



Huron-Superior Catholic District School Board

**OPEN SESSION OF THE BOARD
MEETING
WEDNESDAY, MAY 13, 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, MAY 13, 2020 @ 7:00 PM
VIA SKYPE FOR BUSINESS**

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. We also acknowledge that this meeting occurs in our Board's Chapel, which is a sacred space, entrusted to us by the Congregation of the Sisters of St. Joseph of Sault Ste. Marie.
2. **Prayer (Pg 6)**
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 May 13, 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 April 15, 2020.** (Pg 10)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of April 15, 2020.
2. **Minutes of the Closed Board Meeting of April 15, 2020.**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the Minutes of the Closed Board Meeting of April 15, 2020.

F BUSINESS ARISING FROM THE MINUTES

G PRESENTATIONS

1. **Indigenous Connection – Elliot Lake** – Superintendent Christine Durocher to introduce 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). (Pg 13)

H COMMITTEE REPORTS

1. **Minutes of the Special Education Advisory Committee Meeting** (Pg 31)
Proposed Resolution: That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of April 1, 2020 be approved.

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **Policy 4016 – Bullying Prevention and Intervention Policy** (Pg 36)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 4016 as presented.

2. **Policy 4022 – Pupil – School Accommodation Review (Pg 60)**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 4022 as presented.
3. **Policy 7011 – Release of Information Regarding Students (Pg 77)**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 7011 as presented.
4. **Barrier Free Upgrades & Partial Roof Replacement – St. Francis French Immersion School (Pg 81)**
Proposed Resolution: 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.
5. **Barrier Free Upgrades – St. Mary’s School (Blind River) (Pg 82)**
Proposed Resolution: 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.

J INFORMATION ITEMS

1. **Reports to the Director of Education**
 - a) **SMC Activity Report** - Student Trustees Anthony DeLorenzi and Lucas Marano (Pg 83)
2. **Correspondence**
3. **Notes of Thanks**

K TEN MINUTE QUESTION AND ANSWER PERIOD

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

- May 18** - Victoria Day
- May 21** - Ascension of the Lord
- May 27** - SEAC Meeting
- May 31** - Pentecost
- June 2** - Finance Committee Meeting
- June 10** - Next Board Meeting

M CLOSING PRAYER – Superintendent Chris Spina

N ADJOURNMENT

Canada's Consecration to Mary Board Meeting Prayer Service

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

This month the bishops of Canada and the United States consecrated their countries to Mary's care during this pandemic. May is a month when our prayers focus on Mary, Mother of God, so we who live in the diocese of named in her honour, pray to her. Let us begin to pray using Pope Francis' prayer to Mary, Undoer of Knots.

Sandra Holy Mary, full of God's presence during the days of your life, you accepted with full humility the Father's will, and the evil one was never capable of tying you up with his confusion.

John Once with your Son you interceded for our difficulties, and full of kindness and patience, you gave us example of how to untie the knots in our lives.

Gary By remaining forever Our Mother, you put in order and make clearer the ties that link us to the Lord.

Tony Holy Mother, Mother of God and our Mother, to you who untie with a motherly heart the knots of our lives, we pray to you to receive in your hands our students, their families and our staff, and to free them of the knots and confusion with which our enemy attacks.

Carol Through your grace, your intercession and your example deliver us from all evil, Our Lady, and untie the knots that prevent us from being united with God, so that we, free from sin and error, may find God in all things, may have our hearts placed in Him, and may serve Him always in our brothers and sisters.

We ask this through Jesus Christ, your Son. Amen

Leslie A reading from the holy Gospel according to Luke

...God sent the angel Gabriel to the Galilean Village of Nazareth to virgin engaged to be married to a man descended from David. His name was Joseph, and the virgin's name, Mary. Upon entering, Gabriel greeted her:
 Good morning! You're beautiful with God's beauty,
 beautiful inside and out! God be with you.

She was thoroughly shaken, wondering what was behind a greeting like that. But the angel assured her, "Mary, you have nothing to fear. God has a surprise for you: You will become pregnant and give birth to a son and call his name Jesus. ...Mary said to the angel, "But how? I've never slept with a man." The angel answered,

The Holy Spirit will come upon you,
 the power of the Highest hover over you;
 therefore, the child you bring to birth
 will be called Holy, Son of God.

...And Mary said,
 Yes, I see it all now:
 I'm the Lord's maid, ready to serve.
 Let it be with me just as you say.

Then the angel left her.

The Gospel of the Lord. **Praise to you, Lord Jesus Christ.**

Joe Prayers of Intercession

Our response to each prayer is **Lord, hear our prayer.**

For our Holy Father Francis, our Bishop Marcel and all of our pastors, we pray to the Lord:

For our governing leaders, federal, provincial and municipal, we pray to the Lord:

Kathleen For all those who are sick, and those who care for them, we pray to the Lord:

For all of our students, their families and our staff, we pray to the Lord:

For all those who have died during this pandemic, and those who grieve for them in isolation, we pray to the Lord:

Debbie Gathering these prayers and those held within our hearts, we pray the words Jesus gave us. Our Father, (All)

Amen+

Rose To complete our prayer let us watch the Catholic Education Week video prepared to celebrate the work of our students and staff during this time of physical distancing. Thank you to Jim Fitzpatrick and Jesus Beltran-Ruiz for putting it together for us.

<https://youtu.be/p56uBKMpnR4>

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, APRIL 15, 2020 @ 7:00 PM
VIA SKYPE FOR BUSINESS**

Present: **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

Anthony DeLorenzi, Lucas Marano

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

Regrets:

Vision and Values

Director Rose Burton Spohn introduced and congratulated Mike Oliveira, School-Based Math Learning Facilitator, who was this year's recipient of the Teacher of the Year Award, sponsored by the Sault Ste. Marie Innovation Centre. A video highlighting Mr. Oliveira's strategies in the field of math and technology was viewed.

Adg# Res#

B-1 B-457 **Moved by: Kathleen Rosilius** **Seconded by: Debbie Mayer**
That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of April 15, 2020.
CARRIED

Additions/Changes/Deletions

Director Rose Burton Spohn mentioned that a change was required in the resolution for item I-6 because of COVID-19.

E-1 B-458 **Moved by: John Caputo** **Seconded by: Tony D'Agostino**
That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of March 11, 2020.
CARRIED

E-2 B-459 **Moved by: Joe Ruscio** **Seconded by: Kathleen Rosilius**
That the Huron-Superior Catholic District School Board approves the Minutes of the Closed Board Meeting of March 11, 2020.
CARRIED

- E-3 B-460 **Moved by: Gary Trembinski** **Seconded by: Carol MacEachern**
That the Huron-Superior Catholic District School Board approves the Minutes of the Special Closed Board Meeting of March 25, 2020.
CARRIED
- G-1 ***Mental Health***
Jared Lambert, Mental Health Lead, presented a very comprehensive approach to addressing mental health issues in our system. This approach includes connection to schools, operation of committees, and dissemination of monthly newsletters to all employees. Our board's approach to online counselling training, peer supervision, and the student support program were also discussed in light of the current COVID-19 pandemic.
- G-2 ***English Language Learners (ELL)/ English as a Second Language (ESL)***
Micaela Olejnik (Curriculum Co-Ordinator), Rosanna Bernabucci (Official Languages & Pathways Special Assignment Teacher), and Lisa Tomas (Mathematics Learning Lead) all presented highlights of this core program offered by the board. They outlined how a student with English language learning needs first enters our system through JK registration and is followed through to Grade 12.
- H-1 B-461 **Moved by: Kathleen Rosilius** **Seconded by: Carol MacEachern**
That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of February 26, 2020 be approved.
CARRIED
- I-1 B-462 **ELECTRONIC POLL**
That the Huron-Superior Catholic District School Board approve the purchase of 265 new Dell laptops through Dell Canada at a cost of \$263,945.
CARRIED
- I-2-5 B-463 **Moved by: Leslie Cassidy-Amadio** **Seconded by: Gary Trembinski**
That the Huron-Superior Catholic District School Board approves Policy 6009 as presented.
- That the Huron-Superior Catholic District School Board approves Policy 6010 as presented.
- That the Huron-Superior Catholic District School Board approves Policy 6013 as presented.
- That the Huron-Superior Catholic District School Board approves Policy 7004 as presented.
CARRIED

I-6 B-464 **Moved by: Debbie Mayer** **Seconded by: John Caputo**
 That the Huron-Superior Catholic District School Board awards the construction contract for the St. Mary’s French Immersion Mechanical / Electrical Upgrades and Miscellaneous Improvements (Phase 3) Project to Jobst Construction, being the low tender, contingent upon such non-emergency construction being able to proceed.
CARRIED

J-1 a) **Board Response to COVID-19**
Director Rose Burton Spohn highlighted the tremendous efforts that board employees have made within the past month to support distance learning for students, families, and employees. She also commented on various other steps taken to ensure the health and safety of everyone during the COVID-19 crisis.

b) **Status of Mental Health Supports**
Superintendent Joe Chilelli indicated that this report was for additional information only and was offered in conjunction with the presentation made earlier by the board’s Mental Health Lead, Jared Lambert.

