



*Huron-Superior Catholic District School Board*

**OPEN SESSION OF THE BOARD  
MEETING  
WEDNESDAY, JUNE 24, 2020**

**AGENDA & REPORTS**

**MEETING TO BE HELD**

**VIA SKYPE FOR BUSINESS**

**STREAMED VIA YOUTUBE**

**7:00 P.M.**

**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE  
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD  
ON WEDNESDAY, JUNE 24, 2020 @ 7:00 PM  
VIA SKYPE FOR BUSINESS**

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**A CALL TO ORDER**

1. **Acknowledgement of Traditional Lands** – (Anthony)  
We begin our Board meeting by acknowledging that our city schools and Board offices sit on the traditional lands of the Batchewana First Nation, the Garden River First Nation and the Métis Nation.

2. **Prayer** (Pg 7)

3. **Call the Roll:**

**Trustees:**

Lindsay Liske (Chair), Sandra Turco (Vice-Chair), John Caputo, Leslie Cassidy-Amadio, Tony D’Agostino, Carol MacEachern, Debbie Mayer, Kathleen Rosilius, Joe Ruscio, Gary Trembinski

**Regrets:**

**Officials:**

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Chris Spina, Danny Viotto

**Student Representatives:**

Anthony DeLorenzi, Lucas Marano

**Other Reps:**

Darrell Czop (President, O.E.C.T.A.)  
Sergio Bernardo (Vice-President, O.E.C.T.A.)  
Wayne Greco (President, C.P.C.O.)  
Brenda Rankin (President, C.U.P.E.)

**OUR MISSION**

*Persons present are invited to indicate how they have seen  
Our Mission lived out recently.*

**B ADOPTION OF ORDER OF BUSINESS**

1. **Proposed Resolution:** That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of June 24, 2020.

**Are there any additions/changes/deletions?**

**C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF****D NEW BUSINESS****E CONFIRMATION OF MINUTES**

1. **Minutes of the Board Meeting of May 13, 2020.** (Pg 10)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of May 13, 2020.
2. **Minutes of the Closed Board Meeting of May 13, 2020.**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves the Minutes of the Closed Board Meeting of May 13, 2020.

**F BUSINESS ARISING FROM THE MINUTES****G PRESENTATIONS**

1. **Literacy Interventions –** Superintendent Christine Durocher to introduce Beth West (Early Interventions Teacher), Anita Turcotte (Teacher Diagnostician) and Maranda Mathias (Grade 2 Teacher at St. Mary's Catholic School, Blind River). (Pg 13)
2. **SEAC Recommendations –** Superintendent Joe Chillelli to introduce Theresa Coccimiglio (SEAC Chair). (Pg 22)

**H COMMITTEE REPORTS**

1. **Minutes of the Special Education Advisory Committee Meeting** (Pg 23)  
**Proposed Resolution:** That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of April 29, 2020 be approved.

**I ADMINISTRATIVE ITEMS REQUIRING ACTION**

1. **ELECTRONIC POLL**  
**Yard and Bus Bay Area Improvements – St. Basil’s Catholic School, White River (Pg 28)**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board awards the construction contract for the St. Basil’s Catholic School, White River, Yard and Bus Bay Area Improvements Project to C. Villeneuve Construction Co. Ltd. being the low tender, contingent upon such non-emergency construction being able to proceed.  
**CARRIED**
  
2. **ELECTRONIC POLL**  
**Partial Roof Replacement – St. Basil Catholic School, Sault Ste. Marie (Pg 30)**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board awards the construction contract for the St. Basil Catholic School, Sault Ste. Marie, Partial Roof Replacement Project to Pro-North Roofing, being the low tender.  
**CARRIED**
  
3. **ELECTRONIC POLL**  
**Partial Roof Replacement and Structural Repairs – Our Lady of Lourdes Catholic School and Our Lady of Fatima Catholic School, Elliot Lake (Pg 32)**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board awards the construction contract for the Our Lady of Lourdes French Immersion Catholic School Partial Roof Replacement, Canopy Removal and Structural Repairs, and Our Lady of Fatima Catholic School Structural Repairs Project to Damisona Roofing Ltd., being the low tender.  
**CARRIED**
  
4. **Policy 3004 – Community Planning & Partnerships (Pg 34)**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 3004 as presented.
  
5. **Policy 5008 – Environmental Education (Pg 42)**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 5008 as presented.
  
6. **Policy 6014 – Employee Use of Drugs and Alcohol (Pg 47)**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 6014 as presented.

7. **Policy 7010 – Equity & Inclusive Education (Pg 53)**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 7010 as presented.
8. **Policy 7012 – Ontario Student Record (OSR) (Pg 82)**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 7012 as presented.
9. **Policy 7019 – Traffic Safety on Board Property (Pg 108)**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 7019 as presented.
10. **Policy 7020 – Third Party Providers in Schools (Pg 116)**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 7020 as presented.
11. **Principal/Vice-Principal Central Discussion Table – Terms and Conditions of Employment (Pg 134)**  
Whereas The *School Boards Collective Bargaining Act* (The Act) designates the Ontario Catholic School Trustees' Association (OCSTA) as the employer bargaining agency for every English-language separate district school board with respect to all bargaining units for central bargaining with OECTA.  
Whereas The Act contemplates that OCSTA will form part of a Council of Trustees Associations as employer bargaining agency for central bargaining with other non-teaching employee bargaining agents.  
Whereas It is expected that a central table for principals and vice-principals will be again created in order to discuss the renewal/amendment of central terms and conditions of employment for principals and vice-principals.  
Whereas The Act does not contain any guidance with regard to the designation of an employer bargaining agency for a central table for principals and vice-principals.

**Proposed Resolution:** Where a central table is established to discuss terms and conditions of employment for principals and vice-principals, the Huron-Superior Catholic District School Board hereby authorizes OCSTA to act as employer bargaining agent on its behalf for such central discussions. OCSTA may exercise its role as employer bargaining agent in respect of the principal and vice-principal group (Catholic Principals' Council of Ontario), consistent with the obligations and duties created under the *School Boards' Collective Bargaining Act* for support staff unionized employees.

12. **Chromebook Refresh 2020** (Pg 136)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approve the lease extension of 2100 new Dell Chromebooks and 51 new Dell Chromebook carts through Macquarie Equipment Finance Ltd. at a cost of \$155,000.

## **J INFORMATION ITEMS**

1. **Reports to the Director of Education**
  - a) **Mental Health Audit Report** – Jared Lambert, Mental Health Lead (Pg 137)
  - b) **2020-21 Board Meeting Dates** – Director Rose Burton Spohn (Pg140)
  - c) **Additional Qualifications (AQ) Courses in Religious Education** – Director Rose Burton Spohn (Pg 141)
  - d) **SMC Activity Report** - Student Trustees Anthony DeLorenzi and Lucas Marano (Pg 143)
2. **Correspondence**
3. **Notes of Thanks**

## **K TEN MINUTE QUESTION AND ANSWER PERIOD**

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

## **L UPCOMING EVENTS**

- June 26** - Last Day of School
- July 1** - Canada Day
- August 3** - Civic Holiday
- September 2** - First Day of School
- September 7** - Labour Day
- September 16** - Next Board Meeting

## **M CLOSING PRAYER – Trustee Leslie Cassidy-Amadio**

## **N ADJOURNMENT**



## Praying during Pandemic Times June Board Meeting

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

June is the month dedicated to the Sacred Heart of Jesus. During these uncertain times it is great to have a devotion that can bring us solace and comfort.

Let us listen to God's word.

Sandra      **A reading from the holy Gospel according to Luke**

Jesus said to his disciples,  
"Therefore I tell you, do not worry about your life,  
what you will eat, or about your body, what you will wear.  
For life is more than food, and the body more than clothing. ...  
And can any of you by worrying add a single hour to your span of  
life?  
If then you are not able to do so small a thing as that, why do you  
worry about the rest?..."

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

Gary      Our response to each prayer is: Lord, hear our prayer.

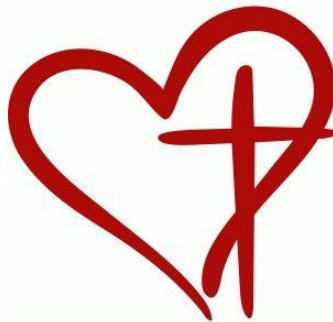
That Bishop Damphousse has a smooth transition to his new appointment in the Archdiocese of Ottawa, and that Rome appoints a new Bishop for our Diocese as soon as possible. We pray to the Lord:

Joe      That our federal, provincial and municipal leaders continue to make decisions focused on the common good. We pray to the Lord:

Kathleen      That those who have contracted the Coronavirus are able to receive care and treatment. We pray to the Lord:

- Carol            That all health care and essential workers be offered all they need to stay safe as they perform their service. We pray to the Lord:
- Tony            That those who will retire from our Board this June, in thanksgiving for their service to our Catholic community and that they will be blessed with peace in their new way of living. We pray to the Lord:
- Leslie           That all of our students and staff have a summer of rest and relaxation so they will be able to respond to the new normal in September. We pray to the Lord:
- John            That those who have died since last June may rest in the tender mercy of God. We pray to the Lord:
- Debbie           And for all of the intentions we hold in our hearts, we pray the words Jesus taught us: Our Father...
- Rose            Let us pray:  
O most holy Heart of Jesus, fountain of every blessing, I adore You, I love You, and with a sincere sorrow for my sins, I offer You this poor heart of mine. Make me humble, patient, pure, and wholly obedient to Your will. Grant, good Jesus, that I may live in You and for You. Protect me in the midst of danger; comfort me in my afflictions. Give me health of body, assistance in my temporal needs, Your blessing on all that I do, and the grace of a holy death. Amen.

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





*Huron-Superior Catholic District School Board*  
***Our Mission Statement***

**Rooted in Jesus Christ,  
 we are a Catholic learning community  
 called and committed to develop  
 the full potential of each child and  
 to nurture a personal relationship with Jesus  
 that will inspire Catholic leadership.**



*Dedicated to excellence in education  
 and the desire to  
 live the values of Jesus, we strive to:*

- † *affirm the sacredness of life and respect for all creation*
- † *revere the dignity of each person as a Child of God*
- † *provide an enduring education that reflects the essence of our Catholic traditions*
- † *proclaim Christ's message throughout the curriculum*
- † *celebrate God's love in prayer, at Eucharist and in all sacramental moments of life*
- † *create sacred learning environments*
- † *cultivate enriching opportunities that will deepen faith*

***Guided by the Spirit on our journey, together with family and Church, we mutually invite, encourage and support one another in our efforts to transform the world.***

**MINUTES FOR THE OPEN SESSION BOARD MEETING OF THE  
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD  
ON WEDNESDAY, MAY 13, 2020 @ 7:00 PM  
VIA SKYPE FOR BUSINESS**

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**PRESENT: Trustees:**

Lindsay Liske (Chair), John Caputo, Leslie Cassidy-Amadio, Tony D'Agostino, Carol MacEachern, Kathleen Rosilius, Joe Ruscio, Gary Trembinski

Anthony DeLorenzi, Lucas Marano

**Officials:**

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Chris Spina, Danny Viotto

**REGRETS:** Sandra Turco (Vice-Chair), Debbie Mayer

***Values and Vision***

*Trustee Kathleen Rosilius mentioned that, in honour of Catholic Education Week, the teachers at Our Lady of Fatima Catholic School in Elliot Lake organized a parade of vehicles to promote hope and joy throughout the community.*

*Director Rose Burton Spohn introduced Stacey Wagler, School-Based Numeracy Facilitator, who shared her inspirational and challenging journey through organ donation. Early in January 2020, Stacey donated 65% of her liver to a local woman in serious need, which ultimately saved her life. Both women are doing very well and all were deeply moved by this presentation.*

**Adg# Res#**

- B-1 B-469 Moved by: John Caputo      Seconded by: Leslie Cassidy-Amadio**  
That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of May 13, 2020.  
**CARRIED**
- E-1 B-470 Moved by: Gary Trembinski      Seconded by: Joe Ruscio**  
That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of April 15, 2020.  
**CARRIED**

- E-2 B-471 Moved by: Tony D’Agostino      Seconded by: Gary Trembinski**  
That the Huron-Superior Catholic District School Board approves the Minutes of the Closed Board Meeting of April 15, 2020.  
**CARRIED**
- G-1                      Indigenous Connection – Elliot Lake**  
Andrew Chi (Principal, Our Lady of Fatima School), Stephane Prevost (Principal, Our Lady of Lourdes School) and Nadia Zanatta (Vice-Principal, Our Lady of Lourdes School) highlighted the Indigenous initiatives taking place in Elliot Lake. Of particular note was the expansion of NSL programming at both schools. Ongoing school and community involvement continues to grow as they explore and learn about many cultural traditions.
- H-1 B-472 Moved by: Gary Trembinski      Seconded by: Carol MacEachern**  
That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of April 1, 2020 be approved.  
**CARRIED**
- I-1-3 B-473 Moved by: Kathleen Rosilius      Seconded by: Leslie Cassidy-Amadio**  
That the Huron-Superior Catholic District School Board approves Policy 4016 as presented.
- That the Huron-Superior Catholic District School Board approves Policy 4022 as presented.
- That the Huron-Superior Catholic District School Board approves Policy 7011 as presented.  
**CARRIED**
- I-4 B-474 Moved by: Tony D’Agostino      Seconded by: Gary Trembinski**  
That the Huron-Superior Catholic District School Board awards the construction contract for the St. Francis French Immersion Catholic School Barrier Free Upgrades & Partial Roof Replacement Project to George Stone & Sons, being the low tender, contingent upon such non-emergency construction being able to proceed.  
**CARRIED**

**I-5 B-475 Moved by: John Caputo      Seconded by: Leslie Cassidy-Amadio**  
That the Huron-Superior Catholic District School Board awards the construction contract for the St. Mary’s Catholic School Barrier Free Upgrades Project to Lignum Builders, being the low tender, contingent upon such non-emergency construction being able to proceed.  
**CARRIED**

**J-1 SMC Activity Report - Student Trustees Anthony DeLorenzi and Lucas Marano** reported on events happening throughout the school during distance learning, such as the election of student trustees, the distribution of food boxes to needy families, and the celebration of various prayer services.

**N-1 B-476 Moved by: Kathleen Rosilius      Seconded by: John Caputo**  
That the Huron-Superior Catholic District School Board meeting of Wednesday, May 13, 2020 adjourns at 8:10 p.m.  
**CARRIED**

**Chairperson:** \_\_\_\_\_

**Secretary:** \_\_\_\_\_

# Literacy Intervention Plan

*June 24, 2020*



*Huron-Superior Catholic  
District School Board*



# Goals

- To service more Grade 1 students and to provide programming that directly meets their needs.
- To create a seamless and coordinated approach in order to improve service in classroom instruction and our interventions.
- To create a sustainable model despite changes in staff.
- To develop a Multi-Strategic Early Literacy Interventions Program that provides opportunities for all students to become literate.



*Huron-Superior Catholic  
District School Board*



# Research

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Recommendation	Levels of Evidence		
	Strong Evidence	Moderate Evidence	Minimal Evidence
1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.			◆
2. Develop awareness of the segments of sounds in speech and how they link to letters.	◆		
3. Teach students to decode words, analyze word parts, and write and recognize words.	◆		
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.		◆	



# Board-Specific Research

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- Phonological Awareness is an area of deficit that students in our board are demonstrating upon entry into school and throughout Kindergarten.
- Over 100 JK/SK students in the board have been identified as “at risk” within the language spectrum.
- Phonological Awareness screens at the JK/SK level show deficits in: word discrimination; rhyming; blending; segmenting; and syllable deletion.
- Lowest score screen this year was 0/100 and highest score was 93/100.



*Huron-Superior Catholic  
District School Board*





# Things to Consider When Moving Forward

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- There can be a disconnect between Kindergarten and Grade 1 - we want to make sure our resources and training help to minimize it.
- There is phonological screening in Kindergarten, but the components of it are not always explicitly taught in K or Grade 1.
- In the past, we have spent a lot of time servicing a minimal amount of students, which could sometimes result in students in Grades 1 and 2 with lower reading levels.
- Our goal is to layer interventions and look at different types of data to try and prevent groups of students from being overlooked.



*Huron-Superior Catholic  
District School Board*

A white outline map of Huron and Superior counties is positioned to the right of the school board name. The letters 'H' and 'S' are overlaid on the map in a blue, serif font.

# Early Literacy Intervention Plan



# Pilot Schools

19

The following schools were given Open Court kits to trial:

January 2020 - Whole Class (Classroom Teacher):

- St. Mary's Blind River (Grade 2): Started in January

March 2020 - Small Group (New LRTs):

- Our Lady of Lourdes (Elliot Lake), St. Basil, Holy Cross, Holy Family, St. Francis, Our Lady of Lourdes, Sacred Heart (Espanola), St. Mary's French Immersion



*Huron-Superior Catholic  
District School Board*



# Testimonial

Maranda Mathias  
Grade 2 Teacher  
St. Mary's Catholic School  
Blind River



*Huron-Superior Catholic  
District School Board*



**Kindergarten Students**

Teachers provided with Phonological Awareness Kits & training

**Year One** students are screened by Board SL team for receptive/expressive language

**Year Two** students are screened by Board SL team for phonological awareness in May

**Failed Screen** = SL Assessment + possible support by SL team

**Passed Screen** = Continue with Classroom Literacy

**Failed Screen** = SL Assessment + possible support by SL team

**Grade One Students**

**Class Ranking:**  
Class ranked by DRA Levels (taken from June of K Year 2) and Language Screens (done by SLP team in K Year 2)

**Intervention Group** (bottom 25%)  
• Group of students based on DRA Levels and SLP Screening  
• Up to 1:6 Ratio (30 min/day) or LRT time to service 6 students/year  
• Students are removed from Board SL caseload for the year  
• Tool: Open Court Intervention Kit

**Choice 1:** service a second group of Grade 1 students based on student need.

**Further Intervention Required:** Student requires further remediation

**Program Completed:** Student's DRA reaches Grade level

**Service Request** to Board SLP to let them know student is back on their radar for Grade 2

**ISET:** Consider I.E.P. & Referral for Psych/Ed testing based on progress compared to same-age peers

**Possible Empower Reading Candidate**  
Put on a list to assess for Empower Reading next year with goal to become a functional reader

**Grade Two Students**

**Empower Reading:** Students qualify for Empower Reading Group

**Below Grade Level but Not in Empower:** Possible Support from Board SL team & put back on list for next year's Empower group

**At Grade Level:** Students continue to progress through Guided Reading

**Choice 2:** service a group of Grade 2 students based on student need

## Our Mandate:

- \*To act as an advisory committee to the Board.*
- \*To be comprised of trustees and representatives of local associations that further the interests and well-being of exceptional children or adults; and one or two persons to represent the interests of Indigenous students, as provided by section 4 of O. Reg. 464/97.*
- \*To make recommendations to the Board with respect of any matter affecting the establishment, development and delivery of special education programs and services for students with special needs.*

## Our Members:

- Trustees - Gary Trembinski, Sandra Turco
- Student Trustees - Anthony DeLorenzi, Lucas Marano
- Algoma Family Services - Theresa Coccimiglio(Chair)
- Autism Ontario (SSM) - Irma DiRenzo(Vice-Chair)
- Community Living Algoma - Lynda Lewis
- THRIVE - Tina Newell
- North Shore Tribal Council - Sherri Kitts
- Algoma Public Health - Lori Ivey
- Down Syndrome Society - Suzanne Pleau
- Members at Large - Paula Valois, Lorna Connolly Beattie, Marty Young

## Our Support Staff:

- Director of Education - Rose Burton Spohn
- Superintendent of Education - Joe Chilleli
- Special Education Coordinator - Rosanne Zagordo
- Mental Health Leader - Jared Lambert

## Our Students:

- \* HSCDSB serves 4,705 students.*
- \* The SEAC supports approximately 1,210 students with IEP's.*  
*640 Exceptional Students | 570 Non-Exceptional Students*
- \* Central - 894*  
*466 Exceptional Students | 428 Non-Exceptional Students*
- \* East IEP's - 259*  
*147 Exceptional Students | 112 Non-Exceptional Students*
- \* North IEP's - 57*  
*27 Exceptional Students | 30 Non-Exceptional Students*

## CATHOLICITY

- \* That the Board (in collaboration with the Religious Education-Family Life Consultant and Faith Animator, parish priests, school principals, and chaplaincy leaders) continue to actively pursue opportunities for students with special needs to fully participate in faith-based community activities and school liturgical celebrations.
- \* That school principals, in consultation with Board Administration and Faith Leaders, endeavor to identify barriers to participation in school-based liturgical activities (i.e. transportation, behavioural concerns) and reasonably monitor the frequency of such occurrences, so that appropriate interventions may be established to prevent absence and facilitate involvement.
- \* That Board Administration, (in collaboration with Faith Leaders, instructional, and support staff) actively seek meaningful ways to infuse Catholic Virtues into all aspects of curriculum and school life; and where appropriate, that professional development be focused on practical ways for implementing the framework set out by the Institute for Catholic Education.

## SUPPORTIVE ENVIRONMENTS AND WELL-

- \* That the Board continue to issue a yearly report to SEAC regarding the number and type of violent incident occurrences per school—noting the procedural guidelines, and the interventions used in supporting the safety and wellbeing of children, families, and staff.
- \* That the Board, in collaboration with the Mental Health Lead, continue to build upon its professional development in evidenced approaches for recognizing and responding to student and staff stress behaviours; particularly in recognizing and responding to the unparalleled strain that the COVID-19 pandemic has placed on all aspects of delivering educational and supportive services.
- \* Recognizing the breadth of need with respect to student mental health issues; and that these needs persist beyond the school environment and the school year, we recommend that the Board actively engage with appropriate Provincial Partners for the purpose of comprehensively expanding School Counselling Services. That the Administration Team, together with the Ontario School Counsellors Association (OSCA), the Ontario Ministry of Education, the Ontario Teachers Federation, and other relevant regulatory bodies of the in-school support team—undertake to remedy the discontinuity of care with respect to mental health supports, transitions, career and life counseling services.
- \* Recognizing that safe, respectful and equitable transportation service is integral to student success and wellbeing; and further recognizing new and urgently evolving pandemic protocols with respect to physical distancing, passenger capacity, sanitization, rider and driver safety; we recommend that Board Administration, in collaboration with the Ministry of Education and transportation consortia, hire specially trained personnel to monitor and service all points of contact along routes.

## RELATIONSHIPS

- \* SEAC recommends that the Board, in collaboration with the Mental Health Lead and Well-Being Committee, regularly undertake a student census, and a staff census, for the purpose of identifying barriers to achievement and wellbeing, and prioritizing needs within the school system environment.
- \* Recognizing the immeasurable value of peer-to-peer, and student-to-adult supportive and trusting relationships, that the Board continue to prioritize training in programs such as SAFETALK, PEER Pals, Shanker Self-Reg or similarly designed programs used for increasing coherence, confidence, and collaboration in meeting student need.

