

**POLICY COMMITTEE MEETING
AGENDA**

Date: Tuesday, April 10, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

	Pages
1. Call to Order	
1.1 Opening Prayer (A. Iantomasi)	
2. Approvals	
2.1 Approval of Agenda	
2.2 Approval of Minutes	1 - 4
3. Action Items	
3.1 Policy V-04 School Fundraising Activities (T. Overholt)	5 - 9
3.2 Policy II-38 Educational Research Surveys and Pilot Projects (L. Collimore)	10 - 12
3.3 Policy II-43 Voluntary, Confidential, Self-Identification of First Nation, Metis and Inuit Students (S. Saevil, A. Prkacin, T. Overholt)	13 - 17
3.4 Policy II-15 - International Languages Elementary Program (C. McGillicuddy, T. Overholt)	18 - 21
3.5 Policy II-31 Risk Management/First Aid (T. Overholt)	22 - 24
3.6 Policy II-33 Safe Arrival at School Program (T. Overholt)	25 - 27
4. Discussion Items	
4.1 Policy I-40 Performance Appraisal of Director of Education (P. Marai, P. Dawson)	28 - 37
4.2 Executive Compensation Policy (P. Marai)	38 - 40
5. Information Items	
5.1 Administrative Procedure VI-59 School Fundraising Activities (T. Overholt)	41 - 53
5.2 Administrative Procedure VI-25 Educational Research (L. Collimore)	54 - 57
5.3 RESCIND: Administrative Procedure VI-75 International Languages Elementary Program (C. McGillicuddy, T. Overholt)	58 - 59

5.4	Administrative Procedure VI-74 Risk Management - First Aid (T. Overholt)	60 - 61
5.5	Administrative Procedure VI-18 Safe Arrival at School Program (T. Overholt)	62 - 64
6.	Miscellaneous Information	
7.	Correspondence	
8.	In Camera	
9.	New Business	
10.	Motion to Excuse Absent Committee Members	
11.	Motion to Adjourn/ Closing Prayer (H. Karabela)	

POLICY COMMITTEE MEETING MINUTES

Date: February 27, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Regrets:

Staff Present: P. Dawson, Director of Education
T. Overholt, Superintendent of Education, School Services
J. O'Hara, Executive Officer, Human Resources
C. McGillicuddy, Superintendent of Education, School Services

Recording Secretary: J. Neuman

1. Call to Order

1.1 Opening Prayer (S. Trites)

The meeting began at 7:02 p.m. with a prayer led by S. Trites.

2. Approvals

2.1 Approval of Agenda

P#24/18

Moved by: A. Iantomasi

Seconded by: S. Trites

THAT, the agenda be approved.

UNANIMOUSLY CARRIED

2.2 Approval of Minutes (January 23, 2018 Policy Committee Meeting)

P#25/18

Moved by: J. M. Rowe

Seconded by: J. Michael

THAT, the minutes of the Policy Committee Meeting held on January 23, 2018 be approved, as submitted.

UNANIMOUSLY CARRIED

3. Action Items

3.1 Policy II-26 Managing Student Risk in Interschool Sports (T. Overholt)

Revisions to Policy II-26 were reviewed. Changes were made to include current practices; as well the new Halton Catholic Athletic Association (HCAA) replaced the Halton Secondary School Athletic Association (HSSAA).

P#26/18

Moved by: J. M. Rowe

Seconded by: S. Trites

THAT, the Policy Committee recommends that Policy II-26 Managing Student Risk in Interschool Sports, be forwarded to the March 6, 2018 Regular Board Meeting for approval.

Questions for clarification were asked and answered.

A. Quinn arrived at 7:05 pm

The Chair called for a vote. Recommendation **P#26/18 CARRIED**

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

3.2 Policy II-28 Alcohol, Tobacco and Drug Abuse in Schools (T. Overholt)

Policy II-28 was reviewed. Minor amendments were suggested for the policy which include the addition of references and the use of electronic cigarettes.

P#27/18

Moved by: A. Iantomasi

Seconded by: D. Rabenda

THAT, the Policy Committee recommends that Policy II-28 Alcohol, Tobacco and drug Education in Schools, be forwarded, along with amendments, to the March 6, 2018 Regular Board Meeting for approval.

Questions regarding the Board's drug awareness program and drug overdose kits in schools were asked and answered.

The Chair called for a vote. Recommendation **P#27/18 UNANIMOUSLY CARRIED**

3.3 Policy III-01 Grievance Procedures - Non-Unionized Group Members (J. O'Hara, T. Overholt)

Policy III-01 was reviewed. Minor changes were made for grammatical reasons; and some formatting changes were included.

P#28/18

Moved by: A. Quinn

Seconded by: S. Trites

THAT, the Policy Committee recommends that Policy III-01 Grievance Procedures Non-Unionized Employee Group Members be forwarded to the March 6, 2018 Regular Board Meeting for approval.

A typographical error will be corrected before the policy is presented at the upcoming Board Meeting.

The Chair called for a vote. Recommendation **P#28/18 UNANIMOUSLY CARRIED**

3.4 Rescind - Policy III-09 Human Immunodeficiency Virus (HIV) (T. Overholt)

Policy III-09 was reviewed and recommended to be rescinded. It was noted that the policy was created in 1994 and has not been reviewed since. Of note: a protocol is in place with the Health Department regarding reportable diseases; as well as Legislation regarding privacy of information of staff and students must be followed for health information..

P#29/18

Moved by: J. M. Rowe

Seconded by: A. Danko

THAT, the Policy Committee recommends that Policy III-09 Human Immunodeficiency Virus (HIV) be forwarded to the March 6, 2018, Regular Board Meeting to be rescinded.

The Chair called for a vote. Recommendation **P#29/18 UNANIMOUSLY CARRIED**

4. Discussion Items

4.1 Executive Compensation Policy

The chair introduced the discussion of the Executive Compensation Policy; and the framework of the policy was shared with Trustees for further review.

The following was discussed:

- Trustees made suggestions for additions and deletions.
- It was recommended to seek legal council to ensure no violation of common law.
- Current hiring structure was noted.
- Contradictions were noted

The Chair will make revisions and bring back to the April Policy Committee Meeting as discussion. It was noted that a Working Group meeting may be proposed in the future.

It was suggested that Trustees seek Legal/HR advice as part of process following next discussion.

4.2 Policy I-40 Performance Appraisal of Director of Education

The chair opened the floor for discussion. The current director's opinion was solicited. The Director will bring revision suggestions to the April Policy Committee Meeting.

J. M. Rowe thanked the Director and J. O'Hara for offering to assist with the policy writing process for the Executive Compensation Policy and the Performance Appraisal Policy.

5. Information Items

5.1 Tentative Upcoming Agenda Items (April 10, 2018)

5.1.1 Policy II-15 International Languages Elementary Program (A. Prkacin, C. McGillicuddy)

5.1.2 Policy II-31 Risk Management - First Aid (T. Overholt, K. George)

5.1.3 Policy II-33 Safe Arrival at School Program (School Services)

5.1.4 Policy II-38 Educational Research - Surveys and Pilot Projects (L. Collimore)

5.1.5 Policy II-43 Voluntary, Confidential, Self-Identification of First Nation, Metis and Inuit Students (A. Prkacin)

5.1.6 Discussion Items (possible Action Items)

5.1.6.1 Executive Compensation Policy

5.1.6.2 Policy I-40 Performance Appraisal of Director of Education

5.1.7 Information Items

5.1.7.1 Administrative Procedure VI-25 Educational Research (L. Collimore)

5.1.7.2 Administrative Procedure VI-58 Parent Notification System (A. Swinden)

T. Overholt reviewed the upcoming agenda items and asked Trustees to consider adding Policy V-04 to be brought forward to the next Policy Committee Meeting to include the recent Board Resolution #61/18.

Discussion ensued.

The chair took a poll

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

It was decided that the policy would not be brought forward to the next Policy Committee Meeting for review.

6. Miscellaneous Information

There was no miscellaneous information.

7. Correspondence

There was no correspondence.

8. In Camera

There was no In Camera Session.

9. New Business

There was no new business.

10. Motion to Excuse Absent Committee Members

All trustees were present

11. Motion to Adjourn/ Closing Prayer (A. Danko)

P#30/18

Moved by: A. Quinn

Seconded by: S. Trites

THAT the meeting adjourn

UNANIMOUSLY CARRIED

A. Danko closed meeting with prayer at 8:33 pm.

ACTION REPORT

ITEM 3.1

POLICY V-04 SCHOOL FUNDRAISING ACTIVITIES

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy V-04 School Fundraising Activities*.

COMMENTARY:

At the February 20th regular meeting of the Board, the Board of Trustees passed Resolution 61/18, "The Sanctity of Life Motion". As a result, the following amendments to the policy is being recommended to the policy committee:

- Addition of a principle specific to the sanctity of life;
- Requirements that indicate what type of registered charities that school/board donations can be used to direct their funds;
- Indication of a process outlined in Procedure VI-59, School Fundraising Activities, to vet registered charities based on Resolution 61/18;
- Indication of a process outlined in Procedure VI-59, School Fundraising Activities, for charities to follow for reconsideration, should their eligibility not be approved.

The revised *Policy V-04 School Fundraising Activities* is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

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

Moved by:

Seconded by:

THAT, the Policy Committee recommends that HCDSB staff submit Policy V-04, as amended, for stakeholder input, in accordance with Operating Policy I – Governance of Policy, sending the correspondence to all stakeholders as well as all parents and staff, and that the solicited views be presented in a staff report for discussion at a future board meeting.

REPORT PREPARED BY:

T. OVERHOLT
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

SCHOOL FUNDRAISING ACTIVITIES

POLICY No.:

V-04

DATE :

SEPTEMBER 27, 1983

AMENDED:

MARCH 26, 1996

AMENDED:

JUNE 24, 1997

AMENDED:

OCTOBER 6, 2009

AMENDED:

SEPTEMBER 18, 2012

AMENDED:

JUNE 21, 2016

ASSOCIATED

Administrative Procedure VI-59 School Fundraising Activities

OPERATING POLICIES &

ADMINISTRATIVE

PROCEDURES:

PURPOSE

To provide direction to all board employees regarding fundraising practices.

APPLICATION AND SCOPE

This policy applies to all members of the school community and to all trustees and employees of the Board.

PRINCIPLES

- The Halton Catholic District School Board (HCDSB) endorses the teaching of values inherent in raising funds for the needs of those less fortunate while maintaining the privacy and dignity of all involved in fundraising initiatives.
- The HCDSB recognizes the sanctity of life as a Catholic value embraced by the school community.
-
- The HCDSB endorses the guiding principles of partnership, cooperation, consultation, transparency and accountability in the enactment of this policy.
- 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.
- The HCDSB recognizes that fundraising has a designated purpose and that the proceeds be used for the intended purpose.
-
- The HCDSB recognizes that parents and communities may voluntarily choose to support their schools through fundraising activities.
- The HCDSB recognizes that fundraising has the potential to enhance parent engagement and contribute to a student's educational experience.
- All school fundraising 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.
- Funds raised through fundraising activities should not be used to replace public funding for education; and should not be used to support items funded through provincial grants.

SCHOOL FUNDRAISING ACTIVITIES

POLICY No.:

V-04

DATE :

SEPTEMBER 27, 1983

AMENDED:

MARCH 26, 1996

AMENDED:

JUNE 24, 1997

AMENDED:

OCTOBER 6, 2009

AMENDED:

SEPTEMBER 18, 2012

AMENDED:

JUNE 21, 2016

ASSOCIATED

Administrative Procedure VI-59 School Fundraising Activities

OPERATING POLICIES &

ADMINISTRATIVE

PROCEDURES:

- The safety of students is a primary consideration in all fundraising activities.

