees. The mere fact of imposing it has the effect of prejudicially affecting their power.

(b) The procedure is so cumbersome and costly, apart from the risk that the electors may well be unwilling to approve a surtax affecting them, that in practice it would be almost unrealistic to think of using it, and this accordingly constitutes an impediment to the taxing power.

(c) Any elector would be entitled to vote in such a referendum, whether or not his religious affiliation is that of the school board in question.

The principle of a referendum itself is not in my view such as to constitute an infringement of the taxing right, making the legislation unconstitutional. There is no limit on the taxing right. It is only that the legislator has thought it proper to confer a supervisory power on persons who, in fact, are members of the class of persons whose rights are protected. I adopt the following passage from the reasons of Vallerand J.A., dissenting in the Court of Appeal (at p. 385):

[TRANSLATION] It is true that beyond certain taxing limits the impugned legislation provides for recourse to a referendum, and that appellants argued that this is such a serious obstacle that for all practical purposes it constitutes an impediment. I cannot share their anxiety. In fact, I have the impression that the alleged constitutional guarantees are being claimed for representatives and mandataries against their electors and mandators, who are the sole beneficiaries of those guarantees.

In a very comprehensive study, *De la notion de droit collectif et de son application en matière scolaire au Québec*, September 1984, prepared for the Centre de recherche en droit public, Faculté de droit, Université de Montréal, its director, Professor Pierre Carignan, comments on the Court of Appeal's decision.

delà du plafond déjà indiqué, la taxe requise doit être soumise à l'approbation des électeurs par voie de référendum.

Cette obligation de tenir un référendum est attaquée sous trois rapports:

a) Aucune telle condition ne venait, en 1867 contrôler ainsi le pouvoir de taxer des commissaires et des syndics. Le seul fait de l'imposer a pour effet d'affecter leur pouvoir de façon préjudiciable.

b) La procédure est si lourde et si coûteuse, sans compter le risque que les électeurs soient peu enclins à approuver une surtaxe qui les affecte, qu'il serait à peu près irréaliste de songer à y recourir en pratique, ce qui constitue en conséquence une entrave au pouvoir de taxer.

c) Aurait droit de vote à un pareil référendum tout électeur, peu importe qu'il soit de la dénomination religieuse ou non de la commission scolaire concernée.

Le principe même d'un référendum n'est pas à mon avis de nature à constituer une violation du droit de taxer qui entraîne l'inconstitutionnalité de cette législation. Il n'y a pas de limite au droit de taxer. Il y a seulement que le législateur a jugé à propos de conférer un contrôle aux personnes qui, en définitive, sont les membres de cette classe de personnes dont les droits sont protégés. Je fais mien le passage suivant des motifs du juge Vallerand, dissident en Cour d'appel (à la p. 385):

Il est vrai qu'au-delà de certaines frontières fiscales la loi reprochée prescrit le recours au référendum et que les appelants ont voulu trouver là un obstacle à ce point sérieux qu'il constitue à toutes fins pratiques un empêchement. Je ne puis partager leur angoisse. A vrai dire j'ai l'impression qu'on revendique de prétendues garanties constitutionnelles pour les élus et mandataires à l'encontre de leurs électeurs et mandants qui seuls pourtant en sont les bénéficiaires.

Dans une étude très fouillée, *De la notion de droit collectif et de son application en matière scolaire au Québec*, Septembre 1984, préparée pour le Centre de recherche en droit public, Faculté de droit, Université de Montréal, le professeur Pierre Carignan, qui en est le directeur, commente l'arrêt de la Cour d'appel.

He asks himself the following question at p. 130:

[TRANSLATION] Did the Quebec National Assembly, by reducing the taxing power of school boards, prejudicially affect a right enjoyed by a particular class of persons by law at the time of the Union with respect to denominational schools?

At pages 131-32 he writes:

[TRANSLATION] There are various aspects of the question above stated. For the purposes of this study, its interest lies in the fact that, in answering it, the collective nature of the constitutionally entrenched rights has to be kept in mind. With this in mind Trotier J., of the Superior Court, gave a negative answer. So did Vallérand J.A. in the Court of Appeal, but his brothers Malouf and Kaufman J.J.A. opted for the affirmative. In his reasons, Malouf J.A. recognized that the rights at issue were collective in nature. He considered that commissioners and trustees represent classes of persons. Having said that, however, he appears to have reasoned as if they were the real beneficiaries of the constitutional protection. The reduction in the latter's taxing powers led him to conclude that the disputed provisions were unconstitutional. In the case of Kaufman J.A., it seems even clearer that he regarded the constitutional protection as pertaining to the boards themselves, even as capable of being maintained against the electors. In his view, the requirement of approval by the electors infringed on the constitutionally entrenched rights of the commissioners and trustees.

There is then this conclusive passage, at pp. 132-33:

[TRANSLATION] This position is, to say the least, surprising. The constitutional protection exists for the benefit of religious communities. More specifically, it benefits Roman Catholics and Protestants in the cities of Montréal and Québec and dissentients outside those cities. Accordingly, commissioners and trustees are only the representatives of the real beneficiaries. Moreover, if one refuses to lift the veil of legal entity and regards the school boards as the ultimate holders of the taxing right, since the latter do not constitute a class of persons they are not in a position to invoke the constitutional protection.

The judges in the majority on the Court of Appeal did not specifically rule on respondents' second ground of challenge to the referendum, namely the cumbersome and costly nature of the procedure and the small likelihood of its success.

À la page 130 il se pose la question suivante:

En réduisant le pouvoir de taxation des organismes scolaires, l'Assemblée nationale du Québec a-t-elle porté atteinte de façon préjudiciable à un droit qu'une classe particulière de personnes possédait en vertu de la loi au moment de l'avènement de la confédération relativement à des écoles confessionnelles?

Aux pages 131 et 132 il écrit:

La question posée plus haut présente diverses facettes. Pour les fins de la présente étude son intérêt réside en ceci qu'il importe, en y apportant une réponse, de garder à l'esprit le caractère collectif des droits constitutionnalisés. Tenant compte de ce caractère, monsieur le juge Trotier, de la Cour supérieure, a répondu par la négative. Ainsi en est-il, en cour d'appel, de l'honorable juge Vallérand, mais ses collègues, les honorables juges Malouf et Kaufman ont opté pour l'affirmative. Dans ses notes, l'honorable juge Malouf admet le caractère collectif des droits en jeu. Pour lui, en effet, commissaires et syndics représentent des classes de personnes. Mais cette admission faite, il paraît raisonner comme s'ils étaient les véritables bénéficiaires de la protection constitutionnelle. Du fait de la réduction de leur pouvoir de taxation, il conclut à l'inconstitutionnalité des dispositions contestées. Quant à l'honorable juge Kaufman, il semble encore plus clair qu'il reconnaît la protection constitutionnelle aux organismes eux-mêmes et cela à l'encontre même des électeurs. En effet, selon lui, l'appel à l'approbation des électeurs porte atteinte aux droits constitutionnalisés des commissaires et des syndics.

Suit aux pages 132 et 133 ce passage concluant:

Cette position est, pour le moins, surprenante. En effet, la protection constitutionnelle joue en faveur de collectivités religieuses. Plus précisément, elle bénéficie aux catholiques romains et aux protestants dans les villes de Montréal et de Québec et aux dissidents en dehors de ces villes. Commissaires et syndics ne sont donc que les représentants des véritables bénéficiaires. D'ailleurs, si, refusant de lever le voile de la personnalité morale, on voyait dans les organismes scolaires les titulaires ultimes du droit de taxation, ces derniers, ne constituant pas une classe de personnes, ne sauraient invoquer la protection constitutionnelle.

Les juges de la majorité de la Cour d'appel ne se sont pas prononcés de façon spécifique sur le deuxième rapport sous lequel les intimés attaquent le référendum, à savoir la lourdeur et le coût de la procédure ainsi que son peu de chance de succès.

The trial judge, who heard the evidence presented by respondents in this regard and not rebutted, wrote the following at p. 350 of his judgment:

[TRANSLATION] The cost will undoubtedly be high, and it will be a source of inconvenience to school administrators, but the National Assembly probably considered that greater democratization of relations between governors and governed justified this.

Although the effect of the provisions in these sections is to reduce administrative autonomy, they do not in our opinion constitute the "prejudicial effect" referred to in s. 93. The fiscal field (grants and taxation) remains the same: the taxing right has not been abolished, but its exercise is entrenched in a procedure which the sovereign power has a right to impose.

The trial judge noted that the referendum would be a source of inconvenience, but he nevertheless concluded that such a constraint did not prejudicially affect the rights guaranteed to respondents. Not all interferences will make legislation constitutionally invalid.

In *Ottawa Separate Schools Trustees v. Ottawa Corporation*, *supra*, it states at p. 81:

It is possible that an interference with a legal right or privilege may not in all cases imply that such right or privilege has been prejudicially affected.

In *Tiny*, *supra*, there is the following passage at p. 389:

It is indeed true that power to regulate merely does not imply a power to abolish. But the controversy with which this Board has to deal on the present occasion is a long way from abolition. It may be that the new laws will hamper the freedom of the Roman Catholics in their denominational schools. They may conceivably be or have been subjected to injustice of a kind that they can submit to the Governor-General in Council, and through him to the Parliament of Canada. But they are still left with separate schools, which are none the less actual because the liberty of giving secondary and higher education in them may be abridged by regulation.

The school boards retain the power of taxing without limit, subject to the requirement that they submit the tax to a referendum in certain cases,

Le juge de première instance qui a entendu la preuve offerte par les intimés à ce sujet, non contredite du reste, écrit ce qui suit à la p. 350 de son jugement:

Certes, le coût en sera élevé et il sera source d'inconvénients pour les administrateurs scolaires, mais l'Assemblée nationale a probablement considéré qu'une plus grande démocratisation des rapports entre administrateurs et administrés le justifiait.

Même si les dispositions de ces articles entraînent une réduction d'autonomie administrative, elles ne constituent pas à notre avis le «préjudice» prévu à l'article 93. Le champ fiscal (subvention et taxation) demeure le même: le droit de taxer n'est pas prohibé, mais son exercice est enchâssé dans une modalité que le pouvoir souverain a droit d'imposer.

Le juge de première instance constate que le référendum sera source d'inconvénients mais il n'en conclut pas pour autant que cette contrainte affecte de façon préjudiciable les droits garantis des intimés. Tous les inconvénients ne vont pas entraîner l'invalidité constitutionnelle d'une disposition législative.

Dans l'arrêt *Ottawa Separate Schools Trustees v. Ottawa Corporation*, précité, on peut lire à la p. 81:

[TRADUCTION] Un empiétement sur un droit ou un privilège peut ne pas toujours signifier qu'il y a eu atteinte préjudiciable à ce droit ou privilège.

Dans l'arrêt *Tiny*, précité, on trouve le passage suivant, à la p. 389:

[TRADUCTION] En effet, il est vrai que le simple pouvoir de réglementer ne sous-entend pas le pouvoir d'abolir. Toutefois, la controverse avec laquelle cette commission est aux prises en l'espèce est loin de l'abolition. Il se peut que les nouvelles lois entravent la liberté des catholiques romains face à leurs écoles confessionnelles. Il se peut bien qu'ils aient été l'objet d'un type d'injustice dont ils peuvent se plaindre au gouverneur général en conseil et par son entremise au Parlement du Canada. Toutefois, ils conservent des écoles séparées qui sont néanmoins réelles parce que la liberté d'y offrir un enseignement secondaire et supérieur peut être limitée par règlement.

Les commissions scolaires conservent le pouvoir de taxer sans limite sujet à soumettre la taxe à un référendum dans certains cas, mais il n'a pas été

but it was not shown that this was impractical and constituted a denial of the right.

The same cannot be said of the third ground of challenge to the referendum, namely that in some cases any elector would be entitled to vote, whether or not he was of the religious affiliation of the school board in question.

At page 349, the trial judge wrote:

[TRANSLATION] Furthermore, all electors would be entitled to vote in such a referendum. For the meaning of the word "elector", reference is made to s. 82 of the *Education Act*:

(...)

- (1) to be at least 18 years of age and a Canadian citizen;
- (2) to be domiciled in the school municipality or to be the owner of real estate or of a building and to be entered as such on the valuation roll; and
- (3) not to be affected by any legal incapacity other than minority.

(...)

Thus, Bill 57 would give the right to vote to persons who are not property owners and do not pay taxes. Some electors might even be of a religious affiliation other than the school board which had ordered such a referendum to be held.

The trial judge disposed of this argument as follows, at p. 350:

[TRANSLATION] Moreover, the argument of plaintiffs regarding the persons allegedly entitled to vote in the referendum has to be qualified. They omitted to cite s. 83 of the *Education Act*, which is none other than the old s. 56(3) of the 1861 Act, and which contains a limitation on the electoral qualification made by s. 82 cited above:

83. In any municipality in which there are school trustees, no dissident may vote at the election of school commissioners and only dissidents may vote at the election of school trustees.

The same will be true for the referendum, and the same limitation is provided for. The new s. 567 confirms this:

When a tax is submitted to the approval of the electors, the vote shall be taken in accordance with sections 567.1 to 567.4 and sections 83 to 88, 90 to 143, 537 and 538 apply, *mutatis mutandis*, when the vote is held.

démontré que celui-ci était impraticable et avait pour effet de nier le droit.

Il en va autrement du troisième aspect contesté du référendum qui fait qu'en certains cas aurait droit de vote tout électeur, peu importe qu'il soit de la dénomination religieuse ou non de la commission scolaire concernée.

Le juge de première instance écrit à la p. 349:

Au surplus, tous les électeurs auraient droit de voter à un tel référendum. Pour connaître la signification du mot «électeur», ils en réfèrent à l'article 82 de la *Loi sur l'instruction publique*:

(...)

1. avoir au moins 18 ans et être citoyen canadien;
2. être domicilié dans la municipalité scolaire, ou être propriétaire d'un bien-fonds ou d'un bâtiment et être inscrit comme tel au rôle d'évaluation; et
3. n'être frappé d'aucune incapacité légale autre que la minorité.

(...)

Ainsi, la Loi 57 donnerait le droit de vote à des personnes qui ne sont pas propriétaires et ne paient pas de taxes. Il peut même arriver que certains électeurs soient d'une croyance religieuse autre que la commission scolaire qui aurait décrété la tenue d'un tel référendum.

Le juge de première instance dispose de ce moyen en ces termes, à la p. 350:

De plus, l'argument des demandeurs relatif aux personnes qui auraient droit de vote au référendum mérite d'être nuancé. Ils omettent de citer l'article 83 de la *Loi sur l'instruction publique* qui n'est autre que l'ancien article 56 paragr. 3 de la loi de 1861 et qui comporte une restriction au sens électoral établi par l'article 82 ci-haut cité:

Art. 83: Dans toute municipalité où il y a des syndics d'écoles, les dissidents ne peuvent voter à l'élection des commissaires d'écoles et peuvent seuls voter à l'élection des syndics d'écoles.

Or, ce sera la même chose pour le référendum et la même restriction est prévue. Le nouvel article 567 le confirme:

Quand la taxe est soumise à l'approbation des électeurs, le vote est pris suivant les articles 567.1 à 567.4, et les articles 83 à 88, 90 à 143, 537 et 538 s'appliquent, en les adaptant, lors de la tenue du vote.

Before examining this reasoning by the trial judge, one point should be made. The judge referred only to s. 567, which applies to the Island of Montréal. It should be noted that the situation is no different in the remainder of the Province. Section 396 of the *Education Act*, enacted by s. 362 of the 1979 Act, is to the same effect as s. 567, and provides *inter alia* that when a tax is submitted to the approval of the electors s. 83 regarding dissentients applies.

The reason given by the trial judge is a valid one in the case of dissentients, who will be the only ones entitled to vote in a referendum affecting their schools; but it does not solve the problem as regards Catholic and Protestant school boards.

To take an example, an Island of Montréal school board might decide on an expenditure making it necessary to impose a tax exceeding the ceiling. The Island of Montréal has a single budget, including the budgets of all school boards (s. 519 of the *Education Act*). In the case of a referendum, the electoral list is prepared for the whole Island of Montréal (s. 567.1). Section 567.3 provides:

567.3 The following shall be printed on the ballot papers:

Do you approve the levy of a tax at the rate of (x) cents per hundred dollars of the standardized assessment of the taxable property of the island of Montreal?

1	YES
2	NO

NOTE: That rate corresponds to (y) per cent of the net expenses of the Conseil scolaire de l'île de Montréal for the school year (*insert here the taxation year*).

This means that the increase in tax occasioned by a particular school board is subject to approval by all the electors in the Island of Montréal. It follows that the school board in question may have its decision rejected or approved by the vote of electors who are not subject to its administration. This in my opinion is a prejudicial invasion of the powers guaranteed by s. 93 of the *Constitution Act, 1867*. Under the 1861 Act, school commissioners and trustees had the power to levy taxes "in their respective municipalities". Catholic and

Avant d'examiner ce motif du juge de première instance il convient d'apporter une précision. Le juge ne cite que l'art. 567 lequel s'applique à l'île de Montréal. Je signale que pour le reste du territoire la situation n'est pas différente. En effet l'art. 396 de la *Loi sur l'instruction publique* édicté par l'art. 362 de la *Loi de 1979* est au même effet que l'art. 567 et porte notamment que quand la taxe est soumise à l'approbation des électeurs l'art. 83 relatif aux dissidents s'applique.

Le motif retenu par le juge de première instance vaut pour les dissidents qui seuls auront le droit de voter au référendum concernant leurs écoles. Mais cela ne solutionne pas la difficulté en ce qui touche les commissions scolaires catholiques et protestantes.

Je prends pour exemple une commission scolaire de l'île de Montréal qui déciderait d'une dépense nécessitant l'imposition d'une taxe qui excède le plafond. Il n'y a pour l'île de Montréal qu'un seul budget qui englobe les budgets de toutes les commissions scolaires (art. 519 de la *Loi sur l'instruction publique*). Dans le cas d'un référendum la liste électorale est dressée pour toute l'île de Montréal (art. 567.1). L'article 567.3 dispose:

567.3 Les bulletins de vote portent les inscriptions suivantes:

Approuvez-vous l'imposition d'une taxe au taux de (x) cents par cent dollars de l'évaluation uniformisée des biens imposables de l'île de Montréal?

1	OUI
2	NON

NOTE: Ce taux correspond à un taux de (y) pour cent des dépenses nettes du Conseil scolaire de l'île de Montréal pour l'année scolaire (*inscrire ici l'année scolaire*).

Ceci signifie que l'augmentation de taxe occasionnée par une commission scolaire donnée est soumise à l'approbation de tous les électeurs de l'île de Montréal. Il s'ensuit que la commission scolaire en cause peut voir sa décision rejetée ou approuvée par l'effet du vote d'électeurs qui ne sont pas de ses administrés. C'est là à mon avis une atteinte préjudiciable aux pouvoirs garantis par l'art. 93 de la *Loi constitutionnelle de 1867*. Les commissaires et les syndics d'écoles avaient en vertu de la *Loi de 1861* le pouvoir de prélever des

Protestant commissioners in Montréal and Québec and the trustees of dissentient schools had the power to levy such taxes on their Catholic or Protestant populations, as the case might be. It is a prejudicial invasion of the rights and privileges of classes of persons encompassed by s. 93 to subject the exercise of the power of a school board to decide on an expense requiring a tax, to the approval of all electors in the Island of Montréal, whatever school board they belong to and whatever their religious affiliation.

For this reason, the provisions regarding the referendum must be held *ultra vires* and void.

Appellant's Alternative Argument

The Attorney General submitted the following alternative argument:

[TRANSLATION] If the impugned provisions [. . .] were unconstitutional, this could only be the case with respect to Catholics and Protestants exercising the right of dissent, and those in the territories of Québec and Montréal in 1867, with respect to elementary schools.

As a result, he argued, if some or all of the provisions of the 1979 Act were to be held contrary to s. 93, the unconstitutionality should take the form of making those provisions inapplicable or inoperative, not invalid.

In my opinion, it is not necessary for the purposes of this appeal to determine whether the provisions of s. 93 apply, in respect of Québec and Montréal, only at the level of elementary education and in the territories of those two cities, as they existed in 1867. If this were in fact true, how could the confusion ever be sorted out? On this point I agree with counsel for respondents Greater Hull School Board *et al.*, who wrote in their submission:

In these circumstances, if the legislation offends against the provisions of Section 93, but only in respect of certain levels of schools or geographic areas, it would be for the National Assembly to decide whether, given the scope and intent of the legislation, it should be re-enacted in some more limited form.

taxes «dans leurs municipalités respectives». Les commissaires catholiques et protestants à Montréal et à Québec et les syndics d'écoles dissidentes avaient le pouvoir de prélever telles taxes de leurs administrés catholiques ou protestants selon le cas. C'est une atteinte préjudiciable aux droits et privilèges des classes de personnes visées à l'art. 93 que de soumettre l'exercice du pouvoir d'une commission scolaire de décider d'une dépense nécessitant une taxe, à l'approbation de tous les électeurs de l'île de Montréal quelle que soit la commission scolaire à laquelle ils appartiennent et quelle que soit leur dénomination religieuse.

Pour ce motif les dispositions relatives au référendum doivent être déclarées *ultra vires* et nulles.

Moyen subsidiaire de l'appelant

Le procureur général soumet le moyen subsidiaire suivant:

Si les dispositions incriminées [. . .] étaient inconstitutionnelles, ce ne pourrait être qu'à l'égard des catholiques et des protestants ayant exercé le droit de dissidence, de même qu'à ceux des territoires de Québec et de Montréal de 1867, relativement aux écoles élémentaires.

En conséquence, dit-il, si les dispositions de la Loi de 1979 ou certaines d'entre elles devaient être jugées contraires à l'art. 93, l'inconstitutionnalité devrait prendre la forme d'une inapplicabilité et d'inopposabilité et non d'une invalidité.

Il n'est pas nécessaire à mon avis, pour les fins de ce pourvoi, de déterminer si les dispositions de l'art. 93 s'appliquent, quant à Québec et Montréal, uniquement au niveau élémentaire d'enseignement et aux territoires de ces deux villes, tels qu'ils étaient délimités en 1867. En fût-il ainsi en effet, comment démêler l'écheveau? Sur ce point je suis d'accord avec les procureurs des intimés Greater Hull School Board et autres, qui écrivent dans leur mémoire:

[TRANSLATION] Dans ces circonstances, si la loi contrevient aux dispositions de l'article 93, mais seulement en ce qui a trait à certains niveaux d'écoles ou certaines régions géographiques, il appartiendrait à l'Assemblée nationale de décider si, compte tenu de la portée et de l'intention de la loi, elle doit être adoptée de nouveau dans une forme plus limitée.

Conclusion

Because the disputed provisions omit to state that the grants must be distributed on a proportionate basis, and because in a referendum the will of a school board may be subject to the will of electors not within their districts, I conclude that these provisions must be found to be *ultra vires* and void. The provisions form a whole, and if those which deal with how grants are made and which govern approval by the electors are set aside, the other provisions fall as well.

To the constitutional question I would answer: ss. 339, 346, 353, 362, 366, 375, 382, 495, 498, 499 and 500 of the *Act respecting municipal taxation and providing amendments to certain legislation*, 1979 (Que.), c. 72, are *ultra vires* and void in whole.

I would dismiss the appeal with costs.

The reasons of Lamer and Le Dain JJ. were delivered by

LE DAIN J.—I agree with the reasons for judgment of Mr. Justice Chouinard except for his conclusion concerning the validity of the requirement of referendum, apart from the question of who is eligible to vote. In my opinion, the requirement of approval by referendum for taxation in excess of 6 per cent of net expenditure or 25 cents per one hundred dollars of valuation prescribed in ss. 353 and 375 of the *Act respecting municipal taxation and providing amendments to certain legislation*, 1979 (Que.), c. 72 (the “*Act of 1979*”), prejudicially affects, within the meaning of s. 93(1) of the *Constitution Act, 1867*, the right which the classes of persons in question had by law at Confederation to provide by taxation for the support of denominational schools.

Under the provisions of *An Act respecting Provincial Aid for Superior Education,—and Normal and Common Schools*, C.S.L.C. 1861, c. 15 (the “*Act of 1861*”), and in particular ss. 73 and 74 thereof, the classes of persons in question enjoyed the right to have their denominational schools managed by school commissioners or trustees

Conclusion

Parce que les dispositions contestées omettent de décréter que les subventions doivent être distribuées sur une base proportionnelle et parce qu'au cas de référendum la volonté d'une commission scolaire peut être assujettie à la volonté d'électeurs autres que ses administrés, je conclus que ces dispositions doivent être déclarées *ultra vires* et nulles. Ces dispositions forment un tout et si celles qui posent le principe des subventions et celles qui régissent l'approbation des électeurs sont annulées, les autres dispositions ne peuvent subsister.

À la question constitutionnelle je réponds: les art. 339, 346, 353, 362, 366, 375, 382, 495, 498, 499 et 500 de la *Loi sur la fiscalité municipale et modifiant certaines dispositions législatives*, 1979 (Qué.), chap 72, sont *ultra vires* et nuls pour le tout.

Je suis d'avis de rejeter le pourvoi avec dépens.

Version française des motifs des juges Lamer et Le Dain rendus par

LE JUGE LE DAIN—Je suis d'accord avec les motifs de jugement du juge Chouinard, sauf pour ce qui est de sa conclusion sur la validité de l'obligation de tenir un référendum, indépendamment de la question de savoir qui a le droit de vote. À mon avis, on préjudicie, au sens du par. 93(1) de la *Loi constitutionnelle de 1867*, au droit que la loi conférait aux classes de personnes en question à l'époque de la Confédération d'assurer une assiette fiscale aux écoles confessionnelles en imposant l'obligation de tenir un référendum pour obtenir l'approbation de la taxation qui excède 6 pour 100 de la dépense nette ou 25 cents par cent dollars d'évaluation aux termes des art. 353 et 375 de la *Loi sur la fiscalité municipale et modifiant certaines dispositions législatives*, 1979 (Qué.), chap. 72 (la “*Loi de 1979*”).

En vertu des dispositions de l'*Acte concernant l'allocation provinciale en faveur de l'éducation supérieure,—et les écoles normales et communes*, S.R.B.C. 1861, chap. 15 (la “*Loi de 1861*”), et en particulier ses art. 73 et 74, les classes de personnes en question bénéficiaient du droit d'avoir leurs écoles confessionnelles gérées par des commissaires

having the power to determine the necessary level of expenditure for the support of such schools and the concomitant power, in order to meet such expenditure, to impose taxes in supplement of other revenue without limitation of amount or the necessity of referral to the ratepayers. It is this right or power of local self government with respect to denominational schools which, in my opinion, is protected by s. 93(1) of the *Constitution Act, 1867*, and is prejudicially affected by the requirement of approval by referendum.

I would agree that school commissioners or trustees are not themselves a class of persons contemplated by s. 93(1) of the *Constitution Act, 1867*, but they are the representatives of such a class for purposes of the management of denominational schools, and the rights of the class in respect of such management at Confederation are necessarily to be determined by reference to the powers of management conferred by law on school commissioners and trustees, through whom the class exercises its rights. It is for this reason that it is customary to refer, as in the reasons for judgment of the majority in the Quebec Court of Appeal, to the rights or powers of the school commissioners or trustees themselves in considering the rights of a class of persons under s. 93(1). See *Ottawa Separate Schools Trustees v. Ottawa Corporation*, [1917] A.C. 76, at pp. 80-81.

I would also agree that the rights contemplated by s. 93(1) of the *Constitution Act, 1867*, may be characterized as "collective rights", as suggested by Professor Carignan in his study, *De la notion de droit collectif et de son application en matière scolaire au Québec*, which is referred to by Mr. Justice Chouinard, although such characterization does not necessarily by itself yield obvious answers to the issues that arise under this provision of the Constitution. What the characterization does suggest, however, is that it is the interests of the class of persons or community as a whole in denominational education that is to be looked at and not the interests of the individual ratepayer. While the requirement of approval by referendum for taxation beyond severely limited amount may be said

ou des syndicats d'écoles qui avaient le pouvoir de déterminer le niveau nécessaire des dépenses pour subvenir aux besoins de ces écoles et, pour faire face à ces dépenses, le pouvoir concomitant de prélever des taxes en plus des autres revenus sans montant limite ni sans qu'il soit nécessaire d'en référer aux contribuables. C'est ce droit ou pouvoir de gestion locale autonome relativement aux écoles confessionnelles qu'à mon avis, le par. 93(1) de la *Loi constitutionnelle de 1867* protège et auquel l'obligation de tenir un référendum pour obtenir une approbation porte préjudice.

Je suis d'accord pour dire que les commissaires ou les syndicats d'écoles ne constituent pas eux-mêmes une classe de personnes visée par le par. 93(1) de la *Loi constitutionnelle de 1867*, mais ce sont les représentants de cette classe aux fins de la gestion des écoles confessionnelles et il faut nécessairement déterminer les droits de la classe à cet égard au moment de la Confédération par référence aux pouvoirs de gestion conférés en droit aux commissaires et syndicats d'écoles par l'intermédiaire desquels la classe exerce ses droits. C'est pourquoi on parle habituellement, comme dans les motifs de jugement de la majorité en Cour d'appel du Québec, des droits ou pouvoirs des commissaires ou syndicats d'écoles eux-mêmes quand on examine les droits d'une classe de personnes en vertu du par. 93(1). Voir *Ottawa Separate Schools Trustees v. Ottawa Corporation*, [1917] A.C. 76, aux pp. 80 et 81.

Je suis aussi d'accord pour dire qu'on peut qualifier les droits visés par le par. 93(1) de la *Loi constitutionnelle de 1867* de «droits collectifs», comme le suggère le professeur Carignan dans son étude, *De la notion de droit collectif et de son application en matière scolaire au Québec*, citée par le juge Chouinard, bien que cette qualification ne fournisse pas nécessairement en soi des réponses évidentes aux questions que soulève cette disposition de la Constitution. Ce que cette qualification suggère par contre, c'est qu'on doit prendre en considération les intérêts de la classe de personnes ou de la collectivité globalement en matière d'éducation confessionnelle et non les intérêts de chaque contribuable. Bien qu'on puisse dire que l'obligation de tenir un référendum pour obtenir l'appro-

to enlarge the democratic rights of the individual member of the class and to be a measure for the protection of his or her pocketbook, it is a measure or requirement which, because of its cost and uncertainty of outcome as indicated in the evidence, is prejudicial to the effective management of denominational schools in the interests of the class as a whole. In some cases the cost of holding a referendum could largely offset the additional revenue to be derived from the proposed taxes. The requirement of a referendum seriously undermines the responsibility of school commissioners or trustees for determination of the necessary level of expenditure for the schools under their jurisdiction by putting beyond their effective control the necessary power of taxation to meet such expenditure. Indeed, I agree with the conclusion that the requirement of approval by referendum renders the power to tax beyond the limit prescribed quite illusory. What is in issue here is not the theoretical scope of the democratic rights of a class of persons, viewed in the abstract, but the effective power of school commissioners and trustees to provide for and manage denominational schools in the interests of the class.

The learned trial judge was of the view that by the application of s. 93(2) of the *Constitution Act, 1867*, and the legislation in Upper Canada respecting separate schools at Confederation, the apparently unlimited and unqualified power of taxation conferred by s. 74 of the *Act of 1861* in Quebec was in fact qualified by a right of direct participation or consultation possessed by ratepayers which could be analogized to the requirement of approval by referendum laid down by the *Act of 1979*. With great respect, I am unable to agree with this conclusion. My own conclusion on this question may be briefly indicated. Section 93(2) of the *Constitution Act, 1867*, extends to the "Dissentient Schools" in Quebec, whether Roman Catholic or Protestant, all the "Powers, Privileges and Duties" which were conferred or imposed by law at Confederation on Roman Catholic "Separate Schools and School Trustees" (a further indication in the Constitution that the rights of the class are to be determined by reference to the rights or

bation de la taxation au-delà d'un montant strictement fixé élargisse les droits démocratiques de chaque membre de la classe et revienne à protéger son portefeuille, c'est une mesure ou une obligation qui, à cause du coût et du résultat incertain de l'opération comme l'indique la preuve, porte préjudice à la gestion efficace des écoles confessionnelles selon les intérêts de l'ensemble de la classe. Dans certains cas, le coût de la tenue d'un référendum pourrait largement absorber le revenu additionnel provenant des taxes proposées. L'obligation de tenir un référendum mine sérieusement la responsabilité des commissaires ou syndics d'écoles quant à la détermination du niveau nécessaire des dépenses pour les écoles qui relèvent de leur compétence en mettant hors de leur contrôle réel le pouvoir de taxation nécessaire pour faire face à ces dépenses. Je suis bien d'accord avec la conclusion que l'obligation de tenir un référendum pour obtenir l'approbation rend tout à fait illusoire le pouvoir de taxer au-delà de la limite prescrite. Ce qui est en litige ici, ce n'est pas la portée théorique des droits démocratiques d'une classe de personnes, dans l'abstrait, mais le pouvoir réel des commissaires et syndics d'écoles de fournir et de gérer des écoles confessionnelles selon les intérêts de la classe.

Le savant juge de première instance était d'avis qu'en appliquant le par. 93(2) de la *Loi constitutionnelle de 1867* et les lois du Haut-Canada relatives aux écoles séparées en vigueur à la Confédération, le pouvoir de taxation apparemment illimité et inconditionnel accordé par l'art. 74 de la *Loi de 1861* au Québec était en fait limité par un droit de participation ou de consultation directes appartenant aux contribuables qu'on pourrait rapprocher de l'obligation de tenir un référendum pour obtenir l'approbation, imposée par la *Loi de 1979*. Avec égards, je ne suis pas d'accord avec cette conclusion. Ma propre conclusion sur ce point peut se résumer ainsi. Le paragraphe 93(2) de la *Loi constitutionnelle de 1867* étend aux «écoles dissidentes» du Québec, qu'elles soient catholiques romaines ou protestantes, tous les «pouvoirs, privilèges et devoirs» conférés ou imposés par la loi lors de la Confédération «aux écoles séparées et aux syndics d'écoles» des catholiques romains (une autre indication dans la Constitution

powers of school trustees). Section 7 of *An Act to restore to Roman Catholics in Upper Canada certain rights in respect to Separate Schools*, 1863 (Can.), 26 Vict., c. 5 (the "Act of 1863"), conferred on the trustees of separate schools an unqualified power to provide for such schools by school rates or subscriptions and provided further that they should have, in respect of separate schools, all the "powers" possessed by the trustees of common schools under the Act relating to common schools. Section 27(10) of *An Act respecting Common Schools in Upper Canada*, C.S.U.C. 1859, c. 64 (the "Act of 1859"), imposed a "duty" on the trustees of common schools to provide for the salaries of teachers and all other expenses of the schools "in such manner as may be desired by a majority of the freeholders and householders . . . at the annual school meeting, or at a special meeting called for that purpose". It was apparently the words quoted that led the learned trial judge in the present case to conclude that the power to tax conferred by s. 74 of the *Act of 1861* in Quebec was in fact qualified by the right of the members of the class to vote upon proposed taxation at an annual or special meeting. Section 27(10) of the *Act of 1859* respecting common schools in Upper Canada went on, however, to confer on the trustees of common schools (and by operation of s. 7 of the *Act of 1863* respecting separate schools, on the trustees of the latter) an unqualified power to "assess and cause to be collected an additional rate, in order to pay the balance of the Teacher's salary and other expenses of such school". It is this power, and not the "duty" referred to earlier, that in my opinion was made applicable to the trustees of separate schools by the reference in s. 7 of the *Act of 1863* to the "powers" of the trustees of common schools. In any event, the words "in such manner as may be desired by a majority of the freeholders and householders" do not qualify the power to supplement revenue by taxation, but would appear rather to refer to determination of the forms or modes of raising revenue (subscription, fees or taxes) to be adopted for the support of the schools. Cf. *Brophy v. Attorney-General of Manitoba*, [1895] A.C. 202, at p. 224. It is the power in s. 27(10) of the *Act of 1859* respecting common schools to levy an

que les droits de la classe doivent être déterminés par rapport aux droits ou pouvoirs des syndics d'écoles). L'article 7 de l'*Acte pour réintégrer les catholiques romains du Haut-Canada dans l'exercice de certains droits concernant les écoles séparées*, 1863 (Can.), 26 Vict., chap. 5 (la «*Loi de 1863*»), conférait aux syndics des écoles séparées un pouvoir illimité de subvenir aux besoins de ces écoles par des taxes d'écoles ou des souscriptions et il prévoyait en outre qu'ils devaient avoir tous les «pouvoirs» à l'égard des écoles séparées que les syndics des écoles communes possédaient en vertu de l'Acte concernant les écoles communes. Le paragraphe 27(10) de *An Act respecting Common Schools in Upper Canada*, C.S.U.C. 1859, chap. 64 (la «*Loi de 1859*»), imposait l'«obligation» aux syndics des écoles communes de payer le salaire des enseignants et toutes les autres dépenses des écoles [TRADUCTION] «de la manière que peut souhaiter une majorité des propriétaires fonciers . . . à la réunion annuelle de l'école ou à une réunion spéciale convoquée à cette fin». C'est apparemment ces citations qui ont amené le savant juge de première instance en l'espèce à conclure que le pouvoir de taxation conféré par l'art. 74 de la *Loi de 1861* au Québec était en fait limité par le droit des membres de la classe de voter sur la taxation proposée à une réunion annuelle ou spéciale. Le paragraphe 27(10) de la *Loi de 1859* relative aux écoles communes du Haut-Canada conférait également aux syndics des écoles communes (et selon l'art. 7 de la *Loi de 1863* relative aux écoles séparées, aux syndics de ces dernières) un pouvoir illimité [TRADUCTION] «d'évaluer et de faire prélever une cotisation additionnelle pour payer le solde du salaire de l'enseignant et les autres dépenses de cette école». C'est ce pouvoir et non «l'obligation» mentionnée précédemment qui, à mon avis, devenait applicable aux syndics des écoles séparées par la mention à l'art. 7 de la *Loi de 1863* des «pouvoirs» des syndics des écoles communes. De toute façon, les mots [TRADUCTION] «de la manière que peut souhaiter une majorité des propriétaires fonciers» ne limitent pas le pouvoir d'augmenter le revenu par la taxation, mais sembleraient plutôt renvoyer à la détermination du processus ou des modalités à adopter pour rassembler le revenu nécessaire (souscription, droits ou

“additional rate” which corresponds to the power conferred by s. 74 of the *Act of 1861* in Quebec to raise an “additional sum” by taxation. It follows, in my opinion, that s. 93(2) of the *Constitution Act, 1867*, did not have the effect of qualifying the power to tax conferred by the *Act of 1861* by imposing a duty upon school commissioners and trustees to obtain the prior approval of the ratepayers for proposed taxation.

For these reasons and for the reasons of Mr. Justice Chouinard, with the exception expressed herein, I would dispose of the appeal as proposed by him.

Appeal dismissed with costs.

Solicitors for the appellant: Henri Brun, Georges Emery and Jean-K. Samson, Ste-Foy.

Solicitors for the respondents Greater Hull School Board et al.: Clarkson, Tétrault, Montréal.

Solicitors for the respondents Lavigne et al. and the respondents Commission scolaire des Manoirs et al.: Mario Du Mesnil, Montréal; Roger Thibaudeau, Québec.

Solicitor for the intervener: Ronald G. Penney, St. John's.

taxes) pour subvenir aux besoins des écoles. Cf. *Brophy v. Attorney-General of Manitoba*, [1895] A.C. 202, à la p. 224. C'est le pouvoir énoncé au par. 27(10) de la *Loi de 1859* relativement aux écoles communes de prélever une «cotisation additionnelle» qui correspond au pouvoir conféré par l'art. 74 de la *Loi de 1861* au Québec de prélever une «somme additionnelle» par voie de taxation. Il s'en suit, à mon avis, que le par. 93(2) de la *Loi constitutionnelle de 1867* n'avait pas pour effet de limiter le pouvoir de taxation conféré par la *Loi de 1861* en imposant aux commissaires et syndics d'écoles l'obligation d'obtenir l'approbation préalable des contribuables relativement à un projet de taxation.

Pour ces motifs et pour les motifs exprimés par le juge Chouinard, avec la restriction énoncée aux présentes, je suis d'avis de trancher le pourvoi comme il le propose.

Pourvoi rejeté avec dépens.

Procureurs de l'appelant: Henri Brun, Georges Emery et Jean-K. Samson, Ste-Foy.

Procureurs des intimés Greater Hull School Board et autres: Clarkson, Tétrault, Montréal.

Procureurs des intimés Lavigne et autres et des intimés Commission scolaire des Manoirs et autres: Mario Du Mesnil, Montréal; Roger Thibaudeau, Québec.

Procureur de l'intervenant: Ronald G. Penney, St. John's.

REPORT TITLE:	POLICY REVIEW: PCE-06 CANVASSING AND FUNDRAISING
REPORT NUMBER:	8. 4) 10-2014
DESTINATION:	Board Meeting #10
DATE:	Wednesday, June 18, 2014
AUTHOR OF REPORT:	Stephen Charbonneau, Superintendent of Education
TYPE OF REPORT:	Action

Background:

1. The Ministry of Education released a Fundraising Guideline to establish a province-wide standard for fundraising in schools. The fundraising guideline:
 - identifies guiding principles and best practices,
 - provides a foundation for school boards to develop or update existing guidelines, policies and procedures, and
 - gives examples of appropriate and inappropriate practices to protect school board staff and fundraising volunteers when managing fundraising proceeds.
2. Like all activities that support education, fundraising should reflect the values and expectations of the school community, including those of parents, students, staff and school board trustees.

Comments:

3. All school boards are required to have an updated fundraising policy that is consistent with the ministry's guideline. The requirements outlined in the Ministry Guideline came into effect September, 2012. Our schools were informed of the requirements, and the public was notified via the Board website while the process for policy revision was undertaken.
 4. The revision process started last school year, but was delayed due to job action. It continued through this year involving consultation with principals, vice-principals, school communities, and, more recently, Catholic Parent Involvement Committee.
 5. Based on feedback from this process and the new requirements as outlined in the Fundraising Guideline, a revised Canvassing and Fundraising Policy and Guidelines are provided under a new name to better reflect requirements.
 6. The draft policy/guidelines refers to the School Reference Guide, including the "Guidelines for School-generated funds" to ensure compliance with Accountability and Financial Reporting requirements as outlined in the Fundraising Guideline.
 7. The revised policy and guidelines *PCE-06 Fundraising and School-generated Funds* is provided as **Appendix A**.
 8. Our current policy and guidelines *PCE-06 Canvassing and Fundraising* are attached as **Appendix B**.
 9. The newly released *Fundraising Guidelines* from the Ministry of Education are attached as **Appendix C**.
 10. Staff has undertaken the process of consultation and revising the current policy and guidelines to ensure that they are in compliance with the new guidelines.
 11. The Board Policy Review Committee reviewed and provided comments on several draft revisions over the past year. At the June 11th meeting, the Board Policy Review Committee recommended that the Board approve the final revision, as presented.
-

Recommendation:

12. That the Board approve the revised Parent/Community Engagement Policy PCE-06 Fundraising and School-generated Funds, as presented.

PARENT/COMMUNITY ENGAGEMENT

Policy Number PCE-06

Fundraising and School-generated Funds

A. POLICY

- 1.1 In keeping with the teachings of the Roman Catholic Faith and the Philosophy of the Simcoe Muskoka Catholic District School Board, the Board endorses the principle of student participation in projects and activities to assist charitable organizations and community causes.
- 1.2 The Board also recognizes the value of and supports excursions and other school based projects for which the Board does not fully budget.
- 1.3 The Simcoe Muskoka Catholic District School Board supports the raising of funds and the collection of monies for these causes in accordance with the Guidelines listed below.

B. GUIDELINES

1. Definitions

- 1.1 Fundraising is defined as the raising of money for the support of a charity, of a community cause, or to defray the cost of excursions and other school based projects. Fundraising is any activity, permitted under a school board's policy, to raise money or other resources, that is approved by the school principal, in consultation with, and upon the advice of the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.
- 1.2 School-generated funds are funds that are raised and collected in the school or broader community in the name of the school by school councils or other school or parent administered groups. These funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets. School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties (e.g. tour operators, and lunch programs).

- 1.3 The school community refers to students, parents, guardians, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.
- 1.4 A major fundraising project is one which involves the majority of the school community. The nature of the undertaking could be either a single large scale activity or a series of smaller activities the funds for which are directed toward one specific cause.

2. Guiding Principles

- 2.1 The terms of this policy shall apply to all fundraising activities carried out in the name of the school or of the Simcoe Muskoka Catholic District School Board which may involve students, staff or a school associated fundraising group.
- 2.2 The safety of students is a primary consideration in all fundraising activities. Door-to-door and other types of canvassing by pupils in elementary and secondary schools in support of fundraising projects is strictly prohibited.
- 2.3 The Principal shall arrange and space fundraising activities so as not to overburden the school community at any one time.
- 2.4 Instructional time used for fundraising purposes is to be kept to an absolute minimum.
- 2.5 Funds raised for school purposes are used to complement, not replace, public funding for education.
- 2.6 The purposes for which funds are collected are consistent with the school board's mission, vision and values, and multi-year strategic plan.
- 2.7 Participation in fundraising activities is strictly voluntary. No individuals should feel compelled to participate in any fundraising activity, nor should they be subject to penalties, or be denied any benefits, if they choose not to participate.
- 2.8 Privacy must be respected. The personal information of staff, students or other individuals is not shared for the purposes of fundraising without prior consent. (The use of personal information is in compliance with the Municipal Freedom of Information and Protection of Privacy Act.)
- 2.9 Student fundraising activities require supervision and should be age-appropriate.

- 2.10 Appropriate safeguards are in place regarding collection, deposit, recording, and use of public funds. Transparent financial reporting practices to the school community are in place.
- 2.11 Fundraising activities are developed and organized with advice and assistance from the school community, including students, staff, parents, and community organizations. A fundraising plan is then submitted each year, by the principal to the appropriate superintendent of schools.
- 2.12 A fundraising activity must not result in any person, including school board staff or volunteers, benefiting materially or financially from the activity. This is not intended to prevent individuals from receiving rewards or incentives as part of the fundraising campaign.
- 2.13 Fundraising has a designated purpose and the proceeds are used for that purpose.

3. Fundraising for Charitable and Community Causes

- 3.1 All requests from charitable and community organizations for student assistance are to receive the initial approval of the Director of Education or designate.
- 3.2 Approval will not be given to any organization whose purposes appear not to be compatible with the teachings of the Roman Catholic faith (e.g. an organization that promotes abortion).
- 3.3 Following initial approval by the Director of Education or designate, decisions as to the participation of individual schools will be at the discretion of the Principal of each school.
- 3.4 Participation of any school in fundraising for charitable and community causes will be limited to two major projects per school year.
- 3.5 Participation of any school in fundraising of a minor nature for charitable and community causes is subject to the discretion and approval of the principal and the superintendent of schools.

4. Excursions and Other School Based Projects

- 4.1 Any fundraising activity for excursions and other school based projects (e.g. awards, sports equipment, books, library resources, etc.) is subject to the discretion and approval of the Principal, and the Superintendent of Schools.

5. Lotteries

- 5.1 Requests from charitable and community organizations to distribute and/or to sell lottery tickets through the students in the schools of this system will be denied.
- 5.2 The sale of lottery tickets is permissible where such has been initiated by the school or by a School Parent Committee in support of school related projects and where all proceeds derived therefrom are directed to the school.
- 5.3 Where the sale of lottery tickets does occur in a school, that activity will be governed by the appropriate municipal by-law(s) and be subject to the provisions of Section 2.2 of this policy.

6. General

- 6.1 The following activities in schools which generate funds by providing goods and services to students and parents are permitted in the Board's schools:
 - 1. Student Photographs
 - 2. Lunch programs and Cafeteria Services – All food provided for sale must meet the requirements of the Food and Beverage Policy.
 - 3. Selling school shorts, t-shirts, etc.

7. Accountability

All fundraising and activity in regards to school-generated funds is to meet the requirements as outlined in the document Guidelines for School-generated Funds.

Principals are required to review the pertinent sections of the document Guidelines for School-generated Funds on an annual basis with school staff and other members of the school community as appropriate.

7.1 Record Keeping

- 7.1.1 Principals will account for funds in accordance with the instructions of the Associate Director of Education (Business and Finance). In the case of a school-associated fundraising group, the person responsible for the project shall be accountable to the Principal and to the membership.
- 7.1.2 Each school will maintain a standard ledger according to the instructions of the Associate Director of Education (Business and Finance).

7.1.3 Annually each school shall submit to the Associate Director of Education (Business and Finance) a copy of the standard ledger in accordance with the requirements in Guidelines for School-generated funds.

7.1.4 Each year school accounts, selected at random, will be subject to auditing.

7.2 Safekeeping of Funds

7.2.1 All fundraising proceeds should be deposited to the bank on a timely basis.

7.2.2 Where the school acts as a “clearing house” for funds, the Principal will establish safe handling procedures in accordance with the instructions found in Guidelines for School-generated funds.

7.2.3 All accounts established are to require at a minimum the signing authority of two persons, one of whom will be the Principal for a school level project. For a system level project the Director of Education or Superintendent will be required to be a signing authority.

PARENT/COMMUNITY ENGAGEMENT

Policy Number PCE-06

Canvassing and Fund Raising

A. POLICY

- 1.1 In keeping with the teachings of the Roman Catholic Faith and the Philosophy of the Simcoe Muskoka Catholic District School Board, the Board endorses the principle of student participation in projects and activities to assist charitable organizations and community causes.
- 1.2 The Board also recognizes the value of and supports excursions and other school based projects for which the Board does not fully budget.
- 1.3 The Simcoe Muskoka Catholic District School Board supports the raising of funds and the collection of monies for the causes in accordance with the Guidelines listed below.

B. GUIDELINES

1. Definition

- 1.1. Fundraising is defined as the raising of money for the support of a charity, of a community cause, or to defray the cost of excursions and other school based projects.
- 1.2. A major fundraising project is one which involves the majority of the school community. The nature of the undertaking could be either a single large scale activity or a series of smaller activities the funds for which are directed toward one specific cause.

2. Fundraising for Charitable and Community Causes

- 2.1 All requests from charitable and community organizations for student assistance are to receive the initial approval of the Director of Education on a county basis or the Superintendent of Schools on an area basis.

- 2.2 Approval will not be given to any organization whose purposes appear not to be compatible with the teachings of the Roman Catholic faith (e.g. an organization that promotes abortion).
- 2.3 Following initial approval by the Director of Education or the Superintendent, decisions as to the participation of individual schools will be at the discretion of the Principal of each school.
- 2.4 Participation of any school in fundraising for charitable and community causes will be limited to two major projects per school year.

3. Excursions and Other School Based Projects

- 3.1 Any fundraising activity for excursions and other school based projects (e.g. awards, sports equipment, books, library resources, etc.) is subject to the discretion and approval of the Principal, and the Superintendent of Schools.

4. General

- 4.1 The terms of this policy shall apply to all fundraising activities carried out in the name of the school or of the Simcoe Muskoka Catholic District School Board which may involve students, staff or a school associated fundraising group.
- 4.2 Door-to-door and other types of canvassing by pupils in elementary and secondary schools in support of fundraising projects is strictly prohibited.
- 4.3 The Principal shall space fundraising activities so as not to overburden any one household at any one time.
- 4.4
 - 4.4.1 Instructional time used for fundraising purposes is to be kept to an absolute minimum.
 - 4.4.2 Under no circumstances shall a child be excluded from participating in any activity even if no monetary contribution has been pledged.
- 4.5 Lotteries
 - 4.5.1 Requests from charitable and community organizations to distribute and/or to sell lottery tickets through the students in the schools of this system will be denied.

- 4.5.2 The sale of lottery tickets is permissible where such has been initiated by the school or by a School Parent Committee in support of school related projects and where all proceeds derived therefrom are directed to the school.
- 4.5.3 Where the sale of lottery tickets does occur in a school, that activity will be governed by the appropriate municipal by-law(s) and be subject to the provisions of Section 4.2 of this policy.
- 4.6
 - 4.6.1 The following activities in schools which generate funds by providing a service to students and parents are permitted in the Board's schools:
 - 1. Student Photographs
 - 2. Cafeteria Services – food and beverages must be nutritious and conducive to the physical growth and development of children
 - 3. Selling school shorts, t-shirts, etc.
 - 4.6.2 The collection of store tapes for the purposes of raising funds is allowed provided no one store or company is singled out.

5 Accountability

- 5.1 Record Keeping
 - 5.1.1 Principals will account for funds in accordance with the instructions of the Associate Director of Education (Business & Finance). In the case of a school-associated fundraising group, the person responsible for the project shall be accountable to the Principal and to the membership.
 - 5.1.2 Each school will maintain a standard ledger according to the instructions of the Associate Director of Education (Business & Finance).
 - 5.1.3 Annually by July 15, each school shall submit to the Associate Director of Education (Business & Finance) a copy of the standard ledger.
 - 5.1.4 Each year school accounts, selected at random, will be audited by the Associate Director of Education (Business & Finance).

5.2 Safekeeping of Funds

- 5.2.1 Fundraising proceeds in excess of \$200.00 must be deposited in a bank account. The use of night deposit facilities is encouraged to minimize the amount of money kept in the school.
- 5.2.2 Where the school acts as a “clearing house” for funds, the Principal will establish safe handling procedures in accordance with the instructions of the Associate Director of Education (Business & Finance).
- 5.2.3 All accounts established are to require the signing authority of two persons, one of whom will be the Principal, Vice Principal for a school level project, or the Director or Superintendent for a system level project.

FUNDRAISING GUIDELINE

Objectives¹

Ontarians are proud of their publicly funded education system and committed to the high standards that provide every student with the opportunity to succeed. The province recognizes that parents and communities may choose to support their schools through fundraising activities. These activities have the potential to enrich the experience of our students, but also help build a broader sense of community outside school hours. Funds can be raised for a particular school or on a board level – both have the potential to enhance parent engagement and contribute to a student's educational experience².

Like all activities that support education, fundraising should reflect the values and expectations of the school community, including those of parents, students, staff, and school board trustees. In addition, communities deserve to know how schools and school boards will use the proceeds of their fundraising activities.

When a school chooses to engage in fundraising activities, it is important to consider the purposes and principles of public education, including diversity, accessibility, and inclusivity. These activities are conducted under the guidance of the school principal, in accordance with school board policies and with advice and input from the school community. Finally, it is important that fundraising has a designated purpose and that the proceeds be used for the intended purpose.

Funds raised for school purposes:

- Should not be used to replace public funding for education; and
- Should not be used to support items funded through provincial grants, such as classroom learning materials, textbooks and repairs or for capital projects that significantly increase operating costs.

While most fundraising takes place at the school level, school boards set board-wide fundraising policies and are responsible for the reporting and safekeeping of all school-generated funds. This guideline serves as an aid to school boards in the development of policies and to schools on how to effectively plan and administer fundraising activities and how to report on these activities to the school community.

The objectives of this guideline are to:

- Identify guiding principles and best practices;
- Provide a foundation for school boards to develop or update existing guidelines, policies and procedures; and,
- Give some examples of appropriate and inappropriate practices to protect school board staff and fundraising volunteers when managing fundraising proceeds.

The best practices and examples provided in this guideline are not intended to be a comprehensive list. School boards may identify other examples and best practices that reflect their geographic, demographic and community circumstances.

¹ On all legal questions relating to the subjects covered in this guideline, boards should rely on the advice of their own legal counsel.

² For additional information on parental involvement, please see <http://www.edu.gov.on.ca/eng/parents/getinvolved.html>

FUNDRAISING GUIDELINE

In summary, when schools choose to engage in fundraising activities, it is important to:

- Comply with school board policies to help ensure that the activities are consistent with the purposes and principles of public education;
- Seek advice from the school community; and
- Support and protect staff and volunteers from legal liability through practices that promote accountability for the handling and management of the proceeds raised from these activities.

Definitions

School-generated funds

School-generated funds are funds that are raised and collected in the school or broader community in the name of the school by school councils or other school or parent administered groups.³ These funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets.

School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties (e.g. tour operators, and hot lunch programs).

Fundraising

Fundraising is any activity, permitted under a school board's policy, to raise money or other resources, that is approved by the school principal, in consultation with, and upon the advice of the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

School Community

The school community refers to students, parents, guardians, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

Outline

This guideline addresses the following four areas:

- I. Guiding Principles** – key principles to guide school board fundraising policies
- II. Fundraising Activities** – compliance requirements related to fundraising activities including examples of eligible and ineligible activities
- III. Best Practices** – best practices related to fundraising activities
- IV. Accountability and Financial Reporting** – best practices to meet public expectations and uphold public trust, such as financial reporting requirements.

³This does not include funds raised by the Ontario Federation of Home and School Associations (OFHSA, <http://ofhsa.ca>) as an incorporated entity; while funds are in their possession. While this guideline does not apply to the activities undertaken by OFHSA for purposes of fundraising, schools should refer to this guideline and their boards' policies on fundraising when accepting donations or the proceeds from fundraising activities undertaken by OFHSA or its units.

FUNDRAISING GUIDELINE

I. Guiding Principles

A distinct board-wide fundraising policy will ensure consistency and transparency in the collection and distribution of funds and should reflect the following principles:

Complementary to Publicly Funded Education

- Funds raised for school purposes are used to complement, not replace, public funding for education.
- The purposes for which funds are collected are consistent with the school board's mission and values.
- Activities support student achievement and do not detract from the learning environment.

Voluntary

- Participation in fundraising activities is strictly voluntary. No individuals should feel compelled to participate in any fundraising activity, nor should they be subject to penalties, or be denied any benefits, if they choose not to participate.
- The school community is welcome to participate in fundraising activities. These activities should reflect the diversity, values and priorities of the local school community.
- Privacy must be respected. The personal information of staff, students or other individuals is not shared for the purposes of fundraising without prior consent. (The use of personal information by school boards is governed by the *Municipal Freedom of Information and Protection of Privacy Act*).

Safety

- The safety of students is a primary consideration in all fundraising activities.
- Student fundraising activities require supervision and should be age-appropriate.
- Appropriate safeguards are in place regarding collection, deposit, recording, and use of public funds.

Accountable & Transparent

- Fundraising activities are developed and organized with advice and assistance from the school community, including students, staff, parents, and community organizations.
- School boards have a distinct policy for fundraising that addresses the use of fundraising proceeds and accounting for school-generated funds. The policy is publicly available on the school board's website.
- A fundraising activity does not result in any person, including school board staff or volunteers, benefiting materially or financially from the activity.
- Fundraising has a designated purpose and the proceeds are used for that purpose.
- Transparent financial reporting practices to the school community are in place.

II. Fundraising Activities

There is a wide variety of ways a school community can show support for its local school, or the broader school community, including fundraising. Consistency with these guiding principles and school board policies and procedures should be considered when conducting any fundraising activity.

FUNDRAISING GUIDELINE

The Province provides capital funding for the construction of new schools and additions, for repairs and renovations, and for the operation and maintenance of schools, including heating, lighting and cleaning. Funds raised for school purposes are to be used to complement, not replace, public funding for education. (For additional information on education funding, please see <http://www.edu.gov.on.ca/eng/parents/funding/index.html>).

Capital projects supported by fundraising proceeds⁴ should:

- Be complementary to publicly funded education;
- Not result in an increase in the student capacity of a school⁵; and
- Not result in a significant increase in school or board operating or capital costs.

Fundraising activities must be compliant with:

- Municipal, provincial, and federal legislation; and
- Ministry of Education guidelines and policies, such as the School Food and Beverage Policy, Equity and Inclusive Education Strategy, Facility Partnerships Guideline and the Broader Public Sector Procurement Directive.

Examples of Unacceptable Uses of Fundraising Proceeds

- Items funded through provincial grants such as classroom learning materials and textbooks
- Facility renewal, maintenance, or upgrades funded through provincial grants such as structural repairs, sanitation, emergency repairs, or replacing flooring due to wear and tear
- Infrastructure improvements which increase the student capacity of a school or are funded by provincial grants (for example, classrooms, additions, gyms, labs)
- Goods or services for employees, where such purchases would contravene the *Education Act* or a school council's by-laws regarding conflict of interest
- Professional development including support for teacher attendance at professional development activities
- Administrative expenses not associated with fundraising activity. Any administrative expenses associated with fundraising activity should be minimized.
- Support for partisan political activity, groups or candidates.

Examples of Acceptable Uses of Fundraising Proceeds

- Assistance fund (for example, a fund serving a charitable purpose to benefit students, such as providing payment for the cost of a field trip for students who cannot afford it)
- Supplies, equipment or services which complement items funded by provincial grants (for example, extracurricular band equipment, audio-visual equipment)
- Field trips or other excursions (for example, in-province, out-of-province, or trips abroad)
- Guest speakers or presentations
- Ceremonies, awards, plaques, trophies or prizes for students
- Scholarships or bursaries

⁴This guideline does not address joint-use facilities; please refer to Facility Partnerships Guideline (February 11, 2010) http://faab.edu.gov.on.ca/Memos/B2010/B_%201%20Attach%20%20Facility%20Partnerships%20Guideline.pdf

⁵ As defined by the Ministry of Education's pupil place capacity.

FUNDRAISING GUIDELINE

- Extracurricular activities and events (for example, travel and entry fees for sports competitions, school team uniforms, school band, choir, clubs)
- School yard improvement projects (for example, playground equipment, shade structures, gardens, outdoor skating rink)
- Upgrades to sporting facilities such as running tracks, installation of artificial turf and scoreboards
- Support for activities that are unique to the denominational or cultural character of the school (for example, student retreats).

III. Best Practices

Fundraising activities can benefit schools and their communities by fostering stronger community and school partnerships, increased student and community engagement and by providing support for student or charitable organizations. The contribution of the school community towards these benefits is of value to schools.