N-1 B-465 **Moved by: Gary Trembinski** **Seconded by: John Caputo**
 That the Huron-Superior Catholic District School Board meeting of Wednesday, April 15, 2020 adjourns at 8:25 p.m.
CARRIED

Chairperson: _____

Secretary: _____

Indigenous Partners Presentation

13



Elliot Lake- HSCDSB



OUR LADY OF
FATIMA
CATHOLIC SCHOOL





BUILDING RELATIONSHIPS

Native as a Second Language Program,
Culture Blocks, and School Initiatives:
A Collaborative Approach



HSCDSB: Multi Year Strategic Plan

Our Indigenous initiatives align with the following pillars and goals of the Huron-Superior Catholic District School Board's Multi Year Strategic Plan:

Relationships	Supportive Environments and Well Being	Student Achievement
<p>Communication: communicate in a manner that is responsive, clear, timely, and respectful Engagement: know and engage our students, staff, parents, and community</p> <ul style="list-style-type: none"> - Continue to foster a collaborative relationship with all partners - Foster, nurture, and maintain relationships with Indigenous communities in light of the recommendations made by the Truth and Reconciliation Commission 	<p>Climate: maintain a safe, inclusive, respectful, and caring climate in all of our communities</p> <ul style="list-style-type: none"> - Reach out to diverse groups 	<p>Believe: demonstrate academic optimism - a belief that all students can learn</p> <ul style="list-style-type: none"> - Ensure that all students and their families are supported to ensure equity of outcomes

Process of seeking interest to potentially offer NSL Programming in Elliot Lake

Implementation of NSL Programming at both OLOL and OLOF (2.5 days per week each)

Full-time implementation of NSL Programs at both OLOL and OLOF **17**

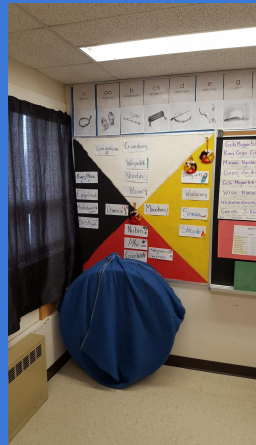
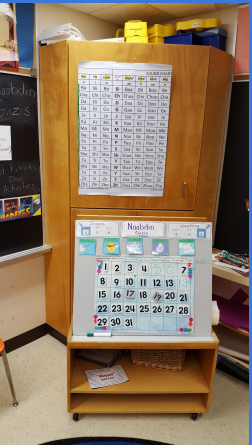


Hiring of Chylene Day, full-time NSL Teacher shared between OLOL and OLOF

Hiring of Marlene Essex, full-time NSL Teacher for Our Lady of Lourdes

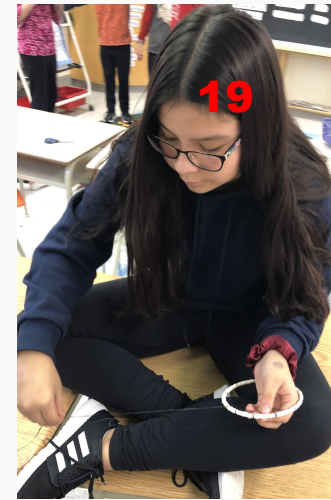
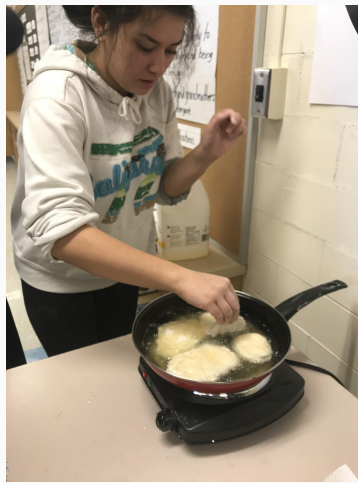
NSL Programming at Fatima

- NSL runs parallel to FSL programming for students in Grades 4-8. Students JK- Grade 3 have NSL & FSL programming.
- Chylene also offers Culture blocks to all classes bi-weekly so all students are participating in impactful activities connected with Ontario Curriculum.
- Our school is full of language rich NSL materials and there is a strong First Nations influence in our daily school activities.
- Our NSL Program currently boasts 68 students JK- Gr.8



NSL Program and Culture Blocks at Lourdes

- September 2019 - Ongoing: Our Lady of Lourdes
- 38 students (Grades 1-8) are enrolled in our NSL Program that is based on a rotating schedule - ensuring that students are not missing the same curriculum areas
- 40 Kindergarten students receive programming twice per week
- Once a week, 'culture block' opportunities are also available for a full class approach, allowing for the infusion of the culture in other curriculum areas - led in collaboration with Marlene
- Providing a 'hands on' learning approach - incorporating vocabulary and procedures for success



POSITIVE FEEDBACK

- Parental support and appreciation especially from the Serpent River Community
- Students who were struggling in FSL - many are flourishing in NSL
- Serpent River Education Department continues to share praise over the NSL programs and collaboration has been mutually beneficial
- Cultural pride and Cultural respect is evident in all our students



“Having the NSL program has been a success. Positive feedback involving the OLOF & OLOL family has shown that bridging the two communities with our NSL classes is a step forward for learning about our history on this land as “We are all Treaty People of the Robinson-Huron Treaty.” - Chylene Day



MAKING CONNECTIONS

21

Serpent River is a very distinct community with a 15-20 minute drive from Elliot Lake. We continue to make strides in valuing their efforts to be at Our Lady of Fatima and Our Lady of Lourdes (trying to make the commute more convenient and Parent Teacher Interviews in Cutler), valuing the amazing place they live in (organize activities in Serpent River, celebrate their traditions) and we also value the unique history of their community (hear from elders and learn about Serpent River and their people). We are continually making sure we always include and provide opportunities to participate in all school activities.

Connecting with our students, parents and the entire community is very important. This year we organized a Winter NSL Day in Serpent River. The entire school went to Serpent River and we shared a meal, engaged in various activities and learning opportunities. This was followed by a Mini Pow Wow & Feast with parent engagement and parent teacher interviews.



NSL in Action

Earl Lambert: Presentation, Powwow and Feast

All 5 HSCDSB East District Schools (Grades 6-8) were in attendance. Full student bodies from Our Lady of Lourdes and Our Lady of Fatima joined for the Powwow.



EARL LAMBERT PRESENTATION & POW WOW ²²



EARL LAMBERT IS A CREE-METIS WARRIOR FROM BRITISH COLUMBIA WHO NOW RESIDES IN BRANTFORD, ONTARIO, WHERE HE CONTINUES TO LIVE OUT HIS DREAM AS A MOTIVATIONAL SPEAKER AND INSPIRATIONAL STORYTELLER!

HIS DYNAMIC AND ENTERTAINING WAY OF COMBINING MUSIC, MAGIC, HIP-HOP AND HUMOR WITH INSPIRATIONAL LIFE-STORIES HAS MADE HIM POPULAR WITH ALL AGE GROUPS WITHIN VARIOUS ORGANIZATIONS, SCHOOLS, CONFERENCES AND FIRST NATIONS COMMUNITIES ACROSS CANADA

**WHO: ALL GRADES 6-8 FROM EAST DISTRICT HSCDSB SCHOOLS
OLOF EL & OLOL EL FOR THE MINI SOCIAL AND POW WOW**

**WHERE: OUR LADY OF FATIMA/ GEROGER VANIER GYM
140 HILLSIDE DRIVE NORTH ELLIOT LAKE**

**WHEN: 10:00- 11:30 EARL LAMBERT PRESENTATION
11:30-12:15- LUNCH * LUNCH IS PROVIDED
PIZZA WILL BE AVAILABLE TO PURCHASE
12:30-2:45- LOURDES AND FATIMA JOIN FOR MINI SOCIAL AND POW WOW**

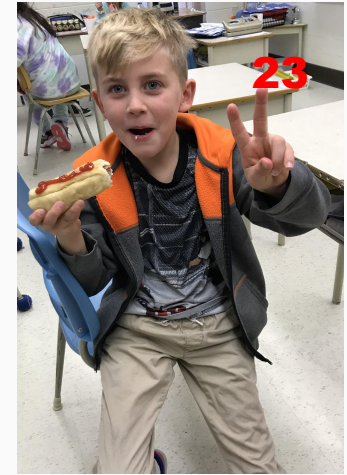
**WHAT: GREAT DAY OF NSL ACTIVITIES, EDUCATION FOOD AND FUN
ALL DANCERS WELCOME
BIG THANK YOU TO CHYLENE DAY, MONA JONES, MARLENE ESSEX,
SERPENT RIVER EDUCATION DEPARTMENT AND HSCDSB**

ANY QUESTIONS PLEASE CALL OUR LADY OF FATIMA CATHOLIC SCHOOL (703) 848-2204



Scone Dog Lunch: Fundraiser

- November 2019: Our Lady of Lourdes
- A Grade 8 lunch fundraiser
- Prepared by Jeremi Ste. Denis, caterer, step-parent, and community member with the assistance of Sienna Harrington, Grade 8 student, and Sitertia Pelletier, Grade 7 student
- An opportunity of learning, relationship building, and embracing the culture



WINTER NSL DAY

Dance Socials: Inter tribals, Spot dances, Potato Dance Challenge

Activities: Bannock Making
Snow Show relay
Tee Pee Teaching
Drumming & Shakers
Fire Teaching
Cedar Tea
Spear Throwing



Indian Taco Lunch: School Meal

- January 2020: Our Lady of Lourdes Gymnasium
- A free Indian Taco lunch was served to all students, staff, parents, and community members to celebrate the New Year
- Scone was prepared by Marlene Essex, NSL Teacher, and Wilma-Lee Johnston, parent and community member
- The pre-school group from the Serpent River First Nations Daycare was also in attendance
- Supported and funded through the Board Action Plan (food and transportation)
- An opportunity for relationship building, sharing a meal, and celebration of the culture



We were gifted our Grandfather Drum by Lee Simpson

26



We had a Pipe Ceremony and Feasted our Grandfather Drum and began our Drumming and Hand Drum Groups.

We have a total of 30 students that had signed up and attended this ceremony.

They are the Fatima Nimkiioonhs Singers (Little Thunder), girls hand drumming group is Fatima Tekakwitha Hand drum singers.