## STUDENT ACHIEVEMENT

- \* That the Board ensure a system-wide, concordant method of data collection for assessing 'denial of school attendance'-LDAO 04/19 (modified days, exclusion, voluntary withdrawal); particularly in identifying the number of students who are repeatedly absent.
- \* SEAC echoes the recommendation put forth by People For Education 05/06/2020, that the HSCDSB advocates for the "delay of the e-learning policy until the fall of 2021" or until such time that the many challenges (i.e. accessibility inequities) of e-learning platforms brought to light during this pandemic can be thoroughly assessed.
- \* Recognizing that the learning environment is "the third teacher" —we recommend that the Board in collaboration with staff, seek to purchase equipment, materials, and resources specifically designed to enhance student engagement and promote fluidity in daily classroom activities.
- \* That school Principals, in collaboration with assigned personnel, ensure opportunity for students who are placed in specialized program settings (i.e. Independent Living Skills (ILS), Academics and Community Education (ACE)) to participate in regular programming areas of strength and interest.
- \* That the Board continue to monitor ministry amendments for supporting students with Autism under the Ontario Autism Program (OAP).

## GOVERNANCE

- \* That the Board (Superintendent of Finance) continue to issue a biannual status report of the special education budget (Dec. 2020, Feb. 2021).



# Huron-Superior Catholic District School Board

## SPECIAL EDUCATION ADVISORY COMMITTEE

### S.E.A.C

### Minutes

**Date: Wednesday, April 29, 2020**

**Place: Teleconference**  
**(See dial in instructions at the end of this agenda)**  
**Time: 4:00pm - 6:00pm**

**Attendance:** Rosanne Zagordo, Joe Chilelli, Theresa Coccimiglio, Gary Trembinski, Tina Newell, Lorna Connolly Beattie, Irma DiRenzo, Lori Ivey, Rose Burton Spohn, Sandra Turco, Paula Valois, Jared Lambert,

**SMC Student Trustees and Guests:** Anthony DeLorenzi, Lucas Marano, Tiziana Palumbo, Syndy Withers

**Regrets:** Suzanne Pleau, Marty Young, Lynda Lewis, Marnie Yourchuk

AGENDA ITEMS		ACTION	WHO	WHEN
1.	PRAYER FOR SEAC	<ul style="list-style-type: none"> <li>Board prayer was said by all.</li> </ul>	All	
2.	ACCEPTANCE OF PREVIOUS MINUTES (April 1, 2020)	<ul style="list-style-type: none"> <li>Minutes were accepted.</li> </ul>	Lori Ivey Gary Trembinski	
3.	AGENDA ADDITIONS/CHANGES			
4.	GUEST(s): REPORTS <ul style="list-style-type: none"> <li>Student Trustees</li> </ul>	<ul style="list-style-type: none"> <li>Student trustee elections are taking place April 30 at SMC.</li> </ul>	Anthony DeLorenzi	

	<ul style="list-style-type: none"> <li>• Syndy Withers- Principal Sacred Heart</li> <li>• Tiziana Palumbo- VP St. Basil</li> </ul>	<ul style="list-style-type: none"> <li>• Online prayer service has taken place. Another virtual prayer service is in the works.</li> <li>• Syndy Withers shared highlights for Sacred Heart school in Espanola. There are 240 students in a dual track school. There are 15 teachers, 10 EAs and 1 ECE. There is a daycare in the back of the school. Faith based programs are offered and affiliated with St. Jude parish. Students with complex needs were involved in their Christmas concert. Inclusion is celebrated. They have a multi grade classroom with a teacher of the blind and low vision with 10 students. .This class can serve as a home base for students. Sacred Heart is in a temporary building as they are awaiting for a brand new school. There is a social worker, wellbeing coach,behaviour coach and support from the city special education staff.. Support from Sudbury in OT, PT are available.</li> <li>• Tiziana Palumbo shared about special education support during the school closure. There are over 80 staff members at St Basil who are supporting distance learning. Contact with families and well being check ins were made from the onset of school closure. Classroom teachers, EAs, counsellor, are contacting families regularly. Roles are adjusting from a direct teaching model to a coaching model. Technology has been distributed to students who required it through their IEP or who don't have any technology in their home. Paper copies were provided to students with no technology. IEP goals are reviewed and accommodations/modifications have been implemented as needed. Teachers are managing visual platforms.LRTs, EAs and itinerants are supporting in classrooms. Parents are in communication with teachers and EAs. Virtual counselling is occurring via the student and family counsellor. All meetings are still occurring, system and annual IPRC, transition to SMC,transition to school, feedback meetings and ISET meetings. Food bags are also being delivered to our families in need.</li> </ul>		
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5.	MINISTRY UPDATES	<ul style="list-style-type: none"> <li>● Monday April 6-Teacher led learning at home began.</li> <li>● Devices have been delivered to 1200 students and 40 staff who required it.</li> <li>● Marks are being calculated for secondary and not for elementary.</li> <li>● Five letters to parents have been sent out with the changes that have occurred along with memos.</li> <li>● Enhanced summer learning program details will be coming in the next while.</li> </ul>	Rose Burton Spohn	
6.	SEAC BUSINESS <ul style="list-style-type: none"> <li>● Sub Committee Recommendation updates</li> <li>● Future meeting platforms</li> </ul>	<ul style="list-style-type: none"> <li>● Subcommittee meetings are still taking place. The next meeting is May 5.</li> <li>● A discussion took place regarding future meetings. Rosanne will survey SEAC members to see what platform they are comfortable with for May and June meetings. She will notify members before the next meeting.</li> </ul>	Theresa Coccimiglio Rosanne Zagordo	
7.	BUSINESS CARRIED FORWARD			
8.	SUPERINTENDENT AND COORDINATOR'S REPORT <ul style="list-style-type: none"> <li>● Special Education Updates</li> <li>● PD day update</li> <li>● Mental Health Update</li> </ul>	<ul style="list-style-type: none"> <li>● PD day overview was provided , Many thanks to staff in Special Education who help to develop the learning modules made available to teachers in the afternoon sessions.</li> <li>● The ministry memo from Nancy Naylor was reviewed. Continuation of IPRC meetings, IEPs, SEA equipment, SEAC meetings whereby allowing virtual meetings, specialized health support services were discussed such as agency support. Make educators aware of webinars that help to support students with special needs</li> <li>● Jared, updated members about what is happening with the Mental Health Team. Counsellors reached out to the students that they are seeing and now to the entirety of their caseload. They are also using their online platform Doxey.me. The goal is to increase the level of connection. Training is continuous with the counsellors.</li> </ul>	Joe Chilelli Rosanne Zagordo Jared Lambert	

9.	ASSOCIATION REPORTS			
i	North Shore Tribal Council (S. Kitts)			
ii	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)			
iii	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> <li>Town Hall meeting was held and is a possibility staff may be heading back to work in the middle of May if all safety measures are put in place. Children's Mental Health week is the first week of May. Also, referrals are still being taken should someone call AFS for service or intake.</li> </ul>		
iv	SSM DOWN SYNDROME SOC. (S. Pleau)			
v	ALGOMA PUBLIC HEALTH (L. Ivey)	<ul style="list-style-type: none"> <li>Dr.Korneluk will be assessing kids virtually. Transition to school meetings are being held through teleconference. SLP and CDA from HSCDSB will be conferencing with APH to discuss student profiles and treatment plans.</li> </ul>		
vi	THRIVE – WELL BEING COMMITTEE ( T. Newell)	<ul style="list-style-type: none"> <li>New referrals are still being taken at THRIVE. Many telephone interactions and video conferencing are happening. Transition to school meetings will take place with the school board via teleconference. A new CEO has been announced. Lisa Henderson will be starting at THRIVE from CCR and starting Monday May 4, 2020.</li> </ul>		
vii	COMMUNITY LIVING ALGOMA (L. Lewis)			
x	MEMBER-AT-LARGE (P. Valois)( Marty Young)	<ul style="list-style-type: none"> <li>The principal at St. Joseph is doing a great job connecting with families in Wawa. Good Food boxes are being delivered.</li> </ul>		
xi	MEMBER-AT-LARGE – FOCUS ON FAITH (L. Connolly Beattie)			

xii	TRUSTEES REPORT (G. Trembinski and Sandra Turco)	<ul style="list-style-type: none"> <li>Two presentations, one from Jared Lambert and English as a Second Language presentation was offered. New Dell Laptops were approved- 260 devices were ordered. Some policies were updated and passed at the last board meeting. Some building updates from SMFI were passed and updates on COVID-19 were provided.</li> </ul>		
10.	NOTES	<ul style="list-style-type: none"> <li>Meeting was adjourned at 5:43 pm</li> </ul>	Gary Trembinski Lori Ivey	

Next Meeting: Teleconference Meeting - May 27, 2020

Time: 4:00 – 6:00 p.m.

From Sault Ste. Marie:

Teleconference # 705-945-5633

Participant Code 8450508#

If calling long distance, call toll free 1-800-267-0754

When prompted, dial extension 25999

Participant code is also 8450508#



*Huron-Superior Catholic District School Board*

**REPORT TO THE DIRECTOR**

**Re: Yard and Bus Bay Area Improvements**

*Submitted by Steve Brown  
Manager of Plant Services*

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The Huron-Superior Catholic District School Board’s Multi-Year Strategic Plan (MYSP) lists Governance as one of its strategic directions. This report relates specifically to:

- Applying resources to initiatives directly related to the strategic plan.

Present at Virtual Tender Opening: M. Kresin (Kresin Engineering)  
S. Brown (HSCDSB)

The tenders for the St. Basil’s Catholic School, White River, Yard and Bus Bay Area Improvements project were opened virtually on June 3, 2020. Three (3) tenders were received, with results as follows:

<u>Contractor</u>	<u>Total Stipulated Price</u>
C. Villeneuve Construction Co. Ltd.	\$432,985
J. Provost Contracting Ltd.	\$475,871
Pioneer Construction Inc.	\$618,600

The budgeted cost for the project is \$245,000.

**Proposed Resolution:** That the Huron-Superior Catholic District School Board awards the construction contract for the St. Basil’s Catholic School, White River, Yard and Bus Bay Area Improvements Project to C. Villeneuve Construction Co. Ltd. being the low tender.

SB/fm



# Huron-Superior Catholic District School Board

## ELECTRONIC POLL/VOTE

1. REASON FOR ELECTRONIC POLL – YARD AND BUS BAY AREA IMPROVEMENTS – ST. BASIL’S CATHOLIC SCHOOL, WHITE RIVER
2. **Proposed Resolution:** that the Huron-Superior Catholic District School Board awards the construction contract for the St. Basil’s Catholic School, White River, Yard and Bus Bay Area Improvements Project to C. Villeneuve Construction Co. Ltd. being the low tender, contingent upon such non-emergency construction being able to proceed.
3. VOTE BY TRUSTEES [Please Check (✓) appropriate box]

TRUSTEE	YES	NO	ABSTAIN	UNABLE TO CONTACT
CAPUTO, John	✓			
CASSIDY-AMADIO, Leslie	✓			
D’AGOSTINO, Tony	✓			
LISKE, Lindsay	✓			
MacEACHERN, Carol	✓			
MAYER, Debbie	✓			
ROSILIUS, Kathleen	✓			
RUSCIO, Joe	✓			
TREMBINSKI, Gary	✓			
TURCO, Sandra	✓			
<b>TOTALS</b>	<b>10</b>			

4. RESOLUTION CARRIED: YES (✓) NO ( )

5. SIGNATURE OF DIRECTOR: *R. Burtaw Spahr*

6. DATE: June 12, 2020



*Huron-Superior Catholic District School Board*

**REPORT TO THE DIRECTOR**

**Re: Partial Roof Replacement**

*Submitted by Steve Brown  
Manager of Plant Services*

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The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Governance as one of its strategic directions. This report relates specifically to:

- Applying resources to initiatives directly related to the strategic plan.

Present at Tender Opening:      R. Talvitie (TAL-VT Architect Inc.)  
   S. Brown (HSCDSB)

The tenders for the St. Basil Catholic School, Sault Ste. Marie, Partial Roof Replacement project were opened on June 9, 2020 at the Huron-Superior Catholic District School Board office. Three (3) tenders were received, with results as follows:

<u>Contractor</u>	<u>Total Stipulated Price</u>
Pro-North Roofing	\$900,000
Maverick and Son	\$929,600
Semple-Gooder Northern	\$999,000

The budgeted cost for the project is \$750,000.

**Proposed Resolution:**      That the Huron-Superior Catholic District School Board awards the construction contract for the St. Basil Catholic School, Sault Ste. Marie, Partial Roof Replacement Project to Pro-North Roofing, being the low tender.

SB/fm



# Huron-Superior Catholic District School Board

## ELECTRONIC POLL/VOTE

1. REASON FOR ELECTRONIC POLL – **PARTIAL ROOF REPLACEMENT – ST. BASIL CATHOLIC SCHOOL, SAULT STE. MARIE**
2. **Proposed Resolution:** that the Huron-Superior Catholic District School Board awards the construction contract for the St. Basil Catholic School, Sault Ste. Marie, Partial Roof Replacement Project to Pro-North Roofing, being the low tender.
3. VOTE BY TRUSTEES [Please Check (✓) appropriate box]

TRUSTEE	YES	NO	ABSTAIN	UNABLE TO CONTACT
CAPUTO, John	✓			
CASSIDY-AMADIO, Leslie	✓			
D'AGOSTINO, Tony	✓			
LISKE, Lindsay	✓			
MacEACHERN, Carol	✓			
MAYER, Debbie	✓			
ROSILIUS, Kathleen	✓			
RUSCIO, Joe	✓			
TREMBINSKI, Gary	✓			
TURCO, Sandra	✓			
<b>TOTALS</b>	<b>10</b>			

4. RESOLUTION CARRIED: YES (✓) NO ( )

5. SIGNATURE OF DIRECTOR: *R. Burtas Spahr*

6. DATE: June 12, 2020



*Huron-Superior Catholic District School Board*

**REPORT TO THE DIRECTOR**

**Re: Partial Roof Replacement and Structural Repairs**

*Submitted by Steve Brown  
Manager of Plant Services*

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The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Governance as one of its strategic directions. This report relates specifically to:

- Applying resources to initiatives directly related to the strategic plan.

Present at Tender Opening:         R. Talvitie (TAL-VT Architect Inc.)  
  S. Brown (HSCDSB)

The tenders for the Our Lady of Lourdes French Immersion Catholic School Partial Roof Replacement, Canopy Removal and Structural Repairs, and Our Lady of Fatima Catholic School Structural Repairs project were opened on June 4, 2020 at the Huron-Superior Catholic District School Board office. Two (2) tenders were received, with results as follows:

<u>Contractor</u>	<u>Total Stipulated Price</u>
Damisona Roofing Ltd.	\$597,700
Nu-Style Construction Co. (1988) Ltd.	\$969,000

The budgeted cost for the project is \$580,000.

**Proposed Resolution:** That the Huron-Superior Catholic District School Board awards the construction contract for the Our Lady of Lourdes French Immersion Catholic School Partial Roof Replacement, Canopy Removal and Structural Repairs, and Our Lady of Fatima Catholic School Structural Repairs Project to Damisona Roofing Ltd., being the low tender.

SB/fm





# Huron-Superior Catholic District School Board

## ELECTRONIC POLL/VOTE

1. REASON FOR ELECTRONIC POLL – **PARTIAL ROOF REPLACEMENT AND STRUCTURAL REPAIRS - OUR LADY OF LOURDES CATHOLIC SCHOOL AND OUR LADY OF FATIMA CATHOLIC SCHOOL, ELLIOT LAKE**
2. **Proposed Resolution:** that the Huron-Superior Catholic District School Board awards the construction contract for the Our Lady of Lourdes French Immersion Catholic School Partial Roof Replacement, Canopy Removal and Structural Repairs, and Our Lady of Fatima Catholic School Structural Repairs Project to Damisona Roofing Ltd., being the low tender.
3. VOTE BY TRUSTEES [Please Check (✓) appropriate box]

TRUSTEE	YES	NO	ABSTAIN	UNABLE TO CONTACT
CAPUTO, John	✓			
CASSIDY-AMADIO, Leslie	✓			
D'AGOSTINO, Tony	✓			
LISKE, Lindsay	✓			
MacEACHERN, Carol	✓			
MAYER, Debbie	✓			
ROSILIUS, Kathleen	✓			
RUSCIO, Joe	✓			
TREMBINSKI, Gary	✓			
TURCO, Sandra	✓			
<b>TOTALS</b>	<b>10</b>			

4. RESOLUTION CARRIED: YES (✓) NO ( )

5. SIGNATURE OF DIRECTOR: *R. Buntar Spahr*

6. DATE: June 12, 2020

## *Huron-Superior Catholic District School Board*

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<b>POLICY TITLE:</b>	<b>COMMUNITY PLANNING AND PARTNERSHIPS</b>	<b>Approved:</b>	<b>January 16, 2013</b>
		<b>Amended:</b>	<b>June 24, 2020</b>
<b>POLICY NO:</b>	<b>3004</b>	<b>Page:</b>	<b>1 of 1</b>

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### **POLICY**

The Huron-Superior Catholic District School Board is committed to working with community partners who support Catholic education to make the best use of its facilities. The board recognizes its responsibility to provide, operate and maintain school facilities as effectively and efficiently as possible, while providing the best education for students. The board is committed to supporting the Ministry of Education *Community Planning and Partnerships Guidelines (March 2015)*.

It is the board's responsibility to support the achievement and safety of its students, with the intent of:

- reducing facility operating costs;
- improving services and supports available to students;
- strengthening relationships between the board, community partners and the public;
- maximizing the use of public infrastructure through increased flexibility and utilization, and
- providing a foundation for improved service delivery for communities.

Board facilities will only be shared with partners whose activities and mandate align with the mission of the Huron-Superior Catholic District School Board.

### **References**

*Ministry of Education – Community Planning and Partnerships Guideline (March 2015)*  
*Ontario Regulation 444/98 – Disposition of Surplus Real Property*  
*HSCDSB Pupil Accommodation Review Policy (4022)*

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<b><u>ADOPTED</u></b>	Regular Meeting – January 16, 2013 Motion B-9	<b><u>DISTRIBUTION</u></b>
<b><u>AMENDED</u></b>	Regular Meeting – October 14, 2015 Motion B-103	i) Trustees ii) Administration
<b><u>AMENDED</u></b>	Regular Meeting – June 24, 2020 Motion B-	iii) Principals iv) Teaching Personnel v) OECTA vi) School Councils

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## *Huron-Superior Catholic District School Board*

### PROCEDURAL GUIDELINES COMMUNITY PLANNING AND PARTNERSHIPS

#### PURPOSE

The *Community Planning & Partnerships Policy (3005)* and *Procedural Guidelines* implements the *Community Planning and Partnerships Guideline* released by the Ministry of Education in March 2015. A copy of the policy and procedures as well as a list of available space and/or co-building opportunities are posted on the Huron-Superior Catholic District School Board website and available, through the Plant Department.

The Huron-Superior Catholic District School Board, while supporting the achievement and safety of students, strives to:

- reduce facility operating costs;
- improve services and supports available to students;
- strengthen relationship between the board, community partners and the public;
- maximize the use of public infrastructure through increased flexibility and utilization, and
- provide a foundation for improved service delivery for communities.

The board will continue to follow Ontario Regulation 444/98 – Disposition of Surplus Real Property regarding the lease or sale of surplus assets, to co-build facilities with other entities, and to enter into a variety of facility partnerships through a license or a joint use agreement. As part of its Capital Plan, the board annually shall identify which open and operating schools have unused space and may be suitable for facility partnerships.

#### OVERVIEW

Cooperative and collaborative relationships between boards and community organizations are part of the foundation of a strong, vibrant and sustainable education system. The Community Planning and Partnership Guideline has eight components.

#### **1. IDENTIFICATION OF CPP OPPORTUNITIES IN BOARD PLANNING**

School boards are expected to have capital plans that address the future needs of their students. Areas of enrolment growth and decline should be presented. Plans should include 3 enrolment projections, school capacity, renewal needs, potential consolidations and the construction of new schools or additions, including significant renovations.

Boards are expected to share this planning information with community partners so that external entities may have sufficient time to respond to presented opportunities. These opportunities may include participation in a facility partnership or contribution to land-

use or green space/park plans. Boards are expected to include information related to their CPP policy and discussions with community organizations in school information profiles when undertaking the accommodation review process.

Where unused space is declared surplus, boards will continue to follow the circulation process outlined in O. Reg. 444/98. Where the unused space in open and operating schools is not surplus, but is available for partnership, or where the partnership opportunity involves new construction, the information will be provided to potential partners through the notification process outlined in Section 3 below.

The Board will post on its website information regarding:

- the intention to build new schools
- the intention to undertake significant renovations, and
- information regarding unused space in open and operating schools and the Board Office

## **2. REVIEW OF BOARD CPP POLICIES**

The Huron-Superior Catholic District School Board will undertake long-term capital and accommodation planning informed by relevant information obtained from local municipal governments and potential community partners. Long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools will take into account opportunities for partnerships with other school boards and appropriate organizations. Such partnerships must be financially sustainable, safe for students and staff, and protect the core values and objectives of the board.

This information should be updated at least once a year in the case of space in existing schools, and as needed in the case of co-building opportunities. The board will also post on its website the name and contact information of the staff member at the board who will respond to questions regarding facility partnerships throughout the year.

The suitability of facility partners shall be determined by criteria including the following:

- the use of facilities is consistent with the Board Mission, Vision and Values;
- the use of facilities is in compliance with the Education Act and Board policy;
- the health and safety of students and staff must be protected;
- the partnership must be appropriate for school setting, and
- the partnership must not compromise student achievement.

## **3. CPP NOTIFICATION PROCESS**

The Plant Department will post information on the website, under the Plant Services tab, regarding its intention to build new schools and to undertake significant renovations, as well as information regarding unused space, in open and operating schools and administrative buildings, that is available for facility partnerships. This information will be updated at least once per year in the case of space in existing facilities, and as needed in the case of co-building opportunities. The board will post the name and contact

information of the staff member who will respond to questions regarding facility partnerships throughout the year.

#### Facilities - *Surplus Space*

For surplus space being offered for sale the board will follow the circulation process outlined in O. Reg. 444/98.

#### Facilities - *Non-Surplus Space*

Where the unused space in open and operating schools is not surplus, but is available for partnership, or where the partnership opportunity involves new construction, the information will be provided to potential partners through the notification process outlined below.

The notification should be supported by a board resolution.

The Plant Manager will create a notification list of potential partners who will be notified when key information regarding community planning or facility partnerships is changed or updated. The notification list will address the following requirements:

- Entities listed in Ontario Regulation 444/98 - Disposition of Surplus Real Property, and will include:
  - all applicable levels of municipal government (single, upper, lower tiers);
  - applicable District Social Services Administration Board(s) or Consolidated Municipal Service Manager(s);
  - applicable Public Health Boards, Local Health Integration Networks and Children's Mental Health Centres;
  - board may prioritize their notification list as they see fit;
  - if child care operators or government-funded organizations request it, they will be added to the notification list, and
  - the board may add any other entity to their notification list based on their CPP policy.

The board will provide information about the available space to the entities on the notification list including size, location, facility amenities and required renovations, if needed. *Community Planning & Partnerships Policy (3005)*.

Entities may then express their interest in using the space. Senior Administration will evaluate the expressions of interest to select partner(s) based on the *Community Planning and Partnerships Policy (3005)*. The board may enter into a license of joint use agreement. Approval from the Minister of Education may be required depending on the provision under the Education Act allowing the transaction.

#### **4. PLANNING FOR AN ANNUAL CPP MEETING**

The board will hold at least one meeting per year to discuss potential planning and partnership opportunities with the public and community organizations. Additional staff-level meetings may be held to discuss additional information with relevant entities. The board will notify both the entities on their notification list and the general public about the annual meeting.

