

**POLICY COMMITTEE MEETING
AGENDA**

Date: Tuesday, June 12, 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. Quinn)	
2. Approvals	
2.1 Approval of Agenda	
2.2 Approval of Minutes (May 8, 2018)	1 - 4
3. Action Items	
3.1 Policy II-38 Educational Research Surveys and Pilot Projects (L. Collimore)	5 - 7
3.2 Policy IV-04 Loss or Damage to Personal Items (R. Negoï, T. Overholt)	8 - 9
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3.4 ~NEW~ Executive Compensation Policy (P. Marai)	20 - 23
4. Discussion Items	
4.1 Policy I-09 School Accommodation Review – Consolidation and Closure (F. Thibeault, R. Negoï)	24 - 30
4.2 Administrative Procedure VI-35 School Accommodation Review - Consolidation - Closure (F. Thibeault, R. Negoï)	31 - 50
4.3 Policy I-37 Community Planning and Facility Partnerships (F. Thibeault, R. Negoï)	51 - 53
4.4 Administrative Procedure VI-78 Community Planning and Facilities Partnerships (F. Thibeault, R. Negoï)	54 - 60
5. Information Items	
5.1 Administrative Procedure VI-25 Educational Research (L. Collimore)	61 - 64
5.2 Administrative Procedure VI-40 Request for Promotion and Distribution of Program/Activity Related Materials Through Board School (R. Negoï, A. Lofts, D. Tkalcic)	65 - 69

5.3 Administrative Procedure VI-48 Protocol with External Agencies for the Provision of Services by Regulated Health Professionals, Social Service Professionals, and Paraprofessionals (PPM 149) (B. Browne)

70 - 80

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

POLICY COMMITTEE MEETING MINUTES

Date: May 8, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present: A. Danko A. Quinn (by telephone)
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
L. Collimore, Chief Officer, Research and Development
R. Merrick, Superintendent, Facility Management Services
C. McGillicuddy, Superintendent of Education, School Services
R. Negoï, Superintendent, Business Services
J. O'Hara, Executive Officer, Human Resources

Recording Secretary: J. Neuman

1. Call to Order

1.1 Opening Prayer (P. Marai)

The meeting began at 7:05 p.m. with a prayer led by P. Marai.

2. Approvals

2.1 Approval of Agenda

P#41/18

Moved by: A. Iantomasi

Seconded by: S. Trites

THAT, the agenda be approved.

CARRIED

2.2 Approval of Minutes

P#42/18

Moved by: J. Michael

Seconded by: A. Quinn

THAT, the minutes of the Policy Committee Meeting held on April 10, 2018 be approved, as submitted.

CARRIED

3. Action Items

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

P#43/18

Moved by: A. Quinn

Seconded by: A. Danko

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 May 15, 2018 Regular Board Meeting for approval.

Policy II-38 Educational Research Surveys and Pilot Projects was returned to the Policy Committee Meeting for further review. Questions regarding including consent for surveys were asked and answered. Definitions of Active and Passive Consent was clarified as being voluntary with the right to withdraw without penalty. The entire consent process was explained. Risks and benefits were described.

Additions to the policy were recommended including: informed consent for students under 18; a summary of the Tri-Council Policy statement; pertinent information from Administrative Procedure VI-25 Educational Research; distinction between consent for ministry and external surveys.

P#43/18 (Amendment)

Moved by: A. Danko

Seconded by: H. Karabela

THAT, the Policy Committee recommends that Policy II-38 Educational Research – Surveys and Pilot Projects be deferred to the June 12, 2018 Policy Committee Meeting, for further review.

The Chair called for vote. Recommendation **P#43/18 (Amendment) CARRIED.**

3.2 Policy II-48 Violent Threat Risk Assessment (C. Cipriano, T. Overholt)

P#44/18

Moved by: A. Danko

Seconded by: S. Trites

THAT, the Policy Committee recommends that Policy II-48 Violent Threat Risk Assessment, be forwarded, along with amendments, to the May 15, 2018, Regular Board Meeting for approval.

Policy II-48 Violent Threat Risk Assessment was explained. Minor amendments were addressed.

Questions regarding student behaviour and types of escalating behaviours were asked and answered.

The Chair called for vote. Recommendation **P#44/18 CARRIED**

3.3 Policy V-08 School Anniversary Celebrations (T. Overholt, P. Dawson)

P#45/18

Moved by: A. Iantomasi

Seconded by: S. Trites

THAT, the Policy Committee recommends that Policy V-08 School Anniversary Celebrations, be forwarded, along with amendments, to the May 15, 2018, Regular Board Meeting for approval.

Policy V-08 School Anniversary Celebrations was reviewed. Minor amendments were noted.

Discussion ensued.

The Chair called for vote. Recommendation **P#45/18 CARRIED**

4. Discussion Items

4.1 Policy I-40 Performance Appraisal of Director of Education (A. Danko, P. Dawson)

P. Dawson shared an addition to the policy that was added as a recommended that the Board of Trustees also provide feedback on leadership style and strategic plan.

It was recommended that Appendix A be referred to in the policy so that it can be approved by Trustees.

It was determined that the Policy will be brought as an action item to the June 12, 2018 Policy Committee Meeting

Time lines of the performance appraisal and data collection from multi-year strategic plan were noted and discussed.

4.2 Executive Compensation Policy (P. Marai)

Revisions that were discussed at the April 10, 2018 Policy Committee Meeting were incorporated into the draft of the Executive Compensation Policy and reviewed.

Discussion ensued.

It is intended that the policy will be brought as an action item at the June 12, 2018, following feedback from the lawyers; and be sent for Stakeholder Feedback to be reviewed and approved in the Fall.

Further discussion ensued.

5. Information Items

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

Administrative Procedure VI-25 Educational Research was discussed above

5.2 Tentative Upcoming Agenda Items (June 12, 2018) (T. Overholt)

5.2.1 Policy I-43 Use of Technology and Digital Citizenship

5.2.2 Policy IV-04 Loss or Damage to Personal Items

5.2.3 Policy V-03 Photographs, Advertising and Sales Representatives

5.2.4 Policy V-16 Copyright, Visual Identity, and Intellectual Property

5.2.5 Information Items

5.2.5.1 Administrative Procedure VI-36 Police Record Check - Goods and Services Providers

5.2.5.2 Administrative Procedure VI-48 Protocol with External Agencies for the Provision of Services by Regulated Health Professionals, Social Service Professionals, and Paraprofessionals (PPM 149)

5.2.5.3 Administrative Procedure VI-50 Technological Education Service

5.2.5.4 Administrative Procedure VI-58 Parent Notification System

5.3 Policy Committee Meeting Work Plan - Policy Review (January - April 2018) (T. Overholt)

T. Overholt noted the items above.

6. Miscellaneous Information

There was no miscellaneous information.

7. Correspondence

7.1 J. O'Hearn

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 (J. Michael)

P#46/18

Moved by: H. Karabela

Seconded by: A. Quinn

That the meeting adjourn.

J. Michael closed meeting with prayer at 8:20 pm.

ACTION REPORT

ITEM 3.1

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:

At the May 8, 2018 Policy Committee Meeting, Trustees requested that *Policy II-38 Educational Research – Surveys and Pilot Projects* be returned to the Policy Committee for further review and clarification.

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 June 19, 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

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

PURPOSE

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 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](#)

[Tri-Council Policy Statement](#)

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 as a means to gather data for educational and research purposes.
- The Board promotes and endorses the gathering of data for research purposes in keeping with the core values of the Catholic Church
- All research activities shall be consistent with HCDSB mission and values, policies, procedures, and strategic directions.

ASSOCIATED

[Administrative Procedure VI-25 Educational Research](#)

OPERATING POLICIES &

ADMINISTRATIVE

PROCEDURES:

- The Board acknowledges that on occasion the Ministry of Education mandates that data be collected on various educational initiatives and that they may work with independent researchers and/or university partners to conduct research in our Board to inform provincial educational strategies.
- External researchers must actively seek permission from parents/guardians when interested in inviting students to participate in a research study.

REQUIREMENTS

- 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 \(TCPS 2\)](#).
- 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. When students participating in the study are under the age of 18, consent must be obtained from a parent/guardian.
- Consent must be voluntary, informed, and an ongoing process.
- 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

AUTHORIZED BY:

Chair of the Board

ACTION REPORT

ITEM 3.2

POLICY IV-04 LOSS OR DAMAGE TO PERSONAL ITEMS

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy IV-04 Loss or Damage to Personal Items*.

COMMENTARY:

This policy provides information regarding liability for loss or damage to personal property on Board premises.

Minor amendments have been recommended to the policy, specifically, the Purpose has been revised, along with the addition of the Application and Scope.

In addition, the proposed updated policy now follows the template currently in place.

The amended *Policy IV-04 Loss or Damage to Personal Items* 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 IV-04 Loss or Damage to Personal Items*, be forwarded to the June 19, 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

LOSS OR DAMAGE TO PERSONAL ITEMS

POLICY No.:

IV-04

DATE :

FEBRUARY 28, 1984

AMENDED:

JULY 30, 1991

AMENDED:

OCTOBER 6, 2009

ASSOCIATED

[Administrative Procedure VI-22 Break-in Damage and Theft](#)

OPERATING POLICIES &

ADMINISTRATIVE

PROCEDURES:

PURPOSE

The purpose of this policy is ~~To~~ to clarify the liability for personal property located in or on Halton Catholic District School Board ~~school district~~ buildings or grounds.

~~The property liability for a school board with respect to loss or damage by way of fire, theft, vandalism or other causes is limited to Board buildings and to Board property items located within its building relative to administration instruction and maintenance programs.~~

~~Accordingly, the Halton Catholic District School Board will not be liable for the loss or damage by way of fire, theft, or other causes, or any personal property left on Board premises by students, employees, parents or the general public.~~

APPLICATION AND SCOPE

This policy applies to the personal property of students, employees, parents, volunteers, visitors, Trustees, and/or the general public on Board premises.

PRINCIPLES

~~The property liability for a school board with respect to loss or damage by way of fire, theft, vandalism or other causes is limited to Board buildings and to Board property items located within its building relative to administration instruction and maintenance programs.~~

~~Accordingly, the Halton Catholic District School Board will not be liable for the loss or damage by way of fire, theft, or other causes, or any personal property left on Board premises by students, employees, parents or the general public.~~

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

ACTION REPORT

ITEM 3.3

POLICY I-40 PERFORMANCE APPRAISAL OF DIRECTOR OF EDUCATION

PURPOSE:

To provide for the consideration of the Policy Committee revisions to *Policy I-40 Performance Appraisal of Director of Education*.

COMMENTARY:

This policy provides information regarding constructive dialogue and exchange of information between the Director and the Board of Trustees.

Minor amendments have been recommended to the policy, specifically, addition of references to the Multi-Year Strategic Plan

RECOMMENDATION:

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

Moved by:

Seconded by:

THAT, the Policy Committee recommends that *Policy I-40 Performance Appraisal of Director of Education*, be forwarded to the June 19, 2018 Regular Board Meeting for approval.

REPORT PREPARED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

REPORT 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 progress toward strategic priorities and goals outlined in the Multi-Year Strategic Plan, and 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 *Policy # and/or Procedure #*
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 Policy # and/or Procedure #
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.~~ on an annual Trustee review, if the envelope allows.

Approvals of Compensation:

- All base pay compensation will be approved by the Board of Trustees in an in-camera meeting of the Board.
- All automatic grid movements and merit based payouts for superintendents will be proposed by the Director of Education and approved by Trustees at the last meeting of each school year.

TITLE: EXECUTIVE COMPENSATION

POLICY No.:

DATE : APRIL 10, 2018

AMENDED:

ASSOCIATED Policy # and/or Procedure #
 OPERATING POLICIES &
 ADMINISTRATIVE
 PROCEDURES:

- All automatic grid movement and merit based payouts for the Director will be developed and approved by Trustees at the last meeting of each school year.