DEFINITIONS

School Fundraising

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 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.

Board Fundraising

Board fundraising is any activity, permitted under this policy, to raise money or other resources, that is approved by the director, in consultation with, and upon the advice of senior staff and trustees, for Halton Catholic Children's Education Foundation.

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.

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 accounts to support a variety of programs, such as payments to external charities or other third parties.

Registered Charity

Charitable organizations, public foundations, or private foundations that are created and resident in Canada. They must use their resources for charitable activities and have charitable purposes that fall into one or more of the following categories:

SCHOOL FUNDRAISING ACTIVITIES

POLICY No.: V-04
DATE : SEPTEMBER 27, 1983
AMENDED: MARCH 26, 1996
AMENDED: JUNE 24, 1997
AMENDED: OCTOBER 6, 2009
AMENDED: SEPTEMBER 18, 2012
AMENDED: JUNE 21, 2016

ASSOCIATED Administrative Procedure VI-59 School Fundraising Activities
OPERATING POLICIES & ADMINISTRATIVE PROCEDURES:

- The relief of poverty
- The advancement of education
- The advancement of religion
- Other purposes that benefit the community

A charitable registration number must exist for the charity to be registered.

Non-profit Organization

Non-profit organizations are associations, clubs, or societies that are not charities and are organized and operated exclusively for social welfare, civic improvement, pleasure, recreation, or any other purpose except profit. A non-profit organization may seek permission from the Canada Revenue Agency to become a registered charity.

REQUIREMENTS

School and/or board fundraising efforts shall not be directed to any registered charity and/or non-profit organization (including subsidiaries, affiliates and associates) where the donation will support advocacy, programs, financing or material support for abortion, contraception, sterilization, euthanasia, or embryonic stem cell research.

Registered charities and/or non-profit organizations will be required to follow the process stipulated in Administrative Procedure VI-59, School Fundraising Activities to be appropriately vetted to ensure compliance with this policy.

Registered charities and/or non-profit organizations that have not been approved shall follow the process outlined in Administrative Procedure VI-59, School Fundraising to have their eligibility reconsidered.

The Board will maintain consistent fundraising practices by requiring compliance with the practices established in the Fundraising Administrative Procedures VI-59.

SCHOOL FUNDRAISING ACTIVITIES

POLICY No.: V-04
DATE : SEPTEMBER 27, 1983
AMENDED: MARCH 26, 1996
AMENDED: JUNE 24, 1997
AMENDED: OCTOBER 6, 2009
AMENDED: SEPTEMBER 18, 2012
AMENDED: JUNE 21, 2016

ASSOCIATED Administrative Procedure VI-59 School Fundraising Activities
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

The Fundraising Administrative Procedure, approved in Administrative Council, will be maintained by the Secretary of the Board.

All Board staff and trustees will ensure that any fundraising activities are in compliance with the Fundraising Administrative Procedures.

The Fundraising Administrative Procedures will be compliant with the Fundraising Guideline as published by the Ministry of Education on May 4th, 2012.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY:
 Chair of the Board

ACTION REPORT

ITEM 3.2

POLICY II-38 EDUCATIONAL RESEARCH – SURVEYS AND PILOT PROJECTS

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy II-38 Educational Research – Surveys and Pilot Projects*.

COMMENTARY:

This policy provides direction to staff and external individuals who wish to conduct research at the HCDSB. The following modifications were made:

- The purpose along with the application and scope sections were changed so that they are representative of all of the types of research activities conducted at HCDSB.
- References were added to the policy.
- Definitions were added and removed from the policy. The removed definition is no longer applicable, while the additions help standardize what is meant by the different types of research.
- The second principle was reworded.
- The fourth principle became a requirement.
- The fifth principle was removed, as the Board does not typically receive applications that fit this description.
- Requirements were added.

In light of these changes, revisions to *Policy II-38 Educational Research – Surveys and Pilot Projects* should also reflect a name change to *Policy II -38 Educational Research*. The policy is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy II-38 Educational Research – Surveys and Pilot Projects* name be changed to *Policy II -38 Educational Research*, and be forwarded, along with amendments, to the April 17, 2018 Regular Board Meeting for approval

REPORT PREPARED BY:

L. COLLIMORE
CHIEF OFFICER & MISA LEADER, RESEARCH AND DEVELOPMENT SERVICES

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

EDUCATIONAL RESEARCH – ~~SURVEYS AND PILOT PROJECTS~~**POLICY NO.:****II-38****DATE :**

DECEMBER 4, 2006

AMENDED:**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**[Administrative Procedure VI-25 Educational Research](#)**PURPOSE**

~~To provide trustees with input on the distribution of surveys as they relate to procedures described in Administration Procedure VI-25 “Educational Research”.~~

~~To support and encourage internal and external research activities in our Catholic learning environment that contribute to the growth of educational knowledge.~~

APPLICATION AND SCOPE

~~This policy applies to surveys that are initiated by either internal or external individuals or groups and that may be considered morally contentious by members of the Board’s Research Advisory Committee. For the purposes of this policy and Administrative Procedure VI-25, “morally contentious” is defined as any questions with reference or inference to the representation of values which may be inconsistent with the official teachings of the Catholic Church.~~

~~This policy applies to all Board employees and external agencies and/or individuals who wish to conduct research at the Halton Catholic District School Board.~~

REFERENCES[Ontario Education Act](#)

~~Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada, Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, December 2014.~~

DEFINITIONS

~~**External Research** is described as when an external agency/individual/institution wants to do research in a school or board. This includes requests from a Board employee collaborating with a non-Board agency or educational institution, and requests from a Board employee wanting to do research outside his/her own area of responsibility for the purposes of completing a professional course or program of study.~~

~~**Internal Research** is described as a central office, school or classroom research project that is related to Board or Ministry initiatives, conducted by any Board employee. It also includes a Board employee who conducts research within his/her own work environment to promote professional growth (e.g., AQ course).~~

PRINCIPLES

- ~~The Board acknowledges the potential benefit of [engaging in external and internal research activities using surveys and pilot projects](#) as a means to gather data for educational [and](#) research purposes.~~
- ~~The Board expects all educational research surveys to be compatible with the Faith-centered learning environment provided to all staff, students and other stakeholders in our Catholic communities.~~

EDUCATIONAL RESEARCH – SURVEYS AND PILOT PROJECTS**POLICY NO.:****II-38****DATE :**

DECEMBER 4, 2006

AMENDED:

ASSOCIATED [Administrative Procedure VI-25 Educational Research](#)
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

- The Board promotes and endorses the gathering of data for research purposes in keeping with the core values of the Catholic Church and that is consistent with the values, traditions and distinctiveness of Catholic schools.
- All research activities shall be consistent with HCDSB mission and values, policies, procedures, and strategic directions.
- ~~The Board expects that all educational research proposals adhere to the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS).~~
- ~~Surveys that may be considered morally contentious in nature by the Board's Research Advisory Committee will be brought to the attention of the Board's Catholicity Advisory Steering Committee (CASC) for review.~~

REQUIREMENTS

~~In accordance with Administrative Procedure VI-25 "Educational Research", the Board's Research Advisory Committee will provide any potential survey and pilot projects, that by the definition above may be considered morally contentious, to the Board's CASC. A rubric is used to assist evaluators in this determination. The Chairperson of the CASC or designate, will provide information about the potentially morally contentious issue to trustees in a timely manner for the purpose of further input before distributing to the appropriate stakeholders.~~

~~See Administrative Procedure VI-25 "Educational Research" point #7 under Requirements. Additional information may also be found in the document entitled "HCDSB Research Guidelines and Application" (November 2007) found on Staffnet.~~

- All research activities that involve our staff and/or students requires review and approval from the HCDSB Research Advisory Committee before the research is started. A checklist is used to assist the committee with the review process.
- The Board expects that all educational research proposals adhere to the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2).
- All research activities shall be in accordance with Administrative Procedure VI – 25 Educational Research and the Education Act, where applicable.

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration, Principals & Staff

Authorized by:
 Chair of the Board

ACTION REPORT

ITEM 3.3

POLICY II-43 VOLUNTARY, CONFIDENTIAL, SELF-IDENTIFICATION OF FIRST NATION, METIS AND INUIT STUDENTS

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy II-43 Voluntary, Confidential, Self-Identification of First Nation, Metis and Inuit Students*.

COMMENTARY:

Since 2010 Halton Catholic District School Board has offered the opportunity for First Nation, Metis and Inuit students to voluntarily self identified in order to receive culturally relevant and responsive programming. It is important to acknowledge that all Ontario students will benefit from an appreciation of the richness of Indigenous cultures, and the important contributions of First Nation, Métis, and Inuit communities to Ontario's cultural, economic and social future.

Accordingly, Board staff has updated *Policy II-43 Voluntary, Confidential, Self-Identification of First Nation, Metis and Inuit Students* to reflect current trends by making the following changes:

- 1) Refining the Purpose, Application & Scope sections of the Policy to reflect the Ministry of Education document: Ontario First Nation, Metis and Inuit Education Policy Framework;
- 2) Clear definitions of who are First Nation, Metis and Inuit people in Canada;
- 3) Expanding on principles of Excellence and Accountability; Equity and Respect for Diversity; Inclusiveness, Cooperation, and Shared Responsibility; Respect for Constitutional and Treaty Rights;
- 4) Requirements of how the policy will be implemented, ensuring confidentiality and how the data will be collected.

Other amendments to the policy include relocation of information for flow and clarity.

The revised *Policy II-43 Voluntary, Confidential, Self-Identification of First Nation, Metis and Inuit Students* is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

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

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy II-43 Voluntary, Confidential, Self-Identification of First Nation, Metis and Inuit Students*, be forwarded to the April 17, 2018 Regular Board Meeting for approval.

REPORT PREPARED BY:

S. SAEVIL
INDIGENOUS EDUCATION ADVISOR

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**VOLUNTARY, CONFIDENTIAL SELF-IDENTIFICATION OF
FIRST NATIONS, MÉTIS AND INUIT STUDENTS****POLICY No.:** II-43**DATE :** APRIL 6, 2010**AMENDED:** MAY 4, 2010**AMENDED:** APRIL 21, 2015**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:****PURPOSE**

The development of effective self-identification policies by Ontario school boards is a significant step toward ensuring that First Nation, Métis, and Inuit students receive the highest possible quality of education, and that all Ontario students will have knowledge and appreciation of contemporary and traditional First Nation, Metis, and Inuit traditions, cultures and perspectives and the important contributions of First Nation, Métis, and Inuit communities to Ontario's cultural, economic and social future.

The Halton Catholic District School Board ~~and the Halton District School Board [SK1]~~ will provide the opportunity for all First Nations, Métis and Inuit students to voluntarily self-identify so that First Nations, Métis and Inuit students may receive culturally relevant and responsive programming.

The learning aspirations and potentials of First Nations, Métis and Inuit students ~~can~~ will be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with First Nations, Métis and Inuit communities. Continued data collection and analysis will provide information for future decision making surrounding First Nations, Métis and Inuit student success.

APPLICATION AND SCOPE

This policy applies to any student of First Nation, Metis or Inuit ancestry attending schools in the Board. A student who is 18 years of age or older, has the right to self-identity. For students under 18 years of age, a parent or guardian will self-identify on their behalf.

The responsibility for implementation of this policy applies to the Board's senior administration and school administrators.