During the annual CPP meeting, the board will provide/present all or a portion of the board's capital plan, details of any schools deemed eligible for facility partnerships, relevant information available on their website and any supplementary CPP information. This information will be shared either during the public meeting or during the optional staff-level meeting, as appropriate.

When inviting entities on the notification list to the annual meeting, the board must clearly request that organizations prepare to bring relevant planning information, including but not limited to, population projections, growth plans, community needs, land-use and green space/park requirements. The board will listen to what needs or plans community partners may have. The invitation list, the entities in attendance at the annual CPP meeting and any information exchanged will be formally documented by the board.

The CPP meeting may be a stand-alone meeting or may be held as part of a scheduled board meeting. Boards that cover a large geography may want to consider holding meetings in more than one community over time.

#### **5. BOARD PLANNING PRIOR TO A PUPIL ACCOMMODATION REVIEW**

In addition to the annual CPP meeting, the board will continue discussions with affected municipalities and other community organizations as they explore options to address underutilized space issues in schools with specific areas of the Board. These discussions will inform proposals that the board staff may present to the Board of Trustees, including recommendations to undertake a pupil accommodation review process.

As part of these discussions with community organizations, the board will obtain a clear indication of any community planning and partnership opportunities in areas where a pupil accommodation review may take place. Additionally, the board will request technical information from the local municipality or municipalities where a planned pupil accommodation review will occur. This technical information is to be specified by the board and can include, but is not limited to, population and future development projections in the area. *Pupil Accommodation Review Policy and Guidelines (4022)* are considered during this process.

#### **6. CONSIDERATION FOR CO-BUILDING OPPORTUNITIES FOR COMMUNITY PARTNERS**

As part of the planning process, when considering building a new school or undertaking a significant addition or renovation, the board will notify the entities on their notification list 1 to 3 years prior to the potential construction start date. The board will provide as much information as possible about their plans and the site to support potential partners in determining the project's suitability to their purposes.

The notification will be supported by a board resolution. The board does not need to have an identified source of funding or Ministry approval when they notify their partners of their plan or intention to build. Similarly, plans to build may be contingent on board decisions that have not yet been made.

Once notified, entities may express their interest in co-building with the board. The board will then evaluate the expressions of interest to select partner(s) based on its CPP policy. The Minister's approval may be required depending on the provision under the *Education Act* authorizing the transaction. Partnership agreements cannot be finalized until both the board and the partner(s) have an approved source of funding. Requests for Ministry funding and requests for transfer from reserve approvals are expected to reflect the board has already solicited interest from partners. The Ministry prefers that the board and facility partners have ownership of their respective portions of the facility, where the portions are sizeable.

The board will encourage community partners to provide notification to the board when community partners have proposals or plans to build their own new facilities. The board should enable community partners to provide this information directly or during the facility partnership-related public meetings held by the board. When building or renovating schools, the board and the Ministry often have deadlines related to student accommodation needs or funding parameters. The board is expected to make their timelines clear to potential partners and may establish policies to ensure that timelines are maintained.

## **7. CONSIDERATION FOR SHARING UNUSED SPACE WITH COMMUNITY PARTNERS**

Underutilized open and operating school and administrative facilities will be reviewed for their suitability for partnership, in alignment with the board's mission, vision and values, based on the following criteria:

- the facility is 60 percent utilized (or less) for two years and/or have 200 or more unused pupil places;
- space needs of existing educational programming and initiatives has been taken into consideration;
- student and staff safety will not be compromised;
- student achievement will not be compromised;
- pupil accommodation has been taken into consideration;
- the partnership will be in compliance with zoning and site use restrictions;

- facility condition is suitable, or will be addressed at the partner's cost;
- configuration of existing space is suitable or will be altered at the partner's cost; and
- there is an ability to separate the student space from the partner space.

If the space is both suitable for facility partnerships and is available for the long-term, the board is expected to consider declaring the space surplus and circulating it for lease through O. Reg. 444/98. If the space is suitable for facility partnerships but is not surplus to board needs, the board is expected to follow the notification process outlined in the *Guideline*. This notification should be supported by a board resolution. The board is expected to provide information about the available space, including but not limited to size, location, facility amenities, and required renovations, if needed.

Entities may then express their interest in using the space. The board will evaluate the expressions of interest to select partner(s) based on their CPP policy. The board then may enter into a license or joint use agreement. The Minister's approval may be required depending on the provision under the *Education Act* allowing the transaction.

## **8. PARTNERSHIP AGREEMENT AND COST-RECOVERY**

The board is responsible for providing clear instructions to potential partners regarding their rights and responsibilities as tenants, including maintenance standards and the applicability, or the lack thereof, of board user policies, including accessibility and inclusiveness policies. The board is responsible for ensuring proper legal agreements that respect the *Education Act* and protect their rights.

The board is not expected to take on additional costs to support facility partnerships, although the board will continue to use their discretion in supporting partnerships based on their student achievement strategy. On a cost-recovery basis, the fees charged to partners should cover the operations and capital cost, including administrative costs and property taxes (if applicable), to the board of the space occupied by the partner. Additional costs to perform minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners should be borne by the partners. Financial expectations should be made clear to potential partners in the board's policy.

In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space. The board will continue to be expected to build within Ministry space and funding benchmarks for the board portion of the facility.

The Director of Education shall ensure the provision of proper legal agreements to potential partners that respect the Education Act and protect the rights of the board and will include clauses regarding but not limited to:



- Terms of the Agreement;
- Cost sharing;
- Hours of operation;
- Improvements to the building;
- Insurance and liability;
- Terms of termination;
- Mediation in event of conflict, and
- Other clauses as deemed applicable

*Huron-Superior Catholic District School Board*

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<b>POLICY TITLE:</b>	<b>ENVIRONMENTAL EDUCATION</b>	<b>Approved:</b>	<b>October 14, 2015</b>
		<b>Amended:</b>	<b>June 24, 2020</b>
<b>POLICY NO:</b>	<b>5008</b>	<b>Page:</b>	<b>1 of 1</b>

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**POLICY**

In its mission statement, the Huron-Superior Catholic District School Board recognizes and believes that we are all called and committed to be respectful and responsible Stewards of God's creation. We affirm the sacredness of life and respect for all creation.

The board is committed to the goals of environmental education: teaching and learning, student engagement and community connections and environmental leadership as outlined in the Ministry of Education's Policy Framework for Environmental Education In Ontario Schools : Acting Today, Shaping Tomorrow (2009).

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<u>ADOPTED</u>	Board Meeting – October 14, 2015	<u>DISTRIBUTION</u>
<u>AMENDED</u>	Board Meeting - June 24, 2020 Motion B-	<ul style="list-style-type: none"> <li>i) Trustees</li> <li>ii) Administration</li> <li>iii) Principals</li> <li>iv) Teaching Personnel</li> </ul>

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## *Huron-Superior Catholic District School Board*

### PROCEDURAL GUIDELINES ENVIRONMENTAL EDUCATION

The following procedural guidelines will be implemented in order to achieve the three goals of environmental education identified by the Ontario Ministry of Education:

The policy framework emphasizes the necessity of ensuring that young people become environmentally active and responsible citizens. Students are required to have the knowledge and skills that will enable them to understand and deal with complex issues that affect the environment now and in the future. (*Environmental Education Scope and Sequence 2017*)

#### GOAL 1 - Teaching and Learning Strategy 1.1

Increase student knowledge and develop skills and perspectives that foster environmental stewardship.

#### ACTIONS

The Huron-Superior Catholic District School Board will:

- Use relevant curriculum resource documents to support implementation of revised curricula, as appropriate, and
- Support staff and students in linking environmental knowledge and related skills and activities to the teachings of diverse communities, including First Nation, Métis, and Inuit peoples, and to principles of responsible citizenship.

Huron-Superior Catholic District School Board schools will:

- Provide opportunities for students to acquire knowledge and skills related to environmental education in all subject areas, and encourage them to apply their knowledge and skills to environmental issues (e.g., loss of biodiversity, climate change, waste reduction, energy conservation) through action-based projects, and;
- Challenge students to develop skills in systems thinking and futures thinking which they will need to become discerning, active citizens.

#### Strategy 1.2

Model and teach environmental education through an integrated approach that promotes collaboration in the development of resources and activities.

ACTIONS

The Huron-Superior Catholic District School Board will:

- Foster collaborative opportunities for educators to develop and share activities, integrated approaches, and action research projects related to environmental education, and
- Encourage innovative interdisciplinary programs that focus on the environment and include field components.

Huron-Superior Catholic District School Board schools will:

- Develop learning opportunities that will help students understand the underlying causes, the multiple dimensions, and the dynamic nature of environmental issues, and;
- Develop professional learning communities to share effective practices about pedagogical strategies that support learning and teaching about the environment.

GOAL 2: Student Engagement and Community ConnectionsStrategy 2.1

Build student capacity to take action on environmental issues.

The Huron-Superior Catholic District School Board will:

- Engage student leaders in the design and delivery of environmental education projects at the board level;
- Share school and student projects across the board that demonstrate engagement in environmental stewardship;
- Encourage environmental learning for all students inside and outside the classroom, and
- Support students, on a system-wide basis, as they develop skills and act as decision makers to effect positive environmental change.

Huron-Superior Catholic District School Board schools will:

- Engage student leaders in the design and delivery of environmental education at the school level;
- Encourage students to enrich their learning by using information technology to access resources, connect with others, and create e-communities that focus on environmental issues;
- Encourage action research that promotes partnerships and the innovative implementation of environmental education concepts and principles;
- create opportunities for students to address environmental issues in their homes, in their Local communities, or at the global level;
- Work with their Catholic School Councils in promoting environmental education;
- Encourage students to plan environmental education activities for all students, and;
- Encourage all students to participate in environmental education activities on school grounds.

Strategy 2.2

Provide leadership support to enhance student engagement and community involvement.

The Huron-Superior Catholic District School Board will:

- Offer community-linked experiences and programs, such as cooperative education and work experience opportunities that are relevant to environmental education;
- Encourage the Parent Involvement Committee to provide advice on the implementation of environmental education;
- Share information about local resources that support environmental awareness and protection, energy conservation, waste management, protection of the biosphere, and outdoor education, and
- Share links and partnerships with community organizations (such as non-profit organizations, businesses, farms, and industries) to help extend engagement in and responsibility for environmental education to the broader community.

Huron-Superior Catholic District School Board schools will:

- Work with parents, the Catholic School Council, First Nation partners, community groups, and other education stakeholders to promote environmental awareness and foster appropriate environmentally responsible practices;
- Enrich and complement students' classroom learning by organizing out-of-classroom experiences and activities (such as the naturalization of the school yard), as appropriate, and;
- Encourage students to consider ways of completing their community service requirements that involve addressing environmental issues in their communities, in a manner consistent with school board policy.

GOAL 3: Environmental LeadershipStrategy 3.1

Increase the extent to which environmental education is integrated into school board policies, procedures, and strategic plans.

The Huron-Superior Catholic District School Board will:

- Develop a school board environmental education policy that promotes environmental literacy and environmentally responsible management practices;
- In connection with our policy, we will:
  - Create and maintain a system-wide environmental education and management committee;
  - Embed environmental education as a priority in the board's strategic plan;
  - Develop and implement a plan for integrating sustainable environmental practices into each of the board's operational services;
  - Develop an environmental action plan that is annually reviewed, renewed, and communicated to all school board employees and trustees;

- Review existing board recognition programs for opportunities to include recognition of responsible environmental leadership;
- Integrate in-service opportunities related to environmental education into staff development for all employee groups, and
- Encourage all school board personnel, the Parent Involvement Committee, students, parents, and Catholic School Councils to adopt and promote environmentally appropriate practices.

Huron-Superior Catholic District School Board schools will:

- Create or revise an implementation plan that aligns with the school board environmental education policy;
- Adopt environmentally responsible management practices that are consistent with board policy and consider the advice of members of the school community on these matters;
- Encourage staff to develop knowledge and skills related to environmental education and responsible environmental practices and encourage mentoring opportunities, and;
- Facilitate sharing of staff expertise and knowledge through existing networks.

### Strategy 3.2

Enhance the integration of environmentally responsible practices into the management of resources, operations, and facilities.

The Huron-Superior Catholic District School Board will:

- Implement strategies, programs and procedures to protect and conserve the environment, while ensuring that schools and workplace environments are safe and healthy, and
- Develop environmentally responsible purchasing practices, while considering quality, price, and service.

Huron-Superior Catholic District School Board Schools will:

- Encourage staff to participate in school or school board sessions on environmental sustainability and the role of staff in preparing and implementing the school and/or school board's action plan, and;
- Plan an environmentally responsible approach to managing resources and operations.

### Resources

Various resources are available at in the Environmental Education section of the Ontario Ministry of Education Website.

## *Huron-Superior Catholic District School Board*

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**POLICY TITLE:**      **EMPLOYEE DRUG AND ALCOHOL POLICY**                      **Adopted:**      **June 24, 2020**

**POLICY NO:**            **6014**    **Page:**            **1 of 1**

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### **POLICY**

The Huron-Superior Catholic District School Board is committed to fostering and maintaining a healthy and safe environment for its employees through the implementation of effective measures to deal with employee drug and alcohol consumption, distribution and/or impairment.

The board recognizes that the consumption of alcohol and other drug use can impair an individual's well-being and interfere with his/her ability to function. In addition, the board recognizes that all of its staff provide and set examples for the students within our Catholic school system.

To help ensure a safe and healthy workplace, the Huron-Superior Catholic District School Board reserves the right to prohibit certain items and substances from being brought on to or present on board property.

The Huron-Superior Catholic District School is committed to the health and safety of its employees and has adopted this policy to communicate its expectations and guidelines surrounding drug and alcohol consumption, distribution and/ or impairment, while respecting the dignity and privacy of individuals and in accordance with the *Ontario Human Rights Code*.

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**ADOPTED**      Regular Meeting of the Board June 24, 2020  
Motion B-

**DISTRIBUTION**

- i) Trustees
  - ii) Administration
  - iii) Principal
  - iv) Teaching Personnel
  - v) OECTA
-



## *Huron-Superior Catholic District School Board*

### EMPLOYEE DRUG and ALCOHOL PROCEDURAL GUIDELINES

#### **Purpose**

The employees of the Huron-Superior Catholic District School Board are our most valuable resource, and for that reason, their health and safety is of paramount concern. Employees under the influence of drugs or alcohol on the job can pose serious health and safety risks to themselves, their students and their fellow colleagues. To help ensure a safe and healthy workplace, Huron-Superior Catholic District School Board reserves the right to prohibit certain items and substances from being brought on to or present on board property. The board has adopted this policy to communicate its expectations and guidelines surrounding drug and alcohol consumption, distribution and/ or impairment.

This employee drug and alcohol policy with accompanying procedural guidelines is intended to:

- maintain a healthy and safe workplace environment;
- identify prohibited substances that must not be brought on to or present on board property;
- provide opportunities for employees to develop the skills necessary to identify and access appropriate interventions, when necessary, and
- provide the required accommodations for employees on prescribed medications.

#### **Definitions:**

**Alcohol:** A beverage containing any quantity of alcohol, including, beer, wine, and distilled spirits.

**Drug:** Any substance which can change or adversely affect the way a person thinks or feels, whether obtained legally or illegally. This could include recreational cannabis (in any form), cocaine, opiates, and amphetamines.

**Drug paraphernalia:** Material or equipment used or intended for use in injecting, ingesting, inhaling, or otherwise introducing a drug, illegal or controlled, into the human body.

**Impairment:** The inability of an employee to work safely, competently or with reasonable effectiveness and safety due to the use of drugs or alcohol.

**Medication:** Includes a drug obtained legally, either over the counter or through a prescription issued by an authorized medical practitioner. For this policy, medications of concern are those that inhibit a worker's ability to perform their job safely and productively.

**Substance Abuse:** The use of illegal drugs, inappropriate use of alcohol or cannabis, or the misuse of prescription or over-the-counter drugs that causes physical and/or mental harm.



### **Implementation Process**

- I. It is the responsibility of the board administration to implement this policy and procedural guidelines.
- II. On a regular basis, all employees will be informed about this board policy and procedural guidelines.
- III. A copy of the policy will be posted on the board's website so that employees may review the policy when needed.
- IV. All staff will be oriented to the content of the policy and procedural guidelines.

### **Expectations**

The following expectations apply to employees and management alike while conducting work on behalf of the board, whether on or off board property:

- Employees are expected to arrive to work on time, fit for duty and able to perform their duties safely and to standard according to Occupational Health and Safety Act (OHSA);
- Use, possession, distribution, or sale of drugs, drug paraphernalia or alcohol during work hours, including during paid and unpaid breaks, is strictly prohibited;
- Employees are prohibited from reporting to work while under the influence of recreational cannabis (whether ingested or used topically) and any other non-prescribed substances;
- Use and possession of medically prescribed drugs is permitted during working hours, subject to the terms and conditions of the board's policies and all applicable legislation;
- Employees on medically approved medication must communicate to their supervisor any potential risk, limitation, or restriction requiring modification of duties or temporary reassignment; and,
- Employees are expected to abide by all governing legislation pertaining to the possession and use of drugs and alcohol.

### **Roles and Responsibilities**

The board will clearly communicate all expectations surrounding drug and alcohol use, misuse, and abuse. To help enforce this policy, administration and employees are expected to adhere to the following:

#### ***Administration/Management will:***

- attend training and awareness programs as directed by the board;
- ensure employees are fit for work, including documenting evidence of alcohol or drug use and/or impairment. Examples of behaviour or signs that may give rise to reasonable cause to believe that an employee is impaired/unfit for work and may be unable to perform their job safely include but are not limited to:
  - slurred speech;
  - glassy eyes;
  - flushed face or neck;
  - disorientation, unsteadiness, or lack of coordination;
  - smell of alcohol or drugs (on breath, or clothing, or in the air surrounding the employee);
  - uncharacteristic or abnormal behavior (e.g., frequent or rapid mood swings, excitement, confusion, irritability, aggressiveness, remoteness, euphoria);

- diminished performance (e.g., sporadic work pace, neglect of duty, increase in mistakes, difficulty communicating or recalling instructions), and/or
- memory problems.
- take immediate action to remove from the job an employee appearing to be impaired and ensure safe transportation from work (i.e. contact a spouse, family member or other individual to transport the employee home);
- investigate the allegations of impairment or substance abuse;
- ensure that any employee who asks for help due to a drug or alcohol dependency is provided with the appropriate support and is not disciplined for doing so, and
- maintain confidentiality and employee privacy.

***Employees will:***

- report to work free from substances that negatively impact work performance and their safety, as well as the safety of others;
- abide by the provisions of the *Employee Drug and Alcohol Policy and Procedural Guidelines* and be aware of their responsibilities under it;
- arrive to work fit for duty, and remain so for the duration of their shift;
- perform work safely in accordance with established safe work practices;
- avoid the consumption, possession, sale, or distribution of drugs or alcohol on board property and during working hours even if off board property;
- avoid the consumption, possession, sale, or distribution of drugs or alcohol while on a board approved extended fieldtrip;
- when attending a training / professional development, appearing at an event as a representative for the board and when attending a board or staff function, use alcohol responsibly and ensure that they are not impaired;
- in cases where an employee has been given a prescription for medication and this medication may affect their ability to work skillfully and safely, discuss the matter with their immediate supervisor or a member of the Human Resources Department;
- where applicable, provide a medical certificate from their health care practitioner when seeking accommodation to support a disability-related need for use of prescription medication for medical purposes;
- be encouraged to report unfit co-workers to their immediate supervisor;
- advise their immediate supervisor if they believe that a third party provider including, but not limited to, transportation providers has a substance use disorder or is impaired while conducting business at a board site. Where the employee believes that the third party is in a position of trust/care of students, the report should be made as soon as it is safe to do so; and if needed police should be contacted;
- seek advice and appropriate treatment, where required; and
- follow the after-care program, where established.

## **Investigation Process**

1. In the event that an employee is suspected to be under the influence, is displaying impaired behaviour, and/or if impaired behaviour has been reported, these steps shall be followed by the immediate supervisor. The steps are not to be considered harassing in nature and are to be carried out in the best interests of the school board, while maintaining the employee's confidentiality and dignity:
  - if possible, immediate supervisor will first seek another supervisor's opinion to confirm the suspicion of impairment;
  - intervene with the employee and escort to a confidential area to discuss suspicions and/or document evidence of impairment/use;
  - advise the employee of his/her right to contact a union or association representative;
  - investigate employee's ability to perform duties. Suspicions of an employee's ability to function safely may be based on specific personal observations. If the employee exhibits unusual behaviour including but not limited to slurred speech, difficulty with balance, watery or red eyes, or dilated pupils, or if there is an odour of alcohol, the employee should not be permitted to return to their assigned duties in order to ensure their safety and the safety of other employees or visitors to the workplace;
  - if deemed unfit to work, support employee by finding support / transportation off board property (i.e. home, hospital if required);
  - inform the Superintendent of Education as well as the Manager of Human Resources or designate, and
  - arrange a follow up meeting for a safe return to work.
2. Where necessary, as determined by the Superintendent and/or Manager of Human Resources or designate, the board may further investigate the allegations of impairment or substance abuse. This may involve the assignment of the employee home until the completion of the investigation. Such assignment will be made at the sole discretion of the Director of Education.
3. When an employee has been sent home due to substance use, a suspicion thereof, or for further investigation, the board may request that medical documentation be provided deeming the individual is drug and/or alcohol free prior to their return to work.
4. No employee with an alcohol, drug or prescription medication problem will be disciplined or involuntarily terminated for voluntarily requesting assistance in overcoming the problem. However, involvement in a rehabilitative program or seeking assistance after an incident has occurred or after a request for the employee to undergo reasonable suspicion investigation under the board's policy will not prevent an employee from being disciplined.

## **Disciplinary Action**

The Education Act, as well as the Safe Schools Act, 2000, prohibits the use of alcohol, recreational cannabis or illicit drugs by employees while on board and school property or at events sponsored by the board and its schools.

1. Employees who violate the provisions of the *Employee Drug and Alcohol Policy and/or Procedural Guidelines* are subject to the appropriate disciplinary measures, up to and including dismissal from employment in alignment with the Progressive Discipline of Employees Board Policy (#6002).
2. Where applicable, the disciplinary action will follow the employee's respective collective agreement.

3. Possession of or dealing illegal drugs on board property will, without exception, be reported to the police.

The goal of the Employee Drug and Alcohol Policy is to clearly communicate the board's expectations regarding employees under the influence of drugs or alcohol on the job. Compliance with this policy is designed to protect the health and safety of all employees.

*Huron-Superior Catholic District School Board*


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<b>POLICY TITLE:</b>	<b>EQUITY AND INCLUSIVE EDUCATION</b>	<b>Approved:</b>	<b>October 13, 2010</b>
		<b>Amended:</b>	<b>June 24, 2020</b>
<b>POLICY NO:</b>	<b>7010</b>	<b>Page:</b>	<b>1 of 1</b>

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

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

The board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy and the Ontario Ministry of Education Policy/Program Memorandum No. 119, in a manner which is consistent with the exercise of the board's denominational rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the Ontario *Human Rights Code*.