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. Automatic base pay increases will be determined by Trustees at the last meeting of each school year.

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 earmarked for merit base pay for the next school year pay 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.

TITLE: EXECUTIVE COMPENSATION

POLICY No.:

DATE : APRIL 10, 2018

AMENDED:

ASSOCIATED Policy # and/or Procedure #
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:

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

DISCUSSION REPORT

ITEM 4.1 TO 4.4

**PUPIL ACCOMMODATION REVIEW GUIDELINES (PARG #4) &
COMMUNITY PLANNING AND PARTNERSHIP (CPPG #2):
AMENDMENT UPDATE**

PURPOSE:

To update and provide an opportunity for discussion regarding the updates made to the Pupil Accommodation Review Guidelines (PARG), and the anticipated timelines for the Ministry to complete the final amendments to the new PARG and the Community Planning & Partnership Guidelines.

The purpose is to also advise the Policy Committee of staff's work plan to amend the existing Operating Policies [I-09](#) and [I-37](#) and their associated Administrative Procedures [VI-35](#) and [VI-78](#) in light of the release of new guidelines.

BACKGROUND INFORMATION:

- 1) Presentation Item, "Pupil Accommodation Review Guidelines Community Planning and Partnership Guidelines – Potential Revisions & Provincial Consultation" from the November 8, 2018, consultation meeting.
- 2) Action Report Item 8.5, "Policy I-09 School Accommodation Review – Consolidation and Closure and Policy I-37 Community Planning and Facility Partnerships – Third Reading" from the November 17, 2015, Regular Board Meeting.
- 3) Action Report Item 4.3, "Policy I-09 School Accommodation Review – Consolidation and Closure and Policy I-37 Community Planning and Facility Partnerships" from the November 10, 2015, Regular Board Meeting.

COMMENTARY:

In June 2017, as part of the Plan to Strengthen Rural Ontario, the Ministry of Education issued a notice that a Moratorium would be placed on the commencement of any new Pupil Accommodation Review in the Province of Ontario, regardless of the location (urban or rural).

The Ministry of Education also advised Boards that a consultation process would begin in the fall to gather public feedback on the current iteration of the Pupil Accommodation Review Guidelines (PARG #3), and would later review the Community Facility Partnership Guidelines (CPPG #1) as a later phase in the process.

In October 2017, the Ministry of Education in partnership with the Ministry of Infrastructure requested that stakeholders and community partners provide comments with regards to specific changes being sought as part of the development of PARG #4. The deadline for submissions was for December 6, 2017.

Staff proceeded with organising a meeting with Trustees to discuss the proposed changes, which took place on November 8, 2017. The presentation outlined key changes that were being explored, and discussions were had between staff and Trustees as to what comments would be provided to the Ministry.

A formal letter was sent on behalf of the Board to the Ministry of Education on December 4, 2017, responding to the consultation questions and identifying other matters of interest not covered in the questions.

On February 9, 2018, the Ministry of Education circulated Memorandum 2018: B02 – Draft Revised Pupil Accommodation Review Guidelines and Community Planning and Partnership Guideline Updates. The memo can be accessed via this [link](#), and the draft PARG via this [link](#). Note that several comments made by the Board were incorporated, and several were not. The Ministry requested further feedback prior to March 23, 2018. Board staff proceeded in collaborating with the OASBO Planning Sub-Committee in responding to the updates. The final version was anticipated to be circulated to boards in Spring 2018.

On March 12, 2018, the Ministry of Education announced it was creating a Technical Advisory Committee (TAC) to review the Draft PARG #4, which would be comprised of a number of different stakeholder groups across the province in both rural and urban settings. As part of the TAC, The Ministry of Education invited one (1) member from OASBO Planning and one (1) member of OMC, among other, to participate in future meetings. Both the Superintendent of Facility Management Services and the Senior Manager of Planning Services of the Board volunteered to participate in the process. The meeting took place on March 29, 2018. At this time, the participating members of the TAC must keep all information and discussions confidential.

On April 27, 2018, the Ministry of Education circulated Memorandum 2018: B10 – Final Pupil Accommodation Review Guidelines and Updates on Integrated Planning and Supports for Urban Education. The memo can be accessed via this [link](#), and the Final PARG #4 via this [link](#).

In the memo, the Ministry advised boards of the following upcoming initiatives by the Ministry:

- 1) Future revisions to the Community Planning and Partnerships Guide (CPPG).
- 2) Next steps to support community planning through incentives and new initiative.
- 3) New resources to incentivize schools boards to share space.
- 4) Supports for urban education.

Of greatest interest as it relates to Board policy development is the fact that CPPG is scheduled for future amendments and consultation with communities and stakeholders. Given how closely it is entrenched within the requirements of PARG (having to consult with neighbourhoods prior to commencing a review) as well as how they are tied to one another in the Board's Operating Policies and associated Administrative Procedures, staff is of the belief that there is no advantage to proceeding with the full review of Board Operating Policy I-09 and its associated Administrative Procedure VI-35 at this time.

It should also be noted that the Final PARG by the Ministry has missing elements, as it does not contain the required templates that Board's must refer to and use when going through the process. Even if the Board were to proceed and amend the aforementioned policies and procedures, staff will need to return to make amendments to reflect the new templates.

Lastly, given that the current 2018 Long-Term Capital Plan is not recommending any Pupil Accommodation Reviews as a result of the Ministry Moratorium in the upcoming year or two, there is not an urgent need to proceed with reviewing the policies and procedures.

Staff submits that it would be more advantageous to await the distribution of the final templates for the PARG, as well as the completion of the Ministry's updates to the CPPG and other incentive programs prior to proceeding. This is anticipated to be no earlier than the Spring of 2019.

CONCLUSION:

Following the recent release of the Final Pupil Accommodation Review Guidelines (PARG #4) on April 27, 2018, Staff is of the opinion that amending the current Operating Policy I-09 and associated Administrative Procedures IV-37 is premature at this time.

It would be far more beneficial to await the completion of the templates required under PARG and other associated initiatives, specifically the updated CPPG, prior to proceeding. Staff hopes that this process would start in the Spring of 2019 at the earliest.

REPORT PREPARED BY:

F. THIBEAULT
SENIOR MANAGER OF PLANNING SERVICES

REPORT SUBMITTED BY:

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

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE

POLICY No.:	I-09
DATE:	OCTOBER 27, 1987
AMENDED:	OCTOBER 29, 1996
AMENDED:	MARCH 23, 2004
AMENDED:	SEPTEMBER 18, 2007
AMENDED:	MARCH 3, 2009
AMENDED:	MAY 18, 2010
AMENDED:	NOVEMBER 17, 2015

PURPOSE

The Halton Catholic District School Board (“the Board”) may consolidate/close schools in accordance with this Policy.

On March 26, 2015, the Minister of Education released a new *Pupil Accommodation Review Guideline, 2015* (the “**PARG**”). This Operating Policy and *Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure* are established by the Board in accordance with the PARG, as per Ministry requirement.

APPLICATION AND SCOPE

The Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. These decisions are made by the Board of Trustees to further its primary responsibility which aligns with the guiding principles of fostering student academic achievement and well-being, and ensuring effective stewardship of the resources of the Board, including the Board’s financial viability and sustainability. These guiding principles apply to any accommodation review conducted pursuant to this Policy, including those conducted under the modified accommodation review process.

In some cases, to address changing student populations, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations/closures. Wherever practical, pupil accommodation reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

A pupil accommodation review of a school or schools will occur in the context of the Board’s long-term capital and accommodation planning process in conjunction with Board Policy I37: Community Planning and Facility Partnership if applicable, and after the necessary assessment of the options for the school(s) in accordance with that process.

This Policy outlines the process the Board undertakes to complete a pupil accommodation review process or a modified pupil accommodation review process.

This Policy applies to schools of the Board offering elementary and/or secondary programs. Wherever possible, schools will be subject to a pupil accommodation review only once in a five-year period, unless there are circumstances that necessitate a review in the interim, as determined by the Board, such as a significant change in enrolment.

The Board welcomes the opportunity for the public and affected school communities to be heard with respect to pupil accommodation reviews. The Board will make information pertaining to the accommodation review process publicly available.

The Board of Trustees will make the final decision regarding any pupil accommodation review.

SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE

POLICY No.:	I-09
DATE:	OCTOBER 27, 1987
AMENDED:	OCTOBER 29, 1996
AMENDED:	MARCH 23, 2004
AMENDED:	SEPTEMBER 18, 2007
AMENDED:	MARCH 3, 2009
AMENDED:	MAY 18, 2010
AMENDED:	NOVEMBER 17, 2015

REQUIREMENTS

This Policy must be read together with *Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure*. The Administrative Procedure, may be amended from time to time in accordance with this Policy.

1.0 Pupil Accommodation Review Process

The pupil accommodation review process consists of the following:

1. Preparation and submission of an Initial Staff Report and School Information Profile(s);
2. Approval by the Board of Trustees to undertake a pupil accommodation review process;
3. Establishment of the Accommodation Review Committee (including its Terms of Reference);
4. Consultation with Local Municipal Governments/Community Partners;
5. Accommodation Review Public Meetings;
6. Preparation and submission of an Interim Staff Report, including a Community Consultation section;
7. Public Delegations to the Board of Trustees;
8. Preparation and submission of a Final Staff Report;
9. Decision by the Board of Trustees; and,
10. Establishment of a Transition Committee.

An Accommodation Review Committee may include students and representatives from the broader community and staff resources as provided in the *Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure*.

2.0 Modified Pupil Accommodation Review Process

A modified pupil accommodation review process may be initiated by the Board of Trustees where two (2) or more of the following factors are present:

1. distance to the nearest available accommodation is within **5 kilometers**;
2. utilization rate of the facility is equal or below **50%**;
3. number of students enrolled at the school is **126 or fewer**.
4. when the Board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
5. there are no more than **three (3) schools** subject to the pupil accommodation review process; or
6. the entire student population of a school that is subject to a pupil accommodation review process can be accommodated in another school without a boundary change.

SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE

POLICY No.:	I-09
DATE:	OCTOBER 27, 1987
AMENDED:	OCTOBER 29, 1996
AMENDED:	MARCH 23, 2004
AMENDED:	SEPTEMBER 18, 2007
AMENDED:	MARCH 3, 2009
AMENDED:	MAY 18, 2010
AMENDED:	NOVEMBER 17, 2015

The modified pupil accommodation review process consists of the following steps:

1. Preparation and submission of an Initial Staff Report and School Information Profile(s);
2. Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
3. Consultation with Local Municipal Governments/Community Partners;
4. An Accommodation Review Public Meeting;
5. Preparation and submission of an Interim Staff Report, including a Community Consultation Section;
6. Public Delegations to the Board of Trustees;
7. Preparation and submission of a Final Staff Report;
8. Decision by the Board of Trustees; and,
9. Establishment of a Transition Committee.

3.0 Exemptions to Pupil Accommodation Review Processes

The Board is not obligated to undertake a pupil accommodation review in any of the following circumstances:

1. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
2. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
3. when a lease for the school is terminated;
4. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
5. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
6. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
7. where there are no students enrolled at the school at any time throughout the school year.

4.0 Access to Pupil Accommodation Review Documents

This Policy and *Administrative Procedure VI:35 School Accommodation Review – Consolidation/Closure*, together with the Pupil Accommodation Review Guidelines and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board's website and will be available upon request.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE**

POLICY No.:	I-09
DATE:	OCTOBER 27, 1987
AMENDED:	OCTOBER 29, 1996
AMENDED:	MARCH 23, 2004
AMENDED:	SEPTEMBER 18, 2007
AMENDED:	MARCH 3, 2009
AMENDED:	MAY 18, 2010
AMENDED:	NOVEMBER 17, 2015

References:

Education Act, R.S.O. 1990, c. E-2 s. 8(1)25.