REFERENCES

Ontario First Nation, Metis, and Inuit Education Policy Framework, Ministry of Education, 2007

Building Bridges to Success for First Nation, Metis and Inuit Students, Ministry of Education, 2007

Municipal Freedom on Information and Protection Privacy Act (MFIPPA)

Education Act

Ontario Human Rights Code

DEFINITIONS

Indigenous (Aboriginal) peoples. The descendants of the original inhabitants of North America. Section 35(2) of the Constitution Act, 1982, states: "In this Act, 'Aboriginal peoples of Canada' includes the Indian, Inuit, and

**VOLUNTARY, CONFIDENTIAL SELF-IDENTIFICATION OF
FIRST NATIONS, MÉTIS AND INUIT STUDENTS****POLICY NO.:** II-43**DATE :** APRIL 6, 2010**AMENDED:** MAY 4, 2010**AMENDED:** APRIL 21, 2015**ASSOCIATED****OPERATING POLICIES &****ADMINISTRATIVE****PROCEDURES:**

Métis peoples of Canada.” These separate groups have unique heritages, languages, cultural practices, and spiritual beliefs. Their common link is their indigenous ancestry.

First Nation. A term that came into common usage in the 1970s to replace the word “Indian”, which many found offensive. The term “First Nation” has been adopted to replace the word “band” in the names of communities.

Métis people. People of mixed First Nation and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Anishinaabe, and Cree.

Inuit. ~~Aberiginal~~ Indigenous people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador. Ontario has a very small Inuit population. The Inuit are not covered by the Indian Act.

PRINCIPLES

This policy will evolve as the Board seeks to improve achievement and program delivery for First Nation, Métis and Inuit students. The following principles will be used as a guide:-

- ~~▪ Safe, welcoming and inclusiveness~~
- ~~▪ Transparency~~
- ~~▪ Equity~~
- ~~▪ Acknowledgment and reflection of Indigenous diversity~~
- ~~▪ Responsiveness~~
- ~~▪ Results-oriented~~
- ~~▪ Innovation~~
- ~~▪ Learning-centredness~~
- ~~▪ On-going collaboration~~
- ~~▪ Respect of individual privacy and dignity~~
- ~~▪ Contribution to the knowledge base through research~~

- 1. Excellence and Accountability

The Ministry of Education believes quality education is essential for the continuing development of both ~~Aberiginal~~ Indigenous and non-~~Aberiginal~~ Indigenous communities. The academic achievement of every First Nation, Métis, and Inuit student is supported through the delivery of quality education. The Ministry of Education provides support and resources adapted to the specific needs of for First Nation, Métis, and Inuit students.

-

- 2. Equity and Respect for Diversity

The Ministry of Education creates and nurtures an academic environment for every First Nation, Métis, and Inuit student that promotes the development of a positive personal and cultural identity, as well as a sense of belonging to both ~~Aberiginal~~ Indigenous and wider communities.

The Ministry of Education creates and supports an academic environment that fosters First Nation, Métis, and Inuit languages and cultures. It acknowledges the diversity found in First Nation, Métis, and Inuit communities and endorses learning about First Nation, Métis, and Inuit cultures, histories, and perspectives in the public education system.

**VOLUNTARY, CONFIDENTIAL SELF-IDENTIFICATION OF
FIRST NATIONS, MÉTIS AND INUIT STUDENTS****POLICY NO.:** II-43**DATE :** APRIL 6, 2010**AMENDED:** MAY 4, 2010**AMENDED:** APRIL 21, 2015**ASSOCIATED****OPERATING POLICIES &****ADMINISTRATIVE****PROCEDURES:**

▪

3. Inclusiveness, Cooperation, and Shared Responsibility

Cooperation among governments, ministries, educational institutions (including the Ontario College of Teachers and faculties of education), and First Nation, Métis, and Inuit families, communities, and organizations is essential for the implementation of education programs and services designed to meet the specific needs of for First Nation, Métis, and Inuit students, regardless where they live.

▪

▪ 4. Respect for Constitutional and Treaty Rights

The Ministry of Education respects ~~Aboriginal~~ Indigenous and Treaty Rights protected by Section 35 of the Constitution Act, 1982

REQUIREMENTS**IMPLEMENTATION:**

Self-identification data will be collected as part of the registration process for all students. All relevant staff shall be alerted to self-identification registration mechanisms through the student registration process. Self-identification data shall be collected and analyzed.

CONFIDENTIALITY:

All data will be securely stored to respect privacy and used only as a means to enhance First Nations, Métis and Inuit education programs. Data is protected and governed by the Municipal Freedom of Information and Privacy of Students Act for School Boards.

Individual data will not be communicated. The information gathered will be used in aggregate only and for the purpose of developing and implementing supportive programs.

TIMELINES:

The data collected as a result of this policy will be evaluated by the school and board improvement learning teams on an annual basis to inform student programming across schools within the Halton Catholic District School Board.

~~First Nations, Métis and Inuit identification refers to the definition in the Constitution Act, 1982, Section 35(2), in that “aboriginal peoples of Canada” includes the First Nations, Inuit, and Métis peoples of Canada.~~

~~The requirements of this policy are:~~

- ~~a) to provide quality, learning oriented, culturally and historically relevant learning and teaching experiences for First Nations, Métis and Inuit students;~~
- ~~b) to continue to set high expectations for First Nations, Métis and Inuit student success in supported learning settings;~~
- ~~c) to improve Education Quality and Accountability Office (EQAO) provincial assessment preparation for First Nations, Métis and Inuit students;~~
- ~~d) to inform any factors affecting the retention of and graduation rate of First Nations, Métis and Inuit students;~~
- ~~e) to strive to ensure that all First Nations, Métis and Inuit learners are well prepared for post-secondary opportunities and experiences of their choice;~~

**VOLUNTARY, CONFIDENTIAL SELF-IDENTIFICATION OF
FIRST NATIONS, MÉTIS AND INUIT STUDENTS****POLICY NO.:** II-43**DATE :** APRIL 6, 2010**AMENDED:** MAY 4, 2010**AMENDED:** APRIL 21, 2015**ASSOCIATED****OPERATING POLICIES &****ADMINISTRATIVE****PROCEDURES:**

~~f) to encourage ongoing collaborative relationships with First Nations, Métis and Inuit parents, First Nations, Métis and Inuit student groups and First Nations, Métis and Inuit communities.~~

IMPLEMENTATION:

~~Self-identification data will be collected as part of the registration process for all students. All relevant staff shall be alerted to self-identification registration mechanisms through the student registration process. Self-identification data shall be collected and analyzed.~~

CONFIDENTIALITY:

~~All data will be securely stored to respect privacy and used only as a means to enhance First Nations, Métis and Inuit education programs. Data is protected and governed by the Municipal Freedom of Information and Privacy of Students Act for School Boards.~~

~~Individual data will not be communicated. The information gathered will be used in aggregate only and for the purpose of developing and implementing supportive programs.~~

TIMELINES:

~~The data collected as a result of this policy will be evaluated by the school and board improvement learning teams on an annual basis to inform student programming across schools within the Halton Catholic District School Board.~~

APPROVED: Regular Meeting of the Board

AUTHORIZED BY:
Chair of the Board

ACTION REPORT

ITEM 3.4

POLICY II-15 INTERNATIONAL LANGUAGES ELEMENTARY PROGRAM

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy II-15 International Languages Elementary Program*.

COMMENTARY:

Policy II-15 International Languages Elementary Program was established to provide direction on the implementation and administration of these programs. This policy was last reviewed in April 2015.

This policy has been updated and revised in the following areas:

- A clear purpose that identifies the need for the policy has been created;
- The addition of the application and scope; specifically, who it applies to;
- Addition of a Principle section with current wording of the policy being incorporated into this section;
- Clarification in the requirements section as to who the individual written requests must be sent to; and
- Addition of current requirements currently part of the procedure which would make the procedure redundant.

The revised *Policy II-15 International Languages Elementary Program* is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

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

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy II-15 International Languages Elementary Program*, be forwarded to the April 17, 2018 Regular Board Meeting for approval.

REPORT PREPARED BY:

T. OVERHOLT
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

INTERNATIONAL LANGUAGES ELEMENTARY PROGRAM

POLICY No.: II-15

DATE : APRIL 8, 1987

AMENDED: JULY 30, 1991

AMENDED: JUNE 5, 2007

AMENDED: APRIL 21, 2015

ASSOCIATED

Operating Policy V-01 Use of Schools Grounds and Community Use of School Facilities

OPERATING POLICIES &

~~Administrative Procedure VI-75 International Languages Elementary Program~~

ADMINISTRATIVE

PROCEDURES:

PURPOSE

To provide direction to individuals, organizations and schools regarding the implementation and administration of the International Languages Elementary (ILE) Program.

~~The Halton Catholic District School Board recognizes that the International Languages Elementary Program is an important educational experience and opportunity for students. It is also a core part of the academic, social, and cultural fabric of communities across the Board.~~

~~The program deepens students' cultural awareness, fosters pride in their heritage, and strengthens their self-esteem and self-image. Participation in International Languages Elementary (ILE) classes helps all students to communicate more effectively with people of diverse backgrounds. It builds language skills that they will be able to use locally, nationally, and globally, giving them more opportunities to represent Canada in the global village. The provincially mandated International Languages Elementary Program is accomplished in partnership with the Ministry of Education, subject to the Board and Ministry requirements.~~

APPLICATION AND SCOPE

This policy applies to pupils enrolled in elementary schools under the jurisdiction of the Halton Catholic District School, and any individual or organization requesting International Languages Elementary classes.

REFERENCES

EduGains – ILE Resource Guide January 2013

PRINCIPLES

The Halton Catholic District School Board recognizes that the International Languages Elementary Program is an important educational experience and opportunity for students

- ILE programs deepen students' cultural awareness, foster pride in their heritage, and strengthen their self-esteem and self-image.

INTERNATIONAL LANGUAGES ELEMENTARY PROGRAM

POLICY No.: II-15

DATE : APRIL 8, 1987

AMENDED: JULY 30, 1991

AMENDED: JUNE 5, 2007

AMENDED: APRIL 21, 2015

ASSOCIATED

Operating Policy V-01 Use of Schools Grounds and Community Use of School Facilities

OPERATING POLICIES &

~~Administrative Procedure VI-75 International Languages Elementary Program~~

ADMINISTRATIVE

PROCEDURES:

- ILE classes help all students to communicate more effectively with people of diverse backgrounds
- ILE classes build language skills that they will be able to use locally, nationally, and globally, giving them more opportunities to represent Canada in the global village.
- School boards are responsible for delivering a program that meets the needs of all types of students and fulfils the goals of Ontario education. The goals are as follows:
- ~~• School boards are responsible for delivering a program that meets the needs of all types of students and fulfils the goals of Ontario education. The goals are as follows:~~
 - to help all students improve their learning and achievement
 - to close the achievement gap between learners
 - to increase public confidence in education

REQUIREMENTS

- ~~— The responsibility for creating and maintaining ILE programs rests with the publicly funded school boards, which are mandated to do so by the Ministry of Education. If a school board receives a request from the community for language instruction in which at least 23 students want to participate, it must offer an ILE program.~~
- 1. Where warranted, the Halton Catholic District School Board will establish International Languages Elementary (ILE) Program on an integrated extended day, lunchtime, after school, evening, weekend or summer school basis, subject to the following conditions:
 - that ILE classes be considered upon the written request of a local parish or community organization or upon the written recommendation of a school principal to the Principal of Continuing Education.
 - that a minimum number of students per class as prescribed by Ministry grant regulations be assembled before a program be established.
 - that where ILE classes are to be offered, instruction shall be limited to two and one-half hours per week. The Board will not accept responsibility for the payment of teaching services beyond two and one-half hours per language class per week.
 - that ILE instructors be hired within Board and Ministry of Education qualifications and at an hourly rate to be determined by the Board.