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<b><u>ADOPTED</u></b>	Regular Meeting of the Board – October 13, 2010 Motion B-102	<b><u>DISTRIBUTION</u></b>	
<b><u>AMENDED</u></b>	Regular Meeting of the Board – October 14, 2015 Motion B-111	i)	Trustees
		ii)	Administration
		iii)	Principals
		iv)	School Councils
<b><u>AMENDED</u></b>	Regular Meeting of the Board – June 24, 2020 Motion B-	v)	O.E.C.T.A.
		VI)	C.U.P.E

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*Huron-Superior Catholic District School Board*

PROCEDURAL GUIDELINES  
EQUITY AND INCLUSIVE EDUCATION

The procedural guidelines will support the implementation of the eight areas of focus in equity and inclusive education in accordance with the Ministry of Education's mandate.

1. BOARD POLICIES, PROGRAMS, PROCEDURES AND PRACTICES

Preamble

The board recognizes the importance of anti-racism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which fosters racial and ethno-cultural understanding.

The board will ensure that its policy review cycle will result in the alignment and integration of the requirements of Policy/Program No. 119 and the Ontario's Equity and Inclusive Education Strategy (the Strategy) with all board policies, programs, procedures, and practices.

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

Mission Statement

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

Action Items

The board will:

- Establish the foundational framework that will inform their review and/or development and implementation of a comprehensive equity and inclusive education policy that recognizes and eliminates biases related to race, class, ethnicity, gender, sexual

orientation, disability, family status, religion and linguistic differences as well as socio-economic factors.

- Review existing equity and inclusive education policies and/or extend or develop such policies to fulfill the requirements of existing regulations, the *Strategy*, Policy/Program Memorandum No. 119, and The Human Rights *Code* (the *Code*), in accordance with the denominational rights afforded to the Catholic school system.
- Ensure that principles of equity and inclusive education permeate and are explicitly stated in all board policies, programs, guidelines, operations, practices, and Board improvement plans.
- Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the board's equity and inclusive education policy.
- Collect information needed to monitor the effects of the implementation of the Equity and Inclusive Education policy by the board.
- Ensure all persons with disabilities are accommodated appropriately and in a manner consistent with the *Code*.
- Provide training for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario's diverse society
- Provide opportunities for the diverse school community, including students, staff, parents, trustees and community members, to provide active input into board policies and improvement plans on an ongoing basis.
- Investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the *Code*.

*Our schools will:*

- Review existing school procedures, for example, codes of conduct, to determine that they reflect the principles of equity and inclusive education.
- Extend, develop, and implement strategies to actively engage students, parents, families, and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.
- Implement board equity and inclusive education policies, programs and school improvement plans consistent with the *Code* and that reflect the needs of their diverse Catholic school community.

## 2. SHARED AND COMMITTED LEADERSHIP

### Preamble

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

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

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

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

### Mission Statement

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

### Action Items

#### The board will:

Share in the life and mission of the Church by developing a multi-year strategic plan to build and sustain board and staff capacity in the areas of equity and inclusive education in curriculum and instruction, human resources and governance.

- Identify and appoint a contact person to liaise with the Ministry and other boards to share challenges, promising practices and resources.
- Provide extensive and ongoing education and training for students, administrators, teachers support staff and trustees in implementing equity and inclusive education and leadership initiatives.
- Establish selection criteria for leadership positions that prioritize demonstrated commitment, knowledge and skills related to equity and inclusive education



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

- Provide ongoing training for all staff that reflects comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
- Strive to ensure that members of communities that are underserved and /or marginalized are included in the shared leadership.

*Our schools will:*

- Establish a collaborative culture where the collective capabilities and voices of all stakeholders are used to develop and implement equity and inclusive education goals.
- Promote equity minded student leadership related to issues of social justice.
- Develop initiatives such as a Student Leadership Conference in Equity with student facilitators representing diverse voices and experiences.
- Demonstrate leadership in setting the tone for the positive and proactive implementation of the Equity Strategy within the school.

3. *SCHOOL-COMMUNITY RELATIONSHIPS*

*Preamble*

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

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

The board will identify, examine, and remove any barriers that exist, that are part of systemic discrimination under the *Code*, and that prevent full participatory school-community relations.

*Mission Statement*

The board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized.

*Action Items*

The board will:

- Develop a database of information that establishes the diversity of communities based on self-identification.
- Review and/or initiate tools, for example, school climate surveys, to determine stakeholders' views on school environment and act upon relevant next steps.
- Take proactive steps to ensure that existing committees represent the diversity of the wider community.
- Review and deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.
- Expand community efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and various community organizations, including business groups, to ensure inclusion.
- Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to board initiatives.
- Identify under-represented communities and facilitate their participation and involvement in board activities.
- Gather and use the knowledge, skills, and experience of board community partners to enrich the total educational and career experiences of staff, students, and volunteers.

Our schools will:

- Implement strategies to review existing community partnerships to ensure that they reflect the diversity of the broader community.
- Invite and support representation of diverse groups on school committees, including school improvement planning.
- Engage stakeholders in community forums to listen and address concerns and suggestions.
- Reflect the approaches described above in their outreach to the broader community.

4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICESPreamble

When the board considers inclusive curriculum and assessment practices, it will consider both the “how” and the “what”. What is delivered to students in terms of content is as important as the way it is delivered. The board must consider both what is said and what is not said, as it is

known that our students learn both the explicit and hidden curricula. Both in its content and methodology, inclusive curriculum seeks to recognize the board's commitment to Catholic values and respect for all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

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

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

*Mission Statement:*

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

*Action Items*

*The board will:*

- Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated in order to reduce the achievement gap. The principles of such a review will be consistent with the *Code*.
- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination (e.g., race, gender, disability).

*Our schools will:*

- Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated; the principles of such a review will be consistent with the *Code*.
  - Promote grade team planning, including teacher moderated marking to ensure a collaborative approach to student assessment.

- Ensure that assessment and evaluation support growth and learning, with the belief that each and every student can achieve and be successful given the appropriate time and support.
- Provide education and training based on the belief that all students can learn and ensure that it is reflected in expectations of students' assessment and evaluation practices, counselling about available program options, and other counselling practices.
- Use a variety of assessment strategies and instruments to inform short- and long-term planning to reduce gaps in student achievement and improve student learning.
- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education practices;
  - Provide multiple opportunities for assessment (self, peer, teacher, student-led conferencing and /or parent/student and teacher interviews).
  - Adjust instruction based on the results of formative assessment. Feedback to students must be specific, timely and promote further learning.
  - Ensure collaborative learning structures recognizing the variety of learning styles and multiple intelligences.
- Ensure consistent monitoring of the growth of students who are on Individual Education Plans and/or are English Language Learners to ensure that the specific needs of students are addressed through the accuracy of programming based on best practices in assessment; all needed accommodations and modifications must be in place to assist the student in accessing the curriculum.
- Ensure all students who have English language learning needs receive an education program that closely aligns with their specific needs and that ensures equity of access to the curriculum.
- Ensure parents (and students where appropriate) are actively involved in identification and placement decisions, including those required by the Identification, Placement and Review Committee.
- Ensure access and use of assistive technologies for students who require accommodations to support achievement and success.
- Improve student learning and achievement through the use of differentiated product (e.g. an oral response for a reading comprehension task or a mind map in lieu of an essay or a dramatic performance that demonstrates the student's learning).
- Engage students as active participants in their learning (e.g. students seeing and hearing themselves in the curriculum; gender specific teaching practices; culturally

relevant and responsive pedagogy; research based practices in assessment and evaluation).

- Review and reflect upon classroom practices and revise them as needed to help ensure that they are aligned with school-wide equity and inclusive education policies.
- Make certain that resources and instructional strategies are in accordance with Catholic teachings and values; are in compliance with the provisions of the Code with respect to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles; encourage open discussion of the prohibited grounds of discrimination under the code (e.g., race, gender, disability) in society, the community, and the school.

## 5. RELIGIOUS ACCOMMODATION

### Preamble

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

Within the framework of gospel values, traditions, and the board's denominational rights, in recognition of this diversity, the board will attempt to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights.

### Mission Statement

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

### Action Items

#### The board will:

- Consult with a variety of individuals and groups who represent the religious diversity of the board in the development and implementation of this policy.

- Inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.
- Prepare a religious accommodation guideline (Appendix A) in keeping with the Code, and consistent with its denominational rights, which prohibits discrimination on the grounds of creed, and other Code protected grounds, and provides a duty to accommodate.
- Provide religious accommodation for students and staff, where reasonable and consistent with *the Code*.

Our schools will:

- Revise/Implement their religious accommodation practices to align with the board's religious accommodation guideline.

6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

Preamble:

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

The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors.

Mission Statement

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

Action Items

The board will:

- Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents, and the community, so that diverse groups and the

broader community have better board-level representation and greater access to board initiatives.

- Put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable boards to respond in a timely manner.
- In an effort to alleviate the negative impact of suspensions and expulsions on students, proactive programs will be initiated or expanded to decrease the number of suspensions and expulsions.
- Create a climate in which excellence is continually strived for and respect for all permeates the environment.
- Communicate that administrators are expected to use progressive discipline and professional discretion, and to understand the duty to accommodate students with disabilities.

*Our schools will:*

- Ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment.
- Ensure the use of progressive discipline including peer mediation and restorative justice.
- Welcome, respect and validate the contributions of all students, parents, and other members of the school community.
- Ensure that every student is supported as outlined in Student Success Strategies, *Learning for All, Reach Every Student* and other applicable legislation, and is inspired to succeed in a culture of high expectations for learning.
- Ensure that school codes of conduct reflect the needs of the diverse Catholic community served by the school and are developed with the active consultation and involvement of students, staff, parents, and a representative cross-section of community members.
- Review or develop guidelines and procedures to address the prohibited grounds of discrimination under the Code as they may apply to students, staff, and others in the Catholic community.
- Ensure that the established board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response in accordance with the requirements of Bill 157.

- Ensure that all information about the new or revised procedures involving equity and inclusive education is communicated to all students, staff, families, and others in the school community.

## 7. PROFESSIONAL LEARNING

### Preamble:

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

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

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

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

### Mission Statement

The board is committed to providing the school community, including students, with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*.



### Action Items

#### The board will:

- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives.
- Provide anti-racism and anti-discrimination training that promotes respect and courtesy in all interactions, virtuous conduct, including training in prevention and early intervention strategies.
- Ensure that training includes information on cross-cultural differences, and promotes a deeper understanding of exceptionalities and of how to mitigate discipline, in light of its effect on students with disabilities.
  - Provide ongoing opportunities for students, administrators, teachers, support and board staff, as well as trustees, to participate in equity and inclusive education training and leadership initiatives.
  - Ensure that the principles of equity and inclusive education are modelled and incorporated in professional learning programs.
- Identify a board equity and inclusive education contact to liaise with the Ministry of Education and other boards in order to share challenges, promising practices, and resources.

#### Our schools will:

- Review classroom strategies and revise them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies.
- Promote collaborative teams that learn together through job embedded learning, implement their learning and reflect together on best practices.
- Build staff capacity through ongoing needs-based professional learning determined through data analysis and based on results.
- Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
- Develop equity initiatives and provide timely and specific feedback that will further school-wide equitable practices.

## 8. ACCOUNTABILITY AND TRANSPARENCY

### Preamble:

The board acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the board, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of *The Strategy*.

### Mission Statement

The board is committed to assessing and monitoring its progress in implementing the Strategy; to embedding the principles of equity and inclusive education into all board policies, programs, guidelines and practices; and to communicating these results to the community.

### Action Items

#### The board will:

- Embed the principles of equity and inclusive education into all board policies, programs, guidelines, and practices.
- Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers and post it on the board's website.
- Seek and use feedback to improve Policy 7010 Equity and Inclusive Education, in the spirit of continuous improvement.
- Engage board and school teams in school improvement planning with particular emphasis on using data to identify and remove barriers to student achievement, to raise awareness about discriminatory practices and to encourage conversations and collaborative actions about racism and other equity issues.
- Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
- Report on the progress of implementation of the Strategy and its impact on student achievement using specific criteria.
- Ensure the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents through this process.

Our schools will:

- Report student achievement data annually to the board and intervene at all levels to ensure the achievement and success of those students who are underserved in our system.
- Develop and communicate evidence-based school improvement plans that are aligned with *the Strategy*.
- Review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's equity and inclusive education plans and procedures.

References:

- [A Framework for French as a Second Language in Ontario Schools K-12, 2013](#)
- [Aboriginal Perspectives: A Guide to the Teacher's Toolkit – Teaching Resources and Strategies for Elementary and Secondary Classrooms, 2009.](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Creating Pathways to Success, Ministry of Education, 2013](#)
- [Equity and Inclusion: From the Lens of Catholic Social Teachings Grades 9 to 12](#)
- [Equity and Inclusive Education in Ontario's Schools, Guidelines for Policy Development and Implementation, 2014](#)
- [Equity and Inclusive Education: Going Deeper \(A Tool to Support Ontario School Boards in the Implementation of Equitable and Inclusive Education\), Working Document, 2014](#)
- [Fully Alive Grades 1 to 8 Family Life Education programs, Assembly of Catholic Bishops of Ontario](#)  
[Growing in Faith, Growing in Christ, Pearson Canada](#)
- [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#)  
[Ontario's Equity and Inclusive Education Strategy, 2009](#)
- [The Ontario Human Rights Code](#)

**RELIGIOUS ACCOMMODATION GUIDELINE - ENGLISH CATHOLIC  
VERSION**

**MISSION STATEMENT**

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

**INTRODUCTION**

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

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

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

**LEGISLATIVE AND POLICY CONTEXT**

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

The *Canadian Charter of Rights and Freedoms* (Section 2(a) and Section 15) guarantees freedom of religion. *The Ontario Human Rights Code* (The Code) protects

an individual's freedom from discriminatory or harassing behaviours based on prohibited grounds. Consistent with this legislation is *The Education Act*, its regulations and policies governing equity and inclusion in schools, including the following:

- PPM No 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools",
- R.R.O. 1990, Regulation 298, "Operation of School-General" s 27-29, under the heading "Religion in Schools"
- PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools".

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

The board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behaviour based on prohibited grounds through Policy 7010 Equity and Inclusive Education, Policy 4024 Safe Schools and Workplaces and curriculum resources. All of these will be informed by, and interpreted in accordance with, the principles of *the Code*.

This policy and procedural guideline reflects the board's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic church's teachings.

### **DEFINITIONS**

#### **1. Accommodation**

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

The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate."

The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member.

Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

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

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

2. Creed

Creed is interpreted by the Ontario Human Rights Commission's 1996 Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship. The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

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

3. Undue Hardship

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

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

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under Policy 7010 Equity and Inclusive Education and under the Ontario *Human Rights Code*.

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

**ACCOMMODATION GUIDELINES**

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

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

1. **Accommodation Based on Request**

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

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

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

2. General Procedures for Religious Accommodation

a) Staff

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

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

b) Students

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

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



3. Resolved Requests

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

4. Areas of Accommodation

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

- a) School opening and closing exercises;
- b) Leave of Absence for Religious Holy Days;
- c) Prayer;
- d) Dietary requirements;
- e) Fasting;
- f) Religious dress;
- g) Modesty requirements in physical education; and
- h) Participation in daily activities and curriculum.

*School Opening and Closing Ceremonies*

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

*Memorandum No. 108 states the following:*

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.

3. Where publically-funded school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
  - a) One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
  - b) A period of silence.
4. Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right. These requirements will be interpreted in accordance with the Code and the board will consider other requests for accommodation as may be made.

*Absence for Religious Holy Days*

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

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

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

(Examples of) Significant Holy Days:	
<i>Baha’j</i>	Ridvan
<i>Buddhist</i>	Lunar New Year/Chinese
<i>Western Christian</i>	Good Friday

<i>Eastern Christian</i>	Christmas Holy Friday
<i>Hindu</i>	Diwali
<i>Jewish</i>	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
<i>Muslim</i>	Eid-ul-Fitr Eid-ul-Adha
<i>Sikh</i>	Baisakhi

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

*Guidelines for Administrators*

- All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.
- Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.
- Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.
- Student handbooks should include information about the procedures for requesting leaves.
- All staff members acting on behalf of/representing the board on other organizations, which in partnership with the board are planning events or activities that involve students and/or staff of board schools, have the responsibility to bring this procedure to the attention of these organizations.

For consultation or further clarification of questions, administrators and managers should contact the Superintendent responsible for Equity and Inclusive Education.

Unresolved Requests

a. Employee

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

b. Students

In the event that a student maintains that his or her rights under the board's religious accommodation policy have been compromised, then the matter will be referred to the Superintendent of Education responsible for equity and inclusive education.

Prayer

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

Dietary Restrictions

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

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

Special attention needs to be given to field trips that extend over a mealtime period.

Fasting

The board is sensitive to religious periods of fasting. Board schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are

fasting in religious observance. The board recognizes that students who are fasting may need exemptions from certain physical education classes and board schools should make reasonable efforts to provide appropriate accommodations.

*Religious Dress*

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

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

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

- Head covers (e.g., Yarmulkes, turbans, Rastafarian headdress, hijabs),  
Crucifixes, Stars of David or other items of ceremonial dress.

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

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

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

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

*Modesty Requirements for Dress in Physical Education Classes*

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

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

*Participation in Daily Activities and Curriculum*

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

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

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

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

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

#### **LIMITATIONS TO RELIGIOUS ACCOMMODATION**

The board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.

The board, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.

Concerning the sharing of worship space in Catholic schools, a distinction needs to be made between baptized non-Catholics, and non-baptized members of other faith traditions.

In the first instance, the Directory for the Application of Principles and Norms on Ecumenism (published in 1993 by the Pontifical Council for the Promotions of Christian Unity) addresses the issue of Catholic schools and accommodation of baptized non-Catholic students and staff in paragraph #141:

"In Catholic schools and institutions, every effort should be made to respect the faith and conscience of students or teachers who belong to other Churches or ecclesial Communities. In accordance with their own approved statutes, the authorities of these schools and institutions should take care that clergy of other communities have every

facility for giving spiritual and sacramental ministrations to their own faithful who attend such schools or institutions. As far as circumstances allow, with the permission of the diocesan Bishop these facilities can be offered on the Catholic premises, including the church or chapel.”

In the second instance, non-baptized members of other faith traditions should NOT be using the chapel as their own place of prayer. In which case, the Catholic school should provide another space for them. The suggestion of a meeting room in the school library or an unused classroom seems to be appropriate.



**GUIDELINE FOR KIRPAN ACCOMMODATION**

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

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

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

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

*Huron-Superior Catholic District School Board*

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<b>POLICY TITLE:</b>	<b>ONTARIO STUDENT RECORD (O.S.R.)</b>	<b>Approved:</b>	<b>March 8, 2015</b>
		<b>Amended:</b>	<b>June 24, 2020</b>
<b>POLICY NO:</b>	<b>7012</b>	<b>Page:</b>	<b>1 of 1</b>

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**POLICY**

It is the policy of the Huron-Superior Catholic District School Board to adhere to the responsibilities and directions as stated in the Ontario Student Record Guideline (O.S.R.), 2000. This policy statement and the Procedural Guide will comply with the Ministry of Education Guideline and with the Province of Ontario's Freedom of Information and Protection of Privacy Act, and the Municipal Freedom of Information and Protection of Privacy Act.

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<b><u>ADOPTED</u></b>	Regular Meeting of the Board December 11/02 Motion B-6		<b><u>DISTRIBUTION</u></b>
		i)	Trustees
		ii)	Administration
<b><u>AMENDED</u></b>	Regular Meeting of the Board October 14, 2015 Motion B-114	iii)	Principals
		iv)	O.E.C.T.A.
<b><u>AMENDED</u></b>	Regular Meeting of the Board June 24, 2020 Motion B-		

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*Huron-Superior Catholic District School Board*

PROCEDURAL GUIDELINES  
ONTARIO STUDENT RECORD (O.S.R.) MANAGEMENT

INTRODUCTION

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s)<sup>1</sup> of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

The following guideline sets out the policies of the Ministry of Education with regard to:

1. Establishment of the OSR;
2. Responsibility of the OSR;
3. Components of the OSR;
4. Access to the OSR;
5. Use and maintenance of the OSR;
6. Transfer of the OSR;
7. Retirement of a student;
8. Retention, storage, and destruction of information in the OSR;
9. Correction or removal of information in the OSR;
10. Change of surname;
11. Continuing education records.

**1. ESTABLISHMENT OF THE OSR**

An OSR will be established for each student who is enrolled in the Huron Superior Catholic District School Board. Each student and their parent(s) / guardian(s) of a student who is not an adult must be informed of the purpose and content of the OSR at the time of enrolment.

If an OSR folder is lost or inadvertently destroyed, a new OSR folder will be created. Previous information can be obtained from the current office index card and, if applicable, from the card(s) at the previous school(s). A notation will be made in the margin on the front of the new OSR folder that gives the date on which the new folder was created and the reason.

## **2. RESPONSIBILITY FOR THE OSR**

It is the duty of the principal or designate of a school to:

- establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with this guideline and the policies established by the board;
- ensure that the materials in the OSR are collected and stored in accordance with the policies in this guideline and the policies established by the board;
- ensure the security of the OSR;
- ensure that all persons specified by a board to perform clerical functions with respect to the establishment and maintenance of the OSR are aware of the confidentiality provisions in the Education Act and the relevant freedom of information and protection of privacy legislation.

## **3. COMPONENTS OF THE O.S.R.**

An OSR will consist of the following components:

- an OSR folder
- report cards
- an Ontario Student Transcript, where applicable
- a documentation file, where applicable
- an office index card
- additional information identified as being conducive to the improvement of the instruction of the student

### The OSR Folder

Principals must establish an OSR folder. The folder will contain the parts set out below:

#### Biographical data: Part A

The following information will be provided:

- the student's full name and date of birth (The principal will indicate the method of verification on the folder – e.g., birth certificate, baptismal certificate, passport – and will initial and date the folder.)
- a student number assigned by the school or the school board, where applicable
- a Ministry Identification Number (MIN) or Ontario Education Number (OEN) assigned by the ministry, where applicable

Schools attended: Part B

The following information will be provided:

- the name of each school that the student has attended
- the name of the board
- the date of entry and the date of the last day of attendance in each grade
- the name of a teacher contact

Where the student is transferring to a school from an educational institution that was not required to maintain an OSR, Part B may include any information that will complete the record of schools previously attended.

Retirement from an Ontario school

The following information will be provided on retirement:

- the date of retirement
- the student's address at retirement
- the student's destination at retirement with respect to further education or employment

Names of parent(s) / guardian(s)

The following information will be provided:

- the first name of the student's parent(s) or the first name and surname of the student's parent(s) when the surname of the latter differs from that of the student
- if applicable, the date of death of the parent(s) of a student opposite the name of the deceased

Special health information

A summary of a student's special health conditions will be included when such conditions are disclosed to the principal. Entries will be dated and kept current.

Photographs and information on school activities

This information may be inserted if it satisfies the policies on inclusion set out by the board.

Additional information

The following information will be provided, if applicable:

- the date on which the student enters a Supervised Alternative Learning (SAL) program (Regulation 308), as well as the SAL committee report, which is to be inserted in the OSR documentation file.

Report CardsThe Provincial Report Card, Grades 1–8.Use and completion

A completed Provincial Report Card, Grades 1–8 (all pages), or an exact copy of it, will be filed in the OSR folder for each student who has been enrolled in the school for more than

six weeks from the commencement of the reporting period:

- at the time of his or her transfer to another school; or
- at the time of his or her retirement from school; or
- at the end of each of three reporting periods, the first to occur during the fall.