Ministry of Education, Pupil Accommodation Review Guideline (March 2015).

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

PURPOSE

The Halton Catholic District School Board (referred to as “the **Board**” herein) may consolidate/close schools in accordance with policies established by the Board and the Pupil Accommodation Review Guidelines (the “PARG”) issued by the Minister of Education.

APPLICATION AND SCOPE

This Administrative Procedure has been designed to align with the guiding principles as set out in *Operating Policy I-09: School Accommodation Review – Consolidation/Closure*. This Administrative Procedure applies to pupil accommodation reviews in respect of schools of the Board offering elementary and/or secondary programs.

A copy of *Operating Policy I-09: School Accommodation Review – Consolidation/Closure* and this Administrative Procedure, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board’s website or made available upon request.

This Administrative Procedure incorporates the following Schedules:

Schedule A - Required Components of School Information Profile

Schedule B - Template Terms of Reference for Accommodation Review Committee

Schedule C - Pupil Accommodation Review Timeline and Checklist (Regular)

Schedule D - Pupil Accommodation Review Timeline and Checklist (Modified)

This Administrative Procedure and any Schedules may be amended from time to time, so long as such amendments are made in accordance with *Operating Policy I-09: School Accommodation Review – Consolidation/Closure*.

DEFINITIONS

Accommodation review: A process, described in the Board Policy and this Procedure undertaken by the Board to determine the future of a school or group of schools.

Accommodation Review Committee (ARC): An advisory committee established by the Board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the Board and the affected school communities.

Accommodation Review Public meeting: An open meeting held by Board staff to gather broader community feedback on a pupil accommodation review.

ARC working meeting: A meeting of ARC members to discuss a pupil accommodation review, including the gathering of feedback from the affected school communities of a pupil accommodation review.

Business day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within the Board's Christmas, March, and summer break.

Consultation: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-ground (OTG) capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public delegation: A group of individuals making a presentation to the Board of Trustees at a Regular Meeting of the Board in accordance with Board policies.

Initial Staff Report (Report 1): A report drafted by Board staff containing option(s) and identifying a preferred option with a recommendation to Trustees with respect to a school or schools that should be subject to a pupil accommodation review process or a modified pupil accommodation review process.

Interim Staff Report (Report 2): A report drafted by Board staff to the Board of Trustees with respect to a pupil accommodation review process or a modified pupil accommodation review process that also incorporates information obtained during community consultations. The Interim Staff Report may, or may not, include the same option(s) as contained in the Initial Staff Report related to a pupil accommodation review process.

Final Staff Report with Public Delegation Addendum (Report 3): The Final Staff Report drafted by Board staff that also incorporates information obtained from publicfrom public delegations (and any staff response to such information) as an addendum.

School Information Profile (SIP): An orientation document with point-in-time data for each of the schools under a pupil accommodation review.

PRINCIPLES/REQUIREMENTS

1.0 THE PUPIL ACCOMMODATION REVIEW PROCESS

1.1 Initial Staff Report

Board staff will prepare and submit to the Board of Trustees an Initial Staff Report and a School Information Profile (SIP) for each school that may be subject to review.

The Initial Staff Report will identify accommodation issue(s) and will contain:

1. one or more options to address the accommodation issue(s) with supporting rationale;
2. a recommended option if more than one option is presented;
3. proposed timelines for implementation of each option; and,
4. information about actions taken by Board staff prior to recommending a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

The option(s) included in the Initial Staff Report must address the following:

1. summary of accommodation issue(s) for the school(s) under review;
2. where students would be accommodated;
3. if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
4. identify any program changes as a result of the proposed option;
5. how student transportation would be affected if changes take place;
6. if new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available;
7. any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space; and
8. a timeline for implementation.

The Initial Staff Report and School Information Profiles (SIPs) will be available to the public at the schools subject to the pupil accommodation review and on the Board's website (or made available upon request) following the decision to proceed with a pupil accommodation review by the Board of Trustees.

1.2 School Information Profile

Board staff are required to develop SIPs as orientation documents to help the Accommodation Review Committee (ARC) and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

Board staff will complete a SIP, at the same point-in-time, for each of the schools under review.

A template for the SIP, which includes the minimum data requirements and required criteria to be considered, is attached as Schedule A.

The Board may introduce additional items that reflect local circumstances and priorities which may help to further understand the school(s) under review.

1.3 Accommodation Review Committee

Following consideration of the Initial Staff Report and approval to proceed but prior to the first Accommodation Review Public Meeting, the Board will establish an Accommodation Review Committee (ARC) that represents the school(s) under review. The ARC provides feedback to the Board on behalf of

the affected school communities and acts as an official conduit for information shared between the Board and the school communities.

Core Members of the ARC, which are expected to attend every working meeting regardless of topic, will include:

1. at least one parent / guardian representative from each school under review and one alternate parent/guardian, chosen by the school community;
2. for accommodation reviews involving secondary schools, at least one student representative from each school under review and one alternate, chosen by the Family of School Superintendent;
3. Affected Family of Schools Superintendents; and,
4. Such other persons as appointed by the Director of Education.

The Director of Education will appoint one (1) of the affected Family of School Superintendents as the Chair of the ARC.

Core Resource Members of the ARC, which comprise of staff that shall attend every working meeting of the ARC regardless of topic, will include:

1. Superintendent of Facility Services Management or designate;
2. Administrator of Planning Services or designate;

Staff Resource Members of the ARC, which comprise of staff called upon to attend as required, may include:

1. Superintendent of Business Services or designate;
2. Executive Officer, Human Resources or designate;
3. Affected School Principals or Vice-Principals; and,
4. Halton Student Transportation Services (HSTS) representative.

Optional Members of the ARC, which comprise of individuals invited to participate as required, may include:

1. Parish representative;
2. Child Care Providers;
3. Community representatives (i.e. not-for-profit organizations); and,
4. Municipal Planning staff from the applicable municipality.

The Board will provide the ARC with Terms of Reference that describe the following:

1. Mandate of the ARC;
2. Role and Responsibilities of the ARC; and
3. Meetings of the ARC.

A template for the Terms of Reference is set out as Schedule B.

The Board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

1.4 Consultation with Local Municipal Governments/Community Partners

Within five (5) business days of the Board of Trustees' decision to conduct a pupil accommodation review, Board staff will provide written notice of the pupil accommodation review to affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, and will invite them to a meeting to discuss and comment on the recommended option(s) in the Initial Staff Report.

The written notice and invitation for the meeting will be directed through the Clerks' Departments (or equivalent) for the affected single and upper-tier municipalities. Board staff shall arrange a meeting with the affected single and upper-tier municipalities and community partners, to be held before the Final Accommodation Review Public Meeting.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response (if any) on the recommended option(s) in the Initial Staff Report before the Final Accommodation Review Public Meeting.

Board staff will document their efforts to meet with the affected single and upper-tier municipalities, as well as the community partners, as described above.

The Board will provide advance notice of when the Final Accommodation Review Public Meeting is scheduled to take place.

1.5 Notice to Co-Terminous School Board(s) and the Ministry of Education

Within five (5) business days of the Board of Trustees' decision to conduct a pupil accommodation review, Board staff will provide written notice of the decision to the following:

1. the Directors of Education for the coterminous boards; and
2. the Ministry of Education, Office of the Assistant Deputy Minister of Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

1.6 Accommodation Review Public Meetings

The Board will hold two (2) Accommodation Review Public Meetings to gather broader community feedback on the Initial Staff Report. The Board may, at its discretion, hold additional Accommodation Review Public Meetings. Board staff will facilitate the Accommodation Review Public Meetings.

For greater clarity, the Accommodation Review Public Meetings are not meetings of the Board of Trustees. In addition, ARC members may attend Accommodation Review Public Meetings, however, an Accommodation Review Public Meeting will continue if ARC members do not attend.

The Accommodation Review Public Meetings will be announced and advertised publicly by the Board through a range of media.

1.6.1 First Accommodation Review Public Meeting

The First Accommodation Review Public Meeting will be held no fewer than thirty (30) business days after the Board of Trustees' decision to conduct a pupil accommodation review.

At a minimum, the First Accommodation Review Public Meeting must include the following:

1. an overview of the ARC orientation session;
2. the Initial Staff Report with recommended option(s); and
3. a presentation of the SIPs.

1.6.2 Final Accommodation Review Public Meeting

The Final Accommodation Review Public Meeting will be held at least forty (40) business days from the date of the First Accommodation Review Public Meeting.

1.8 Interim Staff Report

Board staff will post the Interim Staff Report on the Board's website (or make it available upon request) no fewer than ten (10) business days from the Final Accommodation Review Public Meeting. The Interim Staff Report will be also available to the public at the schools subject to the pupil accommodation review. In addition, the Interim Staff Report will be submitted to the Board of Trustees.

The Interim Staff Report will include all information provided in the Initial Staff Report as well as the following:

1. modifications to proposed and preferred options, including proposed accommodation plans and implementation timelines, previously identified in the Initial Staff Report, if required;
2. ARC feedback;
3. public feedback;
4. information and feedback obtained from municipalities and other community partners; and
5. a summary of staff's efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review.

The Interim Staff Report to the Board of Trustees will be available to the public a minimum of ten (10) business days prior to a meeting of the Board of Trustees to receive public delegations.

1.9 Public Delegations to the Board of Trustees

Members of the public will be given the opportunity to provide feedback on the Interim Staff Report through public delegations to the Board of Trustees at a meeting of the Board of Trustees no fewer than ten (10) business days from the posting of the Interim Staff Report.

A meeting of the Board of Trustees to receive public delegations will be announced and advertised publicly by the Board through a range of media. Delegations will be received in accordance with the Board's policy on Public Delegations.

1.10 Final Staff Report and Decision by the Board of Trustees

At the conclusion of the pupil accommodation review process, and no fewer than ten (10) business days from the public delegations, Board staff will present the Final Staff Report, including information from the public delegations, to the Board of Trustees. The Board of Trustees has the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s) of the Final Staff Report, or to approve a different outcome.

The Board of Trustees will make the final decision regarding the pupil accommodation review.

1.11 Transition Planning

The transition of students will be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board will establish a separate committee to address the transition for students and staff that will work in consultation with parents/guardians and staff.

A Terms of Reference will be established for the Transition Planning Committee.

2.0 MODIFIED ACCOMMODATION REVIEW PROCESS

In the circumstances set out in Board *Operating Policy I-9*, the Board of Trustees may decide undertake a modified pupil accommodation review process.

2.1 Initial Staff Report and SIPs

Board staff will prepare an Initial Staff Report. In addition to the components of the Initial Staff Report specified above, the Initial Staff Report will identify relevant factors considered and provide the rationale used to recommend the modified process for the identified group of school(s).

Board staff will also prepare SIPs for each of the schools that may be subject to the modified pupil accommodation review using the SIP template. Board staff will provide the Initial Staff Report and the SIPs to the Board of Trustees.

The decision to proceed with a modified pupil accommodation review will be at the sole discretion of the Board of Trustees.

2.2 Accommodation Review Committee

The formation of an ARC is not required under the modified pupil accommodation review process.

2.3 Notice Requirements

Following the decision of the Board of Trustees to proceed with a modified pupil accommodation review, the Initial Staff Report and SIPs will be made available to the on the Board's website or made available upon request.

Within five (5) business days of the decision of the Board of Trustees, Board staff will provide written notice of the decision and include an invitation for a meeting to discuss and comment on the option(s) in the Initial Staff Report to the following:

1. affected single and upper-tier municipalities through the Clerks' Departments (or equivalent); and
2. Community entities identified in the approved **Partners Notification List** listed in Board Administrative Procedure VI-76: Community Planning & Facility Partnership.