Embracing The Arts: Parent Council Grant

- February 2020: Our Lady of Lourdes, Elliot Lake, and Serpent River First Nations
- Parent Council grant that was utilized to embrace all forms of art within our communities
- Some students and families visited the Serpent River Trading Post to learn about various forms of Indigenous art and created keychains
- A free lunch was catered by Paul Owl, parent and community member - featuring 'a plate of art' - smoked fish, greens, and a 'build your own' mac and cheese bar
- An opportunity to embrace the culture, build relationships, and achieve student success



WHAT ELSE WAS PLANNED

28

- Serpent River Elder Visits
- Earth Day Activities
- Education Week Feast
- Aboriginal Day in Serpent River



NEXT STEPS

29

- Competitive Drumming Groups
- Hunting/ Fishing/ Traditional Lessons in Serpent River
- More Connections with Elders and community
- NSL Graduation Scholarship for highest achieving NSL Gr. 8 Student
- Connections with High School ELSS Native Studies Programming
- Accessing St. Kateri
- Guest Speakers



CHI-MIIGWETCH



Huron-Superior Catholic District School Board

SPECIAL EDUCATION ADVISORY COMMITTEE

S.E.A.C

Minutes

Date: Wednesday, March 25, 2020 (Moved to Wednesday, April 1, 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, Jared Lambert, Marnie Yourchuk

SMC Student Trustees and Guests: Lorraine Belanger

Regrets: Marty Young, Suzanne Pleau, Sherri Kitts, Lynda Lewis, Lucas Morano, Anthony DeLorenzi, Paula Valois

AGENDA ITEMS		ACTION	WHO	WHEN
1.	PRAYER FOR SEAC Special Prayer - Prayer for Pandemic (R. Zagordo)	<ul style="list-style-type: none"> We prayed Prayer for a Pandemic. 	Rosanne Zagordo	
2.	ACCEPTANCE OF PREVIOUS MINUTES (February 26, 2020)	<ul style="list-style-type: none"> Minutes for February 26, 2020 were accepted. 	Gary Trembinski Sandra Turco	
3.	AGENDA ADDITIONS/CHANGES			
4.	GUEST(s): REPORTS Student Trustees Wellness Coach-L. Belanger Supporting Student Mental Health - Jared Lambert	<ul style="list-style-type: none"> Lorraine Belanger, Wellness Coach responsible for the East schools explained her role. She works with students who are having a hard time self regulating, who may exhibit maladaptive behaviours, low self esteem. She uses strategies associated with the Zones of Regulation, and 	Lorraine Belanger	

		<p>mindfulness to support. She is available to all the east schools; one day a week at each school.</p> <ul style="list-style-type: none"> • Jared referred to some of the mental health resources that we are using during this shutdown to support students. One of the ways we are supporting is compiling resources to put on the board website, example Kids Help Phone. • Counsellors are reaching out to our most vulnerable students via telephone to offer support. These are students that we have already obtained consent for and were in progress of receiving our services. • We are starting to use e-counselling with our students and now with the closure of the schools this platform is beneficial. This new way of supporting is going to continue to expand and enhance the way we support students. Program specifics and protocols were discussed. 	Jared Lambert	
5.	<p>MINISTRY UPDATES Rose Burton Spohn</p>	<ul style="list-style-type: none"> • The closure of schools has extended until May 4, 2020 or possibly longer. • The board is trying to put as much resources and information as possible online. • A number of items were received from the Minister of Education surrounding areas such as: Content-Delivery and Technology and Equity, The board has conducted 2 surveys one for employees and one for students to inquire if they have access to technology. The board is looking at supporting students and staff with technology if they do not have access to it. 	Rose Burton Spohn	
6.	<p>SEAC BUSINESS</p> <ul style="list-style-type: none"> • Greater Essex CDSB letter • Sub-committees 	<ul style="list-style-type: none"> • The letter refers to the After School Program for students with ASD. They are asking for transportation to be covered for students to get the program along with offering the program during the March Break. • An April 8 meeting is set for the subcommittee. Details for the meeting will be sent out by Theresa. 	<p>Rosanne Zagordo</p> <p>Theresa Coccimiglio</p>	
7.	BUSINESS CARRIED FORWARD			
8.	<p>SUPERINTENDENT AND COORDINATOR'S REPORT</p> <ul style="list-style-type: none"> - Continuation of Learning during school Closure 	<ul style="list-style-type: none"> • Continuation of learning- the Learning at Home portal was launched a couple of weeks ago. We 	Joe Chilelli	

	<ul style="list-style-type: none"> - Supports for Students with Special Needs - Department Plans during Closure - Autism Roadmap - Upcoming PD 	<p>have also put our own resources on the board website and will continue to do so.</p> <ul style="list-style-type: none"> ● SEA computers have been gathered at each school. The movement of this equipment will be happening shortly. ● Gift certificates and food orders for the next 2 months from the Breakfast Programs across the system were donated to Harvest Algoma. ● The Special Education Team continues to work at preparing PD and meeting with teams within the department such as the Mental Health Team, Behaviour Team, Speech/Language Team. ● All pre scheduled meetings need to continue as best as possible in a virtual session. ● Empower training sessions may occur virtually ● IEP Review team has met to review the IEPs and to provide feedback to school administrators. ● We are doing our best to stay connected and to support each other during this shut down. ● We are looking at ways to support our students with special needs with distance learning. ● EAs are being registered for the Registered Behaviour Therapist course which is 40 hours. Currently it is offered free of charge. ● Our Behaviour/ASD advisors are currently reaching out to our most vulnerable students who were on their radar. 		
9.	ASSOCIATION REPORTS			
i	North Shore Tribal Council (S. Kitts/ Marnie Yourchuk)	<ul style="list-style-type: none"> ● Most communities have put their pandemic plan into action. Many offices are closed and working remotely. There are no current cases in the North Shore. Food banks and extra funding has been accessed. 	Marnie Yourchuk	
ii	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)	<ul style="list-style-type: none"> ● World Autism Awareness and Acceptance day will be virtual on April 2, 2020. There is a comprehensive list that Autism Ontario has put out. Rosanne will send the list out to the members. 	Irma Direnzo	

iii	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> • AFS has also put resources out to the community. They are also working remotely in this challenging time. Counselling is happening and is business as usual. Addictions may be on the rise during this time. E counselling is taking place as well. Kids Help Line has had a boost in funds. Alternatives for Youth has created a Facebook page with privacy features that helps with communication to their clients. 	Theresa Coccimiglio	
iv	SSM DOWN SYNDROME SOC. (S. Pleau)			
v	ALGOMA PUBLIC HEALTH (L. Ivey)	<ul style="list-style-type: none"> • APH has been very busy during this time. Some services are working from home and minimizing visits to the office. More Than Words is continuing through Zoom. Dr. Korneluk will be conducting her work over the phone and then she will come to town. 	Lori Ivey	
vi	THRIVE – WELL BEING COMMITTEE (T. Newell)	<ul style="list-style-type: none"> • All staff are working from home. They are looking at our online options and that is PHIPA compliant. Looking at alternative ways to communicate with clients. The family assistance fund has been opened up for families in need. Respite options are a concern for families at this time. E counselling options are being considered along with involvement with Transition to School meetings. 	Tina Newell	
vii	COMMUNITY LIVING ALGOMA (L. Lewis)			
x	MEMBER-AT-LARGE (P. Valois)			
xi	MEMBER-AT-LARGE – FOCUS ON FAITH (L. Connolly Beattie)			
xii	TRUSTEES REPORT (G. Trembinski)			
10.	NOTES	Meeting was adjourned at 5:46 pm	Gary Trembinski Lorna Connolly Beattie	

Next Meeting:

April 29, 2020

Place: Teleconference

Time: 4:00 – 6:00 p.m.

Teleconference # From Sault Ste. Marie call **705-945-5633 and use code**

If calling long distance call toll free **1-800-267-0754** **When prompted dial extension **25999**
and then the participant code is 9029824

Huron-Superior Catholic District School Board

POLICY TITLE:	BULLYING PREVENTION AND INTERVENTION POLICY	Approved:	June 12, 2019
		Amended:	May 13, 2020
POLICY NO:	4016	Page:	1 of 1

POLICY

“Blessed are the peacemakers, for they will be called children of God”. (Matthew 5:9)

In keeping with its mission, vision, and values, the Huron-Superior Catholic District School Board is committed to maintaining Christ-centred, safe, inclusive and accepting schools and workplaces, free from bullying and other forms of aggression.

The board and its schools actively promote and support positive behaviours that reflect Catholic gospel values, the Ontario Catholic School Graduate Expectations and the provincial, board and school codes of conduct.

Consistent with the Safe Schools Act, the provincial, board and school codes of conduct, all students, staff, parents/guardians and community members will demonstrate respect for others and contribute to a shared responsibility to create and maintain Christ-centred, safe, caring schools and workplaces, where everyone feels included, safe and accepted, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio economic status or disability.

ADOPTED Regular Meeting of the Board June 12, 2019
Motion B-381

AMENDED Regular Meeting of the Board May 13, 2020
Motion B-

DISTRIBUTION

- i) Trustees
 - ii) Administration
 - iii) Principals
 - iv) School Councils
 - v) Student Councils
-



Huron-Superior Catholic District School Board

PROCEDURAL GUIDELINES BULLYING PREVENTION AND INTERVENTION

DEFINITION OF BULLYING

Bullying is an aggressive and typically repeated behaviour by a pupil where:

- The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would likely have the effect of:
 - Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - Creating a negative environment at school for another individual, and
- The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-Bullying

Cyber-bullying is a distinct form of bullying through electronic means that includes but is not limited to:

- Creating a web page or a blog in which the creator assumes the identity of another person;
- Impersonating another person as the author of content or messages posted on the Internet;
- Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Consistent with our Catholic faith and in the spirit of an inclusive, safe and accepting culture, the Huron-Superior Catholic District School Board believes that:

- Bullying adversely affects a student's well-being and ability to learn.
- Bullying adversely affects healthy relationships and the school climate.
- Bullying adversely affects a school's ability to educate its students.

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

POSITIVE SCHOOL CLIMATE

The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.

Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole-school approach involving all education and community partners is needed to bring about systemic change.

The following are among the characteristics of a positive school climate:

- Students, staff members, and parents feel safe, and are safe, included, and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents, and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

PREVENTION AND INTERVENTION

The board has a comprehensive prevention and awareness-raising strategy that includes the board code of conduct (Policy 4024), that sets expectations for appropriate student behaviour. The prevention and awareness-raising strategy also includes teaching approaches that support school-wide bullying prevention and awareness. The focus is on healthy relationships that highlight equity and inclusive education principles throughout the Catholic curriculum in daily classroom instruction and school activities. Schools need to provide opportunities for all students to participate in equity and inclusive education, bullying prevention, and leadership initiatives.