School boards should consider the following when developing board-wide fundraising policies:

- Supporting schools to develop fundraising plans;
- Setting a limit on the number of and extent of fundraising activities in each school;
- Co-ordinating activities across schools and community organizations;
- Limiting the impact on classroom time for staff and students and administrative time for school principals and support staff;
- Supporting donations to board-level funds, or matching programs among schools and/or school councils (for example, a percentage of every dollar raised is allocated to a central board equity fund or put towards board-wide programs that benefit all students);
- Addressing shortages, overages, and cancellations; (students participating in fundraising activities should not be held responsible for any loss that may be incurred);
- Depositing fundraising revenues in school accounts as opposed to accounts held outside the school, to mitigate risk; and
- Minimizing administrative expenses associated with conducting fundraising activities.

In cases where a portion of school fundraising proceeds will be directed to support board-level funding, the board should be open and transparent with parents and the community about the intended use of those funds. For example, school boards should consider posting a list on their website that clearly identifies how proceeds from local school fundraising activities will be used.

When schools are planning and selecting capital projects which will be supported by fundraising activities the following best practices should be considered:

- Requiring a viability review that examines alignment with the school board's overall capital priorities and planning processes, the school improvement plan, and Ministry priorities;
- Analyzing costs for future maintenance and repairs ; and
- Restrictions related to conflict of interest and procurement policies.

FUNDRAISING GUIDELINE

IV. Accountability and Financial Reporting

To meet the public's expectations and demonstrate stewardship for public dollars, each school should prepare an annual report on school-generated funds.

The school community must be informed as to how proceeds from fundraising, fees, and corporate donations, are used. The intent of the donations should be clearly communicated to contributors to ensure that the donations can be recorded appropriately and to address any accounting implications.

Schools may determine the best communication vehicles for their local school community (e.g., newsletter, posting to school website). School boards may also choose to report to the school community in an annual report, which may include an overview of school-level fundraising across the school board and board-level donations and corporate partnerships.

Financial Reporting

Public Sector Accounting Board (PSAB) standards require that all school boards consolidate funds generated at the school level with the annual financial statements of the school board⁶. All funds collected through school, or school council, fundraising are subject to the board's regular audit and accountability requirements. As school councils are advisory bodies, and not entities with the legal capacity of a corporate body, funds collected through the school council must be reported by the school board, which is a corporate body.

By regulation, fundraising by school councils is required to be in accordance with board policies and for a purpose approved by the board, or authorized by board policy. In addition, school councils must report annually to the principal and to the board on their fundraising activities.

School board procedures must address:

- The establishment of school bank accounts, issuing receipts, authority to pay disbursements, recording donations, investments, bank reconciliations, records retention, financial reporting, financial responsibility for shortages and overages generated by the fundraising activity; financial review/audit; and a chart of accounts;
- Roles, responsibilities, and required approvals at the board and school level, for all activities related to school-generated funds; and
- Compliance with board policies and municipal, provincial, and federal laws and regulations.

School boards should communicate and train school administrative staff on procedures dealing with the collection, disbursement, and accounting of school-generated funds. These procedures should ensure both the safeguarding and the accurate financial reporting of these funds.

⁶ For more information on effective practices please see the Ontario Association of School Business Officials' Finance's Committee Guidelines for School-generated Funds (Revised January 2009)
http://www.oasbo.org/admin/eZeditor/files/f_10_OASBO_SchoolGeneratedFunds_Guidelines_January_2009.pdf



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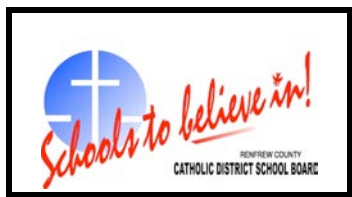
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POLICY: Aboriginal Students – Voluntary Self Identification

Category (Schools & Students)

Effective Date: September 28, 2009.

Last Revision Date: (N/A)

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POLICY: Aboriginal Students – Voluntary Self Identification

Rationale:

Educating the whole person

The Board is an inclusive educational community which shares in the Church's mission to spread the Gospel. Within this mission, we strive to:

- Foster a world view shaped by the Catholic conversation about life's meaning and purpose.
- Nurture the giftedness, self-worth and potential of each individual.
- Reverence the dignity of the whole person. (RCCDSB, Our Vision, 2002).

Fostering this world view, nurturing and reverencing the individual as a whole person requires that we recognize the dignity of each student's ethnic and cultural heritage. This is the richness of our Catholic faith, which when properly taught, upholds what is good, true and noble in every culture. Our model in this task is Jesus: Jesus revealed to the world the infinite mercy and love of God for all peoples through the language and culture of his 1st century Galilean Jewish heritage. In a similar way, Our Lady, as Maria Tecpatlaxuque drew the aboriginal peoples to her divine Son using the Nahuatl language and Aztec symbols they understood. Her image as Our Lady of Guadalupe reminds us that the Holy Spirit continues to call the Church and those who are part of her evangelizing mission to teach the Good News of Jesus in ways that respect every language and culture, in every age.

A transparent policy

As sharers in this evangelizing mission, we believe that the learning aspirations and potentials of Aboriginal students in our schools can be realized through a policy that:

- is responsive to their needs as whole persons: spiritually, physically, intellectually, emotionally and socially/culturally;
- is transparent and accountable;
- focuses on improved programs and services; and
- builds on strong partnerships with Aboriginal parents and their communities.

Fostering optimal student achievement among Aboriginal students will require that we begin by collecting and aggregating data related to their test scores and performance. This will help us determine whether programs currently delivered offer opportunities for success consistent with those available to other students. Continued data collection and analysis will be invaluable in providing information for future decision-making surrounding Aboriginal student success.

Persons Affected by Policy:

Aboriginal students and their families.

Organizational Authority:

The Board

Regulation

1. General Policy Statements:

- a) It is the policy of the Board to provide programs which respond to particular needs of all students experiencing gaps in their education.
- b) The provincial Aboriginal education strategy reflects this design and is a means for improving achievement among Aboriginal students within our school system.



POLICY: Aboriginal Students – Voluntary Self Identification

Category (Schools & Students)

Effective Date: September 28, 2009.

Last Revision Date: (N/A)

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- c) The availability of Board and school level data on Aboriginal student achievement is critical for supporting the learning needs of First Nations, Metis and Inuit students, and this information informs the development, implementation and evaluation of programs and activities reflective of the *Ontario First Nations, Metis, and Inuit Education Policy Framework (2007)*.
- d) All Aboriginal students and their parents have the right to voluntarily self-identify so that they may receive programming which nourishes them academically in a manner which makes links to their cultural heritage. The first measure in providing this kind of programming is to identify, collect and aggregate student achievement data for Aboriginal students.

2. Framework Goals:

The Board has established the following goals for Aboriginal students within its jurisdiction:

- to provide high quality learning opportunities that are responsive, flexible, and accessible to the learner;
- to continue to set high academic expectations for learner achievement in a Catholic faith based learning environment which honours their cultural heritage;
- to foster improved EQAO test scores for Aboriginal students;
- to foster improved retention rates among Aboriginal students;
- to foster increased graduation rates among Aboriginal students;
- to ensure that learners are well-prepared for post-secondary studies, the world of work, and responsible citizenship as disciples of Christ; and
- to promote effective, respectful working relationships and partnerships with Aboriginal parents and the general Aboriginal community.

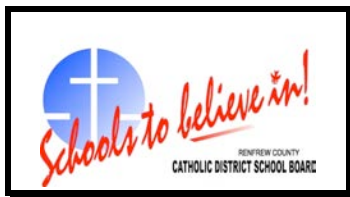
3. Guiding Principles:

This policy will evolve as the Board seeks to improve academic achievement and program delivery for Aboriginal students. The following principles will continue to guide the implementation and future refinement of this policy:

- Reverence for students as whole persons;
- Responsiveness to learner and community needs and expectations;
- Transparency;
- Inclusiveness;
- Innovation;
- Centred on the learner;
- Equity;
- Collaboration;
- Respect for individual privacy and dignity;
- Results-oriented programming;
- Honouring cultural diversity; and
- Contribution to the knowledge base through data collection and research.

4. Security Protocol:

- a) All data will be securely stored to respect privacy. Data will be used only as a means to enhance Aboriginal education programs within the Board.
- b) Data will be treated in the same manner as the Ontario Student Records (OSR) and governed by the Municipal Freedom of Information and Protection of Privacy Act.
- c) Individual data will not be communicated. The information gathered will be used in the aggregate (i.e., for statistical reference) only and solely for the purpose of developing and implementing supportive programs.



POLICY: Aboriginal Students – Voluntary Self Identification

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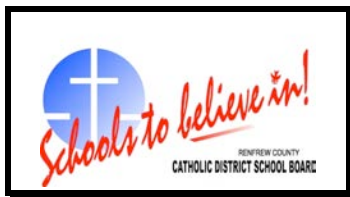
5. Evaluation:

- a) The policy will be reviewed annually, in dialogue with the Aboriginal communities, for its effectiveness and need for continuation.
- b) The data collected as a result of this policy will be reviewed on an annual basis and the results reported to the appropriate committee of the Board, to the Renfrew County Catholic District School Board, as well as the representative(s) of the Aboriginal communities.

Definition

Aboriginal identification refers to the definition in the Constitution Act 1982, Section 35(2), in that “Aboriginal peoples include “Indian, Métis and Inuit”.

While one of the guiding principles of the *Policy Framework* is the respect for Constitutional and Treaty Rights, voluntary self-identification is not an admission of recognition of Aboriginal rights or entitlements as per Section 35 of the Constitution Act, 1982.



POLICY: Admissions to Schools

Category (Schools & Students)

Effective Date: January 19, 1976

Last Revision Date: (28-Sep-98)

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POLICY: Admissions to Schools

Rationale:

To provide policy and procedures for the admission of pupils to the Board's Elementary and Secondary Schools consistent with the rights of persons/pupils under the Education Act, Regulations, and other Acts, such as the Immigration Act, the Children's Law Reform Act, Agreement Between Boards and Board Policy.

Personnel Affected by Policy:

Pupils, the Director of Education, Superintendents, Manager of Admissions, Assessment and Transportation, and Principals.

Organizational Authority:

Under the supervision of the Director of Education or his designate, the Board's Manager of Admissions, Assessment and Transportation Services will be responsible for the overall management of the admission of persons/pupils to the Board's Schools.

Regulations:

1. ADMISSIONS

- 1.1 Every person who has a right to attend, under the Education Act, a school operated by the Renfrew County Catholic District School Board, shall be admitted upon application.
- 1.2 A person who is a Roman Catholic and who resides in a area served by a Separate School, but whose parent(s) or guardian(s) is ineligible under the Education Act to be a Separate School Supporter, shall be admitted upon application.
- 1.3 Every admission of a pupil to Board's schools shall be conditional upon the parent(s)/guardian(s), or pupil being eligible to become a Separate School Supporter within the prescribed period. Failure to meet this requirement will result in the payment of fees with provisions for the Board to adjust or waive the fees.
 - i) The prescribed period for a pupil to become eligible to become a Separate School Supporter shall be from the first day of school in September up until the "cut-off date" for changing tax support as established each year by the Regional Assessment Office. The "cut-off date" is usually set by the second week of December.
 - ii) Guardian includes, in addition to legal guardian as defined in appropriate statutes and regulations, the de facto guardian as far as can be determined from the place of residence of a pupil.

2. ADMISSIONS: NON-RESIDENT

- 2.1 A non-resident person with respect to whom fees are receivable from another school board, shall be admitted upon application provided that in the judgment of the Supervisory Officer in consultation with the Principal, there is sufficient accommodation in the school to which the non-resident seeks to be admitted.
- 2.2 The Agreement between the Renfrew County Catholic District School Board and the Renfrew County District Board provides for the payment of tuition fees for Open Access pupils effective January 1, 1995.



POLICY: Admissions to Schools

Category (Schools & Students)

Effective Date: January 19, 1976

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3. ADMISSION: FEE-PAYING PUPILS

- 3.1 Effective September 1, 1998, non-Catholic pupils/persons whose parents are non-Catholic and, therefore, ineligible to direct their school tax support to the Catholic School System may be admitted without fees subject to but not limited to the following.
- (a) The Principal, in consultation with the Superintendent of Educational Services and the Manager of Admissions, Assessment & Transportation Services, will interview the pupil/parents and determine that the request for admission is not motivated by a dispute with another educational authority, the proximity of the Catholic School, the shorter school bus routes, friends attending the Catholic Schools, or any other such non-religious related circumstances.
 - (b) Following a positive review with the pupil and parents, the Principal will have the parents write a letter and/or complete the Admissions Supplement Form, clearly stating their support for and commitment to their child's(ren) attendance and participation in the religious education programs and religious school activities, in a suitable way, in accordance with the Compulsory Religious Education Program at the school.
 - (c) The Principal, in consultation with the Superintendent of Educational Services, will determine that accommodation space is available and that the non-Catholic pupil, who is to be admitted, will not negatively impact on the aggregate school or system average class size (25 to 1, no additional staff and/or classrooms required). Also, non-Catholic pupils with special needs must be proven to qualify for special education funding (Intensive Support Amount, ISA) before being admitted.
 - (d) **New Admission**
Admission of a non-Catholic pupil of non-Catholic parents will be for one year only and will require a renewal process in subsequent years.
 - (e) Transportation may be provided for non-Catholic pupils of non-Catholic parents admitted to a Catholic School providing there are no additional costs incurred. Any additional costs will be the responsibility of the parents.
 - (f) **Previously Admitted**
Non-Catholic pupils of non-Catholic parents, already admitted to the system in previous years, will be grandparented along with any other siblings from that family that may choose to attend the Catholic School System.
 - (g) The Manager of Admissions, Assessment & Transportation Services will co-ordinate the correspondence related to the admissions of non-Catholic pupils of non-Catholic parents, and will submit this correspondence to the Board for approval.
 - (h) The Board reserves the right to require the withdrawal of a non-Catholic pupil of non-Catholic parents admitted under the Policy within the provisions of the Education Act.

4. WAIVER OF TUITION FEES

Any request for waiver of tuition fees shall be sent to the Policy Committee for recommendation to the Board.



POLICY: Admissions to Schools

Category (Schools & Students)

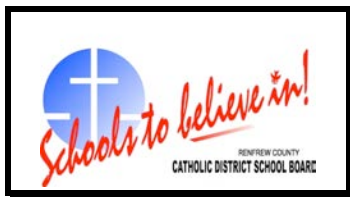
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5. **REGISTRATION PROCEDURE**

The prescribed registration form shall be completed at the school in the usual manner. It is to include the parent's/guardian's signature giving the Board authorization to act as agent in the matters of school tax support.



POLICY: Anaphylaxis & Severe Allergic Reactions

Category (Schools & Students)

Effective Date: January 20, 1997.

Last Revision Date: (25-Apr-05)

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POLICY: Anaphylaxis & Severe Allergic Reactions

Rationale:

The Board is committed to the principle of providing as safe a learning and teaching environment as possible for its students, staff and volunteers. This includes a safer environment for all those who suffer from anaphylaxis. Further, the Board is committed to implementing this Policy through promotion of awareness of anaphylaxis and through adaptation and communication of procedures to promote safer environments for these people.

It shall be the Policy of the Board that each school shall implement and carry out procedures which pro-actively deal with anaphylaxis or severe allergic reactions, paying strict attention to the regulations, the sample action plan, and to up-to-date literature on the matters, including the handbook for schools titled Anaphylaxis: A Handbook for School Boards (Health Canada).

Personnel Affected by Policy:

All pupils, parents, Board and School staff, bus drivers, Parish Priests, volunteers and visitors to the school and/or on field trips, etc.

Organizational Authority:

The Board

Definition:

Anaphylaxis: the term used to describe acute, severe, life-threatening allergic reactions to a substance. Such a reaction is a major medical emergency and the patient must be treated immediately.

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	<ul style="list-style-type: none"> Preventive Procedures Anaphylaxis Information Form Parental Consent Form Anaphylaxis Alert Form GENERAL SCHOOL EMERGENCY PROTOCOL Gaining Co-operation of Other Parents Sample Letters / Newsletters Suggestions for Information Session 	Appendix B-1 Appendix B-2 Appendix B-3 APPENDIX B-4 Appendix B-5 Appendices B-6 to B-9 Appendix B-10	6 7 8 9 10 11-14 15
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POLICY: Anaphylaxis & Severe Allergic Reactions

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Section A – Background Information

Anaphylaxis is a severe allergic reaction that can be fatal.

A conservative estimate is that one in fifty Canadians suffers from extreme life-threatening allergies to certain foods, medications, or insect stings, or non-food materials such as latex, or to vigorous exercise. For them, exposure to even a minute amount of the substance to which they are allergic can trigger an anaphylactic reaction. Although peanuts and peanut products are the most common foods to cause anaphylaxis, shellfish, fish, eggs, sulphites, milk, sesame seeds, or any other food can cause this dangerous condition. In recent years, anaphylaxis has increased dramatically among children and adolescents.

Anaphylactic reactions occur when the body's sensitized immune system overreacts in response to the presence of a particular allergen. Anaphylaxis affects multiple body systems, including skin, upper and lower respiratory, gastrointestinal, and cardiovascular.

SYMPTOMS MAY INCLUDE ANY OF THE FOLLOWING:

- itchy eyes, nose, face;
- flushing of face and body;
- swelling of eyes, face, lips, tongue and throat;
- hives;
- vomiting;
- diarrhea;
- wheezing;
- a feeling of foreboding, fear, and apprehension;
- weakness and dizziness;
- inability to breathe;
- loss of consciousness; and
- coma

The recommended emergency treatment for a student suffering an anaphylactic reaction is the administration of epinephrine (adrenaline) by an auto-injector (i.e., EpiPen). Then the person affected must be rushed to hospital to receive further medical attention, even if the symptoms decrease with the administration of the epinephrine. The greatest risk of exposure is in new situations, or when normal daily routines are interrupted, such as birthday parties, camping or school trips. Young students are at greatest risk of accidental exposure, but many allergists believe that more deaths occur among teenagers due to their increased independence, peer pressure, and reluctance to carry medication.

There is a need to ensure the safety of students who suffer from extreme allergies and empower school administrators to respond to their needs consistently but at the same time recognize individual differences from case to case. The following procedure is intended to achieve this end.



POLICY: Anaphylaxis & Severe Allergic Reactions

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EPINEPHRINE

The emergency response to this condition is the administration of epinephrine, usually with an EpiPen auto – injector. The epinephrine can be easily and safely administered with this device by non-medical personnel with minimal training. EpiPens can be safely transported, are easy to administer, and since the needle is hidden, can be managed by even the most squeamish. A single injection of the auto injector may not be sufficient to stop an anaphylactic reaction but will normally give the sufferer 10 to 20 minutes of relief – often sufficient time to reach an emergency room. It is recommended that people with severe allergies have at least two auto-injectors available to them at all times, with at least one always carried on their body.

TRIGGER OF ANAPHYLAXIS:

Foods which are Sources of Anaphylactic Reaction

- peanuts/peanut butter/peanut oil: the most prevalent among school students;
- “tree” nuts: hazelnuts, walnuts, pecans, almonds, cashews;
- sesame seeds and sesame oil;
- cow’s milk;
- eggs;
- fish;
- shellfish;
- wheat;
- soy; and
- bananas, avocados, kiwis and chestnuts for children with latex allergies.

It should be noted that any food could trigger an anaphylactic reaction, thus cross-contamination of foods is also a concern.

Non-Food Sources:

- play dough (may contain peanut butter);
- scented crayons and cosmetics;
- peanut-shell stuffing in “bean bags” and stuffed toys;
- wild bird seed.;
- insect venom (bees, wasps, hornets, yellow-jackets, blackflies);
- rubber latex (i.e., in gloves, or balloons, erasers, rubber spatulas, craft supplies, Koosh balls);
- vigorous exercise;
- plants such as poinsettia, for children with latex allergies; and
- cold (air or water).



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Section B – Regulations

1. School staff, parents, and students work together to create safe and healthy environments for all within the limits created by legislation, schools configuration, number of people with allergies and available staff. This is an additional challenge for schools attended by children with life-threatening allergies. **For some children, severe allergic reactions can be triggered not only by eating foods, but also by their touch and smell, or by insect stings. This has implications for the whole school, not just individual classrooms.**
2. **While it is impossible to create a risk-free environment, school staff, parents, and students at risk can take important steps to minimize potentially fatal allergic reactions.** Accurate records, written protocols, staff education, parental support, and classroom and school rules all should be considered. Schools must take realistic and practical actions which will be supported well by everyone involved. It is unrealistic and provocative to attempt to “ban/eliminate” allergens (i.e., peanuts, nuts, nut oils, fish, milk, eggs, wheat) from the whole school. **The goal is to minimize and control allergens through education.** It is recommended that the word “ban” not be used in any communication.
3. It is important to review your school’s use of foods. Try not to make food the focus of all your special events, especially if some foods pose a health risk; and if at all possible do not use food for fund-raising activities. Remember to deal appropriately with common-use areas.
4. When food is a part of your school’s activities, emphasize the use of healthy and wholesome foods like fresh fruits and vegetables. These foods can be safely enjoyed by most children because they are easily identified and have no added ingredients. Highly processed foods contain hidden ingredients which cannot be enjoyed freely by all children.
5. **PREVENTATIVE PROCEDURES**
The Principal of the school is responsible for implementing procedures that create and maintain as safe and healthy an environment as possible for students who are at risk of an anaphylactic reaction. Parents are partners in this process and shall receive a copy of the Policy and these procedures.
 - 5.1 The parent(s) must inform the Principal of the child’s anaphylactic condition and have the physician complete the Anaphylaxis Information Form (see Appendix B-1). This should be updated yearly or as required.
 - 5.2 Obtain written permission from the parent (see Appendix B-2) and utilize the written Anaphylaxis Alert Form (see Appendix B-3). The Anaphylaxis Alert Form will be reviewed as necessary, and at least yearly.
 - 5.3 The allergic child’s parents, accompanied by the child, must meet with the child’s Teacher, Principal and Public Health Nurse prior to the child’s first day in school or anytime there is a change in the medical condition.
 - 5.4 It is mandated that the students in the allergic child’s class be given information prior to the child’s first day of attendance at school and asked to co-operate. This should be followed up by classroom education facilitated by the Public Health Nurse, the parent, or an allergy support person. The Principal shall make opportunity for an information session for parents of children newly registered prior to school entry (i.e., JK/K, feeder schools, all grade level registrants).



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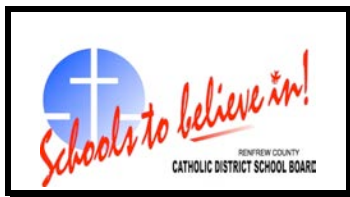
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-
- 5.5 All staff in schools with children who are at risk of anaphylaxis shall receive in-service from the Public Health Nurse with parental input, prior to the student's attendance at school. (All staff includes Teachers, Parish Priests, Custodians, Noon Hour and Bus/Yard Supervisors, Secretaries, Educational Assistants, Counsellors and/or Facilitators, Youth Workers, School Bus Drivers, workers and volunteers.) Twice a year staff will be in-serviced to review: signs and symptoms of an anaphylactic reaction; the proper administration of medication; and the General School Emergency Protocol (see Appendix B-4 - General School Emergency Protocol).
- 5.6 The Principal and staff will endeavour to gain the **co-operation of other parents** in the school by working with the parent of the student who is at risk of an anaphylactic reaction (see Appendix B-5 - Gaining Cooperation of Other Parents).
- 5.7 The classroom Teacher will take reasonable steps to **create safer classrooms** (see Appendix C-1 - How To Create An Allergen Safe Environment).
- 5.8 All staff will take reasonable steps to create **safer conditions outside the classroom** (see Appendix C-1 - How To Create An Allergen Safe Environment).
- 5.9 It is recommended that a **buddy system** be arranged for the classroom, playground, and the school bus. Buddy training will be arranged at the school level.
- 5.10 It is mandatory that one of the EpiPens of the student who is at risk of an anaphylactic reaction be available and stored in a safe accessible location(s). This location(s) must be clearly identified by signs that are known to all staff. At all times, the student must carry an EpiPen, and if required, a prescribed antihistamine as well. Consideration should be given to a third additional EpiPen being kept in the school office, for back-up emergency use.
- 5.11 At the beginning of each school year, the Principal shall ensure that proper postings of the Anaphylaxis Alert Information Form With Pictures of students at risk of an anaphylactic reaction occur (see Appendix B-3). Such postings will be in classrooms, the office and the staffroom (see Appendix E-1 - Principal Checklist; and Appendix F-1 - Teacher Checklist).
6. **EMERGENCY PROCEDURES**
In the event of an occurrence involving a child, the General School Emergency Protocol - Appendix B-4 - shall be followed.
7. **POLICY REVIEW**
This policy will be reviewed every two years.



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Appendix B-1: Anaphylaxis Information Sheet

Anaphylaxis Information Form

(Parent Requests Physician to Complete and Sign this Form)

Specific potentially life-threatening allergies

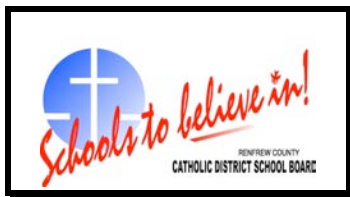
The nature of the reaction

Recommended treatment in the event of accidental exposure

Date: _____

Physician's Signature

(This must be filed in the student's Ontario Student Record)



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Appendix B-2: Parent Consent Form

Parent Consent Form

I, _____, authorize the Renfrew County Catholic District School Board
(name of parent/legal guardian)
to display a picture of _____ and identify that this is a person with
(name of student)
_____. I understand that this display will be in _____
(nature of condition/risk factor) (name of school)
and may be in places within the school, such as entranceways to classrooms, staffroom and the bus. It is understood
that the reason for this display is to enable Board personnel and associated personnel to be able to respond better to
potential emergencies. This authorization is valid from the date signed until revoked.

(Date Signed)

(Signature of Parent/Legal Guardian)

ADDITIONAL INFORMATION FOR PARENTS

1. Emergency medication must be labeled with the name of the student at risk of an anaphylactic reaction and the expiry date of the medication. A student at risk of an anaphylactic reaction is to carry one or two EpiPens at all times. It is the parents' responsibility to ensure that their child carries an EpiPen at all times, and that all medications are not outdated.
2. Emergency instructions shall be carried on the child.
3. It is mandatory that additional EpiPens be available and stored in safe and accessible locations. These locations will be clearly identified by signs that are known to all staff. The recommended location is the top right hand drawer of the Teacher's desk, or main office. This location(s) must be labeled with the appropriate sign.
4. Parents shall provide medic-alert bracelets for their child.
5. Parents shall provide five (5) photographs to the school for posting in the classroom, the staffroom, the office, and school buses to and from school.
6. Parents shall make contact with ANAPHYLAXIS CANADA, or a support group.

Telephone: 866-785-5660

Website: www.anaphylaxis.ca



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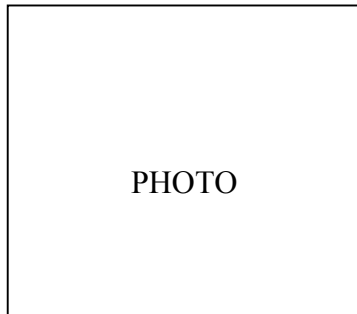
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Appendix B-3: Anaphylaxis Alert

ANAPHYLAXIS ALERT: _____

Student Name and Grade

This person has a **DANGEROUS** life-threatening allergy to:



- | | |
|------------------------------------|--|
| <input type="checkbox"/> Peanut | <input type="checkbox"/> Insect Stings |
| <input type="checkbox"/> Tree Nuts | <input type="checkbox"/> Medication: _____ |
| <input type="checkbox"/> Egg | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Milk | |

Food: The key to preventing an anaphylactic emergency is absolute avoidance of the allergen. Individuals with food allergies cannot share food, eat unmarked/bulk foods, or products, which have the “may contain” warning.

LOCATION OF EPIPEN ON STUDENT: _____

KNOW THE SIGNS & SYMPTOMS

A person with anaphylaxis might have any of the following signs or symptoms:

- **Face:** Itchy eyes, itchy nose, flushed face, swollen lips, swollen tongue
- **Airway:** Trouble breathing or swallowing, hoarseness, choking, coughing, wheezing
- **Stomach:** Pain, vomiting, diarrhea
- **Skin:** Rash, itchiness, swelling, hives – anywhere on the body
- **General:** Weakness, sense of doom, loss of consciousness

Anaphylaxis can lead rapidly to unconsciousness and death.

KNOW WHAT TO DO

The first signs of a reaction can be mild, but symptoms can get worse very quickly.

- **Give:** The epinephrine (adrenaline) injection at the first sign of a reaction. It is dangerous to wait. Give a second dose in 10-15 minutes if reaction continues or worsens.
- **Call 911:** Tell them someone is having a life-threatening allergic reaction. Ask them to send an ambulance immediately.
- **Go:** To the nearest hospital, even if symptoms are mild or have stopped. Stay in the hospital setting for 4-6 hours. The reaction could come back.

CONTACTS/APPROVAL

_____	(H) _____	(W) _____	(Cell) _____
_____	(H) _____	(W) _____	(Cell) _____
_____	(H) _____	(W) _____	(Cell) _____

The undersigned parent/guardian hereby authorizes any adult to administer epinephrine to the above-named child in the event of an anaphylactic reaction as described above.

Signature of Parent/Guardian

Date



POLICY: Anaphylaxis & Severe Allergic Reactions

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Appendix B-4: General School Emergency Protocol

**GENERAL SCHOOL EMERGENCY
PROTOCOL**

1. Administer EpiPen, Lay Student on Floor with Feet Elevated
2. Send runner for adult help.
3. Call 911
4. Send runner for second EpiPen.
5. Contact parent
6. Remain with the child until parent arrives.



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Appendix B-5: Gaining Co-operation of Other Parents

The Principal shall ensure implementation of the following:

- a) send out letters on the first day of school explaining the need for special food rules (see Appendix B-6 to B-10 for sample letters which are intended to be individualized);
- b) organize information sessions (see Appendix B-11 for suggestions);
- c) set up information displays;
- d) include pertinent information in the first newsletter and in periodic newsletters throughout the school year.



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Appendix B-6: Principal Sample Letter 1 to Parents

Sample Letter to Parents From Principal

Dear Parent:

Re: (SPECIFIC) STUDENT AT RISK OF AN ANAPHYLACTIC REACTION

I am writing to you on behalf of our student (name of student) and his/her parent(s). (Name of student) is (age of student) old in (name of Teacher) Grade (level) class. He/she has a life-threatening allergy to peanuts and all types of nuts. If peanut butter or even the tiniest amount of peanut or any type of nut enters (name of student) body (through his/her eyes, nose or mouth, he/she experiences very strong reactions. (Name of student) face swells and breaks out in hives, his/her throat swells and tightens. Without immediate medical treatment he/she could die within minutes!

After discussions with school staff and other knowledgeable parties in the medical community, it has been suggested that the best way to provide a safe environment for (name of student) would be to enlist the support of the classroom parents to help make his/her classroom a "peanut and nut free environment". This means that each child entering this classroom is asked to bring snacks and lunches free of any peanuts or nuts. Though it sounds simple, it means no peanut butter sandwiches or peanut butter cookies. It means you should read the labels of other foods like muffins, granola bars and cereals before you put them in your child's snack. Our concern is for foods where peanuts or nuts might be a "hidden" ingredient, and where cross-contamination may occur.

I realize this request poses an inconvenience for you when packing your child's snack and lunch; and I wish to express sincere appreciation for your support and understanding in helping us prevent a reaction to this potentially life-threatening allergy. Snacks or lunches containing peanut products or nuts will be removed from the classroom and eaten elsewhere. In the very near future, the school will announce a parent meeting for you to become acquainted with this situation. Literature will be provided suggesting healthy and nutritional alternatives to peanuts, nuts and their by-products.

Sincerely,

Principal

This letter may be sent only with the written consent of the parents concerned.



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Appendix B-7: Principal Sample Letter 2 to Parents

Sample Letter to Parents From Principal

Dear Parents:

Re: Help Us Maintain A Safe Environment for Students at Risk of An Anaphylactic Reaction

Earlier this week we had the pleasure of having our School's Public Health Nurse speak to our Grade (level) students regarding allergies, including one of the most deadly, an allergy to peanut butter.

From her presentation we learned:

- a) that the deaths that occur are generally caused by cross-contamination, i.e., a trace of peanut butter that is left on a hand, a knife, a desk, or another object. The student who is allergic could inadvertently touch this trace and a reaction (or even death) could occur.
- b) that after eating peanut butter at home, students and parents should wash thoroughly with soap and water before coming to school;
- c) that we have just a few minutes to administer the EpiPen (an injection used for severe allergic reactions such as hives, swelling, difficulty breathing, wheezing); and
- d) that children with severe allergies should be able to feel as confident and safe as possible knowing that all precautions have been taken.

The number of students allergic to peanut butter and nut products in our School is growing, and this year we have a student in Grade (level) at a very high risk level.

The following precautions have been implemented: the desk tops in the student's classroom are washed with soap and water at noon hour; staff is receiving information from the Public Health Nurse; and the Parent Teacher Group is planning an allergy information session at their forthcoming meeting.

Since it is our goal to ensure that we have as safe an environment as possible when a child's life is at stake, we are asking for your help and understanding in maintaining an area in our school that will be free from peanut butter. The area is (state areas). If it is necessary for your child to have peanut butter or nuts in his or her lunch or snack, we wish to be informed by having you label the particular food. Food containing peanut products or nuts cannot be stored or eaten in this area (state area).

If you wish further information, please come to the meeting or phone the School and copies of articles will be provided.

Yours sincerely,

Principal

Att.



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Appendix B-8: Teacher Sample Letter to Parents

Sample Letter to Parents From Teacher

Dear Parents:

Re: MEDICAL DANGER

One of our (state grade level) students has a life-threatening allergy to all nuts. If peanut butter or even the tiniest amount of peanut, peanut oil or any type of nut enters the body of a person with this allergy through the eyes, nose, or mouth, he/she experiences a strong reaction. The face swells and breaks out in hives, the throat swells and tightens. Without immediate medical treatment, he/she could die within minutes! The only way to ensure a safe environment for this child is to try to make our classroom NUT-FREE. To do this we need everyone's co-operation.

Please check the ingredients of all foods your children bring to school. Coconut is not a nut and does not pose any risk.

In a classroom setting, cross-contamination is the greatest risk from this type of allergy. Cross-contamination is when a few crumbs from one child's snack are dropped and then picked up by a student who is at risk of an anaphylactic reaction. **A small amount can kill.** As a result, foods containing peanut products or nuts will be removed from the classroom and eaten elsewhere.

We recognize that it is difficult at the best of times to get children to eat healthy snacks. However, I hope you will appreciate the seriousness of this condition and that you will assist us at the School in our efforts to create as safe an environment as possible. With your co-operation we can minimize the risk of an allergic reaction.

Anyone wishing further information about his type of allergy may contact the parents of the student at risk of an anaphylactic reaction. There is also an information package available at the school.

Yours sincerely,

Teacher



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Appendix B-9: Sample Newsletter to Parents

Sample Newsletter

We felt that all parents would like to be aware that there is a child (or several children) in our School with a severe life-threatening food allergy to peanuts and nuts (anaphylaxis).

This is a medical condition that causes a severe reaction to specific foods and can result in death within minutes.

Although this may or may not affect your child's class directly, we want to inform you so that you may choose to send to school with your child food items that are free from peanuts or nut products.

There will be more information about anaphylaxis at our "Meet the Teacher Night".

Thank you for your understanding and co-operation.



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Appendix B-10: Suggestions for Information Sessions

SUGGESTIONS FOR INFORMATION SESSIONS

Anaphylaxis Canada is the best source of information on anaphylaxis.

ANAPHYLAXIS CANADA

416 Moore Avenue, Suite 306

Toronto, Ontario

M5M 1C9

TELEPHONE: 866-785-5660

416-785-5666

FAX: 416-785-0458

EMAIL: info@anaphylaxis.ca

WEBSITE: www.anaphylaxis.ca

Information sessions may be given by parents of anaphylactic students to the school or to interested parents in the school. These sessions should have the full support of the Principal and Teacher. Presentations may be videotaped for future use.

A good opportunity for this kind of discussion is at the Meet the Teacher Night.

The following list of resources may help parents to make a presentation or host an information booth on anaphylaxis.

1	VIDEOS	AVAILABLE FROM
1.1	Food Allergies Can Kill (Targets J-I students)	AAIA/BC 4730 Redridge Road Kelona B.C. V1W 386 TEL: (205) 764-7507 FAX: (205) 764-7587
1.2	It Only Takes One Bite (Targets J-I students)	The Food Allergy Network TEL: 1-800-929-4040 FAX: (703) 691 2713
1.3	Alexander, The Elephant Who Couldn't Eat Peanuts (Targets JK- 3 students)	The Food Allergy Network TEL: 1-800-929-4040 FAX: (703) 691 2713

These Videos may be borrowed from the largest school in each Family of Schools, or the Public Library.

2. PAMPHLETS/WRITTEN MATERIALS

Several newsletters and written materials are available through Anaphylaxis Canada.

3. POSTERS AND TRAINERS

3.1 Allerec Laboratory Ltd., 580 Terry Fox Drive, Suite 408, Kanata, Ontario K2L 4B9 distributes EpiPen posters and trainers (613-831-7733).

3.2 Standard posters may be obtained from Our Lady of Lourdes School, Pembroke.



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SECTION C – HOW TO CREATE AN ALLERGEN SAFE ENVIRONMENT

Appendix C-1: Inside & Outside Classrooms

Refer to or review the following:

EpiPens must be carried at all times by children at risk of anaphylaxis.

1. INSIDE THE CLASSROOM

- 1.1 Allergic children must eat only the foods they bring from home.
- 1.2 Trading and sharing of food, cups, or straws is not allowed in the classroom.
- 1.3 Hand washing is encouraged for every student **BEFORE and AFTER** eating at ALL times.
- 1.4 Desks or other eating surfaces are washed with soap and water before and after eating.
- 1.5 The Teacher encourages students to follow through with the request to refrain from bringing allergenic food. Breakfast club foods, pizza/hot dog lunches, etc., must be carefully monitored.
- 1.6 If a child brings an allergen into the classroom, it shall be removed.
- 1.7 The allergenic food will be eaten in an area other than the classroom.
- 1.8 The practice of bringing food to school that is not in the student's individual lunch container is discouraged.
- 1.9 Allergenic foods or products are not used in crafts and activities.
- 1.10 At all times an adult supervisor shall be available and readily accessible to the student at risk of an anaphylactic reaction in the event of an emergency.
- 1.11 Senior students who assist adult supervisors must be appropriately trained to recognize symptoms and know how to obtain immediate help.
- 1.12 Teachers shall keep emergency protocols in the Teacher's Day Book, and review monthly.

2. OUTSIDE THE CLASSROOM

- 2.1 Plans are in place to **ensure safer field trips or extra-curricular activities, or activities in another classroom (see Appendix C – 2 - Fieldtrip Checklist)**. A parent or parent designate shall attend class field trips, ensure a back-up vehicle and cell phone are available when deemed necessary by the Principal (**see Appendix D – 1 - Parent Checklist**).
- 2.2 Specific questions on the field trip permission form should address the existence of allergies.
- 2.3 Bus drivers must be alerted about the existence of children at risk of anaphylaxis and be given training to administer the EpiPen.
- 2.4 Emergency plans must be reviewed with Teachers/volunteers before a field trip.
- 2.5 Children cannot eat on buses.
- 2.6 A list of ingredients is requested if foods are ordered in from commercial sources.
- 2.7 Food preparation/handling areas are kept clean.
- 2.8 The student who is at risk of an anaphylactic reaction does not eat or drink anything that is not from the child's home without written authorization by parents.
- 2.9 All students who are at risk of an anaphylactic reaction **must avoid** involvement with clean-up activities.



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Appendix C-2: Field Trips

FIELD TRIP CHECKLIST

Before Trip:

- ☐ Obtain parental permission
- ☐ Contact bus driver and alert him/her of student's condition
- ☐ Send letter to parents reminding them to avoid sending foods that could cause an allergic reaction (if applicable)
- ☐ Review emergency protocol and create an emergency plan for planned route (i.e., call 911, closest medical facilities along the route, "what if" scenarios, etc.)
- ☐ Consult with Principal regarding the requirement for a parent or parent designate to attend class field trip
- ☐ Inform the parent of the Principal's decision regarding the need for a parent or parent designate to attend the class field trip
- ☐ Consult with Principal to ascertain if the Principal deems it is necessary for the parent or parent designate to provide a back-up vehicle and cell phone
- ☐ Inform the parent of the Principal's decision with regard to the necessity for the parent or parent designate to provide a back-up vehicle and cell-phone.

Day of the Field Trip:

- ☐ Take and carry with you at all times, the school's first aid kit, the extra medication for the student who is at risk of an anaphylactic reaction, required medication for other students, and the health card numbers for all students.
- ☐ Ensure that the student at risk of an anaphylactic reaction has his/her own medication (either in fanny pack or backpack)
- ☐ Take a copy of the emergency protocol for the specific student with you who is at risk of an anaphylactic reaction and review prior to departure
- ☐ Assign one individual to be the "prime" supervisor (parent or designate)
- ☐ Ensure student at risk of an anaphylactic reaction has a "buddy" with them at all times (bathroom visits, etc.)
- ☐ Ensure student at risk of an anaphylactic reaction has "wipes" and review protocol for eating (hand washing, clean surface to eat, etc.)
- ☐ Discuss with all students/supervisors on trip the importance of refraining from eating on the bus, hand washing, etc.
- ☐ Depending on the age of the student at risk of an anaphylactic reaction, ensure that he/she is visible to the supervisor at all times on the bus
- ☐ Ensure that instructions for eating are clear to designate when parent is not accompanying the student at risk of an anaphylactic reaction. For example, only food from home or designated restaurant is permissible.



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SECTION D - PARENT'S RESPONSIBILITIES/CHECKLIST

Appendix D-1: Parents Checklist

1. Have physician complete the "Anaphylaxis Information Form (See Appendix B-1).
2. Complete the following:
 - a) Parent Consent Form (see Appendix B-2)
 - b) Anaphylaxis Alert Form (see Appendix B-3)
3. Supply five (5) pictures. One picture is to be posted in the staffroom; one to be posted outside the classroom (with parental permission); a small picture for the protocol sheet; and one picture for each school bus to and from school.
4. The parents of the child at risk of an anaphylactic reaction together with their child, must have a meeting with the school team - Teacher, Principal, and Public Health Nurse - BEFORE SCHOOL BEGINS or before entry, and must provide medications to the School at that time (EpiPen, antihistamines, etc.).
5. Review precautions or concerns that should be considered for lunch time.
6. Demonstrate the use of the EpiPen.
7. Provide to principal the list of the names of at least three emergency contact people and their phone numbers.
8. Review where all medications are kept. Be sure they will not be affected by extreme heat or cold. Check the expiration date on the EpiPens. Be sure the medication isn't discoloured or the case is not cracked. Let your child know to whom to go for help and where the medications are kept.
9. Ensure that your child carries the EpiPen at all times.
10. Review field trip plans for the upcoming year. Be sure the Teachers know that EpiPens **MUST** be taken on **ALL** field trips - **NO EXCEPTIONS**.
11. Ask about upcoming school activities including parties, hot dog days, pizza days and fundraising activities.
12. Remind your child what foods can cause a reaction and the importance of avoiding them.
13. Review the General School Emergency Protocol (see Appendix B-4).
14. Take all medications home at the end of the school year.
15. Supply a Medic Alert Bracelet to be worn by the child at risk of an anaphylactic reaction.
16. Attend class field trips or arrange for a designate and ensure a back-up vehicle and cell phone are available when deemed necessary by the Principal.
17. Notify the School if there are any changes to the Anaphylaxis Information Form (Appendix B-1) and the Anaphylaxis Alert Form (Appendix B-3).



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SECTION E - PRINCIPAL'S RESPONSIBILITIES/CHECKLIST

Appendix E-1: Principal Checklist

1. Review new registrants for anaphylaxis alerts. Ensure that parent information sessions are arranged. Distribute a copy of Board Policy #P-13 – Anaphylaxis/Severe Allergic Reactions.
2. Registration forms should be checked for medical information. Ensure that Administrators Checklist For Children At Risk Of Anaphylaxis is utilized (see Appendix E-3).
3. Students identified with medical conditions should be flagged in Maplewood.
4. A School Anaphylaxis Management Plan should be developed specific to your school in accordance with the General School Emergency Protocol (see Appendix B-4).
5. Student protocols already on file should be reviewed for accuracy each year.
6. Ensure that ALL staff including bus operators and drivers are aware of the students at risk of anaphylaxis.
7. Ensure that one person is assigned each September to update the school Anaphylaxis Alert Forms and pictures of the students at risk of an anaphylactic reaction.
8. Ensure that a large EpiPen poster is in full view in the staffroom.
9. Ensure each September that an in-service is held for ALL staff, bus operators and drivers, to review:
 - a) food allergies and their potential severity;
 - b) recognizing symptoms;
 - c) administering emergency medication; and
 - d) emergency plans.
10. Obtain each year from the Public Health Nurse a list of available anaphylactic films and literature for the Teachers' use.
11. Review foods supplied for any school activities/events to ensure that no allergens are present.
12. Inform caretaking staff of the classroom(s) where there are student(s) at risk of an anaphylactic reaction. Instruct the caretaking staff to wash the desks, doorknobs, tables, and light switches after snack and lunch times and wash water fountains frequently.
13. Have a RED PROTOCOL binder in the office for quick reference. This binder will have updated protocol sheets on ALL children who are at risk of anaphylaxis in the school. This binder will be reviewed monthly.
14. Ensure that yard clean-up will not be done by the child who is at risk of anaphylaxis.
15. Additional yard clean-up should be conducted to remove candy wrappers following Halloween, Easter, etc.
16. Consider mandatory hand washing before students handle common equipment, i.e., computer keyboards, gym equipment, etc.
17. Ensure adequate training for Occasional Teachers, casual and temporary Educational Assistants, Noon Hour and Bus/Yard Supervisors, and caretaking staff.
18. Ensure that you gain the co-operation of other parents (see Appendix B-5).
19. Notify the Superintendent in the event of an occurrence using the standard Injury Report Form.



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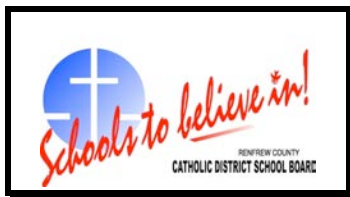
Last Revision Date: (25-Apr-05)

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Appendix E-2: Principal Checklist (Secondary Schools)

ADMINISTRATIVE REMINDER LIST FOR S E C O N D A R Y S C H O O L S FOR CREATING SAFE AND HEALTHY SCHOOLS FOR CHILDREN WITH FOOD ALLERGIES

1. **SCHOOL PLAN**
 - 1.1 A School Anaphylaxis Management Plan should be developed specific to your school in accordance with the General School Emergency Protocol (see Appendix B-4). (See selected items from elementary guidelines.)
 - 1.2 Staff should be made aware of the Plans, and students at risk must be identified and made known to staff.
 - 1.3 The plan should be reviewed each year.
 - 1.4 Students should be reminded early in the school year about the need to provide the office with information about their specific allergy, etc.
 - 1.5 Establish a “buddy system”.
2. **NEWSLETTERS**
 - 2.1 In the first newsletter of the school year, parents and students should be informed of the presence in the school of a student(s) at risk of an anaphylactic reaction. Parents also should be asked to provide updated medical information and documentation pertaining to all students. In preparation for the next school year, this step is to be repeated in the last newsletter of the current school year.
3. **REGISTRATION/MAPLEWOOD**
 - 3.1 Registration forms should be checked for medical information.
 - 3.2 Students at risk of an anaphylactic reaction should be flagged in Maplewood.
 - 3.3 Student protocols already on file should be reviewed for accuracy each year.
4. **CAFETERIA/EATING AREAS**
 - 4.1 Ingredients lists should be available in the cafeteria. The staff will endeavour to take every reasonable measure to eliminate allergens.



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Appendix E-3: Administrator Checklist for Students at Risk of Anaphylaxis

ADMINISTRATOR CHECKLIST FOR STUDENTS AT RISK OF ANAPHYLAXIS

STUDENT NAME: _____ TEACHER: _____

GRADE: _____

FORMS	DATE SENT	DATE RETURNED
B1 – Anaphylaxis Information Form signed by Doctor		
B2 – Parent Consent Form		
B3 – Anaphylaxis Alert Form		
<input type="checkbox"/> Copy for Teachers Desk <input type="checkbox"/> Copy for Classroom Doorway <input type="checkbox"/> Copy for Staffroom <input type="checkbox"/> Copy for Bus Driver <input type="checkbox"/> Copy to RED Binder		
Five Pictures Received for B3	<input type="checkbox"/> Yes <input type="checkbox"/> No	

INFORMATION SESSION	DATE
1. Anaphylaxis Management Plan discussed with Staff	
2. Meeting held with Teacher and Parent	
❖ Review Appendix C-1 How To Create An Allergen Safe Environment	
❖ Review Appendix F-1 Teacher Checklist	
❖ Review Appendix D-1 Parent Checklist	
3. Information Session for Parents of Students in Same Class (Public Health Nurse, Teacher)	
4. Information Sessions for Students in Class (Public Health Nurse, Teacher)	
5. Memo Sent To All Parents of Students In Class	
6. Child Carries EpiPen	
- with Benadryl <input type="checkbox"/> yes <input type="checkbox"/> no	
7. Extra EpiPen in Teacher's Top Right Hand Drawer or _____	
8. POST THE FOLLOWING AT CLASSROOM DOOR	
❖ ANAPHYLAXIS ALERT POSTER	
❖ EPIPEN – HOW TO USE POSTER –	
9. Buddy system arranged for	
- classroom	
- playground	
- bus	



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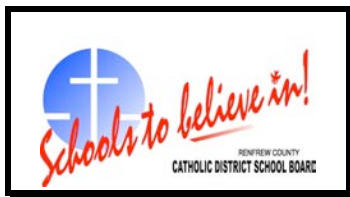
Last Revision Date: (25-Apr-05)

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SECTION F - TEACHER'S RESPONSIBILITIES/CHECKLIST

Appendix F-1: Teacher Checklist

1. Meet with the student at risk of an anaphylactic reaction together with his/her parents prior to school entry.
2. Be sure your student's parents have explained the type of reaction that can occur (symptoms), how to avoid a reaction, the medications necessary to stop it, and how to administer them.
3. Review the School's Anaphylaxis Management Plan with the student at risk of an anaphylactic reaction and with his/her parents.
4. Review where the medication is stored.
5. Ensure that an allergy alert poster (STOP SIGN) is located outside the classroom door.
6. Place second EpiPen and antihistamine (if required) in the upper right hand drawer of the Teacher's desk or other agreed upon location.
7. Have an EpiPen administration poster in full view for visitors, volunteers, Occasional Teachers, casual and temporary Educational Assistants, Noon Hour and Bus/Yard Supervisors, and caretaking staff to see.
8. Have copies of the "Anaphylaxis Alert Form" posted on the front of the Teacher's Day Book(s) (or alternate handy place). Protocol and checklists are to be reviewed monthly.
9. Ensure that medical information/protocols are made available for use by Occasional Teachers.
10. Reconsider plans for science or art projects that involve food items to which the student is allergic. For example, bird feeders made with peanut butter or towns built with milk cartons should be avoided. Some Kindergarten classes mix birdseed with sand for learning about measuring. This practice should be avoided.
11. Ensure the Field Trip Checklist (Appendix C-2) is reviewed.
12. Review emergency plans with the student's parents before going on a field trip. **ALWAYS TAKE THE MEDICATIONS** required to control an allergic reaction.
REMEMBER: After injection, the drug is effective for about 15 minutes. If you will be further than 15 minutes to medical help, take the appropriate number of EpiPens.
13. Watch how the other students are reacting to the student with food allergies. If you see a problem, discuss it with the parents as soon as possible.
14. Ask the parents and the student if they would feel comfortable teaching your class about allergies in general and food allergies in particular. In some cases, the Public Health Nurse could give your class a brief lesson on food allergies. It would be best if this lesson is taught during the first few weeks of school, or upon first entry of the student at risk of an anaphylactic reaction.
15. Talk to the student at risk of an anaphylactic reaction and give him or her confidence in your ability to help if a reaction occurs.
16. Inform parents of the student at risk of an anaphylactic reaction of any upcoming events involving foods, i.e., hot dog or pizza days, bake sales, etc.
17. Remind all students that there is to be **NO SHARING** of food.
18. Ensure that the allergen does not come into the classroom and if it does, take appropriate steps to have it removed and either taken home or eaten elsewhere.
19. Have all students wash their hands **BEFORE and AFTER** eating at all times.
20. Student at risk of an anaphylactic reaction **WILL NOT** participate in yard clean-up.
21. At the end of the school year, be sure all medication is sent home.
22. In the classroom and on field trips assign a buddy who will inform you if the student at risk of an anaphylactic reaction is not feeling well.



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SECTION G –ANAPHYLAXIS RESOURCE KIT (CONTENTS & LOCATION)

ANAPHYLAXIS RESOURCE KIT

Building 499

Resource Kit Contents

1. **SAMPLES: “Twinject Autoinjector Demonstrator” and “EpiPen Trainer”**
2. **BOOKLET: “Anaphylaxis in Schools & Other Settings”**
3. **FACT SHEET: “The Basics Of Asthma, Allergies, and Anaphylaxis”**
4. **POSTER: “Life-Threatening Allergic Reactions”**
5. **PAMPHLET: “Severe Allergies, Twinject and You”**
6. **POSTER: “How To Use The EpiPen Epinephrine Auto-Injector”**
7. **FACT SHEET: “Using Epi-Pen/EpiPen Junior Is As Easy As 1-2-3”**
8. **POSTER: “Twinject: Easy To Use, Easy To Carry Your Back-up Dose”**



POLICY: Attendance Zones

Category (Schools & Students)

Effective Date: April 6, 1981.

Last Revision Date: (16-Jun-97)

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POLICY: Attendance Zones

Rationale:

For each school, there shall be a designated attendance zone.

Personnel Affected by Policy:

Pupils

Organizational:

The Board

Regulations:

1. A pupil shall attend the school which services the zone in which the pupil resides.
2. At the written request of a parent or guardian, there may be an exception to the foregoing Regulation 1 subject to the following conditions:
 - a) there is a plausible reason for an exception;
 - b) there is no additional expenditure for transportation;
 - c) in the opinion of the Principal and of the Supervisory Officer, there is room in the school and in the class in which a pupil would be enrolled as a consequence of an exception.
3. A pupil for whom an exception to a School Attendance one has been requested by a parent, shall not be admitted to the "Out of Zone School" until the request has been submitted in writing and reviewed and approved by the Manager of Admissions, Assessment and Transportation, in consultation with the Principal and appropriate Superintendent.
4. There may be an exception to the foregoing Regulation 1 to place a pupil in a special education program or a regular program which is expected to be more appropriate for the pupil.



POLICY: Catholic School Councils

Category (Schools & Students)

Effective Date: June 5, 1995.

Last Revision Date: (24-jun-02)

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POLICY: Catholic School Councils

Rationale:

It is the belief of the Renfrew County Catholic District School Board that the total educational enterprise is enhanced through active involvement of the home, parish and community in the life of the school.

Through this partnership, Catholic schools give witness to the belief that education is a shared responsibility in which the gifts, talents, knowledge, expertise and resources of the entire community are used to improve the quality of teaching and learning and the growth and development of the students as caring members of the community and society.

To assist in realizing the goals of the Renfrew County Catholic District School Board, it shall be the policy of the Board that each school shall establish and maintain a Catholic Community School Council.

Personnel Affected by Policy:

Pupils, School Staff, Parents, the School Board and the Community

Organizational Authority:

The Board

Purpose:

The purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the educational system to parents.

A school council's primary means of achieving its purpose is by making recommendations in accordance with the Education Act Ontario Regulation 612/00 (School Councils and Parent Involvement Committees) to the principal of the school and the board that established the council.

Regulations and Procedures:

1. GOALS

- 1.1 To develop and sustain Catholic community schools empowered as communities of faith.
- 1.2 To develop and sustain consultative and communicative processes that:
 - foster and assist parent involvement in their children's learning;
 - ensure working links with the parish and other organizational bodies in the church;
 - develop other partnerships with other sectors of the community;
 - inform key stakeholders within the Catholic educational system;
 - solicit stakeholder recommendations on all important issues;
 - raise the profile of the Catholic school system in the community.
- 1.3 To develop and sustain organizational structures that are effective and efficient in fostering community participation throughout the organization.
- 1.4 To develop and sustain the value of knowledge, skills and the contribution of the community to students learning.



POLICY: Catholic School Councils

Category (Schools & Students)

Effective Date: June 5, 1995.

Last Revision Date: (24-jun-02)

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2. MANDATE OF THE CATHOLIC COMMUNITY SCHOOL COUNCIL

Within the Vision Statement, Goals and Policies of the Board and the Statutes of Ontario, the Catholic Community School Council will work in co-operation with the school staff, parents, the School Board and the community in the following way.

- 2.1 Provide advice to the principal and staff on any school matter as they pertain to school initiatives, policies, organization, management and activities included in Section 19 Subsection (1) of Ontario Regulation 612/00 School Councils.
- 2.2 Section 19 Subsection (1) does not limit the matters on which a board may solicit the views of school councils.
- 2.3 A school council may make recommendations to the principal of the school or to the board that established the council on any matter.
- 2.4 A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council.

3. DUTIES OF BOARD TO RESPOND

The board that established a school council shall consider each recommendation made to the board by the council and shall advise the council of the action taken in response to the recommendation.

4. CONSULTATION WITH PARENTS

A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council.

5. ANNUAL REPORT

- 5.1 Every school council shall annually submit a written report on its activities to the principal of the school and to the Board.
- 5.2 If the school council engages in fundraising activities, the annual report shall include a report on those activities.
- 5.3 The principal shall, on behalf of the council, give a copy of the report to every parent of a pupil enrolled at the school at the time the report is made.

6. MEMBERSHIP

- 6.1 The Catholic School must be a community whose aim is the transmission of Catholic values based upon a faith relationship with Christ. Faith is principally assimilated through contact with people whose daily lives bear witness to it; therefore, persons who freely accept positions on the Catholic Community School Councils are expected to:
 - a) respect the distinctive Catholic mission of the schools and to give their active support to it;
 - b) reveal the Catholic message not only in word but also by behaviour; and
 - c) contribute to the consolidation of Catholic schools as, "meeting places for those who wish to express Christian values in education".



POLICY: Catholic School Councils

Category (Schools & Students)

Effective Date: June 5, 1995.

Last Revision Date: (24-jun-02)

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-
- 6.2 The composition of School Councils will be flexible so that they can reflect their communities. As minimum requirements, every school council shall have:
- a) the principal
 - b) one teacher who is employed at the school (other than the principal)
 - c) one person who is employed at the school (other than any teacher or principal)
 - d) in a school with one or more secondary school grades:
 - i) one student enrolled in the school who is appointed by the student council, if the school has a student council, or
 - ii) one pupil in the school who is elected in accordance with section 3 (1) (5) of Ontario Regulation 612/00 School Councils.
 - e) in the case where a school does not have secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if after consulting other members of the school council, that the council should include a pupil.
 - f) one community representative appointed by other members of the council.
 - g) one person appointed by an association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education, if the association that is a member is established in respect of the school.
- 6.3 6.31 If the school council has a by-law that specifies the number of parent members, the number shall be the number specified in the by-law.
- 6.32 If the school does not have a by-law that specifies the number of parent members, the number will be specified by the board that established the council.
- 6.4 A school council may specify by by-law that the council shall include two or more community representatives, appointed by other members of the council.
- 6.5 Parent members will form the majority of the members of school council. Parent members will be elected to school council following the protocol outlined in Ontario Regulation 612/00 (School Councils and Parent Involvement Committees) Section 4 and 5.
- 7. OFFICERS**
- 7.1 A school council shall have a chair or, if by-laws of the council provide, two co-chairs.
- 7.2 A chair or co-chair must be a parent member of the council, and shall be elected by members of the council.
- 7.3 A person employed by the Board cannot be the chair or co-chair.
- 7.4 A school council may have such other officers as are provided for in the by-laws of the council.
- 7.5 Vacancies of officers in a school council shall be filled in accordance with the by-laws of the council.



POLICY: Catholic School Councils

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8. TERM OF OFFICE

- 8.1 A person elected or appointed as a member of a school council holds office from the later of,
- a) the date he or she is elected or appointed; and
 - b) the date of the first meeting of the school council after the elections held under section 6.5 in the next school year,
- until the date of the first meeting of the school council after the elections held under section 6.5 in the next school year.
- 8.2 A member of school council may be re-elected or reappointed, unless otherwise provided by the by-laws of the council.

9. REMUNERATION

- 9.1 A person shall not receive any remuneration for serving as a member or officer of a school council.
- 9.2 The board that established a school council will reimburse members and/or officers for travel expense only, if necessary, to meetings requested by the board.
- 9.3 All other incidental expenses i.e., paper, stamps, Association Fees will be paid by the council's respective school.



POLICY: Catholic School Councils' Coalition Network

Category (Schools & Students)

Effective Date: February 28, 2000.

Last Revision Date: (N/A)

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POLICY: Catholic School Councils' Coalition Network

Rationale:

It is the policy of the Renfrew County Catholic District School Board to have a Coalition of School Councils Network; advisory in nature and governed by the Policies and Regulations of the Board.

Personnel Affected by Policy:

Trustees, Director of Education, School Councils, and Principals

Organizational Authority:

The Board

Regulations:

The purpose of the Coalition of School Councils Network (CSCN) is to facilitate and foster a strong relationship between School Councils. Through the CSCN, concerns and issues can be brought to the Board, providing a strong level of communication between School Councils and Board Administrators.

The Coalition of School Councils Network is intended to create a forum for the exchange of information and dialogue between and among the School Councils and the Board on issues that fall within the areas of responsibility outlined in the Board's Policy and Ministry of Education Policy, Memorandum 122.

1. MEMBERSHIP

Each School Council in each Family of Schools shall nominate a representative to be a member of the Coalition of School Councils Network.