Within five (5) business days of the decision of the Board of Trustees, Board staff will provide written notice of the decision to:

1. the Directors of Education for the co-terminous boards; and
2. the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

Municipalities and community partners who were provided with notice must provide their responses, if any, before the Accommodation Review Public Meeting (or, if more than one Accommodation Review Public Meeting is convened, prior to the Final Accommodation Review Public Meeting).

2.4 Accommodation Review Public Meetings

Board staff will convene and facilitate an Accommodation Review Public Meeting no fewer than thirty (30) business days from the date on which the Board of Trustees decide to hold a modified pupil accommodation review. Board staff, at their discretion, may convene more than one Accommodation Review Public Meeting.

For greater clarity, the Accommodation Review Public Meeting is not a meeting of the Board of Trustees.

An Accommodation Review Public Meeting will be announced and advertised through a range of media.

Board staff will record feedback from the community at the Accommodation Review Public Meeting.

2.5 Interim Staff Report

No fewer than ten (10) business days after the Accommodation Review Public Meeting, or, if more than one Accommodation Review Public Meeting is held, after the Final Accommodation Review Public Meeting, Board staff will submit the Interim Staff Report to the Board of Trustees and will post the Interim Staff Report on the Board's website, or made available upon request.

The Interim Staff Report will include all information provided in the Initial Staff Report as well as the following:

1. modifications to the proposed and preferred options, including the proposed accommodation plans and implementation timelines in the Initial Staff Report, if required;
2. feedback from any public consultations;
3. any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.

2.6 Public Delegations

Members of the public will be given the opportunity to provide feedback on the Interim Staff Report through public delegations to the Board of Trustees at a meeting of the Board of Trustees no fewer than ten (10) business days after the Interim Staff Report is publicly posted.

A meeting of the Board of Trustees to receive public delegations will be announced and advertised publicly by the Board through a range of media. Delegations will be received in accordance with the Board's policy on public delegations. After the public delegations, Board staff will compile feedback from the public delegations.

2.7 Final Staff Report and Decision by the Board of Trustees

Board staff will present the Final Staff Report, which will include the compiled feedback from the public delegations to the Board of Trustees and any staff response to such feedback, no fewer than ten (10) business days from the public delegations.

The final decision regarding the modified pupil accommodation review shall be made by the Board of Trustees. The Board of Trustees has the discretion to approve the recommendations in the Final Staff Report as presented, modify the recommendations, or approve a different outcome.

A transition committee will be established following the Board of Trustees' decision to consolidate and/or close a school.

3.0 EXEMPTIONS

The Board is not obligated to undertake a pupil accommodation review in any of the following circumstances:

1. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
2. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
3. when a lease for the school is terminated;
4. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
5. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
6. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
7. where there are no students enrolled at the school at any time throughout the school year.

Board staff will ensure that school communities are informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students in accordance with an exemption to the pupil accommodation review process.

Board staff will prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the accommodation review process in respect of the school or schools under consideration for such exemption.

In circumstances where the above exemptions would result in a school closure, as appropriate, Board staff will no fewer than five (5) business days after the Board of Trustees makes a decision that such exemption applies, provide written notice to the following:

1. each of the affected single and upper-tier municipalities through the Clerks' Departments (or equivalent);
2. other community partners that expressed an interest prior to the exemption (as defined above);
3. the coterminous school boards in the areas of the affected school(s) through the Director of Education; and
4. the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

SCHEDULE A:**REQUIRED COMPONENTS OF SCHOOL INFORMATION PROFILE**

The SIP will include the following minimum data requirements and consideration of the following factors:

1.0 Facility Profile:

- 1.1 School name and address.
- 1.2 Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
- 1.3 School attendance area (boundary) map.
- 1.4 Context map (or air photo) of the school indicating the existing land uses surrounding the school.
- 1.5 Planning map of the school with zoning, Official Plan or secondary plan land use designations.
- 1.6 Size of the school site (acres or hectares).
- 1.7 Building area (square feet or square metres).
- 1.8 Number of portable classrooms.
- 1.9 Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
- 1.10 Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
- 1.11 Ten-year history of major facility improvements (item and cost).
- 1.12 Projected five-year facility renewal needs of school (item and cost).
- 1.13 Current Facility Condition Index (FCI) with a definition of what the index represents.
- 1.14 A measure of proximity of the students to their existing school, and the average distance to the school for students.
- 1.15 Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
- 1.16 School utility costs (totals, per square foot, and per student).
- 1.17 Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
- 1.18 Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
- 1.19 On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

2.0 Instructional Profile:

- 2.1 Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
- 2.2 Describe the course and program offerings at the school.
- 2.3 Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
- 2.4 Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
- 2.5 Current grade organization of the school (e.g., number of combined grades, etc.).
- 2.6 Number of cross-boundary or out of region students.
- 2.7 Utilization factor/classroom usage.
- 2.8 Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- 2.9 Current extracurricular activities.

3.0 Other School Use Profile:

- 3.1 Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
- 3.2 Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
- 3.3 Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
- 3.4 Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
- 3.5 Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
- 3.6 Description of the school's suitability for facility partnerships.

The Board may introduce additional items that reflect local circumstances and priorities which may help to further understand the school(s) under review.

SCHEDULE B:**TEMPLATE TERMS OF REFERENCE FOR ACCOMMODATION REVIEW COMMITTEE****Background**

The Board is responsible for fostering student achievement and well-being and ensuring effective stewardship of the Board's resources. In this regard, the Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of elementary and secondary programs. The Board may from time to time be required to consider school consolidations and school closures by undertaking an accommodation review process that is consistent with the Board's Pupil Accommodation Review Policy and Procedure. These are the terms of reference applicable to the Accommodation Review Committee (ARC) established for the [identify accommodation review].

1.0 Mandate

- 1.1 The ARC is an advisory committee established by the Board that represents the school(s) affected by a pupil accommodation review and which acts as the official conduit for information shared between the Board and the affected communities.
- 1.2 The ARC provides feedback with respect to Staff Report(s) and the options set out therein and may also present alternative accommodation option(s), including rationale for the option(s), recognizing the principles outlined in the Background section. The overall goal of the ARC is to provide the local perspective of stakeholders impacted by the decision of the Board of Trustees, and to provide constructive feedback on behalf of the community to the Director of Education regarding the Initial Staff Report, SIP, options, and preferred option.
- 1.3 The final decision regarding the future of a school or a group of schools rests solely with the Board of Trustees.
- 1.4 This ARC is formed with respect to the following school(s):

[Insert List of Schools]

2.0 Membership of the ARC

- 2.1 Core Members of the ARC, which are expected to attend every working meeting regardless of topic, will include:
 - 2.1.1 at least one parent / guardian representative from each school under review and one alternate parent/guardian, chosen by the school community;
 - 2.1.2 for accommodation reviews involving secondary schools, at least one student representative from each school under review and one alternate, chosen by the Family of School Superintendent;
 - 2.1.3 Affected Family of Schools Superintendents, one (1) of which shall be appointed as the Chair of the committee by the Director of Education; and,

- 2.1.4 Such other persons as appointed by the Director of Education.
- 2.2 Core Resource Members of the ARC, which comprise of staff that shall attend every working meeting of the ARC regardless of topic, will include:
- 2.2.1 Superintendent of Facility Services Management or designate; and
- 2.2.2 Administrator of Planning Services or designate.
- 2.3 Staff Resource Members of the ARC, which comprise of staff called upon to attend as required, may include:
- 2.3.1 Superintendent of Business Services or designate;
- 2.3.2 Executive Officer, Human Resources or designate;
- 2.3.3 Affected School Principals or Vice-Principals; and,
- 2.3.4 Halton Student Transportation Services (HSTS) representative.
- 2.4 Optional Members of the ARC, which comprise of individuals invited to participate as required, may include:
- 2.4.1 Parish representative;
- 2.4.2 Child Care Providers;
- 2.4.3 Community representatives (i.e. not-for-profit organizations); and,
- 2.4.4 Municipal Planning staff from the applicable municipality.
- 3.0 Roles and Responsibilities of the ARC**
- 3.1 The Chair of the ARC, appointed by the Director of Education, will facilitate the ARC process and will ensure it is consistent with the Board's Policy and Procedure.
- 3.2 ARC members are expected to attend working meetings and participate in the process.
- 3.2.1 ARC members are also expected to attend an orientation session. At the orientation session, ARC members will learn about the mandate, roles and responsibilities and procedures of the ARC.
- 4.0 Roles and Responsibilities of Resources to the ARC**
- 4.1 Board Staff from various areas of responsibility will assist as required with answering questions, providing clarification and will document and compile feedback for inclusion in Staff Reports.

4.2 The ARC will be provided with copies of the Initial Staff Report and School Information Profiles for each school under review.

4.2.1 The ARC will review the School Information Profile (SIP) for each school under review.

4.2.1.1 A SIP is an orientation document with point-in-time data for each of the schools under a pupil accommodation review. The SIP is intended to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

4.2.1.2 The ARC may request clarification with respect to information provided in the SIP.

4.2.1.3 It is not the role of the ARC to approve the SIP.

4.2.2 The ARC will review the information provided and accommodation options proposed in the Initial Staff Report and will seek clarification, ask questions and provide feedback as necessary.

4.2.2.1 The ARC will provide feedback with respect to the options in the Initial Staff Report prior to the first Accommodation Review Public Meeting. The ARC may request clarification with respect to information provided in the Initial Staff Report. The ARC may provide alternative option(s) to those set out in the Initial Staff Report. The ARC must provide supporting rationale for the alternative option(s).

4.2.2.2 The Initial Staff Report is drafted by Board staff. It identifies accommodation issues, sets out one or more options to address accommodation issues, identifies a recommended option if more than one is proposed, and includes proposed timelines for implementation.

4.3 ARC members are not required to reach consensus with respect to the comments and feedback that will be provided to the Board of Trustees.

4.4 The comments, feedback, and any alternative option(s) will be collected and compiled by Board staff in the form of meeting notes. This information will be included in the Community Consultation Section of the Interim and Final Staff Reports presented to the Board of Trustees.

5.0 Meetings of the ARC

5.1 The ARC will hold at least three (3) working meetings (not including the orientation meeting) to discuss the pupil accommodation review. The ARC may choose to hold additional working meetings as deemed necessary within the timelines established by the Pupil Accommodation Review Policy and Procedure, at the discretion of the ARC Chair. The ARC will review the materials presented to it by School Board staff at the working meetings. ARC working meetings will be open to the public, however, the public may not participate in such meetings.

SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE

POLICY No.:	VI-35
DATE:	MAY 31, 2004
AMENDED:	MARCH 3, 2009
AMENDED:	MAY 17, 2010
AMENDED:	NOVEMBER 30, 2015

- 5.2 ARC working meetings will be deemed to be properly constituted even if all members are not in attendance. There is no quorum required for an ARC working meeting.
- 5.3 The ARC will be deemed to be properly constituted even if one or more members resign or do not attend working meetings of the ARC.
- 5.4 Meeting notes of ARC working meetings will be prepared.
- 5.5 ARC members may attend the Accommodation Review Public Meetings, held by Board staff.
- 5.6 ARC working meeting dates will be established by the Chair in consultation with the ARC.

[Insert Public Meeting Dates]

SCHEDULE C:**PUPIL ACCOMMODATION REVIEW TIMELINE AND CHECKLIST (REGULAR)**

*Note that the timeline is measured in business days from the date of the Trustees' decision to start the Process of a Pupil Accommodation Review (PAR).