In addition, the board commits to undertake the following initiatives:

School Climate Surveys

As required by PPM 144 *Bullying Prevention and Intervention*, the board is required to conduct anonymous school climate surveys at least once every two years. These surveys must include questions on bullying/harassment related to issues of bias, prejudice or hate. The principal will provide information from the school climate surveys to the school team for review and input into the School Improvement Plan. The results of the school climate survey will be shared with the school community.

The board will inform parents that the School Climate Surveys are voluntary and they can choose to not have their child participate in the process. The board will ensure that surveys are anonymous.

Board and School Bullying Prevention and Intervention Plans

The board will establish a bullying prevention and intervention plan for the schools of the board, and require that all schools implement the board's plan in accordance with the Education Act. When establishing its plan, the views of students, teachers, principals, and other staff of the board, volunteers working in the schools, parents, school councils, and the community will be solicited as required by the Education Act. The views of the board's Special Education Advisory Committee, the Indigenous Education Advisory Committee, Parent Involvement Committee and Student Senate will also be solicited, along with community partners (e.g., social service agencies; mental health agencies; and other appropriate community groups).

The plan must be made available to the public on both the board and schools' websites. The bullying prevention and intervention plan must be reviewed every two years, and be consistent with the policies in PPM 144.

Programs, Interventions, and Other Supports

As required by the Education Act, the board provides programs, interventions, or other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying. The programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the board.

Strategies in Support of Bullying Prevention and Intervention:

- Schools will establish programs, such as bullying prevention and citizenship development, as well as positive activities designed to promote the building of healthy relationships and appropriate behaviour.
- Schools will focus on prevention and early intervention as a key to maintaining a positive school environment in which students can learn.
- Schools will develop prevention measures and initiatives that include the whole school and all aspects of school life.
- A positive "school climate" is a crucial component of prevention; it may be defined as the learning environment and relationships found within a school and school community.

Opportunities for Bullying Prevention Training:

- All students will have the opportunity to participate in bullying prevention training and leadership initiatives within their own school.

In addition to teachers and administrators, other staff, such as educational assistants, social workers, school support staff, and other members of the community all play an important role in supporting students and contributing to a positive learning and teaching environment.

Teaching Strategies:

- Teaching strategies will support the school-wide bullying prevention strategies.
- Teaching strategies will focus on developing healthy relationships by including bullying prevention throughout the curriculum in daily classroom teaching.
- In every grade, a distinctive Catholic curriculum based on the Ontario Catholic School Graduate Expectations will include bullying prevention strategies such as conflict resolution and peer mediation. Teachers must be aware of these links and use them to promote tolerance, respect and empathy, all of which are important components of bullying prevention.

Intervention Strategies:

- Intervention to stop bullying is a community responsibility including school administrators, teachers, board professional staff, parents, students, parish teams and community agencies.
- The goal of intervention measures is to stop incidences of bullying and to foster a positive learning and teaching environment that supports student learning and well-being.
- Intervention will be consistent with a progressive discipline approach that utilizes a continuum of supports and consequences to address inappropriate student behaviour and builds upon strategies that promotes positive behaviour.
- Intervention strategies range from early interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies.
- Ongoing intervention is critical to sustaining and promoting positive student behaviour.
- Information about reporting incidences of bullying safely and in a way that will minimize the possibility of reprisal will be provided to students and parents.

Roles and Responsibilities

Bullying prevention requires input and participation from everyone in the school community. All stakeholders have a role to play to prevent bullying.

Principal

In addressing bullying prevention and intervention, the principal will take a leadership role in the school, evidenced by:

- Demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive and accepting teaching and learning environment;
- Holding everyone accountable for their behaviour and actions;
- Empowering students to be positive leaders in the school and community;
- Communicating regularly and meaningfully with all members of the school community;
- Ensuring the communication of the bullying prevention policy and procedural guidelines includes a communication plan that outlines how these provisions will be made clear to the entire school community;
- Considering interventions, supports and consequences that align with the student's strengths and needs, as well as with the program goals and learning expectations as documented in an Individual Education Plan (IEP);
- Providing an example of respect and civility for all members of the school community.

Teachers and Other School Staff Members

Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- Help students work to their full potential and develop their sense of self-worth;
- Empower students to be positive leaders in their classroom, school, and community;
- Encourage students to report incidents of bullying and support, monitor and act upon all reported incidents, to ensure the safety of all students;
- Communicate regularly and meaningfully with parents;
- Maintain consistent standards of behaviours for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- Prepare students to be responsible citizens who give witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Teachers shall also assist principals in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school. In addition, teachers must assist the principals by reporting incidents of bullying and assisting the principal in conducting an investigation.

Parents

As primary caregivers and original role models for their children, and as partners in Catholic Education, parents play an important role in the education of their children and have a responsibility to support the school community in maintaining a Christ-centred, safe and respectful learning environment for all members.

Parents fulfill their role when they:

- Are actively engaged in their child's school work and progress, social development and faith development;
- Communicate regularly with the school;
- Read and familiarize themselves with information provided by the school regarding ministry, board, and school policies and procedural guidelines;
- Support and model behaviour outlined in ministry, board and/or school policy and procedural guidelines by demonstrating respect for all students, staff, volunteers, other parents and members of the community;
- Work with the school community to prevent, address, and correct discipline issues involving their child;
- Assist staff and principals through representation on local catholic school councils and participation in establishing the schools code of conduct and bullying prevention and intervention plan.

Parents also assist staff and principals through representation on local catholic school councils and participation in reviewing and supporting the school's code of conduct and safe schools' policy.

Students

Ideally, bullying prevention strategies will engage students to examine their own behaviour as the party engaging in bullying behaviour, or by-stander, and commit to a shared mission of Christ-centred, safe and healthy schools free from bullying.

Bullying prevention strategies will also support students who are victims by examining strategies that can help them to positively address bullying behaviour.

Students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- Fulfills the Ontario Catholic Graduate Expectations and lives the Gospel message;
- Comes to school prepared, on time, and ready to learn;
- Shows respect for self, others, and those in authority;
- Refrains from bringing anything to school that may compromise the safety of others; and
- Follows the established rules and takes responsibility for his or her own actions.

Students are also expected to:

- Practice kindness in their daily lives;
- Exercise self-discipline;
- Accept such discipline as would be exercised by a kind, firm and judicious parent;
- Be courteous to fellow pupils and obedient and courteous to staff;
- Show respect for school property; and
- Understand and comply with their school's code of conduct.

Training Strategies for Members of the School Community

Training programs regarding bullying prevention and intervention will be put in place for all administrators, teachers and educational assistants. This training will include cultural sensitivity, respect for diversity and special education needs. Training may be made available to all other adults that have significant contact with students, including, but not limited to, other school staff, school bus drivers and volunteers.

See Policy 4024 Safe Schools and Workplaces and the accompanying procedural guidelines for obligations to respond to and report inappropriate behaviour, including bullying.

Professional Development Strategies for Administrators, Teachers, and Other School Staff

The board will establish and provide professional development programs to educate teachers and other school staff about bullying prevention and strategies for promoting a positive school climate. These strategies include those that are Catholic curriculum-linked, those that respond to all forms of bullying, information to new teachers, and resources to other adults with significant contact with students (e.g. school bus operators/drivers, volunteers, etc.).

Communication and Outreach Strategies

- This policy will be posted on the board web site and communicated to principals, students, parents, teachers, committees of the board, Catholic School Advisory Councils, the Indigenous Education Advisory Committee, Student Senate, volunteers and school bus operators or drivers and any other school staff;
- Members of the school community, including, but not limited to, principals, teachers, parents and students will be made aware of their roles and responsibilities under this policy.

Monitoring and Review

The board will establish a monitoring and review process to determine the effectiveness of the Bullying Prevention and Intervention Policy and its related procedures. This process will include the following:

- An analysis of the school climate through anonymous surveys of students provided by their schools; and
- Monitoring, reviewing and evaluating the effectiveness of Policy 4016 Bullying Prevention and Intervention and its procedural guidelines.

EXPECTED OUTCOME

Consistent with the Safe Schools Act and the Huron-Superior Catholic District School Board Code of Conduct, all students, staff, parents and community members will demonstrate respect for others and contribute to a shared responsibility to create and maintain Christ-centred, safe, caring and accepting schools and workplaces free from bullying.

RELATED POLICES

Policy 4024 - Safe Schools and Workplaces

with procedural guidelines that include: Code of Conduct, Student Discipline, Pupil Suspension and Expulsion

Policy 4015 – Acceptable Use of Information and Communication Technology

Resources with procedural guidelines that include: Acceptable Use of Information and Communication Technology Resources, Personal Electronic Devices (PED), Google G-Suite

RELATED ACTS AND MINISTRY OF EDUCATION DOCUMENTS

Guide to the Release of Student Information and Protection of Privacy Act RSO 1990 Education Act

Criminal Code of Canada

Occupational Health and Safety Act

Ontario Human Rights Code

Youth Criminal Justice Act

Policy/Program Memorandum 128 – The Provincial Code of Conduct and School Board Codes of Conduct

Policy/Program Memorandum 144 – Bullying Prevention and Intervention

Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour

Policy/Program Memorandum 149 – Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals

Policy/Program Memorandum 159 – Collaborative Professionalism

Policy/Program Memorandum 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario schools



Huron-Superior Catholic District School Board

Bullying Prevention and Intervention Board Plan



Purpose

The Huron-Superior Catholic District School Board (HSCDSB) believes that all people are created in the image and likeness of God and, as such, have the right to be treated with dignity, respect and fairness. The board further recognizes the importance of ensuring a safe, inclusive and accepting school environment, and that the most effective means to address bullying is through a comprehensive school-wide approach that engages all stakeholders in these efforts.