2. MEETINGS

2.1 Regional Family of Schools

In early Fall, the Chair of the School Council of the largest elementary school in the Family of Schools shall be responsible for calling the initial meeting and developing the agenda of the regional meeting in consultation with the other Chairs. A Chairperson for the Family of Schools meeting shall be elected by the other members at the inaugural meeting each year and shall chair the subsequent meetings. A Principal will be nominated by the Principals in the Family of Schools to act as a resource to the Regional CSCN on a rotational basis.

The Regional CSCN shall establish a schedule of meetings for the year. Minutes of these meetings shall be circulated to all School Councils in each Family of Schools and to the Board through the Director of Education.

2.2 Central Meetings with the Board

(i) There shall be a minimum of 2 meetings each school year between the Coalition of School Councils Network and the Board during the months of November and April; the dates to be listed in the Board's calendar of meetings published each September. The meeting will be scheduled in a central location.

(ii) Attendance at these meetings shall be open to all members of the Coalition of School Councils Network, Trustees, Principals, and Board resource staff.



POLICY: Catholic School Councils' Coalition Network

Category (Schools & Students)

Effective Date: February 28, 2000.

Last Revision Date: (N/A)

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-
- (iii) The Director of Education will consult with the Chairs of the Family of Schools Network to prepare and circulate the agenda and to call the meeting. The meeting will be chaired by the Chair of the Board.
 - (iv) The minutes of the meeting will be circulated to all School Councils.
 - (v) Recommendations to the Board shall be directed to the appropriate committee for review. Board decisions on recommendations from the CSCN will be communicated to the School Councils through their respective Chairs and Principals.
 - (vi) The Chairs of the Family of Schools Network shall be the contact persons with the Board through the Director of Education or designate.



POLICY: Dress Code

Category (Schools & Students)

Effective Date: September 24, 2001.

Last Revision Date: (N/A)

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POLICY: Dress Code

Rationale:

The Renfrew County Catholic District School Board is an inclusive Catholic educational community that is called to ensure safe and respectful learning and teaching environments. The Catechism of the Catholic Church states that “Teaching modesty to children and adolescents means awakening in them respect for the human person.” (2524) It is the mission of the Board to reverence the dignity of the whole person.

Personnel Affected by Policy:

Pupils

Organizational Authority:

The Board

Definitions:

Appropriate dress or dress code is defined as the standard of student dress agreed upon by the Catholic school community and in keeping with the Education Act and Regulations.

School uniform is defined as the standard of student dress consistent in style, colour and pieces (i.e., shirts, sweaters and pants) and agreed upon by **two-thirds majority** of the families registered at the school.

Regulation:

A responsibility has been given to the Board, in consultation with its School Councils, to establish a process that enables a majority of parents to decide on a dress code for their own school within Board policy.

Procedures:

1.
 - (1.1) A school’s appropriate dress policy shall be in keeping with the Board’s philosophy, mission and vision, and Catholic social teachings.
 - (1.2) All elementary and secondary schools within the jurisdiction of the Board may establish a school uniform policy if supported by a **two-thirds majority** of the families registered at the school.
 - (1.3) Only a school logo or name shall be permitted on any school uniform. Advertisements of any kind are prohibited.
2. All schools within the jurisdiction of the Board shall adopt an appropriate dress policy for students using the following decision-making model:
 - (2.1) The principal, in consultation with the Catholic School Council, shall develop an appropriate dress policy.
 - (2.2) A school’s appropriate dress policy shall be communicated annually to the school community and shall include a statement of principles, definitions and a monitoring or review process.
 - (2.3) The appropriate dress policy shall have a process that enables a **two-thirds majority** of the families registered at the school to decide on appropriate dress.
 - (2.4) The appropriate dress policy shall address issues of affordability, acquisition to apparel, compliance and/or exceptions to compliance, consistency with Human Rights Code and the Charter of Rights and Freedoms.
 - (2.5) The Board is to receive a copy of each school’s appropriate dress policy and be given notification of any changes to a school’s appropriate dress policy before its implementation.



POLICY: Educational Partnerships

Category (Schools & Students)

Effective Date: June 21, 1999.

Last Revision Date: (24-Oct-11)

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POLICY: Educational Partnerships

I. Purpose of Policy

The Board is committed to promoting effective community-based partnerships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special needs and/or students at risk.

This Policy sets out the provisions for local protocols for such partnerships with external agencies for the provision of services in Board schools by regulated health professionals, regulated social service professionals, and paraprofessionals.

II. Policy Statement

1. Guiding Principles:

- a) The goal of any educational partnership must be to positively impact student learning and well-being.
- b) The partnership must be directly beneficial to the improvement of education in the classroom, and its potential to contribute to strengthening school community partnerships.
- c) Services provided by external providers must be supplementary to existing Board services and must not duplicate existing Board services.
- d) Services provided by external providers must not be in conflict with provisions of Board collective agreements and employment agreements with Board staff.
- e) All partnership entities must respect and be congruent with the denominational nature of the Board, and with Catholic teaching.
- f) All partnership entities must respect and comply with Board Policies and Procedures.
- g) Educational partners do not receive product promotion and free labour as a result of their participation in the education activity.

2. Partnership Protocol:

- a) The Board shall ensure that the following required components set out in PPM 149 (External Agency Protocol) and in Ministry of Education (25-Sep-09) Memorandum, as amended from time to time, are followed:
 - i) the definitions;
 - ii) the process components;
 - iii) the responsibilities; and
 - iv) the required documentation.
- b) The Board shall consider and apply the 2002_01_09 Institute of Catholic Education Guidelines for Partnerships in Catholic Education set out in Appendix C.

3. Procedure(s):

Board administrative staff shall develop any necessary procedure(s) to implement this Policy and to comply with the requirements of PPM 149 (External Agency Protocol) and the (25-Sep-09) Ministry of Education Memorandum on PPM 149, as amended from time to time.



POLICY: Educational Partnerships

Category (Schools & Students)

Effective Date: June 21, 1999.

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III. Related Information

Procedures / Forms for this Policy

Procedure: Educational Partnerships - Protocol

Appendix A: Educational Partnerships - Application

Appendix B: Educational Partnerships – Agreement

Appendix C: Educational Partnerships - Catholic Education Guidelines

Ministry of Education

2009_09_25 Policy/Program Memorandum No. 149 (Protocol for Partnership with External Agencies)

2009_09_25 Memorandum on PPM No. 149.

Institute for Catholic Education

2002_01_09 Guidelines for Partnerships in Catholic Education.



Procedure: Educational Partnerships – Protocol

Effective Date: June 21, 1999.

Last Revision Date: (24-Oct-11)

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Procedure: Educational Partnerships - Protocol

I. Overview / Procedure Description

This Administrative Procedure will provide Board schools with a guideline for creating and implementing partnerships with external agencies to support student success supplementary to support services already provided by Board staff.

II. Areas of Responsibility

Supervisory Officers, School Principals, Co-ordinator of XXX, members of any related Committees.

III. Procedure Steps / Checklist

1. Board Structure:

- a) Board Lead:
A Supervisory Officer or designate with responsibility for special education shall be responsible to oversee educational partnerships.
- b) Board Level/Joint Advisory Committee:
A Board level committee will convene at least annually to identify potential new partners, review administrative mechanisms to complete a formal partnership agreement and to review partnership agreements that were completed during the school year. This committee will be chaired by the Supervisory Officer responsible to oversee partnership protocols or their designate. Membership will include: the Co-ordinator of Special Education, the Special Project Assignment Teacher (SPAT) with special education responsibility, a Principal, two members of the Renfrew Unit of OECTA (one elementary and one secondary) and one member of COPE who provides educational or support services directly to students (i.e. an educational assistant).
- c) Dispute Resolution:
Members of the Board Level Committee will also serve as the core members of the Joint Advisory Committee to resolve any disagreements or disputes that may arise under the terms of a Collective Agreement. The involved school and community partners will join the core Committee when a meeting is convened for this purpose.

2. Prospective External Agency or Provider:

- a) Any new potential external partner will be required to complete an Application (Appendix A).
- b) The school Principal will contact the Supervisory Officer responsible for Special Education regarding the involvement of outside professionals in programming or providing supports to students.
- c) The Supervisory Officer will establish that the Coordinator for Special Education is the lead person in this collaborative process and the Coordinator will provide guidance to the school Principal.
- d) The Principal will gather appropriate forms and documentation including informed written consent from parents and share with Coordinator for Special Education.



Procedure: Educational Partnerships – Protocol

Effective Date: June 21, 1999.

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- e) All professionals will provide proof of a recent Criminal Background Check, proof of qualifications with professional College where applicable and proof of liability insurance.
- f) All external providers agree to adhere to the Board's standards of confidentiality, equity and human rights.
- g) The Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.

3. Responsibilities:

- a) The school Principal will monitor the operational activities of the professionals while on school property in accordance with the Education Act and its Regulations.
- b) The professional does not direct any Board staff, including Educational Assistants.
- c) The professional will schedule all visits to the school with the school Principal or delegate.
- d) Clinical supervision of the external provider's staff who are not registered with a College will be provided by the external provider's College registered supervisor under whom the external staff member works.
- e) The Principal shall consult with and be directed by the Board lead regarding issues of professional conduct, service delivery and quality assurance.

4. Other Matters:

- a) Use of Board Space:
Given the scarcity of space and material resources, any need for space and material resources by the external provider must be clearly articulated and approved. Space for Board staff to execute their duties will be ensured prior to offering space to external providers.
- b) Insurance:
External agencies and/or providers must carry their own insurance that includes professional malpractice coverage (minimum \$2,000,000) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/ legal guardians. A copy of the Certificate of Insurance will be kept on file at the school and a copy forwarded to the Superintendent, Business Services.
- c) Partnership Agreement:
The Board and the External Agency shall negotiate and sign a Partnership Agreement in the form set out in Appendix B.
- d) Termination:
The Supervisory Officer responsible for Special Education may terminate the involvement of the outside professional if there is a breach in any of the guidelines or for any other reason deemed appropriate by the School Principal in collaboration with the Supervisory Officer. Otherwise either the Board or the entity in the Educational Partnership may terminate the Partnership upon thirty (30) calendar days written notice to the other party.

IV. Definitions

External Agency: An organization, not internal to a school board, that employs regulated health professionals, regulated social services professionals and paraprofessionals.

Local Protocol: A written document that enables school boards to form partnerships with external agencies in the areas of regulated health professionals, regulated social services professionals and paraprofessionals.



Procedure: Educational Partnerships – Protocol

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Professional student services personnel (PSSP) and paraprofessionals:

- audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- occupational therapists, as defined by the Occupational Therapy Act, 1991;
- physiotherapists, as defined by the Physiotherapy Act, 1991;
- psychologists, as defined by the Psychology Act, 1991;
- psychological associates, as defined by the Psychology Act, 1991;
- social workers, as defined by the Social Work and Social Service Work Act, 1998;
- other regulated professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs; and
- any future regulated categories.

Unionized Staff: School board-employed professional student services personnel (PSSP) and/or paraprofessionals that are represented by a bargaining agent recognized under the *Labour Relations Act*.

V. Related Information

Related Board Policies / Procedures / Appendices

POLICY: Educational Partnerships

Appendix A: Educational Partnerships - Application

Appendix B: Educational Partnerships – Agreement

Appendix C: Educational Partnerships - Catholic Education Guidelines

Ministry of Education

2009_09_25 Policy/Program Memorandum No. 149 (Protocol for Partnership with External Agencies)

2009_09_25 Memorandum on PPM No. 149.

Institute for Catholic Education

2009_01_09 Guidelines for Partnerships in Catholic Education



Appendix A: Educational Partnerships – Application

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APPLICATION FOR CONSIDERATION OF AN EXTERNAL PARTNERSHIP

Guidelines

1. Community professionals will provide appropriate written documentation of informed, written consent from the parents for services by the professional and for discussion with school and board personnel.
2. The professional will provide proof of a recent Criminal reference Check, proof of qualifications and registration with professional College where applicable and proof of professional liability insurance.
3. The School Principal will monitor the professional while on school property.
4. The professional does not direct school staff, including Educational Assistants but does share relevant information and recommendations for consideration for the students' program.
5. The professional will schedule all visits to the school through the school Principal or delegate.
6. Privacy and Confidentiality of all students and staff must be respected at all times.
7. Board policies and procedures must be respected at all times.
8. The school Principal and/or the Coordinator for Special Education may recommend that the Supervisory Officer responsible for Special Education terminate the involvement of the outside professionals if there is a breach of any of these guidelines or for any other reason deemed appropriate by the School Principal.

Name of External Partner:

--

Description of the service/program to be provided:

--

Names of representatives of the external agency:

--

Anticipated outcomes of programs and services provided:

--



Appendix A: Educational Partnerships – Application

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Qualifications/Supervisory relationships for external agency staff providing service:

Current Qualifications/Regulated College Membership for external agency staff providing service:

Please attach CPIC and Proof of Liability Insurance to Application.

I agree with the terms of the Application for Consideration of an External Partnership.

If a member of a Regulated College, I agree to deliver the services in accordance with professional standards of practice.

Name and Title of Professional (Please Print):
Signature:
Signature of School Principal:
Signature of Co-ordinator of XXX
Name of School:
Name of Student:
Date:

cc: Parent
Supervisory Officer responsible for Special Education
Coordinator for Special Education
Ontario School Record



Appendix B: Educational Partnerships - Agreement

Effective Date: June 21, 1999.

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PARTNERSHIP AGREEMENT

Between

_____ (*hereinafter called the School &
the Renfrew County Catholic District School Board (hereinafter called the Board)*)

And

_____ (*hereinafter called the External Partner*)

This educational partnership is a mutually supportive reciprocal agreement between the School/the Board and the External Partner to provide the following:

Needs to be Addressed / Anticipated Outcomes:
Description of Program / Service:
Definition of Terms:
Staff Names and Responsibilities:
Statement of Fees if any:

The External partner agrees to abide by the mission and vision statement of the Board.

Both parties acknowledge and agree that the External Partner is not an agent of the Board and none of the service providers are employees or agents of the Board.

External Partner Responsibilities

1. Procedures:

Operates within the context of the Board Policies and Procedures including but not limited to policies dealing with criminal record checks, reporting child abuse, reporting sexual misconduct and inappropriate behaviour, equity and human rights, conflict of interest and safe schools. The Board's Policies are available on the Board website.

2. Accountability:

Validate Agency status. Provide names and credentials of service providers and their Agency Supervisors to the school and ensure that they comply with the rules of professional conduct for their profession. Ensure criminal reference checks are current and on file.

3. Liability:

Provide the Board with a copy of the current Certificate of Insurance for two million dollars to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/ legal guardians. The Board must be named on the Certificate of Insurance. The Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.

4. Identification:

Service providers sign in at the school office for each visit and wear proper identification (preferably photo ID and visitor's badge) while in the school.

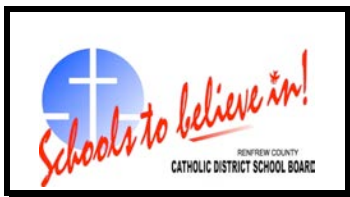
5. Documentation and Confidentiality:

Service providers maintain a record of services provided, and store in a secure manner. Confidentiality of personal information is maintained and information shared with informed consent.

School Responsibilities:

6. Consent:

Obtains appropriate written informed consent for participation in service/program from the parent/guardian of the student or from the student directly when over 16. Assist in obtaining written consent from the parent/guardian or student (over 16) if access to the OSR or other relevant school information is necessary for provision of service.



Appendix B: Educational Partnerships - Agreement

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7. Location:

Articulate any space and/or material requirements for the partnership and ensure that it complements the needs of school board staff and does not compromise their ability to execute their duties

Other Matters

8. Promotion:

Educational partners do not receive product promotion and free labour as a result of their participation in the education activity. Partnerships shall not exploit students. The use of “captive students for the commercialization of a product or service” is prohibited.

9. Educational Partner’s Corporate Logo:

The use of corporate logo by a sponsoring company, without any direct promotion to the students, must be considered as reasonable. The discrete use of logos can be considered as a symbol of recognition and thank-you without inundation or dominance of corporate advertising

10. Review and Evaluation:

The partners cooperate in regular reviews and evaluation of the service/program.

11. Dispute Resolution:

All partners agree to a mutual trust and goodwill. Notwithstanding, in those situations where conflict arises: The partners of this agreement commit to a respectful and direct step-by-step approach for resolution of any disagreement or conflict beginning with the individuals involved and progressing as necessary. If the conflict cannot be resolved, the Joint Advisory Committee will become involved.

12. Termination of Agreement:

Should any partner wish to withdraw from this partnership, thirty days written notice (or as negotiated) will be given to the other(s) to ensure proper planning for termination.

13. Sustainability/Exit Plan:

Describe the Plan.

14. Term:

The service /program described above will be provided by the External Partner from [start date] until [end date]. effective date until date . The review date for this Partnership Agreement is [insert date].

15. Review/Evaluation Date:

The Board and the External Agency together with PSSP and paraprofessionals shall collaborate on the review and evaluation of the programs and services provided on an annual basis on or before [insert date].

Signed by the authorized representatives of the School/Board and the External Partner.

Supervisory Officer

Date

School Principal

Date

External Partner

Date

External Partner

Date



Appendix B: Educational Partnerships - Agreement

Effective Date: June 21, 1999.

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SCHEDULE A: School Board Programs and Services

School Board Services

1. Programs and Services (delivered by External Agency):
2. Programs and Services (delivered by Board PSSP and paraprofessional):
3. Programs and Services (could be delivered by Board PSSP and paraprofessional, but are not for financial reasons or because program requirements do not match the job descriptions or qualifications of Board PSSP and paraprofessionals)

- c.c. Members of the Board Level Joint Advisory Committee
School
Superintendent of Education with responsibility for Special Education Services
Superintendent, Business Services



Appendix C: Educational Partnerships –

Catholic Education Guidelines

Related Policy: Educational Partnerships

Effective Date: June 21, 1999.

Last Revision Date: (24-Oct-11)

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GUIDELINES FOR PARTNERSHIPS IN CATHOLIC EDUCATION

Institute of Catholic Education (ICE) – January 9, 2002.

Catholic Identity:

1. Catholic Schools and school boards enter many forms of partnership with a variety of groups. The groups with whom partnerships are struck include:
 - a) Parishes,
 - b) Non-profit organizations,
 - c) Community groups
 - d) Municipalities,
 - e) Commercial enterprises, and
 - f) Government agencies.
2. The partnerships can general be classified as:
 - a) **Educational**, that is, to provide learning experiences for students, or
 - b) **Commercial**, that is, to procure goods or services required by the educational system.
3. In entering such partnerships, schools and boards are asked to apply the following principles appropriately, with due diligence and with application to all operations, in Canada or abroad, of the potential partner:
 - a) The basic tenets of Catholic social teaching, namely, the dignity of the human person, human rights and responsibilities, the common good, solidarity, subsidiarity, the preferential option for the poor, respect for life and the value and dignity of human work must all be respected.
 - b) With regard to the application of these principles boards are requested to look at other models available in the Catholic community, involve other Catholic groups and their diocesan bishop.
 - c) The goal of all partnerships shall be to enhance the quality and effectiveness of education for learners with financial aspects secondary. No partnership should detract from the educational purpose of the school or subvert equality of educational opportunity or other major goals of publicly funded education.
 - d) No arrangement shall ever place students in the situation of being a captive audience, subjected to advertising in an educational setting or being intellectually or financially exploited.
 - e) Student and staff participation with groups from the voluntary and non-governmental sector or with commercial enterprises must be voluntary and, in the case of a minor, with parental consent.
 - f) Partnerships should complement the educational program but not be a substitute for obligations of the school, the school board or the Ministry of Education.
 - g) Any commercial partnership or agreement will be entered into through a tendering (or equivalent) process that is publicly transparent to all members of the community
 - h) In an educational partnership with a commercial enterprise, there should be a clear understanding that the purpose is the education of students with no promotion of brand names or products.
 - i) The Catholic Graduate Expectations on which the Catholic curriculum is based will not be modified to meet the needs of potential partners.
 - j) Governance of the schools will remain firmly and clearly with the trustees and administrators of the board and all agreements will follow board policy.
 - k) There shall be a clear statement of the nature and intent of the partnership with appropriate means of disengagement through a memorandum of agreement signed by both (or all) parties.



POLICY: Environmental Education & Stewardship

Category (Schools & Students)

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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POLICY: Environmental Education and Stewardship

Preamble

“... we can understand the importance of giving attention to what the earth and its atmosphere are telling us: namely, that there is an order in the universe which must be respected, and that the human person endowed with the capability of choosing freely, has a grave responsibility to preserve this order for the well-being of future generations. I wish to repeat that the ecological crisis is a moral issue.”

Pope John Paul II, 1990 World Day of Peace Message

I. Purpose of Policy

The Renfrew County Catholic District School Board is committed to environmental stewardship in all areas of the board. This policy embraces Catholic Social Teaching and our moral responsibility to be stewards of the earth and to care for God’s creation. It also covers the Ministry of Education’s academic requirements regarding the teaching of environmental stewardship. Environmental stewardship extends into all areas of the Board’s operational practices and will be an important consideration in decision-making.

Furthermore, in keeping with the Ontario Catholic School Graduate Expectations, it is our moral responsibility to be keepers of the earth and to develop leaders to enhance knowledge, skills and attitudes in all subject areas (Cf. CGEs 3f, 7i, 7j). As an educational community, we are called to foster staff and student development that will enrich them with information and skills necessary to reaffirm their roles and responsibilities as stewards. Our desire is to consider and apply the 4 R’s: reduce, reuse, recycle, and rethink. We will do this with the support of all educational partners: students, staff, parents, parish and school community. Staff and students will be challenged to develop skills in both system and future thinking so that they become discerning, active citizens who can “claim [their] role as global stewards cherishing the environment and all life in it.” (Our Vision)

II. Policy Statement

As a Catholic school board we believe that we are called to show leadership in environmental and personal stewardship both globally and locally. As Catholic believers we are called to see the entire universe as God’s ongoing creative work of endless love for humankind in Christ, through whom all things were made (Jn 1:3; Col 1: 15-20). As Catholic educators, we are called to share, nurture and rightly guide our students to embrace this vision as their own.

Personnel Affected by Policy & Area of Responsibility:

- a) Director of Education-to ensure compliance with this policy.
- b) Superintendents, Senior Managers and Principals-to provide leadership in ensuring that mandatory environmental programs and initiatives are implemented and to maintain a focus on the effective stewardship of God’s gifts through:
 - living in harmony with creation for the sake of humankind’s well-being
 - fostering wonder, awe and reverence for the Creator’s gift of the environment.
- c) All Staff-to model reverence for the environment, promote environmental stewardship, and maintain learning and working environments which encourage sustainability through the effective stewardship of all resources.



POLICY: Environmental Education & Stewardship

Category (Schools & Students)

Effective Date: November 28, 2011.

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The Ministry of Education Environmental Education Policy

Framework seeks to:

- Build a “healthy society” both locally and globally
- Enhance students’ critical thinking and problem-solving skills and build community awareness
- Effectively link the Ontario First Nation, Métis, and Inuit education policy framework to environmental education
- Effectively link human well being and the Foundations for a Healthy School framework to environmental education
- Promote student knowledge of environmental issues and environmental literacy
- There are four key areas including: teaching and learning; student engagement and community connections; and environmental leadership (see related procedures).

III. Definitions

- ✓ **Environmental Sustainability** - The long-term maintenance of ecosystems and other environmental systems for the benefit of future generations.
- ✓ **Environmentally Literate** - A set of knowledge, skills, and attitudes that enable one to understand the inter-relationship between living and non-living things, and actively and thoughtfully work toward the care and protection of the environment.
- ✓ **Environmental Stewardship** - The philosophy and accompanying actions of valuing and protecting the environment as God’s gift to us, to be held in trust for future generations.
- ✓ **Environmental Education:** Education about the environment, for the environment and in the environment that promotes an understanding of rich and active experience in, and an appreciation for the dynamic interactions of:
 - ✓ The Earth’s physical and biological systems;
 - ✓ A sacramental cosmology which recognizes God’s ongoing creative action in the universe
 - ✓ The dependency of our social and economic systems on these natural systems;
 - ✓ The scientific and human dimensions of environmental issues;
 - ✓ The positive and negative consequences, both intended and unintended, of the interactions between human created and natural systems.

IV. Policy

Attitudes, Beliefs and Actions

1.0. The Board shall foster attitudes, beliefs and actions that make the protection of our environment an important priority by adhering to the following principles and practices within its jurisdiction:

1.1. The Board shall acknowledge the protection of the environment as a moral responsibility and therefore shall adopt the concept of sustainable development as defined by the United Nations World Commission on Environment Development as “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.”

1.2. The Board expects that its Catholic School Graduates be responsible citizens who respect the environment and use resources wisely. The Board shall develop and support curriculum initiatives across grades and subject areas that lead to this result, and will expect that environmental protection is addressed in School Improvement Planning.



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1.3. The Board shall develop environmentally sound practices consistent with what students are learning in classrooms, so that curriculum and board operations become aligned. To do so, the Board will formalize the following procedures by enacting them within a policy framework. The policy shall encompass 5 main areas: student engagement, environmental leadership, waste minimization, energy conservation, and purchasing.

2. Student Engagement

2.1. The board shall strive to increase student engagement and capacity by fostering active participation in environmental projects and building links between school and communities.

2.2. The board shall engage student leaders in the design and delivery of environmental education projects at the board and school level. Schools will use the Ontario Ecoschools program materials, which will be made available on the board web-site.

2.3. The board shall support students on a system-wide basis, as they develop skills and act as decision-makers to effect positive environmental change through sharing school and student projects across the board that demonstrates engagement in environmental stewardship

2.4. The board shall encourage environmental learning for all students through the use of indoor and outdoor classrooms; actively pursuing action research with community environmental groups using a combination of information technology and field work (e.g., Shaw Woods project, Stewardship Council, Hila Science, Algonquin College).

2.5. High schools within the board shall offer community-linked experiences and programs, such as Specialist High Skills Major focused on the environment, cooperative education & the work-place (where possible).

2.6 The board shall foster stewardship education in by drawing upon resources rooted in the rich tradition and teaching of our Catholic faith. (Cf., *Curriculum Support for Catholic Schools*. EOCCC, 2005)

3. Environmental Leadership

3.1 To increase student knowledge, skills, and perspectives that foster environmental stewardship through an integrated approach, Board personnel shall use relevant curriculum resource documents as well as Catholic curriculum support resources to support successful implementation of revised curricula (e.g., *Environmental Education: Scope & Sequence of Expectations grades 1-8 and 9-12*) which reflect our distinctive Catholic mandate, as appropriate. (See, Board Web Page "The Environment, Environmental Stewardship").

3.2. The Board shall support staff and students in linking environmental knowledge within a Christian cosmology, related skills and activities to:

- the teachings of diverse communities, including First Nation, Métis and Inuit peoples
- the principles of faith-filled responsible citizenship.

Most importantly, the board shall strive to create respectful relationships with the local aboriginal communities, and help all staff and students learn from the environmental teachings of local Pikwàkanagàn elders.

3.3 Whenever possible, the Board shall support the development of action-based projects in schools and challenge students to develop skills in systems thinking and futures thinking within a Catholic moral framework that enables them to engage these skills as disciples of Christ who are discerning believers and active citizens.



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3.4. The Board shall provide opportunities for educators to develop and share activities, integrated approaches and action research projects related to environmental education (e.g., *Ontario EcoSchools: Five-step process*) and make such information available on the board web-site.

3.5. The Board shall encourage and assist with community development of innovative interdisciplinary programs that focus on the environment and field components (e.g., Shaw Woods Outdoor Education Centre, Hila Science).

4. Waste Reduction/Minimization

4.1 In order to increase the extent to which environmental education is integrated into school board policies, procedures and the strategic plan, the Board shall create a system-wide Environmental Education Committee that will share ideas and help review components of the Community, Culture and Caring component of the Board's Annual Board Improvement Plan, which will be annually reviewed, renewed, and communicated to all stakeholders via efficient and environmentally responsible methods (i.e., the leadership collaboration site and board web-site).

4.2. The Board shall encourage students to form environmental clubs in their schools to identify, research, plan, implement and monitor school and/or community projects and will provide a forum for students to develop and share ideas within a distinctive Catholic world view across the board (i.e., Board web-site, The Notebook).

4.3. The Board shall work closely with the Board's Parent Involvement Committee and school councils to promote habitat restoration and school ground greening initiatives. The Board shall also promote provincial funding opportunities and encourage schools to identify with habitat restoration groups (i.e., Stewardship Council, Bonnechere Watershed Project, and Earth Rangers).

4.5. In order to promote the 4 R's and model stewardship for all students and staff in the system, the Board shall:

- ✓ cooperate with municipalities to maintain and promote the reducing, reusing, and recycling programs of all properties;
- ✓ ensure that offices and classrooms have the necessary materials and equipment to reduce, reuse and recycle products (i.e., blue or green boxes, bins, toner/printer cartridges, etc.)
- ✓ promote waste-free lunches in schools to minimize food related waste;
- ✓ promote composting;
- ✓ promote reusing paper and reusing or recycling dated resource materials;
- ✓ advertise internally surplus resources, furniture and equipment;
- ✓ limit paper use by reusing scrap paper and educating individuals on how to photocopy and print double-sided;
- ✓ promote tree planting and school greening initiatives
- ✓ promote electronic communication of all newsletters and all other school and board information (i.e., paperless communication).
- ✓ utilize a sibling list when sending printed information to parents

5. Energy and Conservation

5.1. In promoting the wise use of energy and conservation practices, the Board shall inform employees and students to use sleep mode or "off" when all lights, computers, monitors and other electronic equipment is not in use.

5.2. The Board shall implement consolidation practices (i.e., computer networking) to ensure energy conservation.



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5.3. Plant operations shall ensure that space around windows, vents, doors are kept free from obstructions and staff shall be instructed to close windows and doors when possible. In addition, plant employees shall ensure that weather stripping is examined for deficiencies and replaced when necessary.

5.4. The Plant department, custodians and principals shall ensure that schools during the heating season, adhere to Board standard room temperatures of 21 degrees Celsius or less and 15 degrees Celsius during weekends and school breaks.

5.5. Plant and custodial staff shall actively promote the reduction of heat in areas not being utilized by turning down thermostats or making maximum use of its computer controlled temperature systems and systems that promote air-flow.

5.6. The Board shall encourage custodial staff to monitor air conditioning when a building is not utilized and ensure air conditioners are not set lower than 10 degrees below outside temperature.

5.7. The Board shall ensure the use of energy efficient products (i.e., compact fluorescent light bulbs), consider the use of renewable sources of energy (i.e., solar/wind, geothermal) where practical and ensure that mechanical equipment, air filters, water faucets, ventilation and heating systems are checked and cleaned regularly and any problems or defects are reported promptly and acted upon in a timely fashion.

6. Purchasing

6.1. As the purchasing of environmentally friendly products promotes the philosophy of stewardship, the Board shall be selective where possible, about the products and packaging purchased as they influence the environment (i.e., Energy Star).

6.2. The Board shall discourage and where appropriate prohibit the use of products used for celebrations and promotions that would have a negative effect on the environment.

6.3. The Board shall discourage schools from participating in fundraising activities which do not have environmentally sound practices.

6.4. The Board shall encourage the use of the following environmentally sound practices by all personnel.

6.5 The Board will endeavour to use resources which have been manufactured in ways which ensure sustainable environmental conditions for persons living and relying on lands in the vicinity of these manufacturing facilities.

- ✓ focus on reducing waste as a primary objective,
- ✓ consider reuse, recycle, and recovery of waste materials;
- ✓ reduce energy consumption;
- ✓ use environmentally safe maintenance and cleaning products; dispose of harmful products in an environmentally safe manner;
- ✓ use safe materials and methods with pest and herbicide controls;
- ✓ employ natural methods in ground care practices that reduce the use of chemicals, while ensuring the safety of the school community;
- ✓ consider environmental principles including alternate sources of energy and energy reducing strategies in school settings and designs.



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V. Related Information

Procedures for this Policy

- Procedure A: Teaching and Learning
- Procedure B: Student Engagement and Community Connections
- Procedure C: Environmental Leadership
- Appendix: Web Resources

Related Board Policies and Programs

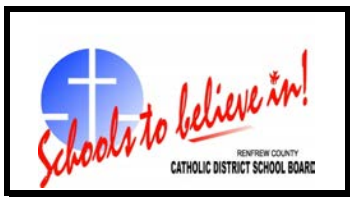
- POLICY (Finance): Supply Chain – BPS Procurement
- Cleaning Standards Program

Ministry of Education

- Acting Today, Shaping Tomorrow: a Policy Framework for Environmental Education in Ontario Schools (Ministry of Education, 2009)
- Ontario Curriculum Grades 1-8, Environmental Education: Scope and Sequence of Expectations (Ministry of Education, 2008)
- Ontario Curriculum Grades 9-12, Environmental Education: Scope and Sequence of Expectations (Ministry of Education, 2008)
- Ready, Set, Green Tips, Techniques and Resources from Ontario Educators
- Shaping our Schools, Shaping our Future: Environmental Education in Ontario Schools (Ministry of Education, 2007)

Other

- Ontario Catholic School Graduate Expectations



Procedure A: Environmental Education & Stewardship – Teaching and Learning

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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Procedure A: Environmental Education & Stewardship - Teaching and Learning

I. Overview / Procedure Description

As a Catholic school board we believe that we are called to show leadership in environmental and personal stewardship both globally and locally. As Catholic believers we are called to see the entire universe as God's ongoing creative work of endless love for humankind in Christ, through whom all things were made (Jn 1:3; Col 1: 15-20). As Catholic educators, we are called to share, nurture and rightly guide our students to embrace this vision as their own.

The Ministry of Education Environmental Education Policy Framework seeks to:

- Build a “healthy society” both locally and globally
- Enhance students’ critical thinking and problem-solving skills and build community awareness
- Effectively link the Ontario First Nation, Métis, and Inuit education policy framework to environmental education
- Effectively link human well being and the Foundations for a Healthy School framework to environmental education
- Promote student knowledge of environmental issues and environmental literacy
- There are four key areas including: teaching and learning; student engagement and community connections; and environmental leadership

II. Area of Responsibility

- a) Board of Trustees;
- b) Senior Administration of the Board (Director, Supervisory Officers and Managers);
- c) Board supervisors including Principals and Vice-Principals; and
- d) Board employees.

III. Procedure Steps / Checklist

1. Guiding Principle:

“Environmental education enables students to develop the knowledge and skills they need to be environmentally active and responsible citizens and to apply their knowledge and skills cooperatively to effect long-term change.” (Acting Today, Shaping Tomorrow, 2009)

2. Implementation:

To increase student knowledge and develop skills and perspectives that foster environmental stewardship, the Renfrew County Catholic District School Board sees the importance in educational programming that will:

- a) ensure that environmental education and practice are incorporated into the content and methodology of the instructional program in all divisions and subject areas, as appropriate, through the use of relevant curriculum resource documents;
- b) support staff and students in being environmentally literate through an integrated approach that promotes collaboration in the development of resources and activities that support the teachings of diverse communities, including First Nation, Métis, and Inuit peoples;
- c) deepen students’ connection to the natural world by expanding innovative interdisciplinary, experiential programs focusing on the environment;



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- d) link the Board improvement plans to the local School Improvement Plans, reflecting a school culture of environmental stewardship;
- e) support the Eco-Schools Initiative that builds an environmental awareness with all the stakeholders;
- f) develop leaders in the promotion of behavioural/attitudinal changes that affect conscious decision making and active citizenship;
- g) provide staff and students with opportunities to apply environmental learning in the natural environment i.e. school yards, gardens, outdoor education;
- h) engage all departments within the board in conversations to ensure that systematically we are aware of environmental best practices.



Procedure B: Environmental Education & Stewardship – Student Engagement & Community Connections

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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Procedure B: Environmental Education & Stewardship – Student Engagement & Community Connections

I. Overview / Procedure Description

“Students must be active participants in shaping their future. Student engagement involves the active participation of all students in sustainable environmental practices, a strong student voice in decisions making, and involvement in the school and community in meaningful ways. Environmental education stimulates student engagement by focusing on the importance of relationships between action and reflection, local and global issues, and peoples’ desires and needs.” (Acting Today, Shaping Tomorrow, 2009)

II. Areas of Responsibility

- a) Board of Trustees;
- b) Senior Administration of the Board (Director, Supervisory Officers and Managers);
- c) Board supervisors including Principals and Vice-Principals; and
- d) Board employees.

III. Procedure Steps / Checklist

1. School Level:

- a) At the school level, students will be encouraged to enrich their learning by:
 - using information technology to access resources, connect with others, and create e-communities that focus on environmental issues;
 - addressing environmental issues in their homes, in their local communities, or at the global level.
- b) Principals and teachers will encourage students to plan and participate in environmental education activities.

2. Board Support:

- a) In order to create the extent to which environmental education is integrated into school board policies, procedures, and strategic plan, the Board will:
 - support schools in adopting environmentally responsible management practices that are consistent with board policy;
 - support strategies, programs, and procedures to protect and conserve the environment, while ensuring that schools and workplace environments are safe and healthy;
 - support environmentally responsible purchasing practices, while considering quality, price, and service;
 - encourage all stakeholders to adopt and promote environmentally appropriate practices.
- b) In working with their community partners to help extend engagement in, and responsibility for, environmental education to the broader community, the Board will share information about local resources that support environmental awareness and protection, energy conservation, waste management, protection of the biosphere, and outdoor education activities.



Procedure C: Environmental Education & Stewardship – Environmental Leadership

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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Procedure C: Environmental Education & Stewardship – Environmental Leadership

I. Overview / Procedure Description

By exercising environmental responsibility in its operations, the Renfrew County Catholic District School Board is demonstrating our Catholic faith by serving as a model of corporate citizenship for students and the broader community and can ensure coherence with the environmental messages conveyed by the curriculum.

“God saw everything that God had made, and indeed, it was very good.” Genesis 1:31

II. Areas of Responsibility

- a) Board of Trustees;
- b) Senior Administration of the Board (Director, Supervisory Officers and Managers);
- c) Board supervisors including Principals and Vice-Principals; and
- d) Board employees.

III. Procedure Steps / Checklist

The Board shall exercise environmental responsibility in its operations by respecting the following principles:

- a) **Environmental Sustainability** - The long-term maintenance of ecosystems and other environmental systems for the benefit of future generations.
- b) **Environmentally Literate** - A set of knowledge, skills, and attitudes that enable one to understand the inter-relationship between living and non-living things, and actively and thoughtfully work toward the care and protection of the environment.
- c) **Environmental Stewardship** - The philosophy and accompanying actions of valuing and protecting the environment as something held in trust for future generations.
- d) **Environmental Education:** Education about the environment, for the environment and in the environment that promotes an understanding of rich and active experience in, and an appreciation for the dynamic interactions of:
 - The Earth’s physical and biological systems;
 - The dependency of our social and economic systems on these natural systems;
 - The scientific and human dimensions of environmental issues;
 - The positive and negative consequences, both intended and unintended, of the interactions between human created and natural systems.



POLICY: Equity and Inclusive Education

Category (Schools & Students)

Effective Date: June 28, 2010.

Last Revision Date: (N/A)

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POLICY: Equity and Inclusive Education

I. Purpose of Policy

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

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

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy and the Ontario Ministry of Education (the "Ministry") Policy/Program Memorandum No. 119, in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the *Ontario Human Rights Code*.

II. Policy Statement

1. Guiding Principles and Commitment Statements

- a) The Board is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights
- b) The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.
- c) The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized.
- d) The Board is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.
- e) The Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.
- f) The Board is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.



POLICY: Equity and Inclusive Education

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- g) The Board is committed to providing the school community, including students, with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*.
- h) The Board is committed to assessing and monitoring its progress in implementing The Strategy; to embedding the principles of Equity and Inclusive Education into all Board policies, programs, guidelines and practices; and to communicating these results to the community.

III. Related Information

Procedures / Guidelines for this Policy

Procedure: Implementation of Equity and Inclusive Education

Appendix: Religious Accommodation Guideline

Ministry of Education

2009_06_24 Policy / Program Memorandum (PPM) No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools..

2009 Realizing the Promise of Diversity - Ontario's Equity and Inclusive Education Strategy.

2009 Equity and Inclusive Education in Ontario Schools – Guidelines for Policy Development and Implementation.



Procedure: Equity and Inclusive Education – Implementation

Effective Date: June 28, 2010.

Last Revision Date: (N/A)

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Procedure: Implementation of Equity and Inclusive Education

I. Overview / Procedure Description

The Board is committed to provide in all its operations an educational environment which supports and enables diversity within its Catholic community. The purpose of this administrative procedure is to provide a guideline to assist board members, principals, teachers, support staff and the school communities of the Board in taking a leadership role in these areas.

This policy will be framed in eight areas in accordance with the *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario's Equity and Inclusive Education Strategy* and Policy/Program Memorandum 119 (2009) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools."

II. Areas of Responsibility

Supervisory Officers, Managers, Principals, Consultants, Co-ordinators, Teachers and Support Staff.

III. Guiding Principles

1. Board Policies, Programs, Procedures and Practices:

- a) The Board recognizes the importance of antiracism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which fosters racial and ethno-cultural understanding.
- b) The Board will ensure that its policy review cycle will result in the alignment and integration of the requirements of Policy/Program No. 119 and the Strategy with all Board policies, programs, procedures, and practices.
- c) The perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture.
- d) Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards.

2. Shared and Committed Leadership:

- a) The Board subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that cultivate equity and inclusion.
- b) The Board is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.
- c) The Board recognizes the critical connection between student leadership and improved student achievement and will strive to include the student voice in all aspects of the implementation of equity and inclusive education.



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

3. School Community Relationships:

- a) The Board recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community. The Board further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy.
- b) The Board will seek collaboration with and active engagement from students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.
- c) The Board will identify, examine, and remove any barriers that exist, that are part of systemic discrimination under the *Code*, and that prevent full participatory school-community relations.

4. Inclusive Curriculum and Assessment Practices:

- a) When we consider inclusive curriculum and assessment practices, we need to consider both the "how" and the "what". What we bring to students in terms of content is as important as the way it is delivered. We must consider both what is said and what is not said, as it is known that our students learn both the explicit and hidden curricula. Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.
- b) Effective evaluation includes researched best practices that truly reflect the current level of achievement of the student. Multiple opportunities for assessment allow for student learning and accuracy of assessment and instruction.
- c) Students must be represented in the curriculum and heard in the assessment and evaluation. Students' voice is fundamental in the planning for instruction and the accuracy of assessment.

5. Religious Accommodation:

- a) Committed to the mission of the Church, the Board provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or disability, in accordance with the Ontario *Human Rights Code* and Ministry Policy/Program Memorandum No. 108.
- b) Within the framework of gospel values, traditions, and the Board's denominational rights, in recognition of this diversity, the Board will attempt to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights.

6. School Climate and the Prevention of Discrimination and Harassment:

- a) The Board recognizes that a safe and welcoming environment is most conducive to learning. The Board will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour.



Procedure: Equity and Inclusive Education – Implementation

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- b) The Board acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.
- c) The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors.

7. Professional Learning:

- a) The Staff of the Board is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. The Board, therefore, recognizes the importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices.
- b) Professional learning increases the knowledge and skills that teachers bring to the craft and science of teaching, and, thus, engages the student with increasing complexity and precision teaching. Perpetual professional learning is the groundwork for positive changes in our schools. Professional learning must include knowledge creation and knowledge sharing to ensure that all voices are represented and that we recognize that there is no essential knowledge but rather a continued quest towards deeper representation of all with our knowledge base.
- c) Distributed, deep and sustained changes in practice and structures in school are key elements of professional learning and have impact on student learning, engagement and success in a knowledge society. Professional Learning works to engage all learners and strives for student success and includes the following:
 - i) Changes in thinking and practices of teachers
 - ii) Collaborative inquiry at various levels within the school
 - iii) Pursuit of innovation (Katz, Earl and Jaafar, 2009)

8. Accountability and Transparency:

The Board acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the Board, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of the *Strategy*.

IV. Procedure Steps / Checklist

1. Board Policies, Programs, Procedures and Practices:

The Board will:

- a) Establish the foundational framework that will inform their review and/or development and implementation of a comprehensive equity and inclusive education policy that recognizes and eliminates biases related to race, class, ethnicity, gender, sexual orientation, disability, family status, religion and linguistic differences as well as socio-economic factors.
- b) Review existing equity and inclusive education policies and/or extend or develop such policies to fulfill the requirements of existing regulations, the *Strategy*, Policy/Program Memorandum No. 119, and the *Code*, in accordance with the denominational rights afforded to the Catholic school system.
- c) Ensure that principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, guidelines, operations, practices, and Board improvement plans.
- d) Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's equity and inclusive education policy.



Procedure: Equity and Inclusive Education – Implementation

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- e) Collect information needed to monitor the effects of the implementation of the Equity and Inclusion Education policy by the Board.
- f) Ensure all persons with disabilities are accommodated appropriately and in a manner consistent with the *Code*.
- g) Provide training for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario's diverse society.
- h) Provide opportunities for the diverse school community, including students, staff, parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.
- i) Investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the *Code*.

Board Schools will:

- j) Review existing school policies, for example, codes of conduct, to determine that they reflect the principles of equity and inclusive education.
- k) Extend, develop, and implement strategies to actively engage students, parents, families, and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.
- l) Implement Board equity and inclusive education policies, programs and school improvement plans consistent with the *Code* and that reflect the needs of their diverse Catholic school community.

2. Shared and Committed Leadership:

The Board will:

- a) Identify and appoint a contact person to liaise with the Ministry and other Boards to share challenges, promising practices and resources.
- b) Provide extensive and ongoing education and training for students, administrators, teachers (including guidance counsellors), support staff and trustees in implementing equity and inclusive education and leadership initiatives.
- c) Establish selection criteria for leadership positions that prioritize demonstrated commitment, knowledge and skills related to equity and inclusive education implementation and inclusive leadership, and consistent with proactive Code compliance.
- d) Provide ongoing training for all staff that reflects comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
- e) Strive to ensure that members of communities that are underserved and /or marginalized are included in the shared leadership.

Board Schools will:

- f) Establish a collaborative culture where the collective capabilities and voices of all stakeholders are used to develop and implement equity and inclusive education goals.
- g) Promote equity minded student leadership related to issues of social justice.
- h) Develop initiatives such as a Student Leadership Conference in Equity with student facilitators representing diverse voices and experiences.
- i) Demonstrate leadership in setting the tone for the positive and proactive implementation of the Equity Strategy within the school.

3. School-Community Relationships:

The Board will:

- a) Develop a database of information that establishes the diversity of communities based on self-identification.
- b) Review and/or initiate tools, for example, school climate surveys, to determine stakeholders' views on school environment and act upon relevant next steps.



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- c) Take proactive steps to ensure that existing committees represent the diversity of the wider community.
- d) Review and deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.
- e) Expand community efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and various community organizations, including business groups, to ensure inclusion.
- f) Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to Board initiatives.
- g) Identify under-represented communities and facilitate their participation and involvement in Board activities
- h) Gather and use the knowledge, skills, and experience of Board community partners to enrich the total educational and career experiences of staff, students, and volunteers.

Board Schools will:

- i) Implement strategies to review existing community partnerships to ensure that they reflect the diversity of the broader community.
- j) Invite and support representation of diverse groups on school committees, including school improvement planning.
- k) Engage stakeholders in community forums to listen and address concerns and suggestions.
- l) Reflect the approaches described above in their outreach to the broader community.

4. Inclusive Curriculum and Assessment Practices:

The Board will:

- a) Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated in order to reduce the achievement gap. The principles of such a review will be consistent with the *Code*.
- b) Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination (e.g., race, gender, disability).

Board Schools will:

- c) Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated; the principles of such a review will be consistent with the *Code*.
 - i) Promote grade team planning and use of Teaching Learning Critical Pathways; including teacher moderated marking to ensure a collaborative approach to student assessment.
 - ii) Ensure that assessment and evaluation support growth and learning, with the belief that each and every student can achieve and be successful given the appropriate time and support.
 - iii) Provide education and training based on the belief that all students can learn and ensure that it is reflected in expectations of students' assessment and evaluation practices, counselling about available program options, and other counselling practices.
 - iv) Use a variety of assessment strategies and instruments to inform short- and long-term planning to reduce gaps in student achievement and improve student learning.



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- d) Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices;
 - i) Provide multiple opportunities for assessment (self, peer, teacher, student led conferencing and /or parent/student and teacher interviews).
 - ii) Adjust instruction based on the results of formative assessment. Feedback to students must be specific, timely and promote further learning.
 - iii) Ensure collaborative learning structures recognizing the variety of learning styles and multiple intelligences.
 - iv) Ensure consistent monitoring of the growth of students who are on Individual Education Plans and/or are English Language Learners to ensure that the specific needs of students are addressed through the accuracy of programming based on best practices in assessment; all needed accommodations and modifications must be in place to assist the student in accessing the curriculum.
 - v) Ensure all students who have English language learning needs receive an education program that closely aligns with their specific needs and that ensures equity of access to the curriculum.
 - vi) Ensure parents (and students where appropriate) are actively involved in identification and placement decisions, including those required by the Identification, Placement and Review Committee.
 - vii) Ensure access and use of assistive technologies for students who require accommodations to support achievement and success.
 - viii) Improve student learning and achievement through the use of differentiated product (e.g. an oral response for a reading comprehension task or a mind map in lieu of an essay or a dramatic performance that demonstrates the student's learning).
 - ix) Engage students as active participants in their learning (e.g. students seeing and hearing themselves in the curriculum; gender specific teaching practices; culturally relevant and responsive pedagogy; research based practices in assessment and evaluation).
 - x) Review and reflect upon classroom practices and revise them as needed to help ensure that they are aligned with school-wide equity and inclusive education policies.
 - xi) Make certain that resources and instructional strategies are in accordance with Catholic teachings and values; are in compliance with the provisions of the Code with respect to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles; encourage open discussion of the prohibited grounds of discrimination under the code (e.g., race, gender, disability) in society, the community, and the school.

5. Religious Accommodation:

The Board will:

- a) Consult with a variety of individuals and groups who represent the religious diversity of the Board in the development and implementation of this policy.
- b) Inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.
- c) Prepare a religious accommodation guideline in keeping with the Code, and consistent with its denominational rights, which prohibits discrimination on the grounds of creed, and other Code protected grounds, and provides a duty to accommodate.



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- d) Provide religious accommodation for students and staff, where reasonable and consistent with the *Code*.

Board Schools will:

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

6, School Climate and the Prevention of Discrimination and Harassment:

The Board will:

- a) Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents, and the community, so that diverse groups and the broader community have better Board-level representation and greater access to Board initiatives.
- b) Put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable Boards to respond in a timely manner.
- c) In an effort to alleviate the negative impact of suspensions and exclusions on students, proactive programs will be initiated or expanded to decrease the number of suspensions and expulsions.
- d) Create a climate in which excellence is continually strived for and respect for all permeates the environment.
- e) Communicate that administrators are expected to use progressive discipline and professional discretion, and to understand the duty to accommodate students with disabilities.

Board Schools will:

- f) Ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment.
- g) Ensure the use of progressive discipline including peer mediation and restorative justice.
- h) Welcome, respect and validate the contributions of all students, parents, and other members of the school community.
- i) Ensure that every student is supported as outlined in Student Success strategies, *Learning for All, Reach Every Student* and other applicable legislation, and is inspired to succeed in a culture of high expectations for learning.
- j) Ensure that school codes of conduct reflect the needs of the diverse Catholic community served by the school and are developed with the active consultation and involvement of students, staff, parents, and a representative cross-section of community members.
- k) Review or develop guidelines and procedures to address the prohibited grounds of discrimination under the *Code* as they may apply to students, staff, and others in the Catholic community.
- l) Ensure that the established Board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response in accordance with the requirements of Bill 157.
- m) Ensure that all information about the new or revised procedures involving equity and inclusive education is communicated to all students, staff, families, and others in the school community.

7. Professional Learning:

The Board will:

- a) Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- b) Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives.



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- c) Provide antiracism and antidiscrimination training that examines power and privilege, including training in prevention and early intervention strategies.
- d) Ensure that training includes information on cross-cultural differences, and promotes a deeper understanding of exceptionalities and of how to mitigate discipline, in light of its effect on students with disabilities.
- e) Provide ongoing opportunities for students, administrators, teachers, support and Board staff, as well as trustees, to participate in equity and inclusive education training and leadership initiatives.
- f) Ensure that the principles of equity and inclusive education are modelled and incorporated in professional learning programs.
- g) Identify a Board equity and inclusive education contact to liaise with the Ministry of Education and other Boards in order to share challenges, promising practices, and resources.

Board Schools will:

- h) Review classroom strategies and revise them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies.
- i) Promote collaborative teams that learn together through job embedded learning, implement their learnings and reflect together on best practices.
- j) Build staff capacity through ongoing needs based professional learning determined through data analysis and based on results.
- k) Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
- l) Develop Equity initiatives such as Equity Walks and provide timely and specific feedback that will further school-wide equitable practices.

8. Accountability and Transparency:

The Board will:

- a) Embed the principles of equity and inclusive education into all Board policies, programs, guidelines, and practices.
- b) Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers and post it on the Board's website.
- c) Seek and use feedback to improve the Equity and Inclusive Education policy, in the spirit of continuous improvement.
- d) Engage Board and school teams in school improvement planning with particular emphasis on using data to identify and remove barriers to student achievement, to raise awareness about discriminatory practices and to encourage conversations and collaborative actions about racism and other equity issues.
- e) Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
- f) Report on the progress of implementation of The Strategy and its impact on student achievement using specific criteria.
- g) Ensure the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents through this process.

Board Schools will:

- h) Report student achievement data annually to the Board and intervene at all levels to ensure the achievement and success of those students who are underserved in our system.
- i) Develop and communicate evidence based school improvement plans that are aligned with *The Strategy*.
- j) Review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's equity and inclusive education plans and procedures.



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V. Related Information

Related Board Policies / Procedures

POLICY: Equity and Inclusive Education

Appendix: Religious Accommodation Guideline



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Appendix: Religious Accommodation Guideline

I. Introduction

MISSION STATEMENT

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

GENERAL PRINCIPLES

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

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

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

II. Legislative and Policy Context

1. All school boards exist within a broader context of law and public policy that protect and defend human rights. At the Board, a number of policy statements have been developed that reinforce both federal and provincial legislation, and also help ensure that the freedoms they set out are protected within the school system.
2. The *Canadian Charter of Rights and Freedoms* (Section 15) guarantees freedom of religion. The *Ontario Human Rights Code* (The Code) protects an individual's freedom from discriminatory or harassing behaviours based on religion. Consistent with this legislation is The *Education Act*, its Regulations and policies governing Equity and Inclusion in Schools: PPM No 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools", R.R.O. 1990, Regulation 298, "Operation of School-General" s 27-29, under the heading "Religion in Schools", PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools".
3. The Board and its staff are committed to the elimination of discrimination as outlined in this Federal and Provincial legislation in a manner which is consistent with the exercise of its denominational rights under section 93 of the *Constitution Act, 1982* and as recognized in section 19 of the *Ontario Human Rights Code* ("the Code").
4. The Board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion through its human rights policy, equity and inclusive education policy, the safe schools policy and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of the Code.



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

III. General Procedures

1. Purpose

- a) The purpose of this guideline is to ensure that all Board staff, students, parents and other members of the school community are aware of their rights and responsibilities under the *Code* with respect to religious accommodation. It also sets out the Board's procedures for accommodation and the responsibilities of each of the parties to the accommodation process. In accordance with the Equity Strategy, the *Code* and OHRC's *Guidelines on Developing Human Rights Policies and Procedures*, it is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of accommodation seekers.
- b) The Board is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

2. Accommodation Based on Request

- a) The Board will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.
- b) The Board will base its decision to accommodate by applying the Code's criteria of undue hardship, the Board's ability to fulfill its duties under Board policies and the Education Act.
- c) When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, e.g. wearing a head covering is not the responsibility of the school or the Board.

3. General Procedure for Religious Accommodation

a) Staff

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

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

b) Students

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



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

4. Unresolved Requests

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

5. Areas of Accommodation

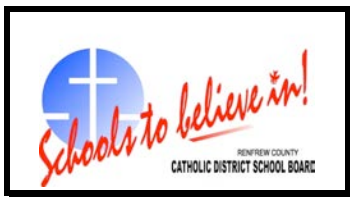
For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

1. School opening and closing exercises;
2. Leave of Absence for Religious Holy Days;
3. Prayer;
4. Dietary requirements;
5. Fasting;
6. Religious dress;
7. Modesty requirements in physical education; and
8. Participation in daily activities and curriculum.

IV. Areas of Accommodation

1. School Opening and Closing Ceremonies

- a) Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 ("Memorandum No. 108"), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.
- b) Memorandum No. 108 states the following:
 - i) All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
 - ii) The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.
 - iii) Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item i) above, it must be composed of either or both of the following:
 - One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
 - A period of silence.
 - iv) Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right. These requirements will be interpreted in accordance with the *Code* and the Board will consider other requests for accommodation as may be made.



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2. Absence for Religious Holy Days

- a) The Board affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a “holy day by the Church or religious denomination to which he/she belongs.”
- b) All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from attendance, subject to the particular request for religious leave process.
- c) The Board will encourage members of diverse groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their Catholic community when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these significant faith days:

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

d) Guidelines for Administrators

- i) All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.
- ii) Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.
- iii) Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.
- iv) Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.
- v) All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.
- vi) For consultation or further clarification of questions, administrators should contact Jaimie Perry, Superintendent of Education, Renfrew County Catholic District School Board, 499 Pembroke St. W., Pembroke, Ontario, K8A 5P1.



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vii) Unresolved Requests:

- Employee
In the event that, after an employee's consultation with the Superintendent of Education, unresolved issues remain, then the matter will be referred to the Manager of Human Resources.
- Students
In the event that a student maintains that his or her rights under the Board's religious accommodation policy have been compromised, then the matter will be referred to the appropriate Superintendent of Education.

3. Prayer

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

4. Dietary Restrictions

- a) The Board is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.
- b) Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.
- c) Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

5. Fasting

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

6. Religious Dress

- a) "Dress Code" is the appropriate dress policy established by a school, and may include a school uniform.
- b) The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school's Dress Code. Board schools will reasonably accommodate students with regard to religious attire. Religious attire is not cultural dress; it is a requirement of religious observation.
- c) Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:
 - Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs



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- Crucifixes, Stars of David, etc.
 - Items of ceremonial dress
- d) Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females); however, there may be religious requirements of colour that cannot be modified.
- e) Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports. Where possible, these should be incorporated into Board policies as part of an inclusive design process.
- f) The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. The Board and its schools will not tolerate any teasing directed at, or inappropriate actions taken against, an individual's religious attire and there will be appropriate consequences for individuals who violate this rule.
- g) There are religious communities that require specific items of ceremonial dress which may be commonly perceived as contravening Board policies, for example the wearing of the Kirpan by Khalsa Sikh students. For specific guidelines on the accommodation of Khalsa Sikh students wishing to carry a Kirpan, please see the following guideline.

GUIDELINE FOR KIRPAN ACCOMMODATION

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

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

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

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

7. Modesty Requirements for Dress in Physical Education Classes

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



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- b) If a family has concerns that cannot be addressed through inclusive design, the school should discuss the modesty requirements with them, and, taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum, provide reasonable accommodation. The curriculum requirements should be explained to the family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.
- 8. Participation in Daily Activities and Curriculum**
- a) The Board will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians to understand the nature and extent of the conflict.
- b) The school should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where these conflict with the school routines, activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs that clearly conflict with mandated Ministry of Education and Board policies.
- c) It is important to note that when an individual requests an accommodation related to the curriculum, the accommodation applies to the individual in question and not to the whole class or to classroom practices in general.
- d) The Ministry of Education recommends substitutions when there are exemptions requested related to specific curriculum (Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements). In general, the Board recommends an informed, common-sense approach to questions of religion and curriculum. Hopefully, these questions can be solved by an open discussion between the teacher, the student and his/her family.

V. Limits to Religious Accommodation

1. The Board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
2. The Board, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.
3. As for chapels in Catholic schools, they are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open to all people for individual silent prayer or meditation. However, it is not appropriate that non-Catholic liturgies or group prayers be held in this setting.



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4. It is therefore recommended:

- that school administrators designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions; and
- that Catholic school boards consult with their respective local Ordinary on such accommodations.

VI. Definitions

1. Accommodation

- a) The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination: The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5).
- b) The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

2. Creed

- a) Creed is interpreted by the Ontario Human Rights Commission's 1996 Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship. The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.
- b) Creed does not include secular, moral, or ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).

3. Undue Hardship

- a) Accommodation will be provided to the point of undue hardship, as defined by the OHRC (for example in the [Policy and Guidelines on Disability and the Duty to Accommodate](#)). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence. For more information about the evidence needed to prove undue hardship, see Human Rights at Work, p. 133-134 and Appendix E.
- b) A determination that an accommodation will create undue hardship carries with it significant liability for the Board. It should be made only with the approval of the appropriate Supervisory Officer or where appropriate the Board of Trustees.



Appendix: Equity and Inclusive Education – Religious Accommodation Guideline

Effective Date: June 28, 2010.

Last Revision Date: (N/A)

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- c) Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario Human Rights Code.
- d) Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

VII. Related Information

Procedures / Guidelines for this Policy

POLICY: Equity and Inclusive Education

Procedure: Implementation of Equity and Inclusive Education



POLICY: Fees for Learning Materials & Activities

Category (Schools & Students)

Effective Date: September 26, 2011.

Last Revision Date: (N/A)

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POLICY: Fees for Learning Materials & Activities

I. Purpose of Policy

Fees for learning materials and activities and related practices must comply with the Education Act requirements.

- Resident pupils are entitled to attend a regular day school program without payment of a fee.
- Pupils are entitled to receive the materials required to meet the curriculum expectations of a particular grade or course. without payment of a fee.
- Funding for classroom supplies should be used as intended and reviewed as part of the board budgeting process.