Item	Additional Information	Timeline	Status
Initial Staff Report and SIPs presented to Trustees	PAR approved	0	
Written notice to municipality through Clerks' Departments (or equivalent) and to community partners who expressed an interest prior to the PAR	Include invitation to meeting to discuss and comment on options in Initial Staff Report	Within 5 business days of PAR approval	
Written notice to Director of Education of co-terminous boards		Within 5 business days of PAR approval	
Written notice to Ministry of Education	Send to the office of the Assistant Deputy Minister of the Financial Policy and Business Decision	Within 5 business days of PAR approval	
Form ARC	Within 5 business days of the PAR being approved. The ARC should be formed in time to permit the ARC orientation session to occur well in advance of the First Accommodation Review Public Meeting .		
Arrange meeting with municipalities and with community partner(s)	Log attempts to meet	Before First Accommodation Review Public Meeting	
Announce and advertise First Accommodation Review Public Meeting through range of media			
First Accommodation Review Public Meeting		At least 30 business days after PAR approval	
Provide notice to municipalities and community partners of Final Accommodation Review Public Meeting			
Announce and advertise Final Accommodation Review Public Meeting through range of media			

Item	Additional Information	Timeline	Status
Receive response from municipalities and community partners			
Final Accommodation Review Public Meeting		At least 40 business days after First Public Meeting	
Interim Staff Report presented to the Board of Trustees	Must be accessible to the public on the Board's website and available upon request	At least 10 business days after Final Accommodation Review Public Meeting	
Provide notice of date of public delegations		After Interim Staff Report is available to the public, and at least 10 business days before the public delegations	
Public delegations to Board of Trustees			
Compile feedback from public delegations and append to Final Staff Report			
Present Final Staff Report and public delegations feedback to Board of Trustees			
Board of Trustees to make final decision	Not to occur in the summer	At least 10 business days after public delegations	
Constitute committee to address staff and student transitions			

SCHEDULE D:**PUPIL ACCOMMODATION REVIEW TIMELINE AND CHECKLIST (MODIFIED)**

*Note that the timeline is measured in business days from the date of the Board of Trustees decision to start the Process of a Modified Pupil Accommodation Review (MPAR).

Item	Additional Information	Timeline	Status
Initial Staff Report and SIPs presented to the Board of Trustees	MPAR approved	0	
Initial Staff Report and SIPs to be posted on the School Board's website and made available upon request			
Written notice to municipality through Clerks' Departments (or equivalent) and to community partners who expressed an interest prior to the MPAR	Include invitation to meeting to discuss and comment on options in Initial Staff Report	Within 5 business days of MPAR approval	
Written notice to Director of Education of co-terminous boards		Within 5 business days of MPAR approval	
Written notice to Ministry of Education	Send to the office of the Assistant Deputy Minister of the Financial Policy and Business Decision	Within 5 business days of MPAR approval	
Announce and advertise Accommodation Review Public Meeting through range of media			
Arrange meeting with municipalities and with community partner(s)	Log attempts to meet	Before Public Meeting	
Receive response from municipalities and community partner(s), if any		Before Public Meeting	
Accommodation Review Public Meeting		At least 30 business days after MPAR approval	
Final Staff Report presented to the Board of Trustees	Must be accessible to the public through the Board website and made available upon request	At least 10 business days after the Accommodation Review Public Meeting (or Final Accommodation Review Public Meeting if more than one is held)	

ADMINISTRATIVE PROCEDURE**HALTON CATHOLIC DISTRICT SCHOOL BOARD****SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE**

POLICY No.: VI-35
DATE: MAY 31, 2004
AMENDED: MARCH 3, 2009
AMENDED: MAY 17, 2010
AMENDED: NOVEMBER 30, 2015

Item	Additional Information	Timeline	Status
Provide notice of date of public delegations		After <i>Final Staff Report</i> has been made available to the public, and at least 10 business days before the public delegations	
Public delegation to the Board of Trustees			
Compile feedback from public delegations			
Present <i>Final Staff Report</i> and public delegations feedback to the Board of Trustees			
Board of Trustees to make final decision	Not to occur in the summer	At least 10 business days after the public delegations	
Put transition plan in place			

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

Director of Education and Secretary of the Board

PURPOSE

On March 26, 2015, the Minister of Education released a new *Community Planning and Partnership Guidelines, 2015* (the “CPPG”). This Operating Policy and *Administrative Procedure VI-78: Community Planning & Facility Partnerships* are established by the Board in accordance with the CPPG.

The Community Planning & Facility Partnerships operating policy provides a framework to support the development of facility partnership opportunities with community partners whose operations enhance and respect the Board’s vision, mission statement, values, as well as the Board’s Multi-Year Strategic Plan and strategic directions.

PRINCIPLES

Where available space or co-build partnerships have been identified, the following principles will be the primary considerations when reviewing suitable facility partnerships:

1. The Board recognizes that its primary responsibility is to support the health and safety of students and staff, and the spiritual and intellectual development of students.
2. The Board recognizes that it is the responsibility of all levels of government to make the best use of public assets.
3. The Board recognizes that cooperative and collaborative partnerships are part of the foundation of a strong, vibrant, and sustainable publicly funded education system and that effective partnerships must respect the core values of each partner.
4. The Board recognizes that the development of facility partnerships with other entities may serve to strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of services for students and the wider community
5. Reducing facility operating costs for school boards and other levels of government.
6. Operation and maintenance of the space will be carried out on a cost recovery basis.
7. Partnerships will not prevent the Board from building, renovating, and/or closing schools or from disposing of surplus assets when required.

REQUIREMENTS**1.0 Identifying Suitable Space for Partnership Opportunities**

- 1.1 The Board shall have the sole discretion to identify, on an annual basis, school buildings and sites suitable and available for community partnerships, and which future capital projects may present an opportunity for co-building with community partners.
- 1.2 Schools or sites already declared surplus in accordance with Ontario Regulation 444/98 are no longer candidates for planning and partnership opportunities.

COMMUNITY PLANNING & FACILITY PARTNERSHIPS

POLICY No.:

I-37

DATE:

NOVEMBER 20, 2012

AMENDED:

NOVEMBER 17, 2015

- 1.3 The Board's Long-Term Accommodation Plan will address future facility needs for students, and will be presented to approved and potential partners in the discussion of partnership opportunities.
- 1.4 Prior to the announcement of a new Accommodation Review Process (as defined in *Operating Policy I-09: School Accommodation Review Closure and Consolidation*) the community will be consulted on potential community partnership opportunities.

2.0 Public Notification Process

- 2.1 The Board shall hold **at least** one meeting per year to discuss potential community planning and partnership opportunities with the various levels of government and community agencies as defined within the procedures.
- 2.2 The Board shall provide public notification, in accordance with the Ministry of Education's *Community Planning and Partnership Guideline*, related to potential community partnerships.
- 2.3 The Board will inform stakeholder of potential opportunities for facility partnership on its public website.

3.0 Partnership Selection & Proposals

- 3.1 The Board will consider and at its sole discretion determine the eligibility of applicants to become potential partners. The "**Approved Partner Notification List**" can be found in *Administrative Procedure VI-78: Community Planning & Facility Partnerships* under section 2.2 Notification to Partners, and the process for selecting new partners is found in section 3.0, Partnership Selection & Proposals.
- 3.2 Selection criteria to evaluate the eligibility of community partnerships shall:
- 3.2.1 Protect the health and safety of students and staff,
 - 3.2.2 Not compromise student achievement strategy, and,
 - 3.2.3 Be appropriate for the school setting.
- 3.3 Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government-funded, are not eligible partners.
- 3.4 Expressions of interest from Community Partners involving Community Planning and Facility Partnerships will be made in writing to the Director of Education. Expressions of interest from community partners will be reviewed and evaluated for compatibility with this policy before the Superintendent of Facility Management Services and the Superintendent of Businesses Services make a recommendation to the Board or the addition of an eligible partner, sharing of school buildings or sites, and/or a co-build facility partnership.
- 4.0 Cost Recovery & Partnership Agreements**
- 4.1 In every instance the entire professional, capital, maintenance, operating cost and applicable taxes associated with developing, constructing and operating the space to be occupied by the partner, including a proportional share of joint-use or shared space will be borne by the partner. This includes capital renewal, land costs and any administrative costs incurred by the Board.
- 4.2 Facility Partnership agreements will be facilitated with the partner and reviewed on an annual basis, subject to the needs of the school and the needs of the Board.

5.0 Policy, Procedure, & Guideline Integration and Alignment

- 5.1 *Administrative Procedure VI-78: Community Planning & Facility Partnerships* has been developed in accordance with this operational policy. Any community partnership process that the Board undertakes must have due regard to the Board Operating Policy, Administrative Procedure, and to the Ministry Community Planning & Partnership Guidelines (CPPG).

APPROVED: Regular Meeting of the Board

AUTHORIZED BY:

Chair of the Board

PURPOSE

The Community Planning & Facility Partnerships (CPFP) administrative procedure provides the procedural framework to identify and undertake facility partnership with community partners whose operations enhance and respect the Board's own vision, mission statement, values, as well as the Board's Multi-Year Strategic Plan and strategic direction.

REQUIREMENTS

This procedure has been developed in accordance with the principles defined in *Operating Policy I-37: Community Planning & Facility Partnerships*.

1.0 Identifying Suitable Space for Partnerships Opportunities

The Superintendent of Facility Management Services and Superintendent of Business Services shall undertake a facility accommodation report of all Board assets to identify potential partnership opportunities in underutilized space and review potential co-building opportunities for future capital projects identified in the Board's Long Term Accommodation Plan (LTAP).

The facility accommodation report will be presented to the Board of Trustees at least on an **annual basis** or earlier if an accommodation review process is initiated.

1.1 Co-Building with Community Partners:

New schools, additions and significant renovations may be considered as opportunities for partnerships. Site size, topography and other restrictions may limit partnership opportunities. The Board will evaluate each capital construction opportunity on a case by case basis to determine whether a partnership may be appropriate and advantageous to the school board.

The Board encourages community partners to provide notification to the board when facility partners have proposals or plans to build their own new facilities. Eligible partners can express interest in co-building partnerships to the Board, by way of a letter to the Director of Education. Co-build opportunities with eligible partners will be evaluated on a case-by-case basis.

1.2 Under-utilized space

The Superintendent of Facility Management Services in collaboration with the Superintendent of Business Services shall undertake a yearly analysis of all schools to determine whether there are factors that indicate that a school is suitable for a partnership opportunity.

The analysis should include, but is not limited to, an assessment of short and long term enrolment projections, the latest approved LTAP, on-the-ground (OTG) capacities, school facility conditions (FCI), and existing uses in the facilities.

The following factors, where applicable, should be considered in determining the suitability of facilities for partnerships opportunities:

- a) Facilities utilized at 60% or less for 2 consecutive years and/or have 200 or more unused pupil places;
- b) Facilities projected to be 60% utilized or less for the next 5 years and/or have 200 or more projected unused pupil places for at least 5 years from the start of the partnership;

- c) Ability to identify and create a separate, distinct, and contiguous space within the facility, separate from the students;
- d) Facility is not located within an area where a Pupil Accommodation Review has been announced, subject to *Operating Policy I-39*;
- e) Space will not be required in the future for programming or other uses;
- f) Appropriate access to the space;
- g) Parking Availability;
- h) Site use restrictions; and,
- i) Official Plan Designation and/or Zoning Restrictions.

The Superintendent of Facility Management Services in collaboration with the Superintendent of Business Services will consult and determine whether there are other internal board uses for the under-utilized space. The Board's Long Term Accommodation Plan will be considered in the analyses. The analysis will identify which schools may be suitable for partnership opportunities with the Board's eligible community partners.

The Superintendent of Facility Management Services will present a report to Administrative Council identifying a list of schools that have suitable spaces for partnership opportunities, and space specification in regards to (but not limited to) the size, location, available facility amenities, and required renovations or upgrades the available space will be provided that (not limited to) size, location, facility amenities and required renovations will be provided.