The purpose of this board Bullying Prevention and Intervention Plan is to develop, in consultation with students, principals, teachers and other staff, parents/guardians, volunteers, school councils and the public, a long-term school-wide approach regarding bullying prevention and intervention to be implemented by all schools of the HSCDSB. The plan will be reviewed at least every two years while seeking input from stakeholders. The HSCDSB further recognizes that a key factor in the development of a successful bullying prevention and intervention plan is the consistent use of research-approved best practices. The HSCDSB shall also strive to consider local needs (geographical, cultural, and demographics) and the availability of supports when developing and reviewing this plan.

This plan is based upon the Ministry of Education's Model Bullying Prevention and Intervention Plan (the "Model Plan")¹ released January 29, 2013, and the requirements set out in this Plan have been taken directly from the Model Plan. As required by the Model Plan, when revising its plan, the HSCDSB will:

- Review school climate surveys to identify concerns;
- Identify best practices of evidence-informed programs currently used;
- Consider what other evidence-based practices may help address concerns; and
- Identify key collaborators within the Board in respect of its bullying initiatives, and others who could be included as possible collaborators.

As required under subsection 303.3(3) of the Education Act², each school is required to implement this plan, and to comply with the board's policies and procedures regarding Bullying Prevention and Intervention. Through information gathered in the school climate surveys, the board will identify the most appropriate strategies to include in the bullying prevention and intervention plan.

¹Ministry of Education, "Working Draft: Safe and Accepting Schools Model Bullying Prevention & Intervention Plan" January 2013, Queen's Printer for Ontario, 2013, available online at: www.edu.gov.on.ca/eng/document/curricul/BullyingPreventPlan.pdf

²Education Act (Ontario), R.S.O. 1990, c.E.2., as amended.

Education, Awareness and Outreach

The HSCDSB and each school will endeavour to increase education, awareness, and outreach. Through this approach, it will help to engage all members of the school community in supporting school and board efforts to deal with inappropriate student behaviour, including bullying. Communications with the school community will include the following definition of bullying given in subsection 1(1) of the Education Act:

Definition of Bullying

“Bullying” means aggressive and typically repeated behaviour by a pupil where,

- a) The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i) Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
 - ii) Creating a negative environment at a school for another individual, and
- b) The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education

For the purposes of the definition of “bullying” above, behaviour includes the use of any physical, verbal, electronic, written or other means.

Definition of Cyber-Bullying

For the purposes of the definition of “bullying” above, bullying includes bullying by electronic means (commonly known as cyber-bullying), includes but not limited to,

- a) Creating a web page or a blog in which the creator assumes the identity of another person;
- b) Impersonating another person as the author of content or messages posted on the internet; and
- c) Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

The Huron-Superior Catholic District School Board and its schools will strive to:

- Identify different types of bullying, including cyber-bullying;
- Understand the myths and realities of bullying behaviour;
- Identify bullying and differentiate bullying from conflict, aggression and teasing;
- Understand power and peer dynamics;
- Identify how biases, prejudice and hate can lead to bullying;
- Identify different manifestations and underlying factors of bullying (e.g., body image, racism, sexism, homophobia, disability).

In addition, each school will take the following steps:

- Understand a whole school approach and the essential importance of a positive school climate for student achievement and well-being;
- Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate;
- Identify ways to make students aware of how they can help prevent and address bullying;
- Identify strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate;
- Reach out to parents and the broader school community. In doing so, the following will be done:
 - Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies;
 - Become knowledgeable about community partners and resources available in the community.
- Communicate and share with the school community policies and procedures including board/school code of conduct, equity and inclusive education policy and guidelines for religious accommodations, procedures to address incidents of discrimination, progressive discipline approach, and bullying prevention and intervention plans and strategies.

Evaluation of Evidence

Pre-evaluation Strategy

Each school will base its bullying interventions, strategies, practices and programs on evidence. Each school will take the following steps to assess their anti-bullying initiatives and strategies:

- Identify the main issues of concern in a particular school raised by students, school staff, parents, as well as identify issues in the physical environment;
- Conduct a needs assessment, (e.g., what are the current processes for reporting, responding, supporting and following up on issues);
- Develop a pre- and post-evaluation strategy. These should be informed by the results of school climate surveys and other relevant information which may include suspension and expulsion data, the board violent incident report, and reviews of programs and strategies. Steps in an evaluation strategy would include:
 - Creating a baseline and identifying areas of concern;
 - Measuring success;
 - Making changes where necessary; and
 - Creating an action plan to address areas of concern.
- Identify children and youth involved in bullying (including the bully, the person being bullied, and those who may have witnessed or been affected by the bullying). Consider a risk assessment approach in order to do this.
- Identify learning and training opportunities that are needed;
- Review and update the plan as a result of gathering new information.
- Share the plan with the school community.

Post-evaluation Strategy

The school will reassess the results of the subsequent climate surveys to verify the efficacy of the anti-bullying initiatives implemented. The post-evaluation phase gathers evidence to test the efficacy of the preventions, responses, interventions or supports provided in order for changes to be made where necessary.

Policies and Procedures

Each school will:

- Actively communicate policies and procedural guidelines to the community.
- Review policies and procedural guidelines and include the school community in this process in order to build upon and sustain a positive school climate.
- Review procedural guidelines or develop new ones to address discrimination and harassment as they may apply to students, staff, parents and community members.

- Outline roles/responsibilities of the school community, including students, staff, parents, and community members.
- Ensure goals address area of challenge, as identified in school climate surveys and other relevant data.

Prevention

Fostering a positive learning environment will help to reduce possible bullying, harassment, and discrimination incidents. Schools will take the following steps in order to strengthen prevention measures:

- Describe the roles and responsibilities of the school team which will be communicated with the school community;
- Identify bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the board or a school. These should be addressed at the following levels:
 - Activities that promote a positive school climate.
 - Training strategies for school staff.
 - Awareness raising strategies for students, (e.g., social-emotional learning, empathy, developing self-regulation skills).
 - Awareness raising strategies to engage community partners and parents in early and ongoing dialogue.
 - Ways to make linkages to curriculum resources and day-to-day learning.
 - Caring adults and student leaders within the school and school community.
- Provide opportunities for regular check-ins with students at risk of engaging in bullying, and those who have witnessed or been affected by bullying.
- Provide opportunities for teachers to develop effective classroom management strategies, incorporating progressive discipline.
- Establish and maintain respectful and caring classrooms (e.g., model equitable and inclusive behaviour and language).
- Align supervision plans to address where and when bullying happens.

Intervention and Support Strategies

Interventions and supports should be evidence-informed, timely and take a whole school approach. When implementing interventions and supports, schools should endeavour to:

- Use “teachable moments” within a progressive discipline approach to address inappropriate behaviour.
- Consider mitigating factors like the student’s age, the circumstances of the behaviour, and the student’s history before determining the most appropriate way to respond to each situation. Consider a range of options to address the behaviour and help the student learn from his or her choices.
- Have in place processes and strategies to identify, and respond to bullying when it happens.
- Follow up after bullying incident(s) with students, parents, teachers and other school staff, where appropriate.
- Identify strategies for supporting students who engage in bullying, who have been bullied, and others who may have witnessed or been affected by bullying while respecting privacy. Strategies could include school-based resources and/or referrals to community agencies, (e.g., mental health services or public health).
- Communicate to the school community the progressive discipline approach to address inappropriate behaviour and the procedures that are in place to support students who have been harmed or who have engaged in serious behaviour incidents. (Ref. The following Safe and Accepting Schools Policies: Code of Conduct: General Policy, Progressive Discipline, Equity and Inclusive Education, Student Expulsions, Student Suspensions, and Bullying Prevention and Intervention)

SCHOOL IMPLEMENTATION TEMPLATE TO BE COMPLETED BY HURON-SUPERIOR CATHOLIC SCHOOLS

“Policy 4016 Bullying Prevention and Intervention”

“Blessed are the peacemakers, for they will be called children of God”. (Matthew 5:9)

In keeping with its Mission, Vision, and Values, the Huron-Superior Catholic District School Board is committed to maintaining Christ-centred, safe, inclusive and accepting schools and workplaces, free from bullying and other forms of aggression.

The board and its schools actively promote and support positive behaviours that reflect Catholic gospel values, the Ontario Catholic School Graduate expectations and the provincial, board and school codes of conduct.

Consistent with the Safe School Act, the provincial, board and school codes of conduct, all students, staff, parents/guardians and community members will demonstrate respect for others and contribute to a shared responsibility to create and maintain Christ-centred, safe, caring schools and workplaces, where everyone feels included, safe and accepted, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio-economic status or disability.

Insert School Name

EDUCATION, AWARENESS AND OUTREACH

[Insert School Name] recognizes that a positive school climate exists when all members of the school community of students, staff, parents/guardians, volunteers and others are safe, feel safe, are included and accepted, building healthy relationships free from bullying, discrimination and harassment.

[Insert School Name] will utilize the following Ministry of Education definition of bullying as stated in board policy No. 4016 in communications with the school community:

Definition of Bullying

In accordance with subsection 1(1) of the Education Act;

“Bullying” means aggressive and typically repeated behaviour by a pupil where,
(a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

- i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or,
 - ii. creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying

Behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

Bullying includes bullying by electronic means including, but not limited to:

- (a) creating a webpage or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one (1) individual or posting material on a website that may be accessed by one (1) or more individuals.

[Insert School Name] as per board policy No. 4016 will:

- identify different types of bullying, including cyber-bullying;
- understand the myths and realities of bullying behaviour;
- identify bullying and differentiate bullying from conflict, aggression and teasing;
- understand power and peer dynamics;
- identify how biases, prejudice and hate can lead to bullying;
- identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.;
- understand a whole-school approach and the essential importance of a positive school climate for student achievement and well-being;
- develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate;
- identify ways to make students aware of how they can help prevent and address bullying;
- identify strategies to engage parents/guardians in conversations about bullying prevention and how to promote a positive school climate;
- reach out to parents/guardians and the broader school community;
- reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies; and
- become knowledgeable about community partners and resources available in the community.