II. Policy Statement

1. Principles:

With the support of the school community, the Board and Board schools may wish to offer programming and materials beyond what is necessary to meet the learning expectations of a particular grade or course. In these situations, it may be appropriate to collect a fee to offset the additional costs. The Board-wide student fee policy will ensure consistency and transparency in the application of fees and should reflect the following principles:

a) *Complementary to Public Education:*

- The purposes for which funds are collected are consistent with the Board's mission and values.
- Fees raised for school purposes are to complement, and not replace, public funding for education.

b) *Inclusive Education:*

- Each student should have an equal opportunity to benefit from the education system without being required to pay a fee. Students must be able to participate in school activities and access resources regardless of personal financial barriers.
- School board fees policies should address financial hardship and support student participation in activities regardless of economic circumstances.
- The dignity of every student and parent should be honoured in the school fee collection process, collection methods afford reasonable expectations of privacy for students and parents; and a respectful practice for discreet identification of students/parents who may be experiencing financial hardship is clearly communicated.

c) *Accountability & Transparency:*

- Board policies should address all student fees for learning materials and activities.
- The policy should be publicly available on the school board's website.
- Financial reporting practices to the school community are in place.

2. Fee Charges Guidelines:

- a) The Board should develop strategies to recognize and reduce barriers to participation and work to effectively include all students in programs and activities. Successful completion of a required grade or course leading to graduation cannot be dependent on the payment of any course fee..
- b) When determining whether fee charges may be appropriate, the following criteria may be considered. A fee charge shall be permissible for an activity, material, course or program if it is:



POLICY: Fees for Learning Materials & Activities

Category (Schools & Students)

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- Not required as part of the regular day school program;
 - Voluntary, and alternatives are offered;
 - Non-essential or extracurricular in nature and is not required for graduation by an individual student; or
 - A voluntary upgrade or substitute of a more costly material to the material provided for course purposes
- c) Examples of Activities, Programs or Materials Ineligible for Fee Charges:
- A registration or administration fee for students enrolled in any regular day school program;
 - A textbook fee or deposit (However, schools may recover the costs for the replacement or repair of lost, damaged or broken materials such as textbooks, library books, music or science supplies or any loaned materials. These charges should not exceed the replacement or repair cost.);
 - Learning materials that are required for completion of the curriculum such as workbooks, cahiers, musical instruments, science supplies, lab material kits and safety goggles;
 - Fees charged for the creation of discretionary accounts by teachers or departments;
 - Mandatory flat fees for any course leading to graduation other than optional programming;
 - A fee for a guest speaker, visiting teacher, or in-class field trip or presentation where the material being presented is a mandatory element of the subject or course;
- d) Examples of Activities, Programs or Materials Potentially Eligible for Fee Charges:
- Optional programming such as, Advanced Placement courses or Hockey Canada Skills Academy program;
 - Extracurricular trips, events or activities that are extensions to the curriculum and not required for graduation (e.g. dances, school clubs, theme days, athletics, drama, student council activities);
 - Extended student trips or excursions that are not necessary to meet the learning expectations of a particular grade or course (e.g. trips abroad);
 - Optional art or music supplies or higher quality woodworking, design or technology materials that students choose to use for course completion, as long as the required materials are available at no cost;
 - Student activity fees;
 - Co-curricular activities, special events, program enhancements or field trips (e.g. for costs of participation, rental of equipment or travel), if alternative programming and assignments are offered to students who choose not to participate; or
 - Student agendas, yearbooks.

3. Best Practices Guidelines:

a) Board Wide Fee Policies:

The Board may consider the following best practices when developing board-wide policies for fees for learning materials and activities:

- Establishing a limit on student activity fees;
- Setting limits for families with more than two children attending schools in the board;
- Creating a central fund or subsidy program to support the full participation of students in activities regardless of economic circumstances;
- Implementing a confidential process to support full participation of students regardless of economic circumstances; and
- Fee amounts should reflect the actual cost of the service or materials being provided to the student.



POLICY: Fees for Learning Materials & Activities

Category (Schools & Students)

Effective Date: September 26, 2011.

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b) School Fee Policies:

School fee policies must be compliant with the Board fee policy and Board guidelines. In addition, school principals may consider the following best practices when implementing Board fee policies in their schools:

- Minimizing, where possible, costs related to enhanced programming and materials (for example, speakers, dance instructors, in-class field trips) that are optional to a course;
- Making every effort to ensure all students can participate in student activities regardless of ability to pay;
- Where a student chooses not to participate, alternative assignments should be provided for students to meet the expectations of the course; and
- Modest student activity fees for student agendas, student recognition, yearbooks, school dances, student council activities and clubs, photographs, extra-curricular activities and athletic

4. Accountability to the School Community:

- a)* Fees should reflect the actual cost of the services or materials being provided to the student. A transparent accounting of the amounts collected and expenditures allocated must be made available to the school community.
- b)* Members of the school community should be consulted in the development of a school's fee schedule and made aware of the use of student fees. Fee schedules for the upcoming school year should be made widely available to the school community. For example, fee schedules can be included in fall school newsletters, posted on school websites and referenced in student agendas.
- c)* These fee schedules should include:
 - An itemized list of fees that states the rationale and purpose of each fee; and
 - Information about the process to confidentially address financial hardship.

III. Definitions

Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

Enhanced programming and materials are voluntary enrichments or upgrades to the curriculum (regular school day program) or extra / co-curricular (outside the regular school day program) activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example, music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade are to be provided at no cost.

Optional programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Advanced Placement® and Hockey Canada Skills Academy programs.



POLICY: Fees for Learning Materials & Activities

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Effective Date: September 26, 2011.

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IV. Related Information

Legislation

Education Act, s. 32 (1) Resident pupil right to attend school without payment of a fee

Ministry of Education

2011_03_25 B02 Memo (Guideline for Fees for Learning Materials and Activities)

2011_03_25 B02 Appendix (Fees for Learning Materials and Activities Guideline)



POLICY: French Immersion Program

Category (Schools & Students)

Effective Date: March 17, 1986.

Last Revision Date: (20-May-97)

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POLICY: French Immersion Program

Rationale:

With the approval of the Board, a Late French Immersion Program may be introduced or maintained in a school beginning in Grade seven.

Personnel Affected by Policy:

Pupils, Teachers, Principals

Organizational Authority:

The Board

Regulations:

1. CONDITIONS FOR INTRODUCING /MAINTAINING THE PROGRAM

With the approval of the Board, a Late French Immersion Program may be introduced or maintained in a school beginning in Grade seven where the following conditions are met.

- 1.1 Approximately 30 students will be required to operate a class. The minimum number of pupils for the introduction/maintenance of a Program shall be 25.
- 1.2 In a combined Grade 7/8 class, it is recognized that a balance in numbers between Grade 7 and 8 students (new students with experience) is preferable and efforts will be made to achieve this balance. Exceptions to class size and balance will be decided in consultation with the Superintendent, the school Principal and the teachers of the school.
- 1.3 A teacher qualified in accordance with current Ontario Regulations must be available within the established P.T.R. outlined in the collective agreement.

2. PARENT/SCHOOL COMMUNICATION

- 2.1 In schools where French Immersion Programs are operating or are under consideration, the Principal will provide information on the Program(s) to parents in selected grade levels.
- 2.2 After providing information, the Principal will survey parents to determine interest in and commitment to enroll their children in the Program.
- 2.3 The Principal shall ensure that steps 2.1 and 2.2 above, and the decision to establish the Program are complete by the appropriate date to enable the Board to make its determination of instructional staffing needs in accordance with the collective agreement.
- 2.4 The decision to establish the Late French Immersion class would normally be taken by March 1.
- 2.5 Students wishing to transfer in or out of the Program may do so at an appropriate time of the school year only, at the discretion of the Principal, and with due regard to the effects on class size.

3. CONDITIONS FOR ENROLMENT

- 3.1 When numbers permit, every attempt will be made to make it possible for interested pupils to enroll in Late French Immersion. Programs



POLICY: French Immersion Program

Category (Schools & Students)

Effective Date: March 17, 1986.

Last Revision Date: (20-May-97)

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- 3.2 The Principal, in collaboration with the staff of the school, will determine a selection process based on pupils' French-speaking and writing abilities, academic progress, work habits, and other criteria that the Principal deems will determine the success of the application of the candidate. This process shall also be in effect should it be necessary to limit numbers.
 - 3.3 Students wishing to enroll in the LATE FRENCH IMMERSION Program from beyond the designated attendance zone of the school may be considered provided
 - a) there is no additional cost for transportation;
 - b) the number of students making application does not have a detrimental effect on the home school enrolment;
 - c) students are subject to conditions 3.1 and 3.2 above.
 4. Students wishing to transfer in or out of the Program may do so at an appropriate time of the school year only, at the discretion of the Principal, and with due regard to the effects on class size.



POLICY: Fund Raising in Schools

Category (Schools & Students)

Effective Date: October 20, 1975.

Last Revision Date: (20-May-97)

Page 1 of 1

POLICY: Fund Raising Activities in Schools

Rationale:

The Board recognizes the reality of fund-raising in its schools to provide support for education programs. Fund-raising efforts shall be carried out in accordance with Ontario Regulation 298.

Personnel Affected by Policy:

Pupils, Teachers, Principals, Director of Education

Organizational Authority:

Board

Regulations:

1. General Provisions:
 - a) Under certain circumstances, the Principal may exercise their discretion with respect to fund-raising.
 - b) Fund-raising which involves the direct sale of tickets or of any article to persons outside the school building or the school grounds shall require approval of the Director of Education.
2. Requests which have been approved and requests which have not been approved shall be reported to the Board at its next regular meeting following receipt of the requests.
3. The Principal shall make every effort to ensure that no pupil is embarrassed, deprived, or otherwise placed in a disadvantaged position as a result of a fund-raising activity of any kind in the school.
4. Fund-raising in schools shall comply with section 25 of Regulation 298 (operations of Schools – General made under the Education Act.
 - a) It is the duty of a pupil to ensure that any canvassing or fund-raising activity on school property by the pupil is carried on only with the consent of the board that operates the school.
 - b) No Principal, Vice-Principal or Teacher, without prior approval of the board that operates the school at which they are employed, shall authorize any canvassing or fund-raising activity that involves the participation of one or more pupils attending the school.
5. When the Catholic School Council is the only formal parent organization within the school, fund-raising may be one of it's goals. If this is the case, a fund-raising sub-committee is recommended and is to be composed of council members and the school Principal.



POLICY: Healthy School Nutritional Environments

Category (Schools & Students)

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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POLICY: Healthy School Nutritional Environments

I. Purpose of Policy

The Renfrew County Catholic District School Board is committed to encouraging healthy food choices in our Catholic schools. The Board promotes a Nutrition Policy which honours the physical body as “temple of the Holy Spirit” (1Cor 6, 19), God’s gift worthy of being treated with care. This Policy and Implementation Procedure set out guidelines to implement coordinated comprehensive food and nutrition standards when offering or selling food and/or beverages in our schools.

II. Policy Statement

It is the policy of the Renfrew County Catholic District School Board to support students, staff, parents, and community organizations/agencies in the implementation of healthy school nutrition environments by promoting consistent healthy eating messages and food choices in schools and the board office that promote a positive effect on health, growth, and intellectual development.

Personnel Affected by the Policy

All personnel and organizational groups who are responsible for healthy snacks, hot lunch, cafeterias and fundraising.

Organizational Authority

The Board.

III. Definitions

NUTRITION EDUCATION

Nutrition education is the process of teaching validated, current nutrition knowledge in ways that promote the development and maintenance of positive attitudes and habits of making healthy food choices, in keeping with Christianity’s reverence for the gift of our bodies as temple of the Holy Spirit, and our own commitment to *(R)everence the dignity of the whole person* (Our Vision).

HEALTHY FOOD CHOICES

Foods and Beverages with Maximum Nutritional Value

Healthy food choices are foods and beverages with maximum nutritional value. These foods are:

- part of the four food groups in Canada’s Food Guide;
- higher in nutrients needed for optimal growth and development (e.g. iron, vitamin D, calcium, vitamin C, vitamin A, protein);
- higher in fibre (for grain products and whole fruit and vegetables); and
- usually contain little or no added salt and sugars.

Foods and Beverages with Minimum Nutritional Value

Foods* and beverages with minimum nutritional value:

- contain low amounts of essential nutrients and fibre; and/or
- are too high in unhealthy fats; and/or
- are high in added sugars or added salt; and/or
- are usually not part of any of the four food groups; Canada’s Food Guide recommends limiting foods and beverages high in calories, fat, sugar, or salt.



POLICY: Healthy School Nutritional Environments

Category (Schools & Students)

Effective Date: November 28, 2011.

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* Exceptions are sauces, condiments, toppings, and spreads that can be used in modest amounts as part of a meal or snack.

HEALTH PROMOTING SCHOOLS

Health promoting schools is an approach to school-based health promotion involving a broad spectrum of programs, activities, and services that take place in schools and their surrounding communities. The approach is designed to change the environment in which students and staff live and learn. Components include quality instruction and programs, healthy physical and supportive social environments, and school and community partners. Families, health professionals, educators, institutions, agencies, community organizations, and students all play important roles.

FOOD BORNE ILLNESS

Food borne illness (also food borne disease) is any illness resulting from the consumption of food. Food borne illness is commonly called food poisoning, even though most cases are caused by a variety of pathogenic bacteria, viruses, prions, or parasites that contaminate food, rather than chemical or natural toxins.

EAT SMART! ONTARIO'S HEALTHY SCHOOL PROGRAM

The Eat Smart! Ontario's Healthy School Program is a recognition program for Ontario school cafeterias and school food service providers that meet exceptional standards in nutrition and food safety dining.

ANAPHYLAXIS

Anaphylaxis is an acute systemic (multi-system) and severe Type I Hypersensitivity allergic reaction in humans and other mammals. Minute amounts of allergens may cause a life-threatening anaphylactic reaction. Anaphylaxis may occur after ingestion, skin contact, injection of an allergen or, in rare cases, inhalation.

IV. Policy

1. The Board shall encourage and support schools and parents in providing an environment in which students and staff are encouraged to avail themselves of healthy food choices on a regular basis.
2. The Board shall promote awareness that there is a direct relationship between healthy eating, active living, and positive academic achievement.
3. The Board shall work with community partners to promote the further development and enhancement of a current, relevant nutrition education curriculum and enhance the resources available to teachers to support nutrition education activities.
4. Schools shall strive to ensure that food and beverages of maximum nutritional value are offered. The use of minimum nutritional value foods should be limited.
5. School and board office food and beverages shall be served and sold primarily for the purposes of providing healthy food choices rather than for revenue generation.
6. Fund-raising contributes to educational programs and opportunities for students and shall be complementary to the health of students and the community that supports them when healthy food and beverages or non-food options are chosen.
7. Partnerships between schools and businesses shall be designed with an emphasis on healthy food choices and educational needs before considering commercial gains.



POLICY: Healthy School Nutritional Environments

Category (Schools & Students)

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8. Schools shall recognize that children often have little direct control over foods provided from the home due to income level, cultural background, and/or family preferences.

V. Related Information

Procedure and Appendix for this Policy:

Procedure: Healthy School Nutritional Environments - Implementation

Appendix: Healthy School Nutritional Environments – Related Information

Related Board Policies and Program

POLICY (Schools & Students): Anaphylaxis & Severe Allergic Reactions

POLICY (Schools & Students): Educational Partnerships

POLICY (Schools & Students): Fundraising in Schools

Cleaning Standards Program (Cafeteria)

Legislation

Education Act, s. 265 (j) , Duties of Principal (care of pupils);

Education Act, part XIII.I, Nutritional Standards.

Ministry of Education

Policy/Program Memorandum No. 150, Healthy Food and Beverage Policy, October 4, 2010

Other

Creating a Healthy School Nutrition Environment (CHSNE) Health Unit Collaboration, 2007

Health Canada Eating Well with Canada's Food Guide, 2007

Health Canada Eating Well with Canada's Food Guide, First Nations, Inuit and Métis, 2007

Ministry of Children and Youth Services - Student Nutrition Program and Nutrition Guidelines, 2007

Ministry of Education and Ministry of Health Promotion, Foundations for a Healthy School,

Recognition Program, 2009

Ontario Physical and Health Education Association (OPHEA) – Healthy Schools and Communities.

Ontario Public Health Units - Nutrition Tools for Schools - A Toolkit for Ontario Public Health Units to Support Elementary Schools in Creating a Healthy Nutrition Environment, 2009

Ontario Society of Nutrition Professionals in Public Health School Nutrition Workgroup Steering Committee, Call to Action: Creating a Healthy School

School Resource, Promotion of Healthy Eating, The Power of One – The Movement of Many, 2007



Procedure: Healthy School Nutritional Environments - Implementation

Effective Date: November 28, 2011.

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Procedure: Healthy School Nutritional Environments - Implementation

I. Overview / Procedure Description

The Renfrew County Catholic District School Board is committed to the health and wellness of all members of its school communities (employees and students). In this way, we are committed to developing policies and procedures which support and promote healthy school nutritional environments through universal healthy snack programs, fundraising, cafeteria and hot lunch sales and safe food handling. Board personnel will teach and model these policies through daily opportunities in school and board functions.

II. Areas of Responsibility

- a) Board employees shall model healthy eating and promote healthy nutritional environments whenever possible.
- b) Board Principals/Vice-Principals may identify a maximum of 10 exemption days and keep a copy of these exemption days on file at their respective schools. A copy shall also be sent to the Director of Education by the end of June each calendar year.
- c) Board principals and hot lunch providers shall work collaboratively to ensure that all hot lunches served in schools are of maximum nutritional value. Principals shall ensure each vendor/hot lunch supplier signs a compliance form, which is kept on file at the school for reporting purposes.
- d) Board Principals, Superintendents and the Director, along with Catholic School Council members shall encourage healthy fundraising at all schools.
- e) Board Principals, Superintendents and the Director shall promote universal snack programs and the sale of foods which are of Maximum Nutritional Value in all cafeterias (in accordance with NTS).
- f) The appropriate Board Supervisory Officer and the Director shall have the responsibility for reviewing the results of school based reporting and make official reports to the Ministry as required.

III. Procedure Steps / Checklist

1. Food Guidelines:

- a) Schools that provide food to students will be in compliance with Policy/Program Memorandum 150.
- b) School principals will comply with Ministry of Education Policy/Program Memorandum No. 150, School Food and Beverage Policy.
- c) Food and beverages served and sold in schools will reinforce the nutrition guidelines emphasized in the Ontario Curriculum, Canada's Food Guide, and in educational programs offered in our schools. This includes cafeterias, canteens, vending machines, lunch, breakfast and snack programs, and fund-raising events.
- d) Foods and beverages sold or made available at school for lunch, canteen, and snack programs will emphasize vegetables and fruit; lower trans and hydrogenated fats, white and/or chocolate milk; whole grain products; lean meats; foods prepared with little or no fat; and foods low in salt, sugar, and caffeine.



Procedure: Healthy School Nutritional Environments - Implementation

Effective Date: November 28, 2011.

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- e) Schools are strongly encouraged to offer only 100% fruit or vegetable juice, water, or milk (white or flavoured, 2% MF or less), and no soft drinks.
- f) Foods and beverages with minimum nutritional value should be limited when sold in schools. When vending machines and cafeteria service contracts are renewed, the Board will make every effort to ensure that the spirit of this Administrative Procedure is considered. Cafeteria providers will be in compliance with Eat Smart! Ontario's Healthy School Program standards. Students will be consulted regarding options of healthy choices available on a regular basis. [See Appendix (Related Information), section VI, Eat Smart – Ontario's Healthy School Program.]

2. Related Guidelines:

- a) School principals will **encourage** the development of universal Student Nutrition Programs (healthy breakfast and/or snack programs) in order to ensure that children from all income levels have access to nutritious foods. These programs will be developed in consultation with regional Student Nutrition Program Coordinators and Ministry of Children and Youth Services Student Nutrition Program Guidelines. [See Appendix (Related Information), Section III, School Nutrition Programs.]
- b) Staff and volunteers will limit the use of food as a reward to promote positive classroom behaviour, except in cases where a program planning team is using applied behavioural analysis to implement an individual program plan. Using food as a reinforcer encourages children to eat when they are not hungry. Finding alternatives to food to reinforce behaviours is an important part of providing a healthy school environment. [See Appendix (Related Information), Section I, Importance of Non-food Rewards.]
- c) Fund-raising with healthy food and beverages or non-food items will be considered to provide another opportunity to support healthy food choices taught in the classroom, home, and broader community. School sponsored fund-raising activities will promote either nutritious foods or non-food items. When food is chosen as the fund-raiser item it is recommended that only foods with maximum nutritional value be used. Foods and beverages with minimum nutritional value should be limited when used for fund-raising. [See Appendix (Related Information), Section I, Importance of Non-food Rewards and Section II, Healthy Fund Raising – It is Possible!]
- d) All schools will provide adequate time (ideally a 15-20 minute nutritional break) for all students during lunch times. As well, schools will encourage all students to wash their hands before and after eating.
- e) Classroom teaching tools should not display or promote corporate logos or brand names. The use of actual packaged foods to teach label reading, for example, is permissible.
- f) In-school teaching tools should not display or promote corporate logos or brand names. (i.e. Smarties TM math, fast food coupons with report cards)

3. Board Support:

- a) The Board will encourage and communicate the following consistent healthy eating messages in school environments in order to promote a positive effect on health, growth, and intellectual development:
 - healthy food choices help to support learning and performance;
 - healthy eating enhances physical, emotional, social, and intellectual development;



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- well nourished students and staff are able to concentrate better, retain and apply information more effectively, and are more likely to demonstrate positive behaviours and relationships with self, peers and co-workers;
- students across the system from all backgrounds and circumstances do not consistently receive adequate nutrition to support their learning and developmental needs, and this may inhibit levels of achievement and well-being among students in our schools.

[See Appendix (Related Information), Section V, Addressing the Challenges for offering Healthy Foods in Schools.]

- b) The School Board, through the Purchasing Department, will work towards providing healthy options in school vending machines that are *competitively priced*.
- c) The Board will support opportunities for staff development and training for effective delivery of nutrition curriculum (as provided through workshops through the CCDPN).
- d) The Board will provide a mechanism to co-ordinate, review, and evaluate the implementation and effectiveness of nutrition programs in the system, and to make changes where necessary.
- e) The Board will work with partners in an effort to provide healthy food choices for students and to ensure that these healthy choices are competitively priced.

4. Education:

- a) Schools and the board office will implement wellness programs to facilitate healthy staff and school environments.
- b) Principals will ensure that nutrition education curriculum includes the curriculum expectations as outlined in the Ontario Curriculum, upheld in the Ontario Catholic School Graduate Expectations, as well as opportunities presented by planned events and incidents in the classroom. When possible, staff will incorporate nutrition education into other subject areas and outside classroom activities.
- c) When working with parents and community members, staff will access appropriate resources and nutrition education opportunities such as:
 - Ontario Curriculum Healthy and Physical Education
 - Health Unit Dietitians
 - Ontario Physical and Health Education Association (OPHEA)
 - Eating Well with Canada's Food Guide
 - Nutrition Tools for Schools © (Elementary)
 - Curriculum Based Workshops.
- d) Board staff will co-operate with the local Public Health Department/Unit in their ongoing efforts to educate and encourage students, parents, and the community about nourishment programs and nutrition education.
- e) Schools will use a comprehensive approach to healthy eating involving the whole school community - staff, families, individuals, and organizations. Each school will recognize, value, support, and encourage parental and student involvement in planning school food choices and in making changes to reflect a healthy school nutrition environment.
- f) When food is provided/sold at school meetings, workshops, special events, classroom celebrations, Catholic School Council events, healthy food and beverage choices with maximum nutritional value will be promoted.



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- g) Teaching staff will consult with local Public Health Departments/Units on nutrition resources and information, or will access PPM 150 Teacher Reference Guides. Registered Dietitians are available for consultation upon request.
- h) School staff will encourage parents and/or guardians to send nutritious meals and snacks to schools and events through role modeling healthy eating behaviours and information in school newsletters, and through collaboration with local Public Health Department/Units. Children, for a variety of reasons including family income and lifestyle choices, do not have the power to determine what foods can be brought to school. Foods in a student's lunch *should never be critiqued* since they may have no choice in what is available. Offering or selling foods with Maximum Nutritional Value in the school environment helps to educate students (and their care givers) about healthy eating.
- i) School staff and volunteers are encouraged to implement universal Student Nutrition Programs (healthy breakfast and snack programs) in schools in order to ensure that children from all income levels have access to nutritious foods. These programs will be developed in consultation with regional Student Nutrition Program Coordinators and the Ministry of Children and Youth Services Student Nutrition Program. [See Appendix (Related Information), section III, School Nutrition Programs.]

5. Health & Safety:

- a) Staff members will adhere to policies regarding allergy-safe foods and safe food environments. The Anaphylaxis Policy of the Board will be implemented when considering foods sold, served, or brought into the school or the RCCDSB board office.
- b) Foods served and sold in schools will be handled and prepared safely to prevent the spread of food-borne illness and disease. The Board will work with Public Health Department/ Units and other local partners to ensure that nutrition and food safety training for food service staff, including volunteers, is available. Hand washing shall be promoted as a simple and effective way to reduce the spread of food-borne illnesses, as well as colds and flu.
- c) School principals will ensure that all food preparation follows good food safety practices. Principals are encouraged to work with their local Public Health Department/Unit to access food safety training.

IV. Definitions

NUTRITION EDUCATION

Nutrition education is the process of teaching validated, current nutrition knowledge in ways that promote the development and maintenance of positive attitudes and habits of making healthy food choices.

HEALTHY FOOD CHOICES

Foods and Beverages with Maximum Nutritional Value

Healthy food choices are foods and beverages with maximum nutritional value. These foods are:

- part of the four food groups in Canada's Food Guide;
- higher in nutrients needed for optimal growth and development (e.g. iron, vitamin D, calcium, vitamin C, vitamin A, protein);
- higher in fibre (for grain products and whole fruit and vegetables);
- usually contain little or no added salt and sugars.



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Foods and Beverages with Minimum Nutritional Value

Foods* and beverages with minimum nutritional value:

- contain low amounts of essential nutrients and fibre; and/or
- are too high in unhealthy fats; and/or
- are high in added sugars or added salt; and/or
- are usually not part of any of the four food groups; Canada's Food Guide recommends limiting foods and beverages high in calories, fat, sugar, or salt.

(Canada's Food Guide recommends limiting foods and beverages high in calories, fat, sugar, or salt.)

[See Appendix (Related Information), Section IV, Food Items of Minimum Nutritional Value That Are Not Encouraged to be Served/Sold in the School.]

* Exceptions are sauces, condiments, toppings, and spreads that can be used in *modest* amounts as part of a meal or snack.

HEALTH PROMOTING SCHOOLS

Health promoting schools is an approach to school-based health promotion involving a broad spectrum of programs, activities, and services that take place in schools and their surrounding communities. The approach is designed to change the environment in which students and staff live and learn. Components include quality instruction and programs, healthy physical and supportive social environments, and school and community partners. Families, health professionals, educators, institutions, agencies, community organizations, and students all play important roles.

FOOD BORNE ILLNESS

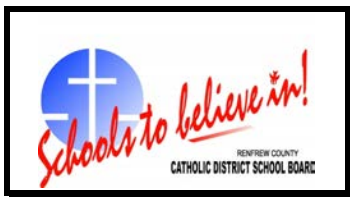
Food borne illness (also food borne disease) is any illness resulting from the consumption of food. Food borne illness is commonly called food poisoning, even though most cases are caused by a variety of pathogenic bacteria, viruses, prions, or parasites that contaminate food, rather than chemical or natural toxins.

EAT SMART! ONTARIO'S HEALTHY SCHOOL PROGRAM

The Eat Smart! Ontario's Healthy School Program is a recognition program for Ontario school cafeterias and school food service providers that meet the criteria and exceptional standards in nutrition and food safety.

ANAPHYLAXIS

Anaphylaxis is an acute systemic (multi-system) and severe Type I hypersensitivity allergic reaction in humans and other mammals. Minute amounts of allergens may cause a life-threatening anaphylactic reaction. Anaphylaxis may occur after ingestion, skin contact, injection of an allergen or, in rare cases, inhalation.



APPENDIX: Healthy School Nutritional Environments – Related Information

Category (Schools & Students)

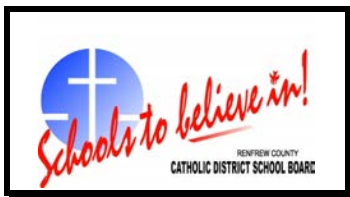
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Healthy School Nutritional Environments – Related Information

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I. Importance of Non-food Rewards:

- a) Rewarding children in the classroom should not involve candy and other foods of Minimum Nutritional Value that can undermine children's health and reinforce unhealthy eating habits. Schools should practice the healthy eating messages as well as teach them. Providing food based on performance or behaviour connects food to mood. This practice can encourage children to eat treats even when they are not hungry and can instill lifetime habits of rewarding or comforting themselves with food behaviours associated with unhealthy eating or obesity. Awarding children food during class also reinforces eating outside of meal or snack times.
- b) Since few studies have been conducted on the effect of using food rewards on children's long-term eating habits, the best policy is to try to avoid the use of food to reward children for good behaviour or academic performance. At minimum, rewarding children with foods of minimum nutritional value should be discouraged. Schools can help to promote a healthy learning environment by using only non-food rewards when they choose to recognize positive behaviour or classroom success.

Examples of Beneficial (and inexpensive) Rewards for Children Social Rewards Recognition Privileges Rewards for a Class

Social Rewards	Recognition	Privileges	Rewards for a Class
<ul style="list-style-type: none"> • "Social rewards" which involve attention, praise, or thanks, are often more highly valued by children than a toy or food. • Simple gestures like pats on the shoulder, verbal praise (including in front of others), nods, or smiles can mean a lot. • These types of social rewards affirm a child's worth as a person. • trophy, plaque, ribbon, or certificate in recognition of achievement. 	<ul style="list-style-type: none"> • trophy, plaque, ribbon, or certificate in recognition of achievement. • sticker with an affirming message (e.g., "Great Job"). • recognizing a child's achievement on the school-wide morning announcements. • a note from the teacher to the student. • a note from the teacher to the student commending his or her achievement. 	<ul style="list-style-type: none"> • going first. • choosing a class activity. • helping the teacher sitting by friends or in a special seat next to or at the teacher's desk. • teaching the class. 	<ul style="list-style-type: none"> • extra recess. • eating lunch outdoors. • reading outdoors. • dancing to music. • playing a game or doing a puzzle together. • "free choice" time at the end of the day. • a song, dance, or performance by the teacher or students.



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II. Healthy Fund Raising – It is Possible!

Not all schools feel the need to fund-raise but many do in order to support some school-wide events and initiatives. Many of the traditional types of fund-raisers, such as selling chocolate bars or cookie dough, go against the healthy eating lessons taught in the classroom and do not support efforts of families and community members to eat well.

Benefits

Healthier Fund-raising

- encourages healthier habits (e.g., healthy eating, being physically active)
- does not contradict classroom health eating education
- generates income for the school
- demonstrates the school's commitment to student health

There may be a misconception that “healthier” products will not sell or that non-food fundraising activities are too hard to organize. More and more schools are finding healthier fundraising alternatives which are making healthy profits for their schools.

Criteria for Fund-raising with Food

If using food as a fund-raiser, ensure that limited food of Minimum Nutritional Value is considered. See Section IV, Food Items of Minimum Nutritional Value That are not Encouraged to be Served/Sold in the School.

Foods and Beverages with Minimum Nutritional Value

Foods* and beverages with minimum nutritional value should be limited when sold in schools or used for fund-raising because they:

- contain low amounts of essential nutrients and fibre, and/or
- are too high in unhealthy fats, and/or
- are high in added sugars or added salt, and/or
- are usually not part of any of the four food groups;
(Canada's Food Guide recommends limiting foods and beverages high in calories, fat, sugar, or salt.)

* Exceptions are sauces, condiments, toppings, and spreads that can be used in modest amounts as part of a meal or snack. For examples of foods and beverages of minimal nutritional value, see Section IV, Food Items of Minimum Nutritional Value That are not Encouraged to be Served/Sold in the School.

Other Fund-raising Ideas

The following is a list of ideas for school fund-raisers that don't necessarily sell a product but are more events focussed:

- Hold a silent auction featuring the time, products, or talents of local businesses (e.g. round of golf, haircuts, car safety checkups, manicure, etc.)
- Organize a trunk/garage sale in the school parking lot. Have school families purchase a spot to sell their used items and a 10% donation to the school from the income they make that day.
- Ask students to collect pledges for a basketball hoop-shooting event, jump-a-thon, ski-a-thon, bowl-a-thon, or walk-a-thon, etc.
- Partner with a local florist or nursery and sell hanging baskets or bedding plants in the spring.



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III. School Nutrition Programs:

Children come to school hungry for a variety of reasons:

- parents unable to ensure that breakfast is eaten due to their work schedules
- peer pressure surrounding weight and body image
- extra-curricular activities before school
- parental norms
- long bus rides
- early daycare
- children may not be hungry first thing in the morning
- socially disadvantaged families.

Universal school nutrition programs help ensure that Canadian children from all income brackets have access to safe, nutritious and personally acceptable food that will optimize learning. Studies show that when children are properly nourished there is a marked improvement at school in attention, behaviour, and attendance. (*National Institute of Nutrition, 2003*) More recently, research has shown an association between diet quality and academic performance. (*Journal of School Health, 2008*).

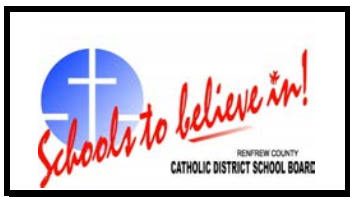
The following web sites contain general information regarding school nutrition programs:

- Example A
- Example B

Locally, please contact natalie.martin@uclc.ca for further information on starting a breakfast or snack program in your school.

“When a child’s stomach is empty, everything else is secondary. Before developing a thirst for knowledge and a hunger for learning, one must first satisfy the body’s thirst and hunger.”

Romeo LeBlanc, Former Governor General of Canada.



APPENDIX: Healthy School Nutritional Environments – Related Information

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IV. Food Items of Minimal Nutritional Value that are *not encouraged* to be served/sold in the School:

Food	Examples
Mixed Foods/Entrées	<ul style="list-style-type: none"> hot dogs, corn dogs, or pogos; battered/breaded and fried items (e.g., french fries, fish, fish burgers or sticks, rib on a bun, onion rings, chicken nuggets or burgers, chicken, zucchini, mushrooms, cheese); processed, previously deep fried and oven-heated commercial products (e.g., chicken nuggets, chicken fingers, fries); higher fat processed lunch meats (e.g., sausages, macaroni loaf, salami, pepperoni, bologna, wieners,); egg rolls; poutine; pastry-based pita pockets; sausage rolls; chicken wings; dried instant soup.
Baked Goods	<ul style="list-style-type: none"> pastries – turnovers, danishes, croissants; cakes or cupcakes; tarts; pie; novelty cakes; donuts; cookies with sweet filling, icing, and/or chocolate; rice cereal squares.
Processed or Snack Foods	<ul style="list-style-type: none"> granola bars dipped in chocolate or yogurt, or with chocolate chips, marshmallows; candy – hard, soft, chewy, etc.; licorice; artificial fruit snacks and roll-ups; chocolate; gum (with sugar); corn nuts; sesame snaps; fruit chips; fruit jells or jellied desserts; popcorn; meal replacement bars, protein bars, or energy bars chips – potato, corn, wheat or multi-grain; cheesiest and flavoured puffs; chocolate bars.
Frozen Novelties	<ul style="list-style-type: none"> milkshakes (higher fat); eggnogs; popsicles; freezies; sherbet; frozen novelties (egg, drumsticks, ice cream).
Beverages	<ul style="list-style-type: none"> hot chocolate made with water; meal replacement shakes or beverages; iced tea (all flavours); energy drinks (egg, Red Bull) or herbal drinks; pop - regular and diet; flavoured waters with added sugar; sports drinks; sweetened “fruit” beverages (egg, drinks, aides); cocktails, punches); sloshes (with added sugar); lemonades.



APPENDIX: Healthy School Nutritional Environments – Related Information

Category (Schools & Students)

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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V. Addressing the Challenges for Offering Healthy Foods in Schools:

- a) With limited time, funds, volunteers, and kitchen space, schools may need to be resourceful and creative to provide healthy alternatives for their students. The following tips are to help support running successful healthy lunches and snacks.
 - Support local businesses. They appreciate the business. Inform them of the Nutrition Policy and provide them with a copy of these guidelines. Let them know that only healthy foods can be offered in schools and they must follow the nutrition policy. Try negotiating with a local restaurant, bakery or food producer for discount prices on healthier items.
 - Call the local grocery or general store and inquire about their services. Ask if they can cater fruit & vegetable trays or healthy pizzas, mini-sub, fruit smoothies, or other items similar to the larger chain grocery stores.
 - If your school does not have the facilities for food preparation try partnering with a local church or service group that has an approved kitchen facility and someone trained in safe food handling. Consult with your local Health Unit to ensure food safety standards are met when doing any kind of food preparation.
 - Contact your local secondary school to inquire about their Hospitality or Food Service Programs. Students in these classes operate catering businesses or restaurants and may be able to provide healthy foods at reasonable prices.
- b) Making sure the food you serve is safe when planning a Special Event at your school please contact the Environmental Health/Health Protection Department at your local Health Unit. Your local Health Department/Unit may require you to submit a Special Events permit form. Also remember, food allergies can be very serious especially in children. Always confirm with the principal about allergies within the school.

VI. The Eat Smart – Ontario’s Healthy School Program

The Eat Smart! Ontario’s Healthy School Program offers recognition to Ontario school cafeterias and school food service providers that meet exceptional standards in nutrition and food safety by qualifying the school on the following

criteria:

- a) Healthy Food Choices - the facility must provide a variety of healthier food choices, on the menu and by request, including whole grains, vegetables and fruit, lower fat options, and substitutions;
- b) Food Safety - the facility must have an excellent track record in food safety based on the requirements of Ontario’s Food Premises Regulation and at least one full-time kitchen employee certified in safe food handling; and
- c) Increasing the availability of healthier food and beverage choices at all influential purchase locations (i.e. displays at point of purchase, self-serve coolers and dispensers, free-standing and mobile carts).

VII. Special Event Days Exemption Tracking Form (see next page):



Renfrew County Catholic District School Board

School Food and Beverage Policy “Special Event” Days Exemption Tracking Form ¹

¹ “Notwithstanding this exemption of up to 10 exemptions, on special-event, days, schools are encouraged to sell food and beverages that meet the nutrition standards set out in the policy.” Ministry of Education, 2010. Page 4 SFBP Resource Guide. Support the ‘spirit’ of the policy by making the healthy choice, the easy choice!

School Name:

	<i>Special Event</i>	<i>Date</i>	<i>Lead Staff/Volunteer</i>	<i>Students Involved</i>	<i>Food and Beverages Served</i>	<i>Comments</i>
Eg	Christmas Dance	Nov 25/11	Principal/school council chair	Grades 5 - 7	Clementines, Fruit smoothies, potato chips, nacho chips	Ran out of Clementines, smoothies a hit!

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APPENDIX: Healthy School Nutritional Environments – Related Information

Category (Schools & Students)

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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VIII. Hot Lunch Supplier Letters / Compliance Letters:

A. Board / School Letter to Pizza Supplier

Dear Pizza Supplier,

The Renfrew County Catholic District School Board is committed to creating healthy schools for our staff and students. As part of this commitment, we are recommending that our schools sell pizzas that provide Maximum Nutritional Value¹ (eg, whole grain flour) and meet the Sell Most criteria of the Ontario Ministry of Education's School Food and Beverage Policy (PPM 150).

Renfrew County Catholic District School Board is requesting that pizza suppliers provide pizza to: _____ (insert name of school/s) made with the following ingredients:

- Whole grain crust (some white flour can be used)
- Part skim milk cheese (20% MF or less)
- Lean meat (eg, grilled chicken) and/or vegetable toppings
- Low sodium pizza sauce (480 mg or less)

For more information about PPM 150, or healthy eating, please contact the Renfrew County and District Health Unit Health Information Line at 613-735-8666.

For information on healthy schools go to the Ministry of Education Healthy Schools website

For additional clarification, please contact _____ at the _____ (insert school board).

We look forward to working with you.

Sincerely,

Michele Arbour, RCCDSB

¹ Food and beverages with Maximum Nutritional Value meet or exceed PPM 150 because they are:

- Part of the four food groups in Canada's Food Guide
- Higher in nutrients needed for optimal growth and development (eg, iron, vitamin D, calcium, vitamin C, vitamin A, protein, fibre)
- Lower in unhealthy fats (ie, saturated fat and trans fat) and usually contain little or no added salt and sugars



**APPENDIX: Healthy School Nutritional Environments –
Related Information**

Category (Schools & Students)

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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B. Letter of Compliance from Pizza Supplier

Pizza Supplier Name:

Address:

Phone number:

We/I the above named Pizza Supplier have read and understood the attached letter for Pizza Suppliers regarding the School Food and Beverage Policy (PPM 150) and are able to comply with the following requests:

- ☐ Whole grain crust
- ☐ Part skim milk cheese (20% MF or less)
- ☐ Vegetable or lean meat toppings (excluding pepperoni)
- ☐ Low sodium pizza sauce (480 mg or less)

To be a vendor for the Renfrew County Catholic District School Board for the upcoming school year (2010-2011), this signed form must be on file with the Principal prior to pizza orders being received. Please fax back the completed copy of this form to the Principal at _____.

Signature:
(Manager of Pizza Supplier)

Date:



APPENDIX: Healthy School Nutritional Environments – Related Information

Category (Schools & Students)

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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C. School / Board Letter to Catered Lunch Supplier

Dear Catered Lunch Supplier,

The Renfrew County Catholic District School Board is committed to creating healthy schools for our staff and students. As part of this commitment, we are recommending that our schools sell food and beverages that provide Maximum Nutritional Value² (eg, vegetables, fruit, whole grain bread, and lean meats) in addition to meeting the Sell Most criteria of the Ontario Ministry of Education's School Food and Beverage Policy (PPM 150).

The Renfrew County Catholic District School Board is requesting that catered lunch suppliers offer lunches to _____ (insert name of school) that meet the following criteria:

- ☐ at least 80% of the food sold will be from the Sell Most category or food with Maximum Nutritional Value (eg, fruit, vegetables, whole grain products, yogurt)
- ☐ no more than 20% of the food sold will be from the Sell Less category (eg, full fat cheese)
- ☐ only beverages from the Sell Most category or beverages with Maximum Nutritional Value will be sold, if offered (eg, water, 100% juice, lower-fat milk)
- ☐ do not sell any food and beverages from the Not Permitted for Sale category

For help assessing your menu it is strongly encouraged that you have your menu reviewed by a Registered Dietitian. To find a dietitian, visit the Dietitians of Canada website at - or call Eat Right Ontario at – 1-877-510-5102. For more information about PPM 150, or healthy eating, please contact the Renfrew County and District Health Unit Health Information Line at 613-735-8666 or for information on healthy schools go to the Ministry of Education Healthy Schools website

For additional clarification, please contact _____ at the _____.
We look forward to working with you.

Sincerely,

Principal

² Food and beverages with Maximum Nutritional Value meet or exceed PPM 150 because they are:

- o Part of the four food groups in Canada's Food Guide
- o Higher in nutrients needed for optimal growth and development (eg, iron, vitamin D, calcium, vitamin C, vitamin A, protein, fibre)
- o Lower in unhealthy fats (ie, saturated fat and trans fat) and usually contain little or no added salt and sugars



**APPENDIX: Healthy School Nutritional Environments –
Related Information**

Category (Schools & Students)

Effective Date: November 28, 2011.

Last Revision Date: (N/A)

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D. Letter of Compliance from Catered Lunch Supplier

Lunch Caterer Name:

Address:

Phone number:

We/I the above named Caterer have read and understood the attached letter for Lunch Suppliers regarding the School Food and Beverage Policy (PPM 150) and are able to comply with the following requests:

- ☐ at least 80% of the food sold will be from the Sell Most category or food with Maximum Nutritional Value (e.g. fruit, vegetables, whole grain products, yogurt)
- ☐ no more than 20% of the food sold will be from the Sell Less category (eg, full fat cheese)
- ☐ only beverages from the Sell Most category or beverages with Maximum Nutritional Value will be sold, if offered (e.g. water, 100% juice, lower-fat milk)
- ☐ do not sell any food and beverages from the Not Permitted for Sale category

I have had my menu assessed by a dietitian: ☐ Yes ☐ No

To be a vendor for the Renfrew County Catholic District School Board for the upcoming school year (2010-2011), this signed form must be on file with the Principal prior to providing lunch at _____ (insert name of school). Please fax back the completed copy of this form to the Principal at _____.

Signature:
(Manager of Lunch Caterer Supplier)

Date:



APPENDIX: Healthy School Nutritional Environments – Related Information

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IX. Web Resources & Contact Information:

Renfrew County and District Health Unit-Dietician:
Carolyn Froats-Emond

Ministry of Children and Youth Services:
Student Nutrition Program and Nutrition Guidelines

Health Canada Food Guide

Ministry of Education and Ministry of Health:
Foundations for a Healthy School Chart

Healthy Schools: Step 1 - Get Started (School Scan Form)

School Nutrition Programs
Example A

Example B

Center for Science in the Public Interest
Classroom Reward Chart

Champlain Cardiovascular Disease Prevention Network:
Healthy Fundraising



POLICY: Injury at School

Category (Schools & Students)

Effective Date: August 31, 1973.

Last Revision Date: (20-May-97)

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POLICY: Injury at School

Rationale:

The Board will endeavour to maintain the safety of all students, staff and visitors on Board property.

Personnel Affected by Policy:

Pupils and all School Staff

Organizational Authority:

The Board

Regulations:

1. All Staff members should administer first aid to the best of their ability if and when the need arises on the school site.
2. If in the opinion of the Principal or the Teachers, the accident is serious enough to warrant more than superficial treatment, the following suggestions may be of assistance:
 - a) contact the family doctor, if possible, and ask for the doctor's assistance;
 - b) notify the parent or guardian by telephone if at all possible;
 - c) ask the parent to call for the child or have the child sent home accompanied by another member of the family, if possible;
 - d) do not leave an injured child at home alone; and
 - e) with the consent of the parent a child may be sent home in a taxi.
3. In case of serious injury, an ambulance should be called to take the patient to the hospital. It is understood that the parent will assume responsibility for the cost of the ambulance service.
4. If it is necessary for a teacher to provide transportation for an injured pupil to the child's home or to the hospital, the Board will reimburse the teacher according to the usual travel allowance.
5. Complete the Board Accident Report.

Related Information

Forms for this Policy

Appendix: Accident Report



Appendix: Injury at School - Accident Report

Effective Date: August 31, 1973.

Last Revision Date: (20-May-97)

Page 1 of 1

School: _____

Address: _____

1. Full Name of Student: _____ Date of Birth: _____ Grade: _____

2. Address: _____ Sex: ☐ M ☐ F

3. Name of parent or guardian: _____

4. Is student insured under student accident policy? Yes ☐ No ☐ Do Not Know ☐

5. Time accident occurred: Date _____ Time _____

6. Place of accident: School building ☐ School grounds ☐ Elsewhere ☐

7. Specific Location: _____

8. Description of accident: _____ How did accident happen? _____ What was student doing? _____

9. Names of witnesses: _____

10. Nature and extent of injury: _____

11. Action taken:

Was first aid rendered? _____ By whom? _____

Was child taken to doctor? _____

Was child taken to hospital? _____ Hospital: _____

Attending physician: _____

Was parent notified? _____ If answer is no, state reason: _____

12. Illustrate by sketch if necessary (on back of page)

Sketch (☐) No Sketch (☐)

13. Name of teacher in charge when accident occurred: _____

14. General recommendations to assist in the prevention of future accidents of this type: _____

Principal's Signature

Date

Original to Superintendent of Business Services and keep a copy for your own records.

[NOTE: if more space required attach extra pages with question number and response and your initials.]

Renfrew County Catholic District School Board



POLICY: Insurance for Students

Category (Schools & Students)

Effective Date: August 31, 1973

Last Revision Date: (20-May-97)

Page 1 of 1

POLICY: Insurance for Students

Rationale:

To allow parents the option of purchasing Accident Insurance for their children.

Personnel Affected by Policy:

Pupils and Principals

Organizational Authority:

The Board

Regulations:

1. The Board shall allow a Life Insurance Company to approach parents through the schools regarding Student Accident Insurance providing it is on a voluntary basis, and at no cost to the Board.



POLICY: Living Things in School

Category (Schools & Students)

Effective Date: September 16, 1996

Last Revision Date: (N/A)

Page 1 of 1

POLICY: Living Things in School

Rationale:

The Board recognizes that learning opportunities may be enhanced by the presence of living things in the classroom.

Personnel Affected by Policy:

All employees of the Board, in particular Principals, Teachers, and Pupils.

Organizational Authority:

The Board

Regulations:

1. Housing facilities provided for living things must ensure the safety and protection of both the children and the plants or animals.
2. Plans should include appropriate feeding schedules, provision for care on weekdays, weekends, and holidays, and strategies to accommodate possible offspring. They should also include procedures to be employed when the living things are no longer required.
3. Issues of hygiene, infectious diseases, allergies, bites, smells, etc., should be discussed with principals, parents, and children.
4. Animals such as rats, hamsters, gerbils, guinea pigs, and fish are very useful but should be purchased from accredited dealers who can supply disease-free stock.
5. Only cats and dogs that are vaccinated should be brought into the school.
6. Invertebrates such as snails, spiders, caterpillars, sow bugs, earthworms, and mealworms are practical for the classroom because they are easily obtainable, do not transmit disease, can be returned to their habitat, and require less space and specialized equipment than vertebrates.
7. Wild vertebrates should not be brought into the school.
8. Micro-organisms should be cultured only in sealed containers and never on agar or gelatin plates.
9. Children should be instructed never to put any plant material into their mouths. Many plants have poisonous or irritating parts, and some fungi are dangerous.
10. Washing hands before, as well as, after handling animals and plants should be normal classroom procedure. Children should use latex gloves, which are inexpensive and disposable, when cleaning cages.
11. Monkeys, wild mammals turtles, and such birds as budgerigars and parrots should never be kept in the classroom because they can transmit dangerous diseases.
12. After handling chicken or duck eggs during hatching, students should wash their hands thoroughly, as the shells may contain bacteria. Newly hatched chickens and ducklings should not be kept in the classroom for long periods of time.
13. Teachers should be prepared to deal with the sickness or death of classroom animals. They should have the address and telephone number of a nearby veterinarian or a local branch of an animal welfare agency. Professional advice should be sought when it is needed.¹



POLICY: Medication & Health Services

Category (Schools & Students)

Effective Date: April 1, 1985.

Last Revision Date: (20-May-97)

Page 1 of 2

POLICY: Medication & Health Services

Rationale:

The Board recognizes the need to ensure that all pupils with special health needs will receive support services which are prescribed as essential to their participation in school programs.

Personnel Affected by Policy:

Pupils, Principals, Teachers and other School personnel responsible for administering medication.

Organizational Authority:

The Board

Regulations:

1. RESPONSIBILITY FOR ADMINISTERING MEDICATION & HEALTH SERVICES

1.1 Wherever feasible and authorized, the pupil or the pupil's parent may accept the responsibility of performing the service, if required during school hours.

1.2 Where the pupil or the pupil's parent cannot perform the service, and where the parent so requests and the physician so prescribes, the service will be provided by the Board or Community Agency in accordance with the Model for the Provision of School Health Support Services in the Ministry of Education Policy/Program Memorandum No. 81 (Provision of Health Support Services in School Settings).

In such cases, the Principal must receive a written request and authorization from the parent and, for any applicable service, a statement from the pupil's attending physician attesting that the service is needed during school hours and prescribing the service to be given.

1.3 School personnel, including, Teachers, Secretaries, Early Childhood Educators, Educational Assistants, are permitted to provide health care and administer prescription drugs with the authorization of the physician and parent, but must also indicate willingness to provide the health services needed.

1.4 Any provision of health care or management of prescription drugs ideally will be carried out in consultation with the School Nurse employed by the Renfrew County and District Health Unit.

2. INSTRUCTIONS AND CONSENT FOR ADMINISTRATION OF MEDICATION

2.1 In the case of oral medication, the physician shall specify the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.

2.2 Any change in medication or dosage shall be accompanied by written notification by a parent or doctor.

2.3 Consent and authorization forms shall be renewed annually.



POLICY: Medication & Health Services

Category (Schools & Students)

Effective Date: April 1, 1985.

Last Revision Date: (20-May-97)

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3. TRAINING AND FOLLOW-UP PROCEDURES

- 3.1 It will be the responsibility of the Principal to contact the District Health Unit to provide appropriate training, when necessary, in the provision of any required health care or administration of prescription drugs.
- 3.2 A written log shall be maintained when drugs are administered during school hours. The log shall include the pupil's name, the name and telephone numbers of the parent and physician, the name of the medication, the dosage and the date and time of provision, and the name of the person administering. In addition, the log shall reflect the date of initiation of the drug therapy in the school, any absenteeism, and the drug discontinuance date.

4. ADMINISTRATION AND MANAGEMENT OF MEDICATION

- 4.1 Medication shall be administered in a manner which allows for sensitivity and privacy and which encourages the pupil to take an appropriate level of responsibility for their medication.
- 4.2 Medication shall be kept in an appropriate, locked and limited access space. Individual containers must be labelled by the pharmacy or by the physician, and labels must be clearly marked with the pupil's name, name of physician, date, name and telephone number of the pharmacy, name of medication dosage, and frequency of administration.

5. SUMMARY OF PROCEDURES

- 5.1 A consent form shall be signed by the physician, parent, and designated person providing the health service or administering drugs in the form of Appendix "A" .
- 5.2 An "Individual Pupil Log of Medication Administered" shall be kept by each person designated for administration of a prescription drug in the form of Appendix "B" .
- 5.3 If, in the Principal's opinion, the school is unable to provide health care for a specific case, the Principal shall relay that opinion to the parent and appropriate Supervisory Officer.

Related Information:

Forms for this Policy

Appendix A: Consent Form

Appendix B: Pupil Medication Record

Ministry of Education

Policy / Program Memorandum No. 81 (Provision of Health Support Services in School Settings)

Appendix B: Pupil Medication Record

Name of Pupil _____ Date of Birth _____ Grade _____

Address _____

Name of Parent/Guardian _____ Phone _____

Name of Doctor _____ Phone _____

Person Administering Health Care Service _____

Alternate (s) _____

Date Drug Therapy Started _____ Date Drug Therapy Ended _____

ADMINISTRATION OF PRESCRIBED MEDICATION OCCURRED AS FOLLOWS:[illegible]

THIS FORM WILL BE FILED IN THE O. S. R. FOLDER



POLICY: Opening or Closing Exercises

Category (Schools & Students)

Effective Date: September 24, 2001.

Last Revision Date: (N/A)

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POLICY: Opening or Closing Exercises

Rationale:

The Renfrew County Catholic District School Board publicly voices that we are “Schools with a Difference.” We seek to sustain environments characterized by warmth, hospitality, good humour and joy. Our mandate, as a school community, is to live lives dedicated to peace and justice in the spirit of gospel values. This vision statement calls for both a spiritual dimension and civic responsibility.

Personnel Affected by Policy:

Pupils, School Staff, Parents, the School Board and the Community

Organizational Authority:

The Board

Regulations and Procedures:

1. It is the policy of the Board that each school shall:
 - a) have an Opening Prayer as part of their Opening Exercises.
2. Each school shall:
 - a) conduct Opening/Closing Exercises in accordance with section 4 of Regulation 298 (Operation of Schools – General) made under the Education Act.
 - b) include the singing of “O Canada” in Opening Exercises.
3. Each school may:
 - a) include the recitation of the *Pledge of Citizenship*. The decision to include or omit the *Pledge of Citizenship* will be made annually, after consultation with the local School Council.
4. Exemptions to Participation in Opening or Closing Exercises:

In the following circumstances, a pupil is not required to participate in the opening or closing exercises:

 - a) In the case of a pupil who is less than 18 years old, if the pupil’s parent or guardian applies to the principal of the school for an exemption from the exercises.
 - b) In the case of a pupil who is at least 18 years old, if the pupil applies to the principal for an exemption from the exercises.



POLICY: Safe Arrivals

Category (Schools & Students)

Effective Date: March 27, 2000.

Last Revision Date: (N/A)

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POLICY: Safe Arrivals

Rationale:

A safe-arrival program is a system of procedures, which are performed together with daily school attendance taking. Parents and guardians are responsible for their children's safety. Safe-arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school.

Personnel Affected by Policy:

All teaching and non-teaching employees, pupils, parents and caregivers affiliated with the affected school.

Organizational Authority:

The Board

Regulations:

1. It is the policy of the Board that each school shall have Safe School Arrival Procedures.
 - 1.1 All elementary schools shall have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers.
 - 1.2 Safe-arrival programs are developed and implemented by schools with advice from school councils, as necessary.
 - 1.3 The design of specific procedures will reflect local needs and the particular circumstances of the school and the community.
 - 1.4 Schools, parents, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe-arrival programs.
 - 1.5 Safe-arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.
2. ***Design of Safe-Arrival Programs***

Safe arrival programs shall be designed to reflect the following characteristics with respect to program delivery and information and communications. The following characteristics are intended to provide guidance in the design of any safe-arrival programs that are developed.

 - 2.1 The program should be delivered in a manner that complements other school and community safety programs and initiatives.
 - 2.2 The roles and responsibilities of parents, pupils, the school, school councils, volunteers, and others should be clearly identified and documented, and broadly communicated to all those who have an interest in safe-arrival programs.
 - 2.3 The roles and responsibilities of parents and guardians, at a minimum, could be defined as involving the following:
 - i) Parents and guardians are responsible for their children's safety. Safe-arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school;



POLICY: Safe Arrivals

Category (Schools & Students)

Effective Date: March 27, 2000.

Last Revision Date: (N/A)

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- ii) Parents, guardians, and caregivers are responsible for communicating planned pupil absences or lateness to the school on a timely basis. Their reports could be reconciled with information obtained through classroom attendance-taking procedures to identify any unexplained absences that require prompt follow-up contacts;
 - iii) (iii) Parents, guardians, and caregivers are responsible for providing the school with complete and current emergency information to enable the school to make any necessary follow-up contacts.
- 2.4 Programs should take into account both normal, recurring circumstances and unusual events and conditions. For example, regular procedures could be modified on days when pupils are likely to arrive late because of inclement weather or bus cancellations.
 - 2.5 Programs should take into account that a language other than the language of instruction may be used in the absent pupil's home.
 - 2.6 Programs shall specify the steps that are to be taken when a follow-up contact cannot reasonably be made. (i.e. documented in a log book located in a central point in the office).
 - 2.7 Individuals involved in delivering the safe-arrival program shall receive appropriate training and supervisions.
 - 2.8 Programs shall be reviewed periodically to confirm their effectiveness.
 - 2.9 Parents and volunteers can make a tremendous contribution to the delivery of these programs. Where appropriate, efforts should be made to develop this potential and to enlist the aid of parents and volunteers to help reduce demands on the time of school administrative staff.

3. *Information and Communications*

- 3.1 Information about the scope and features of the school's safe-arrival program, and about the roles and responsibilities of all interested parties, should be communicated clearly and effectively by the principal to school staff, parents, guardians, caregivers, pupils, school councils, and all volunteers and others in the community who have an interest in the matter. A copy of the School's Safe-Arrival program shall be kept on file with the Supervisory Officer of that school.
- 3.2 There shall be a reliable method for parents, guardians, and caregivers to communicate planned pupil absences or lateness to the school on a timely basis, particularly outside school hours. For example, a voice-messaging system and, if appropriate, a telephone device for the deaf (TTY/TDD) may have to be installed.
- 3.3 A reliable system of documenting key information shall be developed and maintained. Key information shall include:
 - a log of calls from parents or others who report absences or lateness;
 - names and current telephone numbers, in order of priority, of parents, guardians, caregivers, or other individuals to be notified in case of an unexplained pupil absence;
 - a log of actions taken by school staff in accordance with the provisions of the safe-arrival program.



Appendix A: Occurrences Requiring Police Response

The following sections have been abstracted from the Ministry of Education *2011 Provincial Model for a Local Police/School Board Protocol*.

1. Occurrences Requiring Police Response (Students 12 years of age and older)

The following incidents require mandatory reporting to police. Mandatory police reporting does not mean that police will lay charges in every situation; however, for the incidents listed, police *must* be notified. The incidents listed include those that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on school climate.

a) *Mandatory Notification of Police*

At a minimum, the police must be notified of the following types of incidents:

- all deaths;
- physical assault causing bodily harm requiring medical attention;
- sexual assault*;
- robbery*;
- criminal harassment*;
- relationship-based violence*;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- trafficking* in weapons or in illegal drugs;
- possessing an illegal drug;
- hate and/or bias-motivated occurrences*;
- gang-related occurrences*;
- extortion*.

[* See Section 4 – Definitions.]

b) *Discretionary Notification of Police*

Police response may also be needed in connection with the following types of incidents:

- giving alcohol to a minor;
- being under the influence of alcohol or illegal drugs;
- threats* of serious physical injury, including threats made on social networking sites or through instant messaging, text messaging, e-mail, and so on;
- incidents of vandalism; and
- trespassing incidents.

[* See Section 4 – Definitions.]

- c) Principals should consider mitigating and other factors when deciding whether to call the police in these discretionary situations. It is expected that all other school-related occurrences not specified in the Protocol will be dealt with by the principal on a case-by-case basis, and that police will be notified at the principal's discretion



Safe Schools – Appendix A – Occurrences Requiring Police Response

Effective Date: January 25, 2010.

Last Revision Date: (1-Sep-11)

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2. Occurrences with Students under 12 years of age

- a) Where children under the age of 12 are involved, school boards are expected to use their discretion in applying the rules outlined above for reporting incidents to the police. Children under 12 cannot be charged with an offence under the *Criminal Code*, *Youth Criminal Justice Act*, or the *Provincial Offences Act*, but police may take reports of incidents allegedly committed by students in this age group and may respond in an appropriate manner. Early intervention for children involved in such incidents is essential, and involving police and parents as early as possible may facilitate the provision of appropriate intervention and support
- b) Even if the Police are not called, the principal is required to conduct an investigation of an incident for the purpose of school discipline – for example, where a recommendation for suspension or expulsion may be required – regardless of the age of the students involved.