2.0 Public Notification Process

The completed facility accommodation report is to be used as the basis for informing the public and identified stakeholders of space identified by the Board as being available for partnerships opportunities.

2.1 Community Consultation:

The Board will hold at least **one public** meeting per year to discuss potential planning and partnership opportunities with the public and community organizations. The Board will notify the entities on the **Approved Partner Notification List** of the scheduled public meeting by email, as well as post the information on the Board website for broader public access.

The meeting may be a stand-alone meeting or may be held as part of a scheduled board meeting.

The Board will be apprised of the needs or plans community partners may have. The invitation list, the entities in attendance at the annual meeting and any information exchanged will be formally documented by the school board.

During the annual meeting, the school board will outline:

- a) all or a portion of the board's long term accommodation plan
- b) details of any schools deemed eligible for facility partnerships
- c) relevant information available on the Board's website and any supplementary Community Planning and Partnership information

Those that are interested in being on the approved notification list or interested in partnering with the Board to use existing space within a school or co-building are encouraged to contact the Director of Education directly instead of waiting for the annual public meeting to express their ideas. Contact information will be posted on the board's website and provided through public notification.

For space that has been deemed suitable for partnership opportunities the following pertinent details should be listed on the Board's website:

- a) School/site name
- b) Municipal address
- c) Current zoning
- d) Size of the space (if available)
- e) Amenities available in space (ceiling heights, entrances/exits, washrooms etc.)
- f) Anticipated timing of when the space will become available
- g) Term of availability of space
- h) Anticipated timing of construction projects (co-building)
- i) Estimated duration of available space for partnerships (some space in existing schools may only be available for short-term partnerships)
- j) Estimated cost for the shared use of space that a partner could anticipate, if available
- k) Suitable partner uses, where applicable (some space may only be suited for certain types of partners)
- l) Any other pertinent information

2.2 Notification to Partners:

This notification process applies to under-utilized space, as explained in Section 1.2, identified through this procedure. The Board will post information on the website regarding:

- a) intention to build new schools
- b) major renovation projects
- c) specification of unused space available for community partnerships.

The Superintendent of Facility Management Services in collaboration with the Superintendent of Business Services will post the list of suitable facilities on the Board's website, and will circulate a notification letter to the entities identified on the Approved Notification List via email.

Approved Partner Notification List entities include:

- a) Agencies listed under Ontario Regulation 444/98:
 - i. Co-terminus School Boards
 - ii. Local Municipalities within the Board's jurisdiction
 - iii. Region of Halton
 - iv. Local colleges and universities
 - v. Provincial Government
 - vi. Federal Government
- b) Agencies required under the Ministry CPPG
 - i. District Social Services Administration Board(s) or Consolidated Municipal Service Manager(s)
 - ii. Public Health Boards, Local Health Integration Networks and Children's Mental Health Centres
- c) Other agencies approved by the Board
 - i. Diocese of Hamilton
 - ii. The Board's Existing Child Care Operators
 - iii. Other entities as requested and approved by the Board

Non-eligible entities include:

- a) Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, adult education programs similar to those run by the Board, and credit offering entities that are not government-funded
- b) Political organizations

- c) Others as deemed not-eligible by the Board

3.0 Partnership Selection & Proposals

The Board will consider and at its sole discretion determine the eligibility of an applicant to become an approved community partner, and the value the proposed partnership to the Board. Interested partners that meet the criteria outlined in the Section 3.1 are invited to submit proposals for the use of under-utilized space in existing facilities, as per the list of suitable facilities provided by the Board or for co-building projects.

Interested partners can access an application form from the Board website (example attached as Schedule A).

3.1 Selection Criteria:

Partnerships will be evaluated based on how well the proposal meets the community partner and partnership selection criteria listed below. The Board will have full discretion when evaluating partners and their compatibility and suitability for each facility.

The Board will use the following criteria to evaluate the suitability of partners and their proposals as they relate to specific sites.

The *community partnership* is expected to:

- a) respect the values of the Board and the Catholic faith, expressions and symbols;
- b) protect the health and safety of students and staff;
- c) not compromise the student achievement strategy of the Board
- d) be appropriate for the school/board setting;
- e) not interfere with school/board operations and activities;
- f) not be a competing educational interest to the Board
- g) exist on a cost-recovery basis to the Board

The *community partner* must:

- a) provide financial statements showing financial viability of their organization;
- b) agree to operate in accordance with Board policies; and,
- c) be willing to enter into a lease, license, or joint-use/partnership agreement;
- d) agree that all staff working within the school complete a criminal background check.
- e) In the case of a municipality: provide population projections, growth plans, community needs, land-use and green space/park requirements

The Superintendent of Facility Management Services in collaboration with the Superintendent of Business Services will prepare a report to Administrative Council summarizing partnership applications, evaluation, and recommendations for partnership to the Board of Trustees (if any). Input from affected school administrators (both Principals and Vice-Principals) and Family of Schools Superintendents will be considered in the evaluation process.

If the Board of Trustees approves a partner, then that organization will be added to the Approved Partner Notification List.

4.0 Cost Recovery & Partnership Agreements

4.1 Cost-recovery

No additional costs should be incurred by the Board to support facility partnerships, although the Board may choose to support partnerships based on our student achievement strategy. Fees will be charged to partners to cover operating costs, capital costs, administrative costs and property taxes (if applicable), for the space occupied

by the partner. This will be done on a cost-recovery basis. These fees may also cover legal expenses if deemed necessary.

In co-building, facility partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or share space.

Additional costs to obtain municipal approvals, perform renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners will be borne by the partner.

4.2 Agreements

The Board will provide clear instructions to potential facility partners regarding their rights and responsibilities as tenants, including maintenance standards and the applicability, or lack thereof, of the Board's user policies, including accessibility and inclusiveness policies.

The successful partner is expected to enter into agreements for the use of space within Board facilities. The Board will ensure that all legal agreements respect the Education Act and protect the rights of the school board.

Agreements may contain clauses regarding, but not limited to the following:

- a) term of the lease or license agreement,
- b) cost sharing,
- c) use of the leased premises,
- d) hours of operation,
- e) maintenance,
- f) compliance with legislation,
- g) improvements or alterations to the building,
- h) insurance/liability,
- i) environmental matters,
- j) mediation in the event of conflict,
- k) circumstances in which the lease may be terminated by either party,
- l) and/or other clauses as deemed applicable.

Facility partnerships and agreements will be reviewed on an annual basis, subject to the needs of the school, needs of the Board, and announcement of Pupil Accommodation Reviews.

5.0 Policy, Procedure, & Guideline Integration and Alignment

- 5.1 *Administrative Procedure VI-76: Community Planning & Facility Partnerships* has been developed in accordance with Operational Policy I-37. Any community partnership process that the Board undertakes must have due regard to the Board Operating Policy, Administrative Procedure, and to the Ministry Community Planning & Partnership Guidelines (CPPG).

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

Director of Education and Secretary of the Board

SCHEDULE A:**APPLICATION FOR INTEREST FOR COMMUNITY PLANNING AND FACILITY PARTNERSHIPS****APPLICANT NAME:****ORGANIZATION:****ADDRESS:****CITY:****POSTAL CODE:****PHONE:****FAX:****EMAIL:****WEBSITE:****DESCRIBE YOUR DAY TO DAY OPERATIONS THAT YOU ARE PROPOSING FOR THIS PARTNERSHIP:****HOW WILL A PARTNERSHIP BETWEEN THE BOARD AND YOUR ORGANIZATION PROVIDE A BENEFIT TO THE STUDENTS AT THE SCHOOL, OR TO THE BOARD?**

NAME OF SCHOOL FOR PARTNERSHIP:

WHAT ARE YOUR SPACE REQUIREMENTS:

SQUARE FEET/METERS:

NUMBER OF CLASSROOMS:

WASHROOMS:

STORAGE SPACE:

PARKING SPACES:

HOURS OF OPERATION:

WHO WILL BE ACCESSING/USING THE SPACE ON A DAY TO DAY BASIS?

STAFFING:

CLIENTS:

VISITORS:

OTHER:

ARE ANY MUNICIPAL APPROVALS REQUIRED? IF YES, EXPLAIN...**WHAT IS THE TIMELINE YOU ARE PROPOSING TO BEGIN OCCUPYING THE SPACE, AND FOR HOW LONG?****DO YOU EXPECT TO UNDERTAKE ANY CAPITAL IMPROVEMENTS? IF YES, EXPLAIN...****WHAT IS YOUR SOURCE OF FUNDING FOR THIS PARTNERSHIP?****OTHER COMMENTS/ATTACHMENTS:****DATE OF SUBMISSION:**

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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 PROCEDURES: [Administrative Procedure VI-81 Privacy Procedure](#)

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

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 PROCEDURES: [Administrative Procedure VI-81 Privacy Procedure](#)

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

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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

ADMINISTRATIVE PROCEDURE		HALTON CATHOLIC DISTRICT SCHOOL BOARD
REQUEST FOR PROMOTION AND DISTRIBUTION OF PROGRAM/ACTIVITY RELATED MATERIALS THROUGH BOARD SCHOOLS	ADMINISTRATIVE PROCEDURE No.:	VI-40
	DATE:	April 10, 2006
	AMENDED:	May 24, 2006
		September 10, 2012
		September 10, 2013
		September 15, 2015
		June 4, 2018
ASSOCIATED	Operating Policy I-21 – Corporate and Community Investment in Education	
OPERATING POLICIES &	Operating Policy V-04 – School Fundraising Activities	
ADMINISTRATIVE	Administrative Procedure VI-59 School Fundraising Activities	
PROCEDURES::	Administrative Procedure VI-85 - Corporate and Community Investment in Education	

PURPOSE

To provide staff with a procedure to address requests from registered charitable, non-profit and commercial organizations for the promotion and distribution of program-related materials to staff, parents and students through the Board's schools.

REFERENCES

[Ontario Education Act Regulation 298 Section \(24\) – Operation of Schools - General](#)

SCOPE AND OBJECTIVE

This procedure applies to all requests submitted to the Board for the promotion/distribution of activities/materials from charitable, non-profit and commercial organizations, as well as the distribution of program-related materials.

PRINCIPLES

The Halton Catholic District School Board:

- Recognizes that no advertisement shall be placed in a school, on school property or announced to the pupils without the consent of the Board as per Regulation 298 Section (24);
- Recognizes its responsibility to ensure that students and families in our school system are not to be exploited for commercial purposes;
- Recognizes its responsibility as a publicly funded Catholic educational organization, to assist, to the best of its ability, with the distribution of information of worthwhile registered charitable and non-profit organizations consistent with the Board's Mission Statement, governing values and Gospel values

ADMINISTRATIVE PROCEDURE		HALTON CATHOLIC DISTRICT SCHOOL BOARD
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ADMINISTRATIVE	Administrative Procedure VI-59 School Fundraising Activities	
PROCEDURES::	Administrative Procedure VI-85 - Corporate and Community Investment in Education	

REQUIREMENTS

1. All requests for the promotion and distribution of program/activity related material to students/parents by a registered charitable organization or an approved school-based program shall be submitted, in writing or electronically, to the office of the Superintendent of Education, along with a sample of the material to be distributed. (Refer to Form A).
2. All requests for the promotion and distribution of program/activity related materials to staff by registered charitable organizations and /or non-profit organizations shall be submitted electronically, to the office of the Superintendent of Education, along with a sample of the material to be distributed. These requests will be forwarded to the appropriate Superintendent (i.e. Curriculum, Special Education, or other, as appropriate) for review, recommendation and response. This will ensure all material complies with the Board's programs and services guide. (Refer to Form B).
 - (i) The Superintendent of Education or designate shall respond electronically where appropriate, to requests for the promotion and distribution of program/activity related materials to students/parents, by either approving or denying the organization permission to contact the appropriate Principal(s). Once approval is granted by the Superintendent of Education, participation is at the discretion of each Principal.
 - (ii) A list of approved organizations for students/parents or staff is posted on StaffNet, under Board Services/School Services/Permission to Distribute. Particulars such as the name of the organization; the nature of the material to be distributed; contact person and school year of approval will be listed.
 - (iii) When schools receive material for distribution to students/parents, they shall access the *list for parents/students*. If the organization has been approved, they may proceed with distribution of the material (at the discretion of the Principal); if the organization does not appear on the list, the organization shall be directed to complete and submit the electronic form found on the Board's public website www.hcdsb.org
3. All requests for distribution of material related to fundraising activities/events shall be submitted to the appropriate school Principal(s) for review and approval (as per *Policy V-4 School Fund Raising*).
The use of the Board's internal courier is not permitted.
4. The use of the Board's Parent Notification System is not permitted.
5. The request for the distribution of program-related material/resources for political advertising is not permitted.