[Insert School Name] will actively communicate and share with the school community, board policies, board/school code of conduct, equity and inclusive education policy and procedures for religious accommodations, procedure to address incidents of discrimination, progression discipline approach, and bullying prevention and intervention plans and strategies.

PREVENTION

[Insert School Name] recognizes that fostering a positive learning environment will help reduce possible bullying, harassment, and discrimination incidents. **[Insert School Name]** is committed to taking steps to strengthen prevention measures.

[Insert School Name] using evidence-based analysis will identify and implement as appropriate the following practices and initiatives for bullying prevention:

- bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board and/or the School;
- relationship building and community building programs that are present in the school classroom and in the larger community;
- activities that promote a positive school climate;
- awareness raising strategies for students, (e.g. social-emotional learning, empathy, developing self-regulation skills);
- awareness raising strategies to engage community partners and parents/guardians in early and ongoing dialogue;
- ways to link curriculum and daily learning;
- ways to support and encourage role modeling by caring adults and student leaders within the school and school community; and
- identify and implement as appropriate the learning and training opportunities for school staff and the school community that are needed.

[Insert School Name] will also:

- provide opportunities for regular check-ins with students at risk or affected by bullying;
- provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;
- establish and maintain respectful and caring classrooms; and
- align supervision plan to address where and when bullying happens, as identified through climate surveys.

INTERVENTION AND SUPPORT STRATEGIES

[Insert School Name] recognizes the importance of using timely interventions and supports with a school-wide approach.

[Insert School Name] will:

- take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents and recognize that some allegations may require more comprehensive intervention;
- respond to any student behaviour that is likely to have a negative impact on the school climate;
- address behaviours that are contrary to provincial, board and school codes of conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code;
- encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students;
- consider interventions, supports and consequences that align with the student's strengths and needs, as well as with the program goals and learning expectations as documented in an Individual Education Plan (IEP);
- model appropriate language and actions for students;
- increase awareness and understanding of the dynamics of bullying and develop a school-wide bullying prevention and intervention plan; and
- recognize that the goals of policy initiatives must address the areas of challenge identified in the school climate surveys and other relevant data.

SUPPORTS

[Insert School Name] will:

- provide a safe, caring, and supportive environment that upholds Catholic Gospel values and encourages positive relationships between students, staff, parent/guardians, and all members of the Catholic school community;
- endeavour to increase education, awareness and outreach by using continuing best practices;
- consider that the programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the board that are curriculum-linked and consistent with a progressive discipline approach;
- use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
- have in place processes and strategies to identify and respond to bullying when it happens;
- identify strategies for supporting all students involved in bullying;
- communicate the progressive discipline approach to the school community and the procedures in place to support students;
- use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and acceptable behaviours;

- consider that a range of supports should be available from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers and that ongoing intervention and support may be necessary to sustain and promote positive student behaviour;
- support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including, but not limited to:
 - a) activities or organizations that promote gender equity;
 - b) activities or organizations that promote anti-racism;
 - c) activities or organizations that promote the awareness and understanding of, and respect for people with disabilities; or
 - d) activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.

SAFE SCHOOL TEAM

[Insert School Name] Safe School Team shall:

- review the results of the school climate surveys and identify areas to monitor;
- develop and implement an appropriate action plan to address areas of concern;
- review and revise the school action plan and processes for reporting, response, support and following up on issues as appropriate;
- involve the school community in the review and/or development of policies and procedures relating to bullying, discrimination and harassment;
- the roles/responsibilities of the school community (students, staff, parents/guardians and community members) will be continually reviewed in order to implement best practices;
- reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented;
- monitor, review, and evaluate the effectiveness of strategies and supports in the school improvement plan using the results from the school climate surveys;
- provide opportunities for teachers to develop effective classroom management strategies using progressive discipline; and
- promote Bullying Awareness and Prevention Week in the school through activities for students, staff, parents/guardians and members of the community.

**KEEPING OUR KIDS SAFE AT SCHOOL:
REPORTING AND RESPONDING TO INCIDENTS**

	Reporting	Responding	Supporting Students	Notifying Parents of Victims	Delegating Responsibility/ Authority
All Board employees	<input checked="" type="checkbox"/>				
All Board employees who <u>work directly with students</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Principals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Huron - Superior Catholic District School Board

APPENDIX A

Safe Schools Incident Reporting Form – Part 1

Report No:	CONFIDENTIAL
SAFE SCHOOLS INCIDENT REPORTING FORM – PART I	
Name of School	
1. Name of Student(s) Involved (if known)	
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under section 306(1) of the Education Act</p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol, illegal drugs or unless the student is a medical cannabis user,*cannabis <input type="checkbox"/> Being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student’s school or to property located on the premises of the student’s school <input type="checkbox"/> Bullying <input type="checkbox"/> Any other activity for which a student may be suspended under board policy (Note: Boards must specify on this form any other activities for which the principal may suspend according to board policy.) <p>Activities for which expulsion must be considered under section 310(1) of the Education Act</p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or in illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Bullying (if the student has been previously suspended for engaging in bullying and the student’s continuing presence in the school creates an unacceptable risk to the safety of another person) <input type="checkbox"/> Any activity listed in subsection 306 (1) that is motivated by bias, prejudice, or hate <input type="checkbox"/> Giving alcohol or cannabis to a minor <input type="checkbox"/> Possession of explosive substance; <input type="checkbox"/> Any other activity for which a pupil may be expelled under board policy (Note: Boards must specify on this form any other activities for which the board may expel according to board policy.)
5. Report Submitted By: Name: _____	
Signature: _____ Date: _____	
Contact Information: Location: _____ Telephone: _____	



Huron-Superior Catholic District School Board

SAFE SCHOOLS INCIDENT REPORTING FORM – PART II

Report No:

Report Submitted By:

Name:

Date:

Investigation completed

- Principal to communicate results to the teacher at a mutually convenient time*
- Principal to communicate results to other board employee at a mutually convenient time, as appropriate*

Investigation in progress

- Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time*
- Once investigation is completed, principal to communicate results to other board employee at a mutually convenient time, as appropriate*

Name of Principal:

Signature:

Date:

Note: Only Part II is to be given to the person who submitted the report.

* _In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

Huron-Superior Catholic District School Board

POLICY TITLE: PUPIL/SCHOOL ACCOMMODATION REVIEW **Approved:** April 21, 1998

Amended: May 13, 2020

POLICY NO: 4022

Page: 1 of 1

POLICY

In its mission statement, the Huron-Superior Catholic District School Board emphasizes excellence in education and the creation of sacred learning environments.

The Board is committed to having instructional facilities that support learning, exercising effective stewardship of the resources entrusted to it, and supporting the Ministry of Education's Pupil Accommodation Review Guideline (2018). The Board is also committed to ensuring that, when a decision is made regarding the future of a school, it is done in consultation and involvement with all stakeholders, including staff, parents, administration and the community.

ADOPTED Regular Meeting of the Board April 15, 1998
Motion B-51

DISTRIBUTION

AMENDED Regular Meeting of the Board March 28, 2007
Motion B-178

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

AMENDED Regular Meeting of the Board March 19, 2008
Motion B-27

AMENDED Regular Meeting of the Board September 14, 2011
Motion B-100

AMENDED Regular Meeting of the Board December 14, 2011
Motion B-128

AMENDED Regular Meeting of the Board May 13, 2020
Motion B-

PROCEDURAL GUIDELINES
PUPIL/SCHOOL ACCOMMODATION REVIEW

Ministry Guidelines Related to Pupil Accommodation Review

In 2017-18, the Ministry of Education obtained feedback from a number of stakeholders regarding pupil accommodation review. In response to this feedback, the ministry published its *Pupil Accommodation Review Guideline* in April 2018. This guideline is available at <http://www.edu.gov.on.ca/eng/policyfunding/pupil-accommodation-review-guideline-en.pdf>.

Planning Prior to an Accommodation Review

As described in the *Pupil Accommodation Review Guideline (2018)*, the board will undertake long-term capital and accommodation planning, informed by relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

The board will document its efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report.

Establishing an Accommodation Review

The board will establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain a recommended scenario and at least two alternative scenarios which could include the status quo, to address the accommodation issue(s). The initial staff report must also include information on actions taken by the board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

Boards must use the ministry-approved template to write their initial staff reports.

The recommended and alternative accommodation scenarios included in the initial staff report must address the following four impacts:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources, and
- Impact on local community.

In addition, if at least one school that is eligible to receive support from the Rural and Northern Education Fund (RNEF) is included in a pupil accommodation review at any time, the initial staff report must address the following impact:

- Impact on the local economy.

School boards will have the discretion to undertake economic impact assessments in other communities, if needed, however this will only be required if at least one RNEF-eligible school is included in a pupil accommodation review at any time.

To support these impact analyses, the following factors should be included for each accommodation scenario: Summary of accommodation issue(s) for the school(s) under review;

- Where students would be accommodated;
- If proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- Identify any program changes as a result of the proposed option;
- How student transportation would be affected if changes take place;
- If new capital investment is required as a result of the pupil accommodation review, how the board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available, and
- Any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) will be made available to the public and posted on the board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

The board will ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process will consist of the following:

- Accommodation Review Committee (ARC);
- Consultation with municipal governments local to the affected school(s);
- Public meetings, and
- Public delegations.

The Accommodation Review Committee

Role

The board will establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report, however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report to be presented to the Board of Trustees.

Membership

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by the board's pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board's policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC process.

Formation

The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

Terms of Reference

The board will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the board's education and accommodation objectives in undertaking the ARC and reflect the board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

The Terms of Reference will outline the minimum number of working meetings of the ARC.

Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by the board's staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in these Procedural Guidelines.

School Information Profile

Board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources, and
- Impact on the local community.