INTERNATIONAL LANGUAGES ELEMENTARY PROGRAM

POLICY No.: II-15

DATE : APRIL 8, 1987

AMENDED: JULY 30, 1991

AMENDED: JUNE 5, 2007

AMENDED: APRIL 21, 2015

ASSOCIATED

Operating Policy V-01 Use of Schools Grounds and Community Use of School Facilities

OPERATING POLICIES &

~~Administrative Procedure VI-75 International Languages Elementary Program~~

ADMINISTRATIVE

PROCEDURES:

- that participation in ILE classes be voluntary and that only pupils whose parents/guardians have registered their children, may participate.
- that parents/guardians of students participating in the ILE classes be responsible for transportation arrangements that may be required.

2. The Principal of Continuing Education will evaluate each request and make decisions with respect to:

- a. suitability of the program;
- b. staffing and funding;
- c. location and instruction times;
- d. conformity to Halton Catholic District School Board and Ministry of Education regulations.

3. Employment of instructors shall be the responsibility of the Principal of Continuing Education. Appointment and deployment of Instructors will conform to the Board policy.

4. Class registers shall be maintained for each class by the Thomas Merton Adult Learning Centre.

ADMISSION CRITERIA:

Admission to International Languages Elementary Program is open to all elementary school age children who reside and attend school in the province of Ontario.

APPROVED: Regular Meeting of the Board

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

Authorized by:
Chair of the Board

ACTION REPORT

ITEM 3.5

POLICY II-31 RISK MANAGEMENT – FIRST AID

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy II-31 Risk Management – First Aid*.

COMMENTARY:

Policy II-31 Risk Management First Aid is a long-standing policy that addresses first aid for employees and students of the Halton Catholic District School Board.

Minor amendments have been made to the policy, specifically, the addition in the reference section to Workplace Safety Insurance Board (WSIB) Regulation 1101, which addresses first aid requirements such as equipment, facilities and training.

Requirements have been adjusted to state the official recognized certification body that organizations must comply with in order for the board to use for First Aid training of staff.

The revised *Policy II-31 Risk Management – First Aid* is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

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

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy II-31 Risk Management – First Aid*, be forwarded to the April 17, 2018 Regular Board Meeting for approval.

REPORT PREPARED BY:

T. OVERHOLT
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

RISK MANAGEMENT – FIRST AID

POLICY No.:

II-31

DATE :

June 24, 1997

AMENDED:

June 5, 2007

AMENDED

March 24, 2015

ASSOCIATED

[Administrative Procedure VI-74 Risk Management - First Aid](#)

OPERATING POLICIES &

[Operating Policy V-05 School Accidents – Safety](#)

ADMINISTRATIVE

[Administrative Procedure VI-21 OSBIE On-line Incident Reporting](#)

PROCEDURES:

[Administrative Procedure VI-71 Concussion Protocol](#)**PURPOSE**

To provide assiduous attention to the first aid of all employees and students within the Halton Catholic District School Board's jurisdiction.

APPLICATION & SCOPE

This policy shall apply to all Board sites within the jurisdiction of the Halton Catholic District School Board and where employees and students are on Board related business and/or activities.

References

[WSIB Regulation 1101](#)

PRINCIPLE

The Halton Catholic District School Board will give assiduous attention to the first aid of students and employees in compliance with the ~~Ministry of Education and Training and Ministry of Labour: Acts, Regulations, Workplace Safety and Insurance Board (WSIB) First Aid Regulation 1101, Education Act, Occupational Health and Safety Act (OHSA), Workplace Safety and Insurance Act (WSIA),~~ Policies, Procedures and Protocols, as well as all other legal obligations.

REQUIREMENTS

1. The Halton Catholic District School Board encourages, supports and shall provide opportunities for employees to actively participate in ~~St. John Ambulance Standard First Aid and C.P.R./A.E.D. certification or its equivalent~~ [Workplace Safety and Insurance Board \(WSIB\) recognized Standard First Aid certification.](#)

The Halton Catholic District School Board will sponsor the following number of employees for each site to receive Standard First Aid and C.P.R./A.E.D. with Administrator approval:

- Elementary Schools - 2 employees
- Elementary Schools over 700 staff and students - 3 employees
- Elementary Schools over 900 staff and students - 4 employees
- Secondary Schools - 4 employees
- Central Office Sites - 2 employees

2. Each school site will meet the requirements of WSIB First Aid Regulation 1101 relating to first aid equipment, facilities and trained personnel:

WSIB Regulation 1101 First Aid Requirements:

- a) employees holding a valid St. John Ambulance Standard First Aid certificate or equivalent, shall be identified as First Aid providers for the site.
- b) a First Aid Station shall be located on site and valid First Aid certificates will be posted.

RISK MANAGEMENT – FIRST AID

POLICY No.:

II-31

DATE :

June 24, 1997

AMENDED:

June 5, 2007

AMENDED

March 24, 2015

ASSOCIATED

[Administrative Procedure VI-74 Risk Management - First Aid](#)

OPERATING POLICIES &

[Operating Policy V-05 School Accidents – Safety](#)

ADMINISTRATIVE

[Administrative Procedure VI-21 OSBIE On-line Incident Reporting](#)

PROCEDURES:

[Administrative Procedure VI-71 Concussion Protocol](#)

- c) the Board shall require the principal/or supervisor to ensure that the first aid kits and their contents are inspected by an individual certified with first aid or designated Board vendor at not less than quarter-yearly intervals and shall mark the inspection card for each box with the date of the most recent inspection and the signature of the person making the inspection as per the requirements of WSIB First Aid Regulation 1101 (see HCDSB First Aid Protocol).
 - d) a WSIB poster entitled “In Case of Injury” Poster (form 82), shall be displayed in every workplace where all workers can see it.
 - e) procedures for record keeping of all injuries shall be in place, as per the Board’s First Aid Protocol.
 - f) procedures shall be in place for periodic review of accident reports to provide corrective actions to help eliminate causes of injuries.
3. In addition to the First Aid Kit/Room requirements in WSIB regulation 1101, each First Aid Kit/Room shall be equipped with disposable non-latex gloves and a pocket mask or shield.
 4. The Director of Education shall establish administrative procedures consistent with Board policy to implement this policy.
 5. The principal/site administrator shall be responsible for implementing Board policies, establishing and implementing site procedures which will safeguard the health and welfare of staff and students who have been injured or taken ill while on Board premises or on school-sponsored field trips.

APPROVED: Regular Meeting of the Board

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

Authorized by:

Chair of the Board

ACTION REPORT

ITEM 3.6

POLICY II-33 SAFE ARRIVAL AS SCHOOL PROGRAM

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy II-33 Safe Arrival as School Program*.

COMMENTARY:

Policy II-33, The Safe Arrival At School Program promotes the safety of pupils enrolled in Elementary and Secondary schools in the Halton Catholic District School Board. This policy was last reviewed in April 2015. The policy working committee has suggested minor amendments and additions to the policy.

As the policy is well established, the purpose has been changed to recognize the need to maintain and review rather than to develop.

Additional requirements have been included to indicate the schools process of following the safe arrival program.

The revised *Policy II-33 Safe Arrival as School Program* is attached for review and consideration by the Policy Committee.

RECOMMENDATION:

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

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy II-33 Safe Arrival as School Program*, be forwarded to the April 17, 2018 Regular Board Meeting for approval.

REPORT PREPARED BY:

T. OVERHOLT
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ASSOCIATED Administrative Procedure VI-18 Safe Arrival At School Program
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

PURPOSE

To promote the safety of pupils, the Halton Catholic District School Board shall ~~develop and implement a~~ maintain and review a Safe Arrival at School Program for pupils enrolled in its schools.

APPLICATION AND SCOPE

~~The Policy on the Safe Arrival at School Program~~ This policy applies to parents, pupils and schools under the jurisdiction of the Halton Catholic District School Board.

PRINCIPLES

1. Parents/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.
2. The Halton Catholic District School Board recognizes that pupil safety is a shared responsibility involving the home, the school and other community agencies.
3. The Halton Catholic District School Board is committed to providing a Safe Arrival at School Program which responds to the needs of the school community.
4. The Halton Catholic District School Board recognizes that the Safe Arrival at School Program complements other school and community safety programs.

REQUIREMENTS

- ~~1.~~ 1. Each school shall have practices in place to address the status of any pupil's unexplained failure to arrive at school.
- ~~2.~~ The practices should address normal recurring circumstances as well as unusual events and conditions (e.g. inclement weather or bus cancellations).
- ~~3.~~ Development, implementation and review ~~Review~~ of the Safe Arrival at School Program for Schools will be undertaken in consultation with Catholic School Councils in alignment with Administrative Procedure VI-18.
- ~~24.~~ The Safe Arrival at School Program will be conducted in conjunction with the daily school attendance procedures.
- ~~35.~~ Parents/guardians are responsible for communicating pupil absences or lateness to the school prior to the start of and/or throughout the school day, unless the parent/guardian informs the school of a prolonged absence.

SAFE ARRIVAL AT SCHOOL PROGRAM

POLICY No.: II-33

DATE : JUNE 15, 1999

AMENDED: APRIL 21, 2015

ASSOCIATED Administrative Procedure VI-18 Safe Arrival At School Program
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

46. Parents/guardians are responsible for providing the school with complete and current emergency contact information to enable the school to make any necessary follow-up contacts.

56. Information about the scope and practices of each school's Safe Arrival at School Program and about the roles and responsibilities of all stakeholders should be clearly identified and shall be communicated to the school community and reviewed in consultation with the Catholic School Council.

~~DISTRIBUTION: Board Members, Administration, Principals and Staff~~

~~APPROVED: Regular Meeting of the Board~~

AUTHORIZED BY:
 Chair of the Board

DISCUSSION REPORT

ITEM 4.1

POLICY I-40 PERFORMANCE APPRAISAL OF THE DIRECTOR OF EDUCATION

PURPOSE:

To provide an opportunity for discussion on suggested revisions to *Policy I-40 – Performance Appraisal of the Director of Education*.

COMMENTARY:

The Halton Catholic District School Board approved Policy I-40 in October 2013. Since that time, the Board and Director have utilized the process and forms as required in the policy, however, there is a need to refine some of the areas of focus in the evaluation section (Appendix A) to prevent duplication of items and to demonstrate alignment with elements from the Catholic System Leadership framework and the multi-year strategic plan. Additionally, the scoring elements in the evaluation section have been updated to a 3 level scale with an 'unknown' option.

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

REPORT PREPARED AND SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

PURPOSE

The Halton Catholic District School Board believes that a performance appraisal process for the Director of Education, provides a forum for constructive dialogue and exchange of information between the Director and the Board of Trustees, further that such process is an opportunity for both the Board and the Director to clarify expectations and goals, to review past accomplishments, and to agree on needs and priorities of the system. The end result provides clear objectives for the coming year.

APPLICATION AND SCOPE

This policy applies to the Director of Education and the elected trustees at the Halton Catholic District School Board, and sets a process to be undertaken on an annual basis.