The Provincial Report Card, Grades 1–8, or an exact copy of it, will be forwarded to the parent(s) of a student who is not an adult or to the student if he or she is an adult.

#### Electronic format

School boards may use an electronic format of the Provincial Report Card, Grades 1–8, to facilitate completion and use. However, a completed Provincial Report Card, Grades 1–8, or an exact copy of the report card, must be filed in the OSR as a hard copy.

#### The Provincial Report Card, Grades 9–12

##### Use and completion

The board will use the Provincial Report Card, Grades 9–12, for students in all secondary schools.

A completed Provincial Report Card, Grades 9–12 (all pages), or an exact copy of it, will be filed in the OSR folder for each student who has been enrolled in the school for more than six weeks from the commencement of the reporting period:

- at the time of his or her transfer to another school; or
- at the time of his or her retirement from school; or
- two times in each semester for semestered schools, the first to occur during the fall;

The Provincial Report Card, Grades 9–12, or an exact copy of it, will be forwarded to the parent(s) of a student who is not an adult or to the student if he or she is an adult.

#### The Ontario Student Transcript (OST)

The requirements for the OST are outlined in the “Ontario Student Transcript (OST): Manual, 1999.” The OST is part of the OSR. When it is maintained as a hard copy, it should be filed in the OSR folder. When it is maintained electronically, a hard copy must be produced and maintained in accordance with the Ontario Student Transcript (OST): Manual, 1999.

#### The Documentation File

When a documentation file is required, it will be kept in the OSR folder. A documentation file will be established when the following information is required:

- verification of a custody order
- verification of a change of surname
- a written request to be named by repute
- the statement of decision of an Identification, Placement, and Review Committee (IPRC); the recommendation of an appeal board and the decision of the school board regarding identification and/or placement, where applicable; and a tribunal's decision regarding identification and/or placement, where applicable

- an Individual Education Plan (IEP) for a student receiving special education programs and services
- educational, psychological, and health assessments
- an Intensive Support Amount (ISA) status form
- the report of a Supervised Alternative Learning (SAL) committee
- letters of request for a correction to, or a deletion from, the record where the request has not been granted
- other reports and/or information identified in accordance with the policies established by the school board
- a Violent Incident Form

When a report is requested from a professional, paraprofessional, or other relevant person, that person should be advised that the report will be filed in the OSR and will be subject to the access provisions governing the OSR.

As with other material included in an OSR, these reports should only be included if, in the principal's opinion, they are conducive to the improvement of the instruction of the student.

#### The Office Index Card

The office index card provides the school with immediate access to information about a student. It will remain at the school during the period in which the student is enrolled at the school. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school.

When a student transfers to another school, or to a private, federal, or First Nation school, or retires from school, the office index card will be stored at the sending school or at a central record office provided by the board.

#### Student Record of Accumulated Instruction in French As a Second Language in elementary school

An individual record of accumulated instruction in French as a second language will be established and maintained for each student enrolled in an elementary school. The record will include all of the information required for each entry. An entry will be made on the record:

- at the end of a school year, semester, or summer course; and
- when a student transfers to another school, including a private, federal, or First Nation school; and
- when a student retires from school.

If a student has had previous instruction in French but no record is available, the entries on the card must be started at least from the date of enrolment in an Ontario school. A note will be made on the first lines of the instruction card indicating what is known about a student's previous instruction in French as a second language and in other subjects taught in French. If the number of accumulated hours must be estimated, an annotation must indicate that the figure is approximate.

#### Prior Learning Assessment and Recognition (PLAR) Challenge For Credit: Cumulative Tracking Record

If a secondary school student challenges for credit for a Grade 10, 11, or 12 course through the Prior Learning Assessment and Recognition (PLAR) challenge process, a record of all credits earned and attempted will be established and will be maintained in the student's OSR. This record will be kept on the form entitled "PLAR Challenge for Credit: Cumulative Tracking Record." The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on this form. (If it is necessary to use more than one "Cumulative Tracking Record" form to record a student's attempts to challenge for credit, the additional form(s) should be attached to the original form.)

As stated in Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools", issued July 6, 2001, there are two possible tracking forms – the "Cumulative Tracking Record" and the "Interim Tracking Record". Only the "Cumulative Tracking Record" form will be maintained in the student's OSR. If a student earns a credit through the challenge process in a school outside his or her regular school (the regular school is the school that maintains the student's OSR), the principal of the school outside the student's regular school will use the "Interim Tracking Record" form (provided in the memorandum) to communicate the results of the student's challenges for credit to the school that maintains the OSR. The principal of the student's regular school will enter the information onto the "Cumulative Tracking Record" form in the student's OSR.

#### **4. ACCESS TO THE OSR**

The following personnel have the right to examine the contents of the O.S.R.:

- every student;
- the student's parent (s) or guardian (s) if the student is under 18;
- Supervisory Officers, the Principal, and Teachers of the school for the purpose of improving the instruction of the student;
- Board Psychometrists;
- Teacher-Diagnosticians;
- Curriculum Coordinator - Special Education;
- Special Education Consultant.



Request for access to the Ontario Student Record will be granted to other individuals only when permission, in writing, is given by the adult student or by the parent(s) or guardian(s) of a student that is not an adult (*age 18*)

- a) Unless there is a court order to the contrary, both parents have rights of access to their child's O.S.R.. This right includes the right to make inquiries and to be given information concerning the child's health, education and welfare (*O.S.R. Guideline 2000, Section 4.2*).
- b) Students and the parents/guardians of students who are under 18 have the right to receive a copy of O.S.R. contents (*O.S.R. Guideline, Section 4.1*).
- c) Other than those specified in (1) above, no individual shall have access to the O.S.R. without the written consent of the adult student or of the parent (s) or guardian (s) of a student who is not an adult (*age 18*). Such consent will be placed in the O.S.R..
- d) Follow the O.S.R. procedures related to being presented with a court order, subpoena or search warrant.
- e) Students and parents must be made aware of their rights of access. The rights of access and an explanation of the purpose of the O.S.R. are printed on each registration form

#### Ministry and School Boards

The Education Act permits the compiling and delivery of information contained in an OSR if it is required by the Minister of Education or the school board. In instances where ministry staff members are seeking to collect information from OSRs, students who are adults and parents of students who are not adults will be notified.

#### Courts and Law Enforcement Agencies

Subsection 266(2) of the Education Act states that the OSR will not be produced in the course of any legal proceedings. There may be occasions, however, when access to the OSR of current students or former students will be sought. In such cases, boards should obtain legal advice from their lawyers in order to deal with such issues as the following:

- whether the Education Act in fact prevents the production of the OSR
- whether the OSR in question is relevant to the proceedings
- if the OSR is relevant to the proceedings, whether a copy, rather than the original, may be submitted to the court

All of these issues are relevant in both civil and criminal cases.

Both the municipal and provincial freedom of information acts permit disclosure of personal information for the purposes of law enforcement. The conditions for disclosure and the definition of “law enforcement” are contained in the legislation. School boards should consult with their freedom of information coordinators and their legal counsel to determine whether they should develop policies on the disclosure of personal information in an OSR to courts and law enforcement agencies.

In court proceedings, subject to an appeal, the judge's order must be followed. If a principal receives a court order requiring the release of an OSR, the principal should contact the board's legal counsel. Although court orders must be followed, the principal should obtain legal advice about the issues listed above.

Decisions regarding the release of information should be made by the principal of the principal's designate.

### **5. USE AND MAINTENANCE OF THE ONTARIO STUDENT RECORD**

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student.

The freedom of information legislation sets out criteria for the use of personal information. The purposes for which personal information in a student's OSR is being used must be consistent with the policies in this guideline and with school board policies. Students who are adults and parents of students who are not adults should be informed of the uses of personal information at the time that that information is collected for inclusion in an OSR.

The contents of the OSR should be reviewed by the principal when a student is completing Grade 4 and again when the student is completing Grade 8 to ensure that they remain conducive to the improvement of the instruction of the student.

### **6. TRANSFER OF THE ONTARIO STUDENT RECORD**

#### **GENERAL:**

- The transfer of the OSR means the transfer of all parts of the OSR as outlined below other than the office index card. Complete Part B of the Ontario Student Record Folder.
- A record of the transfer is noted in the Trillium computing system.
- Information that is micro recorded or in computer files, may be sent in this form following the Ontario Student Record procedures.
- A completed Provincial Report Card (all 3 pages) will be filed in the O.S.R. at the

time of student transfer, if the student was enrolled at the school for at least six (6) weeks.

The O.S.R. folder and its contents should be reviewed by the Principal before transferring.

Subject to the conditions outlined below, the original OSR is transferable only to schools in Ontario.

Within the board:

- Requires a letter of request from the principal of the receiving school. Parent(s)/guardian(s)/adult student's signature is not required.
- Ontario Student Record Folder must be sent by Priority Post or Board courier.

To another board or provincial or Demonstration School:

- Requires a letter of request from principal of receiving school.
- Ontario Student Record Folder is to be sent by Priority Post or other Bonded courier service.

To a Private School or Federal or First Nation School:

- Requires a letter of request using form in the O.S.R. Guideline 2000 together with a written statement indicating consent to transfer the Ontario Student Record, signed by the adult student or the parent(s) or guardian(s) of a student who is not an adult (age 18).
- Ontario Student Record is to be sent by Priority Post or other Bonded courier service.

To an Educational Institution Outside Ontario

- Only send an exact copy—***not the original***.
- Requires a letter of request from principal of receiving school together with a written statement indicating consent to the transfer of the Ontario Student Record Folder, signed by the adult student or the parent(s) or guardian(s) of a student who is not an adult.

**7. Retirement of an O.S.R.**

A student retires from school when he or she ceases to be enrolled in school. A student is not considered to have retired if he or she (a) withdraws for a temporary period with the written consent of the principal, or (b) transfers to another school in Ontario.

When a student retires from the school that maintained an OSR for the student, the principal will give the following to the parent(s) of the student if he or she is not an adult, or to the student if he or she is an adult:

- an up-to-date copy of the student's OST, if applicable
- the information and materials stored in the OSR folder that are not required to be retained under the retention schedule provided in section 8

The O.S.R. Folder of a retired student is to be kept at the school in a secure place.

### **8. RETENTION, STORAGE, AND DESTRUCTION OF INFORMATION IN THE OSR**

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR should be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from school:

- report cards
- the documentation file, where applicable
- additional information that is identified by the school board as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST
- the office index card

The destruction of all or any part of the OSR when its retention is no longer required under this guideline will be effected under conditions that ensure the complete and confidential disposal of the record.

### **9. CORRECTION OF REMOVAL OF INFORMATION IN THE OSR**

If certain information or material in an OSR folder is determined, according to the board's policies, to be no longer conducive to the improvement of the instruction of the student, the principal will have the information or material removed from the OSR folder. Such information will be given to the parent(s) of a student who is not an adult or to the student if the student is an adult, or it will be destroyed.

If the parent(s) or adult student is (are) of the opinion that the information contained in the student's OSR is inaccurately recorded or that it is not conducive to the improvement of the instruction of the student, the parent(s) or adult student may request in writing that the principal correct the alleged inaccuracy or remove the information from the record. If the principal complies with the request, the material will be corrected or will be removed from the file and destroyed or returned to the parent(s) or the adult student, and no record of the request will be retained in the OSR.

If the principal refuses to comply with the request, the parent(s) or the adult student may request in writing that the principal refer the request to the appropriate supervisory officer. The supervisory officer will either (a) require that the principal comply with the request, or (b) submit the OSR and the request to a person designated by the Minister of Education. If the supervisory officer requires that the principal comply with the request, no record of the request will be retained in the OSR. If the supervisory officer submits the request to a person designated by the Minister, that person will hold a hearing, which the principal and the person(s) who made the request will attend. After the hearing, the person designated by the Minister will make a decision on the matter. This decision will be final and binding. If the person designated by the Minister requires that the principal comply with the request, no record of the request will be retained in the OSR. If the person designated by the Minister denies the request, the original request, including the date on which it was made, and the statement of this final decision will be retained in the documentation file.

Freedom of information legislation also permits persons to request that recorded personal information be corrected.

Every principal will ensure that no OSR discloses (a) the contravention or alleged contravention by a student of any statute or regulation to which the Young Offenders Act or Part V- A of the Provincial Offences Act applies, or (b) the disposition of any proceedings brought under those statutes or regulations. If an entry in an OSR does disclose such information, the principal of the school in which the student is enrolled will ensure that the entry is altered appropriately or deleted from the OSR.

## **10. CHANGE OF SURNAME**

### **Change by Repute**

When a principal receives a written request from an adult student or the parent(s) of a student who is not an adult that the student be identified by a surname other than the legal surname of the student and when (a) the student is known by a surname other than his or her legal surname, (b) the surname is a name obtained by repute, and (c) the use of the surname is in the student's best interests, the principal will record the requested surname in Part A of the OSR folder in addition to the legal surname of the student, and the

requested surname will be used henceforth. In this case, the legal surname will be enclosed in brackets. The written request will be stored in the documentation file.

### Change by Marriage

When a principal receives a document that establishes that a student for whom the principal maintains an OSR has had his or her surname changed by marriage, the principal will file the document, a copy of the document, or a verification of his or her knowledge of the document in the documentation file, and will change the surname of the student on all current and future components of the OSR.

### Change by Law

When a principal receives a document that establishes that a student for whom the principal maintains an OSR has had his or her surname changed in accordance with the law of the province, state, or country in which the document was made, the principal will file the document, a copy of the document, or a verification of his or her knowledge of the document in the documentation file, and, on request, will change the surname of the student on all components of the OSR so that the record will appear as if originally established in the new surname.

## **11. CONTINUING EDUCATION RECORDS**

For each student enrolled in a school board continuing education course or program for the purpose of achieving an Ontario secondary school credit or credits, the principal of the continuing education course or program will establish an office index card, which will contain the following information:

- the full name of the student
- the number assigned to the student by the school or school board, where applicable
- a Ministry Identification Number (MIN) or Ontario Education Number (OEN) assigned by the ministry, where applicable
- the gender of the student
- the student's date of birth (year, month, day) and the source used to verify the date
- if applicable, the name(s) of the individual(s) who has (have) custody of the student and for whom verification of the custody order is included in the documentation file
- the student's current address and home telephone number, as well as an emergency number if one has been provided
- the dates (year, month, day) on which the student enrolls in the program, transfers from the program, and/or retires from the program
- the name and address of the school to which the student transfers and the date

- the student's address on the date of transfer or retirement
- the name and address or some other means of identification of the continuing education program from which the student is transferring or retiring
- other information that is identified in accordance with the policies established by the school board (see section 2)

The OST will be maintained by the principal of the continuing education program. If, however, the student is also enrolled in a day school program, the principal of the continuing education program will forward information on credits earned to the principal of the day school program for inclusion in the student's OST.

## APPENDICES

- Appendix A: Student Registration Form
- Appendix B: Student Health Information
- Appendix C: Violent Incident Reporting
- Appendix D: Special Education Department/Programs and Services Parent/Legal Guardian Consent Form
- Appendix E: Release of Information: Permission to/from the Huron Superior Catholic District School Board Form
- Appendix F: Permission for Inclusion of Professional Report(s) from Provincial Ministry Agency in Ontario Student Record (OSR)
- Appendix G: Notification of Student Transfer Within Ontario
- Appendix H: Access to the Ontario Student Record (OSR) Consent Form
- Appendix I: Student Record of Accumulated Instruction in French as a Second Language\_and/or Native as a Second Language

Appendix A

*Huron-Superior Catholic District School Board*



**Student Registration Form**

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**Office Use Only:** OEN:  This Year's Grade:

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School:  Date:

Student Legal Name: Surname  First Name:  Middle Name:

Preferred Name: Surname  First Name:  Middle Name:

Gender:  Religion of Student:  Restraining/Custody Order:  Yes  No

Date of Birth:  Parish:

Previous School Attended:  Previous Grade:

Health Card Number:  Immunization Record Provided: (Yes/No)

Student Identified through IPRC: (Yes/No)  Student has IEP: (Yes/No)

Siblings in this school:

Surname  First Name:  MiddleName:

Surname  First Name:  MiddleName:

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**Student Address Information**

Home Address:  Postal Code

Mailing Address:  Postal Code

Phone(Home):  Phone(Cell):

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**Student Busing Information**

Pick Up Address:  Postal Code

Drop Off Address:  Postal Code

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**Indigenous identification:**  First Nation  Métis  Inuit

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Baptism Parish:  Date:

Reconciliation Parish:  Date:

First Communion Parish:  Date:

Confirmation Parish:  Date:

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**Complete this section only if the student was not born or has not lived in Canada.**

Country of Birth:  Country of Last Residence:

Country of Citizenship:  Arrival Date:  Expiry Date:

Status in Canada:  Notes:



# Huron-Superior Catholic District School Board

## Student Registration Form



Student:

First Parent/Guardian	Second Parent/Guardian
Surname: <input type="text"/> First Name: <input type="text"/>	Surname: <input type="text"/> First Name: <input type="text"/>
Gender: <input type="text"/> Relationship to Student: <input type="text"/>	Gender: <input type="text"/> Relationship to Student: <input type="text"/>
Phone(Home): <input type="text"/> Phone(Cell): <input type="text"/>	Phone(Home): <input type="text"/> Phone(Cell): <input type="text"/>
Address: <input type="text"/> <small>(if different from student)</small>	Address: <input type="text"/> <small>(if different from student)</small>
Place of Employment: <input type="text"/>	Place of Employment: <input type="text"/>
Phone Number: <input type="text"/> Email: <input type="text"/>	Phone Number: <input type="text"/> Email: <input type="text"/>
Religion of Parent/Guardian: <input type="text"/>	Religion of Parent/Guardian: <input type="text"/>
<input type="checkbox"/> Guardian <input type="checkbox"/> Receives Mail <input type="checkbox"/> Custody <input type="checkbox"/> Access to Records <input type="checkbox"/> Lives with Student <input type="checkbox"/> Speaks School Language	<input type="checkbox"/> Guardian <input type="checkbox"/> Receives Mail <input type="checkbox"/> Custody <input type="checkbox"/> Access to Records <input type="checkbox"/> Lives with Student <input type="checkbox"/> Speaks School Language
Emergency/School Closure Priority <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Emergency/School Closure Priority <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

**Emergency Contact Information**

Surname:  First Name:   Female  Male

Relationship to Student:  Place of Employment:

Phone(Home):  Phone(Cell):  Phone(Business):

Emergency/School Closure Priority  1  2  3

The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Huron-Superior Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2 ss. 58.5, 265 and 266 as amended). The information will be used to register and place the student in a school or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. For questions about this collection, speak to the school Principal.

Date:  \_\_\_\_\_  
Signature

Save and print all registration forms and bring to your child's school.

NOTE: During July and August forms should be dropped off at the:  
Catholic Education Centre  
90 Ontario Avenue, Sault Ste. Marie  
OR email to: [frontdesk@hscdsb.on.ca](mailto:frontdesk@hscdsb.on.ca)

Please also complete: Student Health Information Form  
Identification of Students for School-related Activities Form  
Usage of the Board Computer Network, Internet and Email Form

Appendix B

Huron-Superior Catholic District School Board



Student Health Information

In the best interests of your child in relation to safety and program planning, the following health information is requested:

Date

\_\_\_\_\_  
Signature of Principal

---

Name of Child:  Birth Date:

Name(s) of Parent(s)/Guardian(s):

Name of Family Doctor

**Please check those that apply and comment as necessary (i.e. medications).  
More detailed comments may be attached or written on the back.**

**SEVERE ALLERGIES** (i.e. insect stings, medication, food, etc.)

Life Threatening       Non-Life Threatening

Comments:

**ASTHMA**       **DIABETES**       **EPILEPSY**       **HEART PROBLEMS**

Comments:

**SPEECH/LANGUAGE PROBLEMS:** \_\_\_\_\_

**FREQUENT EAR INFECTIONS:** \_\_\_\_\_

**HEARING PROBLEMS:** \_\_\_\_\_  **HEARING AID(S)**

**VISION PROBLEMS:** \_\_\_\_\_  **GLASSES/CONTACT LENSES**

**PHYSICAL DISABILITY:** \_\_\_\_\_

**OTHER MEDICAL OR DENTAL CONCERNS:** \_\_\_\_\_

**NO HEALTH PROBLEMS:** \_\_\_\_\_

This information is gathered for the purpose of safety and program under the authority of the Education Act OSR 1980 C1 29 or 554. This information will be kept CONFIDENTIAL and stored in your child's OSR file. This information may be shared with the Algoma Health Unit Personnel. We are requesting that health information collected by the Algoma Health Unit be shared with school personnel when it is pertinent to your child's educational program. In addition, my child can be seen by a school nurse.

Date

\_\_\_\_\_  
Signature of Parent(s)/Guardians(s)

This form and others pertaining to registration can be emailed to: [frontdesk@hscdsb.on.ca](mailto:frontdesk@hscdsb.on.ca)

OR

dropped off at the school your child will be attending.  
During July and August this form can be dropped off at, or mailed to, the  
Catholic Education Centre  
90 Ontario Avenue  
Sault Ste. Marie P6B 6G7

Appendix C

RECORD KEEPING OF VIOLENT INCIDENT REPORTS

Violent Incidents by students to employees:

For recording and tracking purposes, acts of violence initiated by students towards employees must be submitted online using the Violent Incident Reporting Form and be printed and placed in the student's OSR.

Violent Incidents by students to students leading to suspension / expulsion and report to the Police:

The following sections of the Education Act govern the establishment of the Ontario Pupil Record (OSR):

- Clause 265(d) states that it is the duty of a principal/vice-principal:  
in accordance with this act, the regulations and the guidelines issued by the Minister, to collect information for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer, and dispose of the record.
- Subsection 266(2) states in part:  
a record is privileged for the information and use of supervisory officers and the principal/vice-principal and teachers of the school for the improvement of the instruction of the pupil...

In addition, the contents of the OSR are described in the guideline *Ontario Pupil Record (OSR), 2000*.

The information relating to serious violent incidents leading to reports to the police, as well as the information relating to serious violent incidents leading to suspension or expulsion, must be maintained in the OSR. This information is to be recorded on the Violent Incident Form (see Appendix).

A. INSERTION OF INFORMATION IN THE OSR

The following information will be included in the OSR:

- a Violent Incident Form, containing:
  - 1) a description of the serious violent incident leading to a suspension or expulsion or a call to the police
  - 2) a reference to the call to the police, if applicable
  - 3) reference to the school/board disciplinary response to the incident, if applicable
- a copy of the school board's letter(s) to the pupil and/or parent(s) or guardian(s) regarding the suspension or expulsion for violent behaviour

B. REMOVAL OF INFORMATION FROM THE OSR

- The information relating to suspension for violent behaviour shall not be removed from the OSR unless three consecutive years have passed during which no further suspensions for serious violent incidents have taken place.
- The information relating to expulsion shall be removed five years after the date on which the school board expelled the pupil.
- Where an expelled pupil has been readmitted to school by a school board, and is expelled again, the information relating to the expulsions shall not be removed from the OSR until five consecutive years have passed without any further expulsion.
- Where the pupil has not been suspended or expelled, the Violent Incident Form shall be removed after three years if no further serious violent incident is reported to the police during that time.