A SIP will be completed by board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

- Facility Profile:
 - School name and address.
 - Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions;
 - School boundary map;
 - Context map (or air photo) of the school indicating the existing land uses surrounding the school;
 - Planning map of the school zoning, Official Plan or secondary plan land use designations;
 - Size of the school site (acres or hectares);
 - Building area (square feet or square metres);
 - Number of portable classrooms;
 - Number and type of instruction rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.);
 - Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.);
 - Ten-year history of major facility improvements (item and cost);
 - Projected five-year facility renewal needs of school (item and cost);
 - Current Facility Condition Index (FCI) with a definition of what the index represents;
 - A measure of proximity of the students to their existing school, and the average distance to the school for students;

- Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times);
 - School utility costs (totals, per square foot, and per student);
 - Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress;
 - Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free), and
 - On-the-ground (OTG) capacity, and surplus/shortage of pupil places.
- Instructional Profile:
 - Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school;
 - Describe the course and program offerings at the school;
 - Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counselling, etc.);
 - Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.);
 - Current grade organization of the school (e.g., number of combined grades, etc.);
 - Number of out of zone students;
 - Utilization factor/classroom usage;
 - Summary of five previous years' enrolment and 10-year enrolment projection by grade and program, and
 - Current extracurricular activities.
- Other School Use Profile:
 - Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery;
 - Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery;
 - Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery;
 - Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery;
 - Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery, and
 - Description of the school's suitability for facility partnerships.

The board may also add additional information that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects boards to prepare SIPs that are complete and accurate, to the best of the board's ability, prior to the commencement of a pupil accommodation review.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

Consultation with Local Municipal Governments

Following the Board of Trustees' approval to undertake a pupil accommodation review, the board will invite affected single, lower and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the initial staff report.

The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected single, lower and upper-tier municipalities.

The affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the board's initial staff report before the final public meeting. The board will provide them with advance notice of when the final public meeting is scheduled to take place.

The board must document their efforts to meet with the affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees.

Public Meetings

Once the board has received an initial staff report and has approved the initiation of a pupil accommodation review, the board must arrange to hold a minimum of three public meetings for broader community consultation on the initial staff report. The board will facilitate the public meeting to solicit broader community feedback on the recommended option(s) contained in the initial staff report. In addition to the required public meetings, the board may use other methods to solicit community feedback.

The public meetings are to be announced and advertised publicly by the board through an appropriate range of media as determined by the board.

At a minimum, the first public meeting must include the following:

- An overview of the ARC orientation session;
- The initial staff report with recommended option(s), and
- A presentation of the SIPs.

Completing the Accommodation Review

At the conclusion of the pupil accommodation review process, the board will submit a final staff report to the Board of Trustees which must be available to the public as determined and posted on the board's website.

The final staff report must include:

- A Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review, and
- A section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. Boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Potential options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback from elementary students in this section.

The board may choose to amend their proposed option(s) included in the initial staff report. If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

Board staff will compile feedback from this additional public meeting, which will be presented to the Board of Trustees as part of the final staff report.

Delegations to the Board of Trustees Meeting

Once administration submits the final staff report to the Board of Trustees, the board will allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on board policy.

After the public delegations, the board will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the public accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

Final pupil accommodation review decisions will not be made during the summer holiday period.

Transition Planning

The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.

Timelines for the Accommodation Review Process

The pupil accommodation review process will comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the board's initial staff report. The board must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division; The meeting between the board, affected single, lower and upper-tier municipalities and other community partners that expressed interest prior to the pupil accommodation review must be schedule to take place before the first public meeting;
- The affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the board's initial staff report before the final public meeting;
- The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. An overview of the ARC orientation session must be included at the first public meeting;
- Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 40 business days before the first public meeting is held;
- There must be a minimum period of 60 business days between the first and final public meetings;
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting;
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations;
- If a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report;
- If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations, and

- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

Modified Accommodation Review Process

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex, and do not include one or more schools eligible to receive support from the ministry's Rural and Northern Education Fund (RNEF) the board may find it appropriate to undertake a modified pupil accommodation review process.

1. The board's pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process are satisfying condition one and two or more of the conditions two to five: Exclusion of any RNEF-eligible school in the pupil accommodation review; and, either,
 2. Distance to the nearest available accommodation;
 3. Utilization rate of the facility;
 4. Number of students enrolled at the school, or
 5. When the board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

The board may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple factors may be developed by the board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of the board's pupil accommodation review policy.

The guiding principles of this *Guideline* apply to the modified pupil accommodation review process.

Even when criteria for a modified pupil accommodation review are met, the board may choose to use the standard pupil accommodation review process.

Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with these Procedural Guidelines.

The initial staff report and SIPs must be made available to the public and posted on the board's website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the board.

Following the public meeting, administration will submit a final staff report to the Board of Trustees which must be available to the public as determined in the Board's policy, and posted on the board's website. However, if a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

The final staff report must include:

- A Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review, and
- A section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. The Board will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback. School boards could also determine whether to include feedback from elementary students in this section.

Once board staff submits the final staff report to the Board of Trustees, the board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on board policy.

After the public delegations, the board will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the board will provide written notice of the Board of Trustees' decision within 5 business days to each of the elected officials of the affected single, lower and upper-tier municipalities, other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended alternative scenarios in the board's initial staff report. The board must also notify the Director(s) of Education of their coterminous

boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division;

- The meeting between the board, affected single, lower and upper-tier municipalities and other community partners that expressed an interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting;
- The affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, should provide their response on the recommended and alternative scenarios in the board's initial staff report before the final public meeting, otherwise the board will be required to include this response in the final staff report;
- The board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 40 business days before this public meeting is held;
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting;
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations;
- If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report;
- If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations, and
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

Administrative Review Process

What is an Administrative Review?

The Ministry of Education encourages students, parents and community members to get involved in the accommodation review process.

If during the course of the pupil accommodation review process, an individual or individuals become concerned that the board is not following its pupil accommodation review policy, they may want to consult the board's policy and advise the ARC of their concerns.

A copy of the board's policy can be found on its website, or can be requested from the board.

If at the end of the process, an individual or individuals believe that the board did not follow its pupil accommodation review policy, then they can request an Administrative Review from the ministry.

Steps to Request an Administrative Review

Once the trustees have made their final decision, there are 30 calendar days to submit a petition to the ministry. The ministry will notify the contact person when the petition has been received. Within 60 calendar days, the ministry will decide whether to appoint a facilitator to undertake an Administrative Review.

A review of the board's accommodation review process may be sought if the following conditions are met.

An individual or individuals must:

Step 1

- Review the board's policy governing pupil accommodation reviews and identify areas where they believe the board did not follow its policy. A copy of the board's pupil accommodation review policy must be submitted, highlighting how the pupil accommodation review process was not compliant with the board's pupil accommodation review policy.
- Some examples could include:
 - The board policy may require that public meetings be held over a 90 day period, but the meetings were held over a 70 day period, and
 - The board policy may require board staff to analyze a certain number of accommodation scenarios, and the board staff may not have done so.

Step 2

- Collect signatures of people who also believe the board did not follow its policy and who support a request for an Administrative Review. Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). An affected school is one that trustees agreed to close as part of their final decision on the pupil accommodation review. Parents / guardians of students attending the affected school and / or other individuals that formally participated in the accommodation review process are eligible to sign the petition.
- Eligible signatures are from:
 - Parents or guardians of students who attend the affected school, and
 - Other individuals who formally participated in the accommodation review process by attending a meeting, presenting a submission in person or in writing (including by email), or as ARC members.
- The petition should clearly provide a space for individuals to print and sign their name or provide an e-signature, address (street name and postal code); and to indicate whether they are a parent/ guardian of a student attending the school subject to the accommodation review, or an individual who has formally participated in the review process.

Step 3

- Write a letter or email to the Minister of Education to accompany the petition. Petitioners may want to follow the format provided in Appendix A. The letter must explain in detail how petitioners think the board did not follow its accommodation review policy.
- Submit the petition, letter, and justification to the board and the Minister of Education within thirty (30) calendar days of the board's closure resolution. The letter or email must identify one person as the contact person. One copy of the letter or email is to be sent to the Ministry and another copy is to be sent to the board.

The board is then required to:

- Confirm to the Minister of Education that the names on the petition are parents/ guardians of the students enrolled at the affected school and / or individuals who formally participated in the review process, and
- Prepare a response to the individual's or individuals' submission regarding the process and forward the board's response to the Minister of Education and the petitioner within thirty (30) calendar days of receiving the petition.

If the condition set out above have been met, the Ministry is then required to:

- Undertake a review to determine whether the board accommodation review process was undertaken in a manner consistent with the board's accommodation review policy within thirty (30) calendar days of receiving the board's response and, if warranted, appoint a facilitator to undertake an Administrative Review.
 - If the ministry decides not to appoint a facilitator, the ministry will notify the petitioner and the board to explain why a facilitator was not appointed. The board may post this response on its website.
 - If the ministry does decide to appoint a facilitator the ministry will notify the petitioner and the board. The board may post this response on its website. The facilitator will consult with the community and the board to gather information to write the report to the Minister. The facilitator will determine the timing and manner in which the consultations will be conducted. The facilitator will use the information collected to write a report that responds to the question of whether the board followed its pupil accommodation review policy, and submit the report to the Minister. The Minister will post the report on the ministry's website.

Exemptions

This Procedure Guideline applies to schools offering elementary or secondary programs. However, there are specific circumstances where the board is not obligated to undertake a pupil accommodation review. These include:

- Where a replacement school is to be built by the board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the board's policy;
- Where a replacement school is to be built by the board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the board's policy

- When a lease for the school is terminated;
- When the board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- When the board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair, or
- Where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, the board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The board will also provide written notice to each of the affected single, lower and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of Capital and Business Support Division no fewer than 5 business days after the decision to proceed with an exemption.

A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

Definitions

Accommodation review: A process, as defined in the board's pupil accommodation review policy, undertaken by the board to determine the future of a school or group of schools.

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

ARC working meeting: A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a public accommodation review.