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ADMINISTRATIVE	Administrative Procedure VI-59 School Fundraising Activities	
PROCEDURES:.	Administrative Procedure VI-85 - Corporate and Community Investment in Education	

6. Commercial sponsorship of a school event, or an advertisement for that event in a school publication, can take place at the discretion of the Principal or administration of the Board in accordance with Policy I-21 (*Corporate and Community Investment in Education*).
 - i) The Superintendent of Education shall screen all requests by organizations wishing to use the schools for educational contests, and the Superintendent of Education is authorized to schedule such contests so that each organization is given similar consideration in order to minimize disruption of the regular school curriculum.

APPROVED: Regular Meeting of the Administrative Council

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

Request for Promotion and Distribution of Program/Activity Related Materials to Parents/Students

Name of Organization:

Please check one: Registered Charity ☐ Non- Profit ☐ Commercial ☐

Registered Charity number (Required for Charitable Organizations): #

Contact Person:

Mailing Address:

Postal Code:

Telephone Number:

Fax Number:

E-mail Address:

Website Address:

Purpose for Contact (specific request):

Description of Material:

Location – The program is specific to (please check all appropriate):

Burlington ☐ Halton Hills ☐ Milton ☐ Oakville ☐ Halton Region ☐

Will there be a cost, to families, associated with this program? If so, please provide details:

Please Note: A sample of the material you wish to distribute must accompany this application.

Please complete and return to: T. Overholt, Superintendent of Education

By mail : 802 Drury Lane, P. O. Box 5308, Burlington, ON L7R 4L3

By email: neumanj@hcdsb.org

By fax: 905-333-4661

FOR OFFICE USE ONLY:

APPROVED ☐

DECLINED ☐

SIGNATURE: _____

Request for Promotion and Distribution of Program/Activity Related Materials to Staff

Name of Organization:

Please check one: Registered Charity ☐ Non- Profit ☐ Commercial ☐

Registered Charity number (Required for Charitable Organizations): #

Contact Person:

Mailing Address:

Postal Code:

Telephone Number:

Fax Number:

E-mail Address:

Website Address:

Purpose for Contact (specific request):

Description of Material:

Location – The program is specific to (please check all appropriate):

Burlington

Halton Hills

Milton

Oakville

Halton Region

Will there be a cost, to families, associated with this program? If so, please provide details:

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FOR OFFICE USE ONLY:

APPROVED

DECLINED

SIGNATURE: _____

**PROTOCOL WITH EXTERNAL AGENCIES FOR THE
PROVISION OF SERVICES BY REGULATED HEALTH
PROFESSIONALS, SOCIAL SERVICE
PROFESSIONALS, AND PARAPROFESSIONALS
(PPM 149)****ADMINISTRATIVE PROCEDURE No.: VI-48****DATE:** September 7, 2010**AMENDED:** June 16, 2018**AMENDED:** June 4, 2018**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES::****PURPOSE**

To provide schools in the Halton Catholic District School Board with a framework to form collaborative relationships with external agencies in the areas of regulated health professionals, regulated social service professionals and/or paraprofessionals.

The Halton Catholic District School Board supports collaborative relationships that are consistent with its Vision and Mission Statements and existing policies and procedures in our Catholic context. Service agreements are recognized as mutually beneficial and supportive arrangements between a school and an external mental health, physical health or social service agency, professional or paraprofessional. The intent of these collaborative relationships is to enhance or expand opportunities for student success and student wellbeing.

SCOPE AND OBJECTIVE

This procedure applies to all groups described within the Definitions section of this procedure.

DEFINITIONS**1. External Agency:**

An organization, external to the Board, that employs regulated health professionals, regulated social services, professionals and paraprofessionals.

2. Board Staff:

Board employed professional student services personnel (APSSP) and/or paraprofessionals that are represented by a bargaining agent recognized under the Labour Relations Act.

3. Professional Student Services Personnel and Paraprofessionals:

- Psychologists and Psychological Associates as defined by the Psychology Act, 1991;
- Audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- Speech-Language Pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- Occupational Therapists, as defined by the Occupational Therapy Act, 1991;
- Physiotherapists, as defined by the Physiotherapy Act, 1991;
- Social Workers, as defined by the Social Work and Social Service Act, 1998;
- Behaviour Analysts (regulation pending), currently defined by certification (BACB)
- Paraprofessionals are defined as individuals with relevant post-secondary or on-the-job training e.g. Child and Youth Counsellors, Occupational Therapy Assistants, or Physiotherapy Assistants, and Communication Disorder Assistants;
- Other required professionals and/or paraprofessionals who are deemed by the Board to be essential for the delivery of programs and services for students with special needs, and
- Any future regulated categories will be covered by this protocol.

**PROTOCOL WITH EXTERNAL AGENCIES FOR THE
PROVISION OF SERVICES BY REGULATED HEALTH
PROFESSIONALS, SOCIAL SERVICE
PROFESSIONALS, AND PARAPROFESSIONALS
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PROCEDURES:**

4. Professional Services Agreement:

- A formal, written document which outlines the terms and conditions of an external service agreement that is signed prior to the implementation of the partnership activities.
- External agencies must complete
- all attached appendices (A through C).

REQUIREMENTS

A. PROCESS COMPONENTS

1. Responsibility:

The Superintendent of Special Education Services shall be responsible to oversee this procedure.

2. Halton Catholic District School Board Level Committee:

The Board will convene a committee three (3) times a year per school year to review Service Agreements, both current and proposed. This committee will be chaired by the Superintendent of Special Education Services or designate. The committee will consist of Board management staff i.e. The Chiefs of Psychology, Social Work, Speech-Language and Mental Health programming, three (3) members of APSSP and at least one (1) school administrator (elementary or secondary).

3. Expectations of Service Agreements:

The expectation of all service agreements shall be to enhance the quality and effectiveness of education for students. Agreements must enhance and supplement but not duplicate the delivery of services of professional student support staff and/or paraprofessional staff and not violate collective agreements. Any space requirements of the external agency must not infringe on the ability of Board-employed staff to complete their duties. In addition, any service provided must both reflect and respect our Catholic values and teaching.

4. Programs and Services Eligibility:

Service agreements may be considered for approval for interventions that involve groups of students, classroom programs or school wide initiatives and for which an appropriate HCDSB employee is present. HCDSB Staff presence is mutually beneficial as it will assist community practitioners in the delivery of the program and will increase Board staff's capacity in delivering supports.

5. Programs and Services Currently being delivered by HCDSB/APSSP Staff:

- *Psycho-Educational Consultants* offer the following:
 - Comprehensive assessment and consultation services to teachers, students and families with respect to the cognitive, academic and social/emotional well being and mental health of students.
 - Psychological assessment findings are used to develop program modifications/accommodations and strategies, and to recommend appropriate Board and community resources/support services.
- *Speech and Language Pathologists* are responsible for assessing students based on a referral from school personnel. The Speech and Language Pathologist will assess speech and language and

**PROTOCOL WITH EXTERNAL AGENCIES FOR THE
PROVISION OF SERVICES BY REGULATED HEALTH
PROFESSIONALS, SOCIAL SERVICE
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(PPM 149)**

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DATE: September 7, 2010

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

communication disorders. They establish a treatment program when deemed appropriate and work collaboratively with the Communicative Disorders Assistant (CDA) to oversee the program.

- *Communicative Disorders Assistants:*
 - Provide communication intervention to students identified by the Speech and Language Pathologist.
 - Implement program designed by the Speech and Language Pathologist.
- *Child and Youth Counsellors* offer the following:
 - Design, prepare and implement programs to assist identified students.
 - Develop appropriate social/academic skills.
 - Provide individual, small group, class wide and universal programs to support the learning of student.
 - Liaise between home, school and community.
 - Crisis Intervention.
- *Social Workers* are mandated Attendance Counsellors for students of compulsory school age. They offer other services including:
 - Assessment and counselling for individual students and their families.
 - Crisis Intervention.
 - Student Advocacy.
 - Consultation to teachers and school personnel in identifying and removing obstacles which interfere with a student's ability to benefit from an educational experience particularly in the areas of mental health, social/emotional and family needs.

6. Programs and Services Currently being delivered by External Agencies:

Programs and Services being delivered by External Agencies are listed on the public board website under Community once the proposed service has been approved by the committee and the Service Agreement has been signed by all parties.

B. PROCEDURES FOR ESTABLISHING A SERVICE AGREEMENT

A service agreement is a mutually supportive, reciprocal arrangement between a school or a school board and a community service provider. Collaborative relationships are most pertinent when developed as a coordinated effort between the school staff, student services personnel (APSSP) and community providers.

As such, the starting point for the development of a service agreement should be collaboration between external agency personnel and the school principal, student services professional and other relevant school staff. The agreement should be a "fit" between the school and program, designed to meet an identified need within a school community. Note, a single service agreement could involve a series of HCDSB schools. For example, Homework Clubs through Big Brothers/Big Sisters.

From time to time, it may be appropriate for an external agency to approach the Board Level Committee directly regarding the appropriateness of a program to be delivered in a school community.

Following agreement by the school and upon completion of the required documentation (*Appendix A*), the request for approval is sent to the Chair of the Advisory Committee. The service request will be reviewed by a Central Board Level Committee which meets three (3) times per school year. Approval by the committee must be obtained

**PROTOCOL WITH EXTERNAL AGENCIES FOR THE
PROVISION OF SERVICES BY REGULATED HEALTH
PROFESSIONALS, SOCIAL SERVICE
PROFESSIONALS, AND PARAPROFESSIONALS
(PPM 149)****ADMINISTRATIVE PROCEDURE No.: VI-48****DATE:** September 7, 2010**AMENDED:** June 16, 2018**AMENDED:** June 4, 2018**ASSOCIATED
OPERATING POLICIES &
ADMINISTRATIVE
PROCEDURES:.**

prior to any implementation. Renewal of a service agreement will be completed on an annual basis by submitting in writing that information regarding the program is consistent with the original request and there continues to be a need for the service within the school board.

Upon approval of the proposed service by the committee, a service agreement will be signed by all parties (Appendix C). Copies will be held by the agency, the school and the Central Board Level Committee.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____

Director of Education and Secretary of the Board

Complete the following:

- Professional Services Agreement Request Form
- Submit all required documents on the Required Documentation Checklist

Submit the completed forms to:

Superintendent of Education, Special Education Services or designate
Halton Catholic District School Board
802 Drury Lane, P. O. Box 5308
Burlington, ON L7R 2Y2
Fax: (905) 632-9516

The Halton Catholic District School Board supports evidence-based practice and emphasizes effective evaluation of programs to ensure that we are meeting the needs of our students. Evidence of an evaluative practice that is available to the Board for annual review must be provided.