**C. TRANSFER OF THE OSR**

If the pupil transfers to another school, the information in the OSR relating to the serious violent incident that led to suspension or expulsion, as well as to a report to the police, will remain in the OSR unless removed under (A) or (B) above. The transfer will occur in accordance with section 6 of the guideline *Ontario Pupil Record (OSR), 2000*.

Appendix D

Huron-Superior Catholic District School Board



SPECIAL EDUCATION DEPARTMENT/PROGRAMS AND SERVICES
PARENT/LEGAL GUARDIAN CONSENT FORM

NAME OF STUDENT: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

The purpose of this educational/psychological assessment is to obtain information about your son/daughter's capabilities and his/her difficulties at school so that appropriate educational plans can be made. The assessment will be conducted by a Psychometrist or Teacher Diagnostician employed by the Huron-Superior Catholic District School Board. IT; may also include a review of pre-school and school history, observation in the classroom, interviews with parents/teachers and communication with other relevant Board staff members. Relevant information gathered in this process may be used in the assessment report. A Psychologist under contract with the Huron-Superior Catholic District School Board may be involved in the assessment process, and if so, will have access to all school records.

A copy of the assessment report will be sent to the school and will be placed in the student's Ontario Student Record. The report will be available for your examination and will be explained in detail upon request.

Test materials, notes and the assessment report will be kept in the confidential files of the Special Education Department. Specific professionals within the Huron-Superior Catholic District School Board will be permitted access to the report if they are directly concerned with your son/daughter, for the purpose of improving his/her instruction. A copy of the report and other information will be sent to persons outside the Board only upon your written authorization or if required by law.

To begin this formal educational/psychological assessment process, your written permission is required. Please note that you should have met with school personnel to discuss the purpose of the assessment, and that you should have an understanding of the implications of the assessment process.

I UNDERSTAND the assessment process and its implications as indicated, and GRANT PERMISSION for the educational/psychological assessment as outlined. I ALSO GRANT PERMISSION for the assessment personnel and other specific professionals within the Special Education Department of the Huron-Superior Catholic District School Board (e.g. Student and Family Counsellors) who are directly concerned with my son/daughter, for the purpose of improving his/her instruction, to have access to my child's Ontario Student Record.

\_\_\_\_\_
Date

\_\_\_\_\_
Signature of Parent/Legal Guardian

\_\_\_\_\_
Date

\_\_\_\_\_
Signature of Witness



I DO NOT GIVE PERMISSION to the Huron-Superior Catholic District School Board Special Education Department to carry out an educational/psychological assessment.

\_\_\_\_\_
Date

\_\_\_\_\_
Signature of Parent/Legal Guardian

\_\_\_\_\_
Signature of Witness



*Huron-Superior Catholic District School Board*

**RELEASE OF INFORMATION**

**PERMISSION TO/FROM THE HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD**

**STUDENT:** \_\_\_\_\_ **DATE OF BIRTH:** \_\_\_\_\_  
Year/Month/Day

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

(a) I AUTHORIZE \_\_\_\_\_ to contact  
(Department/School)

\_\_\_\_\_ for pertinent information concerning the above-named student or myself.

(b) I AUTHORIZE \_\_\_\_\_ to release pertinent  
(Department/School)

information to \_\_\_\_\_  
\_\_\_\_\_.

This release of information is valid for the school year

September, \_\_\_\_\_ to June, \_\_\_\_\_ .  
(Yr.) (Yr.)

**PARENT / GUARDIAN / STUDENT 18 YEARS OF AGE OR OLDER:**

**Name:** \_\_\_\_\_

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

**Phone:** \_\_\_\_\_

**Witness Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Year/Month/Day) (Year/Month/Day)

COPY: OSR



*Huron-Superior Catholic District School Board*

PERMISSION FOR INCLUSION OF PROFESSIONAL REPORT(S) FROM  
PROVINCIAL MINISTRY AGENCY IN ONTARIO STUDENT RECORD (OSR)

If, in the Principal’s opinion, such reports indicated below that are released to the school are deemed to be conducive to the improvement of instruction of the student, the parent, guardian or adult student grants permission to have the report(s) included in the student’s OSR/Special Education File.

The OSR is maintained by school staff and is mandated by the Ministry of Education. Only qualified professionals, employed by the Ministry of Education and the Huron-Superior Catholic District School Board, and designated by them for this responsibility, have access to the OSR. The parent, guardian or adult student may give written permission for another agency or professional to view the contents of the OSR.

**RE: Report(s) Released by the Children’s Rehabilitation Centre-Algoma to the Huron-Superior Catholic District School Board**

I, \_\_\_\_\_, agree to the inclusion of  
(Name of parent, guardian, or adult student)

**all reports authorized for release in the Ontario Student Record/Special Education**

File of \_\_\_\_\_, a student of the Huron-Superior Catholic  
(Name of Student) District School Board.

\_\_\_\_\_  
(Signature of parent or person legally authorized to consent)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Witness)

\_\_\_\_\_  
(Date)

**Copy: OSR**



*Huron-Superior Catholic District School Board*

**PERMISSION FOR INCLUSION OF PROFESSIONAL REPORT(S)  
FROM  
PROVINCIAL MINISTRY AGENCY IN ONTARIO STUDENT RECORD (OSR)**

If, in the Principal's opinion, the attached report(s) are deemed to be conducive to the improvement of instruction of a student, the parent grants permission to have the report(s) included in the student's Ontario Student Record/Special Education File. The OSR is maintained by school staff and is mandated by the Ministry of Education. Only qualified professionals, employed by the Ministry of Education and the Huron-Superior Catholic District School Board, and designated by them for this responsibility, have access to the OSR. The parent, guardian or adult student may give written permission for another agency or professional to view the contents of the OSR.

**Title of Document (s)**

**Dates of Documents**

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

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

I, \_\_\_\_\_ agree to the inclusion of the above  
(Name of parent, guardian, or adult student)

report(s) in the Ontario Student Record/Special Education File of

\_\_\_\_\_, a student of the Huron-Superior  
(Name of Student)

Catholic District School Board

\_\_\_\_\_  
(Signature of parent or person legally authorized to consent)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Witness)

\_\_\_\_\_  
(Date)

Copy: OSR





*Huron-Superior Catholic District School Board*

**NOTIFICATION OF STUDENT TRANSFER FORM WITHIN ONTARIO**

This is to certify that

\_\_\_\_\_ of grade

\_\_\_\_\_ of grade

\_\_\_\_\_

\_\_\_\_\_ of grade \_\_\_\_\_

\_\_\_\_\_ of grade \_\_\_\_\_

was/were enrolled at our school.

The last attendance date was \_\_\_\_\_.

***The Ontario Student Record(s) will be forwarded to you upon receipt of an official request.***

\_\_\_\_\_  
**(School)**

\_\_\_\_\_  
**(Address)**

\_\_\_\_\_  
**(Phone)**

\_\_\_\_\_  
**(Fax)**

\_\_\_\_\_  
**(Principal)**

\_\_\_\_\_  
**(Date)**

*Huron-Superior Catholic District School Board*



Access to the Ontario Student Record (OSR)  
Consent Form

Student _____	Student Number _____
(Surname/Given Name)	
Date of Birth _____	Parent/Guardian Name _____
dd/mm/yy	
Telephone ( ) _____	Work ( ) _____
School _____	Principal _____
School Telephone _____	

**The Education Act permits the compiling and delivery of information contained in an OSR, if it is required by the Ministry of Education or the school board.**

You, \_\_\_\_\_, parent/guardian of \_\_\_\_\_, are advised that information contained in the OSR of your son/daughter will be presented to Ministry of Education officials for purposes of confirming a school board request for funding for students with special needs.

\_\_\_\_\_  
(Signature of Principal)

\_\_\_\_\_  
(day/month/year)

May, 2020



## *Huron-Superior Catholic District School Board*

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<b>POLICY TITLE:</b>	<b>TRAFFIC SAFETY PROGRAM</b>	<b>Adopted:</b>	<b>June 24, 2020</b>
		<b>Amended:</b>	
<b>POLICY NO:</b>	<b>7019</b>	<b>Page:</b>	<b>1 of 1</b>

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### **POLICY**

The Huron-Superior Catholic District School Board believes that the safety and security of all employees and students entrusted to its care are of paramount importance. Safety both inside and outside of school buildings is critical. This includes parking lots, bus loading, and student drop-off / pick-up zones.

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**ADOPTED** Regular Meeting of the board June 24, 2020  
Motion No. B-

**DISTRIBUTION**  
i) Trustees  
ii) Administration  
iii) Principals

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# *Huron-Superior Catholic District School Board*



## PROCEDURAL GUIDELINES TRAFFIC SAFETY PROGRAM

The safety and security of all employees and students in Huron-Superior Catholic District Board schools and buildings is a responsibility shared by all supervisors, workers, students, and their families.

### Responsibilities of Principals / Supervisors

The supervisors of all board buildings will:

- Initiate a traffic safety program of some kind for their sites. The program may be simple or complex, depending on the needs and concerns in individual school communities.
- Take necessary precautions to ensure the health and safety of all workers, students, and visitors to their work sites.
- Alert their supervisors to any risk that might endanger the health and safety of the workers, students, and/or families in their care that they are unable to control (e.g., vehicular traffic in areas frequented by students and staff).
- Collaborate with others, including the Plant Department and the Catholic School Council, to create rules, routines, schedules, communiqués, protocols, and/or guidelines designed to alleviate health and safety concerns related to the use of board parking lots, pick up and drop off of passengers, and/or loading students on or off school buses or other forms of transportation (e.g., taxis).
- Communicate clearly to others (e.g., workers, students, families, visitors) what the traffic safety program entails, including what the appropriate routines are and what the rationale is behind their implementation (e.g., implementing and monitoring procedures to address unsafe practices, such as the use of the bus bay for quick drop offs and only allowing parking on one side of the street in front of schools during arrival and dismissal times).
- Implement, monitor, enforce, assess the effectiveness of, and modify as needed these rules, routines, schedules, and protocols to meet the needs of their school community (e.g., Contacting Norpro at 705-949-3227 to enforce parking issues).
- Use and care for any equipment or resources provided by their employer and designed to address health and safety concerns (e.g., fluorescent vests, pylons, signs).
- Ensure that any parents or community members who may volunteer their time with the site traffic safety program have the appropriate criminal background checks and receive the appropriate orientation materials / training before beginning their volunteering.

### Responsibilities of Staff Members

The workers in each work site will:

- Alert their supervisors to any risk that might endanger the health and safety of students, families, or selves that they are struggling to control (e.g., vehicular traffic temporarily parked in the bus bay, parking on both sides of the street in front of the school, aggressive behavior in

parking lots).

- Collaborate with others, where appropriate and invited to do so, in creating and/or revising protocols designed to alleviate health and safety concerns related to the use of board parking lots, pick up and drop off of passengers, and/or loading students on or off school buses or other forms of transportation (e.g., taxis).
- Remain aware of and adhere to the rules, schedules, routines, and protocols related to health and safety concerns communicated to them by their supervisors.

#### Responsibilities of Volunteers (If Applicable)

Any volunteers who assist at each work site will:

- Ensure that they undergo a Police Vulnerable Sector Check and provide all appropriate materials to their supervisors in a timely manner. The school will cover the cost incurred by undergoing this check.
- Ensure that they participate in an orientation session with their supervisors before beginning their volunteer duties.
- Arrive on time for their assignments and collaborate with supervisors, staff members, parents, students, and other volunteers on ensuring the safety of students.
- Contact your supervisor if you are unable to attend your scheduled shift.
- Alert the supervisors to any risk that might endanger their own health and safety and/or the health and safety of others (e.g., vehicular traffic temporarily parked in the bus bay, parking on both sides of the street in front of the school, aggressive behavior in parking lots).
- Collaborate with others, where appropriate and invited to do so, in creating and/or revising protocols designed to alleviate health and safety concerns related to the use of board parking lots, pick up and drop off of passengers, and/or loading students on or off school buses or other forms of transportation (e.g., taxis).
- Remain aware of and adhere to the rules, schedules, routines, and protocols related to health and safety concerns communicated to them by site supervisors.

#### Responsibilities of Students, Parents / Guardians, and Visitors

The students, families, and/or visitors who access each work site will:

- Alert the supervisors to any risk that might endanger their own health and safety and/or the health and safety of others (e.g., vehicular traffic temporarily parked in the bus bay, parking on both sides of the street in front of the school, aggressive behavior in parking lots).
- Collaborate with others, where appropriate and invited to do so, in creating and/or revising protocols designed to alleviate health and safety concerns related to the use of board parking lots, pick up and drop off of passengers, and/or loading students on or off school buses or other forms of transportation (e.g., taxis).
- Remain aware of and adhere to the rules, schedules, routines, and protocols related to health and safety concerns communicated to them by site supervisors.

Dear Families:

The Huron-Superior Catholic District School Board is committed to the safety of all employees, students and their families. As part of safety for all (school name), will implement a traffic safety program to meet the needs of high traffic areas during student drop off and pick up times.

In order for this program to run successfully, we will need a minimum of [ ] adult volunteers. Volunteers are needed 30 minutes before the morning bell (insert time here) and 30 minutes at the end of the day (insert time here - 15 minutes before end of the day bell and 15 minutes after). The time commitment will depend on the number of volunteers. The volunteers should be family members of children in the school; however, other members of the local community may be used at the discretion of the Principal and/or Vice-Principal.

What is required of a volunteer?

- Undergo a Police Vulnerable Sector Check (School will cover the cost)
- Participate in an orientation session prior to beginning volunteer duties
- Arrive on time for duty
- Alert supervisors to risks that might endanger their own health and safety and/or the health and safety of others
- Collaborate with others in creating or revising protocols designed to minimize health and safety concerns related to parking and transportation
- Remain aware and adhere to the rules, schedules, routines and protocols related to health and safety concerns communicated by site supervisors

If you are interested in volunteering, please complete the bottom portion of this letter and return it to the school.

Thank you,  
Staff and Students of (Your school)

Volunteer name: \_\_\_\_\_

Telephone: \_\_\_\_\_

Student(s) in the school: \_\_\_\_\_

Availability:

	Monday	Tuesday	Wednesday	Thursday	Friday
am					
pm					



## TRAFFIC SAFETY TIPS

### REMEMBER TO:

- Arrive before the morning entry bell - helping to reduce congestion
- Be on the lookout for the adults wearing safety vests
- Exit the car on the passenger side only

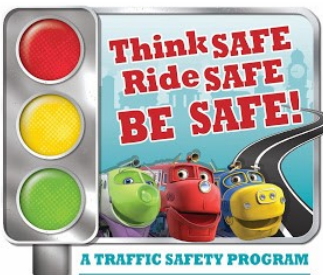


- Obey the bus loading, no stopping, and no parking signs

**Be prepared for cars to come out of unexpected places! If you are on a bike—look and signal before turning in front of a vehicle! Older students must be careful when walking and looking at their phones!**

### PLEASE:

- Load or unload on the same side of the street as the school
- Pull over safely if the driver needs to use a phone
- Carpooling is a great idea and reduces the number of cars at school



**It is safe to use a crosswalk when vehicles have come to a complete stop! Vehicles should never block a crosswalk because that would be unsafe! Always make sure to look both ways before crossing the street!**

### YOUR SAFETY IS OUR PRIORITY!

Parking and traffic rules are there to protect YOU!

THANK YOU

MERCI

MIIGWETCH

**SCHOOL'S  
IN.**



**LOOK  
OUT.**



# Huron-Superior Catholic District School Board

## Things to Consider when starting a Traffic Safety Program

Item Required	Process for Acquiring	Who pays?
Traffic cones	-order online (e.g. uline)	-school budget
Safety vests	-order online or Dollar Store	-school budget
Whistles	-order online	-school budget
Walkie Talkies	-email Manager of Information Technology, with a copy to the Superintendent of Business	-Health and Safety will pay for 2 sets per school -anything above this comes out of school budget
Traffic signs (temporary metal frame with customizable wording)	-email the Manager of the Plant Department with request for metal frame and wording for sign	-Plant department
Permanent Signage (designated Bus Loading Zone, No parking etc.)	-email the Manager of the Plant Department with which signs you require	-Plant department
Pavement Markings/Designations	-email the Plant Maintenance Coordinator with requests	Plant Department



## Traffic Safety Kiss N' Ride Program

St. Basil Catholic Elementary School offers a **Traffic Safety Kiss N' Ride Program** where parents/guardians can drop off **and** pick up their children at the designated area on school property. The **program** was established to provide a convenient **and** safe option for our students **and** parents driving to school.

Parents are asked to **drop and/or pick-up their children at the Rotunda Entrance**. Only students in Kindergarten can be dropped off/or picked up at the West Entrance, next to the Bus Bay (see map).



- ← - - - - - = Curbside Lane (Right Turn Exit)  
 ← - - - - - = Outside Lane (Left Turn Exit)

### Traffic Safety Kiss N' Ride Program Guidelines

Please read and follow the following guidelines so the program will run as smoothly as possible.

#### Drop times: 8:30 to 8:55

- **Have your kids ready to go.** Backpacks on laps, kisses already given. If you have to get something out of the trunk, do not use the Kiss and Ride – park in one of the 'Visitor Parking' spaces facing St. George's Avenue. At the drop off, the child only needs their seatbelt released and then they can exit the car on the passenger side only.
- **Be patient and wait your turn.** Drivers: remain in your vehicle. There are other cars lining up behind you. Please just drop the kids and then keep traffic moving. Do not stay and watch the kids walking into the school.
- **Park if needed.** Staff Members will not lift children out of the car, rather they will facilitate the child getting out of the car and into the school. If you feel you need to personally help your child get out of the vehicle, please do not use this program. Please use the 'Visitor Parking' and escort your child to the Kiss n Ride Entrance.
- **Check for traffic and exit the drop zone slowly and carefully.**

#### Pick-Up Times: 3:15 to 3:30

- **Students are dismissed at 3:15 p.m.** If an earlier pick up time is required, please park in the 'Visitor Parking' area and check in at the office to meet your child(ren).
- **Students wait indoors at the pick up area.** A staff member on duty will bring the student to their ride.
- **Right Turn Exit:** please use the **curbside lane** (closest to the school, see map) for student pick up and exit.
- **Left Turn Exit:** please use the **outside lane** (closest to the parking spots, see map) for student pick up and exit.
- **Be patient and wait your turn.** Drivers: remain at your vehicle to receive your student(s).
- **Check for traffic and exit slowly and carefully.**

*Huron-Superior Catholic District School Board*

**POLICY TITLE:**      **THIRD PARTY PROVIDERS IN SCHOOLS**                      **ADOPTED:**      **June 24, 2020**

**POLICY NO:**            **7020**    **PAGE:**            **1 of 1**

**POLICY**

The Huron-Superior Catholic District School Board (HSCDSB) is committed to developing the full potential of each child. Where deemed necessary, and in the best interest of our students, the board forms partnerships and agreements with local agencies and providers to enhance the programming and services for our students. These agreements are always within the parameters of our collective agreements and other legal obligations. From time to time, the board receives requests from parents/guardians for privately funded services to take place at school. The HSCDSB only considers services which support a disability-related need and which complement and not replace existing services. Consideration is always given to how any decision would impact the student's dignity, inclusion and independence. In all cases where third-parties are providing services in HSCDSB schools, these are governed by the process outlined in the accompanying procedural guideline and formalized agreements.

**ADOPTED**      Regular Meeting of the Board June 24, 2020  
Motion B-

**DISTRIBUTION**  
i) Trustees  
ii) Administration  
iii) Principals  
iv) Teaching Personnel



## *Huron-Superior Catholic District School Board*

### PROCEDURAL GUIDELINES THIRD PARTY PROVIDERS IN SCHOOLS

#### 1. Purpose

This procedural guideline provides information and procedures to board staff regarding agreements with external agencies/providers that support the provision of special education or mental health and well-being services to students in Huron-Superior Catholic District School Board schools. Some of these services include assessment, treatment, counselling, therapy, orientation and mobility, and transitional support services.

#### 2. Definitions

**Admin Council:** Admin Council is an established committee of senior administrators who meet regularly to discuss pertinent issues related to the operation of the board. Any concerns related to the interpretation of the procedural guideline pertaining to third party providers, agreements, or providing access to our schools shall be included on the agenda by the Superintendent of Special Education.

**Demonstration:** The demonstration of a suggested strategy or technique by an external agency/provider that may be adaptable for use in a school setting, as determined by the school principal.

**Direct Service:** The provision of service to a student on school property, during school hours, and/or during a school-sanctioned event without the presence and/or supervision of a Huron-Superior Catholic District School Board staff member. Direct service may be in the form of therapy, counselling, orientation and mobility, as well as support services to students transitioning to or from school. Other types of direct service will be reviewed on a case-by-case basis.

**External Agency:** An agency (or individual), who is/are not board employee(s), that provide professional or paraprofessional services for the provision of special education or mental health and well-being. External agencies may be public or private.

**Paraprofessional Staff:** Individuals with relevant post-secondary or on the job training and who are not members of a regulated professional College in Ontario (e.g., behavior therapists, occupational therapy or physiotherapy assistants, speech and language assistants, orientation and mobility specialists).

**Professional Staff:** Individuals who are members of a regulated professional College in Ontario (e.g., audiologists, speech-language pathologists, occupational therapists, physiotherapists, psychologists, psychological associates, social workers) who are deemed by the Huron-Superior Catholic District School Board to be essential for the delivery of programs and services for students.

**Observation:** An observation of a student in a limited range of school settings by an

external agency/provider for the purpose of assisting board staff to improve student achievement or well-being, as determined by the school principal.

**Third Party Agreement:** An agreement made with an external agency (or individual) who provides service(s) to the board and/or students for the provision of special education or mental health and well-being.

### 3. Types of Third-Party Agreements

The Huron-Superior Catholic District School Board has a variety of agreements with external agencies that work with schools and/or students. These include:

- a) **Collaborative Agreements** may be government mandated and regulated (e.g., Care and Treatment agreements, Local Health Integration Network), or with public external agencies (e.g., Algoma Family Services, Algoma Public Health). Collaborative Agreements are detailed in the form of a Memorandum of Understanding (MOU). Collaborative Agreements may be renewed annually or on a multi-year basis and some cover many schools across the board's jurisdiction, while some are limited in duration and scope and may only apply to a small localized number of schools.
- b) **Board Requested Contractual Agreements** are initiated by the board with the private or public external agencies who provide defined services (e.g., psycho-educational assessments, speech and language services). Such agreements are subject to the provincial procurement directive and are developed and managed centrally and may involve the payment for services by the board. Board requested Contractual Agreements are detailed in the form of a MOU.
- c) **Parent/Guardian Requested Condition of Access Agreements** are parent/guardian financed, short-term agreements whereby private external agencies or individuals operating a business work with an individual student at one school. Requests for these agreements are initiated by parent(s)/guardian(s) and are assessed by the Superintendent of Special Education (or designate) in consultation with the school principal and any other board staff, as necessary, with reference to the student's individual, demonstrated disability-related learning needs. The decision to permit the agreement will be made by the Superintendent of Special Education (or designate) on an individual basis giving consideration to the student's dignity, inclusion, independence and availability of space. Parent/Guardian Requested Condition of Access Agreements are detailed in the form of a signed agreement between the board and the third party provider.