3. Occurrences with Students with Special Education Needs

- a) Because school administrators have a duty to ensure that all members of the school community are able to work and learn in a safe and positive environment, they are obliged to report incidents to police as outlined above. However, in investigations that involve a student known to have special education needs, additional considerations must be taken into account by school personnel and police.
- b) Additional considerations are to be taken into account when an investigation involves a student (or students) known to have special education needs, who may be identified as having an exceptionality in any of the following categories: behaviour, communication, intellectual, physical, or multiple. Such considerations include:
 - the responsibility of the school to communicate to the police that a student is known to have special education needs or communication difficulties;
 - the requirement to accommodate the student, especially when interviewing is necessary. Every attempt should be made to provide specialized supports/resources, as needed, for the student during an investigation;
 - the need to ensure that the student's parent is contacted as soon as possible, except in exigent circumstances or where the police believe the parent may be implicated in the incident.
- c) In cases involving students with special education needs, the principal should review the student's Individual Education Plan (IEP) and other relevant student records in order to identify whether further intervention strategies and/or resources are required for the student. These may include the development of and/or revisions to a behaviour management plan or a safety plan.

4. Definitions

The definitions provided here relate only to usages in the context of the Protocol and cannot be attributed to usages in any other document. Although some of the definitions are based on language used in the *Criminal Code of Canada*, they are not to be taken as the official legal definitions set out in the Code. For the actual legal definitions, please refer to the Code itself.

Criminal harassment occurs when: (1) a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or a member of that person's family; and (2) the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety.



Safe Schools – Appendix A – Occurrences Requiring Police Response

Effective Date: January 25, 2010.

Last Revision Date: (1-Sep-11)

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Extortion means the use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.

Gang-related occurrences are incidents involving a group, consisting of three or more persons, however organized, having as one of its main purposes the commission or facilitation of a criminal offence in which any or all of the members engage.

Hate- and/or bias-motivated occurrences are incidents (e.g., involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (i.e., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that are publicly communicated and that are wilfully intended to promote or incite bias or hatred against such a group.

Relationship-based violence is any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within an intimate relationship. The behaviour or action can be physical, sexual, or emotional, and it may comprise a single act of violence, regardless of the level of physical injury, or a number of acts forming a pattern of abuse through the use of assaultive and controlling behaviour.

Robbery is the use of violence or threats of violence to steal money or other property from a victim.

Sexual assault is any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used – instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

Threats are any statement, act, or communication, by any means, including electronic means, of an intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out.

Trafficking is assisting in any manner with the distributing of a controlled drug or substance, as set out in the *Controlled Drugs and Substances Act*, or with the distributing of weapons.



Safe Schools – Appendix B – Reporting Violent Incidents to the MOE

Effective Date: September 1, 2011.

Last Revision Date: (N/A)

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Appendix B: Reporting Violent Incidents to the MOE

The following sections are requirements of the Ministry of Education (16-May-11) Policy / Program Memorandum No. 120.

1. Definition of Violent Incident:

The term violent incident is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following:

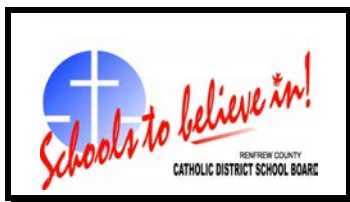
- possessing a weapon, including possessing a firearm;
- physical assault causing bodily harm requiring medical attention;
- sexual assault;
- robbery;
- using a weapon to cause or to threaten bodily harm to another person;
- extortion;
- hate and/or bias-motivated occurrences.

2. School Staff / Principal Reporting:

- a) School staff shall report all violent incidents that occur on school premises during school-run programs to their school principal or designate, whether the violent incident was committed by a student of the school or whether it was committed by any other person.
- b) Principals or designates shall report all violent incidents that occur on school premises during school-run programs to the applicable superintendent of educational services, whether the violent incident was committed by a student of the school or whether it was committed by any other person.

3. Board Reporting:

- a) The Board is required to report the total number of violent incidents on an annual basis to the Ministry of Education through the Ontario School Information System (OnSIS).
- b) The Board is also required to collect and analyse data on the nature of violent incidents to support the development of board policies and to inform board and school improvement plans.



Appendix C: Incident Reporting Form

Report No: _____ (YYYY/MM/DD)	CONFIDENTIAL SAFE SCHOOLS INCIDENT REPORTING FORM – PART I
Name of School	
1. Name of Student(s) Involved (if known)	_____ _____
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p>SUSPENSION ACTIVITIES Activities for which suspension must be considered under section 306(1) of the Education Act</p> <p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person; <input type="checkbox"/> Possessing alcohol or illegal drugs; <input type="checkbox"/> Being under the influence of alcohol; <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority; <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school; <input type="checkbox"/> Bullying. </p> <p>Other activities for which a pupil may be suspended under Board Policy</p> <p> <input type="checkbox"/> Persistent truancy; <input type="checkbox"/> Persistent opposition to authority; <input type="checkbox"/> Habitual neglect of duty; <input type="checkbox"/> The wilful destruction of school property; <input type="checkbox"/> The use of profane or improper language; <input type="checkbox"/> Conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school; <input type="checkbox"/> Infractions off school property where the pupil's conduct in the community negatively impacts on the school; <input type="checkbox"/> Dress that contravenes the established dress code within a school; <input type="checkbox"/> Trafficking in legal drugs; <input type="checkbox"/> Being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the said drugs, or in a manner or an amount not contemplated by a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs; </p>



Safe Schools – Appendix C – Incident Reporting Form

Effective Date: January 1, 2013.

Last Revision Date: (N/A)

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- ☐ Taking pictures during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher;
- ☐ Harassing another person by the use of mechanical/electronic technology or communications;
- ☐ Invading another person's privacy by the use of mechanical/electronic technology or communications;
- ☐ Serious breaches of the Board Code of Conduct or the School Code of Conduct

EXPULSION ACTIVITIES

Activities for which expulsion must be considered under section 310(1) of the Education Act

- ☐ Possessing a weapon, including possessing a firearm;
- ☐ Using a weapon to cause or to threaten bodily harm to another person;
- ☐ Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- ☐ Committing sexual assault;
- ☐ Trafficking in weapons or in illegal drugs;
- ☐ Committing robbery;
- ☐ Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person);
- ☐ Any activity listed in subsection 306 (1) that is motivated by bias, prejudice, or hate;
- ☐ Giving alcohol to a minor.

Other activities for which a pupil may be expelled under Board Policy

- ☐ A pattern of behaviour so refractory that the pupil's presence is injurious to the effective learning of others;
- ☐ Repeated and serious breaches of the Board Code of Conduct where all previous interventions and sanctions have proven ineffective;
- ☐ Trafficking in legal drugs;
- ☐ A course of serious harassment of another person;
- ☐ A course of serious invasions of another person's privacy by the use of mechanical/electronic technology or communications.

5. Report Submitted By: Name: _____

Role in School Community: _____

Signature: _____ Date: _____

Contact Information: Location: _____ Telephone: _____ Email: _____

6. FOR PRINCIPAL'S USE ONLY: Check if incident was a **violent incident**, as defined in Policy/Program Memorandum No. 120 and in Safe Schools – Appendix B – Reporting Violent Incidents to the Ministry of Education (Board Policy – Schools Category).

☐ **Violent incident**

[Information is collected is under the authority Part XIII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school principal.]



**Safe Schools – Appendix C –
Incident Reporting Form**

Effective Date: January 1, 2013.

Last Revision Date: (N/A)

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SAFE SCHOOLS INCIDENT REPORTING FORM – PART II

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

NOTE: Only Part II is to be given to the person who submitted the report.

Report No: _____

Report Submitted By: Name: _____ **Date:** _____

☐ **Investigation completed**

- ☐ Principal to communicate results to the teacher at a mutually convenient time*
- ☐ Principal to communicate results to other board employee at a mutually convenient time, as appropriate*

☐ **Investigation in progress**

- ☐ Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time*
- ☐ Once investigation is completed, principal to communicate results to other board employee at a mutually convenient time, as appropriate*

Name of Principal: _____

Signature: _____ **Date:** _____

* In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.



POLICY: Safe Schools – Access to School Premises

Category (Schools & Students)

Effective Date: September 24, 2001.

Last Revision Date: (29-Sep-08)

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POLICY: Safe Schools – Access to School Premises

Rationale:

The Board upholds the right of all students to a safe and ordered learning environment. The distinctive nature of our Catholic schools obliges us to educate, nurture and protect our students as whole persons: spiritually, physically, intellectually, emotionally and socially.

In the parable of the last Judgement, Jesus calls us to honour in a special way, his presence in those vulnerable members of our communities who need our nurturing, protection and care. (Mt 25, 31-46) As sharers in the Church's evangelizing mission, we endeavour to make this Gospel message our own. We strive to sustain safe school environments characterized by warmth, hospitality, good humour and joy, in accordance with The Provincial Code of Conduct, which states that all students, parents, teachers and staff have the right to be safe, and to feel safe, in their school community.

The Board believes in providing a safe school environment characterized by the pursuit of life-long learning and the nurturing of each individual pupil's spiritual and academic needs.

The Provincial Code of Conduct states that all students, parents, teachers and staff have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility contribute to a positive school climate.

The legislation applicable to access to school premises includes:

- Education Act, s. 265 (1) (m): a principal may refuse to admit to the school or a classroom a persons whose presence in the school or classroom would be detrimental to the physical or mental well-being of the pupils.
- Education Act, s. 305: provisions dealing with access to school premises.
- Ontario Regulation 474/00 as amended: governs access to school premises and specifies the classes of persons who are permitted on school premises.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Principals, Supervisory Officers, Community, The Board

Organizational Authority:

The Board

Definitions:

School Premises: All buildings and property owned or leased by the Renfrew County Catholic District School Board as well as all locations designated for the purpose of school-related activities including but not limited to buses for transportation to and from school, to and from athletic events and to and from field trips.

Regulations:

1. Access during School Hours:
Unless authorized by the Principal or Board Superintendent, persons who are authorized to be on school premises are only authorized to be on school premises during the hours the school is open for instruction of pupils.



POLICY: Safe Schools – Access to School Premises

Category (Schools & Students)

Effective Date: September 24, 2001.

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-
2. **Access to Students / Access to Non Public Areas:**
Unless authorized by the Principal or Board Superintendent, persons who are authorized to be on school premises are not authorized to be in a classroom, any other location where students are present and in the non public areas of the school.
 3. **Visitor Protocol:**
All visitors to a school, who are not enrolled students in the school or Board employees, are required to report to the school office and sign in upon entering the school premises during the hours the school is open for instruction of pupils. On the sign in sheet visitors are required to record the purpose of their visit. Visitors who have not reported to the school office, recorded the purpose of their visit and signed in are not permitted to remain on school premises.
 4. **Board/School/Teacher Invitations to Parents to attend a School/Board Activity;**
Save and except for persons who have received a written notice not to be on school premises, persons who have received an invitation from the Board, a Principal, a Vice-Principal or a teacher to attend a school or a board activity are deemed to have authorization to be on school premises for the purpose of attending the said activity.
 5. **Community Use of Schools:**
Save and except for persons who have received a written notice not to be on school premises a person may be on school premises pursuant to an approved Community Use of School Facilities Permit in the area of the school designated on the Permit and for the purpose set out on the Permit.
 6. **Suspended and expelled students:**
A pupil who is suspended is not considered to be engaged in school-related activities by virtue of participating in a program for suspended students. A pupil who is expelled is not considered to be engaged in school-related activities by virtue of participating in a program for expelled students.
 7. **Notice under section 305 (4) of the Education Act and the Trespass to Property Act:**
 - a) For the purposes of the Trespass to Property Act, the Principal and the Vice-Principal are occupiers for the school they have been appointed to.
 - b) In situations where one person's presence is detrimental to the safety or well being of a another person on school premises, the Principal or the Vice-Principal may issue a verbal or written notice to the said person to leave the school premises.
 - c) In situations where a person has not followed the visitor protocol or this Policy, the Principal or the Vice-Principal may issue a verbal or written notice to the said person to leave the school premises.
 - d) In situations where a person is not conducting himself or herself in accordance with the Code of Conduct, the Principal or the Vice-Principal may issue a verbal or written notice to the said person to leave the school premises.
 8. **Refusal to Leave School Premises after Notice:**
In situation where a person refuses to leave the school premises after being given a verbal or written notice to do so, the Principal or his or her designate shall call the Police Services for assistance.
 9. **Principal Designate:**
In the absence of the Principal or Vice-Principal of a school the Principal designate can exercise the authority of the Principal under this Policy.
-



POLICY: Safe Schools – Access to School Premises

Category (Schools & Students)

Effective Date: September 24, 2001.

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Legislation:

Education Act, s. 265 (1) (m)

It is the duty of a principal, in addition to the principal's duties as a teacher,

- m) access to school or class – subject to an appeal to the Board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the Principal's opinion be detrimental to the physical or mental well-being of the pupils.

Education Act, s. 305

- 305.(1) The Minister may make regulations governing access to school premises, specifying classes of persons who are permitted to be on school premises and specifying the days and times at which different classes of persons are prohibited from being on school premises.
- (2) No person shall enter or remain on school premises unless he or she is authorized by regulation to be there on that day or at that time.
 - (3) A person shall not enter or remain on school premises if he or she is prohibited under a board policy from being there on that day or at that time.
 - (4) The principal of a school may direct a person to leave the school premises if the principal believes that the person is prohibited by regulation or under a board policy from being there.
 - (5) Every person who contravenes subsection (2) is guilty of an offence.

Ontario Regulation 474/00:

- 1. This Regulation governs access to school premises under section 305 of the Act.
- 2. (1) Subject to any restrictions set out in this regulation, the following persons are permitted to be on school premises when the premises are being used for a purpose authorized by the board:
 - 1. A person enrolled as a pupil in the school.
 - 2. A parent or guardian of such a pupil.
 - 3. A person employed or retained by the board.
 - 4. A person who is otherwise on the premises for a lawful purpose.
- (2) A person who is invited to attend an event, a class or a meeting on school premises is permitted to be on the premises for that purpose.
- (3) A person who is invited onto school premises for a particular purpose by the principal, a vice-principal or another person authorized by board policy to do so is permitted to be on the premises for that purpose.
- (4) Subsection (1), (2) or (3) does not entitle a person to have access to all areas of the school premises.
- (5) Subsection (1) does not restrict the right of the board to lock the school premises when the premises are not being used for a purpose authorized by the board.
- 3. (1) A person is not permitted to remain on school premises if his or her presence is detrimental to the safety or well-being of a person on the premises, in the judgment of the principal, a vice-principal or another person authorized by the board to make such a determination.
- (2) A person is not permitted to remain on school premises if a policy of the board requires the person to report his or her presence on the premises in a specified manner and the person fails to do so.
- (3) Subsections (1) and (2) do not apply to a pupil enrolled in the school or to a pupil attending a program for suspended or expelled pupils that is located on the school premises.

Extracts from the Trespass to Property Act

- 1. (1) In this Act, "occupier" includes,
 - a) a person who is in physical possession of premises, or
 - b) a person who has responsibility for and control over the condition of premises or the activities there carried on, or control over persons allowed to enter the premises, even if there is more than one occupier of the same premises; ("occupant")



POLICY: Safe Schools – Access to School Premises

Category (Schools & Students)

Effective Date: September 24, 2001.

Last Revision Date: (29-Sep-08)

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- (2) A school board has all the rights and duties of an occupier in respect of its school sites as defined in the Education Act.

Trespass an offence

2. (1) Every person who is not acting under a right or authority conferred by law and who,
- a) without the express permission of the occupier, the proof of which rests on the defendant,
 - i) enters on premises when entry is prohibited under this Act, or
 - ii) engages in an activity on premises when the activity is prohibited under this Act; or
 - b) does not leave the premises immediately after he or she is directed to do so by the occupier of the premises or a person authorized by the occupier, is guilty of an offence and on conviction is liable to a fine of not more than \$2,000.

Method of giving notice

5. (1) A notice under this Act may be given,
- a) orally or in writing;
 - b) by means of signs posted so that a sign is clearly visible in daylight under normal conditions from the approach to each ordinary point of access to the premises to which it applies; or
 - c) by means of the marking system set out in section 7.

Arrest without warrant on premises

9. (1) A police officer, or the occupier of premises, or a person authorized by the occupier may arrest without warrant any person he or she believes on reasonable and probable grounds to be on the premises in contravention of section 2.

Related Information

Board Policies

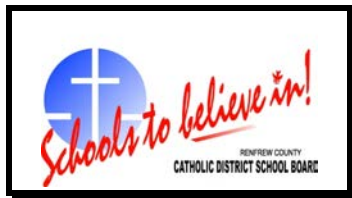
POLICY: Safe Schools – Access to School Premises
POLICY: Safe Schools – Bullying, Prevention & Intervention
POLICY: Safe Schools – Code of Conduct
POLICY: Safe Schools – Progressive Discipline
POLICY: Safe Schools – Pupil Suspension
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion
POLICY: Safe Schools – Pupil Expulsion Hearing

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)
Education Act, ss. 306 - 309 (Pupil Suspension)
Education Act, ss. 310 – 316 (Suspension leading to Expulsion)
Access to School Premises (Ontario Regulation 474/00)
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 427/07) [Pupil Suspension / Expulsion]

Ministry of Education [see Ontario Ministry of Education web site Publications, Administrators, Ongoing Interest]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)
Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)
Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)
Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)
Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)



POLICY: Safe Schools –Bullying, Prevention & Intervention

Category (Schools & Students)

Effective Date: September 29, 2008.

Last Revision Date: (5-Mar-13)

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POLICY: Safe Schools – Bullying, Prevention & Intervention

Rationale:

The Board's Vision Statement guides what we do in each subject area and dimension of school life. Rooted in the Gospel values expressed in the Catholic Graduate Expectations, our vision provides for a distinctive learning experience which honours the God-given dignity of each student entrusted to our educational care. This same vision encourages students to reach their fullest potential – spiritually, physically, intellectually, emotionally and socially – making a difference in the world as faith-filled community builders. Our Catholic faith calls us to love one another. Bullying, harassment and intimidation run counter to Christ's message of love and inclusion. As a Christian community we are called to treat one another with care and respect. Adapted from: Creating a Culture of Responsibility. Bishop Smith Catholic High School Anti-Bullying Policy, September 2007.

The (5-Dec-12) Ministry of Education Policy/Program Memorandum No. 144 requires school boards in Ontario to review and revise their policies on bullying prevention and intervention as of February 1st 2013.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Other School Staff, Other Board Employees, Administrators, Third Parties under Contract, the Community, the Board

Organizational Authority:

The Board

Regulations:

1. Policy Statements:

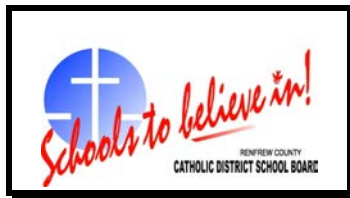
- a) Bullying adversely affects a student's ability to learn.
- b) Bullying adversely affects the school climate, including healthy relationships.
- c) Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

2. Definitions:

a) General Definition

"bullying" means aggressive and typically repeated behaviour by a pupil where,

- i) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - creating a negative environment at a school for another individual, and
- ii) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;



POLICY: Safe Schools –Bullying, Prevention & Intervention

Category (Schools & Students)

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- b) Means:
For the purposes of the definition of “bullying” in subsection (a), behaviour includes the use of any physical, verbal, electronic, written or other means.
- c) Cyber-bullying:
For the purposes of the definition of “bullying” in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,
- i) creating a web page or a blog in which the creator assumes the identity of another person;
 - ii) impersonating another person as the author of content or messages posted on the internet; and
 - iii) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals

3. *Prevention and Awareness Raising:*

In addition to and in support of current OECTA, OTF and school-based anti-bullying initiatives, the Board has established an Anti-Bullying Committee and a Safe Schools teacher position whose roles will include examining and recommending further development and implementation of board-wide bullying prevention and awareness strategies possibly including but not limited to:

- The ongoing teaching of social skills rooted in Gospel values;
- The role of age-appropriate assertiveness training;
- The use of restorative practices;
- Age-appropriate bystander training;
- The teaching of peer support skills to enable all students in a bystander role to discourage bullying;
- High visibility of supervisors;
- School-wide anti-bullying campaigns;
- Professional development for teaching and non-teaching staff;
- Bullying surveys;
- Open, frequent communication about bullying in the board and school community, such as in the board and school newsletters and in posters and other media used in the board’s schools.

4. *Programs, Interventions and Other Supports:*

- a) Each school’s Safe Schools Team will review its procedures for responding to incidents of bullying, including but not limited to:
- facilitating a consistent and positive response from board staff based on principles of progressive discipline;
 - enhancing the mechanisms through which pupils can safely report incidents of bullying;
 - examining the role of and impact on bullies, victims and bystanders when an incident occurs;
 - determining what supports will be used when an incident occurs (e.g. counseling, chaplain, SERT, Native Elder, police)
 - facilitating a procedure to allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal.
- b) All employees of the board must take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.
- c) Board employees who work directly with students – including administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviours includes all inappropriate and disrespectful behaviour at any time at school and at any school related event if, in the employee’s opinion, it is safe to respond to it.



POLICY: Safe Schools –Bullying, Prevention & Intervention

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5. *Reporting Serious Student Incidents to Principals:*

a) Purpose:

The purpose of reporting serious student incidents is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

b) Reporting Obligation of Board Employees:

- i) Section 300.2 of the Education Act states that an employee of the board who becomes aware that a student at a school of the board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.
- ii) In cases where an immediate action is required, a verbal report to the principal may be made. A written report must be made when it is safe to do so.

c) Reporting Obligations of Board Employees who are Regulated Health Professionals:

In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him- or herself or to others.

d) Reporting Obligations of Third Parties under Contract to the Board:

- i) School bus drivers, providers of extended day and after school programs and other third parties who are under contract or agreement with the Board are required to report serious student incidents in writing to the principal of the school as soon as reasonably possible.
- ii) The Board shall include or shall make arrangements to include such reporting requirements in their respective contracts with third parties.

e) Safe Schools Incident Reporting Form (Appendix C):

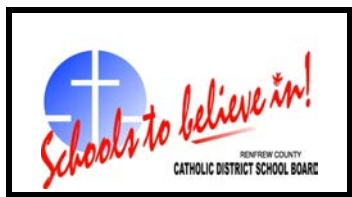
All reports, including those made to the principal verbally, must be confirmed in writing, using the Safe Schools – Appendix C - Incident Reporting Form – Part I (Schools & Students Policy Category). Where the principal is the sole witness to an incident, the principal is similarly required to use the above reporting form to confirm in writing what he or she witnessed. (Appendix C is available on the Board Web Page – Our Board – Policies and Procedures – Schools & Students).

6. *Notifying Parents:*

a) Notice to Parents of Students who have been Harmed by a Serious Student Incident:

Pursuant to section 300.3 of the Education Act principals shall notify parents of students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the student;
- the nature of the harm (including physical, mental, emotional, and psychological) to the student;
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity; and
- the supports that will be provided for the student in response to the harm that resulted from the activity.



POLICY: Safe Schools –Bullying, Prevention & Intervention

Category (Schools & Students)

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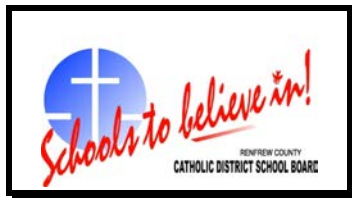
- b) Notice to Parents of Students who have engaged in a Serious Student Incident:
Pursuant to section 300.3 of the Education Act principals shall notify parents of students of students who have engaged in serious student incidents. Principals shall disclose the following information:
- the nature of the activity that resulted in harm to the other student
 - the nature of the harm (including physical, mental, emotional, and psychological) to the other student
 - the nature of any disciplinary measures taken in response to the activity
 - the supports that will be provided for the student in response to his or her engagement in the activity

When notifying parents of these incidents, the principal must invite parents to have a discussion with him or her about the supports that will be provided for their child.

- c) Situations where the Principal shall NOT notify a Parent:
- i) Pursuant to subsection 300.3 (3) of the Education Act, a principal shall NOT notify a parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest.
 - ii) Under subsection 301 (5.5) of the Education Act, when principals have decided not to notify the parents that their child was involved in a serious student incident, as described above, they must, in accordance with Ontario Regulation 472/07, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision.
 - iii) Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision.
 - iv) In addition, principals should refer students to board resources or to a community-based service provider that can provide the appropriate type of confidential support when his or her parents are not called (e.g., counselling; a sexual assault centre; Kids Help Phone; Lesbian, Gay, Bisexual, Transgendered Youth Line18).
- d) Reporting Child Abuse, Sexual Misconduct and Inappropriate Behaviour:
In circumstances where Board employees have reason to believe that a student may be in need of protection, Board employees must call a Children's Aid Society according to the requirements of the Child and Family Services Act and Board Policies on Safe Schools - Reporting Child Abuse and Safe Schools - Reporting Sexual Misconduct and Inappropriate Behaviour. (These Policies and related documents are on the Board web page – Our Board – Policies and Procedures – Schools & Students).

7. *Principal Investigation of Student Incidents:*

- a) Principal Obligation to Investigate Reports:
The principal must investigate all reports submitted by board employees, as outlined in subsection 300.2 (3) of the Education Act.
- b) Principal Reporting Obligations
- i) Occurrences Requiring a Police Response:
The Principal shall consult Safe Schools Appendix A – Occurrences Requiring a Police Response and shall follow the requirements of Appendix A in reporting such incidents to the police.
 - ii) Violent Incidents Requiring a Report to the Ministry of Education:
The Principal shall consult Safe Schools Appendix B – Reporting Violent Incidents to the MOE and shall follow the requirements of Appendix B in reporting such incidents.
- c) Communication of Results of Investigation:
- i) In all cases, the principal must provide the employee who reported the incident with written acknowledgement, using the Part II of Appendix C - Safe Schools Incident Reporting Form. Information that could identify the student(s) involved must not be part of the acknowledgement.



POLICY: Safe Schools –Bullying, Prevention & Intervention

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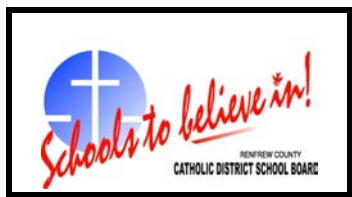
- ii) Once the investigation is complete, the principal must communicate the results of the investigation to the teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate. Communication between the principal and school staff about the investigation and the results of the investigation is a shared responsibility, and is an important factor in meeting student needs and fostering collaboration in the school.
- iii) The principal must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation, in accordance with subsection 300.2 (5) of the Education Act.
- iv) This information must be provided in a timely manner so that school staff can work with the principal to best meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place.
- d) Retention of Report and Other Documents:
 - i) If no further action is taken by the principal, the principal shall retain the Report (Appendix C) and his or her reasons for not taking any further action in a confidential school file for at least one year.
 - ii) If the principal has decided that action must be taken as a result of a serious student incident, he or she will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who engaged in the activity and students who have been harmed – must be removed from the form before it is filed.
 - iii) Where the principal has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in the activity and students who have been harmed – must be removed from the form before it is filed.
 - iv) In the case of the student who has been harmed, no information about the incident must be placed in his or her OSR, unless that student's parents expressly request that it be placed in the OSR.
 - v) In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.
 - vi) The form and documentation must be kept in the OSR for a minimum of one year.
- e) Violent /Non Violent Incidents:

If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the reporting form must be retained in that student's OSR for:

 - one year, if the student's suspension was quashed or withdrawn and the record of suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period;
 - three years, if the student was suspended for the violent incident; or
 - five years, if the student was expelled for the violent incident.

8. Professional Development Strategies for Administrators, Teachers and Other School Staff:

- a) The Board is required to establish and provide annual professional development programs to educate teachers and other school staff about bullying prevention and strategies for promoting a positive school climate, in accordance with subsection 170(1) of the Education Act.
- b) The Board must put in place curriculum-linked training strategies on bullying prevention and intervention to give all administrators, teachers, and other school staff the resources and support they need. The strategies should include ways of responding to all forms of bullying.



POLICY: Safe Schools –Bullying, Prevention & Intervention

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- c) The Board may also make resources available to other adults who have significant contact with students (e.g., school bus operators/drivers, volunteers).
- d) The Board should also recognize the ongoing need to support training for new teachers.

9. *Communications and Outreach Strategies:*

- a) To support a whole-school approach, the Board must actively communicate their policies and guidelines on bullying prevention and intervention to principals, teachers, and other school staff; students; parents; their Special Education Advisory Committee; school councils; and school bus operators and drivers.
- b) The Board should also provide this information to its Parent Involvement Committees and other relevant groups.

10. *Monitoring and Review Process:*

The Board will monitor, review and evaluate on an ongoing basis its bullying prevention and intervention policies through mechanisms such as:

- surveys of school climate
- performance indicators
- consultation with the Safe Schools Steering Committee and Anti-Bullying Committee
- consultation with community stakeholders

11. *School Level Plans on Bullying Prevention and Intervention:*

All Board schools shall develop and implement school-wide bullying prevention and intervention plans as part of their School Improvement Plan. Components of these plans must include the following:

- the definition of *bullying*
- prevention strategies
- intervention strategies
- training strategies for members of the school community
- communication and outreach strategies
- monitoring and review processes

The school plans must be consistent with the policies in the Ministry of Education Policy and Program Memorandum No. 144 and with the Board Policy.

12. *Safe School Teams:*

Each school must have in place a safe schools team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner, and the principal. The team must have a staff chair. An existing school committee (e.g., healthy schools committee) can assume this role.

Related Information

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response

Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)

Appendix C: Incident Reporting Form

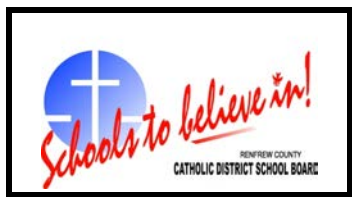
Board Policies

POLICY: Safe Schools – Access to School Premises

POLICY: Safe Schools – Bullying, Prevention & Intervention

POLICY: Safe Schools – Code of Conduct

POLICY: Safe Schools – Delegation of Authority



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POLICY: Safe Schools – Progressive Discipline
POLICY: Safe Schools – Pupil Suspension
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion
POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

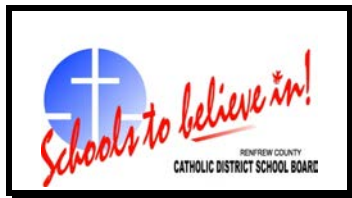
POLICY: Information (Personal) – Collection, Use and Disclosure
PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)
Education Act, ss. 306 - 309 (Pupil Suspension)
Education Act, ss. 310 – 316 (Suspension leading to Expulsion)
Access to School Premises (Ontario Regulation 474/00)
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)
Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)
Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)
Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)
Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)



POLICY: Safe Schools – Code of Conduct

Category (Schools & Students)

Effective Date: September 29, 2008.

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POLICY: Safe Schools – Code of Conduct

Rationale:

Catholic education's distinctiveness lies in its mandate to provide educational instruction in the light of the Catholic faith. As participants in the Church's evangelizing mission, we are bound to the "entire Law of the Gospel, [which] is contained in the 'new commandment' of Jesus, to love one another as he has loved us." (Jn 15, 12) cf. CCC 1970 We seek to make our schools places where Christ's new commandment of love is witnessed in conduct marked by reverence for the dignity of every student and staff member.

Section 302 (1) of the Education Act requires each board to establish policies and guidelines with respect to the conduct of persons in schools within the board's jurisdiction and the policies and guidelines must address such matters and include such requirements as the Minister may specify.

The (5-Dec-12) Ministry of Education Policy/Program Memorandum No. 128 sets out revisions to the Provincial Code of Conduct and gives directions to boards on reviewing their own codes of conduct so that they comply with the provincial Code of Conduct as of February 1st 2013.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Other School Staff, Other Board Employees, Administrators, Third Parties under Contract to the Board, persons renting school facilities, the Community, the Board

Organizational Authority:

The Board

Regulations:

1. The Provincial Code of Conduct and Board Additions to the Provincial Code of Conduct:

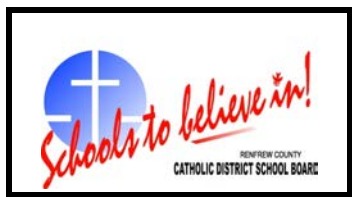
a) Application:

This Policy shall apply as a Code of Conduct for the Board and for all its schools. This Policy applies not only to students, but also to all individuals involved in the publicly funded school system – parents, volunteers, visitors, teachers, other staff members, persons renting school facilities, and other persons – whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. (PPM #128, p. 2)

b) Purposes of the Code:

Subsection 301(1) of the Education Act states that "the Minister may establish a code of conduct governing the behaviour of all persons in schools". Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol and illegal drugs.
7. To prevent bullying in schools.



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c) *Standards of Behaviour (Respect, Civility, and Responsible Citizenship):*

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.

d) *Standards of Behaviour (Safety):*

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

e) *Additional School Board Standards of Behaviour (Link to Provincial Code of Conduct: Respect, Civility, and Responsible Citizenship):*

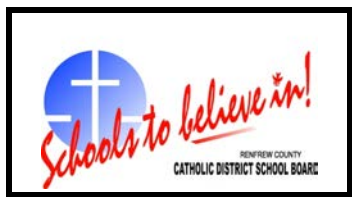
All members of the school community must:

- ensure that all personal communications devices are powered off and stored out of view during an instructional class, unless authorized by the Principal or the classroom teacher (*respect the need of others to work in an environment that is conducive to learning and teaching*);
- follow the direction of the teacher and/or the Principal regarding personal communications devices during an instructional class and during student examination/assessment periods (*respect the need of others to work in an environment that is conducive to learning and teaching*);

f) *Additional School Board Standards of Behaviour (Link to Provincial Code of Conduct: Safety)*

All members of the school community must not:

- take pictures during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher (*respect the rights of others*);
- harass another person or invade another person's privacy by the use of mechanical/electronic technology or communications (*respect the rights of others*);



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- traffic in legal drugs (*respect and comply with all applicable federal, provincial, and municipal laws; respect the need of others to work in an environment that is conducive to learning and teaching*);
- be in possession of, or be under the influence of, or provide others with legal drugs without a prescription for the said drugs or in a manner or in an amount not contemplated by a prescription for the said drugs (*respect and comply with all applicable federal, provincial, and municipal law; respect the need of others to work in an environment that is conducive to learning and teaching s*);
- disregard the direction of the teacher and/or the Principal regarding the possession and administration of legal drugs pursuant to a prescription or a medical practitioner's advice (*respect the need of others to work in an environment that is conducive to learning and teaching*);

2. Roles & Responsibilities:

a) School Boards:

School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- *establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above;
- seek input from school councils, their Parent Involvement Committees, and their Special Education Advisory Committee;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

b) Principals:

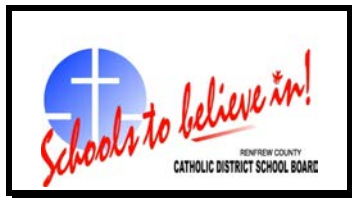
Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

c) Teachers and Other School Staff Members:

Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;



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- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship.

d) Students:

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

e) Parents:

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfil their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

f) Community Partners and the Police

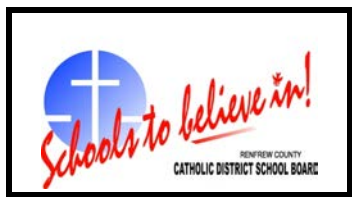
- a) Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be created. Community agencies are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.
- b) The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

3. Additional Board Requirements:

a) Development and Revision of Codes of Conduct:

Boards are required to:

- revise their board code of conduct and require principals to engage in reviews of school codes of conduct to incorporate changes in the provincial Code of Conduct, as outlined in the (5-Dec-12) Policy/Program Memorandum No. 128;
- inform students, parents, teachers and other school staff, students, parents, and members of the school community of the terms of the revised provincial Code of Conduct and school board codes of conduct.



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Policy/Program Memorandum No. 128 sets out the guidelines for the revision of School Board Codes of Conduct and for development or revision of Local School Codes of Conduct. (PPM #128, p. 3)

b) *Development and Revision of Local School Codes of Conduct:*

Local School Codes of Conduct shall comply with the School Board Code of Conduct set out in this Policy. With the approval of the relevant Superintendent of Education the Board's secondary schools may add additional Local School Standards of Behaviour as follows:

- i) Additional Secondary School Standards of Behaviour (*Link to Provincial Code of Conduct*) - Respect, Civility, and Responsible Citizenship:
- ii) Additional Secondary School Standards of Behaviour (*Link to Provincial Code of Conduct*) – Safety:
- iii) These additions shall be inserted immediately after the section, *Additional School Board Standards of Behaviour* (*Link to Provincial Code of Conduct*), *Safety*.

c) *Communications Strategy:*

Communication of this Policy to the school community shall be implemented in accordance with the process approved by the School Board.

d) *Procedures and Timelines for Review of Policy:*

- i) The first review of this Policy and any Local School Codes of Conduct shall take place during the school year 2010-11. Subsequent reviews shall take place every three years.
- ii) Reviews of this Policy shall involve a consultation with the School Board's school councils and with a wide variety of stakeholders in accordance with the consultation process approved by the School Board.
- iii) Reviews of any Secondary School Code of Conduct shall involve a consultation with the relevant school councils and with a wide variety of stakeholders in accordance with the consultation process approved by the School Board for review of Secondary School Codes of Conduct.

Related Information

Procedures / Information for this Policy

Safe Schools – Code of Conduct Appendix – Board Code of Conduct

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response

Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)

Appendix C: Incident Reporting Form

Board Policies

POLICY: Safe Schools – Access to School Premises

POLICY: Safe Schools – Bullying, Prevention & Intervention

POLICY: Safe Schools – Code of Conduct

POLICY: Safe Schools – Delegation of Authority

POLICY: Safe Schools – Progressive Discipline

POLICY: Safe Schools – Pupil Suspension

POLICY: Safe Schools – Pupil Suspension Appeal

POLICY: Safe Schools – Pupil Expulsion

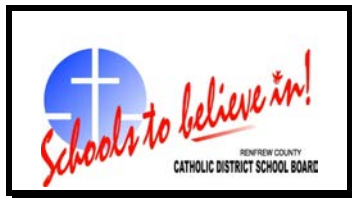
POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure

PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]



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Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)

Education Act, ss. 306 - 309 (Pupil Suspension)

Education Act, ss. 310 – 316 (Suspension leading to Expulsion)

Access to School Premises (Ontario Regulation 474/00)

Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07, Behaviour)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)

Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)

Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)

Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)

Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)

Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)



Appendix: Safe Schools Code of Conduct - Board Code of Conduct

Effective Date: January 25, 2010.

Last Revision Date: (16-Aug-11)

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Appendix: Board Code of Conduct

Standards of Behaviour - Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority;
- ensure that all personal communications devices are powered off and stored out of view during an instructional class, unless authorized by the Principal or the classroom teacher; and
- follow the direction of the teacher and/or the Principal regarding personal communications devices during an instructional class and during student examination/assessment periods.

Standards of Behaviour – Safety and Care for Others

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school;
- take pictures during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher;
- harass another person or invade another person's privacy by the use of mechanical/electronic technology or communications;
- traffic in legal drugs;
- be in possession of, or be under the influence of, or provide others with legal drugs without a prescription for the said drugs or in a manner or in an amount not contemplated by a prescription for the said drugs;
- disregard the direction of the teacher and/or the Principal regarding the possession and administration of legal drugs pursuant to a prescription or a medical practitioner's advice.



POLICY: Safe Schools – Delegation of Authority

I. Purpose of Policy

Pursuant to section 300.1 of the Education Act and (5-Dec-12) Policy / Program Memorandum 145 (Progressive Discipline & Promoting Positive Student Behaviour) a Principal may delegate his or her authority under Part XIII (Behaviour, Discipline and Safety) of the Education Act.

Boards are required to have a policy on the delegation of this authority.

II. Policy Statement

1. Principal Delegation of Authority under the Education Act:

A principal of a school may delegate in writing any of his or her powers, duties or functions under Part XIII (Behaviour, Discipline and Safety) of the Education Act to:

- a) a vice-principal of the school;
- b) a teacher employed in the school;
- c) a person appointed by a board under paragraph 5.1 of subsection 171 (1) to supervise persons in positions designated by the board as requiring an early childhood educator; and
- d) a person appointed by a board under subsection 260 (2) to a position in an extended day program designated by the board as requiring an early childhood educator.

2. Delegation to a Vice Principal:

Delegation may include all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the board to expel a student and the authority to suspend a student for six or more school days.

3. Delegation to a Teacher:

- a) The principal's authority under Part XIII of the Education Act may only be delegated in writing to a teacher in the absence of the principal and vice-principal, and must respect the terms of all applicable collective agreements.
- b) Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. Any initial investigation must be undertaken according to board direction. The teacher must report all details of the initial investigation to the principal as soon as possible.
- c) The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. A teacher may not be delegated authority regarding suspension decisions or recommendations regarding expulsion of students.
- d) A teacher may be delegated limited authority to contact the parents of a student who has been harmed as the result of a serious student incident and the parents of the student who has engaged in the activity. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- e) The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.
- f) If the teacher is not sure whether he or she should call the parents, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.



4. Delegation to an Early Childhood Educator:

- a) The principal's authority under Part XIII of the Education Act may only be delegated in writing to early childhood educators (ECEs) working in board-operated extended-day programs and their supervisors, in the absence of the principal and vice-principal. The delegated authority is only exercised with respect to a student enrolled in an extended-day program in the school, and is only exercised during the time that the extended-day program is operated in the school. The delegation of authority must respect the terms of all applicable collective agreements.
- b) ECEs working in board-operated extended-day programs, and their supervisors, may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. Any initial investigation must be undertaken according to board direction. The ECE or supervisor must report all details of the initial investigation to the principal as soon as possible.
- c) The ECE or supervisor must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. ECEs working in board-operated extended-day programs, and their supervisors, may not be delegated authority regarding suspension decisions or recommendations regarding expulsion of students.
- d) ECEs working in board-operated extended-day programs, and their supervisors, may be delegated limited authority to contact the parents of a student who has been harmed as the result of a serious student incident and the parents of the student who has engaged in the activity. The information provided to the parents by the ECE or supervisor must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- e) The ECE or supervisor must not be delegated the authority to discuss the nature of any disciplinary measures taken in response to the activity.
- f) If the ECE or supervisor is not sure whether he or she should call the parents, he or she should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

III. Related Information

Procedures / Information for the Safe Schools Policies

- Appendix A: Occurrences Requiring Police Response
- Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)
- Appendix C: Incident Reporting Form

Board Policies

- POLICY: Safe Schools – Access to School Premises
- POLICY: Safe Schools – Bullying, Prevention & Intervention
- POLICY: Safe Schools – Code of Conduct
- POLICY: Safe Schools – Delegation of Authority
- POLICY: Safe Schools – Progressive Discipline
- POLICY: Safe Schools – Pupil Suspension
- POLICY: Safe Schools – Pupil Suspension Appeal
- POLICY: Safe Schools – Pupil Expulsion
- POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

- POLICY: Information (Personal) – Collection, Use and Disclosure
- PROCEDURE A: Information (Personal) – Student Information



Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)

Education Act, ss. 306 - 309 (Pupil Suspension)

Education Act, ss. 310 – 316 (Suspension leading to Expulsion)

Access to School Premises (Ontario Regulation 474/00)

Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)

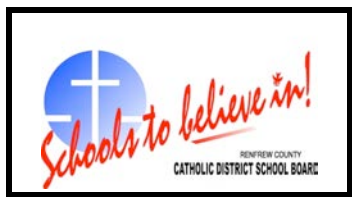
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)

Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)

Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)

Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)

Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)



POLICY: Safe Schools –Progressive Discipline

Category (Schools & Students)

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POLICY: Safe Schools – Progressive Discipline

Rationale:

The Catholic school is *directed at creating a synthesis between faith, culture and life.*¹ Our schools and staff are called to guide students toward this synthesis on a daily basis. With firmness and compassion, we strive to provide a kind of discipline which fosters each student's integral development as a whole person, while ensuring the safety and freedom of all members of the educational community. In this way, the discipline we provide is oriented toward helping young persons in our schools to become more faithful disciples of Christ and contributing citizens of society.

¹ Congregation for Catholic Education (of Seminaries and Educational Institutions) *Educating Together in Catholic Schools. A Shared Mission Between Consecrated Persons and the Lay Faithful*, 2007. No. 3.

The (5-Dec-12) Ministry of Education Policy/Program Memorandum No. 145 requires school boards in Ontario to review and revise their policies on progressive discipline as of February 1st 2013.

Personnel Affected by Policy:

Pupils, Parents, Administrators, Teachers, School Staff, Board Employees, Third Party Contractors, Persons renting school facilities, the Board, and members of the broader school community.

Organizational Authority:

The Board

Regulations:

1. Policy Statements:

- a) The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential.
- b) All inappropriate student behaviour, including bullying, must be addressed.
- c) Responses to behaviours that are contrary to the board's code of conduct must be developmentally appropriate.
- d) Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
- e) The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.
- f) Information in the student's IEP must be considered in the determination of interventions, supports, and consequences for students with special education needs.
- g) The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07 (Behaviour, Discipline and Safety of Pupils).



POLICY: Safe Schools –Progressive Discipline

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2. Prevention and Awareness Raising:

- a) Knowledge and Understanding:
 - i) In order to promote a positive school climate, the Board must provide opportunities for all members of the school community to increase their knowledge and understanding of such issues as bullying; violence; inappropriate sexual behaviour; bias, stereotyping, discrimination, prejudice, and hate; critical media literacy; and safe Internet use.
 - ii) Teachers will use Ontario's curriculum to develop an understanding of these topics and the skills to make safe and healthy choices.
 - iii) The Board will continue to provide special education programs and services for students with special education needs in a caring, safe, and inclusive environment.
- b) Anonymous School Climate Surveys:
 - i) As part of the monitoring and evaluation of their policies, the Board must conduct anonymous school climate surveys of students, staff, and parents at least once every two years. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment.
 - ii) The Board is required to inform parents that these surveys are voluntary and that they can choose not to have their child participate. The Board shall not collect any name or any identifying number, symbol, or other particular assigned to a person, in accordance with subsection 169.1(2.2) of the Education Act. The Board should consult with their legal counsel and freedom of information coordinators to ensure that they are fulfilling their legal responsibilities.
 - iii) The Board must also require their schools to share school climate survey results with their safe and accepting schools teams and to build strategies into their school improvement plans to improve the school climate regarding issues identified through their climate surveys.

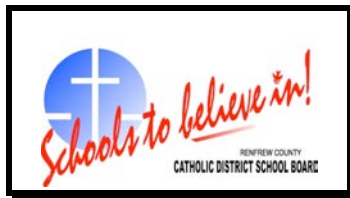
3. Responding to Incidents:

- a) Purpose:

The purpose of responding to incidents that can have a negative impact on school climate (i.e., inappropriate and disrespectful behaviour) is to stop and correct it immediately so that the students involved can learn that it is unacceptable. *Behaviour that is not addressed becomes accepted behaviour.*
- b) Board Employees:

Board employees who work directly with students – including administrators, teachers, and other school staff – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism.
- c) Response Strategies:

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and asking the student to correct the behaviour (e.g., to apologize for a hurtful comment and/or to rephrase a comment). By responding in this way, board employees immediately address inappropriate student behaviour that may have a negative impact on the school climate. When Board employees are aware that an incident involves a student with special education needs, they are expected to respond in a way that takes into account information in the student's IEP.



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- d) Reporting Incidents When Not Safe to Respond to Them:
 - i) Ontario Regulation 472/07 specifies that Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person. However, serious student incidents must be reported to the principal and confirmed in writing.
 - ii) For other incidents, where suspension or expulsion would not be considered but Board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible. For example, Board employees would not be required to respond if it would mean putting themselves or a student in an unsafe situation.

4. *Disclosure of Student Information:*

- a) Given their obligation to respond to serious student incidents and all inappropriate and disrespectful student behaviour that is likely to have a negative impact on the school climate, Board employees (including occasional employees) who work directly with students may need to know, for any particular student, those behaviour(s) that may present a potential risk of physical harm to school staff or students as documented as part of progressive discipline in the student's Ontario Student Record (OSR).
- b) Principals are only permitted to share information documented in the OSR with Board employees who do not have access to the OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. In such cases, principals may share only the necessary information pertaining to behaviour that may present risk of physical harm.
- c) When disclosing student information to Board employees, the Principal shall inform them that student information is confidential and shall refer them to Board Procedure A, Information (Personal) – Student Information on the Board web site under the Administrative Policies category.
- d) When notifying a parent or guardian of a pupil under Section 7 (Notifying Parents), the principal shall not disclose the name of or any other identifying or personal information about a pupil who engaged in the activity that resulted in the harm, except in so far as is necessary to comply with provisions for notifying parents.

5. *Support for Students*

- a) The Board must provide supports for all students who are affected by serious student incidents and all inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success.
- b) Supports may be provided by employees of the Board, through Board programs and resource personnel, or through community-based service providers, including social service agencies and mental health services.
- c) In responding to any incident, Board employees who work directly with students must act in a timely, sensitive, and supportive manner. They are expected to support students – including those who disclose or report incidents and those who wish to discuss issues of healthy relationships, gender identity, and sexuality – by providing them with contact information about professional supports (e.g., public health units, community-based service providers, Help Phone lines).



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- d) The Board shall develop procedures to support students who have been harmed or students who have engaged in serious student incidents. These procedures must outline what schools are required to do to support these students, including the development of specific plans to protect students who have been harmed and must outline a process for parents to follow if they are not satisfied with the supports that their children receive.

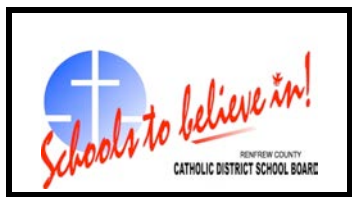
6. *Reporting Serious Student Incidents to Principals:*

- a) Purpose:

The purpose of reporting serious student incidents is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.
- b) Reporting Obligation of Board Employees:
 - i) Section 300.2 of the Education Act states that an employee of the board who becomes aware that a student at a school of the board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.
 - ii) In cases where an immediate action is required, a verbal report to the principal may be made. A written report must be made when it is safe to do so.
- c) Reporting Obligations of Board Employees who are Regulated Health Professionals:

In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him- or herself or to others.
- d) Reporting Obligations of Third Parties under Contract to the Board:
 - i) School bus drivers, providers of extended day and after school programs and other third parties who are under contract or agreement with the Board are required to report serious student incidents in writing to the principal of the school as soon as reasonably possible.
 - ii) The Board shall include or shall make arrangements to include such reporting requirements in their respective contracts with third parties.
- e) Safe Schools Incident Reporting Form (Appendix C):

All reports, including those made to the principal verbally, must be confirmed in writing, using the Safe Schools – Appendix C - Incident Reporting Form – Part I (Schools & Students Policy Category). Where the principal is the sole witness to an incident, the principal is similarly required to use the above reporting form to confirm in writing what he or she witnessed. (Appendix C is available on the Board Web Page – Our Board – Policies and Procedures – Schools & Students).



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7. *Notifying Parents:*

a) Notice to Parents of Students who have been Harmed by a Serious Student Incident:

Pursuant to section 300.3 of the Education Act principals shall notify parents of students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the student;
- the nature of the harm (including physical, mental, emotional, and psychological) to the student;
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity; and
- the supports that will be provided for the student in response to the harm that resulted from the activity.

b) Notice to Parents of Students who have engaged in a Serious Student Incident:

Pursuant to section 300.3 of the Education Act principals shall notify parents of students of students who have engaged in serious student incidents. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student
- the nature of the harm (including physical, mental, emotional, and psychological) to the other student
- the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to his or her engagement in the activity

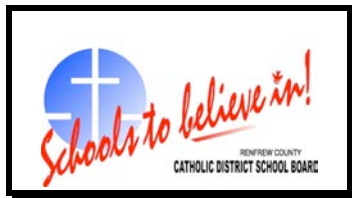
When notifying parents of these incidents, the principal must invite parents to have a discussion with him or her about the supports that will be provided for their child.

c) Situations where the Principal shall NOT notify a Parent:

- i) Pursuant to subsection 300.3 (3) of the Education Act, a principal shall NOT notify a parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest.
- ii) Under subsection 301 (5.5) of the Education Act, when principals have decided not to notify the parents that their child was involved in a serious student incident, as described above, they must, in accordance with Ontario Regulation 472/07, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision.
- iii) Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision.
- iv) In addition, principals should refer students to board resources or to a community-based service provider that can provide the appropriate type of confidential support when his or her parents are not called (e.g., counselling; a sexual assault centre; Kids Help Phone; Lesbian, Gay, Bisexual, Transgendered Youth Line18).

d) Reporting Child Abuse, Sexual Misconduct and Inappropriate Behaviour:

In circumstances where Board employees have reason to believe that a student may be in need of protection, Board employees must call a Children's Aid Society according to the requirements of the Child and Family Services Act and Board Policies on Safe Schools - Reporting Child Abuse and Safe Schools - Reporting Sexual Misconduct and Inappropriate Behaviour. (These Policies and related documents are on the Board web page – Our Board – Policies and Procedures – Schools & Students).



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8. *School Transfers related to School Safety:*

a) General:

In cases where students are being transferred to another school in order to preserve school safety, the Board is required to coordinate a “transfer meeting” between the school from which the student is being transferred and the receiving school. In cases where the transfer is necessary to protect a student, it is preferable that the student who has been harmed not be moved. The purpose of the transfer meeting is to put in place a transition strategy to identify any additional supports and resources that the student may require (e.g., supports provided by school-based employees of the board, by board personnel, or through a community-based service provider, including mental health services).

b) School Transfer Meeting:

The meeting must include the teachers and other school staff that will have regular direct contact with the student. The student that is being moved and his or her parents should also be invited to the transfer meeting. Schools must make reasonable efforts to accommodate parent participation at this meeting. The transfer meeting must occur prior to the day or on the day the student is transferred. When the meeting occurs on the day the student is transferred, it must occur before the student attends class. The receiving school must also be in possession of the student’s OSR prior to the occurrence of the transfer meeting, and the OSR must be available to be consulted at the meeting.

c) Student Information is Confidential:

When disclosing student information to Board employees including disclosures during a transfer meeting the Principal shall inform the board employees that student information is confidential and shall refer them to Board Procedure A, Information (Personal) – Student Information on the Board web site (Board web page – Our Board – Policies and Procedures – Administration).

9. *Principal Investigation of Reports of Student Incidents:*

a) Principal Obligation to Investigate Reports:

The principal must investigate all reports submitted by board employees, as outlined in subsection 300.2 (3) of the Education Act.

b) Principal Reporting Obligations

i) Occurrences Requiring a Police Response:

The Principal shall consult Safe Schools Appendix A – Occurrences Requiring a Police Response and shall follow the requirements of Appendix A in reporting such incidents to the police.

ii) Violent Incidents Requiring a Report to the Ministry of Education:

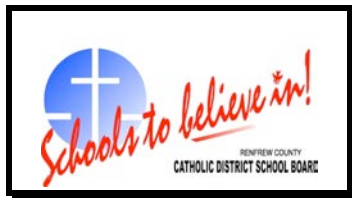
The Principal shall consult Safe Schools Appendix B – Reporting Violent Incidents to the MOE and shall follow the requirements of Appendix B in reporting such incidents.

c) Communication of Results of Investigation:

i) In all cases, the principal must provide the employee who reported the incident with written acknowledgement, using the Part II of Appendix C - Safe Schools Incident Reporting Form. Information that could identify the student(s) involved must not be part of the acknowledgement.

ii) Once the investigation is complete, the principal must communicate the results of the investigation to the teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate. Communication between the principal and school staff about the investigation and the results of the investigation is a shared responsibility, and is an important factor in meeting student needs and fostering collaboration in the school.

iii) The principal must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation, in accordance with subsection 300.2 (5) of the Education Act.



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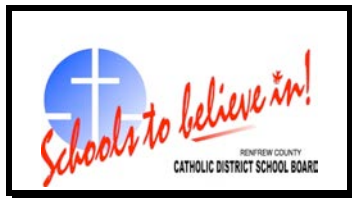
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- iv) This information must be provided in a timely manner so that school staff can work with the principal to best meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place.
 - d) Retention of Report and Other Documents:
 - i) If no further action is taken by the principal, the principal shall retain the Report (Appendix C) and his or her reasons for not taking any further action in a confidential school file for at least one year.
 - ii) If the principal has decided that action must be taken as a result of a serious student incident, he or she will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who engaged in the activity and students who have been harmed – must be removed from the form before it is filed.
 - iii) Where the principal has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in the activity and students who have been harmed – must be removed from the form before it is filed.
 - iv) In the case of the student who has been harmed, no information about the incident must be placed in his or her OSR, unless that student's parents expressly request that it be placed in the OSR.
 - v) In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.
 - vi) The form and documentation must be kept in the OSR for a minimum of one year.
 - e) Violent /Non Violent Incidents
 - If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the reporting form must be retained in that student's OSR for:
 - one year, if the student's suspension was quashed or withdrawn and the record of suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period;
 - three years, if the student was suspended for the violent incident; or
 - five years, if the student was expelled for the violent incident.

10. Building Partnerships

- a) Statement from For Love of Learning: Report of the Royal Commission on Learning, 1994:
... one of our key conclusions is that the entire community must share with its schools the responsibility for raising our children, and for their overall development. During our hearings, we were reminded repeatedly of a saying, apparently African, that it takes an entire village to raise a child. We've come to believe that not only is this notion true, but it's also indispensable if schools in the future are to do their jobs properly. And that future has already begun. (p. 10)
- b) Guidelines for Building Partnerships:
The Board and its schools will continue to engage in community-based partnerships in the interests of serving the needs of pupils. To facilitate the building of partnerships, the board will:
 - direct schools to work with community-based service providers, mental health agencies, or other organizations that have professional expertise in the areas of bullying, discrimination, violence, and harassment to provide appropriate support to students, parents, and teachers, and other school staff in addressing these issues;
 - maintain an up-to-date contact list of community-based service providers that have professional expertise in these areas, making the list available to staff and students of every school;



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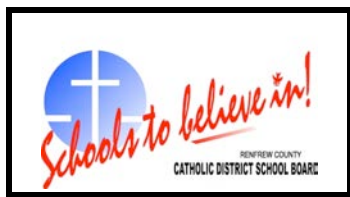
- ensure that all publicly funded schools work in partnership with, and provide access to, public health units in order to support implementation of the Ontario curriculum together with mandated public health policies.

The Board will, wherever possible, collaborate to provide coordinated prevention and intervention programs and services and, where possible, share effective practices.

- c) Educational Partnerships Policy and related documents (Schools & Students Category):
Any community based partnership will comply with the above Board Policy and related documents.

11. Implementation Strategy (Early and Ongoing Intervention Strategies):

- a) Purpose:
Early and ongoing intervention strategies will prevent unsafe or inappropriate behaviours in a school and in school related activities.
- b) School Level Programs:
- i) All Board schools shall implement a school-wide progressive discipline plan that is consistent with this policy.
 - ii) All Board schools shall provide opportunities for students to improve the school climate through assuming leadership roles (e.g., peer mediation, mentorship).
- c) Intervention Strategies and Supports:
- Communication of classroom expectations that align with board and school Code of Conduct
 - Reminders to pupils of expectations
 - Teaching of problem solving strategies and teacher re-direction
 - Verbal reminder/reprimand by teacher
 - Conferencing with pupil
 - Removal of classroom privileges
 - Time out in-class
 - Quiet area to work in class
 - Teacher communication with home about conduct
 - Loss of recess/other privileges
 - Teacher-assigned detention
 - Teacher contact with parents
 - Referral to principal/vice-principal/guidance/social worker/special education resource
 - Behaviour contract between student and teacher
 - Reward/monitoring system for desirable behaviour
 - Principal/vice-principal/guidance/social worker will meet with teacher and student/student's parent/guardian to review Code of Conduct expectations— program of support initiated
 - Written reflection by student (may be signed by parent)
 - Supervised withdrawal from playground and/or classroom
 - Referral to Special Education Resource Teacher
 - Phone call to parents from principal/vice-principal
 - Letter to parents from principal/vice-principal
 - Student Success Team meeting
 - Consultation with First Nation Elders
 - Mediation with affected parties
 - Loss of bussing privileges where applicable
 - Student success plan (ideally involves parent/guardian)
 - Documentation of student history may take the form of a more in-depth history with regular updates (i.e., weekly)



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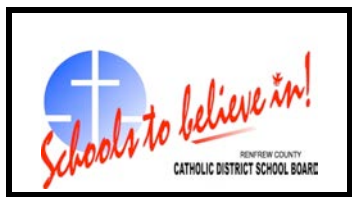
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- Referral to community agency and/or family physician
- Principal/vice-principal assigned detention
- d) **Special Needs Students:**
For students with special education needs, interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in his or her Individual Education Plan (IEP).
- e) **Mitigating and Other Factors:**
 - A. Progressively more serious consequences should be considered for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour, taking into account mitigating factors including:
 - i) The pupil does not have the ability to control his or her behaviour.
 - ii) The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
 - iii) The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.
 - B. The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:
 - i) The pupil's history.
 - ii) Whether a progressive discipline approach has been used with the pupil.
 - iii) Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
 - iv) How the suspension or expulsion would affect the pupil's ongoing education.
 - v) The age of the pupil.
 - vi) In the case of a pupil for whom an individual education plan has been developed,
 - whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - whether appropriate individualized accommodation has been provided, and
 - whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.
- f) **Unsafe and/or Inappropriate Behaviours (Suspension/Expulsion generally not Imposed):**
A Principal shall consider whether to utilize one of the intervention strategies set out in above, if the Principal believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:
 - i) activities which compromise the moral tone of a Board school;
 - ii) activities which negatively impact the learning environment of the classroom and/or school;
 - iii) activities which are inconsistent with the school, board and provincial Code of Conduct expectations related to respect, responsibility, citizenship and safety.