The Service Agreement Review Committee (SARC) meets three (3) times annually to review requests for delivery of services in the Halton Catholic District School Board's schools. The deadline for submissions occurs three (3) times annually and will be accepted in October, February and April. This procedure must be completed prior to the delivery of the service.

REQUIRED DOCUMENTATION OF PROFESSIONAL SERVICES AGREEMENT

☐ Description of External Agency:

Provide name, address, history and funding base of external agency.

☐ Description of Program:

A description of program title, program goals and expected outcomes. Include information on the following:

- format of intervention (i.e. group, classroom or school wide)
- specific grades
- resources required (space, materials, etc.)
- program timelines
- contact person

Given the lack of space and material resources, any needs for space and material resources by the external provider must be clearly articulated and approved. Space for Board staff to execute their duties will be ensured prior to offering space to external providers.

☐ Informed Consent:

In cases where a student is withdrawn from the classroom for service, informed consent is required. The agency will provide a blank copy of the agency consent form or documentation. In cases of class-wide service, a letter informing the parent/legal guardian and students is required. The letter must outline a description of the service and the time frame for service delivery.

☐ Sharing of Information:

External providers are required to share relevant student information and complete appropriate student referral procedures should the student require further interventions following the completion of the program with the external provider.

☐ **Police Reference Check – Vulnerable Sector Screening:**

In accordance with the *Education Act*, the service provider shall collect, on the Board's behalf, a current Vulnerable Sector Screening Criminal Reference Check in respect of an individual before the individual first becomes a service provider at a school site of the Board and an Offence Declaration from the individual by September 1st of each school year in which the individual is a service provider at a school site of the Board after that day.

☐ **Proof of Insurance:**

External providers must carry their own insurance which includes professional malpractice coverage (minimum \$2,000,000.00) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/legal guardians. The external provider is required to provide assurances that their staff is covered while working on Board property.

☐ **Qualifications/Supervisory Relationships:**

External agency staff who are members of a regulated professional college must include:

- current qualifications as relevant to the services to be provided
- current membership in the relevant regulated college and declaration of delivery of services in accordance with professional standards of practice

External agency staff who are paraprofessionals must include:

- evidence of work under a clinical supervision of staff from the external agency who currently holds membership in the relevant regulated college and details of the paraprofessional's role, responsibilities
- name of immediate supervisor
- supervision plan with time supervisor's qualification

☐ **Evaluation:**

School boards, external agencies and APSSP and paraprofessionals must collaborate on the evaluation of programs and services provided for yearly review. Proposed method of evaluation along with proposed tools should be included with the Service Agreement.

☐ **Finances:**

Statement of fees or payment is required prior to the approval of the Agreement.

☐ **Termination Agreement:**

The terms of termination should be specified in each Service Agreement. It will be understood that the Principal or Board may terminate access to the school premises of the external Professional/Paraprofessional/Supervisor at any time. It will also be agreed that the external agency, the school or the Board may terminate the service agreement on the giving of thirty (30) days' notice.

☐ **Research:**

The Halton Catholic District School Board will cooperate with institutions, agencies and individuals in the conduct of research which will be of benefit to the pupils and employees of the Board as well as the community at large. Research requests shall be made in writing to the Chief Officer, Research and Development giving details of the proposal as outlined in the Research Application Form.

**PROFESSIONAL SERVICES REQUEST
DESCRIPTION OF PROGRAM OR SERVICE**

APPENDIX B

SCHOOL NAME:		NAME OF EXTERNAL PROVIDER:	
PROGRAM TITLE:		CONNECTION TO SCHOOL EFFECTIVENESS PLAN:	
PROGRAM DESCRIPTION:			
Program activities include:		Space/Materials Requirements (if any):	
Anticipated Outcomes:		Evaluation of the program will include:	
PROGRAM TIMELINES:			
The program will operate on _____ <div style="display: flex; justify-content: space-around; width: 100%;"> Days(s) of the week Month(s) of the school year </div> with the following times: _____			
RESOURCES COMMITTED:			
School:	External Provider:	HCDSB Involvement:	
CONTACT REPRESENTATIVES:			
PRINCIPAL'S NAME AND SIGNATURE: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>NAME: _____</div> <div>SIGNATURE: _____</div> </div> AGENCY SUPERVISOR'S NAME AND SIGNATURE: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>NAME: _____</div> <div>SIGNATURE: _____</div> </div>			
BOARD USE ONLY:			
<input type="checkbox"/> Request Approved <input type="checkbox"/> Request Denied		_____ SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES	

BETWEEN

HALTON CATHOLIC DISTRICT SCHOOL BOARD, HCDSB
(NAME OF SCHOOL BOARD)

AND

(NAME OF EXTERNAL PROVIDER)

This external partnership is a mutually beneficial, on-going and supportive arrangement between the parties, to provide expanded opportunities to enhance student success.

The parties agree to collaborate on activities for a **1 (one) year** period, starting in _____, 20____. It is intended that the activities will continue, subject to annual review and modification and to either party's right to withdraw upon mutual consent or upon thirty days written notification by either party.

TERMS OF THE AGREEMENT:

As outlined in the *Protocol for with External Professional Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals*, all required documentation will be attached to this agreement.

HCDSB agrees to involve school administrative staff, professional support services personnel and other applicable school staff to:

1. Participate in the collaborative development of programs and/or review program goals, outcomes and methods to be consistent with the School Improvement Plan.
2. Monitor the progress of the program and set priorities based on needs identified in the School Improvement Plan.
3. Review program outcomes, recommend modifications, and provide advice to the external agency program.

(Include all other school responsibilities not outlined in the Description of Program or Service form)

(Name of External Agency) agrees to:

1. Collaborate with HCDSB's Communication Services regarding any promotional activities.
2. Operate within the context of all HCDSB's Catholic Mission and Vision Statements, policies and procedures including, but not limited to: External Partnerships, Abuse and Neglect of Students, Equity and Human Rights, Safe Schools, Liability Insurance and Criminal Reference Checks with Vulnerable Sector Screening. It is understood that the Education Act, privacy legislation, and collective agreements govern HCDSB operations.
3. Ensure that any participant who experiences trauma or a crisis during the course of a partnership activity is referred for assistance to the (External Provider's) supervisory staff and that the appropriate Board staff (e.g., Principal, Supervisory Officer, school Social Worker) are informed.

(Include all other partner responsibilities not outlined in the Description of Program or Service form)

I. ACCOUNTABILITY:

Staff of _____ (External Agency) must either be members of a regulated professional College in Ontario or their service must be supervised by a member of the relevant regulated College in Ontario. Evidence of current qualification of staff and/or supervisors must be provided.

II. LEGAL ISSUES:

_____ (External Agency) must carry their own insurance which includes professional malpractice coverage (minimum \$2,000,000) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/legal guardians. Assurance is also required that staff are covered while working on Board property.

The External Agency declares that its employees (being any members of its staff who may come into direct contact with students on a regular basis at a school site of the Board in order to provide services hereunder) have no convictions under the *Criminal Code of Canada* up to and including the date of this declaration for which a pardon has not been issued or granted under the *Criminal Records Act (Canada)*.

The External Agency covenants and agrees that it will not engage any individual as an employee where such individual has been charged with or convicted of an offence the nature of which may be construed as jeopardizing the safety and well-being of the students of the Board as determined in the Board's discretion, to be exercised reasonably.

The External Agency covenants and agrees to retain on file at its head office a criminal background check covering convictions, charges and occurrences under the Criminal Code, the Narcotics Control Act, and any other convictions, charges and occurrences which would be revealed by the long version Vulnerable Persons search of the automated Criminal Records Retrieval System maintained by the RCMP at the Canadian Police Information Centre ("Criminal Background Check") obtained prior to commencement of employment, together with an Offence Declaration in a Board approved form obtained on or before September 1st of each year during the term of this Agreement, for each of its employees.

The External Agency agrees to indemnify and save harmless the Board from all claims, liabilities, expenses and penalties to which it may be subjected on account of the External Agency engaging any individual as an employee in contravention of Section II, or the External Agency's failure to retain a Criminal Background Check or an Offence Declaration on file, as aforesaid. This indemnity shall survive the expiration or sooner termination of this Agreement. In addition to and notwithstanding anything else herein contained, if the External Agency engages any individual as an employee in contravention of Section II, or fails to retain a Criminal Background Check and an Offence Declaration for an employee, then the Board will have the right to immediately terminate this Agreement without prejudice to any other rights which it may have in this Agreement, in law or in equity.

The External Agency agrees to provide to the Board a copy of the criminal background documentation where there is a positive search result on a Criminal Background Check, or a positive identification of one or more offences in an Offence Declaration unless the Agency immediately prohibits the employee from providing services to the Board.

The External Agency agrees to provide the Board with physical viewing access to the Criminal Background Check and/or Offence Declaration of any employee upon the Board's request in appropriate circumstances in connection with ensuring the safety and well-being of the students of the Board.

Where the Board requests viewing access to a Criminal Background Check and/or Offence Declaration, the parties will facilitate providing such access to a Board Superintendent, the Director of Education, Human Resource personnel or a legal adviser ("Designated Board Representatives") in a controlled, private setting and in the presence of a representative(s) of the External Agency, and the confidentiality of such information will be preserved, except to the extent required to implement this Agreement and further to the Board's legal obligations.

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Where copies of criminal background documentation are provided to the Board, the Board agrees to preserve the confidentiality of such documentation and access to such documentation would only be permitted as required to implement this Agreement and further to the Board's legal obligations. It is understood that in the general course, such access would be limited to Designated Board Representatives; however this does not preclude further sharing of the documentation as required to implement this Agreement and further to the Board's legal obligations.

In the event that either the Criminal Background Check or an Offence Declaration reveals a charge or a criminal conviction which is not acceptable to the Board in the circumstances and in its discretion, not to be unreasonably exercised, then the Board will have the right to request that the External Agency prohibit the employee of the External Agency from providing services to the Board hereunder, where the record in question is relevant to the employee's provision of services to the Board. Upon such request, the External Agency will forthwith effect such removal, without prejudice to any other rights which the Board may have in this Agreement, in law or in equity.

III. CONFIDENTIALITY:

It is agreed that confidentiality will be maintained in accordance with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act*, the *Personal Health Information Protection Act*, the *Education Act* and the *Child and Family Services Act*.

IV. DISPUTE RESOLUTION:

It is agreed that a Joint Advisory Committee, which shall consist of no less than three (3) representatives from the Board and no less than three (3) representatives of the _____ (External Agency), will be convened in the event that a disagreement or dispute between the parties must be resolved.

V. RESOURCES COMMITTED:

It is agreed that the parties will share their time, resources and expertise, and energy to provide students with success-enhancing experiences. It is recognized that most contributions will be compromised of both in kind and human resources as the parties may agree, however, any fees or payments will be clearly outlined prior to the approval of the Partnership Agreement.

VI. EVALUATION:

It is agreed that the program evaluation will be submitted _____ (timeframe) and, if warranted, revised from time to time. If research is conducted as part of the program evaluation, a separate research application will be required.

VII. TERMINATION:

This agreement may be terminated by _____ (name of school Board), HCDSB or _____ (External Provider) on the giving of thirty (30) days written notice.

NAME OF HCDSB REPRESENTATIVE

NAME OF AGENCY REPRESENTATIVE

TITLE OF HCDSB REPRESENTATIVE

TITLE OF AGENCY REPRESENTATIVE

DATE OF SIGNATURE (MONTH, DAY, YEAR)

DATE OF SIGNATURE (MONTH, DAY, YEAR)

SIGNATURE

SIGNATURE

SUPERINTENDENT OF SPECIAL EDUCATION SERVICES, HCDSB

SIGNATURE

DATE (MONTH, DAY, YEAR)

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