PRINCIPLES

The Halton Catholic District School Board shall adopt a program of performance appraisal which:

1. Is consistent with the Mission and beliefs of the Halton Catholic District School Board.
2. Builds upon and improves the Director of Education's performance by establishing a formal process and mechanism by which to provide feedback and to discuss and monitor expectations and standards of performance.
3. Sets measurable goals, objectives and directions for the Director that directly relate to the Board's Mission and Multi-Year Strategic Plan.
4. Ensures that the Halton Catholic District School Board's expectations and priorities are being effectively addressed by the Director.
5. Is completed annually by the Board of Trustees with all trustees participating in the evaluation process.
6. Provides for professional growth of the Director and ensures accountability.
7. Shall be based on duties as assigned in provincial statutes, regulations, policies and guidelines for the position of Director of Education.
8. Is led by the Chair of the Board.

REQUIREMENTS

1. The annual performance review for the Director of Education shall be initiated by the Chair of the Board in April.

PERFORMANCE APPRAISAL OF DIRECTOR OF EDUCATION

POLICY No.: I-40

DATE : OCTOBER 15, 2013

AMENDED:

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

2. The Director will submit a report which reviews activities and accomplishments for the year, to the Chair of the Board who will forward it to the trustees.
3. The Chair will meet with the Director to review the appraisal process for the coming year, including a review of previous years' goals and identify goals for the next year.
4. The Executive Assistant will circulate, to trustees, all forms, the Director's Report and a summary of the process. Trustees will be asked to complete the survey (*Appendix A*) and return it to the Chair at the April Board Meeting.
5. The Chair and Vice-Chair of the Board shall review the data collected and the Chair and the Vice-Chair shall prepare a written appraisal report based on the data collected. This appraisal report will be reviewed by the trustees and then submitted to the Director of Education by May 31 each year.
6. The Director of Education shall then respond and the appraisal report and Director's response shall be received by the Board for review, approval and disposition by the final Board meeting in June.
7. The Director shall file an annual report identifying areas of focus for attention for the upcoming school year at the September Board meeting. The report shall consider any recommendations arising out of the appraisal report and the Director's response from the previous school year.
8. The appraisal report and response of the Director shall be filed in the office of the Chair, with a copy provided to the Director of Education.

DISTRIBUTION: ~~Board of Trustees, Administration, Principals and Staff~~

AUTHORIZED BY
~~Chair of the Board~~

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

**PERFORMANCE APPRAISAL
DIRECTOR OF EDUCATION**

TIME PERIOD:

This form is designed to obtain your perceptions of the performance of our Director for the above mentioned time period. Your personal opinions and observations are important, so please respond candidly to each item. Your responses will remain anonymous. A summary of all the responses will be compiled for all the trustees.

As you read through the following list, circle the appropriate number

- (1) Does not meet expectations
- (2) Meets expectations
- (3) Exceeds expectations
- (X4) Unknown

and submit any additional comments in the space provided.

1. Catholic Leadership

- Promotes and integrates Gospel values throughout the system
- Leads prayer and liturgy at meetings
- Articulates Catholic values to community
- Demonstrates a strong understanding of and maintains a positive working relationship with the deanery ~~ies~~ and related parishes

- (1) ~~Does~~ not meet expectations
- (2) Meets expectations
- (3) Exceeds expectations
- (X4) Unknown

Comments:

2. Cultural Leadership

- Builds commitment to Board's Mission, ~~beliefs~~, ~~beliefs~~ and strategic ~~priorities~~ ~~commitments~~
- Maintains culture of respect through the system
- Creates a focus on faith, education excellence and student well-being

- (1) Does not meet expectations
- (2) Meets expectations
- (3) Exceeds expectations
- (X4) Unknown

Comments:

3. Communications

- Provides written and verbal reports to the Board of Trustees
- Regularly corresponds to the system
- Responds to media/general correspondence
- Responds to inquiries in a timely fashion
- Provides timely information on Ministry initiatives that may affect the system
- Interprets and communicates policy, procedures, legislation and regulations to others (staff and trustees) to increase understanding
- Maintains open and meaningful communication with the Board

(1) Does not meet expectations

(2) Meets expectations

(3) Exceeds expectations

~~(X4)~~ Unknown

Comments:

4. Staff Relations

- Builds respectful relationships with all employee groups
- Creates an atmosphere of trust and collaboration
- Takes a problem-solving approach to issues
- ~~Promotes a~~ Creates a culture of learning that allows staff to engage in continuous learning
- ~~Handles tough situations well and manages difficult personnel issues —successfully~~
- ~~Is recognized as a professional leader~~
- ~~Seen as approachable and a builder of relationships with trustees, staff and community~~
- ~~Integrates feedback for trustees, staff and the community into positive action~~
- ~~Creates atmosphere of trust and collaboration when working with trustees, staff and community~~

(1) Does not meet expectations

(2) Meets expectations

(3) Exceeds expectations
(X4) Unknown

Comments:

5. Community and Public Relations

- Represents the Board in a positive and professional manner
- Strengthens inter-board cooperation
- Enhances the system profile locally and provincially

(1) Does not meet expectations
(2) Meets expectations
(3) Exceeds expectations
(X4) Unknown

Comments:

6. Vision of System: Present and Future

- Articulates and promotes Mission and values ~~n and beliefs~~ of the system
- Understands system design and change management process
- Articulates how system and school planning ~~need to align~~ nt and and reflect support system ~~mission and~~ the Board's strategic priorities ~~commitments~~

(1) Does not meet expectations
(2) Meets expectations
(3) Exceeds expectations
(X4) Unknown

Comments:

7. General Organizational System Leadership

- Leads by example – is seen as instructional leader
- Takes forward thinking approach to anticipate change
- Inspires confidence in the system
- Interprets and communicates policy, procedures, legislation and regulations to others (staff and trustees) to increase understanding all
- Maintains a clear and consistent sense of direction
- Deals directly with difficult issues
- Provides clear roles and high expectations for senior staff
- Integrates feedback from trustees, staff and the community into positive action
- Handles tough situations well and manages difficult personnel issues successfully
- Deals directly with difficult issues
- Defines clearly issues/problems
- Takes problem-solving approach/involves others in discussions
- Provides clear roles and high expectations for senior staff

- (1) Does not meet expectations
(2) Meets expectations
(3) Exceeds expectations
(X4) Unknown

Comments:

8. Organizational Leadership

- Deals directly with difficult issues
- Defines clearly issues/problems
- Takes problem-solving approach/involves others in discussions
- Provides clear roles and high expectations for senior staff

- (1) Does not meet expectations
(2) Meets expectations
(3) Exceeds expectations
(4) Unknown

Comments:

7.8. Fiscal Leadership

- Ensures ~~the that~~ budget ~~planning~~ process reflects ~~accountability~~accountability in, planning for ~~and~~ economic ~~and~~ political realities
- Ensures budget allocations reflect articulated goals of system in the department are ~~department/~~planning process
- Ensures financial management of the Board is consistent with legal and Ministry requirements

(1) Does not meet expectations

(2) Meets expectations

(3) Exceeds expectations

~~(X4)~~ Unknown

Comments:

8.9. Personal and Professional Attributes

- Participates in professional peer organizations
- Contributes to provincial initiatives, projects and/or committees and is active
- Demonstrates ethical principles in management activities
- Is recognized as a professional leader • ~~Demonstrates professional attitudes and attributes~~

(1) Does not meet expectations

(2) Meets expectations

(3) Exceeds expectations

~~(X4)~~ Unknown

Comments:

SUMMARY OF BOARD RESPONSE:

After Board members have reviewed and discussed the Director of Education's report, the Chair and Vice Chair will summarize the points by completing this form.

The Director of Education does a competent job in these areas:

The Director of Education could develop in these areas:

Summary Statement:

Comments from the Director of Education:

Signature of Chair:

Date:

Signature of Director of Education

Date:

The Director of Education's signature merely indicates that the completed form has been read and does not necessarily imply agreement with the performance evaluation.

A copy of this document will be placed in the Director of Education's personnel file.

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

The Halton Catholic District School Board encourages practices that attract, retain, and reward high-performing employees who are effective at implementing the goals set out in the Board's strategic plan.

The HCDSB is cognizant of our responsibility to set reasonable executive compensation limits that are fiscally responsible and respect ratepayers.

APPLICATION AND SCOPE

The policy applies to all compensation of senior executives of the Board.

REFERENCES

[*Broader Public Sector Executive Compensation Act, 2014*](#)

[*Executive Compensation Report - HCDSB*](#)

DEFINITIONS

Cash Compensation: Salaries and bonuses provided by reaching stated goals.

Non-Cash Compensation: health and dental insurance, group life insurance, long term disability.

PRINCIPLES**Compensation Philosophy:**

The HCDSB does not only support traditional methods of compensation (salary and benefits) but supports merit based pay for executives who reach well-defined goals, linked to the Board defined strategic plan.

We support employees through career growth opportunities and culture that reward performance.

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

REQUIREMENTS

Designated Executives:

- Director of Education
- All Superintendents (both academic, business & human resources)

Eligible Compensation:

Compensation of designated executives include salary, benefits and performance based pay as decided by the board.

Ineligible Types of Compensation:

The following types of compensation are ineligible:

- i) Signing bonuses
- ii) Retention bonuses
- iii) Housing allowances
- iv) Car allowances

Structure of Compensation:

Every executive of the Board will receive a base salary.

Each executive will be given an opportunity to earn an additional lump sum of performance/merit based pay dependent on pre-determined objectives being met.

Approvals of Compensation:

- All base pay compensation will be approved by the Board of Trustees in **an in-camera meeting of the Board.**
- **All merit based payouts for superintendents will be proposed by the Director of Education and approved by Trustees.**
- **All merit based payouts for the Director will be developed and approved by Trustees.**

Approvals of Contracts:

Though the Director is solely responsible for the hiring of all superintendents, contracts will be approved by Trustees before being signed.

The Board of Trustees will approve the contract of the Director of Education before being signed.

Determination of Base Pay:

The base pay of current executives of the board will be set at their 2017-2018 level. Any new executives hired by the HCDSB will be given a base pay informed by the tier 4 salary range outlined in the November 2017 Executive Compensation Report. Base pay for new executives should be informed by the number of years of experience they bring to the Board.

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

Determination of Merit Based Pay:

The total amount of merit bonus paid out to executives of the HCDSB will be determined by the increase in the envelope over the base year of 2017-2018. The distribution of this envelope for the next school year will be determined by Trustees at the last meeting of each school year.

Administration of Compensation:

The Board will engage in ongoing administration of the compensation structure to ensure that our philosophy is being implemented.

Objectives:

The Director will draft objectives for each superintendent on an annual basis, in line with the goals and objectives of the strategic plan. The Director will submit these objectives to the Board at the last meeting of each school year for approval by the Board.

The Board will draft objectives for the Director on an annual basis, in line with the goals and objectives of the strategic plan. The Board will approve these objectives at the last meeting of each school year.

Review of Performance:

The Director shall review the performance of superintendents, and shall submit a written formal in-camera report to Trustees, that outlines superintendent's performance against their objectives as well as advice on payout of their merit pay. This will come to Trustees as an action item for approval by the last meeting of each school year.

The Board shall review the performance of the Director, and shall vote on merit based pay by the last in-meeting of each school year.

Transparency and Public Feedback:

The HCDSB will post all executive compensation on the public website by August 31 under a section entitled "compensation".

Trustees will be given a report on the sunshine report, before it is submitted to the province.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

ASSOCIATED Operating Policy V-04 School Fundraising Activities
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

PURPOSE

To provide direction regarding fundraising practices.

APPLICATION AND SCOPE

This administrative procedure applies to all members of the school community and to all trustees and employees of the Board.

PRINCIPLES

This procedure has been designed to align with the guiding principles as set out in Operating Policy V-04 School Fundraising Activities.