### 4. Criteria for Third-Party Agreements

- a) Third-Party Agreements must be aligned with the board's Catholic values, strategic priorities, mission and vision. They must respect the board's collective agreements with unionized staff, as well as the needs of the system. Services provided by an external agency are intended to complement, not duplicate work done by Huron-Superior Catholic District School Board staff and should not lead to any reduction

and/or replacement of services provided by Huron-Superior Catholic District School Board personnel.

- b) Third-Party Agreements must respect the board's commitments and constraints regarding the following:
- Code of conduct.
  - Privacy and confidentiality.
  - Criminal background check with the vulnerable sector screening (CBC-VSS).
  - Equity among students.
  - Availability of space.
  - Liability and insurance.
  - Qualifications and supervision of agency staff.
  - Conflicts of interest.
  - Time commitment required of board personnel.

## 5. Responsibilities

**Superintendent of Special Education (or designate) in consultation with Admin Council, is responsible for:**

- Coordinating third-party requests related to mental health and well-being services.
- Approving or denying requests for new Third-Party Agreements.
- Ensuring that all documentation related to the Third-Party Agreement are in place (e.g., insurance certificates, vulnerable sector checks, declaration(s)).
- Developing the agreements (MOUs), in consultation with the Director of Education (or designate), if approved.
- Making decisions regarding developing new agreements, renewing agreements and/or terminating agreements.
- Ensuring the agreements are updated and necessary.

**School principal is responsible for:**

- The organization and management of the school, as per the *Education Act*.
- Ensuring that all external agencies (public or private) working in their school have a valid Third-Party Agreement with the board and it is followed by both parties.

**External Agency is responsible for:**

- Providing clinical supervision to the professional or paraprofessional staff providing special education or mental health and well-being services to the board and/or student.
- Complying with the Huron-Superior Catholic District School Board's Code of Conduct.

- Providing the Superintendent of Special Education (or designate) with:
  - A written declaration that they have policies and procedures to guide the service provided, including, but not limited to, obtaining informed consent from parent(s)/guardian(s) and/or student based on age of consent/competency, as per agency policy, mandate and relevant legislation and statues.
  - Copies of the form(s) used to obtain consent from parent(s)/guardian(s) and/or student.
  - A written declaration that all service providers who have direct contact with students, have a clear and current vulnerable sector check.
  - A certificate of insurance (annually) which demonstrates that they have commercial general liability (CGL) insurance in an amount not less than \$5,000,000 per occurrence including professional and/or malpractice coverage. The Huron-Superior Catholic District School Board must be listed as an additional insured party on the CGL certificate.
  - Proof of insurance through Workplace Safety Insurance Board (WSIB) while working on board property, or exemption.
  - Participating in any assessment and evaluation of the service(s) engaged by the Huron Superior Catholic District School Board.
  - Providing a brief summary of service to the school principal at the conclusion of the service.

## 6. Procedures

### a) Protocol for Collaborative Agreements (Appendix A)

- A public external agency that wishes to engage with the Huron-Superior Catholic District School Board to deliver special education or mental health and well-being services to students in our schools, completes the Application for Consideration of a Collaborative Agreement (**Form 1**).
- The application form and relevant documentation is submitted to and reviewed by the Superintendent of Special Education with consideration given to its alignment with the Huron-Superior Catholic District School Board's Strategic Priorities, mission and vision and compliance with the criteria for Third-Party Agreements, as set out in this procedure.
- If the application is denied:
  - The Superintendent of Special Education will contact the external agency to request further information, or to advise their application has been denied.
- If the application is approved:
  - The Superintendent of Special Education and Business will formalize the agreement in a MOU with a term of one year in the initial year of implementation and send to the external agency for signature.
- When the signed MOU is received, the Superintendent of Special Education (or designate) will:
  - Ensure the MOU is shared with appropriate Huron Superior Catholic District School Board staff;
  - Will advise the external agency that service can begin.



**b) Protocol for Board Requested Contractual Agreement (Appendix B)**

- The Superintendent of Special Education (or designate) identifies a need for a service that is not provided by Huron-Superior Catholic District School Board staff (e.g., transitional support, orientation and mobility, specialized behaviour consultation).
- In consultation with the Business Department, the Superintendent of Special Education will determine the appropriate procedures for identifying specific external agencies/providers with the required skill and staff as outlined in our procurement policy.
- Once approved, the Superintendent of Special Education and Business will:
  - Formalize the agreement in a MOU with the term of one year and send to the external agency for signature.
  - Request relevant documentation as required.
- When the signed agreement and all relevant documentation is received, the Superintendent of Special Education (or designate) will:
  - Ensure the external agency information is shared with appropriate Huron-Superior Catholic District School Board staff.
  - Advise the external agency that service can begin.

**c) Protocol for Parent/Guardian Requested Condition of Access Agreement (Appendix C and Form 2)**

- Parent/guardian makes a written request (including Form 2) for provisions of special education or mental health and well-being services by a private external agency/provider for their child within the school.
- The school principal will contact the Superintendent of Special Education (or designate).
- The Superintendent of Special Education (or designate), in consultation with the school principal, will consider board responsibilities and commitments, student's individual, demonstrated disability-related learning needs, the student's dignity, inclusion, independence and availability of space when making a decision regarding the request.
- Superintendent of Special Education (or designate) either approves or denies this request.
- If request is denied:
  - School principal advises parent(s)/guardian(s).
- If request is approved:
  - School principal ensures all relevant documentation is collected and send the parent(s)/guardian(s) the following:
    - Private External Agency Retainer Declaration (**Form 4**).
    - Summary of Service for School Administration (**Form 5**).
    - After required forms and relevant documentation are collected by the school principal, they will forward to the Superintendent of Special Education (or designate) for review.
  - Once reviewed, the Superintendent of Special Education (or designate) will:
    - Formalize the Agreement and send to the parent and external agency/provider for signature.

- When the signed Agreement is received, the Superintendent of Special Education (or designate) will:
  - Forward a copy of the agreement to the school principal and appropriate Huron Superior Catholic District School Board staff.
  - Advise the school principal, parent and external agency/provider that service can begin.
- Upon completion of service, the external agency/provider will provide a summary of service to the school principal (**Form 5**). This information will not be placed in the student's Ontario School Record (OSR); however, it will remain stored in a confidential and secure location for the remainder of that school year and one additional year (school principal will determine the appropriate location).
  - The school principal will review the Protocol for Parent/Guardian Requested Condition of Access Agreement (**Appendix C**) for next steps.

**d) Protocol for review of new/existing Third Party Agreements (Appendix D)**

- The Superintendent of Special Education (or designate) will solicit input annually on the effectiveness of third party agreements.
- The Superintendent of Special Education (or designate) will consider all views and opinions when making decisions to extend/renew agreements.
- If extending the agreement is denied:
  - The Superintendent of Special Education (or designate) will contact the external agency/provider and parent (if applicable) to either request additional information or to advise that the extension of agreement has been denied.
  - The Superintendent of Special Education (or designate) will advise all involved as to this change.
- If extending the agreement is approved:
  - The Superintendent of Special Education (or designate) will:
    - Update the agreement and send to the external agency/provider and parent (if applicable) for signature.
    - Request updated copies of all relevant documentation.
    - When the signed agreement and all relevant documentation is received, the Superintendent of Special Education (or designate) will:
      - Advise the external agency/provider and school that service can continue.

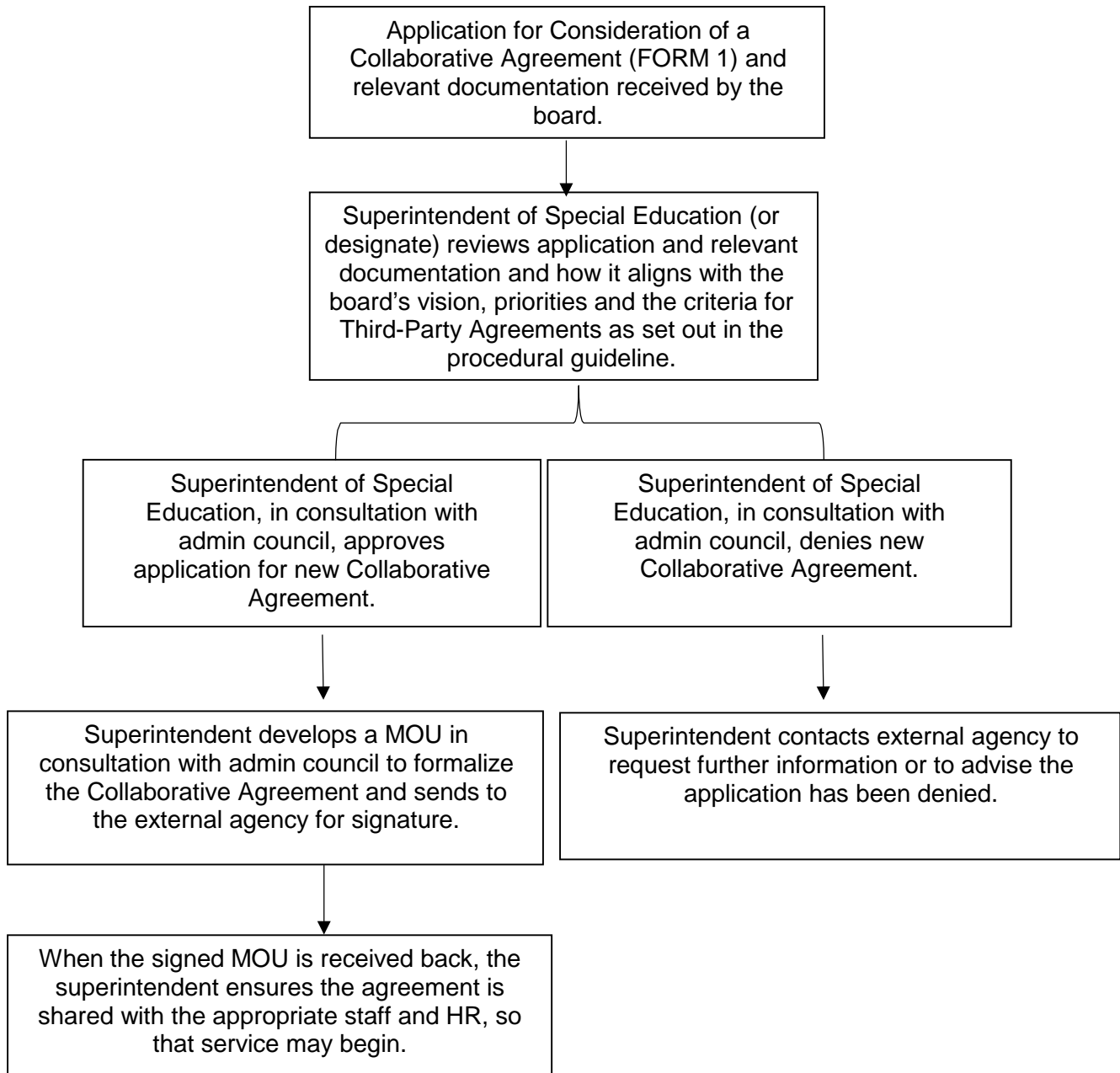
We wish to recognize the work of the Toronto Catholic District School Board and the Simcoe County District School Board in the creation of this procedural guideline.

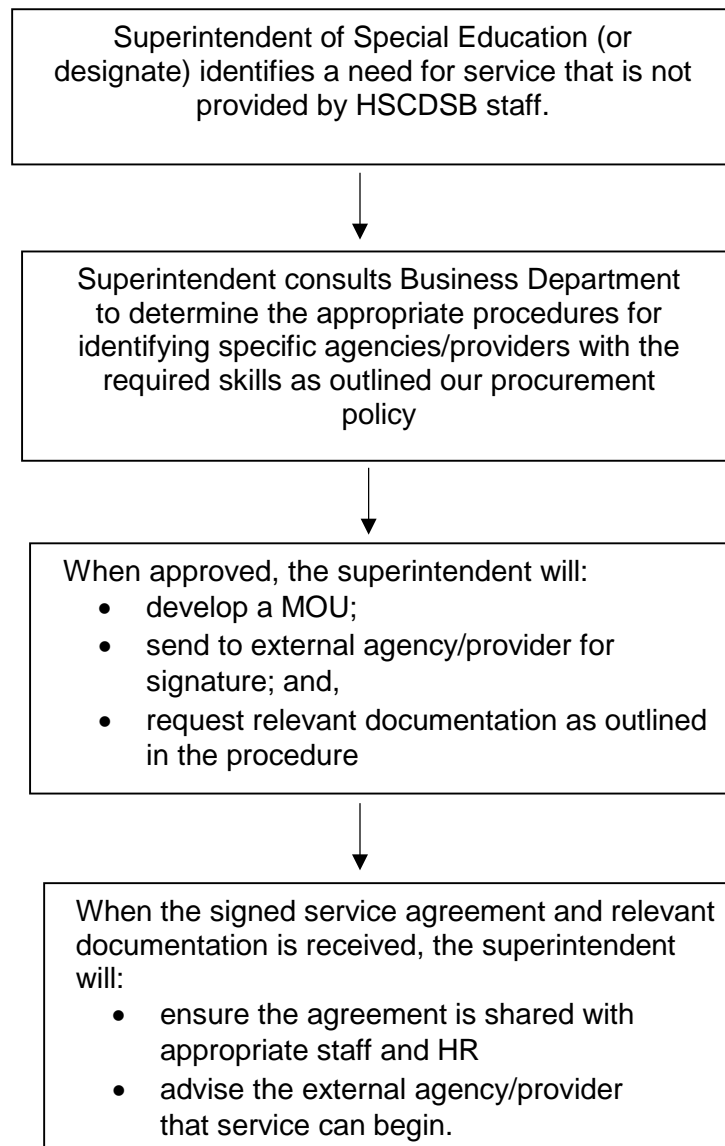


*Huron-Superior Catholic District School Board*

**APPENDIX A**

**PROTOCOL FOR COLLABORATIVE AGREEMENTS**



**APPENDIX B****PROTOCOL FOR BOARD REQUESTED CONTRACTUAL AGREEMENTS**



**APPENDIX C**

**PROTOCOL FOR PARENT/GUARDIAN REQUESTED  
CONDITION OF ACCESS AGREEMENT**

**Privately Funded External Agency Service Providers**

Services obtained by the parent/guardian (e.g., OT, PT, Speech, ABA)

- Parent/guardian make a written request to the school for service by a private external agency (including FORM 2).
- School principal contacts the Superintendent of Special Education (or designate) to review request.
- the Superintendent of Special Education (or designate) and school principal will consider the following when making a decision:
  - Board responsibilities and commitments.
  - Student's individual, demonstrated disability-related learning needs.
  - Student's dignity.
  - Inclusion and independence.
  - Availability of space.

If denied - school principal will contact the parent/guardian to inform of the decision.

If approved - school principal sends the parent(s)/guardian(s) the following:

- FORM 4, Private External Agency Retainer Declaration (parent(s)/guardian(s) to sign).
- FORM 5, Summary of Service for School Administration (external agency /provider completes and provides to school principal).

School principal collects all required FORMS (above) and relevant documentation and sends to the Superintendent of Special Education (or designate) for review.

The Superintendent of Special Education (or designate) will develop an Agreement and send to the external agency/provider for signature.

When Superintendent of Special Education (or designate) receives the signed agreement, they will:

- Forward a copy of the agreement to the school principal and appropriate HSCDSB staff.
- Advise the school principal and external agency/provider and parent that service can begin.

Once the service is complete, the external agency will complete and provide the school principal with a summary of service (FORM 5).

**Possible Outcomes/Next Steps**

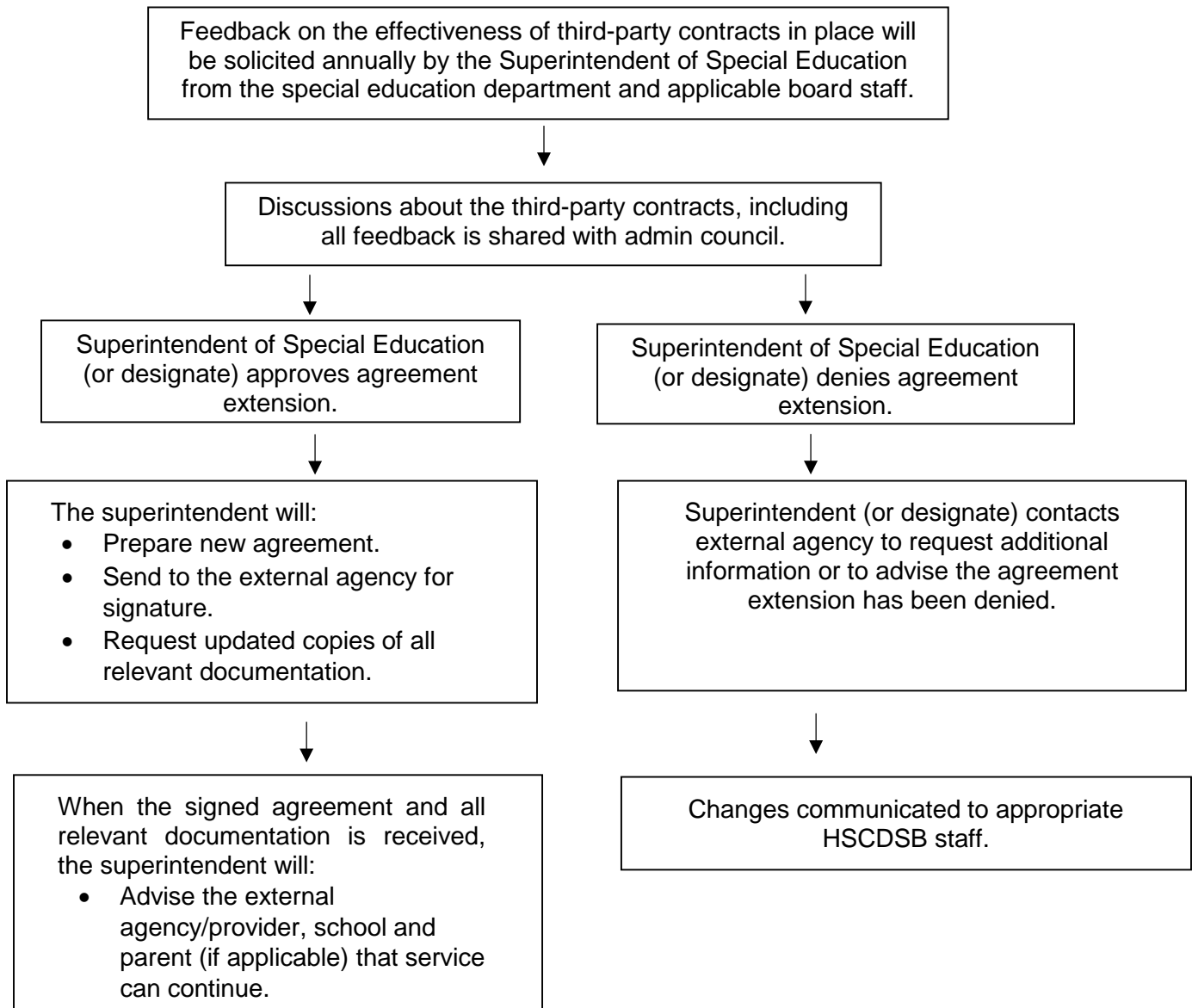
1. Consultation	<ul style="list-style-type: none"> <li>• School principal meets with school staff, parent/guardian and external agency.</li> <li>• Review roles, involvement procedures and focus of meeting.</li> <li>• Shares information.</li> <li>• School principal will determine next steps (development/changes to Individual Education Plan [IEP]) future meetings and frequency.</li> <li>• Observation, Demonstration or Direct Services must be approved by the Superintendent of Special Education (or designate).</li> </ul>
2. Observation (if agreed to)	<ul style="list-style-type: none"> <li>• Conduct observation for agreed upon time under the approved format</li> <li>• School staff are present to assist and/or provide feedback on appropriateness in a school setting</li> <li>• Copies of observation notes must not reference staff or other students and documentation will be provided to the school principal at the end of each observation by the external agency</li> <li>• Written reports (outcomes and recommendations) will be reviewed with school principal and staff prior to finalization and distribution by the external agency</li> <li>• School principal will determine next steps (i.e. development/changes to IEP, Demonstration/Direct Service), future meetings and frequency</li> </ul>
3. Demonstration (if agreed to)	<ul style="list-style-type: none"> <li>• School principal reviews demonstration procedures (i.e. date, time, school/central staff involved, goals, strategies/techniques, etc.)</li> <li>• External agency conducts demonstration for agreed upon time under approved format</li> <li>• School staff are present to assist and/or provide feedback on appropriateness in a school setting</li> <li>• School principal determines if the strategy/technique may be used by school personnel (if so, include in student's IEP)</li> </ul>
4. Direct Service (if agreed to)	<ul style="list-style-type: none"> <li>• In a few cases, short term, direct service is provided outside of the classroom without the presence and/or supervision of board staff</li> </ul>



*Huron-Superior Catholic District School Board*

**APPENDIX D**

**PROTOCOL FOR REVIEW OF EXISTING THIRD-PARTY AGREEMENTS**





*Huron-Superior Catholic District School Board*

**FORM 1**

**Application for Consideration of a New Collaborative Agreement**

This form is to be completed by government mandated or regulated external agencies applying to provide special education or mental health and well-being services, by a professional or paraprofessional, directly to students within a Huron-Superior Catholic District School Board (HSCDSB) school.

This application will be reviewed by the Superintendent of Special Education. If the application is approved, a Memorandum of Understanding will be developed.

Applicant: \_\_\_\_\_ (External Agency): \_\_\_\_\_

Description of the history and ownership/funding base of the external agency:

Description of the nature of the program or service that will be provided:

Area (North/East/Central) to which the application applies:

Anticipated outcomes of the involvement:

Evidence of congruence with the HSCDSB's Strategic Priorities, mission and vision:

**Professional External Provider** (individuals who are members of a regulated professional College in Ontario).

Name	Profession	Certificate or Registration #

**Paraprofessional External Provider** (individuals with relevant post-secondary or on the job training who are not members of a regulated professional College in Ontario).

Name of Paraprofessional	Post-Secondary Credentials	Supervisor	Supervisors Professional Status	Supervisors Certification or Registration #

Expectations for space and material resources:

In the provision of services, the service provider is requesting the following provision of space to provide service.

In the provision of services, the service provider is requesting the following provision of materials and or electronic supports in schools to provide service.

The external agency proposes the following method of evaluation of services provider, including proposed tools (attach):

The applicant agrees that all service provided will abide by professional standards of its regulatory college (if applicable).

Proposed start date: \_\_\_\_\_(short term)

Proposed end date: \_\_\_\_\_

This applicant is proposing the above terms and conditions for a Collaborative Agreement and is attesting to the capacity to provide for the above provisions. Should the application be considered for Collaborative Agreement development and implementation, the applicant agrees to co-develop a formal collaboration.

\_\_\_\_\_  
External Agency Lead

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature



*Huron-Superior Catholic District School Board*

**FORM 2**

**Application for a Consideration of Access Agreement**

This form is to be completed by parents with their proposed external provider to outline what special education or mental health services they hope to provide. Please outline which professional or paraprofessional you hope to have working with the student within a Huron-Superior Catholic District School Board (H-SCDSB) school.

This application will be reviewed by the Superintendent of Special Education. If the application is approved, a Memorandum of Understanding will be developed.