12. Activities for which a Suspension must be considered under Pupil Suspension Policy:

A Principal shall consider whether to suspend a pupil, if the Principal believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- a) uttering a threat to inflict serious bodily harm on another person;
- b) possessing alcohol or illegal drugs;
- c) being under the influence of alcohol;
- d) swearing at a Teacher or at another person in a position of authority;



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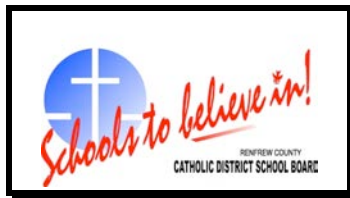
- e) committing an act of vandalism causing extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- f) bullying;
- g) any other activity for which a Principal may suspend a pupil under the policy of the Board;
- h) persistent truancy;
- i) persistent opposition to authority;
- j) habitual neglect of duty;
- k) the wilful destruction of school property;
- l) the use of profane or improper language;
- m) conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school;
- n) infractions off school property where the pupil's conduct in the community negatively impacts on the school;
- o) dress that contravenes the established dress code within a school;
- p) trafficking in legal drugs;
- q) being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the said drugs, or in a manner or an amount not contemplated by a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs;
- r) taking pictures during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher;
- s) harassing another person by the use of mechanical/electronic technology or communications;
- t) invading another person's privacy by the use of mechanical/electronic technology or communications; and
- u) serious breaches of the Board Code of Conduct or the School Code of Conduct.

Generally, 1-5 day suspensions will be imposed for first time and/or less serious incidents. In the case of a serious incident, multiple incidents or repeated incidents, a 6-20 day suspension may be the response that is required.

13. Activities for which a mandatory Suspension must be imposed and for which an Expulsion must be considered under the Pupil Expulsion Policy:

A Principal SHALL suspend a pupil, if the Principal believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- a) possessing a weapon, including possessing a firearm;
- b) using a weapon to cause or to threaten bodily harm to another person;
- c) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d) committing sexual assault;
- e) trafficking in weapons or in illegal drugs;
- f) committing robbery;
- g) giving alcohol to a minor;
- h) bullying, if,
 - the pupil has previously been suspended for engaging in bullying, and
 - the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- i) Any activities for which a suspension must be considered under the Board's Pupil Suspension Policy in Section 12 that is motivated by bias, prejudice or hate based on race, national or ethnic



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origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor:

- j) any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the Board that the pupil be expelled;
- k) a pattern of behaviour so refractory that the pupil's presence is injurious to the effective learning of others;
- l) repeated and serious breaches of the Board Code of Conduct where all previous interventions and sanctions have proven ineffective;
- m) trafficking in legal drugs;
- n) a course of serious harassment of another person; and
- o) a course of serious invasions of another person's privacy by the use of mechanical / electronic technology or communications.

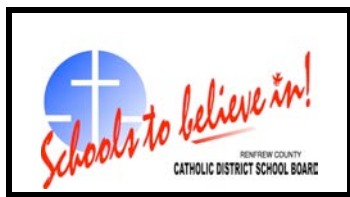
In the case of a serious incident, multiple incidents or repeated incidents, an expulsion may be the response that is required.

14. Professional Development Strategies for Administrators, Teachers and Other School Staff:

- a) The Board is required to establish and provide annual professional development programs to educate teachers and other school staff about the prevention of inappropriate behaviour and strategies for promoting a positive school climate, in accordance with subsection 170 (1) of the Education Act.
- b) Training should include opportunities for teachers to explore curriculum connections related to bullying prevention, social and emotional skills (e.g., interpersonal skills, personal-management skills), and critical and creative thinking skills to help students develop healthy relationships.
- c) The Board must put in place a strategy on the Board's progressive discipline policy for all administrators, teachers, and other school staff. The strategy must include ways of responding to serious student incidents, including inappropriate sexual behaviour.
- d) To further support students, the Board should work with their local Children's Aid Societies to develop and implement annual training for board staff concerning their duty to report under the Child and Family Services Act.
- e) The Board should make sure that members of the school community are aware of the board's policy on progressive discipline, including students, parents, school secretaries, custodians, volunteers, community-based service providers, school bus operators and drivers, early childhood educators, and employees and contractors of third-party operators of before- and/or after-school programs supporting the Full-Day Kindergarten program on the school site.
- f) The training should address the fact that creating and sustaining a safe, inclusive, and accepting learning environment through appropriate interactions between all members of the school community is the responsibility of the whole school community.
- g) The Board should support ongoing training for teachers, administrators, and other school staff through such opportunities as new-teacher induction programs and e-learning.
- h) Professional development programs for administrators, teachers and other school staff shall be implemented in accordance with the process approved by the Board.

15. Communications Strategy for the School Community:

- a) For a progressive discipline approach to be effective, it is important that all members of the school community, including teachers, other school staff, students, and parents, understand and support the progressive discipline approach.



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- b) To support a whole-school approach, the Board must actively communicate policies and guidelines to all students, parents, staff members, their Special Education Advisory Committee, and school council members. The Board should also provide this information to their Parent Involvement Committees and other relevant groups.
- c) Where necessary, the Board should make reasonable efforts to ensure that this information is made available to parents whose first language is a language other than English or French.

16. Monitoring and Review Process:

- a) The Board should continue to monitor, review, and evaluate the effectiveness of board policies and guidelines, using indicators established in consultation with teachers, other school staff, students, parents, school councils, their Special Education Advisory Committee, and community-based service providers. The Board may also consult with their Parent Involvement Committees.
- b) The Board will also conduct a cyclical review of their policies and guidelines in a timely manner.
- c) In evaluating and monitoring safe school policies and programs, the Board must direct schools to address serious student incidents, as well as other inappropriate behaviour (including inappropriate sexual behaviour), in their school improvement plans.
- d) The Board must also direct schools to evaluate the effectiveness of their safe schools policies and programs through the use of school climate surveys of students, parents, and staff, which must be undertaken every two years at a minimum.

Related Information

Procedures / Information for this Policy

Appendix Progressive Discipline Guideline

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response

Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)

Appendix C: Incident Reporting Form

Board Policies

POLICY: Safe Schools – Access to School Premises

POLICY: Safe Schools – Bullying, Prevention & Intervention

POLICY: Safe Schools – Code of Conduct

POLICY: Safe Schools – Delegation of Authority

POLICY: Safe Schools – Progressive Discipline

POLICY: Safe Schools – Pupil Suspension

POLICY: Safe Schools – Pupil Suspension Appeal

POLICY: Safe Schools – Pupil Expulsion

POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure

PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)

Education Act, ss. 306 - 309 (Pupil Suspension)

Education Act, ss. 310 – 316 (Suspension leading to Expulsion)

Access to School Premises (Ontario Regulation 474/00)

Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)



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Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)

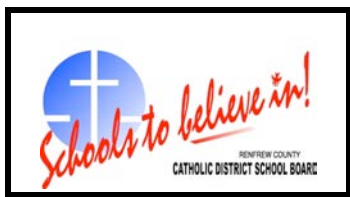
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)

Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)

Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)

Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)

Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)



Appendix: Safe Schools – Progressive Discipline - Board Guideline

Effective Date: January 25, 2010.

Last Revision Date: (16-Aug-11)

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Appendix: Board Progressive Discipline Guideline

 PROGRESSIVE DISCIPLINE IN RENFREW COUNTY CATHOLIC SCHOOLS		
<p>The Catholic school is "directed at creating a synthesis between faith, culture and life."* Our schools and staff are called to guide students toward this synthesis on a daily basis. With firmness and compassion, we strive to provide a kind of discipline which fosters each student's integral development as a whole person, while ensuring the safety and freedom of all members of the educational community. In this way, the discipline we provide is oriented toward helping young persons in our schools to become more faithful disciples of Christ and contributing citizens of society. *CONGREGATION FOR CATHOLIC EDUCATION (OF SEMINARIES AND EDUCATIONAL INSTITUTIONS) EDUCATING TOGETHER IN CATHOLIC SCHOOLS. A SHARED MISSION BETWEEN CONSECRATED PERSONS AND THE LAY FAITHFUL 2007. NO. 3.</p>		
LEVEL of CONDUCT	POSSIBLE INTERVENTION STRATEGIES	
<p>REFLECTION, RESPONSIBILITY, and REMINDER</p> <p>Pupils of Renfrew County Catholic schools are called to conduct themselves in accordance with the Code of Conduct standards established by our Catholic school communities, our board's Vision Statement and provincial legislation. These will be regularly communicated to pupils.</p>	<ul style="list-style-type: none"> • Communication of classroom expectations that align with board and school Code of Conduct • Reminders to pupils of expectations • Teaching of problem solving strategies and teacher re-direction • Verbal reminder/reprimand by teacher • Conferencing with pupil • Removal of classroom privileges • Time out in-class • Quiet area to work in class • Teacher communication with home about conduct • Loss or recess/other privileges • Teacher-assigned detention 	Less Serious
<p>RESOLUTION and RESTITUTION</p> <p>Pupils of Renfrew County Catholic school who are not meeting the standards of conduct expected of the Catholic community can expect to have this explained to them in a fair, consistent and multi-faceted approach, including the involvement of parents and guardians, to correct behaviour and work towards self-discipline. Pupils and parents can also expect that consequences will be applied in an escalating manner where conduct does not improve with a view to improving student achievement.</p>	<ul style="list-style-type: none"> • Teacher contact with parents • Referral to principal/vice-principal/guidance/social worker/special education resource • Behaviour contract between student and teacher • Reward/monitoring system for desirable behaviour • Principal/vice-principal/guidance/social worker will meet with teacher and student/student's parent/guardian to review Code of Conduct expectations—program of support initiated • Written reflection by student (may be signed by parent) • Supervised withdrawal from playground and/or classroom • Referral to Special Education Resource Teacher • Phone call to parents from principal/vice-principal • Letter to parents from principal/vice-principal • Student Success Team meeting • Consultation with First Nation Elders • Mediation with affected parties • Loss of bussing privileges where applicable • Student success plan (ideally involves parent/guardian) • Documentation of student history may take the form of a more in-depth history with regular updates (i.e., weekly) • Referral to community agency and/or family physician • Principal/vice-principal assigned detention 	INTERVENTIONS, SUPPORTS and CONSEQUENCES
<p>REMOVAL and RECONCILIATION</p> <p>Pupil conduct which poses safety issues to other pupils and staff or which negatively impacts on the learning environment, will be removed from that learning environment. These may be repeated, less serious behaviours or more serious, isolated critical incidents.</p>	<ul style="list-style-type: none"> • Suspension from school under Policy P 17-D and Ed. Act. by principal • Expulsion by board <p>*A variety of progressive discipline measures are documented (unless this is an isolated, serious offence for which immediate serious consequences apply)</p> <p>*A full investigation has been carried out. [Ed. Act, 311.1(1)]</p> <p>*All mitigating factors have been considered [Ed. Act, 306.(2)]</p> <p>*In the case of a suspension that > 5 days or an expulsion, an education plan must be provided for the student. [Ed. Act, 312.(1)]</p> <p>*In the case of a suspension that > 5 days or an expulsion, a reentry plan must be provided for the student. [Ed. Act, 312.(2)(c)]</p>	More Serious
<p>While the progressive discipline policy is a new feature of the Safe Schools Act, progressive discipline is a long standing practice in Renfrew County Catholic schools. This policy in no way abrogates a staff member's option to exercise professional judgment in any situation. Progressive discipline is fundamentally based on our board's Vision Statement.</p>		



POLICY: Safe Schools –Pupil Expulsion

Category (Schools & Students)

Effective Date: October 29, 2001

Last Revision Date: (5-Mar-13)

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POLICY: Safe Schools – Pupil Expulsion

Rationale

The Board respects the right of every student to a safe school environment which upholds their dignity as children of God. Our call to nurture each individual pupil's spiritual and academic needs can only be carried out in an setting which respects the right of all students, parents, teachers and staff to be safe, and to feel safe, in their school community (as per The Provincial Code of Conduct). As educators for citizenship within formation for Christian discipleship, we are committed to:

- carrying out our responsibility to be law-abiding citizens;
- being accountable for actions that put at risk the safety of others or oneself;
- exercising this responsibility and accountability as faith-filled community builders.

It is the policy of the Board that the conduct of students within our school communities is expected to be modelled after Christ and Catholic values. Conduct falling below that standard requires appropriate discipline which may include suspension and expulsion from school

The Board believes in providing a safe school environment characterized by the pursuit of life-long learning and the nurturing of each individual pupil's spiritual and academic needs. The Provincial Code of Conduct states that all students, parents, teachers and staff have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

To assist in maintaining safe schools the Education Act requires that serious infractions of school conduct may lead to the expulsion of the pupil from school.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Principals, Supervisory Officers, The Board

Organizational Authority:

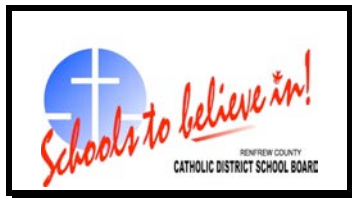
The Board

Regulations:

1. Statements from Ministry of Education Policy Program Memoranda:

1.1 Policy/Program Memorandum No. 128 (The Provincial Code of Conduct):

- a) A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted and actively promote positive behaviours and interactions. ...
- b) All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students. Boards and schools should therefore focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn and teachers can teach. (p. 2)



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1.2 Policy/Program Memorandum No. 145 (Progressive Discipline):

- a) Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours described above. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make better choices.
- b) In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.
- c) For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP). (p. 3)

1.3 Policy/Program Memorandum No. 141 (School Board Programs for Students on Long-Term Suspension):

... boards must offer at least one program for students who are on long-term suspension. In the written notice of suspension, parents must be notified of the board program to which the student on long-term suspension has been assigned. (p. 2)

A Student Action Plan (SAP) must be developed for every student on a long-term suspension who makes a commitment to attend the board program for suspended students. (p. 3)

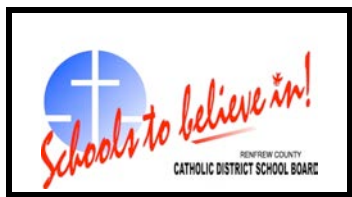
1.4 Policy/Program Memorandum No. 142 (School Board Programs for Expelled Students):

- a) A student may be expelled either from his or her school only or from all schools of the board. If a student is expelled from his or her school only, he or she must be assigned to another school of the board.
- b) If a student is expelled from all schools of the board, he or she must be assigned to a board program for expelled students. The student and/or his or her parent(s) must notify the principal verbally or in writing that the student is committed to attending the program. Once the principal has received this notification, development of the SAP must begin immediately.
- c) In the notice of expulsion, parents must be provided with information on either the new school or the board program to which the expelled student has been assigned.
- d) Where an expelled student who is transferred to another school requires additional support and resources, boards should make appropriate support available and/or facilitate the student's referral to community agencies. (p. 3)

2. *Mitigating Factors and Other Factors (Ontario Regulation 472/07, ss. 2 and 3):*

2.1 Application of Mitigating Factors and Other Factors:

- a) The Principal shall take into account the mitigating factors and the other factors in considering how long to suspend a pupil pending a possible expulsion.
- b) The Principal shall take into account the mitigating factors and the other factors in considering whether to recommend to the Board that a pupil be expelled.



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2.2 Mitigating Factors:

The Principal shall take the following mitigating factors into account:

- a) the pupil does not have the ability to control his or her behaviour;
- b) the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; or
- c) the pupil's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

2.3 Other Factors:

The Principal shall take the following factors into account, if the said factors would mitigate the seriousness of the activity for which the pupil may be expelled:

- a) the pupil's history;
- b) whether a progressive discipline approach has been used with the pupil;
- c) whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- d) how the suspension or expulsion would affect the pupil's ongoing education;
- e) the age of the pupil; and
- f) in the case of a pupil for whom an individual education plan has been developed:
 - i) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii) whether appropriate individualized accommodation has been provided, and
 - iii) whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

3. *Mandatory Suspension pending a Principal's Investigation and possible Expulsion Recommendation:*

3.1 Activities Requiring a Mandatory Suspension under the Education Act, s. 310:

A Principal SHALL suspend a pupil, if the Principal believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- a) possessing a weapon, including possessing a firearm;
- b) using a weapon to cause or to threaten bodily harm to another person;
- c) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d) committing sexual assault;
- e) trafficking in weapons or in illegal drugs;
- f) committing robbery;
- g) giving alcohol to a minor;
- h) bullying, if,
 - the pupil has previously been suspended for engaging in bullying, and
 - the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- i) Any activities for which a suspension must be considered under the Board's Pupil Suspension Policy that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor



POLICY: Safe Schools –Pupil Expulsion

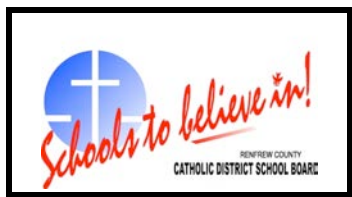
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- j) any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.
- 3.2 Activities Requiring a Mandatory Suspension under Board Policy:**
A Principal SHALL suspend a pupil, if the Principal believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:
- a) a pattern of behaviour so refractory that the pupil's presence is injurious to the effective learning of others;
 - b) repeated and serious breaches of the Board Code of Conduct where all previous interventions and sanctions have proven ineffective;
 - c) trafficking in legal drugs;
 - d) a course of serious harassment of another person;
 - e) a course of serious invasions of another person's privacy by the use of mechanical/electronic technology or communications;
- 3.3 A mandatory suspension shall be a suspension from the pupil's school and from engaging in all school-related activities.
- 3.4 A mandatory suspension shall be for a duration of no more than twenty (20) school days. In considering how long the suspension should be the Principal shall take into account the mitigating factors and other factors.
- 3.5 The Principal shall consult with his or her Superintendent prior to making the decision to impose a mandatory suspension and shall keep his or her Superintendent informed during the process.
- 4. Assignment to a Program (Education Act, s. 310 (4) & PPM No. 141):**
- 4.1 Homework Package:**
When a Principal suspends a pupil for five (5) days or less, arrangements shall be made to provide the pupil with access to a homework package to help ensure that the pupil does not fall behind in his or her school work.
- 4.2 Assignment to Program:**
When a Principal suspends a pupil for six (6) or more days, the Principal shall assign the pupil to a program for suspended students.
- 4.3 Discipline and Safety Requirements:**
Prior to entry into a program for suspended pupils, each suspended pupil, if applicable, and the pupil's parent or guardian in the case of pupils under the age of eighteen shall sign a written Agreement agreeing to attend the program for suspended pupils and agreeing to be bound by the discipline and safety requirements. The requirement for the signature of a parent or guardian shall be waived for pupils who are 16 or 17 years of age and who have withdrawn from parental control.
- 4.4 Student Action Plan (SAP):**
A Student Action Plan (SAP) shall be developed for every pupil who has been assigned to a program for suspended pupils provided the necessary written commitment to attend the program and to be bound by the discipline and safety requirements has been obtained.
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4.5 Planning Meeting:

The Principal shall hold a planning meeting in accordance with the relevant provisions of PPM #141 for holding such planning meetings. A precondition for the said planning meeting is the obtaining of the necessary written commitment to attend the program and to be bound by the discipline and safety rules.

4.6 Status of Suspended Pupil:

A pupil who is suspended is not considered to be engaged in school-related activities by virtue of participating in a program for suspended students.

5. Notice of Suspension (Education Act, s. 311):

5.1 A Principal who suspends a pupil under section 310 of the Education Act shall:

- a) inform the pupil, if applicable and possible;
- b) inform the pupil's teacher of the suspension; and
- c) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

5.2 A Principal who suspends a pupil shall ensure that written notice of the suspension is given promptly to the following persons:

- a) the pupil;
- b) the pupil's parent or guardian, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

5.3 A copy of the notice of suspension shall be filed in the pupil's OSR Folder.

5.4 The written notice shall include:

- a) the reason for the suspension;
- b) the duration of the suspension;
- c) provide information about any program for suspended students to which the pupil is assigned; and
- d) provide information about the investigation the Principal will conduct under section 311.1 of the Education Act to determine whether to recommend to the Board that the pupil be expelled; and
- e) include the following statements:
 - i) There is no immediate right to appeal the suspension.
 - ii) If the principal does not recommend to the board that the pupil be expelled following the investigation under section 311.1 of the Education Act, the suspension will become subject to appeal under section 311.2 of the Act.
 - iii) If there is an expulsion hearing because the principal recommends to the board that the pupil be expelled, the suspension may be addressed by parties at the hearing.

5.5 For incidents set out in Appendix A, the Principal shall request police involvement or response. For incidents set out in Appendix B, the Principal shall report the violent incident.

5.6 Where circumstances warrant, the Principal shall complete and file a Violent Incident Report in the pupil's OSR Folder.



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6. *Principal's Investigation (Education Act, s. 311.1):*

- 6.1 Where a Principal imposes a mandatory suspension for activities set out in section 3.1 (Mandatory Suspension under the Education Act) or for activities set out in section 3.2 (Mandatory Suspension under Board Policy), the Principal shall conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.
- 6.2 The Principal's Investigation shall begin promptly following the suspension.
- 6.3 As part of the Principal's Investigation the Principal shall make all reasonable efforts to speak with the following persons:
- a) the pupil;
 - b) the pupil's parent or guardian of the suspension within 24 hours of the suspension, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
 - c) any other person whom the Principal has reason to believe may have relevant information.
- 6.4 The following persons may be present during witness interviews.
- a) The witness being interviewed shall be present.
 - b) The witness may have one adult person for support or as a representative during the interview. For student witnesses who are minors the normal adult person will probably be the student's parent or guardian. The said adult person should not be a potential witness.
 - c) The Principal may have an adult person present as a resource. The said adult person should not be a potential witness.
- 6.5 The date, time and place of the of each witness interview and the persons present should be recorded. Information from witnesses should be recorded and the witness asked to check the written record for accuracy and completeness.
- 6.6 In considering whether to recommend to the Board that a pupil be expelled, the Principal shall take into account the mitigating factors and other factors set out earlier.

7. *Expulsion Not Recommended (Education Act, s. 311.1 (5-6)):*

7.1 *Pupil Suspension Confirmed, Shortened or Expunged:*

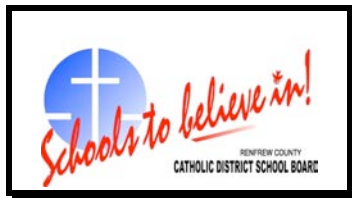
If, on concluding the investigation, the principal decides not to recommend to the Board that the pupil be expelled, the principal shall:

- a) confirm the suspension and the duration of the suspension;
- b) confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or
- c) withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.

7.2 *Information on Suspension:*

In situations where a Principal has confirmed, shortened or expunged a pupil suspension, the written information on the suspension shall include:

- a) A statement that the pupil will not be subject to an expulsion hearing for the activity that resulted in the suspension.
- b) A statement indicating whether the principal has confirmed the suspension and its duration, confirmed the suspension but reduced its duration, or withdrawn the suspension.



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- c) Unless the suspension was withdrawn, information about the right to appeal the suspension under section including,
 - i) a copy of the board policies and guidelines governing the appeal established by the board under subsection and
 - ii) the name and contact information of the current Superintendent of Education to whom notice of the appeal must be given.

7.3 Notice of Information on Suspension:

A Principal who confirms, shortens or expunges a pupil suspension shall ensure that written notice containing the information set out in section 7.2 above is given promptly to the following persons:

- a) the pupil;
- b) the pupil's parent or guardian, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

- 7.4 Unless the suspension has been expunged, a copy of the notice of suspension, as amended, shall be filed in the pupil's OSR Folder.

8. *Suspension Appeals, if Expulsion Not Recommended (Education Act, ss. 309, 311.2):*

- 8.1 The following persons may appeal, to the Board, a Principal's decision to suspend a pupil:

- a) The pupil's parent or guardian, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
- b) The pupil, if
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
- c) In the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

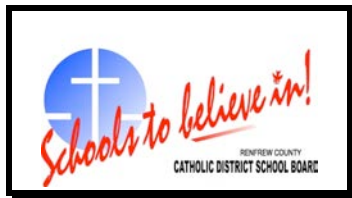
- 8.2 The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of receiving notices of intention to appeal a suspension.

- 8.3 A person who is entitled to appeal a suspension must give written notice of his or her intention to appeal to current Superintendent of Education within 5 school days of the date on which he or she is considered to have received the Notice of Information on Suspension.

- 8.4 A person is considered to have received the Notice of Information of Suspension in accordance with the following rules:

- a) If the Notice is sent by mail or another method in which an original document is sent, the Notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.
- b) If the Notice is sent by fax or another method of electronic transmission, the Notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.

- 8.5 Board Policy shall govern an appeal of a decision to suspend a pupil.



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9. *Expulsion Recommended and Principal's Report (Education Act, s. 311.1 (7-10)):*

9.1 If, on concluding the investigation, the principal decides to recommend to the board that the pupil be expelled, he or she shall prepare a report that contains the following:

- a) A summary of the principal's findings.
- b) The principal's recommendation as to whether the pupil should be expelled from his or her school only or from all schools of the board.
- c) The principal's recommendation as to,
 - i) the type of school that might benefit the pupil, if the pupil is expelled from his or her school only, or
 - ii) the type of program for expelled pupils that might benefit the pupil, if the pupil is expelled from all schools of the board.

9.2 The Principal shall promptly provide a copy of the report to the Board and to the following persons:

- a) the pupil;
- b) the pupil's parent or guardian, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

9.3 Information on Expulsion:

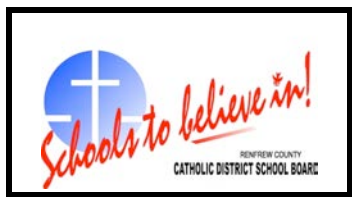
In situations where a Principal has recommended that the Board expel a pupil, the written information on the expulsion shall include:

- a) A statement that the pupil will be subject to an expulsion hearing for the activity that resulted in the suspension.
- b) A copy of the board policies and guidelines governing the expulsion hearing established by the board.
- c) A statement that the person has the right to respond, in writing, to the principal's report provided under this section.
- d) Detailed information about the procedures and possible outcomes of the expulsion hearing, including, but not limited to, information explaining that,
 - i) if the board does not expel the pupil, it will, with respect to the suspension imposed, confirm the suspension, shorten its duration or withdraw it,
 - ii) the parties will have the right to make submissions during the expulsion hearing as to whether, if the pupil is not expelled, the suspension imposed should be confirmed, reduced or withdrawn,
 - iii) any decision of the board with respect to the suspension imposed made at the expulsion hearing is final and not subject to appeal,
 - iv) if the board expels the pupil from his or her school only, the board will assign the pupil to another school, and
 - v) if the board expels the pupil from all schools of the board, the board will assign the pupil to a program for expelled pupils.
- e) The name and contact information of the current Superintendent of Education whom the person may contact to discuss any matter respecting the expulsion hearing.

9.4 Notice of Information on Expulsion:

A Principal who recommends that the Board expel a pupil shall ensure that written notice containing the information set out in section 9.3 above is given promptly to the following persons:

- a) the pupil;
- b) the pupil's parent or guardian, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.



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- 9.5 The pupil or the pupil's parent or guardian, unless the pupil is at least 18 years old or the pupil is 16 or 17 years old and has withdrawn from parental control, may respond, in writing, to the Principal and the Board.

10. *Re-entry Meetings, if applicable:*

In conjunction with the pupil's suspension the Principal may arrange for such re-entry meeting(s) as are required with the pupil, the pupil's Teacher and such other resource persons as required. The pupil's parent or guardian will be encouraged to attend such meetings, unless the pupil is at least 18 years old or the pupil is 16 or 17 years old and has withdrawn from parental control.

11. *Appraisal of Suspensions:*

If the pupil is suspended for the maximum period allowed or is suspended more than once during a school year, the Board shall ensure that a Guidance Counsellor or other appropriate Board resource person:

- a) reviews the circumstances of the suspension or suspensions, as the case may be; and
- b) where appropriate, informs the pupil and the pupil's parent or guardian, unless the pupil is at least 18 years old or the pupil is 16 or 17 years old and has withdrawn from parental control, of services that are available from the Board or elsewhere in the community to assist the pupil.

12. *Record of Suspension:*

- 12.1 Information relating to pupil suspension for violent behaviour shall not be removed from the suspended pupil's OSR Folder unless three consecutive years have passed during which no further suspensions for violent incidents have taken place.
- 12.2 Information relating to student suspensions for conduct which did not involve violent behaviour shall be retained in the suspended pupil's OSR Folder for at least one school year.
- 12.3 At the end of the each school year the Principal in consultation with the appropriate Superintendent shall review each suspension relating to conduct which did not involve violent behaviour which took place over one (1) year ago and make a determination whether the record of the suspension should be expunged or retained.
- 12.4 Information relating to pupil suspension for conduct which did not involve violent behaviour shall be removed from the suspended pupil's OSR Folder, if three (3) consecutive years have passed during which no further suspensions have taken place.

Related Information

Procedures / Information for this Policy

Appendix: Expelled Pupil Program

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response

Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)

Appendix C: Incident Reporting Form

Board Policies

POLICY: Safe Schools – Access to School Premises

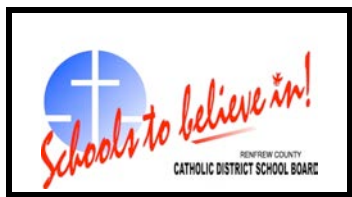
POLICY: Safe Schools – Bullying, Prevention & Intervention

POLICY: Safe Schools – Code of Conduct

POLICY: Safe Schools – Delegation of Authority

POLICY: Safe Schools – Progressive Discipline

POLICY: Safe Schools – Pupil Suspension



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POLICY: Safe Schools – Pupil Suspension Appeal

POLICY: Safe Schools – Pupil Expulsion

POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure

PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)

Education Act, ss. 306 - 309 (Pupil Suspension)

Education Act, ss. 310 – 316 (Suspension leading to Expulsion)

Access to School Premises (Ontario Regulation 474/00)

Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)

Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)

Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)

Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)

Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)

Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)



Appendix: Safe Schools – Expelled Pupil Program

Effective Date: January 25, 2010.

Last Revision Date: (16-Aug-11)

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Appendix: Expelled Pupil Program

Program Discipline & Safety Rules

Legislation and Court Decisions

1. *Education Act*, s. 265 (1) (a):
It is the duty of a principal of a school to maintain proper order and discipline in the school.
2. *Myers v. Peel County (Board of Education)* (1981), 123 D.L.R. (3d) 1 (Supreme Court of Canada):
The standard of care to be exercised by school authorities in providing for the supervision and protection of students for whom they are responsible is that of the careful and prudent parent.
3. *Occupational Health and Safety Act*, s. 1 and s. 27 (2) (c):
A supervisor, which would include a school principal, shall take every precaution reasonable in the circumstances for the protection of a worker.
4. *Ontario Human Rights Code*, s. 1:
A person has a right to equal treatment with respect to services without discrimination because of disability.
5. Ontario Human Rights Commission, *Guidelines on Accessible Education* (p. 34):
Under the *Code*, every student with a disability is entitled to accommodation up to the point of undue hardship. The *Code* sets out only three elements that may be considered in assessing whether an accommodation would cause undue hardship:
 - cost,
 - outside sources of funding, if any, and
 - health and safety requirements, if any.

Unacceptable Behaviour and Consequences

The following activities are unacceptable behaviour and will be grounds for considering whether to allow the Pupil to remain in a School Board Program for Expelled Students:

1. activities which disrupt the Program and seriously affect the ability of the Program staff to deliver the Program;
2. activities which disrupt the Program and seriously affect the ability of the other pupils in the Program to learn and benefit from the Program;
3. activities which place at risk of injury pupils in the Program, Program staff, or other persons on the premises where the Program is being delivered;
4. serious breaches of the Board Code of Conduct which affect the delivery of the Program;
5. serious breaches of the Board Code of Conduct which affect the health or safety of pupils in the Program, Program staff, or other persons on the premises where the Program is being delivered;

Other Requirements

Pupils in a School Board Program for Expelled Students SHALL:

- attend and participate in the Program;
- only be present on the premises where the Program is being offered during the period when the Program is being offered;
- not to associate with other students not in the Program on the premises where the Program is being offered;



Appendix: Safe Schools – Expelled Pupil Program

Effective Date: January 25, 2010.

Last Revision Date: (16-Aug-11)

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Parent / Pupil Agreement

Between

_____ (the Parents/Guardians)

and

_____ (Pupil)

and

_____ (School Principal)

AGREEMENT

Preamble

The Pupil has been expelled from all schools of the Board and has been assigned to a Renfrew County Catholic District School Board Program for expelled students.

The Pupil wishes to attend the Program to which he or she has been assigned. The Pupil's parents or guardians also wish their son or daughter to attend the Program.

The Pupil agrees to abide by the written requirements for attendance at the Program which are set out in this Agreement. The Pupil's parents or guardians agree to assist their son or daughter to comply with the written requirements for attendance at the Program.

Program Particulars

Commencement Date: _____

End Date: _____

Return to School Date: _____

Location of Program: _____

Program Hours: _____

I, [name of Pupil], wish to attend the above Program and I agree to comply with the requirements for attendance at the Program.

We, [name of Parents'/Guardians] wish our son or daughter to attend the above Program and we agree to assist their son or daughter to comply with the requirements for attendance at the Program.

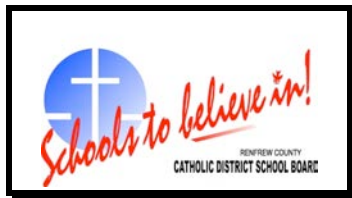
DATED at [Place] this _____ day of _____ 20 ____.

[Parent / Guardian Name]

[Parent / Guardian Name]

[School Principal Name]

[Pupil Name]



POLICY: Safe Schools - Pupil Expulsion Hearing

Category (Schools & Students)

Effective Date: October 29, 2001.

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POLICY: Safe Schools - Pupil Expulsion Hearing

Rationale

As a publicly funded educational institution, the Renfrew County Catholic District School Board will honour its obligations to civil laws and authorities, guided by the truth and mercy of the Gospel message. This is especially important in matters pertaining to expulsion hearings and related matters.

As sharers through baptism in Christ's death and resurrection, we must "always be ready to give an explanation to anyone who asks [us] for a reason for [our] hope ... with gentleness and reverence." (1Peter 3, 15-16). We therefore strive in all our discipline-related dealings with students to ensure our decisions convey a message of justice, hope and redemption.

The expulsion hearing process set out in the Board Policy, Suspension Appeal, is consistent with the requirements of the Education Act and the Statutory Powers Procedures Act.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Principals, Supervisory Officers, The Board

Organizational Authority:

The Board

Regulations:

1. *Mitigating Factors and Other Factors (Ontario Regulation 472/07, ss. 2 and 3)*

1.1 *Application of Mitigating Factors and Other Factors:*

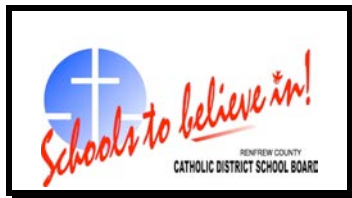
- a) The Hearing Committee shall take into account the mitigating factors and the other factors in deciding whether to expel a pupil.
- b) The Hearing Committee shall take into account the mitigating factors and the other factors in deciding if the pupil is to be expelled, whether the pupil is expelled from his or her own school only or from all schools of the Board.
- c) In the event that the Hearing Committee does not expel a pupil, the Hearing Committee shall take into account the mitigating factors and the other factors in deciding whether to:
 - i) confirm the original suspension and the duration of the suspension;
 - ii) confirm the original suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
 - iii) quash the original suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

The decision of the Hearing Committee on the original suspension is final.

1.2 *Mitigating Factors:*

The Hearing Committee shall take the following mitigating factors into account:

- a) the pupil does not have the ability to control his or her behaviour;
- b) the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; or
- c) the pupil's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.



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1.3 Other Factors:

The Hearing Committee shall take the following factors into account, if the said factors would mitigate the seriousness of the activity for which the pupil may be or is being expelled:

- a) the pupil's history;
- b) whether a progressive discipline approach has been used with the pupil;
- c) whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- d) how the suspension would affect the pupil's ongoing education;
- e) the age of the pupil; and
- f) in the case of a pupil for whom an individual education plan has been developed:
 - i) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii) whether appropriate individualized accommodation has been provided, and
 - iii) whether the suspension is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

2. General Expulsion Hearing Procedure (Education Act, s. 311.3 and Board Policy):

2.1 Parties:

The parties to an expulsion hearing are:

- a) the principal who suspended the pupil;
- b) the pupil, if
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control
- c) the pupil's parent or guardian, if the pupil's parent or guardian appealed the decision to suspend the pupil; and
- d) in the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

2.2 Pupil Right to Attend:

A pupil who is not a party to the expulsion hearing under the above subsection has the right to be present at the hearing and to make a statement on his or her own behalf.

2.3 Hearing Committee (Suspension Appeals / Expulsions)

The Board will appoint three trustees to serve as members of the Hearing Committee. In the event that any of the appointed trustees are unable to hear the appeal, the Chair of the School Board or his or her designate may appoint replacement trustees.

2.4 Notice of Expulsion Hearing:

The Notice of Expulsion Hearing shall be sent to every person entitled to appeal the suspension and shall state:

- a) the date, time and place of the Hearing;
- b) the purpose of the Hearing;
- c) the Hearing is being held pursuant to the Education Act and the Statutory Powers Procedure Act;
- d) if a party does not attend the Hearing, the Hearing Committee may proceed in their absence and determine the outcome of the expulsion without further notice of the proceeding;
- e) each party and his or her representative (lawyer or agent) are entitled to attend the Hearing.



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2.5 Hearing Deadline:

The Board shall not expel a pupil if more than 20 school days have expired since the pupil was suspended, unless the Parties to the expulsion hearing agree on a later deadline.

2.6 Documents:

A copy of all documents which are given to the Hearing Committee shall be given to every person who is a party to the expulsion hearing.

2.7 Hearing Closed to Public:

- a) Information relating to the education of an individual is personal information under sections 2 (1) and 32 of the Municipal Freedom of Information and Protection of Privacy Act and there are restrictions on its disclosure.
- b) Section 207 (2) (b) of the Education Act gives the Board the authority to close a Committee proceedings to the public, if the subject under consideration involves the disclosure of personal information about an employee, student, parent or guardian.
- c) Therefore, the Hearing will be closed to the public.

2.8 Conduct of the Hearing:

- a) Hearings shall be conducted in accordance with the relevant provisions of the Education Act and the Regulations made under it, any applicable Ministry of Education Policy and Program Memoranda, the relevant provisions of the Statutory Powers Procedures Act and Board Policy.
- b) General guidelines for the conduct of the Hearing are set out in Appendix A.

2.9 Additional Powers of the Hearing Committee under the Statutory Powers Procedure Act:

The Hearing Committee has additional powers pursuant to the Statutory Powers Procedure Act. Some of these additional powers have been identified below. The Hearing Committee has the power to:

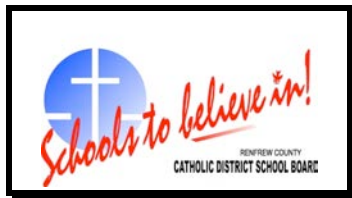
- a) waive any procedural requirements that apply to the proceeding with the consent of the Parties (s. 4);
- b) direct the Chair of the Hearing Committee to assign one person or two persons to conduct the hearing with the consent of the Parties (s. 4.2.1 (2));
- c) prior to the hearing, direct any of the Parties to disclose to the other Parties any documents they will be introducing at the hearing, any witness statements and/or any reports of expert witnesses (s. 5.4);
- d) require the attendance of any person, including a Party, by summons, to give evidence on oath or affirmation at a hearing and to produce in evidence at the hearing any documents specified by the summons (s. 12); and
- e) make interim decisions and orders (s. 16.1).

3. *Hearing Committee Decision to Expel a Pupil (Education Act, ss. 311.3, 311.5, 311.6 and Board Policy):*

3.1 Submissions and Views of the Parties:

At the hearing the Hearing Committee shall:

- a) consider the submissions of each party in whatever form the party chooses to deliver his or her submissions, whether orally, in writing or both;
- b) solicit the views of all the parties as to whether the pupil, if he or she is expelled, should be expelled from his or her school only or from all schools of the board; and
- c) solicit the views of all the parties as to whether, if the pupil is not expelled, the board should confirm the suspension originally imposed, confirm the suspension but reduce its duration or withdraw the suspension.



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3.2 Hearing Committee Decision with respect to Expulsion:

After completing the hearing, the Hearing Committee shall decide:

- a) whether to expel the pupil; and
- b) if the pupil is to be expelled, whether the pupil is expelled from his or her school only or from all schools of the board.

3.3 Factors the Hearing Committee Must Consider on a Pupil Expulsion:

In making its decision to expel a pupil the Hearing Committee shall take into account:

- a) all submissions and views of the parties, including their views as to whether the pupil, if expelled, should be expelled from his or her school only or from all schools of the board;
- b) any mitigating or other factors prescribed by the regulations; and
- c) any written response to the principal's report recommending expulsion that a person gave to the Board before the completion of the hearing.

3.4 Hearing Deadline:

The Board shall not expel a pupil if more than 20 school days have expired since the pupil was suspended, unless the Parties to the expulsion hearing agree on a later deadline.

3.5 Assignment to a Program for Expelled Pupils:

If the Hearing Committee expels a pupil, the Committee shall assign the pupil to:

- a) in the case of a pupil expelled from his or her school only, another school of the board; and
- b) in the case of a pupil expelled from all schools of the board, a program for expelled pupils.

3.6 Notice of Expulsion:

a) If the Hearing Committee expels a pupil, the Committee shall ensure that written notice of the expulsion is given to:

- i) all of the parties to the expulsion hearing and
- ii) the pupil, if the pupil was not a party to the expulsion hearing.

b) The Notice of Expulsion must include:

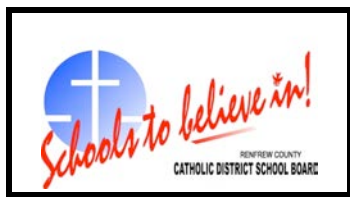
- i) The reason for the expulsion.
- ii) A statement indicating whether the pupil is expelled from his or her school only or from all schools of the board.
- iii) Information about the school or program for expelled pupils to which the pupil is assigned.
- iv) Information about the right to appeal, including the steps that must be taken to appeal.

c) The Notice of Expulsion shall be sent by registered mail.

3.7 Persons Entitled to Appeal a Pupil Expulsion:

The following persons may appeal the Board's decision to expel a pupil:

- a) the pupil's parent or guardian, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
- b) The pupil, if
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
- c) In the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.



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3.8 Expulsion Appeal Procedure (Ontario Regulation 472/07):

- a) Designated Tribunal:
The Child and Family Services Review Board, 2 Bloor Street West - 24th Floor, Toronto, ON M4W 3V5 is the tribunal designated to hear appeals of board decisions to expel pupils.
- b) Appeal Deadline:
A person entitled to appeal the Board decision to expel a pupil shall give the Child and Family Services Review Board a written notice of appeal within 30 days after the date the person is considered to have received the Notice of Expulsion from the Board.
- c) Notice of Appeal:
The notice of appeal shall,
 - i) set out the date of the decision that is being appealed;
 - ii) set out the name of the board that made the decision;
 - iii) state whether the decision expels the pupil from his or her school only or from all schools of the board; and
 - iv) be in a form acceptable to the designated tribunal.The designated tribunal shall not refuse to deal with an appeal on the ground that there is a deficiency in the content or form of the notice of appeal.
- d) A person is considered to have received the Notice of Expulsion in accordance with the following rules:
 - i) If the Notice is sent by mail or another method in which an original document is sent, the Notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.
 - ii) If the Notice is sent by fax or another method of electronic transmission, the Notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.
- e) Decision of Child and Family Services Review Board:
The decision of the Child and Family Services Review Board on an appeal of a pupil expulsion is final.

4. *Hearing Committee Decision not to Expel a Pupil (Education Act, ss. 311.4 and Board Policy):*

4.1 Powers of the Hearing Committee:

If the Hearing Committee does not expel a pupil; the Hearing Committee shall, with respect to the original suspension:

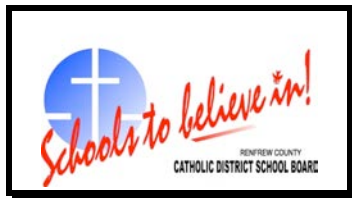
- a) confirm the suspension and the duration of the suspension;
- b) confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
- c) quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

The decision of the Hearing Committee on dealing with the original suspension is final.

4.2 Factors the Hearing Committee Must Consider on dealing with the Original Suspension:

In making its decision on the original suspension the Hearing Committee shall take into account:

- a) any submissions made by the parties as to whether the suspension and its duration should be confirmed, the suspension should be confirmed but its duration reduced or the suspension should be withdrawn; and
- b) any mitigating or other factors prescribed by the regulations.



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4.3 Notice Pupil Not Expelled:

In situations where the Hearing Committee has not expelled a pupil, the Hearing Committee shall give written notice containing the following to every person who was entitled to be a party to the expulsion hearing.

- a) A statement indicating the pupil is not expelled.
- b) A statement indicating whether the Hearing Committee has confirmed the suspension and its duration, confirmed the suspension but reduced its duration, or withdrawn the suspension.

5. Settlement Meeting (Education Act, s. 309 (5) and Board Policy):

5.1 Board Contact:

The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of conducting any settlement meetings prior to the commencement of the Expulsion Hearing by the Board Hearing Committee.

5.2 Settlement Meeting:

- a) If possible, prior to the commencement of the Hearing by the Board Hearing Committee, the current Superintendent of Education shall convene a settlement meeting with Parties to the hearing and their representatives.
- b) The purpose of the above meeting is to hear the positions and interests of the Parties to the hearing and to attempt to reach a settlement of any or all of the issues in dispute and/or an agreement on any matters which may expedite the hearing.
- c) The communications of the Parties in this settlement process is privileged and shall not be released to the Hearing Committee.
- d) In the event that the current Superintendent of Education conducts a settlement meeting, the said Superintendent shall not be called as a witness at the Hearing and the Superintendent shall not be involved as an advisor for one or other of the Parties to the Hearing.
- e) If the Parties to the hearing reach agreement on all of the issues or some of the issues in dispute, the Parties shall sign a binding memorandum of settlement setting out their agreement. This memorandum of settlement shall be released to the Hearing Committee.
- f) In the event that all of the issues in dispute have not been settled, the remaining issues in dispute will be dealt with by the Hearing Committee.

5.3 Powers of the Superintendent of Education:

Prior to the commencement of the Hearing by the Board Hearing Committee, the current Superintendent of Education shall have the power to:

- a) make a decision that the pupil not be expelled;
- b) make a decision on alternatives to expulsion, including alternative educational arrangements for the pupil;
- c) confirm any suspension pending expulsion and the duration of the suspension;
- d) confirm any suspension pending expulsion, but shorten its duration, even if the suspension has already been served, and order that the record of the suspension be amended accordingly; or
- e) quash the suspension pending expulsion and order that the record of the suspension be expunged, even if the suspension has already been served.



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6. *Assignment to a Program for Expelled Students (Education Act, s. 311.5 & PPM No. 142):*

6.1 Assignment to another Board School or to a Program for Expelled Pupils:

If the Hearing Committee expels a pupil, the Committee shall assign the pupil to:

- a) in the case of a pupil expelled from his or her school only, another school of the board; and
- b) in the case of a pupil expelled from all schools of the board, a program for expelled pupils.

6.2 Assignment to Another Board School:

Where an expelled student who is transferred to another school requires additional support and resources, the Board shall endeavour to provide appropriate support and/or facilitate the student's referral to community agencies.

6.3 Discipline and Safety Requirements:

Prior to entry into a program for expelled pupils, each pupil, if applicable, and the pupil's parent or guardian in the case of pupils under the age of eighteen shall sign a written Agreement agreeing to attend the program for expelled pupils and agreeing to be bound by the discipline and safety requirements set out in Appendix B and in the Agreement in Appendix C. The requirement for the signature of a parent or guardian shall be waived for pupils who are 16 or 17 years of age and who have withdrawn from parental control.

6.4 Student Action Plan (SAP):

A Student Action Plan (SAP) shall be developed for every pupil who has been assigned to a program for expelled pupils provided the necessary written commitment to attend the program and to be bound by the discipline and safety requirements has been obtained.

6.5 Planning Meeting:

The Principal shall hold a planning meeting in accordance with the relevant provisions of PPM #142 for holding such planning meetings. A precondition for the said planning meeting is the obtaining of the necessary written commitment to attend the program and to be bound by the discipline and safety rules.

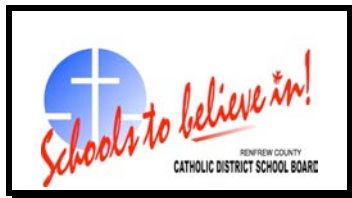
7. *Return to School After Expulsion:*

7.1 Status of Expelled Pupil (Education Act, s. 313):

- a) An expelled pupil continues to be a pupil of the board that expelled him or her if the pupil attends a program for expelled pupils,
 - i) offered by that board; or
 - ii) offered by another board under an agreement between that board and the board that expelled the pupil.
- b) An expelled pupil ceases to be a pupil of the board that expelled him or her if,
 - i) the pupil is assigned by that board to a program for expelled pupils and does not attend the program; or
 - ii) the pupil registers as a pupil of another board.

7.2 Return to School after Expulsion (Education Act, s. 314.1, 314.2 & 314.3):

- a) A pupil who has been expelled from all schools of a board is entitled to be readmitted to a school of the board if the pupil has, since being expelled,
 - i) successfully completed a program for expelled pupils; or
 - ii) satisfied the objectives required for the successful completion of a program for expelled pupils.



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- b) The determination of whether an expelled pupil has completed the program for expelled students or has satisfied the objectives required for successful completion of a program is to be made by a person who provides a program for expelled pupils.
- c) An expelled pupil may apply in writing to the current Superintendent of Education to be readmitted to a school of the board and, if the pupil has completed a program for expelled students or has satisfied the objectives required for successful completion of a program, the board shall,
 - i) readmit the expelled pupil to a school of the board; and
 - ii) promptly inform the pupil in writing of his or her readmittance.
- d) An expelled pupil who has been expelled from one school of the Board may apply in writing to the current Superintendent of Education to be reassigned to the school from which he or she was expelled.

7.3 Expelled Pupils from Other Boards (Education Act, s. 314):

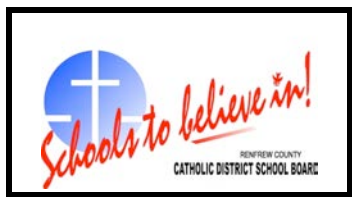
- a) If a pupil who has been expelled from one board registers as a pupil of this Board, the Board may,
 - i) assign the pupil to a school of the Board; or
 - ii) assign the pupil to a program for expelled pupils, unless the pupil has completed a program for expelled students or has satisfied the objectives required for successful completion of a program.
- b) If the Board assigns the expelled pupil to a school without knowing that he or she has been expelled by another board, the Board may subsequently remove the pupil from the school and assign him or her to a program for expelled pupils, subject to the following conditions:
 - i) The Board must assign the pupil to a program for expelled pupils promptly on learning that he or she has been expelled from another board.
 - ii) The Board shall not assign the pupil to a program for expelled pupils if the pupil has completed a program for expelled students or has satisfied the objectives required for successful completion of a program.

8. *Record of Expulsion:*

- 8.1 Information relating to pupil expulsion shall be removed from the expelled pupil's OSR Folder five years after the date on which the Board expelled the pupil.
- 8.2 Where an expelled pupil has been readmitted to a school in Ontario, and is expelled again, the information relating to the expulsions shall not be removed from the expelled pupil's OSR Folder until five consecutive years have passed without any further expulsion.

9. *Record of Suspension:*

- 9.1 Information relating to pupil suspension for violent behaviour shall not be removed from the suspended pupil's OSR Folder unless three consecutive years have passed during which no further suspensions for violent incidents have taken place.
- 9.2 Information relating to student suspensions for conduct which did not involve violent behaviour shall be retained in the suspended pupil's OSR Folder for at least one school year.
- 9.3 At the end of the each school year the Principal in consultation with the appropriate Superintendent shall review each suspension relating to conduct which did not involve violent behaviour which took place over one (1) year ago and make a determination whether the record of the suspension should be expunged or retained.
- 9.4 Information relating to pupil suspension for conduct which did not involve violent behaviour shall be removed from the suspended pupil's OSR Folder, if three (3) consecutive years have passed during which no further suspensions have taken place.



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Related Information

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response

Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)

Appendix C: Incident Reporting Form

Board Policies

POLICY: Safe Schools – Access to School Premises

POLICY: Safe Schools – Bullying, Prevention & Intervention

POLICY: Safe Schools – Code of Conduct

POLICY: Safe Schools – Delegation of Authority

POLICY: Safe Schools – Progressive Discipline

POLICY: Safe Schools – Pupil Suspension

POLICY: Safe Schools – Pupil Suspension Appeal

POLICY: Safe Schools – Pupil Expulsion

POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure

PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)

Education Act, ss. 306 - 309 (Pupil Suspension)

Education Act, ss. 310 – 316 (Suspension leading to Expulsion)

Access to School Premises (Ontario Regulation 474/00)

Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)

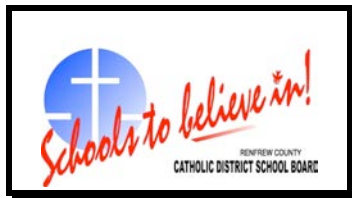
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)

Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)

Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)

Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)

Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)



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Appendix A: General Guidelines for an Expulsion Hearing

1. Appearance Sheet:

Each Party, his or her representative and his or her witnesses shall print and sign his or her name and identify the reason for his or her presence (Parent, Pupil, Principal, Representative of Parent/Pupil/Principal, Witness for Parent/Pupil/Principal).

2. Call to Order:

The Chair of the Hearing Committee shall call the meeting to order.

3. Introduction of Hearing Committee, the Parties, their Representatives and Others:

The Chair of the Hearing Committee shall introduce the Hearing Committee and its legal representative, if he or she is present. The Secretary to the Committee shall read out the names of others present and the reason for their presence from the Appearance Sheet.

4. Preliminary Matters:

The Chair shall ask the Parties if there are any preliminary matters to be dealt with.

5. Procedure for Exclusion of Witnesses:

On request by the Parties, the Chair may make an order to exclude witnesses from the hearing until it is their turn to testify. Parties to the Hearing and the pupil will not be excluded under an order to exclude witnesses.

6. General Procedure:

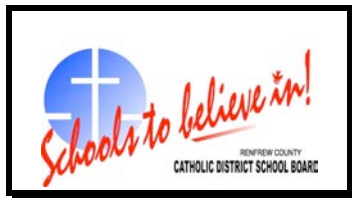
- a) Principal Case:
Presentation of case for suspending a pupil pending expulsion and for expelling a pupil by the Principal and other witnesses.
- b) Parent/Student Case:
Presentation of the case against a suspension pending expulsion and against an expulsion from student, parent or their representative and other witnesses.
- c) Submissions from the Principal or their representative:
Summary of case and arguments.
- d) Submissions from the student, parent or their representative:
Summary of case and arguments.
- e) Further submissions from the Principal or their representative:
Reply to address any NEW matters in the student, parent or representative submission.
- f) Hearing Committee Deliberations:
All of the parties leave the hearing room and the Hearing Committee deliberates and makes a decision.

7. Documentary Evidence:

Each document introduced into evidence shall be consecutively numbered and a copy shall be provided for the other Party, the Secretary to the Hearing and each member of the Hearing Committee.

8. Witness Evidence:

- a) Call witness into hearing room.
- b) Swear witness.
- c) Examination in Chief:
Party who called witness asks the witness a series of general questions to give the witness an opportunity to tell the Hearing Committee any information the witness has knowledge of which is relevant to the case. Generally, a Party who calls a person as a witness is not allowed to ask a leading question. A leading question is a question which indicates the desired answer.



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d) Cross-Examination:

The other party to the hearing has the right to test the evidence presented by the first party's witnesses by asking them questions including leading questions.

e) Reply:

After cross-examination the party calling the witness has the right to re-examine the witness to address any NEW matters which occurred in the cross-examination

f) Questions from the Hearing Committee:

On occasion members of the Hearing Committee may address questions to the witness usually on the completion of either the examination in chief and cross-examination.

9. Swearing a Witness:

Could you please state your name.

I will be asking you to take an oath to tell the truth in these proceedings. Do you understand that after taking an oath or making a solemn affirmation you will have a moral obligation to tell the truth.

If you object to taking an oath on the Bible from conscientious scruples, or on the ground of your religious belief, or on the ground that the taking of an oath would have no binding effect on your conscience, you may make a solemn affirmation to tell the truth.

Do you wish to take an oath on the Bible to tell the truth or do you wish to make a solemn affirmation to tell the truth.

OATH ON THE BIBLE

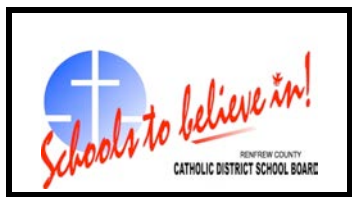
Please take the Bible in your right hand.

Do you swear that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth, so help you God.

SOLEMN AFFIRMATION TO TELL THE TRUTH

Do you understand that a solemn affirmation is of the same force and effect as an oath on the Bible.

Do you make a solemn affirmation that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth.



POLICY: Safe Schools – Pupil Suspension

Category (Schools & Students)

Effective Date: October 29, 2001.

Last Revision Date: (5-Mar-13)

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POLICY: Safe Schools – Pupil Suspension

Rationale

The learning environment of our Catholic schools is entrusted to the oversight of staff under the direction and leadership of the school Administrator (Principal, Vice-Principal). With firmness and Christ-like compassion, school Administrators exercise a kind of shepherding role which seeks out the lost, protects the weak and vulnerable members of the community, and maintains a shared commitment to learning and discipleship. This role will require student suspension, from time-to-time, to ensure safety of students and staff, and an ordered learning environment.

It is the policy of the Board that the conduct of students as members of the school community is expected to be modelled after Christ and Catholic values. Conduct falling below that standard requires appropriate discipline which may include suspension from school.

The disciplinary standards and procedures set out in the Board Policy, Suspension of a Pupil, are consistent with the requirements of the Education Act, the applicable Regulations made under that Act and the Ministry of Education Policies and Guidelines.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Principals, Supervisory Officers, The Board

Organizational Authority:

The Board

Regulations:

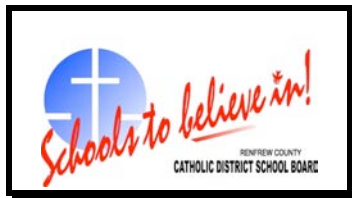
1. *Statements from Ministry of Education Policy Program Memoranda:*

1.1 *Policy/Program Memorandum No. 128 (Provincial Code of Conduct):*

- a) A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted and actively promote positive behaviours and interactions. ...
- b) All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students. Boards and schools should therefore focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn and teachers can teach. (p. 2)

1.2 *Policy/Program Memorandum No. 145 (Progressive Discipline):*

- a) Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours described above. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make better choices.



POLICY: Safe Schools – Pupil Suspension

Category (Schools & Students)

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- b) In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.
- c) For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP). (p. 3)

1.3 Policy/Program Memorandum No. 141 (School Board Programs for Pupils on Long-Term Suspension):

... boards must offer at least one program for students who are on long-term suspension. In the written notice of suspension, parents must be notified of the board program to which the student on long-term suspension has been assigned.

While boards are not required to provide programs for students who have been suspended for less than six days, boards are expected to provide homework packages for these students to help ensure that they do not fall behind in their school work. (p. 2)

A Student Action Plan (SAP) must be developed for every student on a long-term suspension who makes a commitment to attend the board program for suspended students. (p. 3)

2. *Mitigating Factors and Other Factors (Ontario Regulation 472/07, ss. 2 and 3):*

2.1 Application of Mitigating Factors and Other Factors:

- a) The Principal shall take into account the mitigating factors and the other factors in considering whether to suspend a pupil.
- b) The Principal shall take into account the mitigating factors and the other factors in considering how long the suspension should be.

2.2 Mitigating Factors:

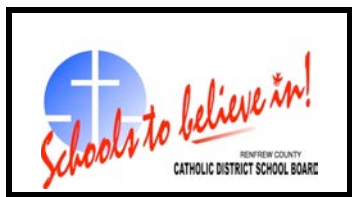
The Principal shall take the following mitigating factors into account:

- a) the pupil does not have the ability to control his or her behaviour;
- b) the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; or
- c) the pupil's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

2.3 Other Factors:

The Principal shall take the following factors into account, if the said factors would mitigate the seriousness of the activity for which the pupil may be or is being suspended:

- a) the pupil's history;
- b) whether a progressive discipline approach has been used with the pupil;
- c) whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- d) how the suspension would affect the pupil's ongoing education;
- e) the age of the pupil; and
- f) in the case of a pupil for whom an individual education plan has been developed:
 - i) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii) whether appropriate individualized accommodation has been provided, and
 - iii) whether the suspension is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.



POLICY: Safe Schools – Pupil Suspension

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3. *Pupil Suspension:*

3.1 Activities leading to a Possible Suspension under the Education Act, s. 306 (1):

A Principal shall consider whether to suspend a pupil, if the Principal believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- a) uttering a threat to inflict serious bodily harm on another person;
- b) possessing alcohol or illegal drugs;
- c) being under the influence of alcohol;
- d) swearing at a Teacher or at another person in a position of authority;
- e) committing an act of vandalism causing extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- f) bullying;
- g) any other activity for which a Principal may suspend a pupil under the policy of the Board.

3.2 Activities leading to a Possible Suspension under Board Policy:

A Principal shall consider whether to suspend a pupil, if the Principal believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- a) persistent truancy;
- b) persistent opposition to authority;
- c) habitual neglect of duty;
- d) the wilful destruction of school property;
- e) the use of profane or improper language;
- f) conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school;
- g) infractions off school property where the pupil's conduct in the community negatively impacts on the school;
- h) dress that contravenes the established dress code within a school;
- i) trafficking in legal drugs;
- j) being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the said drugs, or in a manner or an amount not contemplated by a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs;
- k) taking pictures during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher;
- l) harassing another person by the use of mechanical/electronic technology or communications;
- m) invading another person's privacy by the use of mechanical/electronic technology or communications;
- n) serious breaches of the Board Code of Conduct or the School Code of Conduct.