DEFINITIONS

School Fundraising

School fundraising is any activity, permitted under *Policy V-04 School Fundraising Activities*, 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.

Board Fundraising

Board fundraising is any activity, permitted under *Policy V-04 School Fundraising Activities*, to raise money or other resources, that is approved by the director, in consultation with, and upon the advice of senior staff and trustees, for Halton Catholic Children's Education Foundation.

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.

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.

ASSOCIATED Operating Policy V-04 School Fundraising Activities
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

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.

Registered Charity

Charitable organizations, public foundations, or private foundations that are created and resident in Canada. They must use their resources for charitable activities and have charitable purposes that fall into one or more of the following categories:

- The relief of poverty
- The advancement of education
- The advancement of religion
- Other purposes that benefit the community

A charitable registration number must exist for the charity to be registered.

Non-profit Organization

Non-profit organizations are associations, clubs, or societies that are not charities and are organized and operated exclusively for social welfare, civic improvement, pleasure, recreation, or any other purpose except profit. A non-profit organization may seek permission from the Canada Revenue Agency to become a registered charity.

REQUIREMENTS

I. FUNDRAISING ACTIVITIES MUST:

- comply with Board policies and related administrative procedures, including *Policy V-4 School Fundraising Activities* and *Policy II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities and Fees for Fundraising Activities*
- reflect the values and expectations of the school community including those of parents, students, staff and school board trustees
- support and protect staff and volunteers from legal liability through practices that promote accountability for the handling and management of the proceeds raised
- be decided upon in consultation with members of the school community (i.e. school council, staff, students, parish)

SCHOOL FUNDRAISING ACTIVITIES

ADMINISTRATIVE PROCEDURE No.: VI-59

DATE:

September 18, 2012

AMENDED:

June 13, 2016

**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:**

Operating Policy V-04 School Fundraising Activities

- take place after principle consideration to the number, extent and frequency of fundraising activities
- have a designated purpose and a plan for the raised proceeds
- refer to Appendix "A" for the Annual School Generated Funds Plan Template to be completed by the school Principal and approved by a Family of Schools Superintendent by October 31st of each school year
- use proceeds for their intended purpose
- be compliant with municipal, provincial and federal legislation
- be compliant with Ministry of Education guidelines and policies (i.e. Fees for Learning Materials and Activities Guidelines, Fundraising Guideline, Food and Beverage Policy, Equity and Inclusive Education Strategy, Facility Partnerships, Broader Public Sector directives)
- be compliant with Public Sector Accounting Standards
- must not detract from the learning environment

II. VOLUNTARY NATURE OF FUNDRAISING

The school community is welcome to participate in fundraising activities. These activities should reflect the diversity, values and priorities of the local school community.

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.

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*).

III. SAFETY

The Principal is responsible for ensuring that:

- student safety is a priority when considering the selection of a fundraising activity
- student fundraising activities are age appropriate
- appropriate supervision can be maintained when students are participating in fundraising activities
- appropriate safeguards are in place regarding collection, deposit, recording, and use of public funds

ASSOCIATED Operating Policy V-04 School Fundraising Activities
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

IV. ACCEPTABLE USES FOR FUNDS RAISED

- The purposes for which funds are collected must be consistent with the Board's mission and values.
- Funds raised through school fundraising activities may be directed towards school activities/initiatives as well as registered charitable organizations supporting the Board's mission and values.
- Funds raised in support of registered charities and/or non-profit organizations (including subsidiaries, affiliates, and associates) shall not be directed towards providing advocacy, programs, financing or material support for abortion, contraception, euthanasia, or embryonic stem cell research.
- The Province provides funding for the construction of new schools and additions, for repairs and renovations, for the operation and maintenance of schools (including heating, lighting and cleaning) and for staffing (including supply teachers). Funds raised for school purposes are to be used to complement, not replace, public funding for education.
- Capital projects supported by fundraising proceeds should not result in an increase in the student capacity of a school.
- Fundraising proceeds should not result in a significant increase in school or board operating or capital costs.

*for more information on the acceptable uses for funds raised, please reference Appendix B, HCDSB Fees and Fundraising Guide

V. REGISTERED CHARITY APPROVAL PROCESS

- The following must be provided to the Director of Education or designate:
 - Charitable registration number;
 - A copy of its objects and mission statement;
 - A declaration executed by an officer of the registered charity confirming that the funds raised by schools/boards on behalf of the charity shall not be directed towards providing advocacy, programs, or material support for abortion, contraception, sterilization, euthanasia, or embryonic stem cell research.
- The process is undertaken once, unless a charity amends its objects and/or mission, or the way it permits donors to direct their fundraising efforts, in which case, the charity would be responsible for reapplying for approval.
- A registered charity, if not approved, can seek immediate reconsideration of the decision by writing to the Director of Education or designate to provide additional information.

ASSOCIATED Operating Policy V-04 School Fundraising Activities
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

- After three years, a registered charity not initially approved, will be permitted to re-apply to the Director of Education or designate based on changes made to meet the Board's requirements.

VI.VI. SCHOOL CONSIDERATIONS WHEN SELECTING USES FOR FUNDS RAISED

- Projects supported by fundraising activities should be reviewed to examine alignment with the school board's overall priorities, the school improvement plan and Ministry of Education priorities.
- Future maintenance and repair costs need to be considered when selecting how to spend fundraising proceeds.
-
- When spending fundraising proceeds, adherence to *Policy I-25 Purchasing Policy* and *Administrative Procedure VI-11 Purchasing Procedures* must occur.

VI.VII. ACCOUNTABILITY AND FINANCIAL REPORTING – SCHOOL LEVEL

- The Principal will prepare an annual report on school generated funds which includes proceeds raised through fundraising initiatives.
- The Principal may determine the best communication vehicle for his/her local school community (i.e. newsletter, posting to school website).
- Catholic School Councils must report annually to the Principal on their fundraising activities.
- A transparent accounting of the amounts collected and expenditures allocated must be made available to the school community. All monies generated and spent at the school will be reported.
- The Principal will report on School Generated Funds at Catholic School Council meetings at a minimum of three (3) times a school year and will post these reports on the school website at a minimum of three (3) times a school year.
- Refer to Appendix "C" for the template to be used by schools to report School Generated Funds.
- The Principal will provide a monthly summary report of fundraising activities at Catholic School Council meetings

ASSOCIATED Operating Policy V-04 School Fundraising Activities
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

- The Principal will provide adequate oversight over the collection, deposit, recording, and use of School Generated Funds, reviewing bank deposits, payments, fund transfers and bank statements on a regular basis
- The Principal will ensure all financial records relating to the collection, deposit, recording, and use of School Generated Funds are maintained in accordance with the school board's records retention schedule Deposits are made weekly or more often when cash collected exceeds \$1,000, and funds collected are kept in a secured and locked place at all times
- All funds collected through school fundraising are subject to the Board's regular audit and accountability requirements and the recording and reporting of such funds must adhere to the Ontario Association of School Business Officials "Guideline for School Generated Funds (Revised June 2015)."

VII-VIII. ACCOUNTABILITY AND FINANCIAL REPORTING – BOARD LEVEL

- School boards may choose to report to the school community in an annual report, which may include an overview of school-level fundraising across the board and board-level donations and corporate sponsorships
- School boards must adhere to Public Sector Accounting Board (PSAB) standards, which require that funds generated at the school level are consolidated and reported in the annual financial statements of the school board.
- School boards should communicate and train school administrative staff on procedures for the collection, disbursement and accounting of school generated funds (including fundraising).

VIII-IX. APPENDICES


Appendix A	Annual School Generated Funds Plan Template
Appendix B	HCDSB Fees and Fundraising Guide
Appendix C	School Generated Funds Reporting Template

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

Director of Education and Secretary of the Board

Annual School Generated Funds Plan Template

		Annual School Generated Funds Plan				
School Name:			Family of Schools:			
Principal:			School Year:			
Category of Funds	Fundraising Timeline	Intended Use of Anticipated Proceeds	Opening Balance	Projected Revenues	Projected Expenses	Closing Balance

Principal Signature: _____
Date: _____

School Superintendent Signature: _____
Date: _____

Note: Do not include break-even events (ie. plays, trips, etc.) or fundraisers to be donated to external charities (ie. United Way, Heart and Stroke, etc.).

HCDSB - Fees and Fundraising Guide Recommended Approved Expenses June 2016

Funds are generated in schools from a number of different sources and used in a number of different ways. These guidelines apply to all funds that are received, raised or collected in the name of the school or school activity. These funds, which are administered by the school, are raised or collected from sources other than the school board's operating and capital budget.

Categories of School Generated Funds:

School Activity Fees :

The school collects a fee at the beginning of a school year, term or semester or for an activity or excursion planned by the school. Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as agendas, student recognition programs, yearbooks, extracurricular activities, school dances or theme days. (***Student Registration Fee is no longer an appropriate term to use for these fees***)

Fundraising:

Fundraising is any activity permitted under HCDSB's policies to raise money or other resources and that is approved by the school principal, supported by the Catholic school council 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. Examples of school fundraising initiatives are: Major School Fundraiser (Dance-a-thon), Fundraising for overnight excursions (Quebec, Ottawa, Europe), Fundraising for a local charity or social justice initiative (Civvies Days, United Way Drives, Lenten Initiatives).

Commissions:

Where approved by the board, schools raise funds through partnerships and/or contracts with outside agencies such as cafeteria service providers, school photograph companies and school/sports uniform providers. Any profits and/or rebates that are generated by these relationships are considered School Generated Funds. In addition, GST/HST rebates are also considered School Generated Funds as they are tied to purchases made of goods or services with school generated funds on behalf of the students in the school.

Approved Expenses that can be charged to School Generated Funds

Approved Expense	School Activity Fee	Fundraising	Commissions
Technology/Audio Visual <ul style="list-style-type: none"> which complement and do not replace existing school board allocations 		X	X
Support for School Physical Enhancements <ul style="list-style-type: none"> upgrades to school facilities that do not increase the student capacity of the school. (e.g. rebuilding cafeteria stage, retrofitting auditorium, gymnasium enhancements) upgrades to sporting facilities such as running tracks, specialized recreational facilities, installation of artificial turf and scoreboards. School improvement projects (for example, playground equipment, shade structures, gardens, outdoor rink, green initiatives) NOT – facility renewal, maintenance, or upgrades normally funded through the school renewal grants such as structural repairs, sanitation, emergency repairs, or replacing floor tile due to wear and tear. 		X	X
Awards	X	X	X
Graduation/Confirmation	X	X	X
Supplement Excursions (Field Trips)	X	X	X
Clubs <ul style="list-style-type: none"> Transportation, uniforms, guest speakers 	X	X	X
Parent Volunteer Events		X	X
Student Council Activities	X	X	X
Library Books / Literacy Rooms		X	X
Specialized Optional Programs (e.g. IB Program, OYAP) Optional Programming refers to selected courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the provincially mandated curriculum	X		
Art supplies (outside of Art curriculum)		X	X
Sacramental Support: Honorarium for Parish Priests		X	X

Approved Expense	School Activity Fee	Fundraising	Commissions
Materials for Chapels / Prayer Tables			
Financial support Families/Students		X	X
Spirit Wear for Students	X	X	X
Transportation	X	X	X
Student/Parent Handbooks	X	X	X
Play Day, Fun Days, Student BBQs	X	X	X
Year Books	X	X	X
Community and Charitable Donations		X	X
Instrumental Music Program		X	X
Guest Speakers		X	X
School Promotional Products as Gifts (ie. School pens)			X
Hospitality for School Community and Catholic School Council Events		X	X
Athletics: Sports Teams Uniforms, Transportation, Championship Dinners, tournament fees	X	X	X
Trophies/Plaques	X	X	X
Award Winners	X	X	X
Gifts for Volunteers		X	X

Approved Expenses that MUST come from School Board's Operating Budget (via Purchasing Card, Purchase Requisition or Cheque Requisition)

(School Generated Funds MAY NOT be used for these purchases.)