Business day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within the board's Christmas, spring and summer breaks. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

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

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

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

Public delegation: A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the Board of Trustees.

Public meeting: An open meeting held by the board to solicit broader community feedback on a pupil accommodation review.

School Information Profile (SIP): An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

Space template: A Ministry of Education template used by the board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.

APPENDIX A

ADMINISTRATIVE REVIEW PETITION TEMPLATE

Dear Minister,

I am writing to request an Administrative Review of the accommodation review process undertaken by the (name of school board) for the following school(s): (school name), (school name), (school name).

On (date), the Board of Trustees voted to (describe board resolution to close school/s, move students, keep school/s open and/ or build new school(s) _____.

Attached please find our petition. The petitioners believe that the board did not follow its accommodation review policy in the following ways:

- 1) The board's policy states: (describe relevant section of the board's policy)
Instead, the board (describe how actual events differed)
- 2) The board's policy states: (describe relevant section of the board's policy)
Instead the board (describe how actual events differed)
- 3) The boards policy states: (describe relevant section of the board's policy)
Instead the board (describe how actual events differed)

(other examples as appropriate)

We believe the board did not follow its accommodation review policy, we hope that you will appoint an independent facilitator to review the board's accommodation review process.

Sincerely,

(Contact person for the petitioners)

Contact information

March, 2020

Huron-Superior Catholic District School Board

POLICY TITLE:	RELEASE OF INFORMATION REGARDING STUDENTS	Approved:	September 30, 1999
		Amended:	May 13, 2020
POLICY NO:	7011	Page:	1 of 1

POLICY

The release of “personal information” which includes “student records” by any person in the employ of the Huron-Superior Catholic District School Board is governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) which is paramount to any other Act, including the Education Act, where there is a conflict regarding the release of information.

The release of “personal health information” by any person in the employ of the board is governed by the Personal Health Information Protection Act (PHIPA). Personal health information means identifying information about an individual that relates to the physical or mental health of the individual.

It is the policy of the Huron-Superior Catholic District School Board that information regarding students within its jurisdiction shall only be released in accordance with the MFIPPA, PHIPA and the Education Act.

<u>ADOPTED</u>	Regular Board Meeting September 30, 1999 Motion B-136		<u>DISTRIBUTION</u>
<u>AMENDED</u>	Regular Board Meeting June 16, 2010 Motion B-71	i)	Trustees
<u>AMENDED</u>	Regular Board Meeting March 11, 2015 Motion B-40	ii)	Administration
<u>AMENDED</u>	Regular Board Meeting May 13, 2020 Motion B-	iii)	Principals
		iv)	Teaching Personnel
		v)	O.E.C.T.A.
		vi)	C.U.P.E.

PROCEDURAL GUIDELINES
RELEASE OF INFORMATION REGARDING STUDENTS

1. Release of Information by Principal or Teachers:

- a) "Student records" may be examined by a student, and/or his or her custodial parent or guardian where the pupil is under the age of 18 years of age.
- b) A student's name, date of birth, address and telephone number and the student's parent or guardian's name, address and telephone number may be released to a medical officer of health by the principal.

Commentary:

Nothing in the above prevents the providing of student records or reports to the Ministry of Education or School Board for use in a disciplinary proceeding.

2. Release of Personal Information by the Person Designated as the Head Under the MFIPPA (Director of Education):

- a) All requests by lawyers, non-custodial parents or other third parties for personal information concerning a student shall be forwarded in writing to the Director of Education. Employees shall not discuss any student's personal information (broadly defined as the conduct, appearance, academic performance or opinions of and about a student) that they are aware of as a consequence of their employment, other than in accordance with this policy.
- b) The party requesting the personal information shall be advised that such information can only be released pursuant to the MFIPPA and therefore the request must be in writing, specifying what information is requested. The Director of Education, pursuant to the MFIPPA, may refuse to release personal information concerning a student unless written consent for the release of such information accompanies the request for the information as follows:
 - i) a consent signed by the student who is 16 years of age and older; or
 - ii) where the student is under the age of 16 years of age, the consent of the custodial parent or guardian of the student.

Consents From Non-Custodial Parents:

- a) Consents from parents who have only been granted visitation or access rights by way of Court Order or Separation agreement are not sufficient to allow the release of personal information. A consent of the custodial parent or guardian, or the student if 16 years of age or over, or a Court Order requiring the release of such personal information is required to release personal information to the non-custodial parent.
- b) Consents signed by students for the release of personal information, which is not a student record (academic records and OSR) are effective under the MFIPPA if signed by a student 16 years of age and over.

3. Release of Personal Health Information

Record Keeping and Release of Information by Student and Family Counsellors:

- a) Findings and Reports prepared by Student and Family Counsellors employed by the Board are not part of student records, but are personal health information and are therefore governed by the PHIPA. All requests for access to such information should be directed to the Head of the School Board.
- b) Student and Family Counsellors should not discuss with third parties' personal information regarding students that they obtain as a consequence of their employment.
- c) Student and Family Counsellor records and all of the information which they receive as a consequence of their employment are the property of the board and shall be maintained on board premises.
- d) Student and Family Counsellors should not extend promises of confidentiality to a student, as the information which the student may give to a counsellor may by law (the Child and Family Services Act and the fiduciary duties imposed by common law) require the counsellor to report such information to the Children's Aid Society, the police or school board personnel as outlined in board policy. This shall be clearly explained to all students/parents and form part of the Acknowledgement of Service form.

Consents From Non-Custodial Parents:

- a) Consents by parents who have only been granted visitation or access rights, by way of court order or separation agreement are not sufficient to allow the release of “personal health information”. A consent of the custodial parent or guardian, or the student, if the student is 12 years of age and deemed “competent” to make this decision by the health information custodian, or a court order requiring release of such information to the non-custodial parent.
- b) Consents signed by students for “personal health information” who are 12 years of age and deemed “competent” by the health information custodian are effective under PHIPA.

4. Legal Considerations

Receipt of a Subpoena:

- a) A subpoena is a Court Order to attend in Court to give evidence and on occasion the subpoena will require that records containing personal information be brought with the subpoena to the Court, by the witness served.
- b) An employee who receives a subpoena must appear at the time and place appointed and should bring with them the information required by the subpoena in a sealed envelope. The documents in the sealed envelope should only be given to the judge at the request of the judge and not to any third party. The judge shall decide which documents, if any, in the sealed envelope should be provided to parties to the Court proceedings, pursuant to the rules laid down by the Supreme Court of Canada, the MFIPPA, the PHIPA and the Education Act,

Process:

- a) It is important that when employees receive requests for “personal information” or “personal health information” out of sequence, that they reroute the request to the Director.
- b) Following the request of “personal” or “personal health” information the Head under MFIPPA will work with the Mental Health Leader, who serves as the Board’s lead Health Information Custodian (PHIPA) and the Superintendent responsible for special education to determine the nature of the request and what, if any, information will be released.
- c) Depending on the complexity of each request, a legal opinion may be sought prior to responding.



Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR

Re: Barrier Free Upgrades & Partial Roof Replacement

*Submitted by Steve Brown
Manager of Plant Services*

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: Curtis Berkenbosch and Bidder Representatives S. Brown (HSCDSB)

The tenders for the St. Francis French Immersion Catholic School Barrier Free Upgrades & Partial Roof Replacement project were opened virtually on May 5, 2020. Four (4) tenders were received, with results as follows:

<u>Contractor</u>	<u>Total Stipulated Price</u>
George Stone & Sons	\$419,875
First General Services	\$420,388
S & T Group	\$456,042
Builtwright Construction	\$469,246

The budgeted cost for the project is \$310,000.

Proposed Resolution: 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.

SB/fm



Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR

Re: Barrier Free Upgrades

*Submitted by Steve Brown
Manager of Plant Services*

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: Curtis Berkenbosch (IDEA Inc.)
S. Brown (HSCDSB)
Bidder Representatives

The tenders for the St. Mary’s Catholic School Barrier Free Upgrades project were opened virtually on May 4, 2020. Five (5) tenders were received, with results as follows:

<u>Contractor</u>	<u>Total Stipulated Price</u>
Lignum Builders	\$398,424
S & T Group	\$412,097
RF Contracting	\$462,683
Quinan Construction	\$466,871
Nu-Style Construction	\$586,398

The budgeted cost for the project is \$250,000.

Proposed Resolution: 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.

SB/fm

May 23, 2020



Huron-Superior Catholic District School Board

Re: ST. MARY'S COLLEGE SCHOOL ACTIVITY REPORT

May 2020

*Submitted by:
Anthony DeLorenzi
Lucas Marano
Student Trustee
St. Mary's College*

Events

- Distanced learning has continued to move along smoothly.
- We have heard many positive statements about distanced learning and how it is very manageable in everyone's days.
- Student Trustee Elections took place the day of April 30th. These elections took place online using Google docs and forms.
- Grade 12 mid-term marks were submitted to post-secondary institutions through OUAC on April 22nd
- The deadline to accept College offers is May 1st, additionally the university deadline is June 1st

Student Council

- Student council is planning on organizing a Student Council executive election via Google forms, similar to the online trustee elections.
- We are continuing to hold meetings weekly to organize ourselves for a possible return.

Faith

- There is morning prayer every day on the home page of the LMS. This appears for all students and staff accessing the LMS, not just SMC. The most recent prayers have been planned fully by students in Miss Parniak's gr. 12 Religion Class.
- Resurrection Prayer Service in place of the scheduled Mass where student voices were recorded from home and edited in. This included a performance by some of our Faith on Fire Singers at home.
- Education Week prayer service on Tuesday May 5 in place of the scheduled school Mass. This prayer service includes a very special surprise for students of SMC, student voices will be included.
- Linking to the Province Wide Mass with His Eminence Thomas Cardinal Collins as morning prayer on May 6.
- There was a call out to students and staff to submit photos of them working from home or sharing positive messages to be shared during Education Week.
- Working with Superintendent Durocher to contact and follow up with families receiving food boxes.