3.3 A suspension shall be a suspension from the pupil's school and from engaging in all school-related activities.

3.4 A suspension shall be for no less than one (1) school day and for no more than twenty (20) school days.

3.5 A Principal may not suspend a pupil more than once for the same occurrence.

3.6 In considering whether to suspend a pupil and in considering how long the suspension should be, the Principal shall take into account the mitigating factors and other factors set out earlier.



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4. *Assignment to a Program (Education Act, s. 306 (5) & (7) and PPM No. 141):*

4.1 Homework Package:

When a Principal suspends a pupil for five (5) days or less, arrangements shall be made to provide the pupil with access to a homework package to help ensure that the pupil does not fall behind in his or her school work.

4.2 Assignment to Program:

When a Principal suspends a pupil for six (6) or more days, the Principal shall assign the pupil to a program for suspended students.

4.3 Discipline and Safety Requirements:

Prior to entry into a program for suspended pupils, each suspended pupil, if applicable, and the pupil's parent or guardian in the case of pupils under the age of eighteen shall sign a written Agreement agreeing to attend the program for suspended pupils and agreeing to be bound by the discipline and safety requirements. The requirement for the signature of a parent or guardian shall be waived for pupils who are 16 or 17 years of age and who have withdrawn from parental control.

4.4 Student Action Plan (SAP):

A Student Action Plan (SAP) shall be developed for every pupil who has been assigned to a program for suspended pupils provided the necessary written commitment to attend the program and to be bound by the discipline and safety requirements has been obtained.

4.5 Planning Meeting:

The Principal shall hold a planning meeting in accordance with the relevant provisions of PPM #141 for holding such planning meetings. A precondition for the said planning meeting is the obtaining of the necessary written commitment to attend the program and to be bound by the discipline and safety rules.

4.6 Status of Suspended Pupil:

A pupil who is suspended is not considered to be engaged in school-related activities by virtue of participating in a program for suspended students.

5. *Notice of Suspension (Education Act, ss. 308 & 309):*

5.1 A Principal who suspends a pupil under section 306 of the Education Act shall:

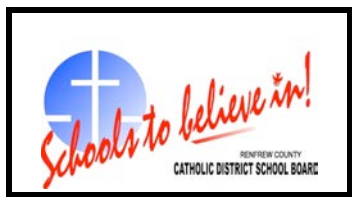
- a) inform the pupil, if applicable and possible;
- b) inform the pupil's teacher of the suspension; and
- c) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

5.2 A Principal who suspends a pupil shall ensure that written notice of the suspension is given promptly to the following persons:

- a) the pupil;
- b) the pupil's parent or guardian, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

5.3 A copy of the notice of suspension shall be filed in the pupil's OSR Folder.

5.4 The written notice shall include:



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- a) the reason for the suspension;
- b) the duration of the suspension;
- c) provide information about any program for suspended students to which the pupil is assigned; and
- d) provide information about the right to appeal the suspension including:
 - i) a copy of the Board Policies and Guidelines governing suspension appeals and
 - ii) the name and contact information of the current Superintendent of Education to whom notice of the appeal must be given.

5.5 For incidents set out in Appendix A, the Principal shall request police involvement or response. For incidents set out in Appendix B, the Principal shall report the violent incident.

5.6 Where circumstances warrant, the Principal shall complete and file a Violent Incident Report in the pupil's OSR Folder.

6. *Re-entry Meetings for Pupils on Long-Term Suspension*

6.1 In conjunction with the pupil's suspension the Principal shall arrange for such re-entry meeting(s) as are required with the pupil, the pupil's Teacher and such other resource persons as required. The pupil's parent or guardian will be encouraged to attend such meetings, unless the pupil is at least 18 years old or the pupil is 16 or 17 years old and has withdrawn from parental control.

7. *Appraisal of Suspensions:*

7.1 If the pupil is suspended for the maximum period allowed or is suspended more than once during a school year, the Board shall ensure that a Guidance Counsellor or other appropriate resource person employed by the Board:

- a) reviews the circumstances of the suspension or suspensions, as the case may be; and
- b) where appropriate, informs the pupil and the pupil's parent or guardian, unless the pupil is at least 18 years old or the pupil is 16 or 17 years old and has withdrawn from parental control, of services that are available from the Board or elsewhere in the community to assist the pupil.

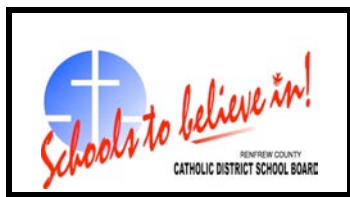
8. *Record of Suspension:*

8.1 Information relating to pupil suspension for violent behaviour shall not be removed from the suspended pupil's OSR Folder unless three consecutive years have passed during which no further suspensions for violent incidents have taken place.

8.2 Information relating to student suspensions for conduct which did not involve violent behaviour shall be retained in the suspended pupil's OSR Folder for at least one school year.

8.3 At the end of the each school year the Principal in consultation with the appropriate Superintendent shall review each suspension relating to conduct which did not involve violent behaviour which took place over one (1) year ago and make a determination whether the record of the suspension should be expunged or retained.

8.4 Information relating to pupil suspension for conduct which did not involve violent behaviour shall be removed from the suspended pupil's OSR Folder, if three (3) consecutive years have passed during which no further suspensions have taken place.



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9. *Suspension Appeal Rights (Education Act, s. 309):*

- 9.1 The following persons may appeal, to the Board, a Principal's decision to suspend a pupil:
- a) The pupil's parent or guardian, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
 - b) The pupil, if
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
 - c) In the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.
- 9.2 The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of receiving notices of intention to appeal a suspension.
- 9.3 A person who is entitled to appeal a suspension must give written notice of his or her intention to appeal to the current Superintendent of Education within 10 school days of the commencement of the suspension.
- 9.4 Board Policy shall govern an appeal of a decision to suspend a pupil.

Related Information

Procedures / Information for this Policy

Appendix: Suspended Pupil Program

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response

Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)

Appendix C: Incident Reporting Form

Board Policies

POLICY: Safe Schools – Access to School Premises

POLICY: Safe Schools – Bullying, Prevention & Intervention

POLICY: Safe Schools – Code of Conduct

POLICY: Safe Schools – Delegation of Authority

POLICY: Safe Schools – Progressive Discipline

POLICY: Safe Schools – Pupil Suspension

POLICY: Safe Schools – Pupil Suspension Appeal

POLICY: Safe Schools – Pupil Expulsion

POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure

PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)

Education Act, ss. 306 - 309 (Pupil Suspension)

Education Act, ss. 310 – 316 (Suspension leading to Expulsion)

Access to School Premises (Ontario Regulation 474/00)

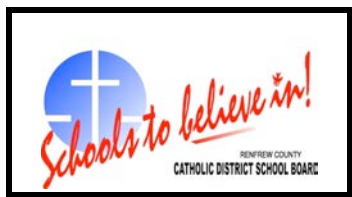
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)

Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)

Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)



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Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)

Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)

Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)



Appendix: Safe Schools – Suspended Pupil Program

Effective Date: January 25, 2010.

Last Revision Date: (16-Aug-11)

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Appendix: Suspended Pupil Program

Program Discipline & Safety Rules

Legislation and Court Decisions

1. *Education Act*, s. 265 (1) (a):
It is the duty of a principal of a school to maintain proper order and discipline in the school.
2. *Myers v. Peel County (Board of Education)* (1981), 123 D.L.R. (3d) 1 (Supreme Court of Canada):
The standard of care to be exercised by school authorities in providing for the supervision and protection of students for whom they are responsible is that of the careful and prudent parent.
3. *Occupational Health and Safety Act*, s. 1 and s. 27 (2) (c):
A supervisor, which would include a school principal, shall take every precaution reasonable in the circumstances for the protection of a worker.
4. *Ontario Human Rights Code*, s. 1:
A person has a right to equal treatment with respect to services without discrimination because of disability.
5. Ontario Human Rights Commission, *Guidelines on Accessible Education* (p. 34):
Under the *Code*, every student with a disability is entitled to accommodation up to the point of undue hardship. The *Code* sets out only three elements that may be considered in assessing whether an accommodation would cause undue hardship:
 - cost,
 - outside sources of funding, if any, and
 - health and safety requirements, if any.

Unacceptable Behaviour and Consequences

The following activities are unacceptable behaviour and will be grounds for considering whether to allow the Pupil to remain in a School Board Program for Students on Long-Term Suspension:

1. activities which disrupt the Program and seriously affect the ability of the Program staff to deliver the Program;
2. activities which disrupt the Program and seriously affect the ability of the other pupils in the Program to learn and benefit from the Program;
3. activities which place at risk of injury pupils in the Program, Program staff, or other persons on the premises where the Program is being delivered;
4. serious breaches of the Board Code of Conduct which affect the delivery of the Program;
5. serious breaches of the Board Code of Conduct which affect the health or safety of pupils in the Program, Program staff, or other persons on the premises where the Program is being delivered;

Other Requirements

Pupils in a School Board Program for Students on long-term Suspension SHALL:

- attend and participate in the Program;
- only be present on the premises where the Program is being offered during the period when the Program is being offered;
- not to associate with other students not in the Program on the premises where the Program is being offered;



Appendix: Safe Schools – Suspended Pupil Program

Effective Date: January 25, 2010.

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Parent / Pupil Agreement

Between

_____ (the Parents/Guardians)

and

_____ (Pupil)

and

_____ (School Principal)

AGREEMENT

Preamble

The Pupil has been suspended for a period of 6 days or more and has been assigned to a Renfrew County Catholic District School Board Program for students on long-term suspension.

The Pupil wishes to attend the Program to which he or she has been assigned. The Pupil's parents or guardians also wish their son or daughter to attend the Program.

The Pupil agrees to abide by the written requirements for attendance at the Program which are set out in this Agreement. The Pupil's parents or guardians agree to assist their son or daughter to comply with the written requirements for attendance at the Program.

Program Particulars

Commencement Date: _____

End Date: _____

Return to School Date: _____

Location of Program: _____

Program Hours: _____

I, [name of Pupil], wish to attend the above Program and I agree to comply with the requirements for attendance at the Program.

We, [name of Parents'/Guardians] wish our son or daughter to attend the above Program and we agree to assist their son or daughter to comply with the requirements for attendance at the Program.

DATED at [Place] this _____ day of _____ 20 ____.

[Parent / Guardian Name]

[Parent / Guardian Name]

[School Principal Name]

[Pupil Name]



POLICY: Safe Schools - Pupil Suspension Appeal

Category (Schools & Students)

Effective Date: October 29, 2001.

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POLICY: Safe Schools - Pupil Suspension Appeal

Rationale

The Board upholds the right of each student in our schools to be treated in a just manner which:

- reverences their dignity as whole persons, and
- safeguards the well-being of all members of the learning community.

As sharers in the Church's evangelizing mission responsible to the believing community for the formation of its young members, and as a publicly funded educational institution, we strive to be truthful, transparent and accountable in the disciplinary actions we undertake. In this way we are better able to ensure the integrity of our mission within a safe school learning environment.

The suspension appeal process set out in the Board Policy, Suspension Appeal, is consistent with the requirements of the Education Act and the Statutory Powers Procedures Act.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Principals, Supervisory Officers, The Board

Organizational Authority:

The Board

Regulations:

1. Suspension Appeal Rights and Information (Education Act, s. 309)

1.1 Parties Entitled to Appeal:

The following persons may appeal, to the Board, a Principal's decision to suspend a pupil:

- a) the pupil's parent or guardian, unless
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control
- b) the pupil, if
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control;
- c) in the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

1.2 School Board Contact:

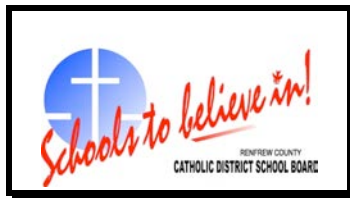
- a) The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of receiving notices of intention to appeal a suspension.
- b) A person who has given notice of intention to appeal may contact the current Superintendent of Education to discuss any matter respecting the appeal of the suspension.

1.3 Notice of Appeal Timeline:

A person who is entitled to appeal a suspension must give written notice of his or her intention to appeal to the current Superintendent of Education within 10 school days of the commencement of the suspension. The written notice must set out the grounds or reasons why the suspension is being appealed.

1.4 Status of Suspension pending Appeal:

A Notice of Intention to appeal a suspension does not stay the running of the suspension.



POLICY: Safe Schools - Pupil Suspension Appeal

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2. General Suspension Appeal Procedure (Education Act, s. 309 and Board Policy):

2.1 Parties:

The parties to the appeal are:

- a) the principal who suspended the pupil;
- b) the pupil, if
 - i) the pupil is at least 18 years old or
 - ii) the pupil is 16 or 17 years old and has withdrawn from parental control
- c) the pupil's parent or guardian, if the pupil's parent or guardian appealed the decision to suspend the pupil; and
- d) in the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

2.2 Pupil Right to Attend:

A pupil who is not a party to the appeal under the above subsection has the right to be present at the appeal and to make a statement on his or her own behalf.

2.3 Hearing Committee (Suspension Appeals / Expulsions):

The Board will appoint three trustees to serve as members of the Hearing Committee. In the event that any of the appointed trustees are unable to hear the appeal, the Chair of the School Board or his or her designate may appoint replacement trustees.

2.4 Confirmation of Notice of Intent to Appeal:

After receiving a notice of intention to appeal a suspension, the board shall promptly contact every person entitled to appeal the suspension and inform him or her that it has received the notice of intention to appeal.

2.5 Notice of Appeal Hearing:

The Notice of Appeal Hearing shall be sent to every person entitled to appeal the suspension and shall state:

- a) the date, time and place of the Appeal Hearing;
- b) the purpose of the Appeal Hearing;
- c) the Appeal Hearing is being held pursuant to the Education Act and the Statutory Powers Procedure Act;
- d) if a party does not attend the Appeal Hearing, the Hearing Committee may proceed in their absence and determine the outcome of the appeal without further notice of the proceeding;
- e) each party and his or her representative (lawyer or agent) are entitled to attend the Appeal Hearing.

2.6 Hearing Timeline:

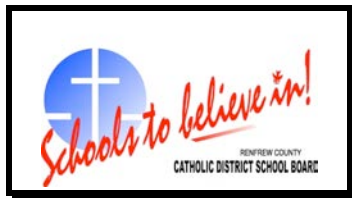
The Board shall hear and determine the appeal within 15 school days of receiving notice of intent to appeal, unless the parties agree on a later deadline, and shall not refuse to deal with the appeal on the ground that there is a deficiency in the notice of appeal.

2.7 Documents:

A copy of all documents which are given to the Hearing Committee shall be given to every person entitled to appeal the suspension.

2.8 Hearing Closed to Public:

- a) Information relating to the education of an individual is personal information under sections 2 (1) and 32 of the Municipal Freedom of Information and Protection of Privacy Act and there are restrictions on its disclosure.



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- b) Section 207 (2) (b) of the Education Act gives the Board the authority to close a Committee proceedings to the public, if the subject under consideration involves the disclosure of personal information about an employee, student, parent or guardian.
- c) Therefore, the Suspension Appeal Hearing will be closed to the public.

2.9 Conduct of the Hearing:

- a) Hearings shall be conducted in accordance with the relevant provisions of the Education Act and the Regulations made under it, any applicable Ministry of Education Policy and Program Memoranda, the relevant provisions of the Statutory Powers Procedures Act and Board Policy.
- b) General guidelines for the conduct of the Hearing are set out in Appendix A.

2.10 Powers of the Hearing Committee (Education Act, s. 309 (10) & (11)):

The Hearing Committee shall have the power to:

- a) confirm the suspension and the duration of the suspension;
- b) confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
- c) quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

The decision of the Hearing Committee on a suspension appeal is final.

2.11 Additional Powers of the Hearing Committee under the Statutory Powers Procedure Act:

The Hearing Committee has additional powers pursuant to the Statutory Powers Procedure Act. Some of these additional powers have been identified below. The Hearing Committee has the power to:

- a) waive any procedural requirements that apply to the proceeding with the consent of the Parties (s. 4);
- b) direct the Chair of the Hearing Committee to assign one person or two persons to hear the Suspension Appeal with the consent of the Parties (s. 4.2.1 (2));
- c) prior to the hearing, direct any of the Parties to disclose to the other Parties any documents they will be introducing at the hearing, any witness statements and/or any reports of expert witnesses (s. 5.4);
- d) require the attendance of any person, including a Party, by summons, to give evidence on oath or affirmation at a hearing and to produce in evidence at the hearing any documents specified by the summons (s. 12); and
- e) make interim decisions and orders (s. 16.1).

2.12 Notice of Decision:

The Hearing Committee's written decision including reasons shall be sent by registered mail to every person entitled to appeal the suspension.

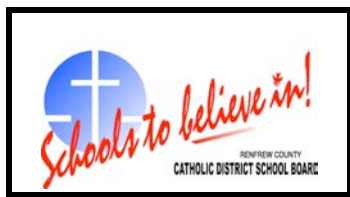
3. Settlement Meeting (Education Act, s. 309 (5) and Board Policy):

3.1 Board Contact:

The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of conducting any settlement meetings prior to the commencement of the Suspension Appeal Hearing by the Board Hearing Committee.

3.2 Settlement Meeting:

- a) If possible, prior to the commencement of the Suspension Appeal Hearing by the Board Hearing Committee, the current Superintendent of Education shall convene a settlement meeting with the principal and the person or persons appealing the suspension (the Parties) and their representatives.



POLICY: Safe Schools - Pupil Suspension Appeal

Category (Schools & Students)

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- b) The purpose of the above meeting is to hear the positions and interests of the Parties to the appeal and to attempt to reach a settlement of any or all of the issues in dispute and/or an agreement on any matters which may expedite the hearing.
- c) The communications of the Parties in this settlement process is privileged and shall not be released to the Hearing Committee.
- d) In the event that the current Superintendent of Education conducts a settlement meeting, the said Superintendent shall not be called as a witness at the Hearing and the Superintendent shall not be involved as an advisor for one or other of the Parties to the Hearing.
- e) If the Parties to the suspension appeal reach agreement on all of the issues or some of the issues in dispute, the Parties shall sign a binding memorandum of settlement setting out their agreement. This memorandum of settlement shall be released to the Hearing Committee.
- f) In the event that all of the issues in dispute have not been settled, the remaining issues in dispute will be dealt with by the Hearing Committee.

3.3 Powers of the Superintendent of Education:

Prior to the commencement of the Suspension Appeal Hearing by the Board Hearing Committee, the current Superintendent of Education shall have the power to:

- a) make a decision that the pupil not be suspended;
- b) make a decision on alternatives to suspension, including alternative educational arrangements for the pupil;
- c) confirm the suspension and the duration of the suspension;
- d) confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
- e) quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

Related Information

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response

Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)

Appendix C: Incident Reporting Form

Board Policies

POLICY: Safe Schools – Access to School Premises

POLICY: Safe Schools – Bullying, Prevention & Intervention

POLICY: Safe Schools – Code of Conduct

POLICY: Safe Schools – Delegation of Authority

POLICY: Safe Schools – Progressive Discipline

POLICY: Safe Schools – Pupil Suspension

POLICY: Safe Schools – Pupil Suspension Appeal

POLICY: Safe Schools – Pupil Expulsion

POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure

PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)

Education Act, ss. 306 - 309 (Pupil Suspension)

Education Act, ss. 310 – 316 (Suspension leading to Expulsion)

Access to School Premises (Ontario Regulation 474/00)



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Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)

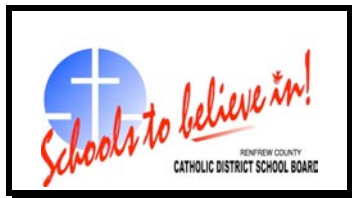
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)

Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)

Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)

Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)

Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)



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Appendix A: General Guidelines for a Suspension Appeal Hearing

1. Appearance Sheet:

Each Party, his or her representative and his or her witnesses shall print and sign his or her name and identify the reason for his or her presence (Parent, Pupil, Principal, Representative of Parent/Pupil/Principal, Witness for Parent/Pupil/Principal).

2. Call to Order:

The Chair of the Hearing Committee shall call the meeting to order.

3. Introduction of Hearing Committee, the Parties, their Representatives and Others:

The Chair of the Hearing Committee shall introduce the Hearing Committee and its legal representative, if he or she is present. The Secretary to the Committee shall read out the names of others present and the reason for their presence from the Appearance Sheet.

4. Preliminary Matters:

The Chair shall ask the Parties if there are any preliminary matters to be dealt with.

5. Procedure for Exclusion of Witnesses:

On request by the Parties, the Chair may make an order to exclude witnesses from the hearing until it is their turn to testify. Parties to the Hearing and the pupil will not be excluded under an order to exclude witnesses.

6. General Procedure:

- a) Principal Case:
Presentation of case for a suspension by the Principal and other witnesses.
- b) Parent/Student Case:
Presentation of the case against a suspension from student, parent or their representative and other witnesses.
- c) Submissions from the Principal or their representative:
Summary of case and arguments for confirming the suspension.
- d) Submissions from the student, parent or their representative:
Summary of case and arguments for changing or expunging the suspension.
- e) Further submissions from the Principal or their representative:
Reply to address any NEW matters in the student, parent or representative submission.
- f) Hearing Committee Deliberations:
All of the Parties leave the hearing room and the Hearing Committee deliberates and makes a decision.

7. Documentary Evidence:

Each document introduced into evidence shall be consecutively numbered and a copy shall be provided for the other Party, the Secretary to the Hearing and each member of the Hearing Committee.

8. Witness Evidence:

- a) Call witness into hearing room.
- b) Swear witness.
- c) Examination in Chief:
Party who called witness asks the witness a series of general questions to give the witness an opportunity to tell the Hearing Committee any information the witness has knowledge of which is relevant to the case. Generally, a Party who calls a person as a witness is not allowed to ask a leading question, a question which indicates the desired answer.
- d) Cross-Examination:



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The other party to the hearing has the right to test the evidence presented by the first party's witnesses by asking them questions including leading questions.

e) Reply:

After cross-examination the party calling the witness has the right to re-examine the witness to address any NEW matters which occurred in the cross-examination

f) Questions from the Hearing Committee:

On occasion members of the Hearing Committee may address questions to the witness usually on the completion of either the examination in chief and cross-examination.

9. Swearing a Witness:

Could you please state your name.

I will be asking you to take an oath to tell the truth in these proceedings. Do you understand that after taking an oath or making a solemn affirmation you will have a moral obligation to tell the truth.

If you object to taking an oath on the Bible from conscientious scruples, or on the ground of your religious belief, or on the ground that the taking of an oath would have no binding effect on your conscience, you may make a solemn affirmation to tell the truth.

Do you wish to take an oath on the Bible to tell the truth or do you wish to make a solemn affirmation to tell the truth.

OATH ON THE BIBLE

Please take the Bible in your right hand.

Do you swear that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth, so help you God.

SOLEMN AFFIRMATION TO TELL THE TRUTH

Do you understand that a solemn affirmation is of the same force and effect as an oath on the Bible.

Do you make a solemn affirmation that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth.



POLICY: Safe Schools – Reporting Child Abuse

Category (Schools & Students)

Effective Date: June 16, 1980.

Last Revision Date: (24-Oct-11)

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POLICY: Safe Schools – Reporting Child Abuse

I. Purpose of Policy

... sometime during their lives, about one in two females and one in three males have been victims of unwanted sexual acts. About four in five of these incidents first happened to these persons when they were children or youths. (Report of the committee on sexual offences against children and youths. (1984)

Sexual offences against children, p. 175)

The ideal breeding ground for the development and repetition of child sexual abuse is a general conspiracy of silence, motivated by fear of scandal and of major repercussions for the institutions directly or indirectly concerned. (Canadian Conference of Catholic Bishops. (1992). *From Pain to Hope*, p. 22)

II. Policy Statement

1. Principle:

Every School Board employee/representative including a school volunteer has a duty to students of any age to intervene to protect them from being the victims of child abuse, criminal offences and other inappropriate behaviour.

2. Reporting Suspected Child Abuse:

- a) Every School Board employee/representative including a school volunteer who has reasonable grounds to suspect that a child, under the age of 16 or a Family & Children's Services' ward between 16 and 18 years of age, has suffered or is at risk of suffering child abuse has a LEGAL duty to forthwith (IMMEDIATELY) report the suspicion and the information it is based on to the Renfrew County Family and Children's Services. [613-735-6866]
- b) Employees or representatives who are not sure as to whether the information they have requires a report to the Renfrew County Family and Children's Services shall consult with the Renfrew County Family and Children's Services for advice and direction. They shall also advise the appropriate Board Supervisory Officer in writing of the consultation.

3. Reporting Particulars:

- a) Duty to Report Suspected Child Abuse or the Risk of Child Abuse :
 - IMMEDIATE DUTY: The individual suspecting the abuse is obligated to make the report forthwith or immediately to the Renfrew County Family and Children's Services.
 - PERSONAL DUTY: The individual suspecting the abuse is obligated to personally make the report to the Renfrew County Family and Children's Services himself or herself. (This duty cannot be delegated to another individual.)
 - CONTINUING DUTY: The individual suspecting the abuse is obligated to make further reports to the Renfrew County Family and Children's Services on receiving any additional information or having additional reasons to suspect child abuse. (The reporting obligation does not cease with the making of the first report on a particular situation to the Renfrew County Family and Children's Services.)
- b) Reporting Form:

Reports should be made on the Board Reporting Form A, Referral to Family & Children's Services.



POLICY: Safe Schools – Reporting Child Abuse

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- c) Student Disclosures of Abuse / Reporting to Family & Children's Services (FCS):
Appendix A sets out some suggestions for dealing with student disclosures of abuse and for reporting to the Family and Children's Services (FCS).
- d) Non Reporting:
For teachers, school principals, social workers and psychologists a failure to report suspected child abuse is an offence under the Child and Family Services Act and may also constitute professional misconduct warranting action by the Ontario College of Teachers.

4. Reporting Criminal Offences:

Every School Board employee/representative including a school volunteer who has reasonable grounds to suspect a student, over the age of 16 who is not a Family and Children's Services ward, has suffered a physical assault, a sexual assault or another sexual offence has a duty to forthwith (IMMEDIATELY) report the suspicion and the information it is based on to the appropriate Police Services.

5. Reporting Sexual Misconduct & Inappropriate Behaviour :

See Safe Schools – Sexual Misconduct & Inappropriate Behaviour Reporting Policy.

6. Board Obligations:

- a) Notice and Copy of Report:
Every School Board employee/representative including a school volunteer who has made a child abuse report to the Family and Children's Services or a report to the appropriate Police Services shall notify his or her immediate supervisor and the appropriate Supervisory Officer and give his or her immediate supervisor a copy of the said report.
- b) Co-operation with FCS/Police Investigation:
The Board expects all its employees to co-operate fully with any Family and Children's Services/Police investigation of suspected abuse or suspected criminal offences.

7. Support:

- a) Support for Student/Parents:
Assistance from Board resources is available for student victims of sexual misconduct and inappropriate behaviour and their parents. All employees are expected to support and to seek support from Student Services for victims of sexual misconduct and inappropriate behaviour.
- b) Support for Reporting Employee:
Support is available for the reporting employee from the Employee Assistance Program.

III. Definitions

[A summary of definitions from the *Child and Family Services Act* is set out below. For the actual legislation see the Ontario e-laws web page: <http://www.e-laws.gov.on.ca/>]

Child abuse is any form of physical harm, emotional deprivation, neglect or sexual maltreatment, which can result in injury or psychological damage to a child.

Child means a person under the age of sixteen years of age, or a person who is under the care of a Children's Aid Society under a Court order and is between 16 and 18 years of age. (s. 37 (1))



POLICY: Safe Schools – Reporting Child Abuse

Category (Schools & Students)

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Legal Reporting Obligation

If a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a Children's Aid Society (CAS):

- physical harm inflicted or caused by the person having charge of the child or resulting from that person's negligence,
- sexual molestation or exploitation inflicted or caused by the person having charge of the child or resulting from that person's negligence,
- physical harm or suffering inflicted or caused by the person having charge of the child or resulting from that person's negligence in failing to adequately care for, provide for, supervise or protect the child;
- emotional harm demonstrated by serious anxiety, depression, withdrawal, self destructive or aggressive behaviour or delayed development resulting from neglect of the child's parent or person in charge of the child. (*Child and Family Services Act*, s. 72 (1))

[Other Child Abuse Definitions]

Physical abuse is the deliberate application of force to any part of a child's body, which results in or may result in a non accidental injury.

Sexual abuse is generally defined as any sexual experience between a child and an adolescent or an adult. Sexual abuse can also occur among children or youth where there is lack of consent, or, among children even with consent, where there is an age gap of more than two years.

Emotional maltreatment involves an attack on a child sense of self, and involves acts or omissions by the parents or caregivers that have caused or could cause serious behavioural, cognitive, emotional or mental disorders.

Neglect occurs when a child's parents or other caregivers are not providing essential requisites to a child's emotional, psychological and physical development.

Reasonable Grounds to Suspect Test (Supreme Court of Canada Extract)

"Reasonable cause" does not mean reasonable grounds to believe that abuse has occurred, or is occurring, or will occur (which in certain legal contexts implies belief in the truthfulness of the information). [The Child Protection legislation] sets a lower threshold. The informant need only have "reasonable cause" to ask CPS [Child Protection Society] to consider looking into the matter. (*Young v. Bala*, [2006] Supreme Court of Canada, paras. 49-50)

[*Criminal Code of Canada* Definitions]

Physical assault is when a person applies force intentionally to another person, directly or indirectly, without the consent of that another person.

Sexual assault is an assault within any one of the definitions of that concept in s. 265 (1) of the Criminal Code which is committed in circumstances of a sexual nature, such that the sexual integrity of the victim is violated.

[Board Definition]

Representative of the Board is an adult who is approved by the Board, Supervisory Officer, or principal, to be present and/or assist in a school/facility. This person is not paid a wage or salary by the Board, (i.e. volunteers, college students on placement, student teachers).



POLICY: Safe Schools – Reporting Child Abuse

Category (Schools & Students)

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IV. Related Information

Appendices / Forms for this Policy

Appendix A: Responding to Abuse Disclosures

Appendix B: Reporting to Family & Children's Services (FCS)

Form: Referral to Family & Children's Services

Related Board Policies

POLICY: Reporting Sexual Misconduct / Inappropriate Behaviour

Legislation

Child and Family Services Act

Ontario College of Teachers Act and Regulation 437/97 (Professional Misconduct)



Appendix A: Safe Schools Reporting Child Abuse - Responding to Abuse Disclosures

Effective Date: June 16, 1980.

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Appendix A: Responding to Abuse Disclosures

<i>respond to student</i>	<ul style="list-style-type: none"> • This sounds important. Could you come and see me at the break (recess, lunch, after school) and we can talk about it.
<i>meet in private not during class</i>	<ul style="list-style-type: none"> • [Arrange to meet with student in private.]
<i>actively listen to the student</i>	<ul style="list-style-type: none"> • Tell me what happened in your own words. • This is important and I need to write this down. • What happened next? How did this happen? • [Don't interrupt the student. Let the student finish his or her story. Be physically attentive. Maintain eye contact. Use vocal cues to encourage the student to continue. Ask only general questions.]
<i>remain calm & don't overreact</i>	<ul style="list-style-type: none"> • [Be aware of your own feelings (anger, disbelief, disgust) and stay calm. Keep an open mind.]
<i>record what the student says & your observations</i>	<ul style="list-style-type: none"> • [Date, time and place of meeting with student; name of student; student's story in his or her own words; name of alleged abuser. your own observations. RETAIN YOUR ORIGINAL NOTES.]
<i>reassure the student</i>	<ul style="list-style-type: none"> • I am glad you told me. You did the right thing. • You are not alone. This has happened to other students. • I have to tell some other people that this has happened and they will try to help. • [Stay with the student, if he or she is upset.]
<i>report as soon as possible</i>	<ul style="list-style-type: none"> • Child Abuse: Call Family & Children's Services. • Criminal Code Offence: Call Superintendent and Police. • Other Inappropriate Behaviour: Call Superintendent.



Appendix B: Safe Schools Reporting Child Abuse - Reporting to Family & Children's Services (FCS)

Effective Date: June 16, 1980.

Last Revision Date: (24-Oct-11)

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Appendix B: Reporting to Family & Children's Services

<i>phone call</i>	<ul style="list-style-type: none">Record date, time, FCS Office and name of FCS person(s).
<i>identify yourself</i>	<ul style="list-style-type: none">Give your name, position, school name, address and phone number.
<i>information on child</i>	<ul style="list-style-type: none">Give the name of child; child's birth date; names, addresses and phone numbers of child's parents and/or guardians.
<i>first report or continuing report</i>	<ul style="list-style-type: none">Indicate if this is the first report of child abuse or a continuing or additional report of child abuse in a matter already reported.
<i>report allegations & observations</i>	<ul style="list-style-type: none">Report what student told you about child abuse.Report your own observations of child abuse including nature and extent of injuries, if any.
<i>other information</i>	<ul style="list-style-type: none">Advise FCS of the names, positions and agencies of other entities which may be involved.Advise FCS of any other relevant information.
<i>complete CAS referral form</i>	<ul style="list-style-type: none">Fill in missing information on FCS Referral Form for Suspected Child Abuse.
<i>file and forward CAS referral form</i>	<ul style="list-style-type: none">Retain a copy of FCS Referral Form for your records.Retain all of the original written records you made at the time of the student disclosure and/or at the time of your observations.Forward copies of the FCS Referral Form to the FCS and to the appropriate Superintendent.
<i>advise your supervisor(s) of report to CAS</i>	<ul style="list-style-type: none">Advise your Superintendent of the particulars of your report to the FCS.



**FORM: Safe Schools Reporting Child Abuse -
Referral to Family & Children's Services**

Effective Date: June 16, 1980.

Last Revision Date: (26-Nov-01)

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Form: Referral to Family & Children's Services (FCS)

Follow-up to telephone consultation/referral made with Family & Children's Services on _____ with

Date/time

Office Location

FCS Worker

CHILD'S NAME: _____/_____/_____

Last Name (Legal) First Middle

AGE: _____ DATE OF BIRTH: _____/_____/_____ SEX: M F

Year Month Day

NAMES AND ADDRESSES OF PARENT(S) OR OTHER PERSON(S) RESPONSIBLE FOR CHILD'S CARE:

Father: _____ Telephone: _____

Address: _____

Mother: _____ Telephone: _____

Address: _____

Other: _____ Telephone: _____

Address: _____

INDICATE THE SOURCE OF YOUR SUSPICIONS:

Observations ☐ Disclosure ☐

HAVE OTHER REPORTS BEEN FILED?

Yes ☐ No ☐

REPORT CONCERNS/SUSPICIONS RELATED TO CHILD(REN) WHO IS/ARE OR MAY BE IN NEED OF PROTECTION. (Include description of actual/potential abuse or neglect, nature and extent of injuries and any other concerns):

OTHER PROFESSIONALS/AGENCIES INVOLVED (if any):

Name

Position

Agency



POLICY: Safe Schools – Reporting Sexual Misconduct & Inappropriate Behaviour

Category (Schools & Students)

Effective Date: June 24, 2002.

Last Revision Date: (24-Oct-11)

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POLICY: Safe Schools – Reporting Sexual Misconduct & Inappropriate Behaviour

I. Purpose of Policy

... children are our most precious asset. Schools are intended to be healthy nurturing environments within which children can safely learn and grow. (Robins, S.L. (2000). *Protecting our children: A report to identify and prevent sexual misconduct in Ontario schools*. p. 2)

Sexual Misconduct ... is rare, but we do know that it happens and we regard it as a serious breach of public trust. We are offering clearer rules and new guidelines ... so that sexual misconduct will be more effectively prevented, detected earlier and dealt with promptly. (Ontario College of Teachers' Chair, Larry Capstick (March 23, 2001))

II. Policy Statement

1. Principle:

Every School Board employee/representative including a school volunteer has a duty to students of any age to intervene to protect them from being the victims of child abuse, criminal offences and other inappropriate behaviour.

2. Reporting Sexual Misconduct which is suspected Child Abuse and Criminal Offences against Students

Sexual misconduct which is suspected child abuse and criminal offences against students such as physical assaults, sexual assaults or other sexual offences MUST be reported in accordance with the Safe Schools – Child Abuse Reporting Policy.

3. Reporting Sexual Misconduct / Inappropriate Behaviour:

- a) Every School Board employee/representative including a school volunteer, who has reasonable grounds to suspect that a student has been the victim of sexual misconduct or inappropriate behaviour which is not child abuse must report the suspicion forthwith (immediately), and the information upon which it is based to the principal/supervisor or designate.
- b) If the complaint involves the principal/supervisor, the report shall be made to the appropriate supervisory officer.
- c) If the complaint involves a supervisory officer, the report shall be made to the another supervisory officer.
- d) Principals and supervisors receiving reports or complaints of sexual misconduct or inappropriate behaviour shall report the matter to the Manager of Human Resources Services and to the appropriate Supervisory Officer.
- e) Reports should be made in writing on the Board Reporting Form in Appendix A.

4. Support:

- a) Support for Student/Parents:
Assistance from Board resources is available for student victims of sexual misconduct and inappropriate behaviour and their parents. All employees are expected to support and to seek support from Student Services for victims of sexual misconduct and inappropriate behaviour.



POLICY: Safe Schools – Reporting Sexual Misconduct & Inappropriate Behaviour

Category (Schools & Students)

Effective Date: June 24, 2002.

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- b) Support for Reporting Employee:
Support is available for the reporting employee from the Employee Assistance Program.

III. Definitions

Child abuse is any form of physical harm, emotional deprivation, neglect or sexual maltreatment, which can result in injury or psychological damage to a child.

Child means a person under the age of sixteen years of age, or a person who is under the care of the CAS by a Court order and is between 16 and 18 years of age. (s. 37 (1))

Sexual misconduct includes, but is not limited to:

- Sexual Harassment: Objectionable comments or conduct of a sexual nature that may affect a student's personal integrity or security or the school environment. These may not be overtly sexual but nonetheless demean or cause personal embarrassment to a student based upon a student's gender.
- Sexual Relationships Generally: Any sexual relationship with a student, or former student under the age of 18, or with a special needs student or former student under the age of 21 and any conduct directed to establishing such a relationship including intimate letters from teacher to student, personal phone calls, sexualized dialogue through the internet, suggestive comments in the classroom and dating.

[If the sexual misconduct appears to be child abuse involving a child, you have a LEGAL duty to forthwith (IMMEDIATELY) report the suspicion and the information it is based on to the Renfrew County Family and Children's Services. [613-735-6866] in accordance with the Board's Safe Schools – Child Abuse Reporting Policy.]

Inappropriate Behaviour Guidelines (Ontario College of Teachers (27-Sep-02) Professional Advisory)

Guidelines for assessing if teacher/student activity is inappropriate include:

- is the activity known to or approved by supervisors and/or parents or legal guardians,
- is the student physically isolated from other observers (e.g. behind closed doors),
- is the activity necessary because of urgent circumstances or an emergency,
- will the activity have a detrimental effect on the educational environment,
- could the activity be viewed as conduct intended to promote or facilitate an inappropriate personal relationship with a student,
- does the activity pose a risk for the personal integrity or security of a student or increase a student's level of discomfort,
- is the activity in the best interests of the student.

Situations which may lead to inappropriate behaviour include:

- inviting individual students to your home,
- seeing students in private and isolated situations,
- exchanging personal notes, comments or e-mails with students, • giving personal gifts to students,
- sharing personal information about themselves,
- making physical contact of a sexual nature.



POLICY: Safe Schools – Reporting Sexual Misconduct & Inappropriate Behaviour

Category (Schools & Students)

Effective Date: June 24, 2002.

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IV. Related Information

Procedures for this Policy

Procedure: Sexual Misconduct / Inappropriate Behaviour (Investigate & Respond)

Form: Report to Supervisor & Superintendent

Related Board Policies

POLICY: Reporting Child Abuse



Procedure: Safe Schools Reporting Sexual Misconduct & Inappropriate Behaviour - Investigate & Respond

Effective Date: June 24, 2002.

Last Revision Date: (24-Oct-11)

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Procedure: Reporting Sexual Misconduct & Inappropriate Behaviour - Investigate & Respond

I. Overview / Procedure Description

Procedure A includes procedures for investigating and responding to incidents and complaints of sexual misconduct and of inappropriate conduct which do not constitute child abuse.

II. Areas of Responsibility

The School Board and its employees have a duty to take all reasonable steps to protect students entrusted to them from being the victims of sexual misconduct and inappropriate behaviour.

III. Procedure Steps / Checklist

1. Notice to the Board:

A confidential report setting out all allegations of sexual misconduct and inappropriate behaviour against employees and the results of any investigation of them shall be made quarterly to the Board, as well as to the first Board meeting following the initial report.

2. Investigator / Staff Review Team:

- a) The appropriate Supervisory Officer in consultation with the principal/supervisor shall make an assessment of the initial report of sexual misconduct / inappropriate behaviour and shall determine whether the principal/supervisor (less serious incident(s)) or a Staff Review Team (Supervisory Officer and Manager of Human Resources Services or designate) shall investigate the report.
- b) In his or her discretion the Director of Education may designate an individual to investigate any incidents and complaints of sexual misconduct / inappropriate behaviour.

3. Informal Resolution:

In less serious incidents of sexual misconduct / inappropriate behaviour an informal resolution process may be used to attempt to resolve the dispute between the parties to the alleged incident(s).

4. Representation for an Alleged Offender / Complainant

- a) An alleged offender who is a unionized employee has a right to have his or her union representative present at any investigative meeting or a meeting which may result in disciplinary action. An alleged offender who is not a unionized employee has a right to have a representative present at any investigative meeting or a meeting which may result in disciplinary action.
- b) A complainant who is a unionized employee has a right to have his or her union representative present at any meeting resulting from an incident or complaint of sexual misconduct or inappropriate behaviour. A complainant who is not a unionized employee has a right to have a representative present at any meeting resulting from an incident or complaint of sexual misconduct or inappropriate behaviour.



Procedure: Safe Schools Reporting Sexual Misconduct & Inappropriate Behaviour - Investigate & Respond

Effective Date: June 24, 2002.

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5. Preliminary Assessment Report:

- a) At the conclusion of the investigation there should be sufficient information to make a preliminary assessment of what happened and what action is required.
- b) All preliminary assessment reports should be reviewed and approved by the Manager of Human Resources Services prior to scheduling an alleged offender interview.

6. Natural Justice & Alleged Offender Interview:

The principles of natural justice require that a person whose rights, privileges or interests may be affected by an administrative decision be given:

- the right to hear the case against him or her and
- the right to make a response to the deciding person or deciding body prior to the decision being made.

7. Final Assessment Report & Action:

- a) The Investigator / Staff Review Team shall consider the response of the alleged offender prior to making a determination of what happened and what action should be taken.
- b) All final assessment reports should be reviewed and approved by the Manager of Human Resources Services prior to release.

8. Reporting to the Student's Parents / Student:

The student's parents shall be advised of the results of the investigation and of the action the Board has taken to maintain a safe learning environment unless the student

- a) is at least 18 years old or
- b) is 16 or 17 years old and has withdrawn from parental control.

In the above two situations the student shall be advised of the results of the investigation and of the action the Board has taken to maintain a safe learning environment

9. Report to Ontario College of Teachers:

The Investigator / Staff Review Team shall consider the statutory reporting obligations under section 43.1 of the Ontario College of Teachers Act with respect to members of the College and shall make any required reports.

10. Record of Complaint, Investigation & Response:

- a) The report of the investigation, supporting documents and Board response shall be retained by the Manager of Human Resources Services in a confidential Board Folder. If discipline was administered as a result of the workplace harassment, the necessary disciplinary documentation shall be filed in the employee's personnel file.
- b) If the complaint was resolved by an informal dispute resolution process, a record shall be kept of the original complaint, the results of the informal dispute resolution process and the records from any follow up or monitoring of the situation.

IV. Definitions

Child abuse, sexual misconduct and inappropriate behaviour definitions and guidelines are set out in the definitions section of the *Safe Schools – Sexual Misconduct / Inappropriate Behaviour Reporting Policy*.



Procedure: Safe Schools Reporting Sexual Misconduct & Inappropriate Behaviour - Investigate & Respond

Effective Date: June 24, 2002.

Last Revision Date: (24-Oct-11)

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V. Related Information

Related Board Policies / Procedures

POLICY: Safe Schools – Reporting Child Abuse

POLICY: Safe Schools – Reporting Sexual Misconduct & Inappropriate Behaviour

Legislation

Ontario College of Teachers Act, section 43.1



FORM: Safe Schools Reporting Sexual Misconduct & Inappropriate Behaviour – Report to Supervisor & Superintendent

Effective Date: June 24, 2002.

Last Revision Date: (24-Oct-11)

Page 1 of 2

FORM: Report to Supervisor & Superintendent

1. Person Reporting:

_____ Last Name	_____ First Name	_____ Work Phone Number
_____ Work Location	_____ Work Address	_____ Work Position

2. Phone Call to Supervisor and Superintendent:

_____ Date/Time	_____ Supervisor's Name
_____ Date / Time	_____ Superintendent's Name

3. Information on Student Victim(s):

_____ Student's Last Name	_____ Student's First Name	_____ Student's Middle Name
		Male Female
_____ Student's Age	_____ DOB (Year / Month / Day)	_____ Sex
_____ Student's School	_____ Student's Grade	_____ Student's Teacher
_____ Father's Name / Phone		
_____ Address		
_____ Mother's Name / Phone		
_____ Address		
_____ Other's Name / Phone		
_____ Relationship		
_____ Address		

Signature of Reporting Person and Date



POLICY: School Trips

Rationale

The Board recognizes the education advantages of well planned and carefully selected excursions for pupils as a complement to curricular programming.

Personnel Affected by Policy:

Pupils, Teachers, Principals, Volunteer Supervisors

Organizational Authority:

Director of Education and Principals

Regulations:

1. SCHOOL TRIP CATEGORIES AND LEVELS OF APPROVAL CHART

CATEGORY	A	B	C
	Ontario trips, departing and returning the same day which do not involve any activities of increased inherent risk as defined by OSBIE, the Board's Insurance Carrier.	a) Ontario and Canadian curricular-related overnight trips; and b) Any trips involving higher-risk activities as defined by OSBIE, the Board Insurance Carrier.	Any out of Canada trips, including trips co-organized with 3 rd party providers.
Planning / Final Approval	Principal	Director of Education	Elected Board of Trustees.
Final Approval Timeline	Minimum of two weeks prior to the trip.	Minimum of 2 weeks prior to the trip.	Minimum of 4 months prior to the trip.

[NOTE: Student trips where there is any identification / involvement of the Board, a Board school or schools or any Board staff MUST be approved in accordance with the above Chart. Student trips where there is any use of Board facilities or resources to plan or inform about the trip MUST be approved in accordance with the above Chart.]

2. APPROVAL OF SCHOOL TRIPS

- Board staff intending to plan a School Trip are required to notify their principal prior to engaging in any planning, scheduling or interest gathering for the trip and to receive planning approval for the school trip in accordance with the above Chart.
- Any Board staff who have received planning approval for a School Trip are required to obtain final trip approval in accordance with the above Chart.
- Requests for final approval for Category A Trips shall be accompanied by Form A (School Trips (Category A) – Request for Approval & Check List) and an itinerary.
- Requests for final approval for Category B and C Trips shall be accompanied by Form B (School Trips (Category B & C) – Request for Approval & Check List), a detailed itinerary and an outline of the overall and specific expectations (drawn from the appropriate curriculum guidelines and the Catholic Graduate Expectations) to be addressed on the Trip and shall be endorsed by the school principal prior to submission to the Director. A copy of any information filed with 3rd party providers is to be provided to the school principal.



POLICY: School Trips

Category (Schools & Students)

Effective Date: August 31, 1973.

Last Revision Date: (26-Nov-12)

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- e) Before any school trip takes place the parent/guardian of each participating student who is under 18 years of age shall sign and return to the school Form C (Consent Form). Before any school trip takes place each participating student who is 18 years of age or older shall sign and return to the school Form D (Release Form).
 - f) Prior to any Category B and C school trips the trip organizer shall obtain from each parent or student, if the student is 18 years of age or older, a signed copy of Form E (student health and safety information).
 - g) Before a Category B school trip takes place, the Director of Education shall notify the Board of Trustees of any approved Category B school trips.
 - h) All participants will provide proof of appropriate insurance coverage prior to departure, including out-of-country health insurance, where applicable.
 - i) The Board favours the distribution of trips across the Primary, Junior, Intermediate and Senior Divisions of the school system with a sensitivity to the costs of such trips for families.
 3. **TRANSPORTATION**
 - a) All school trips involving transportation shall be approved in writing by a parent / guardian of each student, or by the student, if the student is 18 years of age or older, by the signing of either Form C or Form D.
 - b) During all excursions involving transportation the provisions of the Joint Transportation Policy of the Renfrew County Joint Transportation Consortium shall be adhered to.
 4. **FEES FOR LEARNING MATERIAL & ACTIVITIES POLICY / FUND-RAISING/ COST OF SCHOOL TRIPS**
 - a) Board staff shall consult and follow the guidelines and best practices of the Fees for Learning Materials & Activities Policy and any related procedures when planning and fund-raising for a school trip.
 - b) School administrators shall consult and follow the guidelines and best practices of the Fees for Learning Materials & Activities Policy and any related procedures when approving a school trip and related activities.
 - c) The cost of any trip, in whole or in part, including transportation, class cover and/or occasional teacher costs must not be borne by the school unless agreed to by the appropriate Superintendent, by the Director of Education or by the Board.
 - d) The Board reserves the option to support financially any field trip whose substantive purpose is a social justice activity that aligns with the Board's Vision Statement and the Catholic Graduate Expectations.
 - e) Pupils and staff may contribute towards the cost of the trips.
 - f) The Principal shall endeavour to avoid monetary embarrassment for any pupil.
 - g) The Board assumes no responsibility for costs in the event of any trip cancellation.
 5. **PROGRAMMING, SUPERVISION, EVALUATION**
 - a) Educational excursions are subject to the same expectations as "in-school" programmes: namely, appropriate planning, adequate supervision and evaluations.
 - b) It is understood that the amount and type of supervision required will vary according to the particular circumstances of the activity and the needs of the participants.
 - c) All school trips or excursions shall have supervision of an amount and nature in accordance with the activities which will be pursued, and which have been approved in accordance with the Chart in section 1. The safety of the children is of paramount importance.
 - d) Volunteer supervisors must be approved by the Principal and will provide a Criminal Reference Check prior to departure.



POLICY: School Trips

Category (Schools & Students)

Effective Date: August 31, 1973.

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- e) Each school trip shall be part of a learning situation closely related to the school program, the details of which will be included on the approval forms (Form A or B) and the supporting documentation and any weekend trip will include a scheduled opportunity to participate in Sunday Eucharist.
- f) Pupils are subject to the same behavioural expectations as when at school. Disciplinary matters will be handled as they would be in school, namely with a progressive discipline approach by the teacher / chaperones first and where warranted, by the principal/designate at the earliest possible time during or following the excursion for more serious matters. The Board and School Code of Conduct Policy applies to pupils during all trips. Written and verbal communication provided to students and parents prior to an excursion will include a reminder on expectations for pupil conduct.
- g) Only Board pupils, staff, approved volunteers and other individuals who have been pre-approved by the principal are eligible to participate in school trips.
- h) Board staff are under the same requirement to ensure duty of care under the *Education Act* and College of Teachers Standards of Practice as when at school.
- i) Within 20 school days of the conclusion of Categories B and C trips, the group staff leader will submit to the Principal an evaluation of the excursion

Related Information

Related Board Forms (Word documents on Board web site)

- FORM A: Request for Approval / Checklist – Category A Trips
- FORM B: Request for Approval / Checklist – Category B & C Trips
- FORM C: Parent / Guardian Consent for Student under 18
- FORM D: Release for Student 18 or over
- FORM E: Student Health & Safety Information – Category B & C Trips

Related Board Policies

- POLICY: Safe Schools – Code of Conduct (Schools & Students)
- POLICY: Transportation – Private Vehicle (Schools & Students)
- POLICY: Fees for Learning Materials and Activities (Schools & Students)

Related Transportation Policies

- POLICY: Joint Transportation (Renfrew County Joint Transportation Consortium)

Other Documents

- OSBIE: Field Trip Risk Management Guidelines (Dec-08)

FORM A: School Trips (Category A) - Request for Approval / Check List

Trip organizers must review the School Trips and Transportation – Private Vehicle Policies and the OSBIE Field Trip Risk Management Guidelines prior to completing this form. Please submit the completed Form to your Principal for signature.

Teacher(s): _____

Teacher(s): _____

Grade(s) Involved: _____ Total No. of Students: _____

Proposed Dates: _____

Destination: _____

Address: _____

Telephone (+ area code): _____

Student/Supervisor Ratio: _____

Purpose of Trip: _____

Pre-Excursion Activities: _____

Follow-up Activities: _____

FORM OF TRANSPORTATION: _____

Name of Transportation Co.: _____ Telephone No.: _____

Departure from School: Date _____ Time: _____ a.m. _____ p.m.

Return to School: Date _____ Time: _____ a.m. _____ p.m.

COST BREAKDOWN: Transportation _____ Entry Fees: _____

Supply Teacher Required: Yes _____ No _____

No. of Supply Teachers: _____ No. of Days: _____ Total Cost: _____

TOTAL COST: _____ **Cost for Student:** _____

Teacher Leader: _____

Supervisors: _____

Proposed Detailed Itinerary Attached: Yes _____ No _____

Teacher Leader Signature: _____

Principal Signature: _____ Date Approved: _____

FORM B: School Trips (Category B & C) - Request for Approval / Check List

Trip organizers must review the School Trips and Transportation – Private Vehicle Policies and the OSBIE Field Trip Risk Management Guidelines prior to completing this form. When you have completed this form, please submit to your Principal for signature and forward to the Director of Education for the necessary approval.

Request to travel to: _____ Date(s) of Travel: _____

Purpose of travel: _____

Requested by (Key Organizer): _____ School: _____

General

<input type="checkbox"/>	Have you attached a detailed itinerary of your field trip, including reference to the appropriate Ministry of Education and Catholic Graduate Expectations being addressed on this excursion
<input type="checkbox"/>	Are all field trip participants carrying the appropriate insurance coverage prior to departure, including out of country health insurance where applicable
<input type="checkbox"/>	Do all trip participants carry the appropriate and current required identification, such as passports?
<input type="checkbox"/>	Are all trip participants eligible to traverse international borders, where applicable (e.g. no criminal record)

Transportation (Some of this information is also requested on the *School Trip Information & Requisition Form*)

Please describe your method (s) of transportation for this field trip.(check all that apply)

☐School Bus ☐Coach Bus ☐Train ☐Passenger Vehicles
☐Airplane ☐Other: _____

<input type="checkbox"/>	Have all parents/guardians approved in writing the participation of their son/daughter in the field trip, including transportation (School Trip Policy, section 4 (a))?
<input type="checkbox"/>	Have you as teacher-chaperone reviewed the Transportation – Private Vehicle Policy on the use of private vehicles?
<input type="checkbox"/>	Have you completed a “ Field Trip Information and Requisition Form ”, which details transportation arrangements for the trip?

Costs

Please describe the approximate total cost per pupil of this trip: \$ _____

How are costs being covered by pupils?

☐ Pupil Pays ☐ Fund-raising ☐ Other: _____

<input type="checkbox"/>	Have you made parents/pupils aware that the board assumes no responsibility for costs in the event of trip cancellation?
--------------------------	--

Programming/Supervision/Evaluation

How many pupils will be participating? _____ Males _____ Females _____ Grade(s)

Number of Teacher-chaperones: _____ Males _____ Females

Number of Volunteer-chaperones: _____ Males _____ Females

<input type="checkbox"/>	Have Volunteer-chaperones and volunteer drivers submitted criminal record checks?
<input type="checkbox"/>	Have students and parents/guardians been made aware that board/school policies are to be adhered to while on the trip? - Please attach any written communication distributed to pupils and/or the dates of any parent information sessions: - Dates of Parent Information Sessions: _____
<input type="checkbox"/>	Are all teacher-chaperones aware of their duties and obligations as RCCDSB staff during the trip?
<input type="checkbox"/>	Are all volunteer-chaperones aware of their supervisory responsibilities during the trip?
<input type="checkbox"/>	If this activity is defined by OSBIE as "high risk", have you incorporated recommended risk management strategies? (eg. mandatory helmets) Please describe: _____

Additional Notes/Comments: _____**Request for Approval**

Teacher-Organizer Signature: _____ Date: _____

Principal Signature: _____ Date: _____

School Trip (Category B) Approval

Director Signature: _____ Date: _____

School Trip (Category C) Approval

Board Motion: _____ Date: _____

FORM C: School Trips – Parent / Guardian Consent for Student under 18 years of age

A School Trip is being planned by:

(name of school)

(Description of school trip / activities and dates)

Students will be transported by: _____

THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE AND BY A PARENT OR GUARDIAN OF A PARTICIPATING STUDENT WHO IS UNDER 18 YEARS.

ELEMENTS OF RISK:

Educational activity programs, including school trips, involve certain elements of risk. Injuries may occur while participating in these activities.

The risk of sustaining these types of injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its' employees/agents or the facility where the activity is taking place. By choosing to take part in this activity, you are accepting the risk that you/your child may be injured.

The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity

The Board does not provide accidental death, disability, dismemberment or medical expense insurance on behalf of the students participating in this activity.

ACKNOWLEDGEMENT

WE HAVE READ THE ABOVE. WE UNDERSTAND THAT IN PARTICIPATING IN THE ACTIVITY DESCRIBED ABOVE, WE ARE ASSUMING THE RISKS ASSOCIATED WITH DOING SO.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

PERMISSION

I give _____ permission to participate in the above school trip and/or activities.
(name of student)

to be held on or about _____
(date)

Parent/Guardian Signature: _____ Date: _____

RETURN TO SCHOOL BY: _____

Renfrew County Catholic District School Board

FORM D: School Trips Student (18 and over) Release

A School Trip is being planned by:

(name of school)

(Description of school trip / activities and dates)

Students will be transported by: _____

THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO IS UNDER 18 YEARS OR OLDER AND WHO WISHES TO PARTICIPATE.

ELEMENTS OF RISK:

Educational activity programs, including school trips, involve certain elements of risk. Injuries may occur while participating in these activities.

The risk of sustaining these types of injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its' employees/agents or the facility where the activity is taking place. By choosing to take part in this activity, you are accepting the risk that you may be injured.

The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity

The Board does not provide accidental death, disability, dismemberment or medical expense insurance on behalf of the students participating in this activity.

ACKNOWLEDGEMENT

I HAVE READ THE ABOVE. I UNDERSTAND THAT IN PARTICIPATING IN THE ACTIVITY DESCRIBED ABOVE, I AM ASSUMING THE RISKS ASSOCIATED WITH DOING SO.

Student Signature: _____ **Date:** _____

RETURN TO SCHOOL BY: _____

FORM E: School Trips (Category B & C) – Student Health & Safety Information

Name of Student: _____ Age: _____ Gender: _____
Address: _____ Date of Birth: _____
Family Doctor: _____ Telephone: _____
Emergency Contact Number: _____ Health Card No, (Optional): _____

The following information will be helpful to the teacher in making your son's/daughter's out-of-school visit more comfortable, safe and pleasant. ALL INFORMATION WILL BE HELD IN THE STRICTEST CONFIDENCE.

1. Has your son/daughter any special conditions which must be taken into consideration in his/her participation in the full program:

Allergy (Epi Pen): _____

Diabetes: _____

Asthma: _____

Epilepsy: _____

Heart: _____

Rash: _____

Recent Illness
or Operation: _____

Any Other
Disability/Concern: _____

2. Has your son/daughter any drug allergy or sensitivity? If so, give details:

3. Has your son/daughter any serum sensitivity? If so, give details:

4. Give the date of the last tetanus shot and the reason for it.

Parent/Guardian Signature: _____ Date: _____

Student Signature (18 years & older): _____ Date: _____

MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT. Personal information on this form is collected under the legal authority of the Education Act. This information will be used for the purposes of planning and administering out-of-school programs for students, providing health and safety services in the event of an emergency including provincially funded health resources.



POLICY: Special Education

Category (Schools & Students)

Effective Date: June 25, 1979.

Last Revision Date: (17-Jun-85)

Page 1 of 1

POLICY: Special Education

Rationale:

To identify pupils who have special needs.

Personnel Affected by Policy

Pupils

Organizational Authority:

Teachers

Regulations:

1. Special Education Objectives:
 - a) appropriately identify pupils who have special needs;
 - b) assess and define the special needs of exceptional pupils;
 - c) insure that the capabilities of the exceptional pupils are emphasized;
 - d) provide a range of resources to meet the needs of exceptional pupils;
 - e) meet these needs, as far as is educationally feasible, through individualized instructional programs in the regular classroom where the exceptional pupil is in the company of his/her peers;
 - f) assist the regular classroom teacher in managing the education of the exceptional pupil in the regular classroom;
 - g) provide specialized programs to meet pupils' needs when they cannot be met within the regular class;
 - h) provide qualified special education teachers to carry out these specialized programs;
 - i) assist regular school personnel in managing the education of exceptional pupils who are enrolled in a special education program;
 - j) encourage the active participation of parents in special education programs and services through ongoing consultation;
 - k) re-evaluate identification, placement and programs of exceptional pupils in order to improve instruction and quality of both special and regular services.
2. General Principles:
 - a) Every pupil shall be held to be unique. This uniqueness, nurtured by the development of talents, requires, for every pupil, a significant involvement with peers. Therefore, each program, though recognizing special needs, shall approximate, as much as is practical, the regular classroom experience.
 - b) Pupils are entitled to special education programs and services in the English language.
 - c) All teachers shall be considered special educators.
 - d) All teachers shall share fully in the responsibility to educate the pupil. This represents a commitment to professional co-operation and mutual responsibility among educators as far as exceptional pupils are concerned.
 - e) The parent shall be considered a full partner in the education of his or her exceptional child.
 - f) The board enunciates the principle that appropriate programs, services and personnel shall be provided in accordance with the Education Act and the Regulations.