- Hospitality for staff (meetings, interview nights, curriculum nights any after-hours meetings for employees)
- Faith Day or other Professional Development Day Expenses
- All Textbooks
- Mobile devices
- Teacher Resources / Professional Development Materials
- Guest speakers/presentations that support curriculum areas
- Professional Learning / Staff Training
- Photocopy / Printing Expenses
- Office Administration Fees (e.g. post office supplies, office consumables)
- Instrumental Music Items (Secondary only)
- All consumables (classroom consumables – arts/crafts supplies, paper, paint)
- Any classroom supplies
- Any materials required for completion of curriculum such as workbooks, cahiers, musical instruments, science supplies, lab materials and safety goggles.
- Off-site course requirement (e.g. golf, leisure, recreational education)

Expenses that could be purchased with either SGF or Board Operating budget (via Purchasing Card, Purchase Requisition or Cheque Requisition):

- Technology / Audio Visual equipment
- Support for School Physical Enhancements
- Athletics
- Library Books/Literacy Rooms
- Sacramental Support
- Instrumental Music Program (Elementary)
- Guest Speakers
- School Promotional Products
- Hospitality for School Community and Catholic School Council Events
- Guest Speakers / Presentations that support curriculum areas

Expenses NOT APPROVED to be paid by either SGF or School Board's Operating Budget

(As outlined in Trustee/Staff expense policy)

- Gifts for any HCDSB staff (including school promotional and spirit wear)
- Staff Socials
- Appliance Repairs
- Alcohol and Tobacco product
- Supply teacher coverage to support school trips
- To reimburse cancellation of school trips (as a replacement of cancellation insurance)

Categories to Report

Elementary Schools

Revenues:

FUNDRAISING

- Major School Fundraising Initiative (e.g. Dance-a-thon)
- Milk and Pizza Day Revenue
- Library Book Fair
- Community Events (Pasta Night, Movie Night, Barbecue, Craft Night etc)
- Social Justice Initiatives

SCHOOL ACTIVITY FEES

- Excursions (Trips)
- Student Agenda / Yearbook Sales
- Graduation

COMMISSIONS

- Rebates from outside companies (Photography, Lunch Programs)
- GST/HST Rebates

Expenses:

- All purchases from above revenues must be reported on.

Secondary Schools

Revenues:

FUNDRAISING

- Fundraising (Social Justice, Charitable Organizations, Community and School fundraising)
- Special events
- Student Council

SCHOOL ACTIVITY FEES

- Option Sheet Fees
- Athletics Fees
- Clubs and Activities Fees
- Departments
- Excursions
- Graduation

COMMISSIONS

- Commissions from cafeteria provider
- Rebates from outside companies (Photography, Uniforms, Cafeteria)
- GST/HST Rebates

Expenses:

- All purchases from above revenues must be reported on.

HCDSB – School Generated Funds Reporting Template

YOUR SCHOOL NAME Catholic Elementary School				
School Generated Funds				
As at REPORTING DATE				
	Opening Balance	Revenues	Expenses	Ending Balance
Administration				\$ -
Clubs				\$ -
Departments				\$ -
External Charities				\$ -
Field Trips/Excursions				\$ -
Halton Food For Thought				\$ -
Other				\$ -
School Fundraising				\$ -
Special Events				\$ -
	\$ -	\$ -	\$ -	\$ -

YOUR SCHOOL NAME Catholic Secondary School				
School Generated Funds				
As at REPORTING DATE				
	Opening Balance	Revenues	Expenses	Ending Balance
Administration				\$ -
Athletics				\$ -
Clubs and Activity Fees				\$ -
Commissions				\$ -
Departments				\$ -
External Charities				\$ -
Field Trips/Excursions				\$ -
Fundraising				\$ -
Halton Food For Thought				\$ -
Other				\$ -
School Council				\$ -
Special Events				\$ -
	\$ -	\$ -	\$ -	\$ -

EDUCATIONAL RESEARCH

ADMINISTRATIVE PROCEDURE NO.: VI-25

DATE: June 6, 2002

AMENDED: June 23, 2003

AMENDED: August 29, 2005

AMENDED: December 4, 2007

AMENDED: January 15, 2018

ASSOCIATED [Operating Policy I-07 Protection of Privacy](#)
 OPERATING POLICIES & [Operating Policy II-37 Volunteers in Catholic Schools](#)
 ADMINISTRATIVE [Operating Policy II-38 Educational Research](#)
 PROCEDURES: [Administrative Procedure VI-81 Privacy Procedure](#)

PURPOSE

To outline the procedures for conducting educational research* within the Halton Catholic District School Board (HCDSB). It is understood that educational research proposals need to be compatible with the Christ-centred learning environment provided to all students within the HCDSB.

REFERENCES

[The Education Act](#)

[Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada, Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, December 2014.](#)

DEFINITIONS

Research is defined as an undertaking intended to extend knowledge through a disciplined inquiry and/or systematic investigation” (Tri Council Policy Statement, 2014, p. 5)

External Research is described as when an external agency/individual/institution wants to do research in a school or board. This includes requests from a Board employee collaborating with a non-Board agency or educational institution, and requests from a Board employee wanting to do research outside his/her own area of responsibility for the purposes of completing a professional course or program of study (e.g., graduate degree).

Internal Research is described as a central office, school or classroom research project that is related to Board or Ministry initiatives, conducted by any Board employee. It also includes a Board employee who conducts research within his/her own work environment to promote professional growth (e.g., AQ course).

SCOPE AND OBJECTIVE

This procedure applies to all individuals seeking approval to conduct research (external or internal*) within the HCDSB community. This procedure will ensure that research with human subjects (i.e., staff and/or students) conducted within the HCDSB meets high scientific, ethical, and professional standards that respect and protect potential participants. As such, all research involving human subjects (i.e., staff and/or students) conducted within the HCDSB must be approved by the HCDSB Research Advisory Committee (RAC) before it starts.

EDUCATIONAL RESEARCH

ADMINISTRATIVE PROCEDURE NO.: VI-25

DATE: June 6, 2002

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REQUIREMENTS

1. Anyone seeking to conduct educational research will be referred to either the Board website or to StaffNet to consult our policy, administrative procedure, and obtain a copy of necessary application forms.
2. The applicant will complete the appropriate form (e.g., the Internal or External Research Request form, or the Program Evaluation form) and submit it to Research and Development Services for consideration.

FOR EXTERNAL APPLICANTS ONLY: Applicants are required to complete the appropriate form. In the case of wanting to conduct a research study, an external research request application is required. In the case of wanting to conduct a program evaluation, the program evaluation form is required. Submissions must include a signed and completed electronic form and all supporting documents, including the research proposal, sample consent letters, copies of any surveys, and interview or focus group guides. The form and supporting documents should be submitted by the application deadline dates, which are posted on the Board website. Completed applications should be emailed to research@hcdsb.org. Alternatively, eight (8) paper copies of the completed application and all supporting documents may be submitted by mail to the attention of the Chief Officer, Research and Development Services. Please note that research proposals must be approved by the appropriate ethics committee of the researcher's institution before the application will be considered by the HCDSB RAC. A copy of the sponsoring institution's Ethics approval should be attached to the application.

FOR INTERNAL APPLICANTS ONLY. A completed Internal Research Project Form should be completed and forwarded to Research and Development Services. Research activities conducted by HCDSB employees that are not part of their ordinary job responsibilities and authority require the permission of the appropriate Superintendent. Some projects may require a review by the HCDSB Research Advisory Committee. If applicants are unsure, please consult with the Chief Officer, Research and Development Services.

All research proposals must be reviewed for ethical and methodological consideration and approved by the HCDSB RAC *before* the research can be initiated in the schools. Approval by the RAC is valid for one school year. If the study is not finished, or the external research wishes to continue the project in the following year, s/he must contact the Chief Officer, Research and Development Services, for an extension, and must, of course, also connect with those who are participating in the study.

3. Depending on the nature of the study, external researchers may be required to provide a Vulnerable Sector Screening Criminal Reference Check* *before* being granted permission to enter school sites to conduct research. See Policy II-37 *Volunteers in Catholic Schools*.
4. All research applications will be vetted by the Chair of the HCDSB RAC to ensure that it complies with HCDSB mission, values, and strategic priorities. Note that there may be some applications whereby vetting is not possible, and yet the Board will participate (e.g., the EQAO student questionnaire is an example of

EDUCATIONAL RESEARCH

ADMINISTRATIVE PROCEDURE NO.: VI-25

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ASSOCIATED [Operating Policy I-07 Protection of Privacy](#)
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such a case) Applications will then be reviewed at the upcoming HCDSB RAC meeting. The HCDSB RAC is comprised of staff members from various service departments, including but not limited to Research and Development, Curriculum, Special Education, and School Services, as appropriate (see Note below for a complete list).

5. The HCDSB RAC meets four (4) times a year: September, November, February, and May. Applicants will receive a written response from the Chair of the HCDSB RAC approximately six- eight weeks after each deadline. Successful applicants from the May meeting are expected to begin their projects in following school year. External researchers must refrain from conducting research in our school community during Quiet Period , as well as September, June, or over the summer period. All research proposals must make such provisions as are practical for limiting any disturbance of the daily instruction of pupils. All proposals are evaluated on this criterion by the HCDSB RAC.
6. Approval from the HCDSB RAC does not guarantee participation of a particular school and/or staff members and students in the research study. If the research project interferes with the educational process in a school, the Principal may request that his or her school be excluded from the study.
7. Informed consent is required for all research activities that are not conducted under the authority of the Education Act. The form of this consent may vary across projects, but it should be obtained from participants before the study begins. Consent must be voluntary, informed, and an ongoing process.
8. When students participating in the study are under the age of 18, consent must be obtained from a parent/guardian.
9. Student assent is an expression of approval and is also required for all research activities. Researchers will ensure that it is made clear to students that they are being invited to participate in the study, that their participation is voluntary, and that they can withdraw at any time.
10. All persons conducting research within the HCDSB must guarantee anonymity of the individual students, schools, and school personnel in reporting the results, unless written approval is obtained from those involved in the research study and/or Research and Development Services.
11. Under the authority of the Education Act, personal information can be collected and used for research purposes by staff of Research and Development Services, who are supporting internal research activities. The information will be used, disclosed, and retained in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
12. All researchers must submit a copy of their written report (or an executive summary, infographic etc.) to the Chief Officer, Research and Development Services upon study completion.
13. All researchers should engage in knowledge exchange/mobilization efforts with participating schools/staff members/students upon study completion.

EDUCATIONAL RESEARCH

ADMINISTRATIVE PROCEDURE NO.: VI-25

DATE: June 6, 2002

AMENDED: June 23, 2003

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ASSOCIATED [Operating Policy I-07 Protection of Privacy](#)
 OPERATING POLICIES & [Operating Policy II-37 Volunteers in Catholic Schools](#)
 ADMINISTRATIVE [Operating Policy II-38 Educational Research](#)
 PROCEDURES: [Administrative Procedure VI-81 Privacy Procedure](#)

NOTE:

- a) Membership on the Research Advisory Committee is composed of (when applicable):
- i. Board's Chief Research Officer (CHAIR)
 - ii. Superintendent of Education
 - iii. Superintendent of Curriculum Services
 - iv. Superintendent of Special Education
 - v. Chief Social Worker/Mental Health Leader/Chief Speech and Language Pathologist/Chief Psychologist
 - vi. Curriculum Consultant
 - vii. Special Education Consultant

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____

Director of Education and Secretary of the Board

PURPOSE

The Halton Catholic District School Board recognizes that the International Languages Elementary Program is an important educational experience and opportunity for students. It is also a core part of the academic, social, and cultural fabric of communities across the Board. The program deepens students cultural awareness, fosters pride in their heritage, and strengthens their self-esteem and self-image.