Applicant: \_\_\_\_\_ (Parent)

Child: \_\_\_\_\_ Provider: \_\_\_\_\_

Description of the history and services of the provider/agency:

Description of the nature of the program or service that will be provided:

School and community to which the application applies:

Anticipated outcomes of the involvement:

Evidence of congruence with the H-SCDSB's Strategic Priorities, mission and vision:

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

Professional External Provider (individuals who are members of a regulated professional College in Ontario).

Name	Profession	Certificate or Registration #

Paraprofessional External Provider (individuals with relevant post-secondary or on the job training who are not members of a regulated professional College in Ontario).

Name of Paraprofessional	Post-Secondary Credentials	Supervisor	Supervisors Professional Status	Supervisors Certification or Registration #

Expectations for space and material resources:

In the provision of services, the service provider is requesting the following provision of space to provide service.

In the provision of services, the service provider is requesting the following provision of materials and or electronic supports in schools to provide service.

The applicant agrees that all service provided will abide by professional standards of its regulatory college (if applicable).

Proposed start date: \_\_\_\_\_(short term)  
 Proposed end date: \_\_\_\_\_

This applicant is proposing the above terms and conditions for a Condition of Access Agreement and is attesting to the capacity of their provider to provide for the above provisions. Should the application be considered for Condition of Access Agreement, the applicant understands they will need to provide:

- A written declaration that their provider have policies and procedures to guide the service provided, including, but not limited to, obtaining informed consent from parent(s)/guardian(s) and/or student based on age of consent/competency, as per agency policy, mandate and relevant legislation and statues.
- Copies of the form(s) used to obtain consent from parent(s)/ guardian(s) and/or student.
- A written declaration that all service providers who have direct contact with students, have a clear and current vulnerable sector check.
- A copy of their provider’s certificate of insurance (annually) which demonstrates that they have commercial general liability (CGL) insurance in an amount not less than \$5,000,000 per occurrence including professional and/or malpractice coverage. The H-SCDSB must be listed as an additional insured party on the CGL certificate.
- A copy of their provider’s proof of insurance through the Workplace Safety Insurance Board (WSIB) while working on board property, or exemption.
- A copy, completed by their provider, of a brief summary of service to the school principal at the conclusion of the service.

\_\_\_\_\_  
 Parent / Guardian

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature



## *Huron-Superior Catholic District School Board*

### **FORM 3**

#### **Parent/Guardian Requested Condition of Access Agreements** Checklist for School Principals

Please use the following checklist to ensure the process is followed for all parent/guardian requested private external agency services.

- Received written request for private external agency service from parent/guardian.
- Contacted the Superintendent of Special Education (or designate) to discuss nature of request.

#### **If denied:**

- advised parent(s)/guardian(s) (process ends here).

#### **If approved, provided parents/guardians with the following:**

- FORM 4, Private External Agency Retainer Declaration.
- FORM 5, Summary of Service for School Administration.

#### **Forwarded the following to the Superintendent of Special Education (or designate):**

- FORM 4, Private External Agency Retainer Declaration.
- A written declaration that the external provider has policies and procedures to guide the service provided, including but not limited to, obtaining informed consent from parent(s)/guardian(s) and/or student based on age of consent/competency.
- Copies of the form(s) used to obtain consent from parent(s)/guardian(s) and/or student.
- A written declaration that all service providers who have direct contact with students, have a clear and current criminal background check with vulnerable sector screening or a completed offence declaration (if CBC-VSS was provided the previous year) in compliance with board procedures.
- A certificate of insurance with a minimum of \$5,000,000 commercial general liability (CGL) insurance per occurrence including professional and/or malpractice coverage.
- The H-SCDSB is listed as an additional insured party on the CGL certificate.
- Proof of insurance through the Workplace Safety Insurance Board (WSIB) while working on board property, or exemption.

#### **Service can begin once:**

- A copy of the signed Agreement is received.
- Superintendent of Special Education (or designate) has advised that service can begin.

#### **Upon completion of service:**

- Received a copy of FORM 5, Summary of Service for School Administration completed by external agency/provider.
- Placed FORM 5, Summary of Service for School Administration in a confidential and secure location (not in the OSR).
- Reviewed the Protocol for Parent/Guardian Requested Condition of Access Agreement (APPENDIX C) for next steps.



*Huron-Superior Catholic District School Board*

**FORM 4**

**Private External Agency/Provider Retainer Declaration**  
(for parent/guardian requested external agency service)  
(SCHOOL LETTERHEAD)

Parent/Guardian : \_\_\_\_\_

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

Re: Visit(s) by \_\_\_\_\_  
(Name of Private External Agency/Provider)

Concerning : \_\_\_\_\_  
(Name of Student)

I/We (parent/guardian) hereby acknowledge and agree that the above-named private external agency has been retained by the undersigned parent(s)/guardian(s). Further, I/we acknowledge and agree that I/we are fully responsible for payment of any and all accounts, including fees and disbursements, rendered by the above-named private external agency, and the (H-SCDSB) will neither pay nor contribute to the cost of these services. In consideration of the H-SCDSB allowing the above-named private external agency the requested access to the school, I/we hereby release and forever discharge the HSCDSB (including its employees, supervisory officers, and trustees) from any and all claims, demands, liabilities, courses of action, complaints, and otherwise arising from the visit(s), including any remedies which may subsist in law, equity or under legislation.

In addition, I/we hereby acknowledge and agree that the school principal is responsible for the duration of the program of the above-named student. At any time at the sole and unfettered discretion of the school principal or the HSCDSB, the above named private external agency's access to school board premises may be terminated. Further, I/we acknowledge and agree that if programming recommendations are made by the above-named private external agency/provider, the implementation would be at the discretion of the school principal. Finally, I/we acknowledge and agree that the school principal has the authority to determine what, if any, programming changes are to be made in accordance with/and subject to the *Education Act*.

Accepted: \_\_\_\_\_ \*Witness: \_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_ \*Witness: \_\_\_\_\_  
Parent/Guardian Signature

\* In the absence of other convenient witnesses, the school principal (or designate) may serve as witness.

- Cc: Superintendent of Special Education (or designate)
- Private External Agency/Provider
- Co-ordinator of Special Education
- Ontario Student Record (OSR)



*Huron-Superior Catholic District School Board*

**FORM 5**

**Summary of Service for School Administration  
(SCHOOL LETTERHEAD)**

Student Name : \_\_\_\_\_

School : \_\_\_\_\_

Service Start Date : \_\_\_\_\_

Service End Date : \_\_\_\_\_

Summary of Services:


Information to inform support to student achievement and well-being (if applicable):


Please attach all notes and documentation resulting from service provided during school hours.

External Agency Service Provider Name: \_\_\_\_\_

External Agency: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: This information will not be placed in the student's Ontario Student Record (OSR); however, it will remain stored in a confidential and secure location for the remainder of that school year and one additional year (school principal will determine the appropriate location).



## Ontario Catholic School Trustees' Association



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Beverley Eckensweiler, *President*  
Michelle Griepsma, *Vice President*  
Nick Milanetti, *Executive Director*

June 11, 2020

**TO:** Chairpersons  
- Catholic District School Boards

**FROM:** Patrick Daly, Chair, Labour Relations Committee

**SUBJECT: Principal/Vice-Principal Central Discussion Table regarding Terms and Conditions of Employment**

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Terms and conditions agreements for Principals/Vice-Principals expire August 31, 2020. As in previous years, it is anticipated that there will be a central table established to consider renewal/amendment of these terms consisting of representatives from OCSTA and the other Trustee Associations, CPCO and the other Principal Associations, as well as representatives from the Ministry of Education.

While we now have precedent for the form and scope of central discussions with the Principal/Vice-Principal Associations, the *School Boards Collective Bargaining Act* does not contain any references to a “negotiating” table for principals and vice-principals. Accordingly, as in previous rounds, the trustee associations need to obtain authorization from their respective school boards before pursuing any discussions regarding terms and conditions of employment.

The OCSTA Labour Relations Committee is requesting school boards to consider whether they wish OCSTA to represent them at a central table for principals/vice-principals. If there is sufficient interest, the Board of Directors will again consider acting as the “bargaining agent” for those member boards that approved participation.

Below is a draft resolution for your school board to consider. Should you wish OCSTA to represent your school board please provide your resolution as approved to Pam DeNobrega at [pdenobrega@ocsta.on.ca](mailto:pdenobrega@ocsta.on.ca) as soon as possible.

### **Draft Resolution**

Whereas The *School Boards Collective Bargaining Act* (The Act) designates the Ontario Catholic School Trustees' Association (OCSTA) as the employer bargaining agency for every English-language separate district school board with respect to all bargaining units for central bargaining with OECA.

Whereas The Act contemplates that OCSTA will form part of a Council of Trustees Associations as employer bargaining agency for central bargaining with other non-teaching employee bargaining agents.

Whereas It is expected that a central table for principals and vice-principals will be again created in order to discuss the renewal/amendment of central terms and conditions of employment for principals and vice-principals.

Whereas The Act does not contain any guidance with regard to the designation of an employer bargaining agency for a central table for principals and vice-principals.

Therefore be it Resolved that:

Where a central table is established to discuss terms and conditions of employment for principals and vice-principals, the [insert name of member school board] hereby authorizes OCSTA to act as employer bargaining agent on its behalf for such central discussions. OCSTA may exercise its role as employer bargaining agent in respect of the principal and vice-principal group (Catholic Principals’ Council of Ontario), consistent with the obligations and duties created under the *School Boards’ Collective Bargaining Act* for support staff unionized employees.

Approved: Date of Board meeting: \_\_\_\_\_  
Name of Chair: \_\_\_\_\_  
Signature of Chair: \_\_\_\_\_  
Name of Secretary: \_\_\_\_\_  
Signature of Secretary: \_\_\_\_\_



*Huron-Superior Catholic District School Board*

**REPORT TO THE DIRECTOR**

**RE: CHROMEBOOK REFRESH 2020**

Submitted by: Patrick Pelletier  
Manager of Information Technology  
2020-06-17

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In March of 2017, the Huron-Superior Catholic District School approved the purchase of 2100 Chromebooks and 51 Dell Chromebook carts at a cost of \$743,115. This purchase was financed with a three year operating lease through Macquarie Equipment Financial Ltd. at a cost of \$18,557.95/month. This lease expired in April 2020.

The cost to extend the lease through Macquarie Equipment Finance Ltd to May 31, 2021 is \$155,000. It is recommended that this lease be extended for one additional year.

**PROPOSED RESOLUTION**

That the Huron-Superior Catholic District School Board approve the lease extension of 2100 new Dell Chromebooks and 51 new Dell Chromebook carts through Macquarie Equipment Finance Ltd. at a cost of \$155,000.





2020-06-24

## *Huron-Superior Catholic District School Board*

### **REPORT TO THE DIRECTOR RE: HIGHLIGHTS OF MENTAL HEALTH AUDIT**

*Submitted by: Joe Chilelli, Superintendent of Education  
Jared Lambert, Mental Health Leader*

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The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Supportive Environments and Well-Being as one of its strategic directions. The mental health and well-being of our students is of the utmost priority. This report relates specifically to the findings of our board initiated mental health audit.

*The mental health audit was designed to provide an analysis of the mental health supports available within our school board and how they fit within the overall mental health service network in our area. This document provides a brief summary of the concepts explored within the audit.*

#### **Structure of the HSCDSB Team**

The Huron Superior Catholic District School Board mental health team consists of 6 student and family counsellors, one wellness coach, and 2 mental health and addictions nurses (employed by the North East LHIN).

#### **Services Offered**

The team of student and family counsellors in our board offer a number of different services including individual counselling, teacher consultation, attendance support, family counselling, pro-social student clubs, and more. Our counsellors carry caseloads at an average of over 50 students, meaning, at any given time, they are serving over 5% of our overall student body. Common reasons for referrals to the counsellors include anxiety, low-mood and depression, anger, and behavior at school. Our counsellors are assigned to certain schools and are important parts of the staff and community of these schools. Counsellors provide services alongside those offered by other members of the mental health team including mental health and addictions nursing and wellness coaching.

#### **Level of Need, Level of Support**

The services of our counsellors are very much in demand with increasing student mental health needs across the country. This high demand, along with the fact that our

counsellors do not have waitlists for their services, makes it especially important that our counsellors manage their caseloads appropriately. The goal is to provide counselling to our students and their families when it is needed and for the necessary amount of time. As a team, we must also consider where our services fit in the overall mental health service network in our area. Some mental health concerns are more difficult to treat in the school setting and therefore require referrals for outside services from our community partner agencies. For example, a student who is in the midst of a crisis resulting in suicidality requires stabilization. In a case where this occurs at school our counsellors can offer support in the moment and facilitate a hand-off to crisis intervention services while maintaining a focus on student safety.

### **Mental Health Counselling and Catholicity**

Many wonder how the delivery of mental health counselling intersects with the tenets of the Catholic faith. This subject is one that the counselling team has spoken about at length, in order to ensure we are providing excellent mental health services that align with our board's Catholic lens. Our counsellors utilize counselling modalities that help them to "take a back seat" to the client, allowing the student and their families to educate us about their own lives, including their relationship with God. The team also consults closely with Sister Pat Carter and Chaplain Stephanie Parniak who help the counsellors to better understand the Catholic perspective and apply these teachings to their own work with students and their families.

### **Mental Health Services and COVID-19**

The mental health team at HSCDSB has been instrumental in supporting the health and wellness of our students and their families during the COVID-19 state of emergency. The team has been innovative, allowing for our families to continue receiving much needed mental health supports during this unprecedented situation. Since the beginning of the quarantine measures due to COVID-19, new families have been referred to the team to help them manage these very complicated circumstances.

### **The Mental Health Service Network in our Area**

Our mental health services are offered in a larger context of the social service network in our area. Key community partners play a vital role in supporting the mental health of youth and their families, including those within our board. Some of these important agencies include Algoma Family Services (local mental health lead agency), Compass Child and Youth Mental Health Services (mental health lead agency based in the Sudbury and Manitoulin area), and the Canadian Mental Health Association (a national mental health association), the Sault Area Hospital, and Algoma Public Health (a local public health agency). Some of the crucial services offered by these agencies include mental health counselling, addictions counselling, therapeutic groups, psychological assessments, and more.

### **Challenges Facing the HSCDSB Mental Health Team**

As with any team, our counsellors face some challenges affecting the delivery of their services. One of these challenges is a lack of a database for the inputting of confidential case

notes. An electronic database for confidential record keeping would be very beneficial to the counselling team. We are currently anticipating the implementation of a system called ASPEN, which would provide a solution for this. Other challenges facing the team include managing large caseloads and consistent access to counsellor training.

### **Service Gaps in the Mental Health Service Network**

The mental health service network in our area experiences its own gaps that negatively affect youth mental health. One of the most significant gaps within this network is long waitlists for crucial mental health services. For certain mental health programs, students and families can wait upwards of a year before they receive services. Other service gaps include mental health services for people on the Autism Spectrum, a lack of local child psychiatry, the absence of a local residential treatment program, and more.

### **New Developments to the HSCDSB Mental Health Team**

The past couple of years have brought many exciting developments to the HSCDSB mental health team. For the past two school years, our students and families have benefited from the services of our wellness coach who serves schools in our eastern communities. The board has also been able to establish service contracts with local mental health agencies that increase access to important mental health services for our families. Our counsellors have been offered a host of exciting new training opportunities this year. We were also able to create a new counselling position on the team, which has allowed us to increase our capacity for mental health services in our schools, including those in our northern communities. The team continues to improve thanks to a strong commitment to mental health from our board.



2020-06-24

## *Huron-Superior Catholic District School Board*

### **REPORT TO THE BOARD RE: BOARD MEETING DATES FOR THE 2020-21 SCHOOL YEAR**

*Submitted by Rose Burton Spohn  
Director of Education*

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The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Governance as one of its strategic directions. This report relates specifically to open meetings of the Board of Trustees, where they make important decisions regarding finances, policies, capital, field trips, negotiations, and other matters.

#### **RECOMMENDED DATES FOR BOARD MEETINGS**

It is recommended that, wherever possible and appropriate, board meetings be preceded by Mass and other meetings that require the involvement of two or more trustees (e.g., Policy Committee, Trustee Retreat Committee, Finance Committee, Closed Sessions).

Based on a number of factors, it is also recommended that board meetings begin at 7:15 p.m. and occur on the following dates:

- Wednesday, September 16, 2020
- Wednesday, October 21, 2020
- Wednesday, November 18, 2020
- Wednesday, December 16, 2020
- Wednesday, January 20, 2021
- Wednesday, February 17, 2021
- Wednesday, March 24, 2021
- Wednesday, April 21, 2021
- Wednesday, May 19, 2021
- Wednesday, June 16, 2021

Note: a meeting of the Finance Committee will be held on Tuesday, June 8, 2021.



2020-06-24

## *Huron-Superior Catholic District School Board*

### **REPORT TO THE BOARD RE: ADDITIONAL QUALIFICATIONS (AQ) COURSES IN RELIGIOUS EDUCATION**

*Submitted by Rose Burton Spohn  
Director of Education*

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Catholicity as one of its strategic directions. This report relates specifically to the board's efforts to support and develop the faith of its staff and students. One strategy the board uses to meet this goal is to offer Additional Qualifications (AQ) courses in Religious Education in Catholic Schools.

#### **Background**

The Ontario College of Teachers (OCT) provides detailed guidelines related to offering AQ courses in a number of specialty areas, including Religious Education in Catholic Schools. OCT members can complete up to three courses in this area – Part 1, Part 2, and Specialist. Each course requires 125 hours to complete.

According to the OCT guidelines, all Religious Education in Catholic Schools AQ courses employ “a critical pedagogical lens to explore in a holistic and integrated manner the following:

- mission of Catholic schools
- sacred scriptures
- spiritual, sacramental and liturgical life
- the Church and a post-modern world
- faith in action
- ethics and morality
- pedagogical practices for religious education
- school ministry
- the faith journey related to teaching and learning across the divisions.”

The OCT's guidelines indicate that:

- Religious Education in Catholic Schools, Part 1 enhances “professional practice and extending knowledge and skills through critical reflection and inquiry.”
- Religious Education in Catholic Schools, Part 2 enhances “professional practice, design and teaching of programs through critical reflection and inquiry.”
- Religious Education in Catholic Schools, Specialist enhances “professional leadership practice through the facilitation of collective critical reflection and inquiry.”

### Timeline and Summary

The following timeline and chart summarize the steps our board has taken over the years to ensure our educators have access to this type of faith formation. It is important to note that our board has financially supported all its teachers by offering tuition-free Religious Education in Catholic Schools AQ courses.

- **2013** – The board began to explore the possibility of becoming a provider of AQ courses. This process involved meeting with staff members from the OCT, preparing a detailed governance document, and submitting it to the OCT.
- **2014** – The OCT granted our board provider status and work began on writing the Part 1 course.
- **2015** – The OCT approved our Part 1 course and we offered it in a face-to-face format. Work began on developing our Part 2 course, and it too received OCT approval.
- **2016** - We offered both Parts 1 and 2 in a face-to-face format.
- **2017** - We offered both Parts 1 and 2 in a face-to-face format.
- **2018** – Although we advertised Parts 1 and 2 in a face-to-face format, there was not sufficient enrolment to offer either course this year. Work began on writing the Specialist course.
- **2019** – We experimented with offering Part 1 in an online format and continued to offer Part 2 in a face-to-face format.
- **2020** – We experimented once again this year. We offered both Part 1 and Part 2 in an online format. We also reached out to other Catholic directors to see if they might wish to make our online courses available to their teachers and were overwhelmed by the response we received. We entered into a cost-sharing agreement with the directors from St. Clair, Sudbury, and Waterloo Catholic so that all candidates – not just those from our board – could benefit from taking these courses at no cost. This summer, our plan is to finish writing the Religious Education in Catholic Schools, Specialist course.
- **2021** – Pending OCT approval, our hope is to offer the Part 1, 2, and Specialist courses in an online format, in collaboration with other Catholic boards that might be interested in this opportunity.

Course	2015	2016	2017	2018	2019	2020
Part 1	7	6	8		25	71
Part 2		3	4		9	42

We are blessed to have some very special teachers who have assisted us with making these religious education courses come alive for our teachers. Special thanks go to Sisters Pat Carter and Mary Jo Radey for all their efforts to assist with the faith formation of our teachers. Special thanks also go to Stephanie Parniak, who assisted in the creation of the board's original governance document.



June 24, 2020

## Huron-Superior Catholic District School Board

### Re: ST. MARY'S COLLEGE SCHOOL ACTIVITY REPORT

**June 2020**

*Submitted by:  
Anthony DeLorenzi  
Lucas Marano  
Adam Morgenstern  
Student Trustees  
St. Mary's College*

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#### **Events**

- June 24<sup>th</sup> is the date of graduation and all graduates will tune into watch the video.
- Link Crew was selected June 2<sup>nd</sup>. Teachers came to all the houses of the selected students to congratulate the students. Teachers decorated their cars and arrived with signs.
- Grade 12 student have been busy as their last day to submit assignments was June 8<sup>th</sup>. Grade 12s have also been busy working on scholarship applications.

#### **Student Council**

- Student Council elections took place online along with convener selection. All positions were filled, and outgoing Council is confident that the incoming members will make the next year great.
- Student Council is also exploring ideas for an end of year gift. Some ideas include, new school mascot, grade 12 zoom goodbye party and updated and new flag for outside the building.

#### **Faith**

- Morning prayers continue to take place daily on the LMS for all students and staff.
- A year end prayer service took place on June 9 with students recording videos or audio of themselves reading. This prayer service included a blessing for students recorded by Mrs. Hannah. The readings were perfect for the year as the Gospel reminded students and staff that they are salt and light.
- As part of the Year End Prayer Service, it is a tradition to include a Year End Video. This year's video involved going through the thousands of amazing photos taken by our year-book students. Given the nature of this school year it was felt that the video needed to be longer than normal to celebrate the short time we had together. A 42 minute video was created which was posted on the LMS for students and staff to enjoy. It is on YouTube should anyone wish to view it.
- Work is underway for the Grad Mass. While we are not gathering in person this year, it will be a virtual Mass. Fr. Daniele was the planned celebrant as he was requested by students. He is videotaping the Mass from North Bay and it will be shared with Miss Parniak who is taping the 12 student readers and she will put everything together to complete the Mass. There are also 2 students who are singing for the Mass. Crosses have been purchased as a gift to our graduates from staff and work is underway to have them

blessed by a priest locally. There will also be medals presented to students who have been selected as exemplary models of the Ontario Catholic School Graduate Expectations. Crosses and medals will be presented to students on June 25 when they pick up their grad materials at the school.

- Research is also being done on some equipment to hopefully start an SMCTV YouTube channel for next year that will celebrate the people and blessings of SMC with focus on the virtue of the month each month. These will be short video clips that will include featuring the many people behind the greatness of the school. (i.e. interviewing EAs and support staff, asking students who comes to mind when a particular virtue is mentioned, looking at the unsung heroes of the school ...)
- Work continues with Superintendent Durocher to contact and follow up with families receiving food boxes.

### **Athletics**

- The year end athletic awards were distributed on June 10<sup>th</sup>. The winners were posted on Instagram for the whole school to celebrate. Some of the awards given out include, The Marc Caputo award, The Joe Maione award, SMC alumni award, grade 9 athletes of the year and SMC athletes of the year.