Related Information

Appendices for this Policy

Appendix A: Identification, Placement and Review Committees (IPRC)

Appendix B: Gifted Program



Appendix A: Special Education – Identification, Placement & Review (IPR) Committee

Effective Date: June 25, 1979.

Last Revision Date: (17-Jun-85

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Appendix A: Identification, Placement & Review (IPR) Committee

1. School Identification, Placement & Review (IPR) Committee
 - a) The members shall include not fewer than three of:
 - a principal, who shall be chairperson;
 - a teacher;
 - a diagnostician or consultant;
 - other persons deemed appropriate by the chairperson.
 - b) The School IPR Committee shall determine identification, placement, and review with respect to pupils referred for or placed in resource withdrawal programs, i.e., programs in which a pupil is placed for less than half-time, and shall conduct reviews with respect to hearing impaired pupils.
2. County IPR Committee
 - a) The members shall include not fewer than three of
 - a principal, who shall be chairperson;
 - a supervisory officer;
 - a teacher;
 - a diagnostician or consultant;
 - other persons deemed appropriate by the chairperson.
 - b) The County IPR Committee shall determine identification, placement, and review with respect to pupils referred for or placed in self-contained programs, i.e., programs in which a pupil is placed for half-time or more.
3. Hearing Impairment IPR Committee
 - a) The members shall include not fewer than three of
 - a principal, who shall be chairperson;
 - a supervisory officer representing each board co-operatively providing programs and services;
 - a teacher;
 - other persons deemed appropriate by the chairperson.
 - b) The School IPR Committee shall conduct annual reviews for hearing impaired pupils.
4. Initial Placement in Secondary School

A principal or his/her designate of an elementary school or class shall be a member of an IPR Committee which determines the initial placement of an exceptional pupil who is being initially admitted to a secondary school or class.
5. Trainable Retarded IPR Committee

A supervisory officer or his designate shall be a member of an IPR Committee with respect to the identification, placement or review of a trainable retarded pupil whose parent is a separate school supporter.
6. In the event of disagreement in a school IPRC regarding either the identification as exceptional or the particular exceptionality identified, the matter shall be referred to the County IPRC.



Appendix A: Special Education – Identification, Placement & Review (IPR) Committee

Effective Date: June 25, 1979.

Last Revision Date: (17-Jun-85

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7. For identification and placement of gifted pupils, the IPRC will be the County Committee and for such placements an additional person, the Resource Teacher for the Gifted shall be a voting member of the Committee.
 8. The School IPR Committee shall do all reviews.



Appendix B: Special Education - Gifted Program

Effective Date: June 25, 1979.

Last Revision Date: (17-Jun-85)

Page 1 of 3

Appendix B: Gifted Program

Program Philosophy

Intellectually gifted students differ from the large majority of their peers in ways of learning as well as in the potential level and scope of their intellectual progress. Their unique needs must be met with differentiated programming designed to help them reach their full potential.

Gifted students need learning activities sufficiently challenging to stimulate the desire for excellence. The intellectually gifted are an invaluable resource for society; they are the problem solvers of the future. Problem finding and problem solving skills must be included in their learning experiences. Creativity in the approach to problem solving must be encouraged.

A heightened sensitivity is often part of giftedness. A program for the gifted must develop a positive feeling of self-worth and belonging. Support and challenge will be provided by the presence of equally able peers in the program as well as by a teacher with an awareness of the doubts and difficulties experienced by gifted children.

Linked with an advanced general intellectual ability we often find a precocious awareness of the feelings of others. A program for the gifted must develop this quality and nurture it. Gifted learners of today may be the leaders of the future. A program for gifted learners must develop moral responsibility toward self and others, in keeping with the philosophy of Catholic education.

Gifted education must be based on accelerated or advanced level instruction in language, mathematics, history and science. Higher level thinking must be founded on a understanding of human cultural inheritance and different forms of human inquiry. The awareness of both administrative personnel and teaching staff are therefore necessary to implement and maintain a comprehensive and sequential program that will allow for cumulative differences.

Gifted students have the potential of contributing to areas of human knowledge. In a program for the gifted investigation skills must be developed and communication skills must be stressed.

Evaluation of the program will be based on the work produced by the pupils in the program.

The following statements express the intent of the Renfrew County Roman Catholic Separate School Board with regard to the implementation of a program for gifted pupils.

- The Renfrew County Catholic District School Board recognizes that there are exceptional pupils in the school system who require learning experiences of a depth and breadth beyond those normally provided in the regular school program.
- The Renfrew County Catholic District School Board is currently committed to a Special Education Program to meet the needs of these special children.
- A program for the Gifted, consistent with this document, will provide learning opportunities that allow these gifted learners to develop to their full potential.
- The responsibility for developing and co-ordinating the program will rest with the Resource Teacher for the Gifted, with the assistance of an on-going Advisory Committee. The implementation of the program will be a shared responsibility of all school Principals and school staffs as well as the Advisory Committee and Teacher(s) of the Gifted.



Appendix B: Special Education - Gifted Program

Effective Date: June 25, 1979.

Last Revision Date: (17-Jun-85)

Page 2 of 3

- The program will include in-service for classroom teachers, in order to provide all teacher information and guidance regarding identification of intellectually advanced children and ways of modifying regular curriculum for these students. Gifted learners are gifted all day, every day and must be allowed to progress at their own rate and pace.
- The Teacher(s) for the Gifted shall prepare, in consultation with the classroom teacher, an outline of educational goals for the current year for each pupil in the program. This outline shall cover basic curriculum as well as differentiated curriculum.
- Teachers for the Gifted shall be qualified persons with a demonstrated interest in and commitment to the field of education of the Gifted, as well as the ability to work effectively with Principals and school staffs within the schools. The Board recognizes that successful change must be effected from within the school, and that a positive attitude on the part of regular teachers towards the program will benefit not only the advanced learner but also all other pupils in the classroom.
- Screening and identification procedures will be established in order to identify those children who appear to have an unusually advanced degree of intellectual ability. The criteria applied will take into account current research and theories of human intelligence. Admittance to the program will be based on multiple criteria rather than solely on a single individual IQ score.
- The model of implementation of the program may vary with the geographical location and size of the schools in the County. Resource withdrawal on a regular basis may be feasible in some schools, while in others the classroom teacher must provide most of the individualized differentiated instruction. In either case, consultation services and differentiated curriculum materials shall be provided by the Teacher(s) for the Gifted.
- Teachers for the Gifted responsible for the delivery of the program will be assigned a maximum of 50-60 students identified as gifted or potentially gifted, to be taught in small groups not exceeding 12 pupils in a group. Not only may ages in these groups differ widely, gifted learners are also known to have a wide range of intense interests. Individual interests must find expression in activities that require personal space and individual attention from the teacher.

Program Aims

1. to provide in-depth learning experiences and in-breadth learning experiences for advanced learners in the form of a differentiated environment, differentiated curriculum and differentiated services;
2. to encourage students to think divergently;
3. to familiarize students with the techniques of investigation and reporting, in an atmosphere that facilitates first-hand inquiry, leading to the students' future contribution to the growth of knowledge;
4. to encourage critical evaluation and the ability to distinguish fact from opinion;
5. to teach realistic goal setting and task completion;
6. to involve the parents of the Gifted in the program by providing information about all stages of the program as well as periodic reports of students' progress;
7. to facilitate the pursuit of individualized interests and advanced areas of study;
8. to provide assistance necessary for the pursuit of advanced levels of study or individual investigation;
9. to establish an evaluation system that will provide information not only of students' performance but also of the effectiveness of the program and its impact on the school community;
10. in addition, the program's intent will be to initiate enrichment experiences for the general school population as an extension of the Special Education Program for the Gifted.



Appendix B: Special Education - Gifted Program

Effective Date: June 25, 1979.

Last Revision Date: (17-Jun-85)

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Program Goals

The goals of a Special Education Program for the Gifted consist of helping the student to:

- a) master learning skills such as research, inquiry and problem solving, while pursuing his own interests and in his own learning style
- b) develop a positive and realistic self-concept as a step towards accepting responsibility for self-direction
- c) assimilate the regular school curriculum in a conceptual sequence, but at the level of his advanced mental age
- d) broaden his interests and develop new areas of interests
- e) develop a respect for and knowledge of human inquiry over the ages.
- f) achieve a sense of moral and social responsibility
- g) strive for excellence commensurate with his own level of ability
- h) perfect skills of communication in oral and written form
- i) develop social skills that incorporate self-respect and understanding for the rights of others.



POLICY: Student Exchanges (French – English)

Category (Schools & Students)

Effective Date: October 17, 1983.

Last Revision Date: (N/A)

Page 1 of 1

POLICY: Student Exchanges (French – English)

Rationale:

The Board supports the concept of French-English student exchanges at the intermediate level where such exchanges promote increased understanding of culture and language.

Personnel Affected by Policy:

Pupils, Teachers, Principals

Organizational Authority:

The Board

Regulations:

1. Any anticipated exchange may be initiated and planned during the year preceding the actual exchange.
2. As early as September of YEAR 1, a notice should be sent to the parents of intermediate age students concerned. This notice would outline broadly the nature of the intended exchange and would allow for a response indicating interest in the exchange.
3. Procedure:
 - a) Should numbers indicate a generally favourable response, a meeting would be set up to establish a firm exchange group.
 - b) Given a firm exchange group, the next step would be to contact SEVEC, the Society for Educational Visits and Exchange in Canada, for a tentative pairing with an exchange group from Quebec.
 - c) After one initial contact by the organizer with the tentative exchange group in Quebec, an initial proposal indicating the general educational program, associated costs and proposed funding for the exchange will be submitted to the School Board for approval.
4. By June of YEAR 1, all preparations should be finalized for the following year. Early in YEAR II, students, parents, FL2 teachers and principal(s) of the school(s) concerned will be made aware of the educational requirements for the preliminary information exchange, the actual exchange period and the follow-up.



POLICY: Student Release during School Hours

Category (Schools & Students)

Effective Date: August 31, 1973.

Last Revision Date: (20-May-97)

Page 1 of 1

POLICY: Student Release during School Hours

Rationale:

The Board recognizes that under extenuating circumstances it may be necessary for a pupil to be released from school prior to the regular dismissal time.

It is further recognized that only the parent or the legal guardian of the child, a student 18 years of age or under 18 years of age and living on their own, has the right to request an early release from school for the child.

Therefore, it is the Policy of this Board to permit the release of a pupil from school in response to a legitimate request.

Personnel Affected by Policy:

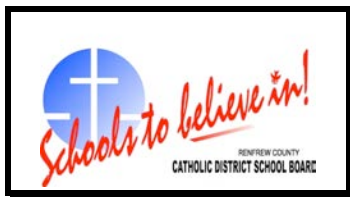
Pupil, Principal, Teachers, and other School Staff

Organizational Authority:

The Board

Regulations:

1. Only the Principal, or in the Principal's absence, the Principal Designate may release a pupil from school during school hours.
2. All telephone requests for release of students from school during regular school hours shall be verified by a return telephone call to the parents or guardian before the student is released.
3. All doubtful written requests for release of pupils from school during school hours shall be verified by the Principal before release.
4. In the case of personal requests for the release of a student from the school, the Principal shall confirm the identity of the caller before releasing the student.



POLICY: Transportation – Private Vehicle

Category (Schools & Students)

Effective Date: September 27, 1999.

Last Revision Date: (N/A)

Page 1 of 2

POLICY: Transportation – Private Vehicle

Rationale:

The Renfrew County Catholic District School Board recognizes that certain situations may arise whereby it is necessary for private vehicles to be utilized in the transportation of pupils. This Policy governs the use of Private Vehicles in situations of emergency transportation, or Special Needs transportation, or transportation for Out-of-Classroom Excursions.

Personnel Affected by Policy:

All employees of the Board, in particular Principals, Teachers, Pupils, the Board's Transportation Manager and Staff, parents, volunteers, and employees of other companies involved in the transportation of the Board's pupils.

Organizational Authority:

Under the supervision of the Director of Education, the Boards' Transportation Manager will be responsible for the overall management, operation and supervision of the transportation system.

Regulations:

This Policy formerly was a part of the Joint Transportation Policy between the Renfrew County Catholic District School Board and the Renfrew County District School Board. Effective August 30, 1999, the following regulations were deleted from the Joint Policy and was formed as a new Renfrew County Catholic District School Board Policy.

1. **FIRST CONTACT**
In emergencies and/or special needs situations the parent is the first person to contact in order to provide transportation.
2. **SAFETY OR HEALTH EMERGENCY**
In the case of a safety or health emergency, due consideration must be given to the use of an ambulance, since the responsibility for the safety and health of a pupil must be given priority consideration, i.e., the care of a health professional.
3. **VEHICLE OTHER THAN AMBULANCE**
Should it be deemed not necessary to use an ambulance, then, in an emergency or special needs situation, consideration must be given to the use of a taxi or contracted operator.
4. **TRANSPORTATION BY AND USE OF PUPIL'S VEHICLES**
Pupils are not to be authorized by employees of the Boards to transport other pupils, or use their private vehicles on school trips.
5. **AUTHORIZATION**
 - 5.1 When, because of an emergency, special need, or general purpose out-of-classroom excursion, the use of a private vehicle is deemed to be necessary, it must be authorized by an employee of the Board.
 - 5.2 The Board's employee, authorizing the transportation, shall determine and obtain proof that the driver, be it a teacher or parent, is (i) properly licensed; and (ii) the vehicle is adequately insured according to the requirements prescribed by the Highway Traffic Act and all other related statutes and regulations as set out by the Province of Ontario.



POLICY: Transportation – Private Vehicle

Category (Schools & Students)

Effective Date: September 27, 1999.

Last Revision Date: (N/A)

Page 2 of 2

- 5.3 For the protection of the Board, its employees, pupils and associated volunteers, the procedure of requisitioning **in writing** all transportation relating to field trips, with or without costs, through the Purchasing, and/or Transportation Departments is to be continued, so that proof of authorization, according to Board's policies and regulations, is assured and properly documented.

6. INSURANCE COVERAGE

- 6.1 The Board requires that the owner of the vehicle used for board purposes shall carry a minimum of
- \$1,000,000 liability insurance on a vehicle with a seating capacity of 1 to 7 passengers;
 - \$5,000,000 on a vehicle with a seating capacity of 8 to 12 passengers;
 - \$8,000,000 liability insurance on a vehicle with a seating capacity of 13 or more passengers.
- 6.2 Also, these owners of private vehicles should, especially, if there is remuneration involved, check with their insurance agent to see if a special endorsement may be required.
- 6.3 The Board's Non-Owned Automobile Insurance is carried in case an accident occurs and liability is assessed against the Board, or assessed against the vehicle owner and the Board.
- 6.4 The Board's Third Party Liability Insurance is carried in case the Board, or its employees, are proved negligent.

7. EXPENSES

- 7.1 Money given, for expenses only, to the owner of a private vehicle contracted by the school to provide out of classroom travel services, at no charge, is not considered a contractual arrangement, per se. As a result, accepting money, for expenses only, would not put the owner of the private vehicle in the category of "for hire" which may involve and require additional licenses, insurance, contractual agreements, etc.
- 7.2 Therefore, for the purposes of record keeping, money, for expenses only, may be shown as an item on the field trip requisition form, provided it is indicated as such.



TCDSB Policy Register

FUND RAISING IN SCHOOLS S.M.04

Date Approved: 11 Dec 06	Date of Review:	Dates of Amendment:
Cross Reference: O. Reg. 612, School Councils S. 10, Catholic School Advisory Councils		

Policy:

The Toronto Catholic District School Board permits fund raising to be undertaken by its schools. All fund raising activities whether for the school or for an approved organization shall be related to charitable, humanitarian, educational, or service activities consistent with the tenets of Catholicism.

Regulations:

1. All fund raising shall be carried out under the jurisdiction and supervision of the principal and may be a joint project with the local Catholic School Advisory Council and/or Student Council.
2. Participation of students in fund raising in schools shall be voluntary and consideration shall be given to factors such as the age and safety of the students. Fund raising activities shall not interfere unduly with the learning experiences in the curriculum.
3. The school principal must approve the content, and/or posting on school property, of any advertising materials, or the distribution of notices dealing with school fund raising events.
4. Individuals and organizations, approved under policy S.13, Approved Access to Schools by Individuals and Organizations, who wish to raise funds on school property and/or with the assistance of school staff and students, must do so in accordance with the fund raising policy and its regulations.
5. Funds raised under this policy shall not be used to purchase textbooks, learning materials and resources for regular classroom programs which would normally be funded through Board and school-based budgets.
6. When fund raising is a joint project with the local Catholic School Advisory Council and/or Student Council, it is understood that the decision making as to the disbursement of funds is also a joint responsibility. The following shall be authorized to sign cheques (one person from each of groups (a) and (b) shall sign each cheque):
 - a) two parent/student representatives on the Executive Committee of the Catholic School Advisory Council/Student Council - usually the Treasurer and the Chair;
 - b) two representatives from the school namely the Principal, Vice-Principal or Superintendent (where no Vice-Principal exists) and
 - c) The signature of the Treasurer of TCDSB will be required only under exceptional circumstances such as suspected misappropriation of funds.
7. The school Principal shall sign all cheques and only in the absence of the Principal will the Vice-Principal or Superintendent sign.
8. Appropriate record keeping procedures for all funds raised or donated to the school shall be maintained in accordance with those prescribed by the Treasurer of the Board.
9. An annual financial summary of all fund raising activities conducted during the school year shall be prepared and presented to the community at the Annual General Meeting in the fall. The statement should be kept on file at the school.

80 Sheppard Ave. E., Toronto ON., M2N 6E8

Contact Us

phone: 416-222-8282 email: webmaster@tcdsb.org

Admissions / Registration Ext. 5320

Communications / Public Relations Ext. 5314

Community Use of Schools / Permits Ext. 4370

Night School / Summer School Ext. 2135

Transportation 416-229-5313

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YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 603B
<i>Former Policy #</i> 212	<i>Page</i> 1 of 4
<i>Original Approved Date</i> September 2012	<i>Subsequent Approval Dates</i> June 4, 2013

POLICY TITLE: FUNDRAISING FOR EXTERNAL CHARITABLE PURPOSES

1. PURPOSE

As Catholics we are called to 'love our neighbour'. The York Catholic District School Board is committed to supporting those in need, be they in our immediate community or on the other side of the globe. Charitable projects and fundraising for these purposes are encouraged in the classroom, in the school and Board-wide.

2. POLICY STATEMENT

All charitable projects and fundraising activities shall be for an approved organization and related to charitable, humanitarian, educational or service activities consistent with the tenets of Catholicism and the Board's mission and values. Activities will be developed and organized with the advice and assistance from the school community.

3. PARAMETERS

- 3.1 All charitable projects undertaken by a classroom, school club, student council, Catholic School Council, or by the school as a whole, shall be approved by the Principal and consistent with the Board approved charities.
- 3.2 All charitable fundraising proceeds shall have an approved designated purpose and be utilized as intended, unless further approval is obtained.
- 3.3 Activities to raise funds for support of charities shall only be organized if the charity is listed on the Canada Revenue Agency website. All exceptions to this practice (e.g. collection of funds for individual community charitable needs) must have written approval from the Superintendent of Education and must also be approved by the Director of Education if the expected amount to be raised is in excess of \$1,000. This is not applicable for gift-in-kind collections. The funds raised for external charities shall be recorded in a separate sub-ledger.
- 3.4 The Principal will complete the Fundraising for External Charitable Purposes form (Admin 86B) detailing each charitable project undertaken by the school community. The form will be submitted to the office of the Superintendent of Education and Budget & Audit Services Department annually for reference. The

principal will also post a summary of all charitable projects on the school web site and report annually to the school community in the June newsletter.

- 3.5 Recognizing that all fundraising activities in a community come from the same source, Principals will keep in mind the financial implications on the community when approving all major fundraisers.
 - 3.5.1 There shall be no more than two major charitable fundraisers (one per term) in one year. A major fundraiser involves the majority of the student body and is expected to raise at least an average of \$10 per student.
 - 3.5.2 Minor charitable fundraisers organized by classrooms or student groups should be spaced out and limited in scope so that the school is not constantly fundraising. Consideration should be given to having these charitable drives be non-monetary in nature or limited to 'loonie' and 'twoonie' drives.
- 3.7 Participation in charitable projects and fundraising activities is strictly voluntary for staff and students. The personal information of staff, students or other individuals will not be shared for the purpose of fundraising without prior consent.
- 3.8 A fundraising activity must not result in any student, staff or volunteer benefiting materially or financially from the activity. All proceeds will go to the charity intended.
- 3.9 The safety of students must be a primary consideration in all fundraising activities. No student shall be asked to do door-to-door canvassing including sales at local malls, plazas, or similar public locations.
- 3.10 None of the above activities shall encroach unduly on the school day, or adversely affect good public relations in a community or school.
- 3.11 Liability and Insurance
 - 3.11.1 Staff and Principal-authorized volunteers shall be protected against claims arising from the handling and management of fundraising activities through the Board's liability insurance coverage, subject to the terms and conditions of the policy.
 - 3.11.2 The Board shall be protected against claims arising from the handling of proceeds raised from fundraising activities, through its crime insurance coverage, subject to the terms and conditions of the policy.
 - 3.11.3 Staff and Principal-authorized volunteers shall utilize risk management practices that promote safety, accountability and due diligence in the handling and management of fundraising activities and the proceeds raised from fundraising activities in an effort to minimize related risks and exposure to liability.
- 3.12 Activities that involve the preparation and/or sale of food and beverages on school premises must comply with the YCDSB Healthy Schools Policies.
- 3.13 The proceeds of fundraising activities shall be deposited into the appropriate school level bank account unless the external charitable organization offers tax receipts to donors or has a method for directly collecting funds. If this is the

case, the collections will not be deposited into the school's bank account, but directly provided to the charity in the prescribed format.

- 3.14 Accurate accounting shall be maintained by school administration and the treasurer of the Council to comply with the requirement of accountability for both to the Principal and the school community.
- 3.15 Accurate records of daily transactions and regular reporting through the school level bank accounts are to be kept in the prescribed uniform format and subject to internal and external audit.

4. RESPONSIBILITIES

4.1 Director of Education

To oversee compliance with the Fundraising for External Charitable Purposes policy.

4.2 Superintendent of Education, School Leadership

4.2.1 To support the implementation and compliance with the policies and related guidelines and procedures.

4.2.2 To review, on an annual basis, the projected fundraising events of each school.

4.2.3 To provide guidance to principals on what can be included in fundraising activities.

4.2.4 To act as a resource on any questions regarding interpretation of this policy.

4.3 Principal

4.3.1 To approve all charitable projects and to ensure adherence to this policy.

4.3.2 To ensure that staff and authorized volunteers are aware of this Policy and related School Generated Funds Administrative Procedures.

4.3.3 To ensure that the fundraising has a designated purpose that is consistent with the school board's mission and values, and that the proceeds are used for that purposes, as intended.

4.3.4 To complete all documentation as outlined in the School Generated Funds Administrative Procedures and to supervise the record keeping of all fundraising revenues and expenditures that occur.

4.3.5 To ensure the school community is informed regarding participation and support of major fund-raising events, and to give a financial overview of these activities as per this policy.

4.3.6 To review safety procedures with students.

4.3.7 To be aware/manage the risk involved in the fundraising activity, i.e. supervision, safe location etc.

4.4 Budget and Audit Services Department

To ensure adherence to all Administrative Procedures, Guidelines and Policies through training and internal audits.

4.5 Catholic School Council

For the activities they are directly involved with, the School Council will communicate to the school community the participation and support of the event and provide a financial overview of the activities.

4.6 Students/Parents/Guardians

4.6.1 To have parental permission before approaching a friend or relative.

4.6.2 To be accompanied by a responsible guardian while approaching a friend or a relative.

4.6.3 To keep all monies at home until the total amount has been collected for all major charitable fundraisers. Parents are encouraged to write a cheque, payable to the school for the full amount. In this way cash is not transported to school. Parents are responsible for any charges the school incurs because of individual NSF cheques.

5. DEFINITIONS

5.1 Gifts in Kind

Also known as non-cash gifts, are gifts of property. For the purpose of this policy these would include items donated for charitable purposes.

5.2 Approved Charitable Organization

A charitable organization that is currently registered with Canada Revenue Agency or a specific cause as approved by the Superintendent of Education or Director (refer to parameter 3.3).

6. CROSS REFERENCES

YCDSB Policy 201 Healthy Schools

YCDSB Policy 201A Healthy Schools: Eating & Nutrition

YCDSB Policy 201B Healthy Schools: Physical Activity

YCDSB Policy 423 Conflict of Interest for Employees

YCDSB Policy 603A Fundraising

YCDSB Policy 708 Volunteers in Schools

YCDSB Policy 803 School Generated Funds

YCDSB School Generated Funds Admin. Procedures

YCDSB Registered Charity Program Guidelines

YCDSB Admin. 86 Projected Fundraising for the School Year

YCDSB Admin 86B Fundraising for External Charitable Purposes

Canada Revenue Agency <http://www.cra-arc.gc.ca/charities>

Municipal Freedom of Information Protection of Privacy Act

Approval by Board	September 2012 <i>Date</i>
Effective Date	September 2012 <i>Date</i>
Revision Date	June 4, 2013 <i>Date</i>
Review Date	June 4, 2018 <i>Date</i>

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Relay For Life School Events

Not a student at a participating Relay school? [Visit our full listing of Community events.](#)

[Alberta](#)

[British Columbia](#)

[New Brunswick](#)

[Newfoundland](#)

[Nova Scotia](#)

[Ontario](#)

[Relay For Life at AB Lucas Secondary School](#) - London, ON, 06-01-2018

[Relay For Life at A.Y. Jackson Secondary School](#) - North York, ON, 05-17-2018

[Relay For Life at Adam Scott Collegiate and Vocational Institute](#) - Peterborough, ON, 05-25-2018

[Relay For Life at Arnprior District High School](#) - Arnprior, ON, 06-01-2018

[Relay For Life at Assumption College Catholic High School](#) - Windsor, ON, 06-01-2018

[Relay For Life at Aurora High School](#) - Aurora, ON, 05-31-2018

[Relay For Life at Bayview Secondary School](#) - Richmond Hill, ON, 05-31-2018

[Relay For Life at Bear Creek Secondary School](#) - Barrie, ON, 05-11-2018

[Relay For Life at Bell High School](#) - Ottawa, ON, 06-01-2018

[Relay For Life at Bishop Macdonell Catholic High School](#) - Guelph, ON, 06-01-2018

[Relay For Life at Bluevale Collegiate Institute](#) - Waterloo, ON, 05-25-2018

[Relay For Life at Bowmanville High School](#) - Clarington, ON, 06-01-2018

[Relay for Life at Bracebridge & Muskoka Lakes Secondary School](#) - Bracebridge, ON, 06-01-2018

[Relay For Life at Brampton Centennial Secondary](#) - Brampton, ON, 06-01-2018

[Relay For Life at Brock High School](#) - Brock, ON, 06-01-2018

[Relay For Life at Brooklin High School](#) - Brooklin, ON, 06-08-2018

[Relay For Life at Cairine Wilson Secondary School](#) - Navan, ON, 05-11-2018

[Relay For Life at Canterbury High School](#) - Ottawa, ON, 05-11-2018

[Relay for Life at Cardinal Carter Catholic High School](#) - Aurora, ON, 05-31-2018

[Relay For Life at Cayuga Secondary School](#) - Cayuga, ON, 05-04-2018

[Relay For Life at Centennial Secondary School](#) - Belleville, ON, 06-01-2018

[Relay For Life at Centre Hastings Secondary School](#) - Madoc, ON, 06-01-2018

[Relay For Life Youth in Georgetown](#) - Georgetown, ON, 06-02-2018

[Relay For Life at Clarington Central Secondary School](#) - Bowmanville, ON, 05-24-2018

[Relay For Life at Cobourg Collegiate Institute](#) - Cobourg, ON, 06-08-2018

[Relay For Life at Colonel By Secondary School](#) - Ottawa, ON, 06-01-2018

[Relay For Life at Courtice Secondary School](#) - Courtice, ON, 06-08-2018

[Relay For Life at Donald A Wilson Secondary School](#) - Whitby, ON, 05-25-2018

[Relay For Life at Dundas Valley Secondary School](#) - Dundas, ON, 06-05-2018

[Relay For Life at Dunnville Secondary School](#) - Dunnville, ON, 04-20-2018

[Relay For Life at École secondaire catholique de Casselman](#) - Casselman, ON, 05-24-2018

[Relay For Life at École secondaire catholique Jean-Vanier](#) - Welland, ON, 10-19-2018

[Relay For Life at École secondaire catholique L'Escale](#) - Rockland, ON, 05-18-2018

[Relay For Life at École secondaire catholique régionale de Hawkesbury](#) - Hawkesbury, ON, 05-25-2018

[Relay For Life at École secondaire catholique Sainte-Famille](#) - Mississauga, ON, 06-01-2018

[Relay For Life at East Elgin Secondary School](#) - Aylmer, ON, 05-25-2018

[Relay For Life at Eastview Secondary School](#) - Barrie, ON, 05-18-2018

[Relay For Life at F.J. McElligott Secondary School](#) - Mattawa, ON, 06-07-2018

[Relay For Life at Father Leo J. Austin Catholic Secondary School](#) - Whitby, ON, 05-24-2018

[Relay For Life at Galt Collegiate Institute](#) - Cambridge, ON, 05-11-2018

[Relay For Life at Georgetown District High School](#) - Georgetown, ON, 05-25-2018

[Relay For Life at Gloucester High School](#) - Ottawa, ON, 05-09-2018

[Relay For Life at Cameron Heights Collegiate Institute and Grand River Collegiate Institute](#) - Kitchener, ON, 06-01-2018

[Relay For Life at Henry Street High School](#) - Whitby, ON, 05-17-2018

[Relay For Life at Hillfield Strathallan College](#) - Hamilton, ON, 06-01-2018

[Relay For Life at Holy Cross Catholic Secondary School](#) - Strathroy, ON, 06-01-2018

[Relay For Life at Holy Trinity Catholic High School in Simcoe](#) - Simcoe, ON, 06-08-2018

[Relay For Life at Huntsville High School](#) - Huntsville, ON, 06-15-2018

[Relay For Life at Ingersoll District Collegiate Institute](#) - Ingersoll, ON, 05-31-2018

[Relay For Life at Iona Catholic Secondary School](#) - Mississauga, ON, 06-01-2018

[Relay For Life at Iroquois Falls Secondary School](#) - Iroquois Falls, ON, 06-01-2018

[Relay For Life at Iroquois Ridge High School](#) - Oakville, ON, 05-25-2018

[Relay For Life at Jacob Hespeler Secondary School](#) - Cambridge, ON, 06-01-2018

[Relay for Life Youth in Milton](#) - Milton, ON, 06-02-2018

[Relay For Life at John F. Ross Collegiate Vocational Institute](#) - Guelph, ON, 05-18-2018

[Relay For Life at John Fraser Secondary School](#) - Mississauga, ON, 05-25-2018

[Relay For Life at John McCrae Secondary School](#) - Ottawa, ON, 05-25-2018

[Relay For Life at Kingston Collegiate and Vocational Institute](#) - Kingston, ON, 05-25-2018

[Relay For Life at King City Secondary School](#) - King City, ON, 06-07-2018

[Relay For Life at Kings Christian Collegiate](#) - Oakville, ON, 05-25-2018

[Relay For Life at Korah Collegiate & Vocational School](#) - Sault Ste. Marie, ON, 06-14-2018

[Relay For Life at La Salle Secondary School](#) - Kingston, ON, 05-18-2018

[Relay For Life at Langstaff Secondary School](#) - Richmond Hill, ON, 05-31-2018

[Relay For Life at Lisgar Collegiate Institute](#) - Ottawa, ON, 06-01-2018

[Relay For Life at London South Collegiate Institute](#) - London, ON, 05-25-2018

[Relay For Life at M.M. Robinson Secondary School](#) - Burlington, ON, 06-01-2018

[Relay For Life at Markham District High School](#) - Markham, ON, 05-15-2018

[Relay For Life at Martingrove Collegiate Institute](#) - Etobicoke, ON, 05-04-2018

[Relay For Life at Maxwell Heights Secondary School](#) - Oshawa, ON, 06-01-2018

[Relay For Life at Merivale High School](#) - Ottawa, ON, 05-25-2018

[Relay For Life at Michael Power - St. Joseph High School](#) - Etobicoke, ON, 05-24-2018

[Relay For Life at Middlefield Collegiate Institute](#) - Markham, ON, 05-15-2018

[Relay for Life at Milton District High School](#) - Milton, ON, 04-26-2018

[Relay For Life at Monsignor Doyle Catholic Secondary School](#) - Cambridge, ON, 06-08-2018

[Relay For Life at Mother Teresa Catholic High School](#) - London, ON, 05-25-2018

[Relay For Life at Napanee District Secondary School](#) - Napanee, ON, 05-31-2018

[Relay For Life at Nepean High School](#) - Ottawa, ON, 05-31-2018

[Relay For Life at Newmarket High School](#) - Newmarket, ON, 05-17-2018

[Relay for Life at Nicholson Catholic College](#) - Belleville, ON, 05-25-2018

[Relay For Life at North Addington Education Centre](#) - Cloyne, ON, 05-25-2018

[Relay For Life at North Lambton Secondary School](#) - Forest, ON, 05-25-2018

[Relay For Life at Norwell District Secondary School](#) - Palmerston, ON, 06-01-2018

[Relay For Life at Oakridge Secondary School](#) - London, ON, 06-08-2018

[Relay For Life at O'Neill Collegiate and Vocational Institute](#) - Oshawa, ON, 04-19-2018

[Relay For Life at Osgoode Township High School](#) - Metcalfe, ON, 06-01-2018

[Relay For Life at Our Lady of Lourdes Catholic High School](#) - Guelph, ON, 06-01-2018

[Relay For Life at Our Lady of the Lake Catholic College School](#) - Keswick, ON, 05-25-2018

[Relay For Life at Patrick Fogarty Catholic Secondary School](#) - Orillia, ON, 06-01-2018

[Relay For Life at Pierre Elliott Trudeau Secondary School](#) - Markham, ON, 05-01-2018

[Relay For Life at Port Perry High School](#) - Port Perry, ON, 05-04-2018

[Relay For Life at Queen Elizabeth District High School](#) - Sioux Lookout, ON, 06-01-2018

[Relay For Life at Quinte Secondary School](#) - Belleville, ON, 05-17-2018

[Relay For Life at RCI](#) - Renfrew, ON, 05-25-2018

[Relay For Life at Resurrection Catholic Secondary School](#) - Kitchener, ON, 05-25-2018

[Relay For Life at Russell High School](#) - Russell, ON, 05-25-2018

[Relay For Life at Sacred Heart Catholic High School](#) - Newmarket, ON, 06-01-2018

[Relay For Life at Sacred Heart High School](#) - Stittsville, ON, 06-01-2018

[Relay For Life at Saugeen District Secondary School](#) - Port Elgin, ON, 05-25-2018

[Relay For Life at Saunders Secondary School](#) - London, ON, 06-01-2018

[Relay For Life at Sir John A MacDonald Collegiate Institute](#) - Scarborough, ON, 05-31-2018

[Relay For Life at Sir John A MacDonald Secondary School](#) - Waterloo, ON, 05-25-2018

[Relay For Life at Sir Robert Borden High School](#) - Ottawa, ON, 05-25-2018

[Relay For Life at Sir Wilfrid Laurier Secondary School](#) - Orleans, ON, 06-01-2018

[Relay For Life at Sir William Mulock Secondary School](#) - Newmarket, ON, 05-31-2018

[Relay For Life at Sir Winston Churchill Collegiate & Vocational Institute](#) - Thunder Bay, ON, 06-01-2018

[Relay For Life at St Peters Catholic Secondary School](#) - Barrie, ON, 06-01-2018

[Relay For Life at St. Aloysius Gonzaga Secondary School](#) - Mississauga, ON, 05-28-2018

[Relay For Life at St. Benedict Catholic Secondary School](#) - Sudbury, ON, 06-01-2018

[Relay for Life at St. Francis Xavier Secondary School](#) - Mississauga, ON, 05-25-2018

[Relay For Life at St. James Catholic High School](#) - Guelph, ON, 06-01-2018

[Relay For Life at St Joan of Arc Catholic Secondary School](#) - Mississauga, ON, 05-30-2018

[Relay For Life at St. John Catholic High School](#) - Perth, ON, 05-25-2018

[Relay For Life at St. Joseph Catholic High School](#) - Nepean, ON, 05-04-2018
[Relay For Life at St. Joseph's Catholic High School](#) - St. Thomas, ON, 06-01-2018
[Relay For Life at St. Mary Catholic High School](#) - Brockville, ON, 05-11-2018
[Relay For Life at St. Mary's High School](#) - Toronto, ON, 05-11-2018
[Relay for Life at St. Theresa of Lisieux Catholic High School](#) - Richmond Hill, ON, 06-01-2018
[Relay For Life at St. Thomas of Villanova Catholic High School](#) - La Salle, ON, 06-01-2018
[Relay For Life at Sutton District High School](#) - Sutton, ON, 05-24-2018
[Relay For Life at T.A. Blakelock High School](#) - Oakville, ON, 05-04-2018
[Relay For Life with Tanenbaum CHAT at The Hangar](#) - North York, ON, 05-03-2018
[Relay For Life at The Country Day School](#) - King City, ON, 04-27-2018
[Relay For Life at Thomas A. Stewart Secondary School](#) - Peterborough, ON, 06-06-2018
[Relay For Life at Thornhill Secondary School](#) - Thornhill, ON, 05-31-2018
[Relay For Life at Thousand Islands Secondary School](#) - Brockville, ON, 05-31-2018
[Relay For Life at Toronto District Christian High School](#) - Woodbridge, ON, 06-08-2018
[Relay For Life at University of Toronto Schools](#) - Toronto, ON, 06-01-2018
[Relay For Life at Uxbridge Secondary School](#) - Uxbridge, ON, 05-25-2018
[Relay For Life at Waterloo Collegiate Institute](#) - Waterloo, ON, 05-11-2018
[Relay For Life at West Carleton Secondary School](#) - Dunrobin, ON, 05-25-2018
[Relay For Life at West Humber Collegiate Institute](#) - Etobicoke, ON, 10-24-2018
[Relay For Life at Westmount Collegiate Institute](#) - Thornhill, ON, 05-24-2018
[Relay For Life at Woodroffe High School](#) - Ottawa, ON, 05-30-2018
[Relay For Life at Algonquin College](#) - Ottawa, ON, 03-23-2018
[Relay For Life at University of Toronto](#) - Toronto, ON, 03-02-2018

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From: Dawson, Paula

Sent: June 4, 2018 1:47 PM

To: Claudine Waddick <[REDACTED]>

Cc: Rowe, Mark <RoweM@hcdsb.org>; [REDACTED]

[REDACTED] lantomasi, Arlene <lantomasiA@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Marai, Paul <MaraiP@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Rabenda, Diane <RabendaD@hcdsb.org>

Subject: RE: Delegations to June 5th Board of Trustees meeting

Dear Ms. Waddick,

I would like to address the items you mention in your email below.

First, anyone who wishes to delegate the Board must declare their intent through my office as per Policy I-06: Delegation to the Board. It is my role as Secretary of the Board to ensure the policy is followed.

One of the delegations on June 5 is about a Culture of Life Club at an Oakville high school. The other is a delegation on the Sanctity of Life resolution, however, this group had not delegated previously and therefore their delegation was permitted.

You were denied a delegation because the subject you wished to speak on was essentially the same matter as your previous delegation.

Policy I-06: Delegation to the Board states that "Any one delegation or individual shall be permitted to make only one presentation to the Board on an issue."

I do apologize for you not receiving a formal response to your delegation from the April 17 meeting in a timely manner.

Because of your suggestion, where you outlined concerns about our traditional policy input process, we did seek a different method of obtaining direct feedback by sending out a separate survey to our Catholic School Councils. Both of these online processes concluded on June 1 and our Research department is currently collating the results.

I know this has been a very sensitive matter for all concerned and I take your feedback with all good intent.

Best regards,

Paula Dawson

Director of Education

Halton Catholic District School Board

802 Drury Lane, Burlington, ON L7R 2Y2

(905) 632-6314, ext. 115 | dawsonp@hcdsb.org

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From: Claudine Waddick [REDACTED]
Sent: June-02-18 3:47 PM
To: Rabenda, Diane <RabendaD@hcdsb.org>; Dawson, Paula <DawsonP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>
Cc: Rowe, Mark <RoweM@hcdsb.org>; [REDACTED]; lantomasi, Arlene <lantomasiA@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Marai, Paul <MaraiP@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>
Subject: Delegations to June 5th Board of Trustees meeting

Good afternoon,

I am in complete shock and dismay after reading the agenda for the June 5th Board of Trustees meeting. You have accepted two delegations to speak on the Sanctity of Life motion. You have discriminated against me and continue to hear information on this motion past the date when all feedback was to have been collected.

At the April 17th Board meeting, I and 2 other representatives from Christ the King and St. Brigid schools made a delegation to the Board highlighting the areas where the Board had violated the Code of Conduct for Trustees. We were not provided any response and told instead we were to wait to receive a response until after June 1st. As delegates, we are entitled to a response and we are still waiting.

In the interim, I recognized numerous flaws in the feedback process designed for the fundraising policy and spoke with several Board members and staff expressing my concerns that the feedback would not address the change in fundraising policy as it affects the students of Halton. The traditional policy input process was not designed for such a divisive and political policy change and I highlighted numerous instances where abuse could occur. Because no one at the Board seemed overly concerned with these issues, I felt it was my responsibility to highlight these issues in a delegation to the May 1st Board meeting. HOWEVER as per the email from Rosie Dipietro I was denied this request - Her reasons were -

Good morning,

Thank you for your email.

Numerous presentations have taken place regarding Resolution 61/18. I can appreciate your request to delegate on Trustee response to the April 17, 2018 delegations however it remains the

same issue. On behalf of both the Chair and the Secretary of the Board, I must respectfully deny your request to delegate.

I encourage you to submit your concerns in writing so they can be added as correspondence to the May 1, 2018 Board meeting package.

Kind regards,
Rosie

So I was denied the opportunity to address the Board because numerous delegations had been done and it was the same issue. How do the 2 delegations for the June 5th meeting meeting not address the “same issue”? I suspect you were tired of hearing from me so you dismissed my concerns. You discriminated my concerns in favour of the ones you will hear on June 5th. This is wrong and I will pursue advice on how this injustice can be highlighted through the media and other avenues. To add insult to injury, one of the delegations isn't even from a constituent of this Board. You will not listen to a parent of one of your students but you will listen to unaffected persons.

The timing of these delegations is also very suspect. The feedback process for the change in the fundraising policy was finished on June 1st. What is the relevance of hearing these delegations now? Everyone has had the opportunity to provide their input including these delegations. These delegations are clearly politically driven and have no relevance at this point.

At what point, is the Board going to stand up for its constituents and stop pandering to a few Trustees who have very strong personal agendas? You are elected to represent the families of Halton not just 4 Trustees from Oakville.

*I remain,
Claudine Waddick*

Please add this as correspondence to the Board’s discussion on the Sanctity of Life motion.

From: Claudine Waddick <[REDACTED]>
Date: April 18, 2018 at 7:22:41 PM EDT
To: "Dawson, Paula" <dawsonp@hcdsb.org>, "Rabenda, Diane" <rabendad@hcdsb.org>
Subject: Modification of Consultation Process on Amended Fundraising policy

Hello Ms. Dawson & Ms. Rabenda,

The activities surrounded the Board of Trustees over the past few months has been a real eye opener for me and unfortunately, has damaged my faith in good governance; however, I still believe the Board can remedy the situation.

I accept that motion #61/18 has been reflected in policy and sent out for stakeholder consultation as per the regular, defined process for amending policies at the Board. This is good. This is what we have been asking for, and even the Trustees who supported this motion all along, should want. At the end of the day - everyone wants a fundraising policy that reflects the principles of upholding the sanctity of life in a manner that is consistent with the views of all stakeholders.

However, there is a flaw in the process. The stakeholder consultation process typically used by the Board is not appropriate for this issue. Collecting stakeholder input does not mean merely collecting stakeholder views and opinions. The views and opinions must be informed and relevant.

Currently, there is not a basic understanding of the revised policy and its implications to provide informed and relevant input. Unfortunately, when people do not understand an issue they will dismiss it and silence could be assumed to imply endorsement. I do not believe any one who says they want input, can honestly agree that, because stakeholders did not say anything, they must want this change. On the contrary, I would contend silence means they were happy with the status quo.

I am proposing that the Board pass a motion that will allow Board staff to amend the stakeholder input process for this policy change. The process needs to include an information sharing aspect where stakeholders can fully understand the intent and the implications of the policy change. I assume Board staff would be best qualified to determine the best way to disseminate this information being it a town hall, email communications, council communications, survey? ...

Secondly, the current process must accept all input from all stakeholders yet has no transparent process to weigh the input of different stakeholders. This could lead to abuse as simply as an individual could send in 1000 feedback sheets. Also, there is no impartial approved method for Board staff to say that the input received from a council is more valuable than a grandparents view from Thunder Bay. I highlight these potential abuses because I have been witness to so many and I refuse to be taken advantage of by playing by the rules when others are not. No one wants false, irrelevant input added to the stakeholder feedback.

I am aware that if the Board staff does ask for this remedy, it will not likely be passed by the majority of the Board (probably defeated 5-4) but I am willing to make this proposal because I do believe that all Trustees should want informed, relevant feedback. If nothing more than to support the original motion brought to the Board in January.

Time is of the essence with this matter because stakeholders have already received an initial email and are struggling with a response.

Please exert any influence you may have to allow for a proper consultation process to occur - everyone will benefit and nobody will lose.

Thank you for your time - Claudine Waddick

Can you please add this letter to correspondence for the special Board meeting on April 24th or at any time the matter of #61/18 is discussed at the Board or policy meetings.

-----Original Message-----

From: Claudine Waddick [REDACTED]

Sent: April 5, 2018 11:18 AM

To: DiPietro, Rosie <DiPietroR@hcdsb.org>; Rabenda, Diane <RabendaD@hcdsb.org>; Dawson, Paula <DawsonP@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>; Iantomasi, Arlene <IantomasiA@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>

Cc: emmanuel.dowuona@ontario.ca; ted.arnottco@pc.ola.org

Subject: Unanswered questions regarding Motion #61/18

Morning Rosie,

Thank you for your response but it does not answer my question as to how Trustee Danko's motion was put on the Board's agenda after it was had been dismissed at the March 20th meeting.

I was at the meeting and watched in dismay the shenanigans surrounding this motion. I was proud of Chair Rabenda for doing the correct thing but I need to ask, why did she have to do it twice. She dismissed the exact motion at the March 20th meeting. How was it allowed to be brought up again?

The 5 trustees are abusing the power and process in order to push their personal agendas. This abuse is affecting students today! No one has told me how the Board is continuing to implement the resolution without consultation occurring. They did not follow the process and therefore everything needs to be stopped and restarted following the appropriate process. I have copied Diane Rabenda, Paula Dawson, and Mark Rowe because I believe they need to answer that question. If it is easier, I'll pose a direct question - Why was Relay for Life cancelled for this spring at Ctk? What policy demanded that to be done? I know the resolution was passed with the majority of the Board but the resolution requires a policy change and that revised policy has not been passed by the majority of the Board or abided by the Education Act or Board policies.

I look forward to reaching out to the Ctk community to get their feedback on the eventual amended policy but until then please let me know why the Board continues to implement the resolution and entertain Motions at the Board which compound the underlying problem with this resolution that - no consultation has occurred!

This question needs to be answered.

I have also copied my contact from the Ministry of Education and Ted Arnott's office because I believe they are interested in receiving this answer as well.

Please add this correspondence to the record for other opportunities where Motion #61/18 is discussed at the Board.

Yours truly,
Claudine Waddick

On Apr 5, 2018, at 9:11 AM, DiPietro, Rosie <DiPietroR@hcdsb.org> wrote:

Good morning,

At the April 3, 2018 Board meeting Trustee Danko's motion was dismissed.

Take care,

Rosie

-----Original Message-----

From: Claudine Waddick [REDACTED]
Sent: April 3, 2018 4:03 PM
To: DiPietro, Rosie <DiPietroR@hcdsb.org>
Subject: Re: Tonight's Agenda - Action Item 8.2

Thank you.

So if I am correct this is what happened -

Trustee Danko had his motion added to the agenda at the March 20th meeting as an information item without providing a copy to the student trustees. He tried to have it addressed as a motion in response to the delegations. At that time, the motion was dismissed by the Chair. But because the meeting went so late and it was not considered as part of information later in the meeting, it is automatically moved to an action item at the next meeting. It is irrelevant that he tried to have it addressed and failed once. He has another chance at this meeting with again having no need to justify his rationale or reason for the motion. This is clearly abuse of his power to bring a personal agenda.

Why is no one questioning the purpose of his motion? I had to justify my purpose in being a delegate to the meeting but a trustee does not? Please help me understand.

Claudine

On Apr 3, 2018, at 3:28 PM, DiPietro, Rosie <DiPietroR@hcdsb.org> wrote:

Good afternoon,

On March 20th during the approval of the agenda, Trustee Danko made a notice of motion (hard copy of the text was provided to Trustees). The Chair added this item to the March 20, 2018 meeting as information. The Chair called for a vote on the agenda, as amended and it unanimously carried. The meeting adjourned and we did not get to the Information items. It therefore is sent out electronically to all Trustees and the text is part of the March 20th minutes.

A Notice of Motion becomes an Action item at the next scheduled meeting of the Board (April 3rd).

I hope this helps.

Rosie

-----Original Message-----

From: Claudine Waddick [REDACTED]

Sent: April 3, 2018 1:58 PM

To: DiPietro, Rosie <DiPietroR@hcdsb.org>

Cc: Rowe, Mark <RoweM@hcdsb.org>; Rabenda, Diane <RabendaD@hcdsb.org>; Dawson, Paula <DawsonP@hcdsb.org>

Subject: Tonight's Agenda - Action Item 8.2

Hi Rosie,

Can you please refer me to the vote where Trustee Danko's Motion under Action Item 8.2 was agreed to be put on the Agenda for the Board Meeting of April 3rd, 2018?

Thank you - Claudine Waddick

From: Claudine Waddick [REDACTED]
Sent: March 23, 2018 3:27 PM
To: Dawson, Paula <DawsonP@hcdsb.org>
Cc: Danko, Anthony <DankoA@hcdsb.org>; Iantomasi, Arlene <IantomasiA@hcdsb.org>; Rabenda, Diane <RabendaD@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Marai, Paul <MaraiP@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>
Subject: Re: 2018 03 20 Delegation Response

Good afternoon,

I am still trying to contain my frustration with the events of Tuesday night's Board meeting when this letter arrived in my inbox. I know it is a procedural matter but it is inflammatory because it confirms the Board's approach to this motion. You have accepted all of the delegations' presentations - for information purposes only. As the Chair said, this means nothing more will be done.

Over and over last night, you were told, you had violated the requirement to seek consultation with parents, councils, and constituents of your Board. You have received this information and you choose to ignore it. At one point, Trustee Quinn, even questioned whether he had received the information that the Board was in violation of the Education Act. In fact, the Board had received the information twice that I am aware of: in an email dated Feb 26, 2018 from Mr. Harvey and again last night from Ms. Monte's presentation (item 5.14). I am not sure if either of these individuals are lawyers but you do not need to be a lawyer to understand this wording -

Ontario Regulation 612/00 19.1.iv states, "Every board shall solicit the views of the school councils established by the board with respect to the following matters: . . . policies and guidelines respecting the fundraising activities of school councils."

The Board has also ignored its own guidelines and policies.

Policy No: V-04: School fundraising is any activity, permitted under this policy, to raise money or other resources, that is approved by the school principal, in consultation with, and upon the advice of the Catholic School Council, and/or a school fundraising organization ..."

Currently, we are seeking advice on how these violations may be brought to the attention of the Ministry of Education. I believe the majority of delegations last night, were seeking to encourage consultation before moving forward. The issue is not the words or intent of the motion but the process that was followed.

You are required to consult with your constituents and I would like to know how you are planning on completing this requirement before implementing this resolution.

Yours truly,
Claudine Waddick

Please add this letter to any future meetings where the motion #61/18 is discussed.

From: AM Says [REDACTED]
Sent: June-04-18 4:10 PM
To: Dawson, Paula <DawsonP@hcdsb.org>; Rabenda, Diane <RabendaD@hcdsb.org>
Subject: Agenda - June 5, 2018

Good Afternoon,

I am very surprised to see 2 delegations on the schedule for the June 5th meeting in response to the Sanctity of Life Motion. All feedback from stakeholders was closed as of June 1st, 11:59pm to give the board time to organize the information and prepare an official board report. What then is the point of any further discussion? In all fairness, anyone concerned had ample time before the deadline to provide information & opinions. There should be nothing accepted after the deadline and certainly nothing received after this time should be considered in the decision making process. If they are, what then was the point of setting a deadline to begin with?

I also strongly hope that the opinions of a group outside of the HCDSB do not hold as much weight as your own stakeholders, parents, students, teachers and ratepayers. If members of the TCDSB influence policy here, there is a problem.

Finally, I expect Trustee Karabela to announce a conflict of interest as she directly invited Ms. Barel to speak to the board of trustees. One has to wonder what the intent of this invitation was and why Trustee Karabela felt it was necessary to do. Is this a standard procedure whereby trustees invite speakers to forward their own agendas? The role of a trustee is to represent their constituents, not influence policy based on personal opinion. I also suggest any other trustees who personally know Ms. Barel to openly announce a conflict of interest as I doubt very much Trustee Karabela is the only one with an association.

The trustees pushing the Sanctity of Life Motion have repeatedly used manipulation, unethical behaviour and have contravened board policy and are still doing so. It is disappointing to see there is absolutely no oversight or penalties for this kind of behaviour. We deserve much better from everyone involved.

Please add this as official correspondence to the minutes of the board meeting on June 5th, 2018.

Regards,
Anne-Marie Jander

From: Maria Lourenco <[REDACTED]>
Date: May 11, 2018 at 3:55:06 PM EDT
To: "Dawson, Paula" <dawsonp@hcdsb.org>, "RabendaD@hcdsb.org" <RabendaD@hcdsb.org>
Cc: "Marai, Paul" <MaraiP@hcdsb.org>, "Danko, Anthony" <DankoA@hcdsb.org>, "Rowe, Mark" <RoweM@hcdsb.org>, "AnthonyQuinn@hcdsb.org" <AnthonyQuinn@hcdsb.org>, "KarabelaH@hcdsb.org" <KarabelaH@hcdsb.org>, "Trites, Susan" <TritesS@hcdsb.org>, Arlene Iantomasi <Iantomasia@hcdsb.org>, "Michael, Jane" <michaelj@hcdsb.org>
Subject: FW: School Generated Funds reporting including charities

Hello Paula,

Thank you for confirming that the information shared with Trustees at the April 10th Policy Committee meeting, and at previous meetings regarding School Council fundraising planning, was incorrect. As you have acknowledged, the "Annual School Generated Funds Plan" does not include any information regarding external charities and in fact, that information is explicitly excluded from said report.

The "School Generated Funds Reporting Template" to which you have referred (Appendix C in the Procedure) does include a line for External Charities, however, it simply reports the TOTAL of funds raised and allocated, with absolutely no detail of the specific charities. Furthermore, this is a report of activities that have occurred, not a planning document. The information provided at the April 10th Policy Committee meeting was with respect to fundraising PLANNING.

With respect to the Audit Report comments, obviously I am not privy to what is shared in-camera, and Trustee Rowe has not commented so I don't know if he was referring to in-camera reports or not.

That said, in reviewing the audio from that meeting, I note that Trustee Rowe specifically said that "**the Audit Committee ensures that every School Council publishes a list of all the fundraising they've done and all the charities they've supported**"; so whether or not this information is shared in camera, I would think that the reference to "publishing" the list would refer to public disclosure of this information. Again, neither of the previously mentioned reporting templates provide for a listing of the actual charities supported.

Again, this does not match with my experience and I have still not been provided with evidence to the contrary, although I am still happy to receive that if it does in fact exist.

Also, again, I am not familiar with any public reporting of funds raised for external charities either by the schools my children attend, or by the school board as a whole. The only information I have seen in this regard is in recent media reports that HCDSB raised \$316,000 for external charities last year; previously this was reported as \$12 million so I have no idea if this number is accurate, or any detail by school or particular charity.

The whole discussion about what School Councils may or may not do, or report, stemmed from a concern over lack of transparency regarding charities supported. In the absence of any evidence to the contrary, it would seem that this lack of transparency is indeed a very valid concern.

Please include this correspondence in the May 15th Board report along with Appendix A and Appendix C of Policy VI-59.

Kind regards
Maria

Sent from [Mail](#) for Windows 10

From: [Dawson, Paula](#)

Sent: May 4, 2018 6:12 PM

To: [Maria Lourenco](#)

Cc: [Quinn, Anthony](#); [Rowe, Mark](#); [Danko, Anthony](#); [Marai, Paul](#); [Trites, Susan](#); [Michael, Jane](#); [Iantomasi, Arlene](#); [Karabela, Helena](#); [Rabenda, Diane](#); [Overholt, Tim](#); [DiPietro, Rosie](#); [Negoi, Roxana](#)

Subject: RE: School Generated Funds reporting including charities

Dear Mrs. Lourenco,

You are correct in that the “**Annual** School Generated Funds Plan” (**Appendix A** in procedure VI-59 *School Fundraising Activities* [https://www.hcdsb.org/Board/Policies/PoliciesProcedures/VI-59%20School%20Fundraising%20Activities%20\(status%20-%20Stakeholder%20Consultation\).pdf](https://www.hcdsb.org/Board/Policies/PoliciesProcedures/VI-59%20School%20Fundraising%20Activities%20(status%20-%20Stakeholder%20Consultation).pdf) that is posted to the school website does not include any funds raised or donations made to external charities. That said, Principals are also to report on School Generated Funds (SGF) at Catholic School Council meetings a minimum of three (3) times per year and post these reports on the school website.

The template for this SGF report is **Appendix C** in the procedure and it includes a line for “External Charities”. These SGF reports can be found on elementary school webpages under ‘School Council – School Generated Funds’ and found on secondary school webpages where there is a link to the Catholic School Council.

As for Trustee Rowe’s comment, I believe he was referencing the types of reports the Audit Committee receives about SGF audits performed on individual schools during the year and these results are presented to Trustees in-camera.

Hope that helps clarify.

Best regards,

Paula Dawson

Director of Education
Halton Catholic District School Board

802 Drury Lane, Burlington, ON L7R 2Y2
(905) 632-6314, ext. 115 | dawsonp@hcdsb.org

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From: Maria Lourenco [REDACTED]
Sent: April-27-18 4:28 PM
To: Dawson, Paula <DawsonP@hcdsb.org>; Overholt, Tim <OverholtT@hcdsb.org>; Rabenda, Diane <RabendaD@hcdsb.org>
Cc: Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; Marai, Paul <MaraiP@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; Iantomasi, Arlene <IantomasiA@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>
Subject: RE: School Generated Funds reporting including charities

I am following up on the e-mail below as I don't seem to have received a response. I would appreciate clarification of the several questions I have posed in this communication.

In the meantime, please include this as correspondence in the May 1st Board report, as well as the response if it is available by then.

Kind regards
Maria

Sent from [Mail](#) for Windows 10

From: Maria Lourenco
Sent: Wednesday, April 11, 2018 11:40:18 AM
To: Dawson, Paula; Overholt, Tim
Cc: AnthonyQuinn@hcdsb.org; Rowe, Mark; Danko, Anthony; Marai, Paul; RabendaD@hcdsb.org; Trites, Susan; Michael, Jane; Arlene Iantomasi; KarabelaH@hcdsb.org
Subject: School Generated Funds reporting including charities

I am writing to seek some clarification on information provided to Trustees at last night's Policy Committee meeting, which has also been stated several times in past Board and Policy Committee meetings, including most recently at the February 20th Board meeting.

The information is with respect to School Councils' fundraising plans, including the charities that will be supported, and that these are decided by, or in consultation with School Councils at the start of the year and then subsequently published on the schools' websites as part of the School Generated Funds plan .

I am seeking clarity because I am having difficulty reconciling these comments with my own personal experience.

In my 13 years with children in this Board, I have served a combined total of 10 years on Parent Councils, at three different schools, under a total of 5 different Principals - I have never been consulted on what charities we will support, much less seen this reported.

I have checked a few other school websites and reviewed other Councils' minutes to see if this is happening elsewhere; I can't find any evidence that it is. Perhaps it is happening at some schools, but it is certainly not prevalent, not that I can see.

In fact, this is actually the first year I have seen a School Generated Funds Plan presented to School Council, and I do see a plan published on most school websites, all using the School Generated Funds Plan template that is included as Appendix A to Administrative Procedure VI-59, School Fundraising Activities, mostly recently presented to Trustees as part of last night's Policy Committee Agenda. However, in my personal experience, this report is used for fundraising efforts to support local school initiatives. Other than providing support to families in need within our own school community, usually with school related activities (pizza day, school trips etc.,) we have never used the proceeds of the fundraising activities reported here for external charities – at least, not that I know of.

In fact, the template clearly states via note at the bottom **“Do not include....fundraisers to be donated to external charities...”** So it would seem that charities are not even *supposed* to be included on this report...the report that staff say schools are using to report the charities they support....

If you could please provide clarity on this, I would really appreciate it.

Also, Trustee Rowe mentioned last night that a list of charities is included annually in the Audit Report. I quickly scrolled through the Audit Report presented at the November 17th Audit Committee meeting but could not find the information there, either. I'm not sure if I am looking in the right place, and its a long report so I may very well have missed it; if someone could please direct me to where that information can be found, I would really appreciate that as well. I assume that would be public information.

I look forward to your response and clarification of the above.

Thanks