SCOPE AND OBJECTIVE

Participation in ILE classes helps all students to communicate more effectively with people of diverse backgrounds. It builds language skills that they will be able to use locally, nationally, and globally, giving them more opportunities to represent Canada in the global village. The provincially mandated International Languages Elementary Program is accomplished in partnership with the Ministry of Education, subject to the Board and Ministry requirements.

PRINCIPLES

Where warranted, the Halton Catholic District School Board will establish an International Languages Elementary (ILE) Program on an integrated extended day, lunchtime, after school, evening, weekend or summer school basis, subject to the following conditions:

- that ILE classes be considered upon the written request of a local parish or community organization or upon the written recommendation of a school principal.
- that a minimum number of students per class as prescribed by Ministry grant regulations be assembled before a class be established.
- that where ILE classes are to be offered, instruction shall be limited to two and one-half hours per week. The Board will not accept responsibility for the payment of teaching services beyond two and one-half hours per language class per week.
- that ILE instructors be hired within Board and Ministry of Education qualifications and at an hourly rate to be determined by the Board.
- that participation in ILE classes be voluntary and that only pupils whose parents/guardians have registered their children, may participate.
- that parents/guardians of students participating in the ILE classes be responsible for transportation arrangements that may be required.

Admission to the International Languages Elementary Program is open to all elementary school age children who reside and attend school in the province of Ontario.

REQUIREMENTS

1. Organizations, Parish or Parental Committees requesting International Languages Elementary classes are to forward their request in writing to the Principal of Continuing Education.
2. The Principal of Continuing Education will evaluate each request and make decisions with respect to:
 - a. suitability of the program;
 - b. staffing and funding;
 - c. location and instruction times;
 - d. conformity to Halton Catholic District School Board and Ministry of Education regulations.
3. Employment of instructors shall be the responsibility of the Principal of Continuing Education. Appointment and deployment of Instructors will conform to the Board policy.
4. Class registers shall be maintained for each class.

Approved: Regular Meeting of the Administrative Council

Authorized By: _____
Director of Education and Secretary of the Board

ASSOCIATED [Operating Policy II-31 Risk Management – First Aid](#)
OPERATING POLICIES & [Operating Policy V-05 School Accidents – Safety](#)
ADMINISTRATIVE [Administrative Procedure VI-71 Concussion Protocol](#)
PROCEDURES::

PURPOSE

To provide assiduous attention to the first aid of all employees and students within the Halton Catholic District School Board's jurisdiction.

REFERENCES

[WSIB Regulation 1101](#)

SCOPE AND OBJECTIVE

This administrative procedure shall apply to all Board sites within the jurisdiction of the Halton Catholic District School Board and where employees and students are on Board related business and/or activities.

PRINCIPLES

The Halton Catholic District School Board will give assiduous attention to the first aid of students and employees in compliance with the Education Act, Occupational Health and Safety Act (OHSA) and Workplace Safety and Insurance Act (WSIA) Procedures and Protocols, as well as all other legal obligations.

REQUIREMENTS

1. At the beginning of each school year, the Principal/Site Administrator will review with staff the following sections of the First Aid Protocol:
 - the First Aid action plan for the site;
 - the identification of the First Aid providers and their site location(s);
 - the identification of the location of the devices/medication (AED, EpiPens, etc.);
 - the respective role of the Principal/Site Administrator, the First Aid providers and the employees in cases of accident and/or injury;
 - the universal blood and body fluid precautions;
 - the forms that must be completed in case of injury (i.e. the Ontario School Boards' Insurance Exchange (OSBIE) Incident Report Form for students, volunteers and visitors; the Board's Accident/Incident Report Form for staff);
 - The Board's WSIB Officer will complete and submit a WSIB Form 7, if necessary;

RISK MANAGEMENT – FIRST AID

ADMINISTRATIVE PROCEDURE No.: VI-74

DATE:

February 17, 2015

AMENDED:

April 3, 2018

ASSOCIATED [Operating Policy II-31 Risk Management – First Aid](#)
OPERATING POLICIES & [Operating Policy V-05 School Accidents – Safety](#)
ADMINISTRATIVE [Administrative Procedure VI-71 Concussion Protocol](#)
PROCEDURES:.

- The process whereby staff and students with life threatening allergies, illnesses and medical conditions are identified and the appropriate emergency procedures to be taken.
- 2. In all cases of a suspected head injury and/or concussion, the Board concussion protocol will be followed.
- 3. The Principal will ensure that a first aid qualified adult (e.g. Trainer) is present at all games/practices for sports designated as high risk [Archery; Cheerleading (Acrobatic); Diving/Springboard/Tower; Dragon Boat Racing; Field Hockey; Football (Tackle); Gaelic Football; Ice Hockey; Inline/Roller Hockey; Lacrosse (Box/Field); Ringette (Ice); Rowing; Rugby (Tackle); Skiing (Alpine/Snowboarding/Snowblading); Track and Field (Discus, High Jump, Javelin, Pole Vault, Shot Put, Steeple Chase); Triathlon - Swim/Run/Cycle; Water Polo; Wrestling].

IN CASES OF INJURY:

1. The Principal/Site Administrator shall:
 - provide for First Aid to be administered;
 - provide for the recording of the First Aid treatment/advice given;
 - provide immediate transportation to a hospital, doctor's office or employees home, if needed;
 - notify the parents/guardians (or in case of employee, emergency contact) as soon as possible, when appropriate.
 - A. **For Employees:**
 - The Board will arrange and pay for transportation to get medical care, if needed for employees.
 - Submit to Human Resources the Board Accident/Incident Report within 24 hours of injury.
*Accident/Incident Reports are to be sent to AccidentIncidentReport@hcdsb.org
 - B. **For Students/Volunteers/Visitors:**
 - Complete and submit the online "OSBIE Incident Report Form" as soon as possible.
2. The Employee shall:
 - promptly obtain First Aid.
 - report an injury to principal/site administrator as soon as possible.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____

Director of Education and Secretary of the Board

SAFE ARRIVAL AT SCHOOL PROGRAM**ADMINISTRATIVE PROCEDURE No.: VI-18**

DATE: November 1, 1999
AMENDED: March 7, 2011
AMENDED: April 2015
AMENDED: April 3, 2018

ASSOCIATED Operating Policy II-33 Safe Arrival at School Program
OPERATING POLICIES & ADMINISTRATIVE PROCEDURES::

PURPOSE

To promote the safety of pupils enrolled in schools of the Halton Catholic District School Board's schools.

SCOPE AND OBJECTIVE

The administrative procedures on the Safe Arrival at School Program apply to all schools under the jurisdiction of the Halton Catholic District School Board.

PRINCIPLES

1. The Halton Catholic District School Board recognizes that pupil safety is a shared responsibility involving the home, the school and other community agencies. Adherence to the Safe Arrival at School procedures established by the school, in consultation with its Catholic School Council, will enhance pupil safety.
2. A Safe Arrival at School Program shall be reviewed at each school in accordance with the Halton Catholic District School Board's policy and administrative procedures and the needs of the school community.
3. The Safe Arrival at School Program will outline the procedures for accounting and communicating pupil's unexplained failure to arrive at school.

REQUIREMENTS

1. Each school shall develop Safe Arrival procedures consistent with the Board Policy II-33.
2. The roles and responsibilities of parents/guardians, pupils, and school personnel are to be defined in the procedures.
3. The school's Safe Arrival procedures are to be communicated on an annual basis to the school community.
4. In order to ensure their effectiveness, the school-based Safe Arrival procedures shall be reviewed on an annual basis in consultation with the Catholic School Council.

Guideline Procedures for Parents/Guardians, Students Over 18 Or Students Who Are Removed From Parental Control

1. Each school day, parents/guardians, students over 18, or students who are removed from Parental Control, shall contact the school and report pupil absences, or lates, prior to the start of and/or throughout the school day, unless the parent/guardian, student over 18, or student who is removed from Parental Control, informs the school of a prolonged absence.
2. Each school has a system in place, which permits calls/emails or other forms of communication to be made 24 hours, 7 days per week (e.g. answering machine and email system). Parents are encouraged to use this service

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ASSOCIATED Operating Policy II-33 Safe Arrival at School Program
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES::

prior to the commencement of school, leaving a message identifying the pupil(s), their grade, teacher, the first date of absence, the length of the absence, and the reason for absence.

3. The reporting system should be used to account for the absence and to eliminate the need for immediate follow-up. The school may request the parent to provide a written record of the absence with the child upon return to school. General reasons may be left on the answering system such as “illness” or “family matters”.
4. It is the responsibility of parents to provide the school with complete and current contact information, as outlined on the Student Verification Form, so they can be contacted in the case of an emergency or unexplained absence.

Guideline Procedures for Teachers

1. In elementary schools, attendance shall be completed and reported to the office following opening exercises and the commencement of afternoon instructional time.
2. In secondary schools, attendance shall be completed and reported to the Office within the first 20 minutes of each instructional period of the day. The attendance records shall be completed for the attendance secretary.
3. Students arriving after the attendance reporting is completed shall be asked to report to the office where their time of arrival will be recorded and a late slip provided for re-admittance.

Guideline Procedures for Office Staff

1. On an annual basis, the Office staff shall communicate with parents/guardians the need to provide the school with current contact information.
2. The school secretary/office staff shall perform the following:
 - retrieve all messages from the reporting system, or as provided by administrative staff from other means (e.g. email, and note reports of absences);
 - review the attendance and determine which absences are unexplained; and
 - record absences on the school's Trillium database.
3. For students with unexplained absences,
 - a. In Elementary Schools:
 - call the phone number (home and parent/guardian cell) of the student;
 - if no answer at home, call the parent/guardian's workplace;
 - if no contact made at the workplace, contact the parent designated emergency number;
 - for any of the above, if there is an answering system, leave a message with the time and date and request a return call to the school within 15 minutes;
 - if there is still an unexplained absence, the principal shall review the situation and, if appropriate, contact the local police department to report the unaccounted absence.
 - in the case of cancelled transportation, the school principal will determine the extent to which verification calls will be made (i.e. only walkers).

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ASSOCIATED Operating Policy II-33 Safe Arrival at School Program
OPERATING POLICIES &
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PROCEDURES::

b. In Secondary Schools:

- all period 1 and 2 attendance sheets must be scanned before 11:00 a.m.;
- teachers using on-line attendance must complete and submit their attendance at the beginning of each period 1 and 2;
- at approximately 11:30 a.m. the automated scheduled task will run and pick up any unexplained absences in period 1 and 2;
- Student Contacts with a Priority 1 and 2, will receive a call on their Home and/or Cell phone numbers at approximately 11:45 a.m.;
- at the end of the day, the secondary scheduled tasks will run and pick up any unexplained absences in any period during the entire day;
- attendance secretaries will run a report for unexplained absences in the morning prior to the 11:45 a.m. calls and at the end of the day to track any unrecorded attendance.

4. In the case of inclement weather, the verification of absences will be conducted after the last bus arrives at school.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____

Director of Education and Secretary of the Board